**MATHEMATICS LESSON PLAN**

**GRADE 8**

**TERM 2: APRIL – JUNE**

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

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| 1. **TOPIC: ALGEBRAIC EXPRESSIONS:** ALGEBRAIC LANGUAGE **(Lesson 2)** |
| 1. **CONCEPTS & SKILLS TO BE ACHIEVED:** |
| **By the end of the lesson learners should know and be able to:**   * identify and classify like and unlike terms in algebraic expressions. * recognise and identify coefficients and exponents in the algebraic expressions. |

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| 1. **RESOURCES:** | DBE Workbook, Sasol-Inzalo Workbook, textbook. | |
| 1. **PRIOR KNOWLEDGE** | * like terms * unlike terms, * coefficients * exponents | |
| 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. | | |
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| 1. **INTRODUCTION** (Suggested time: 10 Minutes) | | |
| **Activity 1**  Let the learners identify each symbol in the given algebraic expression.     |  |  | | --- | --- | | Symbol | Expression | | Exponent |  | | Operator | | Variable | | Coefficient | | constant |   **Activity 2**  Let the learners discuss in groups the meaning of the following concepts and give examples of each.   * algebraic expression * terms * coefficient * constant * like * unlike terms | | |
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| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | | |
| **Teaching activities** | | **Learning activities**  **( Learners are expected to:)** |
| **Activity 1**  Let learners to discuss the problem below in small groups.   1. Motlalepule and Pulane have a disagreement about whether the terms and are like terms or not. Pulane thinks they are not, because in the first term the comes before the whereas in the second term the comes before the . Explain to Pulane why his argument is not correct. 2. Write the statement given in algebraic form and identify the variable, constant and exponent.   Twice a number increased by three is twenty three     1. Find an expression for the perimeter of the rectangle below,and then identify the like terms, constants, variables and coefficients. | | * discuss the problems in the groups * engage in discussing the solutions to the problems |
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| 1. **CLASSWORK** (Suggested time: 15 minutes) | | |
| **Activity 1**  Identify the variable, constant and exponent in the following statements.   1. If six is subtracted from eight times a number, the result is square of the number 2. One half a number decreased by two is five. 3. Two times the square of a number decreased by five is thirteen.   **Activity 2**  Identify the like terms in the expressions below. | | |
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| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK** (Suggested time: 5 minutes) | | |
| 1. **Emphasise that**:  * an algebraic expression indicates a sequence of calculations that can also be described in words * in algebraic language the multiplication sign is usually omitted, e.g. We write instead of and we also write as .      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:**     1. Write the expression for the perimeter of a rectangle with a length that is 6 cm longer that   its width.   1. Write the expression for the perimeter of the figures below   Sasol-Inzalo Book 1, pg. 117, no. 2 a – c, | | |