**MATHEMATICS LESSON PLAN**

**GRADE 8**

**TERM 1: January – March**

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

1. **TOPIC: INTEGERS: Counting, ordering and comparing integers (Lesson 1)**
2. **CONCEPTS & SKILLS TO BE ACHIEVED:**

**By the end of the lesson learners should know and be able to count forwards and backwards in integers for any interval**

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| 1. **RESOURCES:** | Textbooks, DBE workbook 1, Sasol-Inzalo Book 1. |
| 1. **PRIOR KNOWLEDGE:** | * calculations with whole numbers involving all four operations * properties of whole 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)   Activity 1: Ask learners to define the following set of numbers and give an example of each of  them:   1. Natural numbers 2. Whole numbers 3. Integers     Activity 2:   1. List multiples of 2 less than 20 in ascending order. 2. List multiples of 3 less than 20 in descending order.   Solution for activity 2  Counting forwards in 2s or interval of 2  Counting backwards in 3s or interval of 3 | |

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| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities**  **(Learners are expected to:)** |
| Present the following activities to learners:  Activity 1  Complete the number sequences below:  Solutions for activity 1   1. Counting backwards in 5s 2. Counting forwards in 3s 3. Counting backwards in 6s 4. Counting backwards in 20s 5. Counting backwards in 3s | actively engaged during the presentation and provide solutions to problems in activity 1 |
| Activity 2  Fill in the missing numbers: | do activity 2 in groups and discuss their findings with the whole class. |

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| 1. **CLASSWORK** (Suggested time: 15 minutes)   **DBE workbook 1 p (x) (Revision exercise) no. 1 and 2**  **Sasol-Inzalo Book 1 p 32 no. 3** |
| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK** (Suggested time: 5 minutes) 2. **Emphasise that:**  * Learners should identify a pattern in any given number sequence. * Learners should be able to tell whether they need to count forwards or backwards after identifying a pattern.  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, workbooks and/or textbooks  for learners’ homework. The selected activities should address different cognitive levels.  Complete the following: |