**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: DECIMAL FRACTIONS:** Multiplication of decimal fractions by 10 and 100   **(Lesson 3)** |

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| 1. **CONCEPTS & SKILLS TO BE ACHIEVED:**   **By the end of the lesson learners should know and be able to do:**   * Multiplication of decimal fractions by 10 and 100. |

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| 1. **RESOURCES:** | Sasol-Inzalo Book 1, DBE Workbook 1, textbook. |
| 1. **PRIOR KNOWLEDGE:** | Multiplication of decimal fractions done in Grade 6 |
| 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)   Revise the multiplication of decimal fractions by using the following activities:  **Activity**   1. Complete the following multiplication table.  |  |  |  |  | | --- | --- | --- | --- | |  | multiply by 1 | multiply by 10 | multiply by 100 | | 5 |  |  |  | | 5,3 |  |  |  | | 0,5 |  |  |  | | 3,75 |  |  |  | | 45,5 |  |  |  | | 0,2 |  |  |  |      1. When does multiplication make a number bigger? 2. What happens when a number is multiplied by a decimal number less than 1? 3. Formulate rules for multiplying by 1, 10, and 100 and decimal numbers less than 1. | |

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| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities**  (Learners are expected to :) |
| **Activity 1 (Pairs)**  Use the rules in the first activity to estimate the answers.   1. 0,3 × 2 0,3 × 0,2 0,15 × 10 0,015 × 100   **Activity 2 (Individually)**  Calculate the following.   1. 0,6 × 10 0,04 × 10 0,42 x 10 0,673 × 10 2. 0,6 × 100 0,03 × 100 1,25 × 100 24,259 × 100 | * Estimate and calculate the solution |
| **Activity 3 (Individually)**  Complete the flow diagram.  R3.36  Multiply by 100  Round off to the nearest 100 rand  ˭ | * work out the solutions for all activity as individuals |
| 1. **CLASSWORK** (Suggested time: 15 minutes) 2. Complete the following multiplication table.  |  |  |  | | --- | --- | --- | |  | multiply by 10 | multiply by 100 | | 2,5 |  |  | | 12,248 |  |  |  1. Paul buys 10 times 3,5kg of fruits at R11, 37 per kilogram. 2. How many kilograms of fruit has he bought? 3. Write down the estimated amount Paul pays for the fruits. 4. How much does Paul pay for the fruits? | |
| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK (Suggested time: 5 minutes)** | |
| 1. **Emphasise that**:  * When we multiply decimal fractions by power of 10 every digit moves by one place to the left   (then multiplication by 100 moves each digit two places to the left)   1. **Homework:**   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.  **DBE workbook 1**  Page 106 no. 3 ( a – c) and page 107 no 4a | |