**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: Calculations with whole numbers (Lesson 4)** |

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| 1. **CONCEPTS & SKILLS TO BE ACHIEVED:**   **By the end of the lesson, learners should be able to perform calculations using all four operations on whole numbers, estimating and using calculators where appropriate** |

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| 1. **RESOURCES:** | Sasol-Inzalo Book, DBE workbook 1, Textbooks |
| 1. **PRIOR KNOWLEDGE:** | * Addition and subtraction of whole numbers to at least 6 – digit numbers * Multiplication of at least whole 4 – digit number by 2 – digit numbers * Division of at least whole 4 – digit by 2 – digit 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:   * BODMAS. * The commutative, associative and distributive properties of whole numbers   Calculate   1. 184 2. 12 + 184 3. 117 + (56 + 44) 4. (56 + 44)+ 117 |

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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.   1. Calculate the following without using a calculator   Example:      Solution: Firstly: If there are no brackets in a calculation, first do any multiplication and division operation: and        Solution: If there is bracket(s) in a calculation, first do any calculations inside the bracket first. . Then do any addition and subtraction, also from left to right. | * engage in groups discussion to determine the answers of the activities |

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| 1. **CLASSWORK** (Suggested time: 15 minutes |
| 1. Calculate the following without using a calculator |

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| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK (Suggested time: 5 minutes)** |
| 1. Emphasize:  * BODMAS – the order of operations * If there are no brackets in a calculation, first do any multiplication and division operation starting from left to right. * If there is bracket(s) in a calculation, first do any calculations inside the bracket first.Then do any addition and subtraction, also from left to right.  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**:   1. Tom buys 4 packets of food for his dog at R30 per packet and 2 packets of food for is cat at R20 per packet. He works out the costs at He first multiplies by 30 to get 120.He then adds 2 and gets 122. Then he multiplies 122 by 20 and gets R2 440. He estimated that the food should cost him less than R200 and realises that he has made a mistake in his calculations. Where has Tom made his mistake and what is the total cost of the pet food? |