**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: GRAPHS:** Drawing graphs **(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** draw global graphs from given descriptions of a problem situation, identify features listed above - linear or non-linear. |

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| 1. **RESOURCES:** | DBE workbook 2, Sasol-Inzalo 2, textbooks |
| 1. **PRIOR KNOWLEDGE:** | * features of global graphs |
| 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)   **Activity**  Let learners indicate which of the graphs below are: Linear, non-linear or constant  **C**  ***B***  **A** | |

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| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities**  (Learners are expected to :) |
| Learners work in groups doing activities  **Activity 1**  Lead learners to draw two graphs to show the situation below:  Grade 7 learners are fund raising by selling 2 different types of fruit in every week. Below is the total number of apples and bananas they sold each day in a week   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Days | Mon | Tues | Wed | Thurs | Frid | | Apples | 50 | 60 | 70 | 80 | 95 |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Days | Mon | Tues | Wed | Thurs | Frid | | Bananas | 60 | 50 | 25 | 35 | 40 |   **N.B:** Consolidate linking learners’ responses of graphs relating it to the learners understanding and interpretation of the features of the graph. | Respond to the question  Respond to the question |
| **Activity 2**  The teacher demonstrates to learners how to draw the graphs of the following situation  Water is dripping at a constant rate into three containers, A, B and C, shown below. Draw graphs to show how the height of the water in each container will vary with time    **N.B:** Consolidate linking learners’ responses of graphs relating it to the learners understanding and interpretation of the features of the graph (linear and non – linear) |

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| 1. **CLASSWORK** (Suggested time: 15 minutes)   Sasol Inzalo book 2 Pg 113 No. 8 (a) & (b) |
| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK (Suggested time: 5 minutes)** |
| 1. **Emphasise that**:  * When drawing graphs learners need to understand the meaning of the following terms: **linear** or **non-linear** as the key features.  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 books, workbooks and/or textbooks for learners’ homework. The selected activities should address different cognitive levels.  **Recommended Homework:**  Draw a global graph to illustrate the minimum temperatures for the first week of August in Johannesburg using the given temperatures.   |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday | | 3°C | 1°C | 0°C | °C | °C | 5°C | 7°C | |