**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:** Area and Perimeter **(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** use appropriate formulae to calculate the perimeter and area of squares |

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| 1. **RESOURCES:** | DBE workbook 1, Sasol-Inzalo Book 1, textbook |
| 1. **PRIOR KNOWLEDGE:** | * Determine area of polygons on a grid * properties of a square * substitution |
| 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)   **Activity 1**: Revise with learners the following work done in Grade 6 by asking them to:   * define: * Perimeter of a polygon: The sum of lengths of its sides or the distance along the sides of a shape. * Area of a polygon: The amount of space covered by the polygon or the size of the flat surface enclosed by the polygon. * list the properties of a square.   **Activity 2**: Each small square on the grid below measures.     1. What can you say about the lengths of the sides in each polygon? 2. Name the polygons shown on the grid. 3. How may square units make up the area polygons A, B and C above? 4. Is there another way of calculating the area of each shape without counting the number of squares in each polygon?   Solutions:   1. All sides are equal in each polygon. 2. Squares 3. Area of square A, Area of square B and Area of square C 4. Yes, the Area of each polygon or any square could be calculated using the formulae below: Area of a square Length of side Length of side Or   Similarly the Perimeter of a square | |

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| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities**  (Learners are expected to:) |
| Activity: Worked examples  Example 1: If a square has a length of , calculate:   1. the perimeter and 2. the area of the square.   Solutions:       Example 2: If the perimeter of a square is :   1. Determine the length of each side. 2. Calculate the area of the square.   Solutions:    (each side is      Example 3: A square bathroom has a length of .   1. Calculate the area of the bathroom. 2. Calculate the perimeter of the bathroom.   Solutions: | actively engaged during lesson presentation by answering questions.  do example 3 as an activity, and discuss their solutions with the whole class. |

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| 1. **CLASSWORK** (Suggested time: 15 minutes)   Sasol-Inzalo Book 1: page 220 no. 1 (b) |
| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK (Suggested time: 5 minutes)** |
| 1. **Emphasise that**:  * Perimeter of a square * Area of a square  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:  Sasol-Inzalo Book 1: page 219 no. 3 and page 228 no. 1 (Square ABCD) |