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## Learning objectives

Clear and easy to understand statements about what students are expected to be able to know, do and/or understand by the end of a period of instruction (not to be confused with the instructional tasks), and at what level this learning is to take place.

## Success criteria

A clear statement about the measure that will be used to prove whether, and how well, a student has met the learning objectives by the end of a period of instruction. Success criteria are observable actions that a student can perform to demonstrate their understanding of the learning objectives. It is important that these elements are observable – avoid using phrases like ‘students will understand that...’ as we can’t observe understanding. Instead, the criteria could be ‘students will write, say, make or do something that indicates understanding’.

## Tasks

Activities undertaken by students as part of the learning process. Carefully designed tasks can also assist students in mastering new knowledge or skills. Scaffolds and worked examples might be used to assist students with some tasks. Teachers can monitor their students’ ability to complete tasks as part of a formative assessment approach to help determine whether students have demonstrated the success criteria.

S b c,

Y a i /S,a 6

## English: Inspirational figures – biographical writing

### Lesson background

This is the fifth lesson in the Inspirational figures – biographical writing unit. It builds on Year 6 students' understanding, knowledge and skills for composing informative text types. In particular, how to plan a biography.

This lesson background shows how the lesson is sequenced and positioned within the unit.

### Learning objectives

To understand the role of planning in biographical writing and create a plan for the introduction, body paragraphs and conclusion.

### Success criteria

By the end of this lesson, students will be able to:

- understand the role of planning for biographical writing
- evaluate information to distinguish between essential and extra information
- develop topic sentences and concluding sentences for paragraphs
- identify supporting details for paragraphs
- create a plan for the introduction, body paragraphs and the conclusion of a biography.

The success criteria are a series of clear statements that will be used to prove whether, and how well, a student has met the learning objectives at the end of a period of instruction.

### Misconceptions

Some students might have the following misconceptions:

- Believing the composing process is a linear process.
- Underestimating the importance of the planning stage when composing, specifically the benefit of investing time in creating a plan.
- Thinking the w rETEMC fcess

<b>L</b>	<b>Ta</b> What are the specific classroom or instructional activities that you and your students will use in each stage?	<b>M</b>
<p>How will you ensure that students have the prerequisite skills and knowledge to progress their learning in this lesson?</p>		

<b>L</b>	<b>Ta</b> What are the specific classroom or instructional activities that you and your students will use in each stage?	<b>M</b> 
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**E**

<p>How will you communicate the learning objectives to students?</p> <p>How will you break down your content into sequential steps to avoid overloading your students' working memory?</p> <p>How will you model the learning to support student understanding?</p>	<p><b>W</b> <b>ca</b> :</p> <ol style="list-style-type: none"> <li>1. Read the learning objectives and success criteria to students. Reference back to them as they are encountered throughout the lesson.</li> <li>2. Explicit explanation of the composing process. Review previous learning; for example, gathering, organising, summarising and recording research. Introduce steps for the remainder of the planning stage and reinforce keywords. Explain the importance of planning before writing.</li> </ol> <p><b>Pa</b> / <b>a</b> :</p> <p>Discussion prompt: Why would someone choose to read a biography, in particular about Faith Bandler?*</p> <p><b>W</b> <b>ca</b> :</p> <p>Explicit explanation and modelling (using worked example) of how to identify the information to be included from the research notes in the plan.**</p> <p><b>Pa</b> :</p> <p>Students verbally summarise the life of Faith Bandler in two minutes and share with a peer.***</p>	<p>How will you help students retrieve information learned in previous lessons and units?</p> <p>How will you check for understanding and correct any errors or misconceptions before moving onto guided practice?</p>
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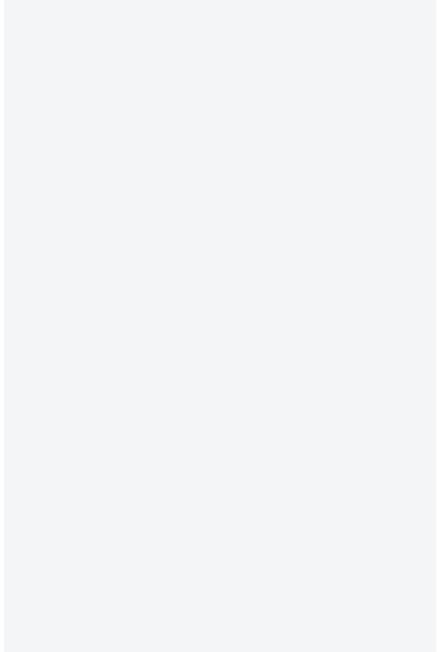
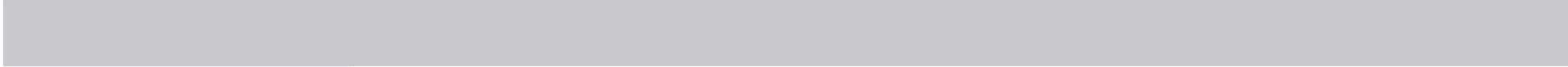
<b>L</b> <b>Learning Objectives</b>	<b>Task</b> What are the specific classroom or instructional activities that you and your students will use in each stage?	<b>Measures of Learning</b>
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**Identify the learning objectives (‘Year 6’) and the assessment activities**

<p>How will students display that they have mastered the skills and content?</p> <p>How will you work with students to provide support and to gain insight into their learning?</p>	<p><b>Identify the learning objectives:</b></p> <p>Students review their research notes to determine the most important facts to be included in their plan for their biographical writing of Faith Bandler. Check for understanding to monitor learning and engagement.**</p> <p><b>Worked example / assessment:</b></p> <p>Students share their learning and the teacher provides feedback. Refer back to the learning objective and relevant success criteria to encourage students to reflect and track their own progress.</p>	<p>What formative assessment will you gather to provide feedback to your students?</p>
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\* Further practice of this task might be required (specifically guided practice). However, given the students are in Year 6, the concept of thinking analytically should be a practiced skill. Therefore, this ‘worked example’ is directly followed by independent practice. Students can always return to the explicit instruction (and the ‘worked example’) for additional guidance.









L	Ta /	M
<p>What are the specific classroom or instructional activities that you and your students will use in each stage?</p>		
<p>How will students display that they have mastered the skills and content?</p> <p>How will you work with students to provide support and to gain insight into their learning?</p>	<p><b>I d d ;:</b> Students compose a plan for each of their body paragraphs.</p> <p><b>W c a / a :</b> Students share their learning, and the teacher provides feedback.* Refer back to the learning objective and relevant success criteria to encourage students to reflect and track their own progress.</p>	<p>What formative assessment will you gather to provide feedback to your students?</p>

\* The feedback you provide to each student should be actionable and help them to understand what they were expected to learn, identify what was learned well and describe what stills needs to be learning.



<b>L</b> <b>Learning Objectives</b>	<b>Task</b> What are the specific classroom or instructional activities that you and your students will use in each stage?	<b>Measures of Learning</b>
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**Lesson Plan**

<p>How will you show students how far they have come in the lesson?</p> <p>How will you review their learning?</p> <p>How will you help students reflect on, or summarise the most important parts of their learning?</p>	<p><b>Success Criteria:</b>          Review the learning objective. Students reflect on their learning by using the success criteria to self-assess how successful they were at demonstrating the understanding, knowledge and skills from the lesson.*</p> <p><b>Exit Quiz:</b>          Students complete the <u>exit quiz</u>.**</p>	<p>What evidence will you gather from your students to understand what you may need to review next lesson?</p>
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