**MATHEMATICS LESSON PLAN**

**GRADE 7**

**TERM 4: October – December**

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

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| 1. **TOPIC: INTERPRET DATA** (**Lesson 6**) 2. **CONCEPTS & SKILLS TO BE ACHIEVED** |
| **By the end of the lesson learners should know and be able to** Critically read and interpret data represented in:   * Words * bar graphs * double bar graphs * pie charts * histograms |

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| 1. **RESOURCES:** | Sasol-Inzalo book 2 , DBE work book 2, textbook |
| 1. **PRIOR KNOWLEDGE:** | Draw a variety of graphs by hand/  technology to display and interpret  data (grouped and ungrouped)  including:   * bar graphs and double bar graphs * histograms with given intervals * pie charts |
| 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: 5 minutes)   Learners must note the different kinds of graph or charts they will be required to interpret. | |

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| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 25 minutes) | |
| **Teaching activities** | **Learning activities**  **(Learners are expected to :)** |
|  | Learners must ask question about any graph/ charts they don’t understand |

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| 1. **CLASSWORK** (Suggested time: 15 minutes)   Read the following paragraph and answer the questions that follow.  In 2009, a sample of 2 500 schools from about 26 000 schools across South Africa took  part in a survey to provide data about learners and schools. The sample included schools  from each province as follows: 415 schools from the Eastern Cape, 238 from the Free  State, 265 from Gauteng, 386 from KwaZulu-Natal, 326 from Limpopo, 248 from  Mpumalanga, 129 from the Northern Cape, 275 from North West and 218 from the  Western Cape.  Adapted from: *Census @ School Results 2009*, Statistics South Africa  (a) What was the population of the survey?  (b) What was the sample of the survey?  (c) Which province were most of the schools from?  (d) Which province were the fewest schools from?  (e) Complete the first two columns of the table by listing the provinces in order from the province that  had the most schools to the province that had the fewest schools participating in the survey.    (f) Complete the last column by working out the percentage of the whole that the schools in each  province make up. You may use your calculator for this question. (Round off to one decimal place.)  (g) Write three to five lines as a summary report of the data described in the paragraph on the previous  page. The summary should give an idea of the highest and lowest data items, as this indicates the  range of the data. |

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| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK** (Suggested time: 5 minutes) |
| **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 workbooks, workbooks and/or textbooks for learners’ homework. The selected activities should address different cognitive levels.  Sasol – Inzalo Book 2 page 213 , no 1 and 2 and page 214-215 no 3(a)-(f) |