



#B Term 4 - Lesson 35

Opposites - Grade 3

The Victorian Curriculum (F - 2) Strand: Communicating, Sub-strand: Translating (VCASFC134) Strand: Communicating, Sub-strand: Informing (VCASFC131)	The Australian Curriculum (V9 1 - 2) Strand: Understanding language and culture, Sub-strand: Understanding systems of language (AC9L2AU2U02) Strand: Communicating meaning in Auslan, Sub-strand: Mediating meaning in and between languages (AC9L2AU2C03)
NSW Syllabus Code(s): Interacting in Auslan: Using features of Auslan to communicate (AU1-INT-01)	

Preparation prior to lesson	Provide each student with an 'opposite' word on a slip of paper. Write your own or print the ones provided below. Paper and pencils/textas ready for use.
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Learning Intention	I will <ul style="list-style-type: none"> Learn Auslan signs related to opposite concepts. Learn these descriptive signs that can combine with other signs.
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Success Criteria	I can <ul style="list-style-type: none"> Recognise and correctly sign the opposite signs. Find your 'partner' (your opposite sign person). Draw an object, person or animal to represent a sign/word given.
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Time	Teacher	Resources
5 mins	Set up the video to watch. Students seated on the floor.	
5 mins	<p>Introduction:</p> <p>Introduce the topic - Opposites Today Shaylah is teaching us some Auslan opposite signs. These help us make our Auslan communication more interesting and descriptive. They're fun to learn and we can practise using them with other signs that we already know, e.g. tall boy, cold ice-cream, young dog. I'm sure that you will be able to think of others!</p> <p>(Start of Lesson)</p> <ul style="list-style-type: none"> • Read and discuss the Learning Intention and Success Criteria. • Check for understanding, clarifying vocabulary as necessary. 	
10 mins	<p>Explicit Teaching: Watch the video</p> <p>Use teacher discretion to decide if the class needs to watch any part of the video a second time.</p> <p>Signs taught this lesson: opposite, bumpy/smooth, hard/soft, young/old, sweet/sour, tall/short, big/small, hot/cold, heavy/light, gentle/rough.</p>	Lesson 35 video
5 mins	<p>Explanation of Activity:</p> <ul style="list-style-type: none"> • Practise all the signs taught today in their opposite pairs. • Each student is given a word (to sign) and asked to find their opposite sign partner. <ul style="list-style-type: none"> - The student reads the word. They must move around the classroom going to individual students to sign their sign (no voicing) and ask the other's sign 'you what'. - If they are an opposite match they remain together. - This continues until each student finds their opposite. 	Opposite signs sheet available below for printing and use.

	<ul style="list-style-type: none"> - When they find their opposite, if time allows, the pair go to a table and use paper and pencils/texta to draw on one sheet something to represent their signs, e.g. if they have tall/short one may choose to draw a giraffe and the other may choose to draw a meerkat/monkey or another short animal/object. - Return to the class group and using Auslan, share their signs and drawings - giraffe tall, monkey short. 	
15 mins	<p>Activity:</p> <ul style="list-style-type: none"> • Practise all the signs taught today in their opposite pairs. • Each student is given a word (to sign) and asked to find their opposite sign partner. 	
5 mins	<p>Reflection with Students: (Select from the following options)</p> <ul style="list-style-type: none"> • Can you think of a smooth animal or object? Sign to the class. • Describe your pet using any of the signs that we learnt today. Is your dog or cat gentle or rough? • If you don't have a pet, describe your favourite toy using a sign(s) taught today. • Remember to combine 2 signs. 	

SIGN REFERENCE SHEET: [Opposites pg1.pdf](#)

[Opposites pg2.pdf](#)

ACTIVITY SHEET:  [Opposites.pdf](#)