**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: DECIMAL FRACTIONS:** Ordering and comparing decimal fractions   **(Lesson 1)** |

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| 1. **CONCEPTS & SKILLS TO BE ACHIEVED:**   **By the end of the lesson learners should know and be able to:**   * Count forwards and backwards in the decimal fractions to at least two decimal places * Compare and order decimal fractions to at least 2 decimal places * Write place value of digits to least 2 decimal places * Round off decimal fractions to at least 1decimal places. |

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| 1. **RESOURCES:** | Sasol-Inzalo Book 1, DBE Workbook 1, textbook. |
| 1. **PRIOR KNOWLEDGE:** | Ordering, counting and comparing decimal fractions done in Grade 6 |
| 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 counting, ordering and comparing of decimal fractions by using the following activities:  **Activity 1**  Show the following numbers on the number line:   1. 0,6 (b) 1,2 (c) 1,85 (d) 2,3 (e) 2,65 (f) 3,05 (g) 0,08   Solutions    **Activity 2**  Underline the bigger of the two numbers.   1. 2,399 and 2,60 2. 5,604 and 5,640 3. 0,111 and 0,087   Solutions   1. 2,399 and 2,60 2. 5,604 and 5,640 3. 0,111 and 0,087 | |

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| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities**  (Learners are expected to :) |
| **Activity (Groups)**   1. Order the following numbers from smallest to biggest.   0,8 0,15 0,05 0,901 0,55 0,4 0,62 0,465 0,75   1. Replace the □ in the following statements by using ˂, ˃ or = to make each of them correct.   a) 8,08 □ 8,080 b) 8,080 □ 8,008  c) 10,012 □ 10,120   1. Write the next **five numbers** in the number sequence and show your number sequence on the **number line**. 2. 0,2; 0,4; 0,6; …; …; …; …; … 3. 0,25; 0,5; 0,75; …; …; …; …; … 4. Write each of the following as one number and rounded-off to TWO decimal places. 5. 2 + 0,05 + 0,007 6. 5 + 0,03 + 0,4 + 0,001   **Activity 2 (Individually)**   1. Write the value (in decimal fraction) and the place value of each of the underlined digits. 2. 2,345 b) 4, 678 c) 1,953 d) 564, 34      1. Write down the values of the points marked A to D using decimal fractions. | * write down the solutions as group and present to the class * work out the solutions for all activity as individuals |
| 1. **CLASSWORK** (Suggested time: 15 minutes)   Sasol-Inzalo Book 1: page 188: 7.4 No. 2 (a) – (c)  page 189: 1 (d) and (f) | |
| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK (Suggested time: 5 minutes)** | |
| 1. **Emphasise that**:  * the place value of a digit is the value that a digit has due to its position in a number system. * rounding off a decimal number is either the number is rounded up or rounded down depending   on the required decimal places.  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, DBE workbooks and/or textbooks for learners’ homework. The selected activities should address different cognitive levels.  **DBE workbook 1**   1. page102 no. 2 ( a- c) 2. page 102 no. 5(a) – (f) and 6 (a – f) | |