**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 STRAIGHT LINES: (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 define the following: parallel lines and perpendicular lines.** |

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| 1. **RESOURCES:** | Textbooks, DBE Workbook 1, Sasol-Inzalo Book 1 |
| 1. **PRIOR KNOWLEDGE:** | * Construction of line segments, rays and lines * Properties of 2D shapes |
| 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) | |
| **Revise the terminology taught in lesson 1 by exposing learners to the following activity:**  **Activity**   1. Let the learners draw an example of: 2. Line segment 3. Ray 4. Straight line 5. Let them also define each of the above.   Allow a few to come and draw these on the chalkboard | |

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| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities**  **(Learners are expected to:)** |
| Explain the following to the learners    The statement “line AB is parallel to line CD” can be written as follows:  The statement “line JK is perpendicular to line KL” is written as |  |
| **Activity 1**  Indicate whether the following is parallel, not parallel or perpendicular.   |  |  | | --- | --- | |  |  | |  |  | |  |  | |  |  | |  |
| **Activity 2**  Identify and name the parallel and perpendicular lines in the figure below.  C  B  D  E  A |  |

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| 1. **CLASSWORK** (Suggested time: 15 minutes) 2. Consider the grid shown below.      1. Is PS a line, ray or line segment? 2. Draw on the grid a line segment through R that will be perpendicular to PS. Label it TU. 3. Draw on the grid a line that is parallel to PS. Label it WX. 4. Provide the correct name for each of the geometric features AB and CD, shown on the diagram:      1. There is a geometric relationship between line segments PR and QS shown in the diagram.     Describe the relationship.  4. Draw a ray and a line that will never meet. |

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| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK** (Suggested time: 5 minutes) |
| 1. **Emphasize that:**  * when learners are solving problems in context, they need to read the problem carefully to understand the context in which it is set. * learners must always interpret their answers to see if they make sense in the context in which they are working  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. |