**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 4**)** |

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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 descriptions of a problem situation, identifying features listed above - constant, increasing or decreasing |

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| 1. **RESOURCES:** | DBE Workbook 2, Sasol-Inzalo Book 2, textbooks |
| 1. **PRIOR KNOWLEDGE:** | * Features of global graphs |
| 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 answer the questions below:  **Activity**  The following graph is a representation of the temperature which was taken over time in Belfast.   1. Study the graph and answer the questions that follow:   Months of the year   1. Which months showed that the temperature was decreasing? 2. Which months showed that the temperature was increasing? 3. Was the temperature in June – July increasing, decreasing or constant? 4. In which month(s) was the temperature Maximum? | |

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| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities**  (Learners are expected to:) |
| Learners work in groups to do activities:  **Activity 1**  Represent the following relationship in a graph.  The speed of a car increases at a constant rate, and then is constant for a particular time, after it decreases at a constant rate.  **N.B:** Consolidate linking learners’ responses of graphs relating it to the learners understanding and interpretation of the features of the graph.  **Activity 2**  Represent the relationship in the table graphically.  The table below shows the distance travelled by Lutho to Pretoria   |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | | Time () | 1 | 2 | 3 | 4 | 5 | | Distance ( | 2 | 2 | 2 | 5 | 7 |   **N.B:** Consolidate linking learners’ responses of graphs relating it to the learners understanding and interpretation of the features of the graph. | Draw graphs and share with the whole class |
| 1. **CLASSWORK** (Suggested time: 15 minutes)   . DBE workbooks Page 48 | |
| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK (Suggested time: 5 minutes)** | |
| 1. **Emphasise 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, DBE workbooks and/or textbooks for learners’ homework. The selected activities should address different cognitive levels.  **Recommended Homework:** | |