**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: WHOLE NUMBERS: Ordering and comparing whole numbers (Lesson 1)** |

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| 1. **CONCEPTS & SKILLS TO BE ACHIEVED:**   **By the end of the lesson, learners should know and be able to round off numbers to the nearest 5,10,100 or 1 000** |

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| 1. **RESOURCES:** | Sasol Inzalo Book, DBE workbook 1, Textbooks |
| 1. **PRIOR KNOWLEDGE:** | * Order, compare and represent numbers to at least 9 – digit number * Recognise and represent prime numbers to at least 100 |
| 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. | |

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| 1. **INTRODUCTION** (Suggested time: 10 Minutes)   Revise the concepts using Mental maths type questions to include:  Design a Mental maths on the following  Ordering, compare and represent numbers to at least 9 – digit numbers |

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| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities**  (Learners are expected to: |
| Activity 1  **Example 1**: **Rounding off whole numbers**    Round off 8 343 to the nearest 5    Rounding off to the nearest 5,10,100 and 1 000   |  |  |  | | --- | --- | --- | | Rounding | Rounding off digits | Round up or down | | To the nearest 5: we look at the last digit |  | If the units are 0;1 or 2 the tens stay the same and the units change to 0 | |  | If the units are 8 or 9 the tens increase by 1 and the units change to 0 | | To the nearest 10: we look at the last digit |  | The units digit is less than 5. Round down | |  | The units digit is 5 or more than 5. Round up | | To the nearest 100: we look at last 2 digits |  | The last 2 digits are less tha 50. Round down | |  | The last 2 digits are 50 or more than 50. Round up. | | To the nearest 1 000: we look at last 3 digits |  | The last 3 digits are less than 500. Round down | |  | The last 3 digits are 500 or more than 500. Round up. |     Activity 2  Copy and complete the table.   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Round off to the nearest** | **5** | **10** | **100** | **1 000** | | 47 526 |  |  |  |  | | 235 079 |  |  |  |  | | 378 900 352 |  |  |  |  | | 976 315 463 |  |  |  |  | | 13 415 978 |  |  |  |  | | * discuss in pairs and give their example * Work, work in pairs and discuss the answers. |

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| 1. **CLASSWORK** (Suggested time: 15 minutes |
| 1. Copy and complete the tables  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Round off to the nearest** | **5** | **10** | **100** | **1 000** | | 56 526 |  |  |  |  | | 235 456 |  |  |  |  | | 167 900 567 |  |  |  |  | | 976 315 823 |  |  |  |  | | 13 415 988 |  |  |  |  |  1. Look at the list of numbers: 74; 39; 0; 21 645; 360 ; 11; 93 ; 17; 1 ; 6 000    1. Write the numbers in ascending order.    2. Round off 21 645 to the nearest 1 000 2. Replace the \* with to make the mathematical sentence true.   3.1 46 400 \* 64 600  3.2 10 959 \* 10 599 |

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| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK (Suggested time: 5 minutes)** |
| 1. Emphasis that:  * In rounding off numbers it should be emphasised that a number is nearer to one number than to another.  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**:   |  |  |  | | --- | --- | --- | | Sasol- Inzalo | DBE workbook | Textbook | | Pg 22 No 3 and 4 | Pg xi No 7a – f |  | |