**MATHEMATICS LESSON PLAN**

**GRADE 7**

**TERM 3: July – September**

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

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| 1. **TOPIC: ALGEBRAIC EXPRESSIONS**: Algebraic language **(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 :**   * Recognise and interpret rules or relationships represented in symbolic form. * Identify variables and constants in given formulae and equations. |

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| 1. **RESOURCES:** | DBE workbook 2, Sasol-Inzalo book 2, Textbooks |
| 1. **PRIOR KNOWLEDGE:** | * algebraic expressions * functions and relationships * patterns |
| 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)   Ask learners to identify variables and constants in the algebraic expressions below. | |

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| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities**  (Learners are expected to:) |
| Let learners do the activities in pairs.  Activity 1  Express each computational instruction as a flow diagram and then write the abbreviation (algebraic expression) with as an input number.  Example:  Add 8 and then divide by 2   1. Add 15 and then divide by 5.      1. Divide by 5 and then add 15     Activity 2  Explain the following expressions in your own words.  Activity 3  Describe the following sequence using an expression.   1. 1; 4; 9; 16; 25;... 2. 2;6;10;14;18;.....   Activity 4  Identify the variables and constant terms in the following expressions:  NB. Consolidate the topic using the learners solutions to summarise the three lessons. | Work In pairs on the given activities |

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| 1. **CLASSWORK** (Suggested time: 15 minutes) |
| Sasol-Inzalo Workbook 2: page 32 no. 3a - c |

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| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK (Suggested time: 5 minutes)** |
| 1. Emphasis that:  * algebraic expression consists of terns, variables and constants. * algebraic expressions can be derived from flow diagrams and patterns  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, workbooks and/or textbooks for learners’ homework. The selected activities should address different cognitive levels. |