**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: Probability** : Probability (lesson 2) |
| 1. **CONCEPTS & SKILLS TO BE ACHIEVED:**   **By the end of the lesson learners should know and be able to:** Perform simple experiments where the possible outcomes are equally likely and list the possible outcomes based on the conditions of the activity. |

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| 1. **RESOURCES:** | Textbooks, DBE Workbook2, Sasol-Inzalo Book2, playing cards without jockeys. |
| 1. **PRIOR KNOWLEDGE:** | * Experiments on a throwing of a die. * Simplifying fractions * Convert fractions to percentage |
| 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) | |
| Let learners work in pairs.  **Activity**  Give learners a die to throw and answer the following questions:   1. How many possibly outcomes you can get when throwing a die 2. What is the probability of getting even number? 3. What is the probability of getting odd number? 4. What is the sum of probability of getting even and odd numbers from the die? | |

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| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities (Learners are expected to:)** |
| **N.B:** Consolidate the activity in the introduction by introducing probability scale as shown below:  likely  even chance  unlikely  impossible  certain  **0**        **1**  25%  50%  75%  100%  0, 25  0, 5  0, 75  Lead learners to do the activities working in groups  **Activity 1**  Ask learners to represent the following possible outcomes as both fraction and percentage   1. 1 in a die 2. Odd numbers in a   **Activity 2**  Supply learners with a pack of playing cards and ask them the following questions:   1. How many cards are in the packet? 2. What is the probability of getting red cards from the packet? 3. Represent the answer in (b) as a decimal 4. How many heart cards are in the playing card packet? 5. What is the probability of getting a heart card in the packet? 6. What is the probability of getting 4 in the packet?   **N.B:** Consolidate by emphasising that probability can be represented in a form of a common fraction, percentage and decimal | Respond to questions    Respond to questions |

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| 1. **CLASSWORK** (Suggested time: 15 minutes) |
| DBE Workbook 2 Pg 176 - 177 No.1, 2 & 3 |
| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK** (Suggested time: 5 minutes) |
| 1. **Emphasise that**:  * All possible outcomes lie between 0 and 1 in a probability scale. * Probability of any outcome is based on the total number of possible outcomes. * Probability can be represented on a probability scale in a form of common fraction, percentage and decimal.  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.  **Homework:**  DBE Workbook 2 Pg 177 No. 4 & 5 |