**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: DECIMAL FRACTIONS:**  Equivalent forms **(Lesson 9)** |

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| 1. **CONCEPTS & SKILLS TO BE ACHIEVED:**   **By the end of the lesson learners should know and be able to:**   * Recognise equivalence between a common fraction, decimal fraction and percentage forms of the same number.   . |

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| 1. **RESOURCES:** | Sasol-Inzalo Book 1, DBE Workbook 1, textbook. |
| 1. **PRIOR KNOWLEDGE:** | Equivalence between common fraction, decimal fraction and percentage forms of the same number done in Grade 6 |
| 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. Convert the common fractions to decimal fractions correct to 2 decimal places. 2. b) 3. Convert decimal fractions to common fractions 4. 0,25 b) 12, 5 5. Express 50 hundredths as percentage. 6. What is the fraction of the darkened parts (cells) in rectangle below? Give your answer in fraction notation and decimal notation.  |  |  |  |  |  | | --- | --- | --- | --- | --- | |  |  |  |  |  |  1. What would be the percentages of the darkened parts (cells) in question 4 above? | |

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| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities**  (Learners are expected to:) |
| **Activity**  Let learners work in small groups on the activity below. Allow some groups to report back their solutions to whole class. Discuss all solutions with the class.   1. Complete the following table.  |  |  |  | | --- | --- | --- | | **Common fraction** | **Decimal fraction** | **Percentage** | | 0,2 |  |  | |  | 0,25 |  | |  |  | 20% | |  |  |  | |  |  | 10,5% |      1. Write the following as decimal fractions and also express the answers in percentages. 2. 5 x 3. 0,25 x 1,50 4. × | * work out the solutions for all activity in groups and present solutions |
| 1. **CLASSWORK** (Suggested time: 15 minutes)   Sasol Inzalo BOOK 1: Page 251, no 1(a) Page 252, no 6(a & b)  DBE Workbook: Page xxiv, no 6 | |
| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK (Suggested time: 5 minutes)** | |
| 1. **Emphasise that**:  * Decimal fractions and common fractions are two different ways of expressing the same number. We can interchange between decimal and common fractions.   Percentage is a decimal and/or common fraction expressed as a hundredths.   1. **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 Books, DBE workbooks and/or textbooks for learners’ homework. The selected activities should address different cognitive levels.  **DBE workbook: 1** Page xxv, no 7( a- f) & 8 | |