**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 2)**

1. **CONCEPTS & SKILLS TO BE ACHIEVED:**

**By the end of the lesson, learners should know and be able to recognise, order and compare integers.**

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| 1. **RESOURCES:** | Textbooks, DBE workbook 1, Sasol-Inzalo Book 1 |
| 1. **PRIOR KNOWLEDGE:** | * count forwards and backwards with integers at any given intervals * count along a number line from left to right * classify 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)   Remind learners the following:  Numbers that are greater than zero are called positive numbers. Numbers that are less than zero are called negative numbers. Positive numbers, zero and negative numbers make up a set of numbers called integers.  Negative numbers are used daily in our lives:   * means below sea level. * mean degrees Celsius below freezing * means owing the bank   Allow learners to complete integers from the number line below | |

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| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities**  **(Learners are expected to:)** |
| **ACTIVITY 1:**  Ask learners to work in pairs and answer the questions below. They may use a number line to ensure the understanding of the concept, on p 32 Sasol-Inzalo book 1.  Comparing integers**:**  Fill in ; or   1. 15 -6 2. 10 15 3. 12 15 4. -16 -1 | work in pairs to discuss and complete Activity 1 |
| The number range should be increased when the conceptual understanding of integers has been developed. At this stage learners should gradually be discouraged from using number lines to compare numbers.  **ACTIVITY 2**   1. Arrange these numbers in ascending order: 2. Arrange these numbers in descending order: | work in individually to complete the activity. |
| 1. **CLASSWORK ACTIVITIES (Suggested time: 15 minutes)** 2. **Write the next three numbers in each of the following sequence:** 3. **Sasol-Inzalo Book 1 p 39 no. 1** | |
| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK** (Suggested time: 5 minutes) 2. **Emphasise that**:  * When we list numbers from smallest to greatest, we are writing numbers in ascending order. When we list numbers from greatest to smallest we are writing the numbers in descending order * Every integer has an opposite. The opposite of 9 is -9 and the opposite of 13 is -13. These numbers are called additive inverses.  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.   1. Fill in the missing numbers in the following sequences: 2. ) ; \_\_\_\_\_\_ ; \_\_\_\_\_\_; \_\_\_\_\_ 3. ; \_\_\_\_ :\_\_\_\_\_;\_\_\_\_\_\_ 4. \_\_\_\_\_ ; \_\_\_\_\_; \_\_\_\_\_\_ 5. Fill in ‹ ; › or = :    10. Circle the largest number in each set: | |