

# GRADE 6 LESSON PLAN EXEMPLAR TERM 1 2021

## Lesson 1

### Topic

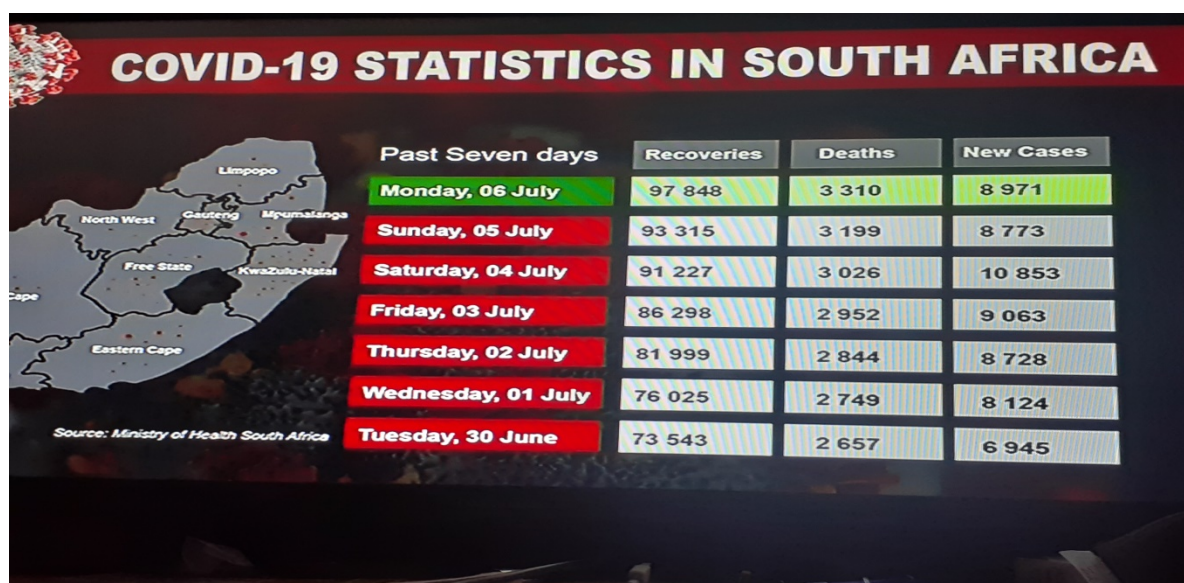
Whole numbers :counting ,ordering and representing.

### Concepts and Skills

- Order, compare and represent numbers to at least 9-digit numbers.
- Represent prime numbers to at least 100 ☐
- Recognizing the place value of digits in whole numbers to at least 9-digit numbers ☐

### Mental Maths

Oral: Count forwards and backwards between 0 and 100 000 in 2s,3s,5s,10s, starting from any number. (10mins+5)



- From the data above :
- a)how many recoveries were recorded on the 1<sup>st</sup> July 2020?
  - b)How many more new cases were recorded on Saturday than Tuesday.
  - c) State any precautions to be taken to avoid infection from COVID-19 virus.

### Resources Required

Solutions for all Mathematics pp.1-2,TG. 1–3,DBE pp. 2–3, 1b pp. 2–5, CAPS pp. 215–219

### Vocabulary

Whole numbers, place value, inverse operation ,Prime number, million, digit, ascending order, descending order

### Lesson Content/Concept Development

- The table above shows the numbers of COVID infections, recoveries and death cases in SA for one week.
- Write numbers up to 9 digits and ask learners to read them eg 87 456, 6 123 506 and 25 101 001,
- Explain table below.

|  | Millions |   |   | Thousands |   |   | Units |   |   |
|--|----------|---|---|-----------|---|---|-------|---|---|
|  | H        | T | U | H         | T | U | H     | T | U |
|  |          |   |   | 8         | 6 | 4 | 3     | 9 | 7 |
|  |          |   | 2 | 8         | 6 | 4 | 3     | 9 | 8 |
|  |          | 3 | 7 | 8         | 6 | 8 | 9     | 3 | 1 |
|  | 5        | 1 | 0 | 7         | 4 | 8 | 0     | 4 | 6 |

- 864 397 is a 6-digit number. The first digit (8) shows hundred thousand.
- 2 864 398 is a 7-digit number. The first digit(2) shows millions.
- 37 868 931 is a 7-digit number. The first digit(3) shows ten million.
- 510 748 046 is a 9-digit number. The first digit(5) shows hundred million.
- Do activity with different numbers so that learners can read them.
- Write THE COVID -19 numbers on table above, on board and let them read, and write them in words or numbers eg
  - a)1 250 125
  - b)Four hundred and sixty-three million nine hundred and eighty one thousand four hundred and forty six.

(20 mins)

### Classwork Activity

Solutions for all Mathematics pp.1-2, nos.1,2 Act 1 nos.1-4 (\*select)  
(20 mins)

### Homework Allocation

DBE workbook pp. 2–3, 1b pp. 2–5 (\*select)

(5 mins)

### Lesson Reflection

# GRADE 6 LESSON PLAN EXEMPLAR TERM 1 2021

## Lesson 2

### Topic

Whole numbers up to 999 999  
Place value

### Concepts and Skills

- Order, compare and represent numbers to at least 9-digit numbers
- Represent prime numbers to at least 100
- Recognizing the place value of digits in whole numbers to at least 9-digit numbers

### Mental Maths

Oral: Count forwards and backwards between 0 and 100 000 in 10s, 25s, 50s and 100s, starting from any number. (10mins+5)

COVID-19 affects different people in different ways. Most infected people will develop mild to moderate illness and recover without hospitalization.

Most common symptoms:

- fever
- dry cough
- tiredness

Less common symptoms:

- aches and pains
- sore throat
- diarrhoea
- conjunctivitis
- headache
- loss of taste or smell
- a rash on skin, or discolouration of fingers or toes

Serious symptoms:

- difficulty breathing or shortness of breath
- chest pain or pressure
- loss of speech or movement

These are some of the symptoms that learners should watch out for in order to get treatment early. Early detection means early recovery. Teacher discusses these with learners and remove the myths among learners about the pandemic.

### HOMEWORK REVIEW

Remediate and correct the previous day's work

(5mins)

### Resources Required

Solutions for all Mathematics pp.3-4,TG. 4,DBE pp. pp. 2-5, CAPS pp. 215-219

### KEYWORDS

Whole numbers, place value, inverse operation ,Prime number, million, digit, ascending order, descending order

### PRIOR KNOWLEDGE

Reading and representing numbers up to 9 digits (999 999 999)

Writing numbers in words

### Lesson Content/Concept Development

- Ask learners to identify the number value of the given digits across the table.

| Millions |   |   | Thousands |    |   | Units |   |   |
|----------|---|---|-----------|----|---|-------|---|---|
| H        | T | U | H         | TT | T | H     | T | U |
|          |   |   | 8         | 6  | 4 | 3     | 9 | 7 |
|          |   | 2 | 8         | 6  | 4 | 3     | 9 | 8 |
|          | 3 | 7 | 8         | 6  | 8 | 9     | 3 | 1 |
| 4        | 3 | 1 | 6         | 8  | 7 | 1     | 2 | 4 |

- 4-shows Hundred million; four thousand and 4 units.
  - 3- shows ten million; three hundred and three tens.
  - 1-shows \_\_\_\_\_
  - 6 shows Hundred thousand; \_\_\_\_\_
  - 8 shows \_\_\_\_\_
  - 7 shows \_\_\_\_\_
  - 2 shows \_\_\_\_\_
  - In **852 963 074** write the place value of the highlighted digits
  - These can be represented as 4 hundred million +3 ten millions +1 million +6 hundred thousand + 8 ten thousands + 7 thousands + 1 hundred + 2 tens + 4 units
  - $4 \times 100\,000\,000 + 3 \times 10\,000\,000 + 1 \times 1\,000\,000 + 6 \times 100\,000 + 7 \times 10\,000 + 1 \times 100 + 2 \times 10 + 4 \times 1$  unit
- (15mins)

### Classwork activity

Solutions for all Mathematics pp.3-4 Act 2 nos.1-5\*(select)

(20min)

### Homework Allocation

DBE workbook 2 pp. 6–7

(5mins)

### Lesson Reflection

# GRADE 6 LESSON PLAN EXEMPLAR TERM 1 2021

## Lesson 3

### Topic

Whole numbers  
Work with 9-digit whole numbers Addition and rounding off

### Concepts and Skills

- Order, compare and represent numbers to at least 9-digit numbers.
- Recognizing the place value of digits in whole numbers to at least 9-digit numbers
- Addition and subtraction of whole numbers of at least 6 digits

### Mental Maths

Add the numbers to any 6-digit whole number by 1, 10, 100, 1 000, 10 000 (10mins)

### HOMEWORK REVIEW

Remediate and correct the previous day's work (10 mins)

### Resources Required

Solutions for all Mathematics pp.3, TG. 4, DBE pp. pp. 2–5, CAPS pp. 215–219

### KEYWORDS

Whole numbers, place value, inverse operation, Prime number, digit, ascending order, descending order, estimation, rounding off.

### PRIOR KNOWLEDGE

Representing numbers up to 9 digits  
Identifying place value of numbers up to 9 digits

### Lesson Content/Concept Development

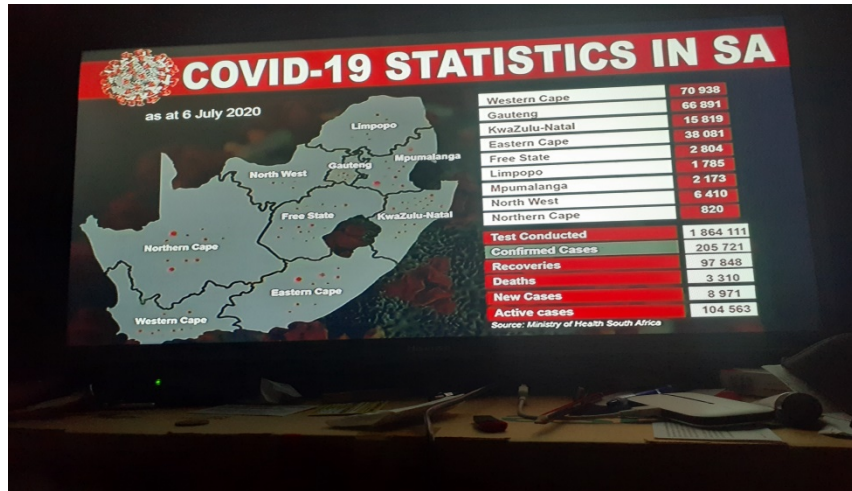
Table 1

- Nine-digit numbers are divided into millions, thousands and units as shown in the table below:

| Millions |   |   | Thousands |   |   | Units |   |   |
|----------|---|---|-----------|---|---|-------|---|---|
| H        | T | U | H         | T | U | H     | T | U |
|          | 7 | 8 | 2         | 1 | 4 | 6     | 9 | 3 |
|          |   |   | 6         | 5 | 3 | 3     | 4 | 8 |
| 3        | 1 | 4 | 6         | 5 | 1 | 7     | 9 | 2 |
|          |   |   |           |   |   |       |   |   |

- Write the first number in words.
- calculate the sum of the values of the 1 and 9 in the first number.

- Calculate the sum of the value of the 5 and 8 in the second number.
- Calculate the total number of covid-19 recorded cases in Western Cape, Eastern Cape and Limpopo
- Round off the number of: i) total tests conducted ii) confirmed cases iii) recoveries to the nearest a)100 b)1 000 c)10 000.
- Write the numbers in table 1 in ascending order.



(20 +10 mins)

### Classwork activity

Solutions for all Mathematics pp.3 ,nos 6-7(select)

(30min)

### Homework Allocation

DBE workbook pp. 3-5, (\*select)

(5min)

### Lesson Reflection

# GRADE 6 LESSON PLAN EXEMPLAR TERM 1 2021

## Lesson 4

### Topic

**Whole numbers**

Work with 9-digit whole numbers subtraction and rounding off

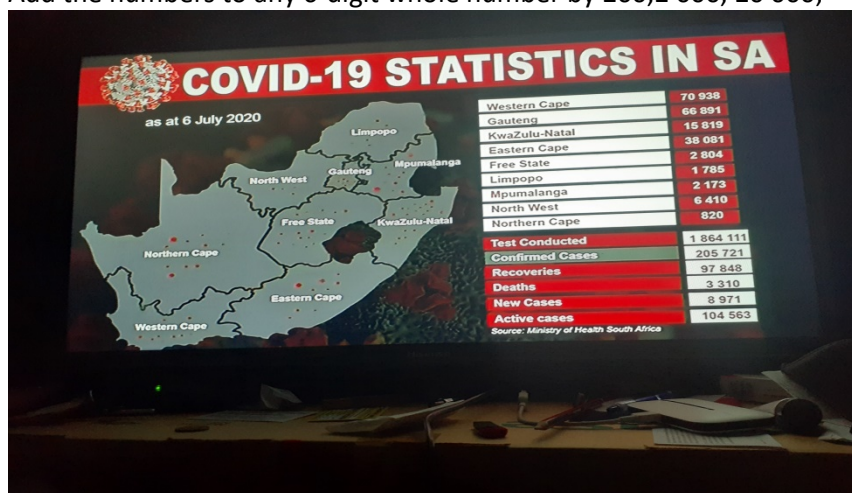
### Concepts and Skills

- Order, compare and represent numbers to at least 9-digit numbers.
- Recognizing the place value of digits in whole numbers to at least 9-digit numbers
- Addition and subtraction of whole numbers of at least 6 digits

### Mental Maths

Add the numbers to any 6-digit whole number by 200,2 000, 20 000,

(20min)



How can you ensure COVID-19 infection is minimized in your classroom and in your school?  
From the table above Northern Cape and Limpopo have the least number of infections as of 6 July what may be the reasons for that.

### HOMEWORK REVIEW

Remediate and correct the previous day's work

(5 mins)

### Resources Required

Solutions for all Mathematics pp.4, TG. 4,DBE pp. pp. 2–5, CAPS pp. 215–219

### KEYWORDS

Whole numbers, place value, inverse operation, Prime number, ascending order, descending order, estimation, rounding off.

### PRIOR KNOWLEDGE

- Representing numbers up to 9 digits
- Identifying place value of numbers up to 9 digits

- Adding numbers with 1,10,100,1 000.10 000,100 000,1 000 000

### Lesson Content/Concept Development

- Nine-digit numbers are divided into millions, thousands and units

| Millions |   |   | Thousands |   |   | Units |   |   |
|----------|---|---|-----------|---|---|-------|---|---|
| H        | T | U | H         | T | U | H     | T | U |
|          | 7 | 8 | 2         | 1 | 4 | 6     | 9 | 3 |
|          |   |   | 6         | 5 | 3 | 3     | 4 | 8 |
| 3        | 1 | 4 | 6         | 5 | 1 | 7     | 9 | 2 |

- Write the first number in words.
- calculate the difference of the values of the 1 and 9 in the first number.
- Calculate the difference of the value of the 5 and 8 in the second number.
- From the COVID-19 table above calculate the difference of the total recoveries and active cases.
- Round off i) total infections in Kwa-Zulu Natal ii) Gauteng iii) total confirmed cases numbers to the nearest a)10 b)100 c)10 000.
- Write the numbers of the confirmed cases of the nine provinces in descending order (30min)

### Classwork activity

Solutions for all Mathematics pp.4, nos 8 ex 1 nos 1-7(select)

(30min)

### Homework Allocation

DBE workbook pp. 2-5 (\* select)  
(5min)

### Lesson Reflection



# GRADE 6 LESSON PLAN EXEMPLAR TERM 1 2021

## Lesson 5

### Topic

Whole numbers  
Add 6-digit numbers in expanded notation

### Concepts and Skills

- Order, compare and represent numbers to at least 9-digit numbers.
- Recognizing the place value of digits in whole numbers to at least 9-digit numbers

### Mental Maths

Add the numbers to any 6-digit whole number by 40;  
400; 4 000; 40 000

(10mins+5)

#### Basic information about COVID-19

Wear Heavy duty 3-layer masks.  
Observe basic hygiene practices.  
Observe social distance at all times.  
Avoid hand- shakes use elbows.  
Wash your hands often.  
Sanitise your hands regularly

### HOMEWORK REVIEW

Remediate and correct the previous day's work

(5 mins)

### Resources Required

Solutions for all Mathematics pp.7-8, TG. 4,DBE pp. pp. 2–5, CAPS pp. 215–219

### KEYWORDS

Whole numbers, place value, inverse operation, Prime number, digit, ascending order, descending order, estimation, rounding off

### PRIOR KNOWLEDGE

- Representing numbers up to 9 digits
- Identifying place value of numbers up to 9 digits
- Rounding off numbers
- Adding numbers with 1,10,100,1 000,10 000,100 000,1 000 000

### Lesson Content/Concept Development

- Work the example with learners:  
Example 1. Expanded vertical column Calculate: 547 036.  
 $547\ 036 = 500\ 000 + 40\ 000 + 7\ 000 + 0 + 30 + 6$   
 $352\ 952 = 300\ 000 + 50\ 000 + 2\ 000 + 900 + 50 + 2$
- Work backwards with learners on the following numbers in expanded notation:  
a)  $70\ 000 + 5\ 000 + 100 + 30 + 3 = 75\ 133$   
b)  $600\ 000 + 80\ 000 + 700 + 50 + 9$

Give more similar practice work to learners

( 20min)

**Classwork activity**

Solutions for all Mathematics pp.7-8, nos 1-6(select)

(15min)

**Homework Allocation**

DBE workbook pp. 2-5 (\*select)

(5min)

**Lesson Reflection**

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