**MATHEMATICS LESSON PLAN**

**GRADE 8**

**TERM 1: January – March**

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

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| 1. **TOPIC: INTEGERS: Calculations with integers (Lesson 5)** |

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| 1. **CONCEPTS & SKILLS TO BE ACHIEVED:**   **By the end of the lesson learners should know and be able to perform calculations involving all four operations with integers.** |

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| 1. **RESOURCES:** | Textbooks, DBE workbook 1, Sasol-Inzalo Book 1 |
| 1. **PRIOR KNOWLEDGE:** | * perform basic calculations with integers. * order of operations. |
| 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 about the following, use examples:  For each positive number there is corresponding or opposite negative number.   1. and 2. and 3. \_\_\_, therefor it is repeated \_\_\_ times. Which is \_\_ = \_\_\_ 4. \_\_\_\_\_, therefore it is repeated\_\_\_\_\_\_ times. Which is\_\_\_ = \_\_   Division is the inverse of multiplication. | |

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| **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities** |
| ACTIVITY 1  Discuss the following examples with learners:   1. The sum of two positive integers is positive   When numbers are positive we do not need to write     1. The sum of two negative integers is negative      1. To find the sum of two integers with different signs, find the difference of the numbers. The answer will have the sign of the greater number. | do the following individually |
| ACTIVITY 2  Solve the problems | do activity 2 |
| ACTIVITY 3  Discuss the following using examples and allow learners to practice:   1. Subtracting a negative number has the same effect as adding a natural number: 2. To subtract an integer, add it’s opposite.   Calculate: | actively engaged. |
| ACTIVITY 4  Discuss the following with learners:   1. The product of two opposite numbers is positive: 2. The product of a negative numbers and positive is negative : 3. The product of a positive numbers and negative number is negative: 4. Division is the inverse of multiplication   Activity: Calculate the following:   1. = | actively engaged  do problems in the activity |

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| **CLASSWORK** (Suggested time: 15 minutes)  **Calculate:** |
| **CONSOLIDATION/CONCLUSION & HOMEWORK** (Suggested time: 5 minutes)   1. **Emphasise that**:  * The sum of two positive integers is positive * The sum of two negative integers is negative * For each positive number there is corresponding or opposite negative number * Subtracting a negative number has the same effect as adding a natural number: * The product of two numbers with same signs is positive: * The product of a negative numbers and positive is negative * The product of a positive numbers and negative number is negative * Division is the inverse of multiplication  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.  **Sasol-Inzalo Book 1 p 36 no. 5 and p 46 no. 1 (a) to (e)** |