**MATHEMATICS LESSON PLAN**

**GRADE 9**

**TERM 1: January – March**

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

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| 1. **TOPIC: COMMON FRACTIONS: Calculations using fractions** (Lesson 2) |
| 1. **CONCEPTS & SKILLS TO BE ACHIEVED:**   **By the end of the lesson, learners should be able to perform** calculations using fractions involving all four operations with common fractions and mixed numbers |

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| 1. **RESOURCES:** | Textbooks, DBE workbook , Sasol-Inzalo book. | |
| 1. **PRIOR KNOWLEDGE:** | * multiplication and division of common fractions, including mixed numbers. * conversion of mixed numbers to common fractions. * equivalent fractions | |
| 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) | | |
| Use the following scenario to introduce the lesson.  **Activity 1**  ‘Thandaza found that only of her birthday party pizza is left and need to give Winnie  of the remaining pizza’. Determine how much of Thandaza’s pizza will Winnie receive?  **Note:** Give learners a chance to provide an answer before engaging with it and inform the learners that ‘**of**’ in mathematics implies multiplication. | | |
| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | | |
| **Teaching activities** | | **Learning activities (Learners are expected to:)** |
| Group learners into small groups and give each group the following activity to do on their own first.  **Activity** | | * engage in group activity and discuss solutions to the activity. |

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| 1. **CLASSWORK** (Suggested time: 15 minutes) | | |
| Give at least four exercises (problems) from the following resources | | |
| Sasol-Inzalo book | DBE workbook 2015 | Textbook |
| 1. pg. 51 no. 1b) and 1f).  2. pg. 52 no. 3e) and 7a). | pg. 33 no. 5a); 5b); 5c); 6a); 6b) and 6c). |  |
| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK** (Suggested time: 5 minutes) | | |
| 1. Emphasise that:  * Change all mixed numbers to common fractions before multiplication or division of fractions  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 book, workbooks and/or textbooks for learners’ homework. The selected activities should address different cognitive levels.   **Homework**   * Give learners work from the above listed resources or any other resources. * DBE workbook pg.35 no.3a); b) and c | | |