**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: GEOMETRY OF 2D SHAPES:** Classifying 2D shapes **(Lesson 1 )** |

1. **CONCEPTS & SKILLS TO BE ACHIEVED:**

**By the end of the lesson learners should know and be able to d**escribe, sort, name and compare triangles according to their sides and angles, focusing on: equilateral triangles, isosceles triangles, right-angled triangles.

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| 1. **RESOURCES:** | DBE Workbook 1, Sasol-Inzalo book 1, Textbooks, protractor ,ruler and a pencil |
| 1. **PRIOR KNOWLEDGE:** | * angles * classifying triangles according to interior 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)   Ask learners to:   * measure the size of the angles in each of the triangles below.   D  E  F  Triangle 1 Triangle 2 Triangle 3   * + record measurements in the table below.  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Triangle** | **Angle 1** | **Angle 2** | **Angle 3** | **Type** | | 1 |  |  |  |  | | 2 |  |  |  |  | | 3 |  |  |  |  |   Learners are expected to classify the triangles as acute-angled, right-angled or obtuse-angled as this was done in one of the lessons on constructions. | |

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| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities**  **(Learners are expected to :)** |
| Divide learners into small groups and provide them with copies of the activities below  D  E  F  .  A  C  B  **Áctivity 1**    B  P  Q  R     * 1. Ask learners to measure the length of sides and the size of the angles of the given triangles above. Record the sizes in the table below.  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | | **Triangle** | **Angles** | | | **Sides** | | | | ∆ABC | A | B | C | AB | BC | AC | |  |  |  |  |  |  | | ∆DEF | D | E | F | DE | EF | DF | |  |  |  |  |  |  | | ∆PQR | P | Q | R | PQ | QR | PR | |  |  |  |  |  |  |   Let them use the table to answer the following questions   * 1. Which triangle has only two sides that are equal?      * 1. Which triangle has an angle equal to?   2. Which triangle has all the sides equal? | Use a ruler and protractor to measure the sides and angles of each triangle  work on the activities and share and record their findings  use coloured pencils to show angles and sides that are equal |
| **Activity 2**  **NB:** Questions are based on Activity1  Together with the learners, answer the following questions:  2.1 A triangle that has three equal sides is called a \_\_\_\_\_\_\_\_\_\_\_\_\_\_  2.2 If a triangle has two equal interior angles, we name it  an \_\_\_\_\_\_\_\_\_\_\_\_triangle.  2.3 A triangle that has a 900 interior angle is called a \_\_\_\_\_\_\_\_\_\_\_triangle.  2.4 Is it possible for a triangle to have more than one 900 interior angle?  2.5 Which triangle is a scalene triangle? | Answer the questions as individuals  Substantiate by drawing sketches to answer (2.4) |

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| **8.CLASSWORK** (Suggested time: 15 minutes) |
| Choose an appropriate activity from any textbook and give to learners as classwork. |
| **9.CONSOLIDATION/CONCLUSION & HOMEWORK** (Suggested time: 5 minutes) |
| 1. **Emphasise the following**:  * A triangle with two equal sides is called an isosceles triangle. * A triangle with three equal sides is called an equilateral triangle. * A triangle with a right angle is called a right – angled triangle.  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.   **Recommended Homework**:   * DBE Workbook 1 page 64 no: 1, 3 and 5. * Sasol-Inzalo workbook 1 page 121: no 1 and 2 (See next page) |

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| **Homework** |