**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: Properties of integers (Lesson 8)**

**Grade 8 Lesson Plan: 1 + 4 Intervention – Term 1**

**INTEGERS: Properties of integers (Lesson 8)**

**(Draft)**

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

**By the end of the lesson learners should know and be able to recognize and use additive and multiplicative inverses for integers.**

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| 1. **RESOURCES:** | Textbooks, DBE workbook 1, Sasol-Inzalo Book 1. |
| 1. **PRIOR KNOWLEDGE:** | * perform calculations with integers involving all four operations * 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)   Revise the ordering of integers by asking learners to do the following activity:  Activity:   1. Consider the number line below and fill in the missing numbers.      1. What do you notice about the distance between, etc from 0?   SOLUTIONS:     1. The distances between from 0 are the same but different directions.   The distances between from 0 are the same but different directions. | |

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| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | |
| **Teaching activities** | **Learning activities**  **(Learners are expected to:)** |
| Additive inverses:  Activity 1:  Use learners’ responses on the activity in the introduction to explain the concept of additive inverses.   * For each positive number there is a corresponding or opposite negative number. * Two positive and negative numbers that correspond, for example 2 and , 7 and , etc are called additive inverses.   Activity 2:  Let learners workout the solutions to the following problems in order for them to discover the additive property of 0.    2. then and   SOLUTIONS    2. then and   **Note**: When you add any number to its additive inverse, the answer is always 0. | actively engaged in discussing the solutions to the activity done in the introduction.  do activity 2 in groups and discuss their solutions with the whole class. |
| Multiplicative inverses  Present the following examples to learners in order to demonstrate to learners the concept of multiplicative inverses.  Example1:  ,then and  Example 2:  then and    Example 3:  then and | actively engaged during the discussion of the  examples |

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| 1. **CLASSWORK** (Suggested time: 15 minutes)   **DBE workbook 1 p 28 no. 2 and p 29 no. 4** |
| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK** (Suggested time: 5 minutes) 2. **Emphasise that:**  * when you add any number to its additive inverse, the answer is zero * Addition and subtraction are inverse operations * Multiplication and division are inverse operations.  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 and/or textbooks  for learners’ homework. The selected activities should address different cognitive levels.  **Sasol-Inzalo Book 1 p 34 no. 9 and p 43 no. 2 and 3** |