**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: WHOLE NUMBERS: Calculation with whole numbers (Lesson 3)** |

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| 1. **CONCEPTS & SKILLS TO BE ACHIEVED:**   **By the end of the lesson, learners should be able to do:**   * Addition and subtract of whole numbers to at least 6 – digits numbers * Multiplication of at least whole 4 – digits by 2 – digit numbers * Division of at least whole 4 – digit by 2 – digit numbers |

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| 1. **RESOURCES:** | Sasol-Inzalo Book, DBE workbook 1, Textbooks |
| 1. **PRIOR KNOWLEDGE:** | * Multiplication table, divisibility rule and BODMAS * Properties of whole numbers |
| 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)   Revise the concepts using Mental maths type questions to include:   * Estimation * Multiplication tables up to 12 x 12 * Rounding off and compensating * Expanded notation * Place values table |

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| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities**  (Learners are expected to: |
| Activity 1  Divide the learners into groups to complete the following activities.  ADDING AND SUBTRACTING WHOLE NUMBERS  **Example 1**: 43 609 people live in one town and 57 931 people live in other town. What is the total number of people living in both town?  43 609 + 57 931 = \_\_\_\_\_\_ 38 007 – 27 956 = \_\_\_\_\_\_\_  Add in columns Subtract in columns    43 609 38 007  + 57 931 – 27 956  101 540 10 051    Activity 2  Divide the learners into groups to complete the following activities.  **MULTIPLICATION OF WHOLE NUMBERS**  **Example 2:** Bongi loves to eat jellies. She buys 19 packets with 28 sour sweets in each packet. How many sour jellies does she buy altogether?  Use estimation to work out a rough answer: 19 x 28 20 x 30 = 600  In columns  2 8 28  x 1 9 x 19  7 2 (8 x 9) 252 (9 x 28)  1 8 0 (9 x 20) +280 (10 x 29)  8 0 (10 x 8) OR 532  + 2 0 0 (10 x 20)  5 3 2  **DIVISION OF WHOLE NUMBERS**  The quotient is the answer you get when you divide one number by another.      **Example 3:** A poetry prize of R2 025 is shared between 15 Grade 7 learners. How many will each learner receive?  Estimation an answer: 2 025  135   |  |  | | --- | --- | | 15 | 2 025 |   – 1 500 (15  525  – 450 (15  75  – 75  Each child will receive R135 | * engage in groups discussion to determine the answers of the activities * Work, work in pairs and discuss the answers * Listen, ask and engage in group discussion * Listen, ask questions and work out their examples |

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| 1. **CLASSWORK** (Suggested time: 15 minutes |
| |  |  |  | | --- | --- | --- | | Sasol-Inzalo Book | DBE Workbook | Textbook | | Pg 35 No 1 a – b Pg 36 No 1 c Pg 38 No 4a | Page xiv No. 3 – 4 |  | |

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| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK (Suggested time: 5 minutes)** |
| 1. Emphasis that:  * when we add zero to a number, the answer is the same number * when we multiply any number by one, the answer is the same number.  1. 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 41 No 7a pg 42 No 3 | Page xii No. 1 – 2` |  | |