**MATHEMATICS LESSON PLAN**

**GRADE 7**

**TERM 2: April – June**

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

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| 1. **TOPIC: AREA AND PERIMETER OF 2D SHAPES:** Area and Perimeter **(Lesson 3)** |

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| 1. **CONCEPTS & SKILLS TO BE ACHIEVED:**   **By the end of the lesson learners should know and be able to** use appropriate formulae to calculate the perimeter and area of rectangles |

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| 1. **RESOURCES:** | DBE workbook 1, Sasol-Inzalo Book 1, textbook |
| 1. **PRIOR KNOWLEDGE:** | * Calculate the perimeter of polygons * properties of a rectangle * substitution |
| 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**: Revise with learners the properties of a rectangle by asking them to list the properties  of a rectangle.  **Activity 2**: Consider the rectangle below which is made up of small squares. Each small square  below measures.     1. How many square units make up the area of the rectangle? 2. What are the dimensions of the length and breadth of the rectangle? 3. What is the product of the length and the breadth? 4. Looking at the answer in a) and c), what can you say about the product of the length and breadth and area of a rectangle?   Solutions:   1. Length and height 2. Area of a rectangle Length of rectangle Breadth of rectangle | |
| **Activity 3**: Demonstrate to learners how to derive a formulae for determining the perimeter of a  rectangle. The rectangle alongside has a length of units a breath of units    Perimeter of the rectangle | |

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| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities**  (Learners are expected to:) |
| Activity: Worked examples  Example 1: If a rectangle has a length of and breadth of   1. Calculate the perimeter of the rectangle. 2. Calculate the area of the rectangle.   Solutions:  Example 2: The area of a rectangle is and its length is.   1. Calculate the breadth of the rectangle. 2. Calculate the perimeter of the rectangle.   Solutions:                    Example 3: Consider the following rectangle:  G  H  F  E   1. Calculate the perimeter. 2. Calculate the area.   Solutions: | respond to questions posed by the teacher  engage with responses of their peers |
| 1. **CLASSWORK** (Suggested time: 15 minutes)   DBE workbook 1: page 119 no. 3 (b), (c) and 4 (a) | |

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| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK (Suggested time: 5 minutes)** |
| 1. **Emphasise that**:  * Area of a rectangle * Perimeter of a rectangle  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 book 1, DBE workbook 1 and/or textbooks for learners’ homework. The selected activities should address different cognitive levels.  **Homework:**  Sasol-Inzalo Book 1: page 220 no. 1 (a) and (d), page 228 no. 2 (a) and (b) |