**MATHEMATICS LESSON PLAN**

**GRADE 7**

**TERM 1: January – March**

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

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| 1. **TOPIC: CONSTRUCTION OF GEOMETRIC FIGURES:** Constructions **(Lesson 4)** |

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| 1. **CONCEPTS & SKILLS TO BE ACHIEVED:**   **By the end of the lesson, learners should be able to** accurately construct geometric figures appropriately using compass, ruler and protractor, including: < 90 (acute angles); Right angles; > 90 (obtuse angles); Straight angles; and > 180 (reflex angles) |

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| 1. **RESOURCES:** | DBE workbook 1, Sasol-Inzalo book 1, Mathematical instruments, squared paper, plain piece of paper. |
| 1. **PRIOR KNOWLEDGE:** | * Drawing circles * Measuring angles * Types of angles |
| 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)   Let the learners   * draw two circles on a grid as shown below.     The teacher should also draw a circle on the chalkboard. | |

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| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities**  (Learners are expected to:) |
| **Activity 1**  Together with the learners,   * mark and label the centre M in the first circle * draw a vertical line segment PB that passes through M * draw a horizontal line segment SK also passing through M   Your diagrams should look as follows.    Let the learners measure:  Let them classify the angles as Right angle, Straight angle and Revolution  Ask them for other types of angles [acute, obtuse and reflex angles]  **Consolidation of activity**  Together with the learners:   * Draw a line segment in the second circle as shown below * Put an arrowhead as shown to indicate to them that a circle is a complete revolution.   Let the learners   * Extend the line segment so that your diagram looks like the one below * Show the learners that an angle on a straight line is 180.      * Let the learners cut out the other circle drawn on the grid paper and fold it to a quarter circle along the vertical and the horizontal line segments to show them that a right angle measures 90 | * Learners do the construction in their exercise books * Learners also measure and classify angles. * Learners should draw each type of angle in their exercise books |
| 1. **CLASSWORK** (Suggested time: 15 minutes) | |
| * Do No. 2 on page 46 of the DBE workbook 1. * Do No. 8 on page 49 of the DBE workbook 1.   [Allow learners to assist each other] | |

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| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK (Suggested time: 5 minutes)** |
| 1. Emphasis that  * The right angle and the straight angle are used to determine other types of angles * Acute angle is less than 90 * Obtuse angle is greater than 90, but less than 180. Etc.  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**:   1. Do No. 5 on page 47 of the DBE workbook 2. In Grade 6 you learnt that angles are classified into types. Complete the table. The first one has been done as an example for you. |