

## Addendum 6.1 A lesson planning template

**SECTION 1:** Technical details and prescribed outcomes. This lesson plan links to section 6.5.3 of Chapter 6. This lesson can be executed in one or more than one session.

**1. SUBJECT:** English  
Home Language (HL)

**1.1 TYPE OF LESSON**  
(Tick the relevant box):

Theory

☒

Experimental/  
laboratory

☐

Field work/practical

☐

Application

☐

Other (Specify: e.g. poetry)

Lesson plan number:

**1.2 DATE:** 12 February 2025

**1.3 GRADE:** R

**1.4 LENGTH OF PERIOD:** 40 min – for this extended lesson

**1.5 NUMBER OF LEARNERS:** 28

**2. KNOWLEDGE AREA (ONLY for Foundation Phase/ECD) (Underline the relevant areas)**

**Language, e.g.**

- Listening and speaking
- Reading and phonics
- Writing and handwriting
- Language structure and use
- Creative writing

**Mathematics, e.g.**

- Numbers, operations, relationships
- Patterns, functions, algebra
- Space and shape (geometry)
- Measurement
- Data handling

**Life skills, e.g.**

- Beginning knowledge (natural science, social science, scientific processes, technological process skills)
- Physical education
- Personal and social well-being
- Creative arts (dance, drama, music, visual art)

**3. INTEGRATION WITH OTHER SUBJECTS (How does this lesson integrate with other subjects?) (If applicable):**

Life Skills: beginning knowledge, natural sciences – information about ants

Life Skills: creative arts, visual art – art activity on the story

Mathematics: numbers, operations, relationships – counting, sequencing of events

**4. PRESCRIBED OUTCOMES (from CAPS):**

**4.1 GENERAL AIMS** (List as many as are applicable):

The National Curriculum Statement (NCS) aims to produce learners who are able to (choose from CAPS (2011), page 4/5, section 1.3 (d)):

**4.1.1 Promote active and critical learning:** encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths



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| <p><b>4.2 SPECIFIC AIMS:</b> (List all the applicable aims that you wish to achieve through this lesson, from <b>CAPS</b>, approximately pages <b>8–10</b>):</p> <p><b>4.2.1 Listening and speaking:</b> listens and responds to simple questions</p> <p><b>4.2.2 Phonics:</b> begins to recognise that words are made up of sounds, e.g. the beginning letter(s)</p> <p><b>4.2.3 Reading and viewing, read-aloud/shared reading as a class with teacher:</b> makes links to own experience when reading with the teacher</p> <p><b>4.2.4 Writing:</b> draws pictures to convey a message</p> <p><b>AND/OR</b></p> <p><b>4.2 INTEGRATED SKILL(S):</b> (If your subject is a <b>LANGUAGE</b>, indicate which of the four <b>SKILLS</b>, i.e. reading, writing, listening and/or speaking, you will focus on in this lesson, from <b>CAPS</b>):</p> <p>Life Skills: beginning knowledge, natural sciences – information about ants</p> <p>Life Skills: creative arts, visual arts – art activity on the story</p> <p>Mathematics: numbers, operations, relationships – counting, sequencing of events</p>   | <p><b>4.3 TOPICS:</b> (List all the applicable topics you will deal with in this lesson, from <b>CAPS</b>):</p> <p><b>4.3.1 A Big Book story:</b><br/><i>Michael, Lerato and the Ants</i> – learners need to understand the universal message of the story (the storyline)</p> |
| <p><b>4.4 LESSON OUTCOME(S):</b> (Formulate the lesson outcome(s) yourself, in your own words, as <b>full sentence(s)</b>, based on the prescribed aims and topics/skills from <b>CAPS</b> on the previous page) by completing the following sentences:</p> <p>At the start of this lesson the learners should already know ... (state existing knowledge) and can do ... (state existing skills and values), be able to sit still and to listen to a story, respond to questions about the story, understand how a storyline works, understand that they are “reading” with the teacher from the Big Book, understand that they need to draw something about the story and tell the teacher about their drawing.</p> <p>By the end of the lesson the learners should be able to ... (state new knowledge, skills and values) give reasonable answers to questions about the storyline (universal message of the story). This will indicate that they have listened to the story read by the teacher.</p> <p>Respond to questions related to phonics knowledge (beginning letters of words).</p> <p>Demonstrate their ability to write (draw) – show their understanding of the story through their drawings. Making a drawing by using a crayon will demonstrate their skills, for example, fine-motor coordination and hand-eye coordination.</p> <p>Integration:</p> <p>Understand information about ants by answering questions.</p> <p>Demonstrate ability to count, for example, the number of characters in the story.</p> |  |



**4.4.1 Refined lesson outcome(s)** (in your own words)

Work according to your preferred taxonomy, e.g. Bloom, Barrett, Kohlberg

**NEW KNOWLEDGE (head)**

At the end of the lesson the learners should be able to ...

Name the characters in the story.

Describe the universal message (storyline).

Indicate their understanding of the phonics in the story.

Activities, i.e. **HOW?**

Answer questions on different cognitive levels (including open-ended questions).

**SKILLS (hands)**

At the end of the lesson learners should be able to ... (*related to the knowledge above*)

Show interest in “reading” the Big Book, participate in “reading” with the teacher.

Make a drawing of the story after being given specific instructions from the teacher, e.g. “draw your favourite part of the story and tell me about it”.

Activities, i.e. **HOW?**

Show their participation in “reading” the Big Book with the teacher.

Explain (reflect on) their drawings.

**VALUES (heart)**

At the end of the lesson learners should be able to ...

Appreciate the story.

Respect the teacher and other learners.

Activities, i.e. **HOW?**

Learners do not shout out answers to questions.

**5. PARADIGMATIC ORIENTATION AND NAVIGATION**

**5.1 LEARNING THEORY/THEORIES**, e.g. behaviourism; cognitivism; constructivism.

*NB! Justify your choice/s.*

Relate the story to the learners’ own life experiences. *Cognitive/transaction.*

Language theories:

1. Interactionist approach – interaction of children’s cognitive abilities and environmental factors.
2. Integrated language approach – integration of language skills e.g. listening and speaking.

**5.2 TEACHING FRAMEWORKS**, e.g. direct instruction (positivist realism); transactional (contextualism); social collaboration (relativism); transcendental

*NB! Justify your choice/s.*



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| <p>Read-aloud: direct instruction (positivist realism).</p> <p>Ask questions and respond to learner's answers: <i>Cognitive/transaction (contextualism)</i> and interactionist approach.</p>  |   |
| <p><b>5.3 LEARNING STYLES AND MULTIPLE INTELLIGENCES</b> addressed in this lesson, e.g. linguistic, spatial, etc.</p> <p><i>NB! Explain how, where addressed.</i></p> <p><b>Linguistic:</b></p> <ul style="list-style-type: none"> <li>• Listening</li> <li>• Visual, reading</li> <li>• Writing – making a drawing and discussion (speaking) of own drawing through reflection.</li> </ul>   | <p><b>5.4 TEACHING STRATEGIES</b> (e.g. problem solving, cooperative learning, research, etc.)</p> <ul style="list-style-type: none"> <li>• Read-aloud</li> <li>• Problem-solving – answering questions on different cognitive levels</li> <li>• Reflection on own drawing will show understanding of the story.</li> </ul> <p><b>5.5 TEACHING TECHNIQUES</b> (e.g. whole-group learning, small-group learning, pair work, work stations, discussion, gallery walk, etc.)</p> <p>Read-aloud – whole-group learning</p> <p>Individual work – drawing and reflection on drawing</p> |
| <p><b>SECTION 2: Structure</b></p>  |   |
| <p><b>6. LESSON PHASES:</b></p>   |   |
| <p><b>6.1 THEME (Context; big idea):</b></p> <p>(What theme will you use to contextualise your lesson, link it to learners' real world and introduce your topic?)</p> <p>A Big Book story: <i>Michael, Lerato and the Ants</i> – learners need to understand the universal message of the story.</p>  |   |
| <p><b>6.2 INTRODUCTION (Time allocated: 5 minutes)</b></p> <p>(Capture attention, create learning atmosphere, teacher-learner dialogue, awaken prior knowledge):</p> <p>Use stick puppets of the characters – Teacher, Michael, Lerato and an ant/or picture of ants. Ask learners to guess the names of the characters.</p> <p>Then show them the real ant(s) in the box and ask questions about ants – relate to their experiences with ants.</p> <p>Then introduce the Big Book and ask them to listen carefully to the story as you are going to ask them questions about it.</p> |   |
| <p><b>6.3 DEVELOPMENT (Time allocated: 30 minutes)</b></p> <p>(Continue teacher-learner dialogue to start with new knowledge, learner-centred activities, applicable content, consider questions to guide learners towards critical thinking, show sequence of teaching events, etc.):</p> <p><b>Read-aloud</b> from the Big Book by reading the complete story slowly. Alternatively, read each page and discuss the page before reading the next one.</p>   |   |

Turn back to the title page and introduce the components of the title page by asking learners questions such as: What is the title of the book? Who is the author? Who is the illustrator?

Ask questions about the story using each page and each photo.

Ask questions about the phonics. Ask questions about the characters, the universal message on what happened at the beginning, middle and end of the story.

React to learners' responses to questions by asking follow-up questions.

Point out to them that they are "reading" with you.

Discuss ants and why they are important to us/the environment.

Ask them to count the characters, the legs of one ant, two ants, etc.

**Introduce the art activity.** Ask learners to go to their tables and chairs. Learners need to draw their favourite part of the story. You then sit with each learner and write verbatim (their exact words) their explanation of their drawing (of their favourite part of the story). Write with a pen on the drawing or on the back of the drawing. The learners' reflections on their drawings can be regarded as the **report back** on the lesson.

These reflections are also an indication that they have listened to the story and that they have understood it.

**6.4 CONSOLIDATION (Time allocated: 5 minutes)**

(Consideration of ways to ascertain that learners have achieved the outcomes, recap- ping of main teaching points, assessment, wrap up):

Ask learners to gather on the carpet.

Ask learners to summarise the story while you use the stick puppets again or by them using their own drawing of the story.

Ensure that the learners understand the universal message of the story when you ask questions about it.

**7. CLASSROOM MANAGEMENT** (e.g. encouragement rather than control; climate of trust; responsibility in group work; etc.)

**Include:** discipline measures

Group on carpet in semi-circle – in front of you seated on a small chair.

Learners complete their drawings at their tables/in the writing corner. Teacher goes to each learner and writes down verbatim the learner's reflection on the drawing.

Respect for discipline and turn-taking.

**8. LEARNER ENRICHMENT** (What measures are in place for gifted learners?)

Books on, or pictures of, ants; and clay for learners to mould a clay ant.

**9. LEARNER SUPPORT** (What measures are in place if a learner has special edu- cational needs?)

**Include:** curriculum differentiation

Sit with learner and talk him/her through the activity of the drawing. Assist by holding the learner's hand while drawing. Assist with the learner's reflection by asking questions on his/her drawing.



**10. LTSM (Educational media)** (Name LTSM used in lesson and reference ALL your resources under bibliography/list of references. Pay attention to the variety, relevance, effectiveness and applicability of the LTSM you selected for the lesson).

**10.1 LTSM FOR THIS LESSON**

- Big Book
- Stick puppets of characters: teacher, Michael, Lerato and an ant or ants
- Non-fiction books or pictures of ants
- Paper for drawing and crayons

**10.2 BIBLIOGRAPHY (abridged Harvard method) OF ALL SOURCES CONSULTED** (e.g. Smit, L. 2011. *Teaching*. Pretoria: Van Schaik)

Department of Basic Education. 2011. *Curriculum and Assessment Policy Statement (CAPS)*. Home Language. Foundation Phase. Grades R–3. Pretoria: State Printer.

Joubert, I. 2016. Michael, Lerato and the Ants. Digital story included in *Children's Literature in the Classroom*. Pretoria: Van Schaik.

**Pinterest – Google this website for ideas to make finger puppets.**

**11. EVIDENCE OF LEARNING (refer to the lesson planning guide)**

(Describe the learning product or proof of outcome (example of final product for assessment), see page 77 (Section 4) in CAPS.)

**NB:** Note that copies of **all** assessment tools must be included with the lesson plan.

**(You may choose to combine the aspects below in narrative form.)**

**11.1 ASSESSMENT INSTRUMENT** (e.g. portfolio, worksheet, rubrics, tests, etc.) (explain and attach examples)

1. Observation and notes on the class list
2. Drawings with learners' verbatim reflections written on their drawings by you (the teacher) with a pen.

**11.2 PURPOSE** (e.g. baseline, formative, etc.)

Assess learners' language skills abilities and understanding of the story.

**11.3 METHOD/ASSESSOR/S** (e.g. self, peer, teacher, parent, etc.) (explain and attach examples)

Teacher