






# Lesson plan – Year 6 English

## Unit 2, Lesson 8: To edit a biography

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This lesson plan was developed by Ochre Education and English teacher Melissa Garstang-Leary. It outlines her approach to teaching a Year 6 English lesson on identifying the features of a biography.

-  [Watch the lesson video](#)
-  [Watch a video of Melissa talking about her teaching practices](#)
-  [View the English unit plan example](#)
-  [Download sample lesson plan template](#)
-  [View all other online lessons and supporting resources](#)

This lesson is part of a unit on [inspirational figures – biographical writing](#). Ochre Education and the Australian Education Research Organisation (AERO) have published 11 online lessons (and supporting resources) that make up this unit. This is the eighth lesson in the unit – you can watch the lesson video [here](#) and watch a video of Melissa talking about her practice [here](#).

This lesson plan is a supplementary resource for this work. It includes guidance on how the lesson was structured and sequenced within the unit and can be used while interacting with the Ochre resources. The plan also allows teachers to see an example of planning for one lesson within a sequence of lessons and reflect on their own teaching and effective practice. The lesson plan is annotated to explicitly show some of the decisions that are made during the planning process.

Another way to use this lesson plan is as a starting point for discussions with colleagues to build collective capacity for lesson and unit planning. Teachers can also use the lesson plan to reflect on their own planning for lessons and units and guide future planning. A blank lesson plan teachers can use and modify as a resource for their own planning can be accessed [here](#).

All the lessons from this unit can be accessed for free on either the [AERO](#) or [Ochre Education](#) websites.

## 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 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.

# Subject English: Inspirational figures – biographical writing

## Year level/Stage 6

### Lesson background

This is the eighth 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 revising and editing in biographical writing and refine and correct your draft biography on Faith Bandler.

### Success criteria

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

- understand the role of revising and editing for biographical writing.
- apply revising skills to refine writing.
- apply editing skills to correct errors.
- revise and edit a draft biography of Faith Bandler.

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:

- Revising and editing are the same concept.
- It is the role of the teacher to revise writing and identify mistakes and areas for improvement.
- Proofreading focuses only on word or sentence level errors to improve writing, specifically spelling, grammar and punctuation, without any consideration to paragraph level and up.

Misconceptions are incorrect knowledges and understandings that students have prior to the lesson, or may obtain during the lesson. Outlining these during planning can help with monitoring student learning, and recognising when corrective feedback is needed.

\* 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 and instructional activities that you and your students will use in each stage?	Monitoring student learning**
<b>Review of previous learning</b>		
<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><b>Independent</b></p> <p>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"> <li>1. Overview of keywords:             <ol style="list-style-type: none"> <li>a. Feedback</li> </ol> </li> <li>2. Opening questions and ideas:             <ol style="list-style-type: none"> <li>a. Importance of drafting to the composing process.</li> <li>b. Structural features of biographical writing, including introduction, body, conclusion, topic sentence, supporting details and concluding sentence.</li> </ol> </li> </ol>	<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 to retrieve what they already know and can do in relation to a given topic. An introductory quiz provides some insight into the existing knowledge of students, including any misconceptions they may have. This information does not have to be gathered electronically.

Lesson stage	Tasks What are the specific classroom and instructional activities that you and your students will use in each stage?	Monitoring student learning
<b>Explicit teaching of new learning ('I do') – how to revise</b>		
<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>Whole class:</b></p> <ol style="list-style-type: none"> <li>1. Read learning objectives and success criteria to students*, with references back to them as they are encountered throughout the lesson.</li> <li>2. Review explanation of the composing process to link prior learning. Explicitly explain the revise and edit stage and reinforce its role in biographical writing.</li> <li>3. Explicit explanation of how to revise with reference to the <u>biography writing checklist</u>** as a tool to support this process.</li> <li>4. Model how to revise using a 'worked example'.***</li> </ol>	<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>

\* By setting a clear and measurable learning objective, teachers convey high expectations for students to strive towards. It is important for students to understand what is expected of them at the end of the lesson to demonstrate success. By clearly explaining and referring to the success criteria, students are able to monitor their progress.

\*\* It is important that students are guided by feedback throughout the entire learning process. By providing students with set criteria, such as a writing checklist or rubric, tailored to the task, they clearly understand what is expected. These resources support students to become better at self-assessment and allows them to track and monitor their individual progress.

\*\*\* Each section of new learning is specifically designed to explicitly teach students each new skill and an understanding of the revising and editing process. The tasks are sequenced into manageable chunks of learning. Each task builds upon previous learning and illustrates the progression of the learning objective. Feedback is provided throughout each section to allow students to receive guidance for improvement. In this lesson, students are provided with multiple opportunities for guided practice, following modelling by the teacher. This structure ensures students are confident and competent at revising and editing prior to independent practice. The gradual release of responsibility will differ depending on the profile of the class. As students move through each task and gain confidence with their learning, you can gradually remove scaffolding. This might mean less detail in the worked example, reduced verbal prompts and replacing the worked example with independent practice.

Lesson stage	Tasks What are the specific classroom and instructional activities that you and your students will use in each stage?	Monitoring student learning
<b>Guided practice ('We do') – how to revise</b>		
<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><b>Pairs/independent:</b></p> <p>Teacher guides students through the process of revising a topic sentence. Provide prompts for students to think about as they work through the activity.</p> <p><b>Whole class</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>How will you check for understanding and correct any errors or misconceptions before allowing students to independently practice?</p>

\* The process of sharing and communicating post tasks is integral to the learning process. It provides a timely opportunity for reflection and feedback. The feedback that is provided 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.

Lesson stage	Tasks What are the specific classroom and instructional activities that you and your students will use in each stage?	Monitoring student learning
<b>Explicit teaching of new learning ('I do') – how to edit</b>		
<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>Whole class:</b></p> <ol style="list-style-type: none"> <li>Explicit explanation of how to edit writing.*</li> <li>Model how to edit using a 'worked example'</li> </ol>	<p>How will you help students retrieve information learned in previous lessons, units?</p> <p>How will you check for understanding and correct any errors or misconceptions before moving onto guided practice?</p>

\* The decision to separate the explicit instruction of how to revise and how to edit was purposeful. The two processes are often misunderstood and used interchangeably. It is important students can differentiate between the two concepts of refinement and accuracy.

The focus of each section of learning should be based on student data collected via formative assessment. Therefore, if the class profile illustrates paragraph structure and punctuation as areas for improvement, this should be reflected in the 'worked' examples and guided and independent practice. By removing the concepts your students already know and focusing only on what they need to know, teachers are reducing the cognitive load.

Lesson stage	Tasks What are the specific classroom and instructional activities that you and your students will use in each stage?	Monitoring student learning
<b>Guided practice ('We do') – how to edit</b>		
<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><b>Pairs/independent:</b></p> <p>Teacher guides students through the process of editing a sentence by focusing on grammar, spelling and punctuation. Teacher provides prompts for students to think about as they work through the activity.</p> <p><b>Whole class:</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>How will you check for understanding and correct any errors or misconceptions before allowing students to independently practice?</p>



Lesson stage	Tasks What are the specific classroom and instructional activities that you and your students will use in each stage?	Monitoring student learning
<b>Independent practice ('You do') – how to edit and revise</b>		
<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>Independent:</b></p> <p>Students revise and edit three sentences about Faith Bandler.*</p> <p><b>Whole class:</b></p> <ol style="list-style-type: none"> <li>1. Students share their learning and the teacher provides feedback.</li> <li>2. Teacher discusses the different ways the sentences can be revised and edited, including highlighting the different sentence structures and connectives used.</li> <li>3. Refer back to the learning objective and relevant success criteria to encourage students to reflect and track their own progress.</li> </ol>	<p>What formative assessment will you gather to provide feedback to your students?</p>

\* Throughout the lesson, students are provided with multiple opportunities for practice. During practice, students are applying what they have learned from the explicit instruction in context.

During the tasks, you should use this time to actively supervise and interact with students. You will have the opportunity to provide immediate intervention, elaboration to challenge and extend and feedback to move learning forwards.

Lesson stage	Tasks What are the specific classroom and instructional activities that you and your students will use in each stage?	Monitoring student learning
<b>Explicit teaching of new learning ('I do') – revise and edit the introduction</b>		
<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>Whole class:</b></p> <ol style="list-style-type: none"> <li>1. Explicit explanation of the <u>editing checklist</u>* as a tool to guide the editing process.</li> <li>2. Explicit explanation of editing symbols and how they are used. These symbols will be used in the 'worked examples' throughout the remainder of the lesson.</li> <li>3. Model how to revise and edit the introduction using a 'worked example'.</li> <li>4. Model how to reflect on learning using the <u>editing checklist</u>. For example, I was successful at... and I need to correct...</li> </ol>	<p>How will you help students retrieve information learned in previous lessons, units?</p> <p>How will you check for understanding and correct any errors or misconceptions before moving onto guided practice?</p>

\* It is important that students are guided by feedback throughout the entire learning process. By providing students with set criteria, such as a writing checklist or rubric, tailored to the task, students can clearly understand what is expected of them. These resources support students to become better at self-assessment and allows them to track and monitor their individual progress.

Lesson stage	Tasks What are the specific classroom and instructional activities that you and your students will use in each stage?	Monitoring student learning
<b>Independent practice ('You do') – revise and edit the introduction</b>		
<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>Independent</b> Students revise and edit their introduction.</p> <p><b>Whole class:</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>
<b>Explicit teaching of new learning ('I do') – revise and edit the body</b>		
<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>Whole:</b></p> <ol style="list-style-type: none"> <li>1. Model how to revise and edit the body using a 'worked example'.*</li> <li>2. Model how to reflect on learning using the <u>editing checklist</u>. For example, I was successful at... and I need to correct...</li> </ol>	<p>How will you help students retrieve information learned in previous lessons, units?</p> <p>How will you check for understanding and correct any errors or misconceptions before moving onto guided practice?</p>

\* For the purpose of this lesson, the revision and edit of the entire draft biography has been included. Depending on the needs of students, this stage might be broken into multiple lessons.

Lesson stage	Tasks What are the specific classroom and instructional activities that you and your students will use in each stage?	Monitoring student learning
<b>Independent practice ('You do') – revise and edit the body</b>		
<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>Independent:</b> Students revise and edit their body paragraphs.</p> <p><b>Whole class:</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>
<b>Explicit teaching of new learning ('I do') – revise and edit the conclusion</b>		
<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>Whole class:</b></p> <ol style="list-style-type: none"> <li>1. Model how to revise and edit the conclusion using a 'worked example'.</li> <li>2. Model how to reflect on learning using the <a href="#">editing checklist</a>. For example, I was successful at... and I need to correct...</li> </ol>	<p>How will you help students retrieve information learned in previous lessons, 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 and instructional activities that you and your students will use in each stage?	Monitoring student learning
<b>Independent practice ('You do') – revise and edit the conclusion</b>		
<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>Independent:</b> Students revise and edit their body paragraphs.</p> <p><b>Whole class:</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>

Lesson stage	Tasks What are the specific classroom and instructional activities that you and your students will use in each stage?	Monitoring student learning
<b>Lesson summary</b>		
<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>Whole class:</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>Independent:</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>

\* Students can use their revised draft to guide their reflection and check off each success criteria. Each student should be able to make a judgement based on their engagement with each task. For example, How confident do I feel about revising and editing my biographical writing on the life of Faith Bandler?

\*\* The exit quiz data can identify those students who have not met the learning objectives. To ensure all students achieve mastery learning, use small groups and differentiated instruction to re-teach as required. Additionally, formative assessment provides me with regular opportunities for reflection and refinement of my teaching practice. Consider for instance if there are patterns in what students are struggling to learn? You can make adjustments to instruction and then monitor student progress to determine the impact of the changes.