**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 6)** |

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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: parallel lines. |

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| 1. **RESOURCES:** | DBE workbook 1, Sasol-Inzalo book 1, Mathematical instruments. |
| 1. **PRIOR KNOWLEDGE:** | * Constructing circles using a compass |
| 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)   Refer to page 98 of the Sasol-Inzalo Book 1. [This is strengthening of a concept learnt in lesson 2 of straight line geometry]   * Show learners parallel lines.      * Let them identify parallel things in the classroom. [walls, edges of the board, etc.] * Discuss properties of parallel lines. | |

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| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities**  (Learners are expected to :) |
| **Constructing parallel lines**  You may do Activity 1 or Activity 2 only.  **Activity 1**  Refer to pages 99 – 100 of Sasol-Inzalo Book.  **Activity 2**   * Draw line segment AB * Draw a circle with centre P on line segment AB   Your diagram should look as follows:  A  B  P   * Draw the second circle with centre Q on the circumference of the first circle. The two circles should be of the same radius.   Your diagram may now look as follows:  A  B  P  Q   * Draw line segment that passes through P and Q to cut the second circle at F. * Draw QR with R on the first circle and also on AB | * Learners do the construction in their exercise books |
| The diagram should now be like this.  A  B  P  Q  F  R   * Draw arc FK on the second circle below PF that is equal to arc QR. * Draw a line segment passing through Q and K.   A  B  P  Q  F  R  K  QK AB [This is read line segment QK is parallel to the line segment AB |  |

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| 1. **CLASSWORK** (Suggested time: 15 minutes) |
| Activity 2 |
| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK (Suggested time: 5 minutes)** |
| 1. Emphasis that constructions should be accurate 2. 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 parallelograms.  **Hint:** A diagram like the one below may be used  A  B  P  Q  F  R  K  If a line segment through R and K is drawn, RKFQ is a parallelogram. PRKQ is also a parallelogram |