**MATHEMATICS LESSON PLAN**

**GRADE 7**

**TERM 4: October – November**

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| **PROVINCE:** |  |
| **DISTRICT:** |  |
| **SCHOOL:** |  |
| **TEACHER’S NAME:** |  |
| **DATE:** |  |
| **DURATION**: | 1 Hour |

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| 1. **TOPIC: ALGEBRAIC EXPRESSIONS**: Algebraic language **(Lesson 1)** |
| 1. **CONCEPTS & SKILLS TO BE ACHIEVED:**   **By the end of the lesson learners should know and be able to recognize and interpret rules or relationships represented in symbolic form.** |

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| 1. **RESOURCES:** | Textbooks, DBE Workbook 2, Sasol-Inzalo book 2. |
| 1. **PRIOR KNOWLEDGE:** | * algebraic expressions * patterns * integers * functions and relationships |
| 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) | |
| Assign learners to work in groups on the activity below:  Activity  Calculate the following: | |

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| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities**  (Learners are expected to:) |
| Assign learners to work in pairs on the following activities:  Activity1  The pattern 1; 3; 5; 7; 9;........ can be written in the form of :   1. = 2 1 – 1 2. = 2 x 2 – 1   5 = 2 x 3 – 1  7 = 2 x 4 – 1  9 = 2 x 5 - 1  Answer the following questions based on the pattern above.   1. What is the tenth odd number? 2. What is the thirtieth odd number? 3. What is the hundredth odd number? 4. What is the nth odd number? 5. What does the letter symbol n represent in the rule 2 x n – 1? 6. Which term is constant in ?   Activity 2  Write the following word problems as algebraic expressions.   1. Quarter a number minus eight. 2. The sum of 15 and is 10. 3. The difference between and . 4. Subtract 4 from a number and multiply the answer by 7   Describe the following sequence using an expression.   1. 1;-1;-3;-5; -7 2. 2;-1;-4;-7;-10   Activity 3  Write an expression to describe the relationship of the data in the table below.   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | -1 | -3 | -9 | -11 | |  | -3 | -9 | -27 | -33 | |  |

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| 1. **CLASS WORK** (Suggested time : 15 minutes) |
| 1. Describe each of the following rules in words.      1. What is the difference between and . |
| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK** (Suggested time: 5 minutes) |
| 1. **Emphasise that**:  * rules are algebraic expressions * flow diagrams and patterns can be represented as algebraic expressions.  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. |