**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: DECIMAL FRACTIONS:** Equivalent forms (Lesson 3) |
| 1. **CONCEPTS & SKILLS TO BE ACHIEVED:**   **By the end of the lesson, learners should know and be able to:**   * convert common fraction and decimal fraction forms of the same number * convert common fraction, decimal fraction and percentage forms of the same number. |

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| 1. **RESOURCES:** | Textbooks, DBE Workbook, Sasol-Inzalo book, Calculator | |
| 1. **PRIOR KNOWLEDGE:** | * common fractions * decimal fractions * percentages | |
| 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) | | |
| * Introduce the lesson by using a scenario such as “James visited a restaurant for lunch; he found that 30% of the customers ordered bread sandwiches, 0.5 ordered pizza and preferred pie”. * Let learners complete the accompanying table with or without the use of a calculator.  |  |  |  | | --- | --- | --- | | Common fraction | Decimal fraction | Percentage | |  | 0.5 |  | |  |  |  | |  |  | 30% | | | |
| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 20 minutes) | | |
| **Teaching activities** | | **Learning activities (Leaners are expected to:)** |
| Let learners work in pairs to determine the solutions for the following activity and then use calculators to verify their solutions.  **Activity**  Convert:   1. Common fraction to decimal fraction   (a)  (b)   1. Decimal fraction to common fraction 2. 0,56 3. 1,9   3. Decimal fraction to percentage  (a) 0,75   1. 0,08 | | * engage in pairs and discuss ways to determine the solutions. * pairs alternate to provide solutions they have worked out. * use calculators to verify the answers. |
| 4. Percentage to common fraction  (a) 20%  (b) 12,5%   1. Common fraction to percentage     (b) | |  |

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| 1. **CLASSWORK** (Suggested time: 15 minutes) | | |
| Carefully choose the exercises which show different cognitive levels from Sasol-Inzalo books, DBE workbooks and any textbook used in your school. The following are some of the questions that can enhance understanding of decimal fractions equivalence. | | |
| Sasol-Inzalo book | DBE Workbook 2015 | Textbook |
| p60 No. 2a; b; d  No. 4a; d; e  No. 6a; b; c |  |  |
| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK** (Suggested time: 5 minutes) | | |
| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | 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. The teachers discuss common errors and misconceptions picked up during the classwork and highlight the correct procedures. E. g. learners might have made errors and mistakes in the process of substituting values especially the substitution of negative numbers.  **Homework**   |  |  |  | | --- | --- | --- | | Sasol-Inzalo book | DBE Workbook | Textbook | | p. 70 No. 1; 3a, b, c ; 4b | p. 41 no. 2; no. 3 |  | | | | |  |  |  | |  |  |  | | | |