**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:** Circles **(Lesson 6)** |

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| 1. **CONCEPTS & SKILLS TO BE ACHIEVED:**   **By the end of the lesson learners should know and be able to** describe and name parts of a circle. |

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| 1. **RESOURCES:** | DBE workbook 1, Sasol Inzalo book 1, textbooks |
| 1. **PRIOR KNOWLEDGE:** | * Construction of a circle * Radius of a circle |
| 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 the learners:   * construct a circle with 5 cm radius. * draw a radius of the circle. * label the centre and the radius in their circle.   After doing this activity learners will be having a diagram that looks like the one below.  **Radius (a line segment)**  **Centre (a point)** | |

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| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities**  **(Learners are expected to :)** |
| **Activity1**  Draw a diagram like the one below on the chalkboard. Allow learners to draw theirs in their exercise books using a pair of compasses. Tell them that:   * G is the centre. * A, G and C lie on the same straight line   G  A  B  C  Instruct the learners to:   * Measure and record the lengths of GA, GB and GC. * Draw a line segment that joins point A to point C. * Draw line segment AB * Shade the sector AGB * Shade the minor segment on BC   Facilitate a discussion by asking the following questions:   * What do they observe about the lengths of line segments GA, GB and GC? [*The line segments are equal in length*] * What general statement can be made from this observation? [*The radii of a circle are equal in length*] * What is the name of line segment AC? [*Diameter*] * How does the diameter of a circle compare to its radius? [*The diameter is twice as long as the radius or the radius is half the length of the diameter*] * What is the name of line segment AB? [*Chord*] * What is the name of the curved part of the circle between points B and C? [*Arc*] * What is a sector of a circle? [*Space bounded by two radii and an arc*] * What is the segment of a circle? [*Space between a chord and an arc*]   Allow learners to copy the questions and answers into their books | work in pairs  follow the given instructions to answer the questions asked.  Use coloured pencils to identify parts of the circle |

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| 1. **CLASSWORK** (Suggested time: 15 minutes) |
| 1. Colour the section above AB with a yellow colour.     G   1. Complete: The coloured section in the above diagram is called …………………….. 2. In the figure below, T is the centre of the circle. Use the figure to complete the statements next to it.   **M**  **P**  **S**  **T**  **Q**  1. PQ is called --------------------  2. TM is called --------------------  3. Line segment PS is called ------  4. The shaded part is called ----- |
| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK** (Suggested time: 5 minutes) |
| 1. **Emphasise the:**  * The relationship between the radius and the diameter of a circle * The difference between sector, segments and an arc  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 workbooks, workbooks and/or textbooks for learners’ homework. The selected activities should address different cognitive levels.  **Recommended homework:**   * Draw any circle and label all the parts that you know in a circle. * Do No. 1-3 on page 62 of the DBE workbook 1. |