

LESSON PLAN: Technology Grade 9

Name of School:		Term: 2	Week: 2	
Name of Teacher(s):		Date	6 - 9 April 2020	
Focus	Investigation Skills, Evaluation skills, Design skills			
CLASSROOM ACTIVITIES (generic planning):				
Periods	1	2	3	4
Content, concepts and skills	<p>1 + 2: Evaluate: learners examine various items using mechanisms found in the modern kitchen and/or home, workshop/garage. Items like can openers, eggbeaters, 'strap' spanners for opening bottles, knives for a range of purposes, and vice grip, wire strippers and ratchet spanners should be evaluated in terms of: Who is it for? What is it for? Will it do the job? What material is it made of? Is the material suitable? What should it cost? Does it look good? Is it safe and easy to use? They report on three items</p>	<p>1 + 2: Evaluate: learners examine various items using mechanisms found in the modern kitchen and/or home, workshop/garage. Items like can openers, egg beaters, 'strap' spanners for opening bottles, knives for a range of purposes, and vice grip, wire strippers and ratchet spanners should be evaluated in terms of: Who is it for? What is it for? Will it do the job? What material is it made of? Is the material suitable? What should it cost? Does it look good? Is it safe and easy to use? They report on three items</p>	<p>3 + 4: Investigation: Design considerations ~ fit-for-purpose:</p> <p>-- Evaluate the design of the hydraulic jack in terms of:</p> <p>Who is it for? What is it for? Will it do the job? What should it be made of? What should it cost? Is it cost-effective? Does it look good (aesthetics)? Is it safe/easy to use for the end user (ergonomics)?</p>	<p>3 + 4: Investigation: Design considerations ~ fit-for-purpose:</p> <p>-- Evaluate the design of the hydraulic jack in terms of:</p> <p>Who is it for? What is it for? Will it do the job? What should it be made of? What should it cost? Is it cost-effective? Does it look good (aesthetics)? Is it safe/easy to use for the end user (ergonomics)?</p>
Teacher's Activities	<ol style="list-style-type: none"> 1. Facilitates 2. Guides 3. Assists 4. Demonstrate 5. Provides resources 	<ol style="list-style-type: none"> 1. Facilitates 2. Guides 3. Assists 4. Demonstrate 5. Provides resources 	<ol style="list-style-type: none"> 1. Facilitates 2. Guides 3. Assists 4. Demonstrate 5. Provides resources 	<ol style="list-style-type: none"> 1. Facilitates 2. Guides 3. Assists 4. Demonstrate 5. Provides resources
Learners' Activities	<ol style="list-style-type: none"> 1. Participates 2. Complete tasks 3. Make notes 4. Active involvement 	<ol style="list-style-type: none"> 1. Participates 2. Complete tasks 3. Make notes 4. Active involvement 	<ol style="list-style-type: none"> 1. Participates 2. Complete tasks 3. Make notes 4. Active involvement 	<ol style="list-style-type: none"> 1. Participates 2. Complete tasks 3. Make notes 4. Active involvement
Type of Assessment	Informal	Informal	Informal / Formal	Informal / Formal
Resources	<p>Sasol Inzalo Workbook</p> <p>CAPS Document</p> <p>http://www.mstworkbooks.co.za/technology/gr9/gr9-technology-09.html</p>	<p>Sasol Inzalo Workbook</p> <p>CAPS Document</p> <p>https://youtu.be/fvOmaf2GfCY</p>	<p>Sasol Inzalo Workbook</p> <p>CAPS Document</p> <p>https://youtu.be/UI5hZ22wFtg</p>	<p>Sasol Inzalo Workbook</p> <p>CAPS Document</p> <p>https://youtu.be/HlScn0esufk</p>

IDENTIFIED LEARNERS' NEEDING SUPPORT:	Name of learner(s)	Name of learner(s)
Indicate the name(s) of learner(s) identified as having learning difficulties/not achieving or use the class list	1.	5.
	2.	6.
	3.	7.

CLASSROOM ACTIVITIES

How are you going to include and differentiate Support for learners?

Teacher Activities	Learner Activities:	Resources
It will be necessary to talk learners through concepts and ideas. Ask relevant questions to help them understand and interpret this information. Teach the specific meaning of all terms and talk learners through the concepts and ideas. Be aware of the different meanings a specific word may have (e.g., the word 'stage' can mean a period of time, a platform, a performance, a robbery)	Actively participate with questions, where possible practical examples, etc	DBE Workbook Gr 9 CAPS-Tech Glossary Guidelines for Inclusive Teaching and Learning Final June 2010 pg 40

How are you going to include and differentiate Expanded opportunities for learners?

Teacher Activities	Learner Activities:	Resources
Allocate learner more responsibility: actions / activities / leadership roles, etc Appoint learner as a mentor to another learner	Apply him / her to roles as appointed by the educator. Applies the Buddy System	Guidelines for Inclusive Teaching and Learning Final June 2010 pg57

TEACHER REFLECTION:

Teachers Signature : _____ Date: _____

Pre -Moderated by line manager e.g. HOD/Deputy Principal (attach a moderation tool?): Signature: _____ Date: _____

Post moderation by HOD:

Formal Assessment Feedback								
Assessment Results Analysis	Level of achievement	1	2	3	4	5	6	7
	Indicate number of learners per level achieved							

