**MATHEMATICS LESSON PLAN**

**GRADE 7**

**TERM 2: April - June**

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

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| 1. **TOPIC: COMMON FRACTIONS:Equivalent forms. (Lesson 9)** |
| 1. **CONCEPTS & SKILLS TO BE ACHIEVED:**   **By the end of the lesson learners should know and be able to:**   * Recognize and use equivalent forms of common fractions with 1-digit or 2-digit denominators. * Recognize equivalence between common fraction and decimal fraction forms of the same number * Recognize equivalence between common fraction, decimal fraction and percentage forms of the same number |

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| 1. **RESOURCES:** | Sasol-Inzalo book 1, DBE Workbook 1, texbooks | |
| 1. **PRIOR KNOWLEDGE** | * Common Fractions * Decimal Fractions * Percentages | |
| 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)   Divide learners into small groups.  **ACTIVITY**  Convert the following to percentages:  Convert the following to percentages to common fractions:   1. 80% 2. 45% 3. 12,5% | | |
| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | | |
| **Teaching activities** | | **Learning activities**  (Learners are expected to:) |
| **Worked Examples**  Write the simple forms of 25% and 50%.  Answers: 25% **or**  **or** 0,25 or  50% **or**  **or** 0,5 **or** | | * Work in small groups to calculate the answers and present to the class |
| **ACTIVITY 1**  Write the equivalent forms of the fractions.      c) \_\_\_\_ =  **ACTIVITY 2**    Complete the following table.   |  |  |  | | --- | --- | --- | | **Common fraction** | **Decimal fraction** | **Percentage** | |  | 0,33 |  | |  | 0,66 |  | |  |  | 60% | |  |  |  | |  | 0,8 |  | | |  |

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| 1. **CLASSWORK** (Suggested time: 15 minutes) |
| **Question 1**  Write the next or privous equivalent fraction for: |
| **Question 2**  Copy and complete the below table. The first one has been done for you.   |  |  |  |  | | --- | --- | --- | --- | | **Fraction** | **Equivalent Fraction** | **Decimal** | **Percentage** | |  |  | 0,2 | 20% | |  |  |  |  | |  |  |  |  | |  |  |  |  | |  |  |  |  | |
| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK**(Suggested time: 5 minutes) |
| 1. **Emphasise that:**  * Equivalent fractions are fractions which have the same value, even though they may look different.  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,DBE workbooks and/or textbooks for learners’ homework. The selected activities should address different cognitive levels.  **Homework:**   * DBE Workbook 1: Page 94, No. 2. |