**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: AREA AND PERIMETER OF 2D SHAPES:** Calculations and solving problems **(Lesson 5)** |

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| 1. **CONCEPTS & SKILLS TO BE ACHIEVED:**   **By the end of the lesson learners should know and be able to**   * Solve problems involving perimeter and area of polygons * Calculate to at least 1 decimal place |

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| 1. **RESOURCES:** | DBE workbook 1, Sasol-Inzalo Book 1, textbook |
| 1. **PRIOR KNOWLEDGE:** | * Formulae of polygons * substitution * rounding off of numbers |
| 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 following formulae for calculating the perimeter/area of polygons on the table below:  (Ask learners to name the formulae)   |  |  |  | | --- | --- | --- | | NAME OF 2D | PERIMETER/AREA | FORMULAE | | **RECTANGLE** | Perimeter |  | | Area |  | | **SQUARE** | Perimeter |  | | Area |  | | **TRAINGLE** | Perimeter | Sum of all the sides | | Area |  |   NOTE: Learners should understand all the parameters in each formula. | |

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| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities**  (Learners are expected to:) |
| **Activity 1**: Worked examples:  Example 1: Calculate the perimeter and area of a square with a length  of Convert your answer to 1 decimal place.  Solutions: Perimeter and  Area    Example 2: If the area of a rectangle is , and its length is  7,8. What is its width?  Solution:    Learners should solve by inspection by asking 7,8 multiply by what will be 26,52    Example 3: Margie plants a vegetable patch measuring as  shown below:   1. What is the area of the vegetable patch? 2. She plants carrots on half of the patch, and tomatoes and potatoes on a quarter of the patch each. Calculate the area covered by each type of the vegetable. 3. How much will she pay to put fencing around the patch? The fencing costs .   Solutions:   1. Carrots: of   Tomatoes and Potatoes: of  Fencing cost: | be actively involved during the lesson presentation.  respond to questions posed the teacher |

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| **Activity 2**: A rectangle is a length of and a breadth of is   1. Calculate its area. 2. Calculate its perimeter.   Solutions:   1. Area of rectangle          1. Perimeter | do activity 2 in groups and discuss their solutions with the whole class. |

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| 1. **CLASSWORK** (Suggested time: 15 minutes)   DBE workbook 1: page 118 no. 1 (a) and (b), page 119 no. 3 (a) and no. 4 (b) |

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| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK (Suggested time: 5 minutes)** |
| 1. **Emphasise that**:  * Perimeter of a square and Area of a square * Perimeter of a rectangle and Area of a rectangle  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 Book 1, DBE workbook 1 and/or textbooks for learners’ homework. The selected activities should address different cognitive levels.   **Homework:**  DBE workbook 1: page 119 no. 4 (c), page 124 no. (a) and (d)  Sasol-Inzalo Book 1: page 221 no. 2 and page 222 no. 6 |