






# Example unit plan – English

---

This unit plan was developed by Ochre Education and English teacher Melissa Garstang-Leary. It outlines her approach to teaching a Year 6 unit of English on biographical writing, focusing on the inspirational figure of Faith Bandler.

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

Ochre Education and the Australian Education Research Organisation (AERO) have published 11 online lessons (and supporting resources) that make up this unit. The lessons are available [here](#) and you can watch a video of Melissa talking about her teaching practices [here](#).

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

Another way to use this unit plan is as a starting point for discussions with colleagues to build collective capacity for lesson and unit planning. Teachers can also use the unit plan to reflect on their own planning for lessons and units and guide future planning. A blank unit 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

## Knowledge

Awareness of pieces of information (such as facts, people and skills).

## 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.

## 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.

## Skills

Abilities and actions students can do using their understanding and knowledge.

## 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.

## Understanding

The awareness of connections between pieces of information (such as facts, people and skills), that draw on students' knowledge.

## Subject: English

## Year level/Stage: Year 6

### Length

11 lessons  
2 to 3 weeks class time

### Unit Name and Australian Curriculum Links

Inspirational figures –  
biographical writing

- AC9E6LA01
- AC9E6LA03
- AC9E6LA04
- AC9E6LA06
- AC9E6LY01
- AC9E6LY02
- AC9E6LY03
- AC9E6LY06
- AC9E6LY09

These content descriptors can be accessed at V9.0 of the [Australian Curriculum website](https://www.australiancurriculum.edu.au).

### Unit objectives

Students should be able to:

- define the audience and purpose of a biography
- describe the key features of a biography, including text structure and subject matter
- identify the key features of a biography in modelled examples
- describe the language features of a biography, including formal language, third person, time connectives and tense
- define simple and progressive past, present and future tense
- apply knowledge of tense to revise and edit sentences
- identify sources of information to gather information
- summarise and organise information for a biography
- identify stressed and unstressed vowels to spell polysyllabic words.

### Learning sequence and mastery learning – pre-requisite units/skills\*

This unit builds on understandings from the [Year 5 persuasive writing unit](#) in terms of the non-fiction texts and use of formal language. It also utilises understanding of sentence and paragraph structures from units such as [Year 4 School uniform](#) and [Year 3 Anglerfish units](#).

Specifically, students will need to understand the difference between a fiction and non-fiction text, both in terms of their content and the formality of the language used. They will also require familiarity with compound and complex sentence construction, and the development of a paragraph that uses a topic sentence structure to introduce and expand on ideas.

### Learning sequence and mastery learning – post units/skills

Year 7 ‘People of the Renaissance’, addresses AC9E7LA03, AC9E7LA04, AC9E7LA06, AC9E7LY03, AC9E7LA04, AC9E7LA05 and AC9E7LA06, and builds on ideas developed in this unit.

\* A good curriculum is constructed as a continuous sequence of learning that stretches over a number of year levels. It is important to consider what knowledge and skills students are likely to have had access to before this unit, as the lessons in this unit can both review and build upon these ideas.

In addition, future units will rely on the knowledge and skills students build in this unit. It is important to know what future learning relies on this unit, as it will help inform our decisions about what students need to know and be able to do as they approach future units.

## Unit learning objectives

The learning objectives describe what students should know and be able to do at the end of the unit of learning. This list helps make explicit what the expected outcomes of the unit are. This information is useful in sequencing the unit – it is a place to keep checking back to in order to make sure that the lessons in the unit address each of these aspects.

Understanding	Knowledge	Skills	Vocabulary
<p>Students will understand:</p> <ul style="list-style-type: none"> <li>the purpose of a biography, and why people might want to read it</li> <li>that texts are written in a particular register and style depending on its purpose</li> <li>the role of research in the construction of an effective biography</li> <li>the role of planning, drafting and editing for biographical writing</li> <li>note-taking strategies allow information to be quickly and efficiently summarised for later use</li> <li>spoken language has stressed and unstressed elements, and they can be used to predict spellings.</li> </ul>	<p>Students will know:</p> <ul style="list-style-type: none"> <li>that biographies are typically written using past and present tense</li> <li>the elements of formal language</li> <li>the functions of various sentences in biographical paragraphs (topic, supporting and concluding)</li> <li>key success criteria for a structured biography</li> <li>elements of writing that they can address during the revision and editing process</li> <li>Faith Bandler was a campaigner for the rights of First Nations Australians</li> <li>during the 20th century most states and territories had policies in which First Nations children were removed from their parents</li> <li>the group of children removed from their parents are known as the Stolen Generation.</li> </ul>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>identify and define the audience, purpose and key features of biographical writing</li> <li>identify the tense of a given sentence</li> <li>apply knowledge of tense to edit and revise sentences</li> <li>describe the language features of a biography</li> <li>identify key pieces of knowledge from a text</li> <li>use note-taking strategies to complete a knowledge organiser</li> <li>develop topic and concluding sentences</li> <li>develop supporting sentences to complete draft paragraphs</li> <li>revise and edit draft paragraphs</li> <li>identify stressed and unstressed vowels in a spoken word.</li> </ul>	<p>Features, subject, subject matter, chronological, formal language, person, time connective, participle, summarise, evaluate, equal rights, campaign, Stolen Generations, topic sentence, supporting detail, concluding, paragraph, feedback, syllable, stressed, vowel.</p>

## Evidence of learning

The evidence of learning considers what tasks we might set to check that students are making progress in the unit. It describes key tasks set at intervals throughout the unit that are used to make a judgement about how well students are progressing towards the learning objectives.

What evidence will we look for to determine whether students have made progress and mastered the unit objectives?

What will understanding and skill look like?

### Task 1

---

Students will be able to revise sentences by changing tense.

### Task 2

---

Students will be able to plan a structured body paragraph, using a complete topic and concluding sentences and supporting detail.

### Task 3

---

Students will be able to revise and edit a piece of writing using editing symbols.

See [Appendix](#) for tasks and sample responses.

## Lesson stages

Lesson stage	Review and recap Mastery learning	New learning	Formative assessment Check for understanding
	<p>What skills and knowledge should students practice as part of their introduction?</p> <p>What skills and knowledge are required for this lesson?</p> <p>How will students retrieve this knowledge?</p>	<p>What knowledge will be introduced in this lesson?</p> <p>How will the new learning be broken down to avoid overloading students?</p> <p>How will the new learning be spaced?</p> <p>How will the new learning be broken down into smaller chunks?</p>	<p>How will we know if students have mastered the skills and content?</p> <p>How will planned future lessons in this unit be reviewed given the level of mastery displayed in the formative assessment?</p>
<p><b>Lesson 1</b></p> <p>Purpose of biography</p>	<p>Introductory quiz focus: the purpose of a biography and some of its key features.*</p>	<p>Review the purpose and audience of a biography, with students developing several sentences describing biographies.**</p> <p>Give an overview of the structure of a biography – text structure, subject matter and language choices.</p> <p>Provide a model of a biography, working through the major structural features of a biography.</p> <p>Describe what the subject matter of a biography could be – the key elements of subject in the biography.</p>	<p>Exit quiz focus: assessing mastery of learning objectives from this lesson, particularly structural elements of a biography and selection of most pertinent information.</p>

\* The first quiz gives us an idea of what knowledge students bring into the lesson relating to the topic being studied. The focus is on the knowledge and skills that are 'building blocks' for the lessons to come. What is it that these lessons rely on them knowing?

\*\* The unit plan is different to a lesson plan. The full lesson plans will describe the ways in which the lessons are structured and paced. The unit plan describes how the learning objectives are sequenced and arranged across the unit. It helps define the focus of each lesson.

Lesson stage	Review and recap Mastery learning	New learning	Formative assessment Check for understanding
	<p>What skills and knowledge should students practice as part of their introduction?</p> <p>What skills and knowledge are required for this lesson?</p> <p>How will students retrieve this knowledge?</p>	<p>What knowledge will be introduced in this lesson?</p> <p>How will the new learning be broken down to avoid overloading students?</p> <p>How will the new learning be spaced?</p> <p>How will the new learning be broken down into smaller chunks?</p>	<p>How will we know if students have mastered the skills and content?</p> <p>How will planned future lessons in this unit be reviewed given the level of mastery displayed in the formative assessment?</p>
<p><b>Lesson 2</b> Revising tense</p>	<p>Introductory quiz focus: structural features of a biography.</p> <p>Recap the language features of a biography, moving then into a discussion of formal language.</p>	<p>Describe what formal language is, and then ask students to identify formal language from a list of words.</p> <p>Introduce the concepts of third person and time connectives as part of a formal text. Opportunities for students to identify these elements in given texts and sentences.</p> <p>Introduce tense, beginning with an overview of past, present and future tenses and then moving to simple and progressive tense.</p>	<p>Provide multichoice questions asking students to identify particular text features as a quick check of understanding.</p> <p>Demonstrate rewriting sentences in various tenses to demonstrate advanced tense control.*</p> <p>Exit quiz focus: assessing mastery of learning objectives from this lesson, particularly the identification of tense given a sentence.</p>

\* There may be some instances in the unit where there is a key task that is known to be effective, and so it can be included in a little bit of detail in the unit plan.

Lesson stage	Review and recap Mastery learning	New learning	Formative assessment Check for understanding
	<p>What skills and knowledge should students practice as part of their introduction?</p> <p>What skills and knowledge are required for this lesson?</p> <p>How will students retrieve this knowledge?</p>	<p>What knowledge will be introduced in this lesson?</p> <p>How will the new learning be broken down to avoid overloading students?</p> <p>How will the new learning be spaced?</p> <p>How will the new learning be broken down into smaller chunks?</p>	<p>How will we know if students have mastered the skills and content?</p> <p>How will planned future lessons in this unit be reviewed given the level of mastery displayed in the formative assessment?</p>
<p><b>Lesson 3</b> Notetaking</p>	<p>Introductory quiz focus: use of formal language, identification of tenses and types of information that could be gathered as part of a biography.</p> <p>Review the features of a biography: text structure, subject matter and language.</p>	<p>Revise the purpose of a plan in writing, particularly in a formal text like a biography.</p> <p>Discuss what sources we might use for the information about the subject, and whether they are reliable.</p> <p>Introduce the information organiser, and how it can be used to collect and organise relevant ideas.</p> <p>Explain note-taking abbreviations, modelling how they can be used to fill out the organiser.</p> <p>Note take from information provided about Faith Bandler.*</p>	<p>Provide multichoice questions after reviewing biographical structures.</p> <p>Set a research task in which students search for information about Bandler's childhood and family background, making notes in their organiser.</p> <p>Exit quiz focus: assessing mastery of learning objectives from this lesson, particularly the role of research and planning in the creation of a biography, and some key elements of Faith Bandler's life.**</p>

\* A good unit plan carefully considers the sequence of learning. In particular, the amount of new learning in each lesson needs to be moderate. It is tempting to use most of the lesson time on new information to 'get through the content'. However, setting aside time for appropriate re-teaching and practice is absolutely crucial to ensure students master the content being taught.

\*\* Formative assessment is an important aspect of lesson design and should be included in the unit plan. Information from the formative assessment tasks can be used to adjust the lesson or planned future lessons in the unit. The adjustments made from the formative assessment information must be balanced. It is important that the intended learning is secure; however, there is also a sequence of learning in the unit that is important. Spending more time on re-teaching and rehearsal of a concept need to be balanced with the need to give students the opportunity to learn further concepts.



Lesson stage	Review and recap Mastery learning	New learning	Formative assessment Check for understanding
	<p>What skills and knowledge should students practice as part of their introduction?</p> <p>What skills and knowledge are required for this lesson?</p> <p>How will students retrieve this knowledge?</p>	<p>What knowledge will be introduced in this lesson?</p> <p>How will the new learning be broken down to avoid overloading students?</p> <p>How will the new learning be spaced?</p> <p>How will the new learning be broken down into smaller chunks?</p>	<p>How will we know if students have mastered the skills and content?</p> <p>How will planned future lessons in this unit be reviewed given the level of mastery displayed in the formative assessment?</p>
<p><b>Lesson 4</b></p> <p>Gathering information</p>	<p>Introductory quiz focus: where to find information on a subject and elements of notetaking.</p> <p>Review the purpose of research and planning, and the use of the note taking in the information organiser.</p> <p>Recap what we already know about Faith Bandler’s life so far.</p>	<p>Apply the note-taking strategies to a passage describing Faith’s childhood and her involvement in the campaign to abolish the NSW Aborigines Welfare Board.</p> <p>Ask students to investigate other elements of Faith’s life, completing their information organiser.</p>	<p>Check for understanding relating to the facts that students would extract from a text related to Faith Bandler’s life.</p> <p>Exit quiz focus: assessing mastery of learning objectives from this lesson, particularly the major elements of Faith’s life post-early schooling.</p>

Lesson stage	Review and recap Mastery learning	New learning	Formative assessment Check for understanding
	<p>What skills and knowledge should students practice as part of their introduction?</p> <p>What skills and knowledge are required for this lesson?</p> <p>How will students retrieve this knowledge?</p>	<p>What knowledge will be introduced in this lesson?</p> <p>How will the new learning be broken down to avoid overloading students?</p> <p>How will the new learning be spaced?</p> <p>How will the new learning be broken down into smaller chunks?</p>	<p>How will we know if students have mastered the skills and content?</p> <p>How will planned future lessons in this unit be reviewed given the level of mastery displayed in the formative assessment?</p>
<p><b>Lesson 5</b> Planning a biography</p>	<p>Introductory quiz focus: where to find information on a subject, elements of notetaking and Faith Bandler’s advocacy.</p> <p>Review the purpose of planning, moving from the collection of information to planning the structure and body of the piece of writing.*</p>	<p>Highlight the differences between main ideas and supporting details, with students identifying the main ideas in their information organiser.</p> <p>Describe the introduction of a biography, its purpose and structure. Compare and contrast to the introduction of a persuasive piece.</p> <p>Introduce the introduction scaffold, with the topic and concluding sentences along with supporting detail. Students work with the teacher to develop a topic and concluding sentence, then identify supporting sentences.</p> <p>Plan the first of the body paragraphs together, then ask students to complete the planning of the subsequent body paragraph.</p>	<p>Check on the progress of the planning of body paragraph 2.</p> <p>Check topic sentence construction using mini whiteboards.</p> <p>Exit quiz focus: assessing mastery of learning objectives from this lesson, particularly the purpose of various components of the biography structure.</p>

\* Note that the review sessions primarily focus on the knowledge and skills that the lesson builds upon. When considering what to review, start with what knowledge is required for the coming lesson, and the degree to which the students have demonstrated competence.

The review also forms a key component of mastery learning, providing the opportunity to re-teach elements where required.

Lesson	Review and recap Mastery learning	New learning	Formative assessment Check for understanding
	<p>What skills and knowledge should students practice as part of their starter?</p> <p>What skills and knowledge are required for this lesson?</p> <p>How will students retrieve this knowledge?</p>	<p>What knowledge will be introduced in this lesson?</p> <p>How will the new learning be broken down to avoid overloading students?</p> <p>How will the new learning be spaced?</p> <p>How will the new learning be broken down into smaller chunks?</p>	<p>How will we know if students have mastered the skills and content?</p> <p>How will planned future lessons in this unit be reviewed given the level of mastery displayed in the formative assessment?</p>
<p><b>Lesson 6</b></p> <p>Writing the introduction and body</p>	<p>Introductory quiz focus: the components of a biographical piece, as well as a time connective question.</p> <p>Review features of a biography, including formal language, tense and time connectives.</p>	<p>Introduce the biography success criteria.</p> <p>Construct a draft introduction using the planning page completed last lesson.</p> <p>Explicitly teach the drafting of a body paragraph, explaining how the supporting detail notes can be expanded into full sentences and used to support the topic sentence.</p> <p>Ask students to draft the second body paragraph.</p> <p>Return to the success criteria for a biography. What features from the criteria can we observe in the writing so far?</p>	<p>List the language features that might be found in a biography.</p> <p>Support the independent creation of a body paragraph.</p> <p>Exit quiz focus: assessing mastery of learning objectives from this lesson, particularly identification of a given language feature and the structure of a body paragraph.*</p>

\* As well as providing formative assessment information, the presence of these tasks gives the opportunity for additional practice. This practice helps solidify understanding and increases procedural fluency.

Lesson	Review and recap Mastery learning	New learning	Formative assessment Check for understanding
	<p>What skills and knowledge should students practice as part of their starter?</p> <p>What skills and knowledge are required for this lesson?</p> <p>How will students retrieve this knowledge?</p>	<p>What knowledge will be introduced in this lesson?</p> <p>How will the new learning be broken down to avoid overloading students?</p> <p>How will the new learning be spaced?</p> <p>How will the new learning be broken down into smaller chunks?</p>	<p>How will we know if students have mastered the skills and content?</p> <p>How will planned future lessons in this unit be reviewed given the level of mastery displayed in the formative assessment?</p>
<p><b>Lesson 7</b></p> <p>Writing the conclusion</p>	<p>Introductory quiz focus: biographical details of Faith Bandler’s life as well as the use of a planning template to support drafting.</p> <p>Review elements of a draft, then use the success criteria to reflect on the learning so far. Model the reflection on the three paragraphs completed so far.</p> <p>Construct two new body paragraphs using the planning template.</p>	<p>Introduce the conclusion paragraph, comparing and contrasting it to the introduction and body paragraphs.</p> <p>Students then construct a conclusion paragraph, checking against the success criteria to make sure that they are successful.</p>	<p>Reflect on the success so far using the success criteria.</p> <p>Support the independent creation of a conclusion paragraph.</p> <p>Exit quiz focus: assessing mastery of learning objectives from this lesson, particularly use of formal language features in sentences associated with a conclusion.</p>

Lesson	Review and recap Mastery learning	New learning	Formative assessment Check for understanding
	<p>What skills and knowledge should students practice as part of their starter?</p> <p>What skills and knowledge are required for this lesson?</p> <p>How will students retrieve this knowledge?</p>	<p>What knowledge will be introduced in this lesson?</p> <p>How will the new learning be broken down to avoid overloading students?</p> <p>How will the new learning be spaced?</p> <p>How will the new learning be broken down into smaller chunks?</p>	<p>How will we know if students have mastered the skills and content?</p> <p>How will planned future lessons in this unit be reviewed given the level of mastery displayed in the formative assessment?</p>
<p><b>Lesson 8</b></p> <p>Revising and editing</p>	<p>Introductory quiz focus: the structural features of a biography.</p> <p>Review the stages in the creation of a piece of biographical writing.</p>	<p>Introduce the revise and edit point in the creation process. Compare and contrast revision and editing – they are not the same thing!</p> <p>Provide guiding questions for revision. Start with simple sentences, working on adding detail in a sentence expansion.</p> <p>Editing a piece – focus on the accuracy of spelling, grammar and punctuation. Model the process with 1 sentence, then 2 and finally a paragraph.</p> <p>Introduce editing symbols. Then edit a second paragraph.</p> <p>Provide time for students to edit and revise the paragraphs in the texts.</p>	<p>Sentence expansion to provide additional detail. Multichoice questions probing recall of important knowledge from the lesson.</p> <p>Editing a given paragraph containing errors.</p> <p>Exit quiz focus: assessing mastery of learning objectives from this lesson, particularly editing sentence-level punctuation, grammar and spelling.*</p>

\* Use a variety of representations to collect information about student progress. Working at the sentence level and then moving to the paragraph level can help scaffold the complexity of the task and provide more information about the level of student understanding.

Lesson	Review and recap Mastery learning	New learning	Formative assessment Check for understanding
	<p>What skills and knowledge should students practice as part of their starter?</p> <p>What skills and knowledge are required for this lesson?</p> <p>How will students retrieve this knowledge?</p>	<p>What knowledge will be introduced in this lesson?</p> <p>How will the new learning be broken down to avoid overloading students?</p> <p>How will the new learning be spaced?</p> <p>How will the new learning be broken down into smaller chunks?</p>	<p>How will we know if students have mastered the skills and content?</p> <p>How will planned future lessons in this unit be reviewed given the level of mastery displayed in the formative assessment?</p>
<p><b>Lesson 9</b></p> <p>Publishing a biography</p>	<p>Introductory quiz focus: editing and revising – the similarities and differences between them, and the steps undertaken in each.</p> <p>Review the biographical writing checklist and the role of feedback in the revision and improvement of a piece of writing.</p> <p>Ask students to seek feedback from a teacher, parent/carer or peer – 2 strengths and 1 area for improvement.</p> <p>Using the feedback, revise and edit the biography.</p>	<p>Introduce the concept of publishing, focusing on methods of publishing for different audiences.</p> <p>Students choose a method of publishing the biography and publish using that platform.</p>	<p>Use of the feedback sheet and application of the feedback in the revision and editing cycle.</p> <p>Final published biography.</p> <p>Exit quiz focus: assessing mastery of learning objectives from this lesson, particularly the ways in which a piece of writing can be published for different audiences.</p>

Lesson	Review and recap Mastery learning	New learning	Formative assessment Check for understanding
	<p>What skills and knowledge should students practice as part of their starter?</p> <p>What skills and knowledge are required for this lesson?</p> <p>How will students retrieve this knowledge?</p>	<p>What knowledge will be introduced in this lesson?</p> <p>How will the new learning be broken down to avoid overloading students?</p> <p>How will the new learning be spaced?</p> <p>How will the new learning be broken down into smaller chunks?</p>	<p>How will we know if students have mastered the skills and content?</p> <p>How will planned future lessons in this unit be reviewed given the level of mastery displayed in the formative assessment?</p>
<p><b>Lesson 10</b> Unstressed vowels</p>	<p>Introductory quiz focus: identifying the stressed and unstressed vowels in polysyllabic words.</p> <p>Review the concept of vowels and consonants, and the symbology used for each of them. Ask students to clap out the syllables in a series of polysyllabic words.</p>	<p>Introduce the concept of unstressed vowel and the schwa, along with the generalisation that schwa vowels are most often single-letter vowels.</p> <p>Link the spelling of multisyllabic words to the stressed and unstressed elements of the words. Students identify the unstressed vowel given the written word.</p>	<p>Identification of unstressed words given a written word.</p> <p>Exit quiz focus: assessing mastery of learning objectives from this lesson, particularly identification of syllables in a word and which of the syllables are unstressed.</p>
<p><b>Lesson 11</b> Representing unstressed vowels</p>	<p>Introductory quiz focus: identifying the stressed and unstressed vowels in polysyllabic words.</p> <p>Review the concept of unstressed vowel and the schwa, along with the generalisation that schwa vowels are most often single-letter vowels.</p>	<p>Introduce 5 strategies for spelling polysyllabic words, practising each in turn:</p> <ol style="list-style-type: none"> <li>1. Highlight unstressed vowel/syllable</li> <li>2. Say word, over-emphasising the syllable</li> <li>3. Apply word family knowledge</li> <li>4. Identify roots and prefix/suffix</li> <li>5. Beat the syllables.</li> </ol>	<p>Test students on polysyllabic words.</p>

## Appendix – Sample Evidence of Learning

### Task 1

Students will be able to revise sentences by changing tense.

#### Progressive past tense

Rewrite these sentences to change them from **simple** past tense to **progressive** tense.

1. He cycled along the foreshore.
2. Yesterday, Sarah caught a gigantic cod when fishing at the lake.
3. The family lives in the country.
4. I like to jump on the trampoline in the rain.

#### Sample response showing evidence of understanding:

1. He was cycling along the foreshore.
2. Yesterday, Sarah was catching a gigantic cod when fishing at the lake.
3. The family are living in the country at the moment.
4. I am jumping on the trampoline in the rain.

### Task 2

Students will be able to plan a structured body paragraph, using a complete topic and concluding sentences and supporting detail.

#### Plan your body

<b>Topic Sentence</b> (T.S)	
<b>Supporting Detail</b> (S.D)	
<b>Concluding Sentence</b> (C.S)	

#### Sample response showing evidence of understanding:

<b>Topic Sentence</b> (T.S)	Faith was born Ida Lessing Faith Mussing, on 27 September 1918, at Tumbulgum on the far north coast of New South Wales
<b>Supporting Detail</b> (S.D)	<ul style="list-style-type: none"> <li>• Father’s details, including kidnapping</li> <li>• Mother’s details</li> <li>• Brothers and sisters</li> </ul>
<b>Concluding Sentence</b> (C.S)	Faith’s parents and her own childhood experiences helped to shape her into a passionate and driven young lady, determined to take on the world.



## Task 3

Students will be able to revise and edit a piece of writing using editing symbols.

Revise and edit this introduction from a biography about Faith Bandler. Make sure to use editing symbols.

### Faith Bandler

Faith bandler is a well-known Australian activist and proudly advocated for the equal rights of Aboriginal Torres Strait Islander and South Sea Islander peoples. As a result of her father's enslavement to work on Australian suga plantations and her own racial exclusion growing up, Faith was driven to fight for equality for all. Faith is most fondly remembered for her instrumental role in supporting the 'yes' vote in the Australian 1967 Referendum.

Sample response showing evidence of understanding:

### Faith Bandler

Faith bandler is a well-known Australian activist and <sup>who</sup> ~~and~~ proudly advocated for the equal rights of Aboriginal <sup>,</sup> Torres Strait Islander and South Sea Islander peoples. As a result of her father's enslavement to work on Australian <sup>sugar</sup> ~~suga~~ plantations and her own racial exclusion growing up, Faith was driven to fight for equality for all. Faith is most fondly remembered for her instrumental role in ~~supporting~~ <sup>garnering support for</sup> the 'yes' vote in the Australian 1967 Referendum.