**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: EXPONENTS:** Comparing and representing numbers in exponential form **(Lesson 2)** |

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| 1. **CONCEPTS & SKILLS TO BE ACHIEVED:**   **By the end of the lesson, learners should know and be able to compare and represent whole numbers in an exponential form : for number of factors** |

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| 1. **RESOURCES:** | DBE workbook 1, Sasol-Inzalo book 1 , Textbooks |
| 1. **PRIOR KNOWLEDGE:** | * Numbers in exponential form * factors and multiples * prime factorisation |
| 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. | |

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| 1. **INTRODUCTION** (Suggested time: 10 Minutes)   Work with learners in groups to answer the following questions  **Activity 1**  Write the following in exponential notation or form  **Activity 2**  Write the following in expanded form   |  | | --- | | 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | | **Teaching activities** | **Learning activities**  (Learners are expected to:) | | **Activity 1**  Work through the following activity with the learners   1. Complete the table below  |  |  |  | | --- | --- | --- | | Power | Expansion | Value of expansion | |  |  | 100 | |  |  | 81 | |  |  |  | |  |  | 9 |   9 in exponential form:  8 in exponential form; 8   1. Which one is larger: or   Final answer:  **Activity 2**  Give learners the following activity to complete individually  Use or to show which one is larger. Show all your calculations | Work as group to answer the questions  complete the activity individually and discuss the answer |   NB: Guide learners in finding solutions to the activities without giving them answers |

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| 1. **CLASSWORK** (Suggested time: 15 minutes |
| Replace with , or = to make the number sentence true.       c)   |  |  |  | | --- | --- | --- | | Sasol Inzalo Book 1 | DBE workbook 1 | Textbook | |  | Pg 29 No 6, 7 |  | |

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| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK (Suggested time: 5 minutes)** |
| 1. Emphasis that:  * not * not 1  1. Homework   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**:   |  |  |  | | --- | --- | --- | | Sasol-Inzalo Book | DBE workbook | Textbook | |  | Pg 29 No 8 |  | |