**MATHEMATICS LESSON PLAN**

**GRADE 7**

**TERM 1: January – March**

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| **PROVINCE:** |  |
| **DISTRICT:** |  |
| **SCHOOL:** |  |
| **TEACHER’S NAME:** |  |
| **DATE:** |  |
| **DURATION**: | 1 Hour |

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| 1. **TOPIC: CONSTRUCTION OF GEOMETRIC FIGURES:** Constructions **(Lesson 2)** |

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| 1. **CONCEPTS & SKILLS TO BE ACHIEVED:**   **By the end of the lesson, learners should be able to** accurately construct geometric figures appropriately using compass, ruler and protractor, including: perpendicular lines. |

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| 1. **RESOURCES:** | DBE workbook 1, Sasol-Inzalo book 1, Mathematical instruments. |
| 1. **PRIOR KNOWLEDGE:** | * Measuring angles * Types of angles |
| 1. **REVIEW AND CORRECTION OF HOMEWORK** (suggested time: 10 minutes)   Homework provides an opportunity for teachers to track learners’ progress in the mastery of mathematics concepts and to identify the problematic areas which require immediate attention. Therefore it is recommended that you place more focus on addressing errors from learner responses that may later become misconceptions. | |
| 1. **INTRODUCTION** (Suggested time: 10 Minutes)   Let the learners   * draw line segments AB and EF that intersect at D.   A  B  E  D  F   * measure and record the size of the angles ADE, ADF, BDE and BDF. * classify their angles as acute, right or obtuse.   A table like the one below may be drawn and completed.   |  |  |  | | --- | --- | --- | | **Angle name** | **Measurement of the angle** | **Type of angle** | |  |  |  | |  |  |  | |  |  |  | |  |  |  |   The teacher should also draw the diagram on the chalkboard. | |

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| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities**  (Learners are expected to :) |
| **Perpendicular lines**  [This is strengthening of concept learnt in Lesson 2 of Geometry of Straight lines]  Example    is read “line segment AB is perpendicular to the line segment CD. This means that the two line segments intersect and form an angle of 90.  **Constructing perpendicular lines**  *Constructing perpendicular using a protractor.*  Step 1  Draw the first line segment. (This could be ST). Leave a space above the line that is bigger than a protractor.  S  T | * Learners do the construction in their exercise books |

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| 1. **CLASSWORK** (Suggested time: 15 minutes) |
| Construct perpendicular line segments to the line segments drawn below at the indicated point.   1. CV BD   B  C  D   1. RK JZ   R  J  K |
| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK (Suggested time: 5 minutes)** |
| 1. Emphasis that  * Constructions should be accurate.  1. The primary purpose of Homework is to give each learner an opportunity to demonstrate mastery of mathematics skills taught in class. Therefore Homework should be purposeful and the principle of ‘Less is more’ is recommended, i.e. give learners few high quality activities that address variety of skills than many activities that do not enhance learners’ conceptual understanding.   Carefully select appropriate activities from the Sasol-Inzalo books, workbooks and/or textbooks for learners’ homework. The selected activities should address different cognitive levels.  **Recommended Homework**:  Let the learners construct rectangles. |