**MATHEMATICS LESSON PLAN**

**GRADE 7**

**TERM 3: July – September**

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

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| 1. **TOPIC: GRAPHS**: Drawing graphs (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:** draw global graphs from given description of a problem situation, identifying features – linear or non-linear, constant, increasing or decreasing |

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| 1. **RESOURCES:** | DBE workbook 2, Sasol-Inzalo book 2, Textbooks |
| 1. **PRIOR KNOWLEDGE:** | * Analyse and interpret constant and decrease or increasing trends. * Drawing graphs from given situation. |
| 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)   Lead learners to draw rough sketch of linear and non- linear graphs | | |

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| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities**  (Learners are expected to:) |
| Lead learners to draw in groups  **Activity 1**  Represent the following relationship in a graph.  A man travelled from Ermelo to Pretoria, it took him 3 to cover a distance of 345. He was covering 100 in every hour. | Responding to the question |
| **Activity 2**  In groups draw a graph representing the following:   1. Stone thrown up 2. The height of the water level in the swimming pool below if the pool is filled with a constant stream of water   Cross – section of swimming pool  **N.B:** Consolidate linking learners’ responses of graphs relating it to the learners understanding and interpretation of the features of the graph. | Responding to the question |

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| 1. **CLASSWORK** (Suggested time: 15 minutes) |
| Sasol Inzalo book 2 Pg 56 No. 3 & 4 |
| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK (Suggested time: 5 minutes)** |
| 1. Emphasis that:  * When drawing graphs learners need to understand the meaning of the following terms: **increasing, constant** as well as **decreasing** as the key features.  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.  **Recommended Homework**:  Sasol Inzalo book 2 Pg 56 No. 5  . |