**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 6)** |

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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: One side of an equilateral triangle is , calculate the  perimeter.  An equilateral triangle has three equal sides  Solution:  Example 2: Two sides of a triangle are each. Calculate the length of  the third side if the perimeter of the triangle is .  Solution:    Learners should solve by inspection by asking what must be added to 5 to get 6,4        Example 3: Calculate the perimeter and area of the triangle below:      Solutions: Perimeter and  Area  **Activity 2**: PQST is a rectangle and R is the midpoint of QS. Determine the area of correct to 1 decimal place.    Solution: | respond to questions posed by the teacher  do activity 2 in groups and discuss their solutions with the whole class. |

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| 1. **CLASSWORK** (Suggested time: 15 minute   Sasol-Inzalo Book 1: page 227 no. 2 (a) and (b) |

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| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK (Suggested time: 5 minutes)** |
| 1. **Emphasise that** the height of a triangle is a line segment drawn from any vertex perpendicular to   the opposite side.   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 214 no. 4 and 262 no. 14 |