



#C Term 3 - Lesson 28

Signs of Purpose - Grade 2

The Victorian Curriculum (F - 2) Strand: Communicating, Sub-strand: Socialising (VCASF127) Strand: Understanding, Sub-strand: Systems of Language (VCASF140)	Strand: Communicating meaning in Auslan, Sub-strand: Interacting in Auslan (AC9L2AU2C01) Strand: Understanding language and culture, Sub-strand: Understanding systems of language (AC9L2AU2U02)
NSW Syllabus Code(s): Understanding texts in Auslan: Responding to texts (AUE-UND-01) Creating Texts in Auslan: Vocabulary, grammar and text structures (AUE-CRE-01)	

Preparation prior to the lesson	The teacher prints the game cards and cuts them out ready for the game during the lesson.
Learning Intention	I will <ul style="list-style-type: none"> Learn the 'signs of purpose' (frequently used to state your opinion or about what has happened).
Success Criteria	I can <ul style="list-style-type: none"> Recognise (see & know) the 'signs of purpose' taught. Begin to use these 'signs of purpose' in Auslan communication. Combine signs of purpose in a clause, during the class activity.

Time	Teacher	Resources
5 mins	Set up the video to watch. Students seated on the floor.	
5 mins	<p>Introduction: Introduce the topic - Signs of Purpose</p> <p>Today Steve teaches us some 'signs of purpose'. These are signs we frequently use to make statements and ask questions about our preferences and our feelings about what will happen. Knowing these signs helps us to express what we have and what we want or don't want. (very useful)</p> <p>Some of these you may have seen before on our videos, and this will help to revise, and teach them more specifically.</p> <p>Try to recall these signs, as they really assist in everyday Auslan conversations, and when you have a strong or definite opinion about something that you want to express in Auslan!</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: Will, won't, can, can't, want, don't want, have, don't have, need, must, should, because, can't be bothered.</p>	Lesson 28 video
5 mins	<p>Explanation of Activity:</p> <ul style="list-style-type: none"> • Practise the Signs of Purpose together. • Can/Can't <ul style="list-style-type: none"> - Introduce the idea of this activity. Things we can and can't do. - Brainstorm a list of things together and the teacher writes these on the whiteboard. Ideas might be - ride a bike, swim, ride a horse, skateboard, run around the oval without stopping, cook, play football/soccer, write a story, hop on 1 foot 10 times..... or own ideas. 	Activity sheet cards for the game below.

	<ul style="list-style-type: none"> - Students will individually come up to select an overturned card (can or can't) - If they select can they must sign - '..... <i>can</i>' (whatever they can do) topic first for preference, or the same for can't. - The other students read back what that student signed/fingerspelt/CA (Constructed Action/mime). A student watching is asked to say it back and if correct, it's their turn at the front to select a card. - This can progress quite quickly till all students have a turn. <p>This provides an opportunity for students to express themselves, combining signs, practising the signs and reading them back. They can use sign, fingerspelling or CA to create their Auslan clause.</p> <p>If Time - Use the have/don't have cards. Ideas - have /don't have: iPad, video game, dog, cat, trampoline, a brother, red car etc or make your own list. This activity can be used when there is other free/available time.</p>	
15 mins	<p>Activity:</p> <ul style="list-style-type: none"> • Practise the Signs of Purpose together. • Can/ Can't Activity (card selection) 	
5 mins	<p>Reflection with Students: (Select from the following options)</p> <ul style="list-style-type: none"> • Was it easy to think of things that you can and can't do? Which was easiest, can or can't? • When it came to using Auslan to express these things, what did you do if you didn't know a sign? Is this 'acceptable' in Auslan? (fingerspelling and CA/mime 😊) • Did you remember that it's preferable to put the topic first - e.g. swim. so <i>swim can</i>, or <i>swim can't</i>. 	

SIGN REFERENCE SHEET:

[Signs of Purpose pg1.pdf](#)

[Signs of Purpose pg2.pdf](#)

ACTIVITY GAME CARDS:  [CARDSSigns of Purpose Game1.pdf](#)

 [CARDSSigns of Purpose Game2.pdf](#)