**MATHEMATICS LESSON PLAN**

**GRADE 7**

**TERM 2: APRIL – JUNE**

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

|  |
| --- |
| 1. **TOPIC: DECIMAL FRACTIONS:**  Multiplication of decimal fractions  **(Lesson 5)** |

|  |
| --- |
| 1. **CONCEPTS & SKILLS TO BE ACHIEVED:**   **By the end of the lesson learners should know and be able to:**   * Multiply decimal fractions to at least two decimal places by decimal fractions to at least one decimal place. |

|  |  |
| --- | --- |
| 1. **RESOURCES:** | Sasol-Inzalo Book 1, DBE Workbook 1, textbook. |
| 1. **PRIOR KNOWLEDGE:** | Multiplication of 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 multiplication of decimal fractions by using the following activities:  **Activity**   1. Complete the following flow diagram.     b) Mandla uses this method to multiply decimal fractions by decimal fraction:  0,35 × 0,5 = ( 35 ÷ 100) × (5 ÷ 10)  = (35 × 5) ÷ (100 ×10)  = 175 ÷ 1000  =0,175  Is Mandla’s calculation correct? Provide an explanation for your answer. | |

|  |  |
| --- | --- |
| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities**  (Learners are expected to :) |
| **Activity 1 (Pairs)**  Calculate the following using the method used by Mandla.   1. 0,43 × 0,3 b) 0,25 × 0,2 c) 0,15 × 2,35 d) 0,97× 0,10   **Activity 2 (Individually)**  Calculate the following using any method.   1. 0,26 × 1,24 b) 0,04 × 10,13 c) 0,42 x 1,3 d) 2,67 × 10,5   **Activity 3 (Individually)**  Jessica needs 3,5m by 1,56m of material to make a wedding dress.   1. How many metres of the material does Jessica have to buy?   Round your answer to one decimal place.   1. If one metre (m) of the material costs R130,50, how much will Jessica pay for the material? | * Calculate the solutions * Work out the solutions for activities as individuals |
| 1. **CLASSWORK** (Suggested time: 15 minutes)   DBE Workbook 1: Page 106 no. 1 (a) – (f) | |
| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK (Suggested time: 5 minutes)** | |
| 1. **Emphasise that**:  * When we multiply decimal fractions estimate the answer. Multiply as whole numbers ignore the decimal comma (point). Place the comma at the right position.  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. **Sasol-Inzalo workbook 1**  Page 200 no. 7 and 8 | |