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Definitions

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

Subject

English: Inspirational figures – biographical writing

Year level/Stage 6

Lesson background

This is the sixth 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, identifying the features of a biography.

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

Learning objectives

To understand the role of drafting in biographical writing and create a partial draft biography.

Success criteria

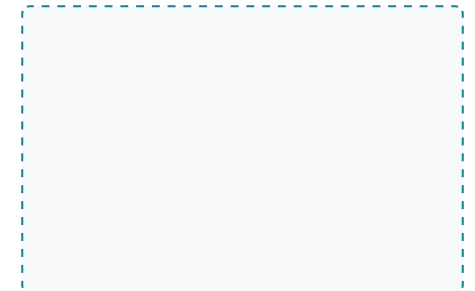
By the end of this lesson, students will be able to:

- understand the role of drafting for biographical writing
- develop supporting sentences to complete draft paragraphs
- create a partial draft biography, including an introduction and two body paragraphs.

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:



* In this column, you will find prompting questions to guide your planning for each lesson stage.

** In this column you will find prompting questions to consider when monitoring learning at each stage of the lesson.

Lesson stage*	Tasks What are the specific classroom activities that you and your students will use in each stage?	Monitoring student learning**
Review of previous learning		
<p>How will you ensure that students have the prerequisite skills and knowledge to progress their learning in this lesson?</p> <p>How will you activate prior knowledge/help students retrieve relevant learning from previous lessons?</p>	<p>Independent: A quick <u>introductory quiz</u> gathers information on prior knowledge about biographical writing. The focus is on general knowledge relating to the purpose and subject matter included in biographies.***</p> <ol style="list-style-type: none"> 1. Overview of keywords: <ol style="list-style-type: none"> a. Writing checklist b. Paragraphs 2. Opening questions and ideas: <ol style="list-style-type: none"> a. Importance of planning to the drafting process. b. Structural features of biographical writing, including introduction, body, conclusion, topic sentence, supporting details and concluding sentence. 	<p>How will you gather evidence that shows you where your students are at in their learning?</p>

*** Formative assessment allows teachers to monitor student learning and adapt teaching to meet the needs of the students. Formative assessment helps students

Lesson stage	Tasks What are the specific classroom activities that you and your students will use in each stage?	Monitoring student learning
Explicit teaching of new learning ('I do') - review features of a biography *		
<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>Whole class:</p> <ol style="list-style-type: none"> 1. Read learning objectives and success criteria to students, with references back to them as they are encountered throughout the lesson. 2. Review key features of a biography to draw on prior knowledge and support students in the drafting process. 3. Discussion prompt:** In biographical writing, what language features do we need to consider? 4. Revise language features and introduce/model the concept of a word bank, so key vocabulary can be readily accessed throughout the drafting process. 	<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>

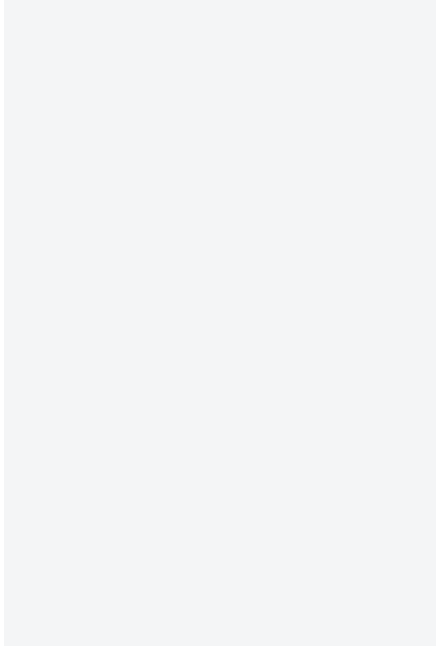
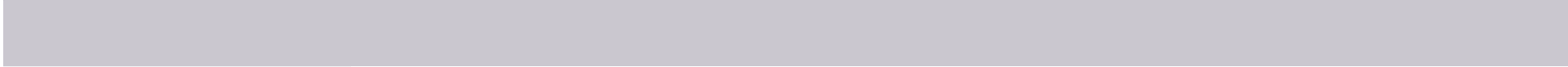
Lesson stage	Tasks What are the specific classroom activities that you and your students will use in each stage?	Monitoring student learning
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Guided practice ('We do') features of a biography

<p>What worked examples will you provide students?</p> <p>What scaffolds and instructional supports will you introduce, and how will students use these?</p> <p>How will students work together to progress their skills and understanding?</p>	<p>Small groups:</p> <div style="background-color: #e0f2f1; height: 20px; width: 450px; margin-top: 5px;"></div>	
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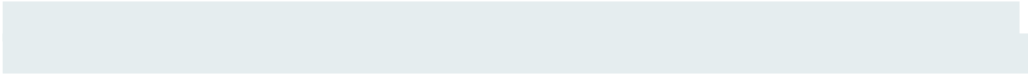
Lesson stage	Tasks	Monitoring student learning
<p>(Continued)</p> <p>How will you communicate the learning objectives to students?</p> <p>How will you break down your content into sequential steps to avoid overloading your students working memory?</p> <p>How will you model the learning to support student understanding?</p>	<p>What are the specific classroom activities that you and your students will use in each stage?</p> <p>Independent:</p> <p>Each modelled example is followed by an opportunity for practice and allows students to compose their introductory paragraph.****</p> <p>Whole class/small groups:</p> <p>Students reflect on the composing process using the biography writing checklist before sharing 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>	

**** By monitoring student learning the teacher can assess whether students can proceed to the next task or if re-teaching is required. The re-teaching of tasks will depend on how many students did not meet the learning objective. You might need to revise concepts (paragraph structure, constructing supporting sentences) if students are falling short of meeting expectations for the learning objective. Alternatively, if only a small proportion of students require assistance, you can work in a small group and provide additional explicit instruction and guided practice).



Lesson stage	Tasks What are the specific classroom activities that you and your students will use in each stage?	Monitoring student learning
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Guided practice ('We do') how to write a biography (about Faith Bandler)

<p>What worked examples will you provide students?</p> <p>What scaffolds and instructional supports will you introduce, and how will students use these?</p> <p>How will students work together to progress their skills and understanding?</p>	<p>Whole class:</p> <p>1. </p> <hr data-bbox="1220 965 1525 970"/>	
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Lesson stage	Tasks What are the specific classroom activities that you and your students will use in each stage?	Monitoring student learning
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Lesson summary

<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 the lesson?</p>		
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