



#C Term 3 - Lesson 30

Revision - Auslan Storybook 'Boy' - Grade 5

<p>The Victorian Curriculum (F - 2) Strand: Communicating, Sub-strand: Creating (VCASFC132 and VCASFC133) Strand: Communicating, Sub-strand: Reflecting (VCASFC137) Strand: Understanding, Sub-strand: Systems of Language (VCASFU141)</p>	<p>The Australian Curriculum (V9 1 - 2) Strand: Communicating meaning in Auslan, Sub-strand: Mediating meaning in and between languages (AC9L2AU2C03) and (AC9L2AU2C04) Strand: Understanding language and culture, Sub-strand: Understanding systems of language (AC9L2AU2U02)</p>
<p>NSW Syllabus Code(s): Understanding texts in Auslan: Responding to texts (AUE-UND-01) Role of language, culture and identity: Identity of the Deaf community (AUE-RLC-01)</p>	

Preparation prior to the lesson	If the school has the text 'Boy' by Phil Cummings, have it available for reference.
Learning Intention	<p>I will</p> <ul style="list-style-type: none"> Follow the story in Auslan, with book picture support. Understand the concept of Boy's communication and communication strategies.
Success Criteria	<p>I can</p> <ul style="list-style-type: none"> Discuss the story and the Auslan storytelling. Use Constructed Action (CA) to represent parts of the story.

Time	Teacher	Resources
5 mins	Set up the video to watch. Students seated on the floor.	
5 mins	<p>Introduction: Introduce the topic - Auslan storybook - ‘Boy’ by Phil Cummings.</p> <p>Today we have the book ‘Boy’ by Phil Cummings. Ben tells the story in Auslan.</p> <p>It’s an interesting story about Boy who is Deaf. He uses signing and other strategies to communicate with hearing people.</p> <p>The story mentions that ‘Boy’ communicates with ‘dancing hands’.</p> <p>Take note of what happens at the end of the story. Enjoy!</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>Taught this lesson: To watch and understand an Auslan story about a Deaf boy who solves the town’s problems. Identify and understand Boy’s communication strategies.</p>	Lesson 30 video
5 mins	<p>Explanation of Activity:</p> <ul style="list-style-type: none"> • Conversations from the Story - 2 characters and then Role Shift (1 person signing both characters) <ul style="list-style-type: none"> - Pair the students with a partner. - Recall conversations during the story, e.g., when the knights tried to warn Boy that he was in danger and the Dragon roared (Boy did not hear or understand); the King and Dragon when Boy asked why they were fighting -King: “he started it...”, Dragon: “ Accident. sneeze fireball..” etc - the partners can practise having this sign conversation:- 	Role Shift Lesson - #B Lesson 19

	<ol style="list-style-type: none"> 1. Each taking on the role of a character. (to decide what to say/the dialogue). 2. Then later Role Shift - one person signing both conversations. Role shift was taught in #B Lesson 19. <ul style="list-style-type: none"> - The partners help each other. 3. <i>For Grade 5/6 students, they can create conversation/dialogue between characters at the end of the story. What might the parents have said to Boy? What might the Villagers have said? or the Dragon to Boy/the King? The partners can each take a character role.</i> <p>Remember with Role Shift you turn your face/body and look up or down depending on the height of the character - hint: the dragon will be the tall one! taller than the King. Boy will be the small one in any conversation.</p> <ul style="list-style-type: none"> - For these conversations the students can use signs, Constructed Action (mime) and / or fingerspelling as they need to. <p>** This is great practice and does improve with experience. It may not be 'perfect' on first efforts.</p>	
15 mins	<p>Activity:</p> <ul style="list-style-type: none"> • Conversations from the story: <ol style="list-style-type: none"> 1. 2 characters by 2 students then 2. role shift - 1 student signs both characters. 3. Create conversations/dialogue between characters at the end of the story. <p>Share as many conversations as time allows.</p>	
5 mins	<p>Reflection with Students: (Select from the following options)</p> <ul style="list-style-type: none"> • In the story, what do they call Boy's signing? (dancing hands) The people can see his hands moving but don't understand the meaning. • Did you understand the story, with the signing and the pictures? • What is the boy's name? (Boy) • How would you describe Boy? • Who are the main characters in the story? • How is the problem resolved? • How challenging was it to use Auslan to converse and use Role Shift between characters? Was it fun too? 	