



## #C Term 1 - Lesson 7

### Bodies of Water - Grade 5

<b>The Victorian Curriculum (F - 2)</b> Strand: Communicating, Sub-strand: Translating (VCASFC134) Strand: Communicating, Sub-strand: Informing (VCASFC 130)	<b>The Australian Curriculum (V9 1 - 2)</b> Strand: Communicating meaning in Auslan, Sub-strand: Mediating meaning in and between languages (AC9L2AU2C03) and (AC9L2AU2C04)
<b>NSW Syllabus Code(s):</b> Interacting in Auslan: Using features of Auslan to communicate (AUE-INT-01)	

<b>Preparation prior to the lesson</b>	Print bodies of water words to provide for the small groups of 8 students (1 word per student).
<b>Learning Intention</b>	<b>I will</b> <ul style="list-style-type: none"> <li>• Learn Auslan signs related to bodies of water.</li> <li>• Notice how these signs vary depending on the amount of water and how the water flows.</li> </ul>
<b>Success Criteria</b>	<b>I can</b> <ul style="list-style-type: none"> <li>• Recognise the bodies of water signs taught.</li> <li>• Correctly sign the bodies of water signs.</li> </ul>

Time	Teacher	Resources
5 mins	Set up the video to watch. Students seated on the floor.	
5 mins	<p><b>Introduction:</b></p> <p>Introduce the topic - Bodies of Water  Today we learn some signs about water and how you indicate water variations in Auslan. Many of these are, of course, visual and indicate the amount of water, e.g. a drop as compared to a puddle and flood. Also the type of water and how it flows - ocean and waterfall.  Notice how these signs 'look like' what they represent and this will help you to remember them.</p> <p>(Start of Lesson)</p> <ul style="list-style-type: none"> <li>• Read and discuss the Learning Intention and Success Criteria.</li> <li>• Check for understanding, clarifying vocabulary as necessary.</li> </ul>	
10 mins	<p><b>Explicit Teaching:</b>  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><b>Signs taught this lesson:</b> water, sea/ocean, river (revision), pond, lake, waterfall, puddle, drop, flood.  (Many of these signs involve the sign <i>water</i>, then <i>visual representation</i> of the shape or movement of the water, followed by <i>fingerspelling</i>.)</p>	Lesson 7 video
5 mins	<p><b>Explanation of Activity:</b></p> <ul style="list-style-type: none"> <li>• Practice signs taught in this lesson.</li> <li>• <b>Order the Water</b> <ul style="list-style-type: none"> <li>- Divide the class into groups of 8 students.</li> <li>- Give each student a slip with a word from the signs taught (puddle, pond, waterfall, lake, drop, flood, ocean, river)</li> <li>- Ask each group to work together to sign their word and order their signs (students to stand) in order of water quantity - smallest to largest or vice versa, e.g. drip (smallest)</li> <li>- Once organised the group shares with the whole class what they decided by standing in order at the front and signing their sign for word given.</li> </ul> </li> </ul>	Paper slip with water words (see below).

	<ul style="list-style-type: none"> <li>- The groups may have different responses, as they decide which water bodies are smaller or larger.</li> </ul> <p><b>Extra Activity or Reflection:</b></p> <ul style="list-style-type: none"> <li>• Students sign and fingerspell bodies of water they have visited, e.g. <i>lake</i> then fingerspell <i>Eildon</i> for <i>Lake Eildon</i> or <i>river where</i> (fingerspell location). <i>River Murray</i>.</li> </ul>	
15 mins	<p><b>Activity:</b></p> <ul style="list-style-type: none"> <li>• Practice signs taught in this lesson.</li> <li>• Order the Water (small group activity). Share with the class.</li> </ul>	
5 mins	<p><b>Reflection with Students:</b> (Select from the following options)</p> <ul style="list-style-type: none"> <li>• Discuss how many of these bodies of water that the students have seen or experienced.</li> <li>• Encourage students to sign and fingerspell where they have visited, e.g. sign lake then fingerspell Eildon for Lake Eildon or river where (fingerspell location).</li> <li>• Which bodies of water do the students prefer visiting, or swimming in. Give reasons.</li> </ul>	

ACTIVITY SHEET:  Bodies of Water words.pdf