**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:** Solving problems (Lesson 4) |
| 1. **CONCEPTS & SKILLS TO BE ACHIEVED:**   **By the end of the lesson, learners should know and be able to** solve problems in context involving decimal fractions. |

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| 1. **RESOURCES:** | DBE workbook, Sasol-Inzalo book, calculator, textbooks | |
| 1. **PRIOR KNOWLEDGE:** | * Multiple operations with:   - decimal fractions  - mixed numbers | |
| 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: 5 Minutes) | | |
| * Name and explain the importance and application of decimal fractions in our daily lives in area such finances, scientific operations, etc. in order to solve mathematical problems.   **Activity**  Venus was asked to calculate the value of 6,5 0,02. She did the following steps:   |  |  | | --- | --- | | *Step 1* | 6,5 2 = 3,25 | | *Step 2* | 3,25 100 = 325 |  1. Is Venus’ answer correct? Support your answer. 2. Use Venus’ method (used above) to calculate the value of 21 0,003. | | |
| 1. **LESSON PRESENTATION/DEVELOPMENT** (Suggested time: 25 minutes) | | |
| **Teaching activities** | | **Learning activities**  (Leaners are expected to:) |
| Divide learners into small groups.  **Activity 1**  A rectangle is 12,45*cm* wide and 30,76*cm* long.  30,76cm  12,45cm  Calculate:   1. the perimeter of the rectangle. 2. the area of the rectangle (Round off your answer to two decimal   places). | | * calculate perimeter and area of a rectangle * present their worked solutions |
| **Activity 2**  If 1 *litre*(ℓ) of petrol weighs 0,6798 *kg*. What will 30,52 ℓ of petrol weigh? Round off your answer to **3 decimal places**.  **Activity 3**  Mashudu bought a cooldrink for R7,50; a chocolate for R5,75 and a packet of chips for R6,00. He paid with a R50 note.   1. How much did he spend? 2. How much change did he get?   **Activity 4**  The reading on a water meter at the beginning of the month was 321,573 kℓ. At the end of the month the reading is 332, 523 kℓ .The municipality charges R1,25 per 200ℓ.   1. How much water was used during this month, in ℓ? 2. How much will be paid for this month water consumption? | | * engage in groups to determine solutions and present them to the whole class |

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| 1. **CLASSWORK** (Suggested time: 15 minutes) | |
| Use Sasol-Inzalo book and other resources | |
| Sasol-Inzalo book | Textbook |
| 1. p.65 no. 5 2. p. 66 no. 3 3. p.67 no. 6, 7 and 8 |  |

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| 1. **CONSOLIDATION/CONCLUSION & HOMEWORK** (Suggested time: 5 minutes) |
| 1. **Emphasise that**:  * the different formulae of quantities are important in solving problems involving mathematical figures, e.g. perimeter and area of: triangle, rectangle, etc. * given quantities must be converted to the same unit before any calculation is done, e.g. when given mass in kg and g or distance/length in km and m or time in hours and minutes.  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.   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: p.70 no. 3,4 and 5 |