**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: GEOMETRY OF 2D SHAPES:** Solving problems **(Lesson 8 )** |
| 1. **CONCEPTS & SKILLS TO BE ACHIEVED:** |
| **CONCEPTS & SKILLS TO BE ACHIEVED:**  By the end of the lesson learners should know and be able to solve simple geometric problems involving unknown sides and angles in triangles and quadrilaterals, using known properties . |

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| 1. **RESOURCES:** | DBE Workbook 1, Sasol-Inzalo Book 1, Textbooks |
| 1. **PRIOR KNOWLEDGE:** | * properties of quadrilaterals. * Number sentences |
| 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 1**    Revisit properties of quadrilaterals done thus far by doing the activity on page 127 ‘Comparing  and describing shapes’ in the Sasol Inzalo book 1.  **Activity 2**  Write down the names of the quadrilaterals which have the following properties.   |  |  | | --- | --- | | * 1. Four sides and angles equal   2. Two pairs of opposite sides parallel.   3. Only one pair of opposite sides parallel.   4. Two pairs of adjacent sides equal. |  | | |

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| **7. LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities**  (Learners are expected to:) |
| **NOTE:** Solving geometric problems is an opportunity to practice solving equations. Show learners how to calculate the unknown sides and / or angles  **Activity**  1.  B  C  D  A  a) What type of quadrilateral is ABCD?   1. Name a side equal to AB. 2. What is the length of BC. |  |
| 2. STUV is a rectangle. Write down the value of . Give a reason for your answer.  Q  R  S  P  3.  Calculate the sizes of the following in parallelogram PQRS  4. JKLM is a trapezium. Determine    L  J  M  K  660  890  760 | * solve each problem * engage in discussions of the solutions |
| 1. **CLASSWORK** (Suggested time: 15 minutes) | |
| * Sasol-Inzalo book 1: Page 128, No. 2 - 4 | |
| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK** (Suggested time: 5 minutes) | |
| 1. **Emphasise that** reasons should be given to justify solutions for every written statement. 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. | |
| **Homework:**   1. Calculate the length of BC on the given parallelogram below if .      1. is a kite with and . What is the   length of if it is adjacent to ?   1. Determine the size ofin the parallelogram below. | |