**MATHEMATICS LESSON PLAN**

**GRADE 7**

**TERM 2: April – June**

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

|  |
| --- |
| 1. **TOPIC: AREA AND PERIMETER OF 2D SHAPES:** Calculations and Solving problems **(Lesson 7)** |

|  |
| --- |
| 1. **CONCEPTS & SKILLS TO BE ACHIEVED:**   **By the end of the lesson learners should know and be able to** use and convert between appropriate SI units, including:  -  - |

|  |  |
| --- | --- |
| 1. **RESOURCES:** | DBE workbook 1, Sasol-Inzalo Book 1, textbook, ruler, meter stick |
| 1. **PRIOR KNOWLEDGE:** | * SI units * using a ruler or meter stick to measure * multiplication and division by powers of 10 |
| 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 with learners the conversion between appropriate SI units done in grade 6 by doing the following activities: Arrange learners in groups (manageable number) and provide each group with rulers and meter sticks. Allow learners to do activity 1 and 2 in their groups and then present their solutions to the whole class.  **Activity** :   1. Count how many makes ? 2. Count how may makes ? 3. Count how many makes ? 4. Count how may makes ?   **Solutions**  **Note to the teacher**   * To covert from to , multiply by 10. * To convert form to , divide by 10. * To convert from to , multiply by 100. * To convert from to , divide by 100. | |

|  |  |
| --- | --- |
| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities**  (Learners are expected to:) |
| Let learners do activity 1 and 2 in their groups and present their solutions to the whole class.  Example 1: Convert to  Solution: To convert to is the same as finding out how many  would fit into ?  Consider the figure below which shows a square with sides of  .  1 cm  1 cm  10 mm  10 mm          Example 2: Convert to  Solution: 0r        **Activity 1**  Convert:   1. to 2. to 3. to 4. to   Solutions:  **Note**:   * To convert bigger units to smaller units, multiply by the powers of 10. * To convert smaller units to bigger units, divide by the powers of 10. | do activity 1 and discuss their solution with the whole class |

|  |
| --- |
| 1. **CLASSWORK** (Suggested time: 15 minutes)   Sasol-Inzalo Book 1: page 217 no. 2 (a) and (c) |

|  |
| --- |
| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK (Suggested time: 5 minutes)** |
| 1. **Emphasise that** learners should always convert between units as shown on the table below:  |  |  |  |  | | --- | --- | --- | --- | | **To convert** | **Do this** | **To convert** | **Do this** | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  |        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 217 no. 2 (b) and (d) |