**MATHEMATICS LESSON PLAN**

**GRADE 7**

**TERM 1: January – March**

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

|  |
| --- |
| 1. **TOPIC:GEOMETRY OF 2D SHAPES:** Classifying 2D shapes **(Lesson 5)** |

|  |
| --- |
| 1. **CONCEPTS & SKILLS TO BE ACHIEVED:**   **By the end of the lesson learners should know and be able to** describe, sort, name and compare properties of quadrilaterals (Kite) in terms of: length of sides, parallel and perpendicular sides, and sizes of angles (right angles or not) |

|  |  |
| --- | --- |
| 1. **RESOURCES:** | DBE workbook 1, Sasol-Inzalo book 1, textbooks, pair of dividers,  Ruler, protractor. |
| 1. **PRIOR KNOWLEDGE:** | Properties of quadrilateral learnt in the previous lessons:   * square * rhombus * parallelogram * rectangle * trapezium |
| 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) | |
| **ACTIVITY**  Together with the learners complete the table below by filling in yes or no. | |

|  |  |  |
| --- | --- | --- |
| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | | |
| **Teaching activities** | **Learning activities**  **(Learners are expected to :)** | |
| **Activity 1**  **Consider the shapes given below to answer the following questions:**   * 1. Label each vertex.   1.2 Measure the size of the angles and the length of the sides of each of the quadrilaterals.    L  M  N  FKK   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Figure** | **K** | **L** | **M** | **N** | | Side 1 |  |  |  |  | | Side 2 |  |  |  |  | | Side 3 |  |  |  |  | | Side 4 |  |  |  |  | | Angle 1 |  |  |  |  | | Angle 2 |  |  |  |  | | Angle 3 |  |  |  |  | | Angle 4 |  |  |  |  |   1.3. What do you observe? Explain  **Activity 2**   * 1. Give learners accurately constructed diagrams of the quadrilateral similar to the one drawn below.      * 1. Instruct learners to label the vertices of the diagram.   2. Let them measure and record the interior angles.   3. Ask them to compare the interior angles and make remarks on their observations | work on the activities in small groups  Discuss their findings | |
| 1. **CLASSWORK** (Suggested time: 15 minutes) | |
| Carefully study the diagram EFGH. Use it to answer the questions.     1. What type of quadrilateral is EFGH? 2. Determine the length of each of the following sides: EF and GH | |
| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK** (Suggested time: 5 minutes) | |
| 1. **Emphasise**  * the properties of a kite. * the differences and similarities between a kite and the quadrilaterals done in the previous lessons.   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 workbooks, workbooks and/or textbooks for learners’ homework. The selected activities should address different cognitive levels.  **Recommended homework**:  Group 2  **[Taken from Sasol-Inzalo Book 1, pp 123-126]**   1. The figures in group 2 are called **kites**.   (a) What do you observe about the sides of kites?  (b) What else do you observe about the kites? | |