**MATHEMATICS LESSON PLAN**

**GRADE 7**

**TERM 3: July – September**

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

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| 1. **TOPIC: ALGEBRAIC EQUATIONS**: Number Sentences **(Lesson 2)** |

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| 1. **CONCEPTS & SKILLS TO BE ACHIEVED:**   **By the end of the lesson, learners should know and be able to** analyse and interpret number sentences that describe a given situation. |

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| 1. **RESOURCES:** | DBE workbook 2, Sasol-Inzalo book 2, Textbooks |
| 1. **PRIOR KNOWLEDGE:** | * Writing number sentences to describe problem situations |
| 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) | |
| Introduce the lesson by giving learners number sentences that they have worked with and let them discuss their meaning. The meaning should be given in words as shown in the example below.  **Example:**    **Solutions:**     1. The cost of an adult’s ticket for a music concert is four times the cost of a child’s ticket. An adult’s ticket costs R240. The equation below represents this problem: 2. What does represent? 3. Why is multiplied by 4? 4. Write a different problem situation that fits the number sentence/equation   **Solutions**: [Any suitable answer]   1. represents the cost of a child’s ticket. 2. The adult’s ticket is 4 times the cost of a child’s ticket. 3. The total cost of the 4 pairs of socks bought by each of the four soccer players is R240. All the pairs cost the same amount. | |

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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 guide them as they work through activity.  **Activity**   1. There are 12 eggs in a carton. Consider the equation below: 2. What does the letter symbol represent in the number sentence? 3. What do you think 72 represents? 4. Write a full problem statement to describe the number sentence above. 5. Write a problem statement to describe the following number sentences. | * work in small groups * provide solutions to given activities. |

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| 1. **CLASSWORK** (Suggested time: 15 minutes) |
| **Activity**   1. Write a problem statement to describe the following number sentences. 2. Rajbansi Taxi Service charges R10 per kilometre travelled and a standard charge of R30 per trip. Consider the equation below about a taxi trip: 3. Explain what each number and letter symbol stands for in the number sentence. 4. Why is multiplied by 10 in the equation? 5. Write a different problem situation that fits the number sentence/equation |

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| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK (Suggested time: 5 minutes)** |
| 1. Emphasis that:  * Number sentences should be extended to include square numbers and cubic numbers. * The teacher needs to introduce the work equation as learners progress with number sentences.  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, workbooks and/or textbooks for learners’ homework. The selected activities should address different cognitive levels.  **Recommended Homework**:   1. Write a problem statement to describe the following number sentences. |