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| **GRADE 6 MENTOR MATHEMATICS SCHEMES OF WORK TERM 2**  |
| **Week** | **Lesson** | **Strand****/Theme** | **Sub-strand** | **Specific-Learning outcomes** | **Key Inquiry Question(S)** | **Learning/ Teaching Experience** | **Learning****Resources**  | **Assessment Methods** | **Reflection** |
| **1** | **1** | Measurement | Relationship between circumference and diameter | By the end of the lesson, the learner should be able to:1. State the relationship between circumference and diameter.
2. Work out practice exercise 11 on page 103
3. Appreciate the relationship between circumference and diameter.
 | * Learners are guided to state the relationship between circumference and diameter.
* Learners are guided to work out practice exercise 11 on page 103
 | What do you notice when you divide the circumference of each object with its diameter? | Mentor Mathematics Learner’s Book Grade 6 pg. 23-24RulerCircular objectsStringsDigital devices | * Oral questions Oral Report Observation
* Written exercise
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|  | **2** | Measurement | Area; Area of triangles | By the end of the lesson, the learner should be able to:1. State the formula of working out area of triangles.
2. Work out the area of different parts of triangles.
3. Appreciate the formula of working out area of triangles and rectangles.
 | * In groups, pairs or as individual’s learners are guided to state the formula of working out area of triangles
* Learners are guided to work out the area of different parts of triangles
 | What is the formula of working out area of triangles? | Mentor Mathematics Learner’s Book Grade 6 pg. 105-107RulerMultiplication tablesDigital devices | * Oral questions Oral Report Observation
* Written exercise
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|  | **3** | Measurement | Area of combined shapes | By the end of the lesson, the learner should be able to:1. Trace and cut out the figures as shown in the learner’s book.
2. Combine the cut-outs and find the area of the combined shape.
3. Appreciate the areas of combined shapes.
 | * Learners are guided to trace and cut out the figures as shown in the learner’s book
* Learners are guided to combine the cut-outs and find the area of the combined shape
* Learners to find the area of different combined shapes.
 | How do you calculate the area of combined shapes? | Mentor Mathematics Learner’s Book Grade 6 pg. 108-109Multiplication tablesRulerDigital devices | * Oral questions Oral Report Observation
* Written exercise
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|  | **4** | Measurement | Area of combined shapes | By the end of the lesson, the learner should be able to:1. Draw combined shapes of rectangles, squares and triangles.
2. Determine the area of the figures they have drawn
3. Enjoy of calculating area of combined shapes.
 | * Learners are guided to draw combined shapes of rectangles, squares and triangles
* Learners are guided to determine the area of the figures they have drawn
 | How do you calculate the area of combined shapes? | Mentor Mathematics Learner’s Book Grade 6 pg. 108-109Multiplication tablesRulerDigital devices | * Oral questions Oral Report Observation
* Written exercise
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|  | **5** | Measurement | Capacity; Relationship between millimetres and litres | By the end of the lesson, the learner should be able to:1. State the relationship between millimetre and litres.
2. Do an experiment that will show the relationship between millimetres into litres.
3. Appreciate the relationship between millimetres and litres.
 | * Learners are guided to state the relationship between millimetre and litres.
* In groups, learners to do an experiment that will show the relationship between millimetres into litres.
 | Where are litres and millimetre used in day-to-day life? | Mentor Mathematics Learner’s Book Grade 6 pg. 112-113RulerDigital devices |  |  |
| **2** | **1** | Measurement | Relationship between cubic centimetres and litres | By the end of the lesson, the learner should be able to:1. State the relationship between cubic centimetres and litres.
2. Do an experiment that will show the relationship between cubic centimetres and litres.
3. Appreciate the relationship between millimetres and litres.
 | * In pairs, learners are state the relationship between cubic centimetres and litres.
* In groups, learners to do an experiment that will show the relationship between cubic centimetres and litres.
 | What is the relationship between cubic centimetres and litres? | Mentor Mathematics Learner’s Book Grade 6 pg. 113RulerDigital devices | * Oral questions Oral Report Observation
* Written exercise
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|  | **2** | Measurement | Relationship between cubic centimetres into millilitres. | By the end of the lesson, the learner should be able to:1. Fill small containers with water and measure the capacity in millimetres using a container graduated in millimetres.
2. Watch a video on measuring capacity in millimetres.
3. Appreciate the relationship between cubic centimetres into millilitres.
 | * In groups, learners are guided to fill small containers with water and measure the capacity in millimetres using a container graduated in millimetres.
* Learners are guided to watch a video on measuring capacity in millimetres.
 | What is the relationship between cubic centimetres into millilitres? | Mentor Mathematics Learner’s Book Grade 6 pg. 113-114RulerDigital devices | * Oral questions Oral Report Observation
* Written exercise
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|  | **3** | Measurement | Convert litres into millilitres | By the end of the lesson, the learner should be able to:1. Identify the formula of converting litres into millilitres
2. Convert litres into millilitres.
3. Have fun and enjoy converting millimetres into centimetres.
 | * Individually, learners to identify the formula of converting litres into millilitres
* In groups, learners are guided to convert litres into millilitres.
* Learners are guided to use digital device, search for a game involving capacity and play the game.
 | How do you convert litres into millilitres? | Mentor Mathematics Learner’s Book Grade 6 pg. 114-115RulerDigital devices | * Oral questions Oral Report Observation
* Written exercise
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|  | **4** | Measurement | Converting millilitres into litres | By the end of the lesson, the learner should be able to:1. Identify the formula of converting millilitres into litres.
2. Convert millilitres into litres.
3. Have fun and enjoy converting millimetres into centimetres.
 | * Individually, learners to identify the formula of converting millilitres into litres.
* In groups, learners are guided to convert millilitres into litres
* Individually, learners are guided to do practice exercise 3 on page 116
 | How do you convert millilitres into litres? | Mentor Mathematics Learner’s Book Grade 6 pg. 115-116RulerDigital devices | * Oral questions Oral Report Observation
* Written exercise
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|  | **5** | Measurement | Converting litres into cubic centimetres | By the end of the lesson, the learner should be able to:1. Identify the formula of converting litres into cubic centimetres.
2. Convert litres into cubic centimetres.
3. Have fun and enjoy converting litres into cubic centimetres.
 | * Individually, learners to identify the formula of converting litres into cubic centimetres
* In groups, learners are guided to convert litres into cubic centimetres
* Individually, learners are guided to do practice exercise 4 on page 117
 | How do you convert litres into cubic centimetres? | Mentor Mathematics Learner’s Book Grade 6 pg. 117RulerDigital devices | * Oral questions Oral Report Observation
* Written exercise
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| **3** | **1** | Measurement | Converting cubic centimetres into litres. | By the end of the lesson, the learner should be able to:1. Identify the formula of converting cubic centimetres into litres.
2. Convert cubic centimetres into litres.
3. Have fun and enjoy converting cubic centimetres into litres.
 | * Individually, learners to identify the formula of converting cubic centimetres into litres
* In groups, learners are guided to convert cubic centimetres into litres.
* Individually, learners are guided to do practice exercise 5 on page 118
 | How do you convert cubic centimetres into litres? | Mentor Mathematics Learner’s Book Grade 6 pg. 118RulerDigital devices | * Oral questions Oral Report Observation
* Written exercise
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|  | **2** | Measurement | Converting millilitres into cubic centimetres | By the end of the lesson, the learner should be able to:1. Identify the formula of converting millilitres into cubic centimetres
2. Convert millilitres into cubic centimetres.
3. Have fun and enjoy converting millilitres into cubic centimetres.
 | * Individually, learners to identify the formula of converting millilitres into cubic centimetres.
* In groups, learners are guided to convert millilitres into cubic centimetres
* Individually, learners are guided to do practice exercise 6 on page 119
 | How do you convert millilitres into cubic centimetres? | Mentor Mathematics Learner’s Book Grade 6 pg. 119RulerDigital devices | * Oral questions Oral Report Observation
* Written exercise
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|  | **3** | Measurement | Converting cubic centimetres into millilitres | By the end of the lesson, the learner should be able to:1. Identify the formula of converting cubic centimetres into millilitres.
2. Convert cubic centimetres into millilitres.
3. Have fun and enjoy converting cubic centimetres into millilitres.
 | * Individually, learners to identify the formula of converting cubic centimetres into millilitres.
* In groups, learners are guided to convert cubic centimetres into millilitres
* Individually, learners are guided to do practice exercise 7 on page 120
 | How do you convert cubic centimetres into millilitres? | Mentor Mathematics Learner’s Book Grade 6 pg. 120RulerDigital devices | * Oral questions Oral Report Observation
* Written exercise
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|  | **4** | Measurement | Mass; Tonne as a unit of measuring mass | By the end of the lesson, the learner should be able to:1. State the figure on page 121 about John’s truck.
2. Share their opinion with other people.
3. Appreciate and respect each other opinion.
 | * Learners are guided to state the figure on page 121 about John’s truck.
* In groups or pairs, learners to share their opinion with other people.
 | Which unit of measurement is used to measure large amounts of masses? | Mentor Mathematics Learner’s Book Grade 6 pg. 121RulerDigital devices | * Oral questions Oral Report Observation
* Written exercise
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|  | **5** | Measurement | Items measured in tonnes | By the end of the lesson, the learner should be able to:1. Talk about the pictures on page 121.
2. Identify the items whose mass can be measured in tonnes.
3. Work out exercise 1 on page 122.
4. Appreciate and respect each other opinion.
 | * Learners are guided to talk about the pictures on page 121
* Learners are guided to identify the items whose mass can be measured in tonnes.
* Individually, learners to work out exercise 1 on page 122
 | What is the importance of measuring mass? | Mentor Mathematics Learner’s Book Grade 6 pg. 121-122RulerDigital devices | * Oral questions Oral Report Observation
* Written exercise
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| **4** | **1** | Measurement | Relationship between the kilogram and the tonne | By the end of the lesson, the learner should be able to:1. State the relationship between kilogram and the tonne.
2. Demonstrate the formula that you will use to determine the relationship between kilogram and the tonne.
3. Appreciate the relationship between kilogram and the tonne.
 | * In pairs, learners are guided to state the relationship between kilogram and the tonne.
* In groups, learners are guided to demonstrate the formula that you will use to determine the relationship between kilogram and the tonne.
 | What is the relationship between kilogram and tonne? | Mentor Mathematics Learner’s Book Grade 6 pg. 122RulerDigital devices | * Oral questions Oral Report Observation
* Written exercise
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|  | **2** | Measurement | Estimating mass in tonnes | By the end of the lesson, the learner should be able to:1. Fill in the in the learner’s book by estimating the mass of items in tonnes.
2. Match the items with their estimate masses on page 123
3. Appreciate and respect each other opinion.
 | * In groups, learners are guided to fill in the in the learner’s book by estimating the mass of items in tonnes.
* Individually, learners to match the items with their estimate masses on page 123
 | How you estimate mass in tonnes? | Mentor Mathematics Learner’s Book Grade 6 pg. 123RulerDigital devices | * Oral questions Oral Report Observation
* Written exercise
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|  | **3** | Measurement | Converting kilograms to tonnes | By the end of the lesson, the learner should be able to:1. Identify the formula of converting kilograms to tonnes
2. Convert kilograms to tonnes.
3. Have fun and enjoy converting kilograms to tonnes.
 | * Individually, learners to identify the formula of converting kilograms to tonnes.
* In groups, learners are guided to convert kilograms to tonnes.
* Learners to use digital devices, search for a video clip on converting kilograms to tonnes.
 | How do you convert kilograms to tonnes? | Mentor Mathematics Learner’s Book Grade 6 pg. 123-124RulerDigital devices | * Oral questions Oral Report Observation
* Written exercise
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|  | **4** | Measurement | Converting tonnes to kilograms | By the end of the lesson, the learner should be able to:1. Identify the formula of converting tonnes to kilograms.
2. Convert tonnes to kilograms.
3. Have fun and enjoy converting tonnes to kilograms.
 | * Individually, learners to identify the formula of converting tonnes to kilograms.
* In groups, learners are guided to convert tonnes to kilograms.
* Individually, learners are guided to do practice exercise 4 on page 125
 | How do you convert tonnes to kilograms? | Mentor Mathematics Learner’s Book Grade 6 pg. 124-125RulerDigital devices | * Oral questions Oral Report Observation
* Written exercise
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|  | **5** | Measurement | Addition of mass in tonnes and kilograms. | By the end of the lesson, the learner should be able to:1. Work out addition involving mass in tonnes and kilograms.
2. Determine the mass of items in tonnes and kilograms using addition.
3. Have fun and enjoy working out mass of items in tonnes and kilograms using addition.
 | * Learners are guided to work out addition involving mass in tonnes and kilograms.
* Learners are guided to determine the mass of items in tonnes and kilograms using addition
* Individually, learners to do practice Exercise 5 on page 126
 | How do you add mass in tonnes and kilograms? | Mentor Mathematics Learner’s Book Grade 6 pg. 125-126Digital devices | * Oral questions Oral Report Observation
* Written exercise
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| **5** | **1** | Measurement | Subtraction of mass in tonnes and kilograms | By the end of the lesson, the learner should be able to:1. Work out subtraction involving mass in tonnes and kilograms.
2. Determine the mass of items in tonnes and kilograms using subtraction.
3. Have fun and enjoy working out mass of items in tonnes and kilograms using subtraction.
 | * Learners are guided to work out addition involving mass in tonnes and kilograms.
* Learners are guided to determine the mass of items in tonnes and kilograms using addition
* Individually, learners to do practice Exercise 6 on page 127
 | How do you subtract mass in tonnes and kilograms? | Mentor Mathematics Learner’s Book Grade 6 pg. 127-128Digital devices | * Oral questions Oral Report Observation
* Written exercise
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|  | **2** | Measurement | Multiplication of mass in tonnes and kilograms | By the end of the lesson, the learner should be able to:1. Work out multiplication involving mass in tonnes and kilograms.
2. Determine the mass of items in tonnes and kilograms using subtraction.
3. Have fun and enjoy working out mass of items in tonnes and kilograms using subtraction.
 | * Learners are guided to work out multiplication involving mass in tonnes and kilograms.
* Learners are guided to determine the mass of items in tonnes and kilograms using multiplication
* Individually, learners to do practice Exercise 7 on page 129
 | How do you multiply mass in tonnes and kilograms? | Mentor Mathematics Learner’s Book Grade 6 pg. 128-129Digital devices | * Oral questions Oral Report Observation
* Written exercise
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|  | **3** | Measurement | Division of mass in tonnes and kilograms | By the end of the lesson, the learner should be able to:1. Work out division involving mass in tonnes and kilograms.
2. Determine the mass of items in tonnes and kilograms using division.
3. Have fun and enjoy working out mass of items in tonnes and kilograms using division.
 | * Learners are guided to work out division involving mass in tonnes and kilograms.
* Learners are guided to determine the mass of items in tonnes and kilograms using division.
* Individually, learners to do practice Exercise 8 on page 130
 | How do you divide mass in tonnes and kilograms? | Mentor Mathematics Learner’s Book Grade 6 pg. 129-130Digital devices | * Oral questions Oral Report Observation
* Written exercise
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|  | **4** | Measurement | Time; Identifying time in a.m and p.m | By the end of the lesson, the learner should be able to:1. Look at the pictures in learner’s book and read thee time in each clock face.
2. Study and discuss the a.m and p.m time chart on page 131
3. Have fun identifying time in a.m and p.m
 | * In groups, learners are guided to look at the pictures in learner’s book and read thee time in each clock face.
* In groups, learners to study and discuss the a.m and p.m time chart on page 131
 | What time of the day do you eat your lunch? | Mentor Mathematics Learner’s Book Grade 6 pg. 131-132Digital devices | * Oral questions Oral Report Observation
* Written exercise
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|  | **5** | Measurement | Writing time in a.m and p.m | By the end of the lesson, the learner should be able to:1. Write time in a.m and p.m
2. Discuss their school daily routine.
3. Enjoy writing time in a.m and p.m
 | * Learners to write time in a.m and p.m
* In groups, learners are guided to discuss their school daily routine.
* Learners to use digital devices, search for a video clip on telling time in A.M and P.M. Watch the video clip
 | What time do you go to bed? | Mentor Mathematics Learner’s Book Grade 6 pg.133Digital devices | * Oral questions Oral Report Observation
* Written exercise
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| **6** | **1** | Measurement | 24-hour clock system | By the end of the lesson, the learner should be able to:1. Study and discuss the 24-hour clock system chart on page 134
2. Practice writing time in 24-hour clock system.
3. Enjoy writing and reading time in 24-hour clock system.
 | * In groups, learners are guided to study and discuss the 24-hour clock system chart on page 134
* Learners are guided to practice writing time in 24-hour clock system.
 | What do you notice about the time in a.m and p.m when read in 24- hours clock system? | Mentor Mathematics Learner’s Book Grade 6 pg. 134-135Digital devices | * Oral questions Oral Report Observation
* Written exercise
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|  | **2** | Measurement | Converting time from 12-hour clock system to 24-hour clock system | By the end of the lesson, the learner should be able to:1. Identify how to convert time from 12-hour clock system to 24-hour clock system.
2. Convert time from 12-hour clock system to 24-hour clock system.
3. Have fun and enjoy converting time from 12-hour clock system to 24-hour clock system.
 | * Learners are guided to
* identify how to convert time from 12-hour clock system to 24-hour clock system.
* In pairs, learners are guided to convert time from 12-hour clock system to 24-hour clock system.
* Individually, learners are guided to do practice exercise 4 on page 136
 | How do you convert time from 12-hour clock system to 24-hour clock system? | Mentor Mathematics Learner’s Book Grade 6 pg. 135-136Digital devices | * Oral questions Oral Report Observation
* Written exercise
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|  | **3** | Measurement | Converting time from 24-hour clock system to 12-hour clock system | By the end of the lesson, the learner should be able to:1. Identify how to convert time from 24-hour clock system to 12-hour clock system.
2. Convert time from 24-hour clock system to 12-hour clock system.
3. Have fun and enjoy converting time from 24-hour clock system to 12-hour clock system.
 | * Learners are guided to
* identify how to convert time from 24-hour clock system to 12-hour clock system.
* In pairs, learners are guided to convert time from 24-hour clock system to 12-hour clock system.
* Individually, learners are guided to do practice exercise 5 on page 137
 | How do you convert time from 24-hour clock system to 12-hour clock system? | Mentor Mathematics Learner’s Book Grade 6 pg. 136-137Digital devices | * Oral questions Oral Report Observation
* Written exercise
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|  | **4** | Measurement | Travel Timetables | By the end of the lesson, the learner should be able to:1. State the meaning of departure and arrival time.
2. Do group activity in learner’s book 6 page 138
3. Appreciate the use of departure and arrival time during traveling.
 | * Learners are guided to state the meaning of departure and arrival time.
* In groups, learners are guided to do group activity in learner’s book 6 page 138
 | What is meaning of departure time?What is the meaning of arrival time? | Mentor Mathematics Learner’s Book Grade 6 pg. 138-129Digital devices | * Oral questions Oral Report Observation
* Written exercise
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|  | **5** | Measurement | Travel Timetables | By the end of the lesson, the learner should be able to:1. Record the time they carry out different activities at school.
2. Write the time in 12 or 24-hour clock system
3. Appreciate the importance of keeping time in day to day activities.
 | * In pairs, groups or individual’s learners are guided to record the time they carry out different activities at school.
* In groups, learners are guided to write the time in 12 or 24-hour clock system.
 | How do you calculate the time taken by a bus, train or plane from the departure time to arrival time? | Mentor Mathematics Learner’s Book Grade 6 pg. 140-141Digital devices | * Oral questions Oral Report Observation
* Written exercise
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| 7 | **1** | **Money** | Price list | By the end of the lesson,the learner should be able to:1. identify and make a price list
2. Use it devices to learn about price list,
3. Appreciate the importance of price list in real life

situations. | * Learners in pairs/groups or as individuals to prepare price lists.
* Learners in pairs/groups to use IT devices to play digital games.
 | What is theimportance of a price list in business? | Price list,classroom shop, electronic money tariff charts Mentor Maths Grd 6 TG Pg. 111Mentor Maths Grd 6 Learners Book Pg.142-143 | WrittenQuizzes |  |
|  | **2** |  | Budget | By the end of the lesson,the learner should be able to:1. Prepare a simple budget,
2. Use it devices to learn about budget,

Appreciate the importance of budget in real life situations. | * Learners in pairs/ groups or as individuals to discuss

factors to consider when preparing a simple budget* Learners in pairs/groups to use IT devices to play digital games.
* Learners in pairs/groups or as individuals to prepare a budget.
 | How can we prepare a budget? | Price list, classroom shop, electronic money tariff charts Mentor Maths Grd 6 TG Pg. 112-113Mentor Maths Grd 6 Learners Book Pg.143-145 | WrittenQuizzes |  |

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|  | **3** |  | Profit | By the end of the lesson,the learner should be able to:1. Work out profit in real life situations,
2. Use it devices to learn about profit,
3. Appreciate profit in real life situations.
 | How can wemake a profit in a business? | * Learners in pairs/groups or as individuals to discuss the meaning of profit and loss in real life situations and share with other groups.
* Learners in pairs/groups or as individuals work out questions involving profit and loss
 | Price list,classroom shop, electronic money tariff charts Mentor Maths Grd 6 TG Pg. 114Mentor Maths Grd 6 Learners Book Pg.146-147 | WrittenQuizzes |  |
|  | **4** |  |  | By the end of the lesson,the learner should be able to:1. Work out profit

in real life situations,1. Use it devices to learn about profit,
2. Appreciate profit in real life situations.
 | How can we make a profit in a business? | * Learners in pairs/groups or as individuals to discuss the meaning of profit and loss in real life situations and share with other groups.
* Learners in pairs/groups or as individuals work out questions involving profit and loss
 | Price list, classroom shop, electronic money tariff charts Mentor Maths Grd 6 TG Pg. 114Mentor Maths Grd 6 Learners Book Pg.146-147 | WrittenQuizzes |  |
|  | **5** |  | Loss | By the end of the lesson,the learner should be able to:1. Work out loss

in real life situations,1. Use it devices to learn about loss,
2. Appreciate loss in real life situations.
 | When do wemake a loss? | * Learners in pairs/groups or as individuals to discuss the meaning of profit and loss in real life situations and share with other groups.
* Learners in pairs/groups or as individuals work out questions involving profit and loss
 | Price list,classroom shop, electronic money tariff charts Mentor Maths Grd 6 TG Pg. 115-116Mentor Maths Grd6 Learners Book Pg.148-149 | WrittenQuizzes |  |
| 8 | Half term break  |
| 9 | **1** |  |  | By the end of the lesson,the learner should be able to: | When do wemake a loss? | * Learners in pairs/groups or as individuals to discuss the meaning of profit and loss in
 | Price list,classroom shop, | WrittenQuizzes |  |

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|  |  |  |  | 1. Work out loss

in real life situations,1. Use it devices to learn about loss,
2. Appreciate loss in real life situations.
 |  | real life situations and share with other groups.* Learners in pairs/groups or as individuals work out questions involving profit and loss
 | electronic money tariff charts Mentor Maths Grd 6 TG Pg. 115-116Mentor Maths Grd 6 Learners Book Pg.148-149 |  |  |
|  | **2** |  | Types of taxes: income tax | By the end of the lesson,the learner should be able to:1. Identify income tax as a type of tax in real life situations,
2. Use it devices to learn about tax,
3. Appreciate importance of taxes in real life situations.
 | Why do we pay taxes to the government? | * Learners in pairs/groups or as individuals to discuss income and value added tax (VAT) as types of taxes.
 | Price list, classroom shop, electronic money tariff charts Mentor Maths Grd 6 TG Pg. 117Mentor Maths Grd 6 Learners Book Pg.149-151 | WrittenQuizzes |  |
|  | **3** |  | Value AddedTax | By the end of the lesson,the learner should be able to:1. Identify value added tax as a type of tax in real life situations,
2. Use it devices to learn about tax,
3. Appreciate importance of taxes in real life situations.
 | Why do wepay taxes to the government? | * Learners in pairs/groups or as individuals to discuss income and value added tax (VAT) as types of taxes.
 | Price list,classroom shop, electronic money tariff charts Mentor Maths Grd 6 TG Pg. 118-119Mentor Maths Grd 6 Learners Book Pg.151-153 | WrittenQuizzes |  |
|  | **4** | **GEOMETRY** | Lines | By the end of the lesson,the learner should be able to:1. Construct parallel lines in different situations,
2. identify parallel lines in the immediate environment
3. Appreciate use of lines in daily life.
 | How can we construct parallel lines? | * Learners in pairs/ groups or as individuals to construct parallel lines using geometrical instruments.
 | Chalk board ruler, 30cm ruler, straight edgesMentor Maths Grd 6 TG Pg. 120-121Mentor Maths Grd6 Learners Book Pg.154-155 | WrittenQuizzes |  |

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|  | **5** |  |  | By the end of the lesson,the learner should be able to:1. Construct parallel lines in different situations,
2. identify parallel lines in the immediate environment
3. Appreciate use of lines in daily life.
 | How can we construct parallel lines? | * Learners in pairs/ groups or as individuals to construct parallel lines using geometrical instruments.
 | Chalk board ruler, 30cm ruler, straight edgesMentor Maths Grd 6 TG Pg. 120-121Mentor Maths Grd6 Learners Book Pg.154-155 | WrittenQuizzes |  |
| 10 | **1** |  | Bisecting a line | By the end of the lesson,the learner should be able to:1. Bisect lines through construction,
2. give reasons why we bisect lines
3. Appreciate use of lines in daily life.
 | Why do we bisect a line? | * Learners in pairs/groups or as individuals to bisect lines using geometrical instruments.
 | Chalk board ruler, 30cm ruler, straight edgesMentor Maths Grd 6 TG Pg. 121-122Mentor Maths Grd 6 Learners Book Pg.156-158 | WrittenQuizzes |  |
|  | **2** |  |  | By the end of the lesson,the learner should be able to:1. Bisect lines through construction,
2. give reasons why we bisect lines
3. Appreciate use of lines in daily life.
 | Why do webisect a line? | * Learners in pairs/groups or

as individuals to bisect lines using geometrical instruments. | Chalk board ruler,30cm ruler, straight edgesMentor Maths Grd 6 TG Pg. 121-122Mentor Maths Grd 6 Learners Book Pg.156-158 | WrittenQuizzes |  |
|  | **3** |  | Constructing perpendicular lines | By the end of the lesson,the learner should be able to:1. identify perpendicular lines in different situations,
2. Use it devices for more learning on lines and leisure
3. Appreciate use of lines in daily life.
 | Why do we need to construct perpendicular lines? | * Leaners in pairs/groups or as individuals to construct perpendicular lines using geometrical instruments.
* Learners in pairs/groups or as individuals to play digital games.
 | Chalk board ruler, 30cm ruler, straight edgesMentor Maths Grd 6 TG Pg. 123-124Mentor Maths Grd 6 Learners Book Pg.158-160 | WrittenQuizzes |  |

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|  | **4** |  |  | By the end of the lesson,the learner should be able to:1. Construct perpendicular lines in different situations,
2. Use it devices for more learning on lines and leisure
3. Appreciate use of lines in daily life.
 | Why do we need to construct perpendicular lines? | * Leaners in pairs/groups or as individuals to construct perpendicular lines using geometrical instruments.
* Learners in pairs/groups or as individuals to play digital games.
 | Chalk board ruler, 30cm ruler, straight edgesMentor Maths Grd 6 TG Pg. 123-124Mentor Maths Grd6 Learners Book Pg.158-160 | WrittenQuizzes |  |
|  | **5** | **Angles** | Identifying angles on a straight line | By the end of the lesson,the learner should be able to:1. identify angles on a straight line in different situations,
2. use IT devices for learning more on angles and for enjoyment,
3. Appreciate use of angles in real life.
 | Where can we use angles in real life? | * Learners in pairs/groups or as individuals to identify angles on a straight line practically.
 | Unit angles, protractors, rulersMentor Maths Grd 6 TG Pg. 124-125Mentor Maths Grd 6 Learners Book Pg.161-162 | WrittenQuizzes |  |
| 11 | **1** |  |  | By the end of the lesson,the learner should be able to:1. identify angles on a straight line in different situations,
2. use IT devices for learning more on angles and for enjoyment,
3. Appreciate use of angles in real life.
 | Where can weuse angles in real life? | * Learners in pairs/groups or

as individuals to identify angles on a straight line practically.* Learners in pairs/groups or as individuals to play digital games involving angles.
 | Unit angles,protractors, rulersMentor Maths Grd 6 TG Pg. 124-125Mentor Maths Grd 6 Learners Book Pg.161-162 | WrittenQuizzes |  |
|  | **2** |  | Measuring angles on a straight line | By the end of the lesson,the learner should be able to:1. identify angles on a straight line in different situations,
2. use IT devices for learning more on angles and for
 | How can we measure angles on a straight line? | * Learners in pairs/groups or as individuals to measure angles on a straight line in degrees
* Learners in pairs/groups or as individuals to play digital games involving angles.
 | Unit angles, protractors, rulersMentor Maths Grd 6 TG Pg. 126 | WrittenQuizzes |  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | enjoyment,c) Appreciate use of angles in real life. |  |  | Mentor Maths Grd 6 Learners Book Pg.163-165 |  |  |
|  | **3** |  |  | By the end of the lesson,the learner should be able to:1. measure angles on a straight line in different situations,
2. use IT devices for learning more on angles and for enjoyment,
3. Appreciate use of angles in real life.
 | How can we measure angles on a straight line? | * Learners in pairs/groups or as individuals to measure angles on a straight line in degrees
* Learners in pairs/groups or as individuals to play digital games involving angles.
 | Unit angles, protractors, rulersMentor Maths Grd 6 TG Pg. 126Mentor Maths Grd 6 Learners Book Pg.163-165 | WrittenQuizzes |  |
|  | **4** |  | Angles in atriangle | By the end of the lesson,the learner should be able to:1. determine the sum of angles in a triangle practically,
2. use IT devices for learning more on angles and for enjoyment,
3. Appreciate use of angles in real life.
 | What is thesum of angles in a triangle? | * Learners in pairs/groups or as individuals to practically establish that the sum of angles in a triangle is equal to two (2) right angles.
* Learners in pairs/groups or as individuals to play digital games involving angles.
 | Unit angles,protractors, rulersMentor Maths Grd 6 TG Pg. 127-128Mentor Maths Grd 6 Learners Book Pg.165-167 | WrittenQuizzes |  |
|  | **5** |  |  | By the end of the lesson,the learner should be able to:1. determine the sum of angles in a triangle practically,
2. use IT devices for learning more on angles and for enjoyment,
3. Appreciate use of angles in real life.
 | What is thesum of angles in a triangle? | * Learners in pairs/groups or

as individuals to practically establish that the sum of angles in a triangle is equal to two (2) right angles.* Learners in pairs/groups or as individuals to play digital games involving angles.
 | Unit angles,protractors, rulersMentor Maths Grd 6 TG Pg. 127-128Mentor Maths Grd 6 Learners Book Pg.165-167 | WrittenQuizzes |  |
| 12-1314 | Revision andend term assessment  |