

## Learning Unit 3

### Theme 2 - Teaching Data Handling in the Foundation Phase

Face-to-Face Micro Teaching Lesson	
1	Review page 2 of this document to identify the section of Chapter 8 of Naudé & Meier (2014) that has been assigned to you
2	Review Chapter 8 of Naudé & Meier (2014) section 8.4 or 8.5
3	<p>Create a lesson plan on your given section (see table on the next page)</p> <p>Lesson Plan:</p> <ul style="list-style-type: none"> <li>• Select only 1 topic under your given section</li> <li>• Grade R - 3</li> <li>• Include ALL resources</li> </ul> <p>Submit your lesson plan on [REDACTED] in the allocated assignment link.</p> <p>Due: 03 October 23:29</p>
4	<p>Present a 10 minute section of your lesson to a small group of peers on the given date &amp; time (see next page for your assigned date).</p> <p>Presentation format:</p> <ul style="list-style-type: none"> <li>• Explain the two other sections of your lesson plan that you won't be teaching <ul style="list-style-type: none"> <li>◦ Maximum 2 minutes</li> </ul> </li> <li>• Teach a section of your lesson plan to the classmates in your allocated group. <ul style="list-style-type: none"> <li>◦ Treat your peers and your lecturer as the learners in the grade</li> <li>◦ Maximum 8 minutes</li> </ul> </li> <li>• Example A: <ul style="list-style-type: none"> <li>◦ Teach: Introduction</li> <li>◦ Explain: Teaching and learning phase</li> <li>◦ Explain: Conclusion</li> </ul> </li> <li>• Example B: <ul style="list-style-type: none"> <li>◦ Explain: Introduction</li> <li>◦ Teach a piece: Teaching and learning phase</li> <li>◦ Explain: Conclusion</li> </ul> </li> <li>• Example C: <ul style="list-style-type: none"> <li>◦ Explain: Introduction</li> <li>◦ Explain: Teaching and learning phase</li> <li>◦ Teach: Conclusion</li> </ul> </li> </ul>

Learning Unit 3 Theme 2 – Your lesson is based on section...					
Student Number	Student Name	Section	Lesson Presentation		
			Group	Date	Time
ST [REDACTED]	[REDACTED]	8.4	Orange	7 October 2022	8am – 9am
[REDACTED]	[REDACTED]	8.5	Pink	4 October 2022	11am – 12pm
[REDACTED]	[REDACTED]	8.4	Teal	4 October 2022	10am – 11am
[REDACTED]	[REDACTED]	8.5	Green	11 October 2022	10am – 11am
[REDACTED]	[REDACTED]	8.4	Orange	7 October 2022	8am – 9am
[REDACTED]	[REDACTED]	8.5	Pink	4 October 2022	11am – 12pm
[REDACTED]	[REDACTED]	8.4	Green	11 October 2022	10am – 11am
[REDACTED]	[REDACTED]	8.5	Orange	7 October 2022	8am – 9am
[REDACTED]	[REDACTED]	8.4	Blue	7 October 2022	9am – 10am
[REDACTED]	[REDACTED]	8.5	Teal	4 October 2022	10am – 11am
[REDACTED]	[REDACTED]	8.4	Blue	7 October 2022	9am – 10am
[REDACTED]	[REDACTED]	8.5	Green	11 October 2022	10am – 11am
[REDACTED]	[REDACTED]	8.4	Teal	4 October 2022	10am – 11am
[REDACTED]	[REDACTED]	8.5	Green	11 October 2022	10am – 11am
[REDACTED]	[REDACTED]	8.4	Pink	4 October 2022	11am – 12pm
[REDACTED]	[REDACTED]	8.5	Orange	7 October 2022	8am – 9am
[REDACTED]	[REDACTED]	8.4	Pink	4 October 2022	11am – 12pm
[REDACTED]	[REDACTED]	8.5	Orange	7 October 2022	8am – 9am
[REDACTED]	[REDACTED]	8.4	Teal	4 October 2022	10am – 11am
[REDACTED]	[REDACTED]	8.5	Blue	7 October 2022	9am – 10am
[REDACTED]	[REDACTED]	8.4	Pink	4 October 2022	11am – 12pm
[REDACTED]	[REDACTED]	8.5	Green	11 October 2022	10am – 11am
[REDACTED]	[REDACTED]	8.4	Blue	7 October 2022	9am – 10am

You will be marked on the following rubric:

## Micro-Lesson Rubric

**Name:** \_\_\_\_\_

Element	Absent	Poor	Adequate	Excellent
<b>Planning:</b> The lesson plan has been done in detail, covering every area in such a way that anyone would be able to teach the lesson.	0	1	2	3
<b>Preparation:</b> The student is clearly well prepared and well organised.	0	1	2	3
<b>Execution of the micro-lesson:</b> The student has conducted the micro-lesson in such a way as to convey the whole lesson in the stipulated amount of time. And, done so in a successful manner.	0	1	2	3
<b>Learner Centred activity</b> The student has created a learner centred activity.	0	1	2	3
<b>Resources:</b> Materials designed and resources... <ul style="list-style-type: none"> <li>... used have been done so meaningfully (aid in the learning / assessment process).</li> <li>... show creativity.</li> <li>... match the CAPS specific learning outcomes.</li> </ul>	0	1	2	3
<b>Participation</b> The student has participated within the particular group session (asks questions for clarity / role plays as the learner)	0	1	2	3
<b>Referencing</b>	0	1	2	
<b>Total:</b>			<b>/ 20</b>	

**Feedback:**