



#B Term 3 - Lesson 24

Auslan Structure - Grade 4

The Victorian Curriculum (F - 2) Strand: Understanding, Sub-strand: Systems of Language (VCASFU140) Strand: Understanding, Sub-strand: Systems of Language (VCASFU138) Strand: Communication, Sub-strand: Translating (VCASFC134)	The Australian Curriculum (V9 1 - 2) Strand: Understanding language and culture, Sub-strand: Understanding systems of language (AC9L2AU2U01) and (AC9L2AU2U02)
NSW Syllabus Code(s): Understanding texts in Auslan: Responding to texts (AU1-UND-01)	

Preparation prior to lesson	The teacher prints a copy of the pictures to assist with the Lesson Practice. Refer to Lesson Plan for English to Auslan sentences. Write on a sheet if required.
-----------------------------	--


Learning Intention	We are learning <ul style="list-style-type: none"> About Auslan structure (word order/grammar) Learn how Auslan grammar differs from English grammar.
--------------------	---

Success Criteria	I can <ul style="list-style-type: none"> Use Auslan structure when signing a message. (English phrase or sentence). Understand that small english words such as - a, and, to, is, the, an - are not used in Auslan.
------------------	---

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 - Auslan Structure (Grammar)</p> <p>In this lesson we show how Auslan structure (sign order) is different from English (word order). It has its own order for a purpose and that is to make conversation flow and easier to follow. The topic first gives the best indication about what the communication is about. This is easiest for Deaf people. There is also flexibility about sign order in Auslan.</p> <p>Deaf people need to be visually alert and always watching in order to communicate. The Auslan structure assists the Deaf person to communicate and follow a conversation.</p> <p>With English, in a sentence, you can have several words before the main idea/topic is even mentioned! There are also many small words that have no meaning on their own (to, the, an, a - are a few of these). This does not happen in Auslan structure.</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. 	Provided above
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>Taught: Auslan grammatical structure - the word order in Auslan – topic first, (then comment or question) what's happening - object and then the action e.g. man wood chop.</p> <p>Also where and how to use question signs, e.g. movie want go when</p> <p>A simple sentence example - (as per the video) English: The dog is eating dinner Auslan: dog dinner eat</p>	Lesson 24 video

5 mins	<p>Explanation of Activity:</p> <ul style="list-style-type: none"> • Discuss some differences between Auslan structure and English sentences (grammar). • Practice using Auslan (grammatical) Structure. Using Pictures <ul style="list-style-type: none"> - The teacher shows the picture of the dog eating its dinner and writes on the whiteboard: The dog is eating its dinner, stating that this is an English sentence. - How do we change this to Auslan structure? Remind students - topic first - dog. What does he have? dinner. What is he doing? eat. dog dinner eat - The teacher could write this on the board to show the students, then erase it saying - there is no written form of Auslan (as there is in English) - The teacher shows the next picture, and asks the students what is happening in the picture - The girl is reading a book. The teacher writes this on the whiteboard. - Next the students turn to a partner beside them to talk together about how to sign this in Auslan. - After a few minutes, the teacher asks some students, in turn, what they decided was an Auslan way to sign the picture. • Practice using Auslan (grammatical) Structure. Using Sentences <ul style="list-style-type: none"> - The teacher writes one of the English sentences on the whiteboard and the students 'convert' that to Auslan structure. - The students turn to the other side/different partner to discuss and change to Auslan Structure. - Once again the teacher asks some students to share (using Auslan) with the class. - Continue until each English sentence is converted into Auslan. 	<p>The English sentences (picture stimulus) to change/convert to Auslan Structure: (find pictures below)</p> <ol style="list-style-type: none"> 1. The dog is eating its dinner (Auslan: dog dinner eat) 2. The girl is reading a book. (Auslan : girl book read) 3. The teacher is writing on the paper. (Auslan: teacher paper write) <p>English sentences to convert to Auslan structure:</p> <ul style="list-style-type: none"> - At school we play at lunchtime (Auslan:school lunchtime play) - The boy is watching the TV. (Auslan: boy TV watch) - the girl is eating an apple (Auslan: girl apple eat)
15 mins	<p>Activity:</p> <ul style="list-style-type: none"> • Discuss some differences between Auslan structure and English sentences (grammar). 	

	<ul style="list-style-type: none"> • Practice using Auslan (grammatical) Structure. Using Pictures • Practice using Auslan (grammatical) Structure. Using Sentences 	
5 mins	<p>Reflection with Students: (Select from the following options)</p> <ul style="list-style-type: none"> • Is Auslan grammar/structure the same as English? • Can you explain why the Auslan structure/sign order, used by Deaf people, might be different to English (word order)? • List some of the small words used in English, which are not used in Auslan. • What else do you notice with Auslan structure, compared to English? (less/fewer signs than words, quick and easier to follow in a conversation) 	

ACTIVITY PICTURES:  **#B.L24.3.4.Auslan Structure Pics 3.pdf**