**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: SURFACE AREA AND VOLUME OF 3D OBJECTS:** Calculations and solving problems **(Lesson 8)** |

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| 1. **CONCEPTS & SKILLS TO BE ACHIEVED:**   **By the end of the lesson learners should know and be able to** use equivalence between units when solving problems: |

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| 1. **RESOURCES:** | Sasol-Inzalo Book 1, DBE workbook 1, textbook. |
| 1. **PRIOR KNOWLEDGE:** | * Conversion between appropriate SI units done in the previous lesson |
| 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 definition of the following concepts:   * Volume: The amount of space occupied by a 3D object. * Capacity: The amount of space inside a 3D object.   Activity 2: Show learners the equivalence between units of volume and capacity by presenting the  following scenario: | |

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| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities**  (Learners are expected to: ) |
| Present the following worked examples to learners:  Examples:   1. Write the following volumes in   5. Write the following volumes in   9. A glass can hold up to of water. What is the capacity of the glass: 10. in ? 11. in ? 12. A glass tank has the following inside measurements: length , breadth and height . Calculate the capacity of the tank in millilitres.   Solution:  Capacity    Divide by      Or  Capacity | respond to questions posed by the teacher  engage with responses of their peers |

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| 1. **CLASSWORK** (Suggested time: 15 minutes)   DBE workbook 1: page 129 no. 3  Sasol-Inzalo Book 1: page 246 no. 5 and page 247 no. 1 (c) and (d) |

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| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK (Suggested time: 5 minutes)** |
| 1. **Emphasise that**:  * and * and * and  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 Book 1, DBE workbooks and/or textbooks for learners’ homework. The selected activities should address different cognitive levels.  Sasol-Inzalo Book 1: page 245 no. 1 (b), (d), (f) and (h), no. 2 (a), (c) and (e), page 247 no. 4 (b) and (c) |