



#B Term 2 - Lesson 17

Materials - Grade 1

The Victorian Curriculum (F - 2) Strand: Communicating, Sub-strand: Informing (VCASFC130 & VCASFC131)	The Australian Curriculum (V9 1 - 2) Strand: Communicating meaning in Auslan, Sub-strand: Mediating meaning in and between languages (AC9L2AU2C03)
NSW Syllabus Code(s): Creating text in Auslan: Vocabulary, grammar and text structures (AU1-CRE-01) Understanding texts in Auslan: Responding to texts (AU1-UND-01)	

Preparation prior to lesson	The teacher selects several items from the classroom (made from the materials taught) for the students to label and sort. Preferably more than 1 item per material type.
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Learning Intention	I will <ul style="list-style-type: none"> Learn the Auslan signs for materials from which objects can be made. Combine Auslan material sign with the sign of an object (previously taught) e.g. paper book, plastic chair, wood bed.
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Success Criteria	I can <ul style="list-style-type: none"> Correctly sign the 'materials' signs. Sort the teacher collected items into materials they're made from and label with the Auslan sign.
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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 - Materials</p> <p>Today we will learn Auslan signs for materials. We can use these signs to combine with other signs to describe an object or item, e.g. combine with school signs (#A Lesson 6) 'plastic chair', 'wood table' or Around the House (#A Lesson 14) 'foam pillow'.</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>Signs taught: paper, wood, metal, glass, rock, plastic, rubber, leather, foam, wool, fabric/cloth.</p>	Lesson 17 video
5 mins	<p>Explanation of Activity:</p> <ul style="list-style-type: none"> Label and sort objects. The students sit in a circle facing inwards. The teacher places the collected items in the centre of the circle. Label: The teacher (or student) signs a material sign and individual students are asked to point to an object made from this material (Receptive). Several practices with this, changing the material sign. The teacher holds up an object and selects a student to sign what material it is made from (Expressive). <p>Sort:</p>	<p>Some examples for items from the classroom or outside:</p> <p>Wood - ruler, pencil</p> <p>metal - whiteboard clip, magnetic clip, scissors</p> <p>plastic - sharpener, ruler, pen, lunchbox</p> <p>paper - book, paper</p> <p>rubber - eraser, rubber at end of pencil.</p>

	<ul style="list-style-type: none"> • A small group of students are asked to sort the items in the middle of the circle into groups according to the material that they are made from. • The other students check that they are correct. • Some items may be made from more than one material - how do we sort them? Which group do they go in? 	<p>glass - a pair of glasses, a small vase or glass from the staff room.</p> <p>rock - from outside.</p>
15 mins	<p>Activity:</p> <ul style="list-style-type: none"> • Label and sort objects <p>If extra time available - play I Spy. e.g. I spy something plastic, etc</p>	
5 mins	<p>Reflection with Students: (Select from the following options)</p> <ul style="list-style-type: none"> • Was it easy to label and sort the items into the material they're made from? • What happens when an item is made from 2 materials? We could use the finger list method to describe the item. • When you go home, choose a room to see which items are made from which materials. Which material do you think you'll find more of? 	

SIGN REFERENCE SHEET: [Materials.pdf](#)