



#B Term 4 - Lesson 40

Revision - A Story - Grade 4

The Victorian Curriculum (F - 2) Strand: Communicating, Sub-strand: Creating (VCASFC132) Strand: Understanding, Sub-strand: Systems of Language (VCASFU141)	The Australian Curriculum (V9 1 - 2) Strand: Communicating meaning in Auslan, Sub-strand: Mediating meaning in and between languages (AC9L2AU2C03)
NSW Syllabus Code(s): Understanding texts in Auslan: Accessing texts (AU1-UND-01)	

Preparation prior to lesson	
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Learning Intention	I will • Watch an Auslan story. • Follow the story to understand as much as possible, by recognising signs that I have been taught.
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Success Criteria	I can • Recognise some signs in the story that I have learnt this term or this year. • Talk about what I understood in the story before watching it with 'voice over'. • Play 'Odd Sign Out' (handshapes).
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Time	Teacher	Resources
5 mins	Set up the video to watch. Students seated on the floor.	
5 mins	Introduction: Introduce the topic - Revision - Story Today Michael will tell you a story. He will use many signs that you have been taught this term. Your task is to watch closely to see how many signs you recognise and how much of the story that you understand. This involves receptive /reading back skills. First you will watch the video, discuss what you saw and then watch again with the 'voice over'. Good luck. This skill can take some time and practice to develop, but the secret is ... try your best and don't give up! (Start of Lesson) • Read and discuss the Learning Intention and Success Criteria. • Check for understanding, clarifying vocabulary as necessary.	
10 mins	Explicit Teaching: Watch the video Use teacher discretion to decide if the class needs to watch any part of the video a second time. Taught this lesson: Storytelling - a story is told. Students watch to recognise signs and understand the story. Signs in the story include those taught this term.	Lesson 40 video
5 mins	Explanation of Activity: • Discuss the story - consider the questions from the Reflections below. • • Play the game of Odd Sign Out. (Handshapes 🤔 a secret) Fingerspell 'odd', sign 'sign', sign or fingerspell 'out'. - The teacher signs the 3 signs - asks the students - which one is different? Repeat the signs again. Raise hands to answer. Why is it different? - If this is challenging and the students need a hint <i>after thinking about it</i>, give a hint -	Odd Sign Out: which one is different? 1. wash, bath, clock 2. picnic, shower, eat 3. black, clock, teacher 4. wish, responsibility, beach 5. swim, McDonalds, mirror 6. clock, sport, time 7. red, girl, dog 8. girl, boy, mum

	“Think about the shape of the sign.” and later sign ‘handshape’. - See signs groups on the right column for ideas. -> When they’ve played and understand the handshape difference concept, could they make up some of their own Odd Sign Out? (Handshapes)	
15 mins	Activity: • Discuss the story and what signs you could recognise. • Play the game of Odd Sign Out. (Handshapes)	
5 mins	Reflection with Students: (Select from the following options) • Did you recognise some Auslan signs in Michael’s story? • How much of the story could you understand? • Did it help to watch the story a second time? • This ‘reading back’ skill takes practice. Keep trying. • Which part of the story did you like the best? Congratulations on a great year of learning Auslan!	