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| **SCHOOL** | **LEARNING AREA** | **GRADE** | **DATE** | **TIME** | **ROLL** |
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**STRAND**: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SUB STRAND**: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**SPECIFIC LEARNING OUTCOMES**: by the end of the lesson, the learner should be able to:

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**KEY INQUIRY QUESTION (S)**

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**LEARNING RESOURCES**

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**ORGANISATION OF LEARNING**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**INTRODUCTION**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**LESSON DEVELOPMENT**

**STEP 1**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**STEP 2**

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**STEP 3**

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**STEP 4**

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**CONCLUSION:**

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**EXTENDED ACTIVITIES:**

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**REFLECTION ON THE LESSON:**

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **NUMBERS**

SUB STRAND: **READING NUMBERS IN SYMBOLS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Read numbers in symbols up to 100,000 in words in real life

2. Make a number chart and read the numbers he/she has formed

3. Appreciate use of whole numbers in real life

KEY INQUIRY QUESTION (S)

How do you read numbers in symbols?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 5-7

Number cards, place value charts and an abacus

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Guide learners to represent numbers in an abacus or a place value chart and read them.

LESSON DEVELOPMENT

STEP 1

Using number cards, guide learners to create six digit numbers and write them down.

* Learners will develop creativity and imagination as they form six digit numbers

STEP 2

Guide learners to do group activity on page 5 in the learner’s book

STEP 3

Guide learners to discuss example 5 and 6 on page 5 and 6 in the learner’s book.

* Social cohesion will be achieved as learner’s work together irrespective of their backgrounds
* Respect and unity will also be developed as learners work together

STEP 4

Guide learners to work out practise exercise on page 6 and 7 in the learner’s book.

Teacher to go goes round marking the books and assisting the weak learners

CONCLUSION:

Teacher to review the lesson by asking oral questions

EXTENDED ACTIVITIES:

Learners to create numbers and read them in symbols during their free time

REFLECTION ON THE LESSON:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
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STEP 4

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Teacher to go goes round marking the books and assisting the weak learners

CONCLUSION:

Teacher to review the lesson by asking oral questions

EXTENDED ACTIVITIES:

Learners to create numbers and read them in symbols during their free time

REFLECTION ON THE LESSON:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
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How do you read numbers in symbols?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 5-7

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CONCLUSION:

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EXTENDED ACTIVITIES:

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REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
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STRAND: **NUMBERS**

SUB STRAND: **READING AND WRITING NUMBERS IN WORDS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Read, write and relate numbers in symbols up to 100,000 in words in real life

2. Use numbers up to hundreds of thousands in real life.

3. Appreciate use of whole numbers in real life

KEY INQUIRY QUESTION (S)

How do you read and write numbers in words?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 7-9

Number cards, place value charts and an abacus

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Learners to form six digit numbers

* Learners will develop creativity and imagination as they form six digit numbers

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activity in the learner’s book page 7

* This activity links languages as learners read and write numbers in words.

STEP 2

Guide learners to discuss examples 7 and 8 in the learner’s book page 8

* Respect and unity will be achieved as learners work together in groups

STEP 3

Guide learners to read and write numbers up to 100,000 in words

* This will help develop critical thinking and problem solving.

STEP 4

Guide learners to work out practise exercise 4 in the learner’s book.

Teacher to go goes round marking the books and assisting the weak learners

CONCLUSION:

Teacher to review the lesson by asking oral questions

EXTENDED ACTIVITIES:

Learners to read and write numbers up to hundreds of thousands during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **NUMBERS**

SUB STRAND: **READING AND WRITING NUMBERS IN WORDS**

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1. Read, write and relate numbers in symbols up to 100,000 in words in real life

2. Use numbers up to hundreds of thousands in real life.

3. Appreciate use of whole numbers in real life

KEY INQUIRY QUESTION (S)

How do you read and write numbers in words?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 7-9

Number cards, place value charts and an abacus

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Learners to form six digit numbers

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LESSON DEVELOPMENT

STEP 1

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STEP 4

Guide learners to work out practise exercise 4 in the learner’s book.

Teacher to go goes round marking the books and assisting the weak learners

CONCLUSION:

Teacher to review the lesson by asking oral questions

EXTENDED ACTIVITIES:

Learners to read and write numbers up to hundreds of thousands during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
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STRAND: **NUMBERS**

SUB STRAND: **READING AND WRITING NUMBERS IN WORDS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Read, write and relate numbers in symbols up to 100,000 in words in real life

2. Use numbers up to hundreds of thousands in real life.

3. Appreciate use of whole numbers in real life

KEY INQUIRY QUESTION (S)

How do you read and write numbers in words?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 7-9

Number cards, place value charts and an abacus

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Learners to form six digit numbers

* Learners will develop creativity and imagination as they form six digit numbers

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activity in the learner’s book page 7

* This activity links languages as learners read and write numbers in words.

STEP 2

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* Respect and unity will be achieved as learners work together in groups

STEP 3

Guide learners to read and write numbers up to 100,000 in words

* This will help develop critical thinking and problem solving.

STEP 4

Guide learners to work out practise exercise 4 in the learner’s book.

Teacher to go goes round marking the books and assisting the weak learners

CONCLUSION:

Teacher to review the lesson by asking oral questions

EXTENDED ACTIVITIES:

Learners to read and write numbers up to hundreds of thousands during their free time

REFLECTION ON THE LESSON:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
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STRAND: **NUMBERS**

SUB STRAND: **ARRANGING NUMBERS IN ASCENDING ORDER**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Arrange numbers in an ascending order
2. Make number cards and arrange numbers in an ascending order.
3. Appreciate the importance of ascending numbers

KEY INQUIRY QUESTION (S)

How do you order numbers?

How do you arrange numbers in an ascending order?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 9-11

Number cards, number line and Manila paper

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Learners to form 5 digit numbers

* Learners will develop creativity and imagination as they form 5 digit numbers

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 9

* Learners will develop creativity and imagination as they arrange in ascending order

STEP 2

Guide learners to discuss examples 9 and 10 in the learner’s book page 10

* This will promote communication and collaboration

STEP 3

Guide learners to arrange the numbers in an ascending order

STEP 4

Guide learners to work out practise exercise 5 in the learner’s book page 10 and 11

Teacher to go goes round marking the books and assisting the weak learners

CONCLUSION:

Teacher to review the lesson by asking oral questions

EXTENDED ACTIVITIES:

Learners to order in ascending order during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **NUMBERS**

SUB STRAND: **ARRANGING NUMBERS IN DESCENDING ORDER**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Arrange numbers in an descending order
2. Make number cards and arrange numbers in descending order.
3. Appreciate the importance of descending numbers

KEY INQUIRY QUESTION (S)

How do you order numbers?

How do you arrange numbers in an descending order?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 11-13

Number cards, number line and Manila paper

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Learners to form 5 digit numbers

* Learners will develop creativity and imagination as they form 5 digit numbers

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 11

* Learners will develop creativity and imagination as they arrange in descending order

STEP 2

Guide learners to discuss examples 11 and 12 in the learner’s book page 12

* This will promote communication and collaboration

STEP 3

Guide learners to arrange the numbers in an descending order

STEP 4

Guide learners to work out practise exercise 5 in the learner’s book page 10 and 11

Teacher to go goes round marking the books and assisting the weak learners

CONCLUSION:

Teacher to review the lesson by asking oral questions

EXTENDED ACTIVITIES:

Learners to order in ascending order during their free time

Learners to play a digital game involving ordering numbers

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **NUMBERS**

SUB STRAND: **ARRANGING NUMBERS IN ASCENDING ORDER**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Round off numbers to the nearest thousands
2. Make a number card, draw a number line and pick a number card and match it to its positions on the number line.
3. Appreciate use of whole numbers in real life situations

KEY INQUIRY QUESTION (S)

What do you consider when rounding off numbers to the nearest thousand?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 14-15

Number line and Manila paper, IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 14

* Learners will develop critical thinking and problem solving as they around off numbers

STEP 2

Guide learners to discuss examples 13 and 14 in the learner’s book page 14 and 15

* This will help develop communication and collaboration

STEP 3

Teacher to guide learners to use video clips on rounding off numbers .

* Digital literacy is developed

STEP 4

Guide learners to work out practise exercise 7 in the learner’s book page 15

Teacher to go goes round marking the books and assisting the weak learners

CONCLUSION:

Teacher to review the lesson by asking oral questions

EXTENDED ACTIVITIES:

Learners to practise rounding off numbers during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 | 4 |  | 64 |

STRAND: **NUMBERS**

SUB STRAND: **rounding off numbers to the nearest thousands**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Round off numbers to the nearest thousands
2. Make a number card, draw a number line and pick a number card and match it to its positions on the number line.
3. Appreciate use of whole numbers in real life situations

KEY INQUIRY QUESTION (S)

What do you consider when rounding off numbers to the nearest tens of thousand?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 16-17

Number line and Manila paper, IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to recap the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 16

* Learners will develop critical thinking and problem solving as they around off numbers

STEP 2

Guide learners to discuss examples 15 and 16 in the learner’s book page 16 and 17

* This will help develop communication and collaboration

STEP 3

Teacher to guide learners to use video clips on rounding off numbers .

* Digital literacy is developed
* Unity and cohesion will developed as learners work together in groups

STEP 4

Guide learners to work out practise exercise 8 in the learner’s book page 17

Teacher to go goes round marking the books and assisting the weak learners

CONCLUSION:

Teacher to review the lesson by asking oral questions

EXTENDED ACTIVITIES:

Learners to practise rounding off numbers during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **NUMBERS**

SUB STRAND: **Squares**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Apply square of numbers up to 100 in different situations
2. Draw a square grid and work out the total number of the small square
3. Appreciate the meaning of square number

KEY INQUIRY QUESTION (S)

How do you compute the square of a number?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 16-17

Multiplication tables number cards, IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to recap the previous lesson

Guide learners through multiplication table

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 18

* Communication and collaboration will developed as learners work in groups

STEP 2

Guide learner’s to identity that squares of a number is the number you get when you multiply a number by itself.

* Learning to learn will be developed as learners identify the square of numbers

STEP 3

Guide learners to discuss example 17 and 18 in groups on page 18 and 19 in the learners book

* Unity and cohesion will developed as learners work together in groups

STEP 4

Guide learners to work out practise exercise 9 in the learner’s book page 19 and 20

Teacher to go goes round marking the books and assisting the weak learners

CONCLUSION:

Guide learners to watch a video clip on squares of numbers up to 100.

* This will promote digital literacy

Teacher to review the lesson by asking oral questions

EXTENDED ACTIVITIES:

Learners to practise application of squares of numbers up to 100 during free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **NUMBERS**

SUB STRAND: **Squares**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Apply square of numbers up to 100 in different situations
2. Draw a square grid and work out the total number of the small square
3. Appreciate the meaning of square number

KEY INQUIRY QUESTION (S)

How do you compute the square of a number?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 16-17

Multiplication tables number cards, IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to recap the previous lesson

Guide learners through multiplication table

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 18

* Communication and collaboration will developed as learners work in groups

STEP 2

Guide learner’s to identity that squares of a number is the number you get when you multiply a number by itself.

* Learning to learn will be developed as learners identify the square of numbers

STEP 3

Guide learners to discuss example 17 and 18 in groups on page 18 and 19 in the learners book

* Unity and cohesion will developed as learners work together in groups

STEP 4

Guide learners to work out practise exercise 9 in the learner’s book page 19 and 20

Teacher to go goes round marking the books and assisting the weak learners

CONCLUSION:

Guide learners to watch a video clip on squares of numbers up to 100.

* This will promote digital literacy

Teacher to review the lesson by asking oral questions

EXTENDED ACTIVITIES:

Learners to practise application of squares of numbers up to 100 during free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **NUMBERS**

SUB STRAND: **Squares**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Apply square of numbers up to 100 in different situations
2. Draw a square grid and work out the total number of the small square
3. Appreciate the meaning of square number

KEY INQUIRY QUESTION (S)

How do you compute the square of a number?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 16-17

Multiplication tables number cards, IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to recap the previous lesson

Guide learners through multiplication table

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 18

* Communication and collaboration will developed as learners work in groups

STEP 2

Guide learner’s to identity that squares of a number is the number you get when you multiply a number by itself.

* Learning to learn will be developed as learners identify the square of numbers

STEP 3

Guide learners to discuss example 17 and 18 in groups on page 18 and 19 in the learners book

* Unity and cohesion will developed as learners work together in groups

STEP 4

Guide learners to work out practise exercise 9 in the learner’s book page 19 and 20

Teacher to go goes round marking the books and assisting the weak learners

CONCLUSION:

Guide learners to watch a video clip on squares of numbers up to 100.

* This will promote digital literacy

Teacher to review the lesson by asking oral questions

EXTENDED ACTIVITIES:

Learners to practise application of squares of numbers up to 100 during free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **NUMBERS**

SUB STRAND: **Squares roots**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Apply square roots of perfect numbers up to 10, 000 in different situations
2. Calculate the square root of whole numbers by using a factor tree.
3. Appreciate the use of factor tree to work out the square root.

KEY INQUIRY QUESTION (S)

How do you compute the square root of a number?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 21-22

Multiplication tables number cards, IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to recap the previous lesson of squares

Guide learners through multiplication table

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 21

* Communication and collaboration will developed as learners work in groups

STEP 2

Guide learner’s to draw shapes using a 1cm grid paper

* This will help them achieve creativity and imagination

STEP 3

Guide learners to identify that square root of a number is the number you multiplied by itself to get a product.

* Learning to learn will be developed as learners identify the squares roots of numbers.

STEP 4

Guide learners to discuss example 19 and 20 in groups on page 21 and 22 in the learner’s book

* Unity and cohesion will developed as learners work together in groups

STEP 5

Guide learners to work out practise exercise 10 in the learner’s book page 22

Teacher to go goes round marking the books and assisting the weak learners

CONCLUSION:

Guide learners to watch a video clip on squares of numbers up to 100.

* This will promote digital literacy

Teacher to review the lesson by asking oral questions

EXTENDED ACTIVITIES:

Learners to practise application of squares of numbers up to 100 during free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **NUMBERS**

SUB STRAND: **Squares roots**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Apply square roots of perfect numbers up to 10, 000 in different situations
2. Calculate the square root of whole numbers by using a factor tree.
3. Appreciate the use of factor tree to work out the square root.

KEY INQUIRY QUESTION (S)

How do you compute the square root of a number?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 21-22

Multiplication tables number cards, IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to recap the previous lesson of squares

Guide learners through multiplication table

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 21

* Communication and collaboration will developed as learners work in groups

STEP 2

Guide learner’s to draw shapes using a 1cm grid paper

* This will help them achieve creativity and imagination

STEP 3

Guide learners to identify that square root of a number is the number you multiplied by itself to get a product.

* Learning to learn will be developed as learners identify the squares roots of numbers.

STEP 4

Guide learners to discuss example 19 and 20 in groups on page 21 and 22 in the learner’s book

* Unity and cohesion will developed as learners work together in groups

STEP 5

Guide learners to work out practise exercise 10 in the learner’s book page 22

Teacher to go goes round marking the books and assisting the weak learners

CONCLUSION:

Guide learners to watch a video clip on squares of numbers up to 100.

* This will promote digital literacy

Teacher to review the lesson by asking oral questions

EXTENDED ACTIVITIES:

Learners to practise application of squares of numbers up to 100 during free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **NUMBERS**

SUB STRAND: **Squares roots**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Apply square roots of perfect numbers up to 10, 000 in different situations
2. Calculate the square root of whole numbers by using a factor tree.
3. Appreciate the use of factor tree to work out the square root.

KEY INQUIRY QUESTION (S)

How do you compute the square root of a number?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 21-22

Multiplication tables number cards, IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to recap the previous lesson of squares

Guide learners through multiplication table

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 21

* Communication and collaboration will developed as learners work in groups

STEP 2

Guide learner’s to draw shapes using a 1cm grid paper

* This will help them achieve creativity and imagination

STEP 3

Guide learners to identify that square root of a number is the number you multiplied by itself to get a product.

* Learning to learn will be developed as learners identify the squares roots of numbers.

STEP 4

Guide learners to discuss example 19 and 20 in groups on page 21 and 22 in the learner’s book

* Unity and cohesion will developed as learners work together in groups

STEP 5

Guide learners to work out practise exercise 10 in the learner’s book page 22

Teacher to go goes round marking the books and assisting the weak learners

CONCLUSION:

Guide learners to watch a video clip on squares of numbers up to 100.

* This will promote digital literacy

Teacher to review the lesson by asking oral questions

EXTENDED ACTIVITIES:

Learners to practise application of squares of numbers up to 100 during free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 | 1 |  | 64 |

STRAND: **NUMBERS**

SUB STRAND: **multiplication of up to a 4 digit number by a 2 digit number**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Multiply a 4 digit number by a 2 digit number in real life situations
2. Make number cards, pick a card and work out the multiplication
3. Have fun and enjoy working out multiplications of whole numbers.

KEY INQUIRY QUESTION (S)

Where is multiplication used in daily life?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 23-28

Multiplication tables counters, IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to recap the previous lesson

Display the multiplication table and ask learners oral questions on multiplication.

Guide learners through multiplication table

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 23 and share their answers

* Communication and collaboration will developed as learners work in groups

STEP 2

Guide learner’s to multiply 4 digit numbers by 1 digit numbers

* This will help them achieve critical thinking and problem solving

STEP 3

Guide learners to multiply numbers by 2 digit numbers without regrouping

* Creativity and imagination will be developed as learners use different methods of multiplication

STEP 4

Guide learners to multiply 4 digit numbers by 2 digit numbers with regrouping

* Responsibility will be achieved as learners work out multiplication

STEP 5

Guide learners in groups to discuss examples 1,2,3,4,5 and 6 on page 23,24,25 and 27 in the learners book

CONCLUSION

Guide learners to work out practise exercise 1,2 and 3 in the learner’s book page 24-28

Teacher to go goes round marking the books and assisting the weak learners

EXTENDED ACTIVITIES:

Learner’s to use the skill acquired to work out the total number of desks and chairs in classroom.

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 | 2 |  | 64 |

STRAND: **NUMBERS**

SUB STRAND: **multiplication of up to a 4 digit number by a 2 digit number**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Multiply a 4 digit number by a 2 digit number in real life situations
2. Make number cards, pick a card and work out the multiplication
3. Have fun and enjoy working out multiplications of whole numbers.

KEY INQUIRY QUESTION (S)

Where is multiplication used in daily life?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 23-28

Multiplication tables counters, IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to recap the previous lesson

Display the multiplication table and ask learners oral questions on multiplication.

Guide learners through multiplication table

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 23 and share their answers

* Communication and collaboration will developed as learners work in groups

STEP 2

Guide learner’s to multiply 4 digit numbers by 1 digit numbers

* This will help them achieve critical thinking and problem solving

STEP 3

Guide learners to multiply numbers by 2 digit numbers without regrouping

* Creativity and imagination will be developed as learners use different methods of multiplication

STEP 4

Guide learners to multiply 4 digit numbers by 2 digit numbers with regrouping

* Responsibility will be achieved as learners work out multiplication

STEP 5

Guide learners in groups to discuss examples 1,2,3,4,5 and 6 on page 23,24,25 and 27 in the learners book

CONCLUSION

Guide learners to work out practise exercise 1,2 and 3 in the learner’s book page 24-28

Teacher to go goes round marking the books and assisting the weak learners

EXTENDED ACTIVITIES:

Learner’s to use the skill acquired to work out the total number of desks and chairs in classroom.

REFLECTION ON THE LESSON:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 | 3 |  | 64 |

STRAND: **NUMBERS**

SUB STRAND: **multiplication of up to a 4 digit number by a 2 digit number with regrouping**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Multiply a 4 digit number by a 2 digit number with regrouping in real life situations
2. Make number cards, pick a card and work out the multiplication
3. Have fun and enjoy working out multiplications of whole numbers.

KEY INQUIRY QUESTION (S)

Where is multiplication used in daily life?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 27-28

Multiplication tables counters, IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to recap the previous lesson

Display the multiplication table and ask learners oral questions on multiplication.

Guide learners through multiplication table

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 27 and share their answers

* Communication and collaboration will developed as learners work in groups

STEP 2

Guide learner’s to multiply 4 digit numbers by 1 digit numbers

* This will help them achieve critical thinking and problem solving

STEP 3

Guide learners to multiply numbers by 2 digit numbers without regrouping

* Creativity and imagination will be developed as learners use different methods of multiplication

STEP 4

Guide learners to multiply 4 digit numbers by 2 digit numbers with regrouping

* Responsibility will be achieved as learners work out multiplication

STEP 5

Guide learners in groups to discuss examples 5 and 6 on page 27 in the learner’s book

CONCLUSION

Guide learners to work out practise exercise 3 in the learner’s book page 27-28

Teacher to go goes round marking the books and assisting the weak learners

EXTENDED ACTIVITIES:

Learner’s to use the skill acquired to work out the total number of desks and chairs in the school.

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 | 4 |  | 64 |

STRAND: **NUMBERS**

SUB STRAND: **estimating product by rounding off numbers to the nearest ten and by using compatibility of numbers**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Estimate products of numbers to the nearest ten and by using compatibility of numbers
2. Make number cards, pick a card, round of each number on the card to the nearest ten and multiply the round off numbers to estimate the product.
3. Have fun and enjoy estimating product by rounding off factors

KEY INQUIRY QUESTION (S)

How can you estimate a product by rounding off numbers?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 28-31

Multiplication tables cards, IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to recap the previous lesson

Display the multiplication table and practise cards to the learners

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 28 and share their answers

* The activities will help learners develop critical thinking and problem solving as they estimate products of numbers by rounding off to the nearest ten

STEP 2

Guide learner’s to estimate products by rounding off the numbers to the nearest 10

* Social cohesion will be developed as learners work together irrespective of their backgrounds

STEP 3

Guide learners to discuss example 7 and 8 on page 28-29 in the learner’s book

* This will help them develop communication and collaboration

STEP 4

Guide learners to estimate products by use of compatible numbers. Learners to understand that compatible numbers are numbers that are easy to add, subtract, multiply or divide mentally

STEP 5

Guide learners in groups to discuss examples 9 and 10 on page 30 in the learners book

CONCLUSION

Guide learners to work out practise exercise 4, 5 and 6 in the learner’s book page 30-31

Teacher to go goes round marking the books and assisting the weak learners

EXTENDED ACTIVITIES:

Learner’s to use the skill acquired to estimate the product of different numbers

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 | 5 |  | 64 |

STRAND: **NUMBERS**

SUB STRAND: **estimating product by rounding off numbers to the nearest ten and by using compatibility of numbers**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Estimate products of numbers to the nearest ten and by using compatibility of numbers
2. Make number cards, pick a card, round of each number on the card to the nearest ten and multiply the round off numbers to estimate the product.
3. Have fun and enjoy estimating product by rounding off factors

KEY INQUIRY QUESTION (S)

How can you estimate a product by rounding off numbers?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 28-31

Multiplication tables cards, IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to recap the previous lesson

Display the multiplication table and practise cards to the learners

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 28 and share their answers

* The activities will help learners develop critical thinking and problem solving as they estimate products of numbers by rounding off to the nearest ten

STEP 2

Guide learner’s to estimate products by rounding off the numbers to the nearest 10

* Social cohesion will be developed as learners work together irrespective of their backgrounds

STEP 3

Guide learners to discuss example 7 and 8 on page 28-29 in the learner’s book

* This will help them develop communication and collaboration

STEP 4

Guide learners to estimate products by use of compatible numbers. Learners to understand that compatible numbers are numbers that are easy to add, subtract, multiply or divide mentally

STEP 5

Guide learners in groups to discuss examples 9 and 10 on page 30 in the learners book

CONCLUSION

Guide learners to work out practise exercise 4, 5 and 6 in the learner’s book page 30-31

Teacher to go goes round marking the books and assisting the weak learners

EXTENDED ACTIVITIES:

Learner’s to use the skill acquired to estimate the product of different numbers

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 | 1 |  | 64 |

STRAND: **NUMBERS**

SUB STRAND: **estimating product by rounding off numbers to the nearest ten and by using compatibility of numbers**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Make patterns involving multiplication of numbers not exceeding 10,000 in different situations
2. Identify multiplication patterns.
3. Have fun and creating multiplication patterns.

KEY INQUIRY QUESTION (S)

How can you create patterns involving multiplication?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 31-33

Multiplication tables, number cards, IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to recap the previous lesson

Put the learners in pairs and let them discover the rule of the pattern

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 31 and share their answers on multiplication patterns

* This will enhance communication and collaboration as well as the value of unity as learners work in groups

STEP 2

Guide learner’s to estimate products by rounding off the numbers to the nearest 10

* Social cohesion will be developed as learners work together irrespective of their backgrounds

STEP 3

Guide learners to discuss examples 11 and 12 on page 31 and 32 in the leaner’s book

* This will enhance values of love and respect as they work in groups

STEP 4

Guide learners to work out practise exercise 7 on page 32 and 33 in the learners book

Teacher to go goes round marking the books and assisting the weak learners

CONCLUSION

Guide learners to play a digital game involving multiplication

* This promote digital literacy

EXTENDED ACTIVITIES:

Learner’s to make patterns involving multiplication of numbers up to 10,000 during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 | 2 |  | 64 |

STRAND: **NUMBERS**

SUB STRAND: **division of up to a 4 digit number by a 2 digit number**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Divide a 4 digit number by a 2 digit number without a remainder
2. Use digital devices for learning more on division of whole numbers.
3. Appreciate the use of division of whole numbers in real life situation.

KEY INQUIRY QUESTION (S)

Where do we use division in real life?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 34-37

Multiplication tables, number cards, IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to recap the previous lesson

Write a division sentence without a remainder and learners to work out using counters

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 34 and share their answers

* This will enhance communication and collaboration as well as the value of unity as learners work in groups

STEP 2

Guide learner’s to discuss examples 1 and 2 on page 34-35 in the learners book. Learners to divide numbers without a remainder

STEP 3

Guide learners to work out practise exercise 1 on page 35 in the learner’s book.

STEP 4

Guide the learners in groups to discuss examples 3 and 4 on page 36 in the learners book. Learners to divide numbers with remainder

* Learners will develop critical thinking and problem solving as they carry out division.

STEP 5

Guide learners to work out practise exercise 2 on page 36 and 37 in the learner,s book

Teacher to go goes round marking the books and assisting the weak learners

CONCLUSION

Guide learners to play a digital game involving multiplication

* This promote digital literacy

EXTENDED ACTIVITIES:

Learners to use the skill acquired to work out questions involving divisions during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 | 3 |  | 64 |

STRAND: **NUMBERS**

SUB STRAND: **division of up to a 4 digit number by a 3 digit number**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Divide a 4 digit number by a 3 digit number without a remainder
2. Use digital devices for learning more on division of whole numbers.
3. Appreciate the use of division of whole numbers in real life situation.

KEY INQUIRY QUESTION (S)

Where do we use division in real life?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 34-37

Multiplication tables, number cards, counters, IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to recap the previous lesson

Put learners in pairs to discuss division strategies that they know

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 37 and share their answers

* This will enhance communication and collaboration as well as the value of unity as learners work in groups

STEP 2

Guide learner’s to discuss teacher’s examples on the chalk board.

Learners to divide the numbers without a remainder

STEP 3

.guide the learners to work out practise exercise 3 on page 38 in the learners book

STEP 4

Guide the learners in groups to discuss examples 7 and 8 on page 39 in the learner’s book. Learners to divide numbers with remainder

* Learners will develop critical thinking and problem solving as they carry out division.

CONCLUSION

Guide learners to work out practise exercise 4 on page 39 and 40 in the learner’s book

Teacher to go goes round marking the books and assisting the weak learners

EXTENDED ACTIVITIES:

Learners to use the skill acquired to work out questions involving divisions during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 | 4 |  | 64 |

STRAND: **NUMBERS**

SUB STRAND: estimating quotient by rounding off the divisor and dividend to the nearest 10

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Estimate quotients by rounding off the divided and divisor to the nearest ten in real life
2. Demonstrate multiplication is the opposite of division.
3. Have fun and enjoy estimating quotient by rounding off numbers.

KEY INQUIRY QUESTION (S)

How can we estimate quotients?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 40-41

Multiplication tables, number cards, counters, IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to recap the previous lesson

Put learners in pairs to discuss division strategies that they know

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 40.

Learners to round off the divisor and the divide in each card to the nearest 10

* This will enhance communication and collaboration as well as the value of unity as learners work in groups

STEP 2

Guide learner’s to discuss teacher’s examples on the chalk board.

STEP 3

Guide the learners in groups to discuss examples 9 and 10 on page 40 in the learner’s book

* Learners will develop critical thinking and problem solving as they analyse and accept each other’s quotient estimates

CONCLUSION

Guide learners to work out practise exercise 5 on page 41 in the learner’s book

Teacher to go goes round marking the books and assisting the weak learners

EXTENDED ACTIVITIES:

Learners to apply the knowledge and skills to practise estimating quotient by rounding off numbers to the nearest tens during free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **NUMBERS**

SUB STRAND: **combined operation**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Perform combined operation involving addition and subtraction
2. Discuss how to work out combined operations
3. Appreciate the use of whole numbers in real life situations

KEY INQUIRY QUESTION (S)

How can you work out questions involving combined operations?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 42-43

Practise cards, counters, IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Ask oral questions involving combined operations

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 42 and share their answers

* This will enhance communication and collaboration as well as the value of unity as learners work in groups

STEP 2

Guide learner’s to discuss examples 11 and 12 on page 42 and 43 in learner’s book.

* Learners will achieve communication and collaboration as they discuss.
* The value of respect will be enhanced as they work together.

STEP 3

Guide learners to work out practise exercise 6 in the learners book page 43

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CONCLUSION

Teacher to go goes round marking the books and assisting the weak learner

ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to perform combined operation involving addition and subtraction for further practise at home during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **NUMBERS**

SUB STRAND: **combined operation**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Perform combined operation involving addition and subtraction and multiplication
2. Discuss how to work out combined operations
3. Appreciate the use of whole numbers in real life situations

KEY INQUIRY QUESTION (S)

How can you work out questions involving combined operations?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 44-45

Practise cards, puzzles, IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Ask oral questions involving combined operations

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 44 and share their answers

* The learners will develop critical thinking and problem solving as they fill in the puzzle
* Social cohesion will also be achieved as learners work together irrespective of their background.

STEP 2

Guide learner’s to discuss examples 13 and 14 on page 44 in learners book.

* Learners will achieve communication and collaboration as they discuss.
* The value of respect will be enhanced as they work together.

STEP 3

Guide learners to work out practise exercise 7 in the learner’s book page 45

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CONCLUSION

Teacher to go round marking the books and assisting the weak learner

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to perform combined operation involving addition, subtraction and multiplication for further practise at home during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **NUMBERS**

SUB STRAND: **combined operation**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Perform combined operation involving addition and subtraction, multiplication and division in different situations
2. Discuss how to work out combined operations
3. Appreciate the use of whole numbers in real life situations

KEY INQUIRY QUESTION (S)

How can you work out questions involving combined operations?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 45-47

Practise cards, IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Ask oral questions involving combined operations

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 45 and share their answers

* The learners will develop critical thinking and problem solving as they fill in the puzzle
* Social cohesion will also be achieved as learners work together irrespective of their background.

STEP 2

Guide learner’s to discuss examples 15 and 16 on page 46 in learner’s book.

* Learners will achieve communication and collaboration as they discuss.
* The value of respect will be enhanced as they work together.

STEP 3

Guide learners to work out practise exercise 8 in the learner’s book page 46 and 47

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CONCLUSION

Teacher to go goes round marking the books and assisting the weak learner

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to perform combined operation involving addition, subtraction, multiplication and division for further practise at home during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **NUMBERS - fractions**

SUB STRAND: **LCM- least common multiple**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Identify Least Common Multiple (LCM) of given numbers in different situation
2. Demonstrate addition of fractions using the LCM.
3. Enjoy addition of fractions using LCM.

KEY INQUIRY QUESTION (S)

How do you determine LCM of a number

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 48-49

Practise cards, number cards, multiplication table IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to recap on multiples of numbers learnt in the previous grades

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 48 and share their answers

* This activity will helps learners develop creativity and imagination
* Social cohesion will also be achieved as learners work together irrespective of their background.

STEP 2

Guide learner’s to discuss examples 1 and 2 on page 48 in learner’s book.

* Learners will achieve communication and collaboration as they discuss.
* The value of respect will be enhanced as they work together.

STEP 3

Guide learners to work out practise exercise 1 in the learner’s book page 49

* .the exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go goes round marking the books and assisting the weak learner

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to do more practise on LCM during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **NUMBERS - fractions**

SUB STRAND: **Addition of fractions using LCM**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Identify Least Common Multiple (LCM) of given numbers in different situation
2. Demonstrate addition of fractions using the LCM.
3. Enjoy addition of fractions using LCM.

KEY INQUIRY QUESTION (S)

How do you determine LCM of a number?

How do we add fractions using LCM

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 49-51

Practise cards, number cards, multiplication table IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to recap on identify LCM of numbers learnt in the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 49 and share their answers

* This activity will helps learners develop critical thinking and problem solving
* Social cohesion will also be achieved as learners work together irrespective of their background.

STEP 2

Guide learner’s to discuss examples 3 and 4 on page 50-51 in learner’s book.

* Learners will achieve communication and collaboration as they discuss.
* The value of respect and unity will be enhanced as they work together.

Learners to discover that when adding fractions with different denominators, they should find LCM of the denominator first before adding

STEP 3

Guide learners to work out practise exercise 2 in the learner’s book page 51

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go goes round marking the books and assisting the weak learner

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to add fractions using LCM during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **NUMBERS - fractions**

SUB STRAND: **Subtraction of fractions using LCM**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to:

1. Identify Least Common Multiple (LCM) of given numbers in different situation
2. Demonstrate subtraction of fractions using the LCM.
3. Enjoy subtraction of fractions using LCM.

KEY INQUIRY QUESTION (S)

How do you determine LCM of a number?

How do we subtract fractions using LCM?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 51-53

Practise cards, number cards, multiplication table IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to recap on addition of fractions using LCM learnt in the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 51 and share their answers

* This activity will helps learners develop critical thinking and problem solving
* Social cohesion will also be achieved as learners work together irrespective of their background.

STEP 2

Guide learner’s to discuss examples 5 and 6 on page 52-53 in learner’s book.

* Learners will achieve communication and collaboration as they discuss.
* The value of respect and unity will be enhanced as they work together.

Guide the Learners to discover that when subtracting fractions with different denominators, they should find LCM of the denominator first

STEP 3

Guide learners to work out practise exercise 3 in the learner’s book page 53

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go goes round marking the books and assisting the weak learner

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to subtract fractions using LCM during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **NUMBERS - fractions**

SUB STRAND: **Addition of mixed numbers**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Convert mixed numbers into improper fractions.
2. Practice addition of mixed numbers.
3. Appreciate the use of addition of mixed numbers in real life.

KEY INQUIRY QUESTION (S)

1. Where are fractions used in real life?
2. How do you work out addition of mixed numbers

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 51-53

Fraction chart, Practise cards, number cards, multiplication table IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to recap on addition and subtraction of fractions using LCM learnt in the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 54 and share their answers

* This activity will helps learners develop creativity and imagination
* Social cohesion and love will also be achieved as learners work together irrespective of their background.

STEP 2

Guide learner’s to discuss examples 7 and 8 on page 54-55 in learner’s book.

* Learners will achieve communication and collaboration as they discuss.
* The value of respect and unity will be enhanced as they work together.

Guide the Learners to work out more examples of addition of mixed numbers on the chalkboard

STEP 3

Guide learners to work out practise exercise 4 in the learner’s book page 55

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go goes round marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to do more practise on addition of mixed numbers during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **NUMBERS - fractions**

SUB STRAND: **Subtraction of mixed numbers**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify subtraction of mixed numbers.
2. Practice subtraction of mixed numbers.
3. Appreciate the use of subtraction of mixed numbers in real life..

KEY INQUIRY QUESTION (S)

1. Where are fractions used in real life?
2. How do you work out subtraction of mixed numbers

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 55-57

Fraction chart, Practise cards, number cards, multiplication table IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to recap on addition of mixed numbers learnt in the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 55 and share their answers

* This activity will helps learners develop creativity and imagination
* Social cohesion and love will also be achieved as learners work together irrespective of their background.

STEP 2

Guide learner’s to discuss examples 9 and 10 on page 56 in learner’s book.

* Learners will achieve communication and collaboration as they discuss.
* The value of respect and unity will be enhanced as they work together.

Guide the Learners to work out more examples of subtraction of mixed numbers on the chalkboard

STEP 3

Guide learners to work out practise exercise 5 in the learner’s book page 55-57

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to do more practise of subtraction of mixed numbers in different situation

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **NUMBERS - fractions**

SUB STRAND: **Reciprocals**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Define the meaning of reciprocal of fractions.
2. Demonstrate reciprocal of fractions.
3. Have fun and enjoy working out reciprocal of fractions.

KEY INQUIRY QUESTION (S)

How do you get reciprocal of a fraction

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 57-58

Fraction chart, Practise cards, number cards, multiplication table IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to recap on subtraction of mixed numbers learnt in the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 57 and share their answers

* This activity will helps learners develop creativity and imagination
* Social cohesion and love will also be achieved as learners work together irrespective of their background.

STEP 2

Guide learner’s to discuss examples 11 and 12 on page 57-58 in learner’s book.

* Learners will achieve communication and collaboration as they discuss.
* The value of respect and unity will be enhanced as they work together.

Guide the Learners to work out more examples of reciprocal of fractions on the chalkboard

STEP 3

Guide learners to work out practise exercise 6 in the learner’s book page 58

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go goes round marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

With the help of parents to do more practise of reciprocal of fractions at home

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **NUMBERS - fractions**

SUB STRAND: **Reciprocals**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Define the meaning of reciprocal of fractions.
2. Demonstrate reciprocal of fractions.
3. Have fun and enjoy working out reciprocal of fractions.

KEY INQUIRY QUESTION (S)

How do you get reciprocal of a fraction

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 57-58

Fraction chart, Practise cards, number cards, multiplication table IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to recap on subtraction of mixed numbers learnt in the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 57 and share their answers

* This activity will helps learners develop creativity and imagination
* Social cohesion and love will also be achieved as learners work together irrespective of their background.

STEP 2

Guide learner’s to discuss examples 11 and 12 on page 57-58 in learner’s book.

* Learners will achieve communication and collaboration as they discuss.
* The value of respect and unity will be enhanced as they work together.

Guide the Learners to work out more examples of reciprocal of fractions on the chalkboard

STEP 3

Guide learners to work out practise exercise 6 in the learner’s book page 58

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go goes round marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

With the help of parents to do more practise of reciprocal of fractions at home

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **NUMBERS - fractions**

SUB STRAND: **Squares of fraction**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Define the meaning of square of a fraction.
2. Demonstrate square of a fraction.
3. Have fun and enjoy calculating square of a fraction

KEY INQUIRY QUESTION (S)

Where are squares of fractions used in real life?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 57-58

Fraction chart, Practise cards, number cards, multiplication table IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to recap on reciprocals of fractions learnt in the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 59 and share their answers

* This activity will helps learners develop creativity and imagination
* Social cohesion and love will also be achieved as learners work together irrespective of their background.

STEP 2

Guide learner’s to discuss examples 13,14 and 15 on page 59-60 in learner’s book.

* Learners will achieve communication and collaboration as they discuss.
* The value of respect and unity will be enhanced as they work together.

Guide the Learners to work out more examples of squares of fraction on the chalkboard

STEP 3

Guide learners to work out practise exercise 7 in the learner’s book page 60

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go goes round marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Guide the learners to use skill acquired to work out questions involving squares of fractions

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **NUMBERS - fractions**

SUB STRAND: **Equivalent of fractions**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Define the meaning of square of a fraction.
2. Demonstrate square of a fraction.
3. Have fun and enjoy calculating square of a fraction

KEY INQUIRY QUESTION (S)

What are fractions used in real life?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 61-62

Fraction chart, Practise cards, number cards, multiplication table IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to recap on squares of fractions learnt in the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 61 and share their answers

* This activity will helps learners develop creativity and imagination
* Social cohesion and love will also be achieved as learners work together irrespective of their background.

STEP 2

Guide learner’s to discuss examples 16 on page 61 in learner’s book.

Learning to learn will be promote as they convert fractions to equivalent fractions with denominator 100 in different situations

* Learners will achieve communication and collaboration as they discuss.
* The value of respect and unity will be enhanced as they work together.

Guide the Learners to work out more examples of equivalent of fraction on the chalkboard so as to understand that equivalent fractions have different numerators and denominators but represent the same value

STEP 3

Guide learners to work out practise exercise 8 in the learner’s book page 61

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go goes round marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to represent equivalent fractions using real objects during free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **NUMBERS - fractions**

SUB STRAND: **Percentage of fraction**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify percentage as a fraction.
2. Draw a square, shade some squares and calculate the percentage of shaded square.
3. Appreciate the use of percentage as a fraction.

KEY INQUIRY QUESTION (S)

Where are percentage used in our day to day lives?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 62-62

Fraction chart, Practise cards, number cards, multiplication table IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to recap on equivalent of fractions learnt in the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 62 and share their answers

* This activity will helps learners develop creativity and imagination
* Social cohesion and love will also be achieved as learners work together irrespective of their background.

STEP 2

Guide learner’s to discuss examples 17 on page 62 in learner’s book.

Learning to learn will be promote as learners learn the symbol of percentage is %

* Learners will achieve communication and collaboration as they discuss.
* The value of respect and unity will be enhanced as they work together.

Guide the Learners to work out more examples of percentage of fraction on the chalkboard so as the learners can understand that percentage means any quantity or number expressed as part of fraction.

STEP 3

Guide learners to work out practise exercise 9 in the learner’s book page 63

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go goes round marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Guide the learners to do more practise on percentage fractions during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **NUMBERS - fractions**

SUB STRAND: **Conversion of fractions into percentage**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Convert fractions to percentage.
2. Use digital devices for learning more on conversion of fractions to percentage.
3. Have fun and enjoying conversion of fractions to percentage..

KEY INQUIRY QUESTION (S)

How do you convert fraction into percentage?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 63-64

Fraction chart, Practise cards, number cards, multiplication table IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to recap on percentage of fractions learnt in the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 63 and share their answers

* This activity will helps learners develop creativity and imagination
* Social cohesion and love will also be achieved as learners work together irrespective of their background.

STEP 2

Guide learner’s to discuss examples 18 and 19 on page 64 in learner’s book.

* Learners will achieve communication and collaboration as they discuss.
* The value of respect and unity will be enhanced as they work together.

Guide the Learners to work out more examples on the chalkboard to understand that to convert fraction into percentage, multiply the given fraction by 100%

STEP 3

Guide learners to work out practise exercise 10 in the learner’s book page 64

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go goes round marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to convert fractions into percentage during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **NUMBERS - fractions**

SUB STRAND: **Conversion of percentage into fractions**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Convert percentages to fractions.
2. Use digital devices for learning more on conversion on percentage to fraction.
3. Have fun and enjoy converting percentage to fractions...

KEY INQUIRY QUESTION (S)

How do you convert percentage into fraction?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 65-66

Fraction chart, Practise cards, number cards, multiplication table IT devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to recap on conversion of fraction into percentage learnt in the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 65 and share their answers

* This activity will helps learners develop creativity and imagination
* Social cohesion and love will also be achieved as learners work together irrespective of their background.

STEP 2

Guide learner’s to discuss examples 20 and 21 on page 65 in learner’s book.

* Learners will achieve communication and collaboration as they discuss.
* The value of respect and unity will be enhanced as they work together.

Guide the Learners to work out more examples on the chalkboard to discover a percentage is a fraction whose denominator is 100

STEP 3

Guide learners to work out practise exercise 11 in the learner’s book page 65

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go goes round marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to convert percentage into fraction during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – length**

SUB STRAND: **millimetre as a unit of measuring length**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify the millimetre as a unit of measuring length
2. Use the millimetre as a unit of measuring length
3. Appreciate the use of length in real life situations

KEY INQUIRY QUESTION (S)

1. Why do we measure distances in day to day life?
2. How do we use millimetres to measure length in real life?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 86-87

15cm ruler, 30 cm ruler, tape measure, digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to guide learners to measure different lengths of objects in the classroom

Teacher to demonstrate how to measure length using the example in the learner’s book

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 86 and share their findings with other groups

* This activity will helps learners develop creativity and imagination as they measure length in millimetres
* Social cohesion and love will also be achieved as learners work together irrespective of their background.

STEP 2

Guide learner’s to discuss examples 1 on page 86 in learner’s book.

* Learners will achieve communication and collaboration as they discuss.
* The value of respect and unity will be enhanced as they work together.

STEP 3

Learners to individually work out practise exercise 1 on page 97 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to measure lengths of different objects in millimetres during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
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STRAND: **MEASUREMENTS – length**

SUB STRAND: **millimetre as a unit of measuring length**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify the millimetre as a unit of measuring length
2. Use the millimetre as a unit of measuring length
3. Appreciate the use of length in real life situations

KEY INQUIRY QUESTION (S)

1. Why do we measure distances in day to day life?
2. How do we use millimetres to measure length in real life?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 86-87

15cm ruler, 30 cm ruler, tape measure, digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to guide learners to measure different lengths of objects in the classroom

Teacher to demonstrate how to measure length using the example in the learner’s book

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 86 and share their findings with other groups

* This activity will helps learners develop creativity and imagination as they measure length in millimetres
* Social cohesion and love will also be achieved as learners work together irrespective of their background.

STEP 2

Guide learner’s to discuss examples 1 on page 86 in learner’s book.

* Learners will achieve communication and collaboration as they discuss.
* The value of respect and unity will be enhanced as they work together.

STEP 3

Learners to individually work out practise exercise 1 on page 97 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to measure lengths of different objects in millimetres during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – length**

SUB STRAND: **RELATIONSHIP BETWEEN THE MILLIMETRE AND CENTIMETRE**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify the millimetre as a unit of measuring length
2. Establish the relationship between the millimetre and the centimetre
3. Use the millimetre as a unit of measuring length
4. Appreciate the use of length in real life situations

KEY INQUIRY QUESTION (S)

1. Why do we measure distances in day to day life?
2. What is the relationship between the millimetre and the centimetre
3. How do we use millimetres to measure length in real life?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 87-88

15cm ruler, 30 cm ruler, tape measure, digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to guide learners to measure different lengths of objects in the classroom

Teacher to demonstrate how to measure length using the example in the learner’s book

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 87 and share their findings with other groups

* This activity will helps learners develop **communication and collaboration** as they discuss lengths or objects
* **Peer assessment** is achieved as learners assist each other in measuring lengths. Guide learners to establish that **1cm=10mm**

STEP 2

Guide learner’s to watch a video clip on the relationship between millimetres and centimetres

* **Digital literacy** as learners manipulate digital devices.

STEP 3

Learners to individually work out practise exercise 2 on page 88 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to measure lengths of different objects and record in millimetres and centimetres during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
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STRAND: **MEASUREMENTS – length**

SUB STRAND: **RELATIONSHIP BETWEEN THE MILLIMETRE AND CENTIMETRE**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify the millimetre as a unit of measuring length
2. Establish the relationship between the millimetre and the centimetre
3. Use the millimetre as a unit of measuring length
4. Appreciate the use of length in real life situations

KEY INQUIRY QUESTION (S)

1. Why do we measure distances in day to day life?
2. What is the relationship between the millimetre and the centimetre
3. How do we use millimetres to measure length in real life?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 87-88

15cm ruler, 30 cm ruler, tape measure, digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to guide learners to measure different lengths of objects in the classroom

Teacher to demonstrate how to measure length using the example in the learner’s book

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 87 and share their findings with other groups

* This activity will helps learners develop **communication and collaboration** as they discuss lengths or objects
* **Peer assessment** is achieved as learners assist each other in measuring lengths. Guide learners to establish that **1cm=10mm**

STEP 2

Guide learner’s to watch a video clip on the relationship between millimetres and centimetres

* **Digital literacy** as learners manipulate digital devices.

STEP 3

Learners to individually work out practise exercise 2 on page 88 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to measure lengths of different objects and record in millimetres and centimetres during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – length**

SUB STRAND: **CONVERTING CENTIMETRE INTO MILLIMETRES**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify the millimetre as a unit of measuring length
2. Convert centimetres into millimetre
3. Use the millimetre as a unit of measuring length
4. Appreciate the use of length in real life situations

KEY INQUIRY QUESTION (S)

1. Why do we measure distances in day to day life?
2. How do you Convert centimetres into millimetre
3. How do we use millimetres to measure length in real life?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 89-91

15cm ruler, 30 cm ruler, tape measure, digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson on how to convert kilometres into metres

Teacher to guide learners to measure different lengths of objects in the classroom

* **Environmental education** as learners interact with and measure objects in the surroundings

Teacher to demonstrate how to measure length using the example in the learner’s book

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 89-90 and share their findings with other groups

* This activity will helps learners develop **creativity and imagination** as they measure real objects

STEP 2

Guide learner’s to discuss examples 2 and 3 on page 89 in learner’s book.

* Learners will achieve **communication and collaboration** as they discuss.
* The value of **respect, love and unity** will be enhanced as they work together.

STEP 3

Learners to individually work out practise exercise 3 on page 90 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to measure lengths of different objects and record in millimetres and centimetres during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – length**

SUB STRAND: **CONVERTING MILLIMETRES INTO CENTIMETRES**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify the millimetre as a unit of measuring length
2. Convert millimetres into centimetres
3. Use the millimetre as a unit of measuring length
4. Appreciate the use of length in real life situations

KEY INQUIRY QUESTION (S)

1. Why do we measure distances in day to day life?
2. How do you Convert millimetres into centimetres
3. How do we use millimetres to measure length in real life?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 89-91

15cm ruler, 30 cm ruler, tape measure, digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson on how to convert kilometres into metres

Teacher to guide learners to measure different lengths of objects in the classroom

* **Environmental education** as learners interact with and measure objects in the surroundings

Teacher to demonstrate how to measure length using the example in the learner’s book

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 89-90 and share their findings with other groups

* This activity will helps learners develop **creativity and imagination** as they measure real objects

STEP 2

Guide learner’s to discuss examples 4 and 5 on page 89 in learner’s book.

* Learners will achieve **communication and collaboration** as they discuss.
* The value of **respect, love and unity** will be enhanced as they work together.

STEP 3

Learners to individually work out practise exercise 4 on page 91 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to measure lengths of different objects and record in millimetres and centimetres during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – length**

SUB STRAND: **addition involving length in centimetres and millimetres**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify the millimetre as a unit of measuring length
2. Add centimetres and millimetres in real life situation
3. Use the millimetre as a unit of measuring length
4. Appreciate the use of length in real life situations

KEY INQUIRY QUESTION (S)

1. How can you add centimetres and millimetres
2. Why do we measure distances in day to day life?
3. .How do we use millimetres to measure length in real life?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 92-93

15cm ruler, 30 cm ruler, tape measure, digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to probe learners by asking them the importance of adding length in daily life

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 92 and share their findings with other groups

* **Social cohesion** and love will also be achieved as learners work together irrespective of their background.

STEP 2

Guide learner’s to discuss examples 6 and 7 on page 92 in learner’s book.

* Learners will achieve communication and collaboration as they discuss.
* The value of respect and unity will be enhanced as they work together.

Teacher to guide them in adding length involving addition on the chalkboard

STEP 3

Learners to individually work out practise exercise 5 on page 93 in the learner’s book

* The exercise will enhance **critical thinking and problem** solving as they answer questions in the practise exercise
* **Self-efficacy** is developed as they accurately do the exercise

CONCLUSION

Teacher to go round marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to work out questions involving addition of length in centimetres and millimetres during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – length**

SUB STRAND: **Subtraction involving length in centimetres and millimetres**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify the millimetre as a unit of measuring length
2. Subtract centimetres and millimetres in real life situation
3. Use the millimetre as a unit of measuring length
4. Appreciate the use of length in real life situations

KEY INQUIRY QUESTION (S)

1. How can we subtract centimetres and millimetres
2. Why do we measure distances in day to day life?
3. .How do we use millimetres to measure length in real life?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 93-95

15cm ruler, 30 cm ruler, tape measure, digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Ask oral questions involving subtraction of whole numbers

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 93 and share their findings with other groups

* **Social justice** and love will also be achieved as learners work together irrespective of their background.

STEP 2

Guide learner’s to discuss examples 8 and 9 on page 94 in learner’s book.

* Learners will achieve communication and collaboration as they discuss.
* The value of respect and unity will be enhanced as they work together.

Teacher to guide them on how we subtract length involving cm and mm on the chalkboard

STEP 3

Learners to individually work out practise exercise 6 on page 94-95 in the learner’s book

* The exercise will enhance **critical thinking and problem** solving as they answer questions in the practise exercise
* **Self-efficacy** is developed as they accurately do the exercise

CONCLUSION

Teacher to go round marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to form subtraction questions involving length in centimetres and millimetres and work them out during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – length**

SUB STRAND: **Multiplication involving length in centimetres and millimetres**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify the millimetre as a unit of measuring length
2. Multiply centimetres and millimetres in day to day life
3. Use the millimetre as a unit of measuring length
4. Appreciate the use of length in real life situations

KEY INQUIRY QUESTION (S)

How can we multiply centimetres and millimetres?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 95-97

15cm ruler, 30 cm ruler, tape measure, digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Ask oral questions involving addition of whole numbers

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 95 and share their findings with other groups

* This activity promotes **career guidance** and **environmental education** as learners measure objects in classroom situation
* **Social cohesion** and value of **love** will also be achieved as learners work together irrespective of their background.

STEP 2

Guide learner’s to discuss examples 10 and 11 on page 95-96 in learner’s book.

* Learners will achieve communication and collaboration as they discuss.
* The value of respect and unity will be enhanced as they work together.

Teacher to guide them on how we multiply length involving cm and mm on the chalkboard

STEP 3

Learners to individually work out practise exercise 7 on page 97 in the learner’s book

* The exercise will enhance **critical thinking and problem** solving as they answer questions in the practise exercise
* **Self-efficacy** is developed as they accurately do the exercise

CONCLUSION

Teacher to go round marking the books and assisting the weak learner

* **Responsibility** will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to form multiplication questions involving length in centimetres and millimetres and work them out during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – length**

SUB STRAND: **Division involving length in centimetres and millimetres**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify the millimetre as a unit of measuring length
2. Divide centimetres and millimetres in day to day life
3. Use the millimetre as a unit of measuring length
4. Appreciate the use of length in real life situations

KEY INQUIRY QUESTION (S)

How can we divide centimetres and millimetres?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 97-98

15cm ruler, 30 cm ruler, tape measure, digital devices

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Ask oral questions involving division of whole numbers

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 97 and share their findings with other groups

* This activity promotes **career guidance** and **environmental education** as learners measure objects in classroom situation
* **Social cohesion** and value of **love** will also be achieved as learners work together irrespective of their background.

STEP 2

Guide learner’s to discuss examples 13 and 14 on page 98 in learner’s book.

* Learners will achieve communication and collaboration as they discuss.
* The value of respect and unity will be enhanced as they work together.

Teacher to guide them on how to divide length involving cm and mm on the chalkboard

STEP 3

Learners to individually work out practise exercise 8 on page 98 in the learner’s book

* The exercise will enhance **critical thinking and problem** solving as they answer questions in the practise exercise
* **Self-efficacy** is developed as they accurately do the exercise

CONCLUSION

Teacher to go round marking the books and assisting the weak learner

* **Responsibility** will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to form division questions involving length in centimetres and millimetres and work them out during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – length**

SUB STRAND: **Circumference of a circle**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify the millimetre and centimetre as a units of measuring length
2. Measure the circumference of different circular objects practically
3. Appreciate the use of length in real life situations

KEY INQUIRY QUESTION (S)

How can we measure circumference of a circle?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 99

15cm ruler, 30 cm ruler, tape measure, digital devices, coin, cup, string, pencil

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to oral questions on how to measure distance around circular objects

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 99 and share their findings with other groups

* **Learning to learn will** be developed as learners learn how to measure circular objects

STEP 2

Guide learners, in groups to measure different circular objects

* Learners will achieve **communication and collaboration** as they work together
* The value of **respect, love and unity** will be enhanced as they work together.

STEP 3

Learners to individually work out practise exercise 9 on page 99 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to trace and draw circular objects and measure their circumferences during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – length**

SUB STRAND: **DIAMETER AND RADIUS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify the millimetre and centimetre as a units of measuring length
2. Measure the diameter and radius of different circular objects practically
3. Appreciate the use of length in real life situations

KEY INQUIRY QUESTION (S)

How can we find the distance across a circle?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 100-101

15cm ruler, 30 cm ruler, tape measure, digital devices, coin, cup, string, pencil

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to oral questions on how to measure distance around circular objects

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 100 and share their findings with other groups

* **Communication and collaboration** will be developed as learners discuss how to measure the distance across circular objects

STEP 2

Guide learners to do outdoor activity on page 101 in the learners book

* Learners will achieve **communication and collaboration** as they work together
* The value of **respect, love and unity** will be enhanced as they work together.

STEP 3

Learners to individually work out practise exercise 10 on page 101 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to trace and draw circular objects and measure the diameter and radius during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – length**

SUB STRAND: **DIAMETER AND RADIUS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify the millimetre and centimetre as a units of measuring length
2. Identify the relationship between circumference and diameter
3. Appreciate the use of length in real life situations

KEY INQUIRY QUESTION (S)

How can we find the distance across a circle?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 102-104

15cm ruler, 30 cm ruler, tape measure, digital devices, coin, cup, string, pencil

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson/recap the previous lesson

Teacher to oral questions on how to measure distance around circular objects

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 102 and share their findings with other groups

* **Communication and collaboration** will be developed as learners discuss how to measure the distance across circular objects
* **Social cohesion** will n]be develop as learners measure circular objects and share their findings

Learners should divide circumference by diameter to get **pi (π)**

STEP 2

Guide learners as they discuss examples 15 on page 103in the learners book

* Learners will achieve **communication and collaboration** as they work together
* The value of **respect, love and unity** will be enhanced as they work together.

Teacher to do example 16 on the chalkboard

STEP 3

Learners to individually work out practise exercise 11 on page 103-104 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to measure the circumference, diameter and radius of circular objects during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – length**

SUB STRAND: **DIAMETER AND RADIUS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify the millimetre and centimetre as a units of measuring length
2. Identify the relationship between circumference and diameter
3. Appreciate the use of length in real life situations

KEY INQUIRY QUESTION (S)

How can we find the distance across a circle?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 102-104

15cm ruler, 30 cm ruler, tape measure, digital devices, coin, cup, string, pencil

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson/recap the previous lesson

Teacher to oral questions on how to measure distance around circular objects

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 102 and share their findings with other groups

* **Communication and collaboration** will be developed as learners discuss how to measure the distance across circular objects
* **Social cohesion** will n]be develop as learners measure circular objects and share their findings

Learners should divide circumference by diameter to get **pi (π)**

STEP 2

Guide learners as they discuss examples 15 on page 103in the learners book

* Learners will achieve **communication and collaboration** as they work together
* The value of **respect, love and unity** will be enhanced as they work together.

Teacher to do example 16 on the chalkboard

STEP 3

Learners to individually work out practise exercise 11 on page 103-104 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go goes round checking and marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to measure the circumference, diameter and radius of circular objects during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – area**

SUB STRAND: AREA OF TRIANGLES (CM2)

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify the millimetre and centimetre as a units of measuring length
2. Work out the area of triangles in square centimetre
3. Appreciate the use of length in real life situations/ Appreciate the use of cm2 in working out area in real life

KEY INQUIRY QUESTION (S)

How do you calculate area of triangles in square centimetre?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 105-107

15cm ruler, 30 cm ruler, tape measure, digital devices, square cut outs, rectangular cut outs

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson/recap the previous lesson

Teacher to oral questions about shapes of triangle, rectangles and square

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 105 and share their findings with other groups

* This activity will help learners develop citizenship and peace education as they discuss together
* Values of **respect and Social justice** will be develop as leaner’s share their findings

Learners should establish that area of a triangle is equal to half **(½)** area of a triangle or a square **(½ (L \* W)**

STEP 2

Guide learners as they discuss examples 1 on page 106 in the learner’s book

* Self efficacy – is developed as learners show ability to do tasks

Teacher to do example 2 on the chalkboard

STEP 3

Learners to individually work out practise exercise 1 on page 107 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to work out questions involving finding area of a triangle during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – area**

SUB STRAND: AREA OF TRIANGLES (CM2)

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify the millimetre and centimetre as a units of measuring length
2. Work out the area of triangles in square centimetre
3. Appreciate the use of length in real life situations/ Appreciate the use of cm2 in working out area in real life

KEY INQUIRY QUESTION (S)

How do you calculate area of triangles in square centimetre?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 105-107

15cm ruler, 30 cm ruler, tape measure, digital devices, square cut outs, rectangular cut outs

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson/recap the previous lesson

Teacher to oral questions about shapes of triangle, rectangles and square

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 105 and share their findings with other groups

* This activity will help learners develop citizenship and peace education as they discuss together
* Values of **respect and Social justice** will be develop as leaner’s share their findings

Learners should establish that area of a triangle is equal to half **(½)** area of a triangle or a square **(½ (L \* W)**

STEP 2

Guide learners as they discuss examples 1 on page 106 in the learner’s book

* Self efficacy – is developed as learners show ability to do tasks

Teacher to do example 2 on the chalkboard

STEP 3

Learners to individually work out practise exercise 1 on page 107 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to work out questions involving finding area of a triangle during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – area**

SUB STRAND: AREA OF TRIANGLES (CM2)

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify the millimetre and centimetre as a units of measuring length
2. Work out the area of triangles in square centimetre
3. Appreciate the use of length in real life situations/ Appreciate the use of cm2 in working out area in real life

KEY INQUIRY QUESTION (S)

How do you calculate area of triangles in square centimetre?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 105-107

15cm ruler, 30 cm ruler, tape measure, digital devices, square cut outs, rectangular cut outs

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson/recap the previous lesson

Teacher to oral questions about shapes of triangle, rectangles and square

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 105 and share their findings with other groups

* This activity will help learners develop citizenship and peace education as they discuss together
* Values of **respect and Social justice** will be develop as leaner’s share their findings

Learners should establish that area of a triangle is equal to half **(½)** area of a triangle or a square **(½ (L \* W)**

STEP 2

Guide learners as they discuss examples 1 on page 106 in the learner’s book

* Self efficacy – is developed as learners show ability to do tasks

Teacher to do example 2 on the chalkboard

STEP 3

Learners to individually work out practise exercise 1 on page 107 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to work out questions involving finding area of a triangle during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – area**

SUB STRAND: AREA OF COMBINED SHAPES

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify the millimetre and centimetre as a units of measuring length
2. Work out the area of combined shapes in square centimetre
3. Appreciate the use of length in real life situations/Appreciate the use of cm2 in working out area in real life

KEY INQUIRY QUESTION (S)

How do you calculate area of combined shapes in square centimetre?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 108-111

15cm ruler, 30 cm ruler, tape measure, digital devices, square cut outs, rectangular cut outs

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson/recap the previous lesson of area of triangle

Teacher to oral questions about shapes of triangle, rectangles and square

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 108 and share their findings with other groups

* This activity will help learners develop **communication and collaboration** as learners discuss in groups.
* The activity will link to **languages** as learners learn new terms
* **Self esteem** and learning to learn as learners learn how to trace shapes, cut and combine shape

STEP 2

Guide learners as they discuss examples 3 on page 108 in the learner’s book

* Self efficacy – is developed as learners show ability to do tasks

Teacher to do more examples on the chalkboard

STEP 3

Learners to individually work out practise exercise 2 on page 110 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go goes round checking and marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to work out questions involving finding area of combined shapes during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – area**

SUB STRAND: AREA OF COMBINED SHAPES

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify the millimetre and centimetre as a units of measuring length
2. Work out the area of combined shapes in square centimetre
3. Appreciate the use of length in real life situations/Appreciate the use of cm2 in working out area in real life

KEY INQUIRY QUESTION (S)

How do you calculate area of combined shapes in square centimetre?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 108-111

15cm ruler, 30 cm ruler, tape measure, digital devices, square cut outs, rectangular cut outs

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson/recap the previous lesson of area of triangle

Teacher to oral questions about shapes of triangle, rectangles and square

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 108 and share their findings with other groups

* This activity will help learners develop **communication and collaboration** as learners discuss in groups.
* The activity will link to **languages** as learners learn new terms
* **Self esteem** and learning to learn as learners learn how to trace shapes, cut and combine shape

STEP 2

Guide learners as they discuss examples 3 on page 108 in the learner’s book

* Self efficacy – is developed as learners show ability to do tasks

Teacher to do more examples on the chalkboard

STEP 3

Learners to individually work out practise exercise 2 on page 110 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to work out questions involving finding area of combined shapes during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – area**

SUB STRAND: AREA OF COMBINED SHAPES

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify the millimetre and centimetre as a units of measuring length
2. Work out the area of combined shapes in square centimetre
3. Appreciate the use of length in real life situations/Appreciate the use of cm2 in working out area in real life

KEY INQUIRY QUESTION (S)

How do you calculate area of combined shapes in square centimetre?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 108-111

15cm ruler, 30 cm ruler, tape measure, digital devices, square cut outs, rectangular cut outs

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson/recap the previous lesson of area of triangle

Teacher to oral questions about shapes of triangle, rectangles and square

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 108 and share their findings with other groups

* This activity will help learners develop **communication and collaboration** as learners discuss in groups.
* The activity will link to **languages** as learners learn new terms
* **Self esteem** and learning to learn as learners learn how to trace shapes, cut and combine shape

STEP 2

Guide learners as they discuss examples 3 on page 108 in the learner’s book

* Self efficacy – is developed as learners show ability to do tasks

Teacher to do more examples on the chalkboard

STEP 3

Learners to individually work out practise exercise 2 on page 110 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to work out questions involving finding area of combined shapes during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – capacity**

SUB STRAND:  **Relationship among cm3, millilitres and litres**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify the millilitre, and litres as a units of measuring capacity
2. Identify the relationship among **cm3, ml** and **l**
3. Appreciate the use of capacity in real life situations/

KEY INQUIRY QUESTION (S)

How can we measure capacity?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 112-114

digital devices, one litre container,

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Display containers showing different capacities for learners to identify

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 112 and share their findings with other groups

* This activity will enable learners develop critical thinking and problem solving as they choose appropriate units for measuring different capacities.
* Values of unity and responsibility will be promoted as learners take their roles in turns to lead groups.
* Education for sustainable development will be developed as learners use water sparingly
* The group activity links science and technology as learners take accurate measurements of liquids.

Learners to establish

**One 10cm cube is used to fill 1 litre container**

**10cm cube = 10cm \* 10cm \* 10cm**

**1000cm3 = 1 litre**

STEP 2

Learners to individually work out practise exercise 1 on page 114 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Measuring cylinder and measure different capacities of water during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – capacity**

SUB STRAND:  **Relationship among cm3, millilitres and litres**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify the millilitre, and litres as a units of measuring capacity
2. Identify the relationship among **cm3, ml** and **l**
3. Appreciate the use of capacity in real life situations/

KEY INQUIRY QUESTION (S)

How can we measure capacity?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 112-114

digital devices, one litre container,

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Display containers showing different capacities for learners to identify

LESSON DEVELOPMENT

STEP 1

Guide learners to do the group activities in the learner’s book page 113 and share their findings with other groups

* This activity will enable learners develop critical thinking and problem solving as they choose appropriate units for measuring different capacities.
* Values of unity and responsibility will be promoted as learners take their roles in turns to lead groups.
* Education for sustainable development will be developed as learners use water sparingly

Learners to establish

**10 containers measuring 100ml fill 1 litre container**

**10 \* 100 ml = 1000ml**

**1000ml = 1 litre**

**1000ml = 1000cm3**

**1ml = 1cm3**

STEP 2

Learners to individually work out practise exercise 1 on page 114 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Measuring cylinder and measure different capacities of water during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – capacity**

SUB STRAND: **CONVERTING LITRES INTO MILLILITRES**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify the millilitre, and litres as a units of measuring capacity
2. Convert litres into millilitres
3. Appreciate the use of capacity in real life situations

KEY INQUIRY QUESTION (S)

How can we convert litres into millilitres?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 114-116

digital devices, 1 litre container

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners through examples 1 and 2 in the learner’s book page 114 and share their findings with other groups

* This activity will helps learners develop **creativity and imagination** as learners follow steps to convert litres into millilitres

STEP 2

Guide learner’s to discuss practise 2 number 1 a page 115 in learner’s book.

* Learners will achieve **communication and collaboration** as they discuss.
* The value of **respect, love and unity** will be enhanced as they work together.

Teacher to do more examples on the chalk board

STEP 3

Learners to individually work out practise exercise 2 on page 115 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to use a measuring cylinder and measure different capacities during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – capacity**

SUB STRAND: **CONVERTING MILLILITRES INTO LITRES**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify the millilitre, and litres as a units of measuring capacity
2. Convert millilitres into litres
3. Appreciate the use of capacity in real life situations

KEY INQUIRY QUESTION (S)

How can we convert millilitres into litres?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 114-116

digital devices, 1 litre container

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners through examples 1 and 2 in the learner’s book page 116 and share their findings with other groups

* This activity will helps learners develop **creativity and imagination** as learners follow steps to convert millilitres into litres

STEP 2

Guide learner’s to discuss practise 3 number 1 a page 116 in learner’s book.

* Learners will achieve **communication and collaboration** as they discuss.
* The value of **respect, love and unity** will be enhanced as they work together.

Teacher to do more examples on the chalk board

STEP 3

Learners to individually work out practise exercise 3 on page 116 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go goes round marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to use a measuring cylinder and measure different capacities during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – capacity**

SUB STRAND: **CONVERTING MILLILITRES INTO CUBIC CENTIMETRES AND VICE VERSA**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify the millilitre, and litres as a units of measuring capacity
2. Convert millilitres into cubic centimetres and cubic centimetres into millilitres
3. Appreciate the use of capacity in real life situations

KEY INQUIRY QUESTION (S)

How can we convert millilitres into cubic centimetres?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 119-120

digital devices, 1 litre container

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to discuss examples 9 and 10 in the learner’s book page 119-120 and share their findings with other groups

* This activity will helps learners develop **creativity and imagination** as learners follow steps to convert litres into millilitres

STEP 2

Guide learner’s to discuss practise 6 number 1 a page 119 in learner’s book.

* Learners will achieve **communication and collaboration** as they discuss.
* The value of **respect, love and unity** will be enhanced as they work together.

Teacher to do more examples on the chalk board

STEP 3

Learners to individually work out practise exercise 6 on page 119 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to use a measuring cylinder and measure different capacities during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – capacity**

SUB STRAND: **CONVERTING LITRES INTO CUBIC CENTIMETRES AND VICE VERSA**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify the millilitre, and litres as a units of measuring capacity
2. Convert litres into cubic centimetres and cubic centimetres into litres
3. Appreciate the use of capacity in real life situations

KEY INQUIRY QUESTION (S)

How can we convert litres into cubic centimetres?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 117-118

digital devices, 1 litre container

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to discuss examples 5 and 6 in the learner’s book page 117-118 and share their findings with other groups

* This activity will helps learners develop **creativity and imagination** as learners follow steps to convert litres into millilitres

STEP 2

Guide learner’s to discuss practise 4 number 1 a page 117 in learner’s book.

* Learners will achieve **communication and collaboration** as they discuss.
* The value of **respect, love and unity** will be enhanced as they work together.

Teacher to do more examples on the chalk board

STEP 3

Learners to individually work out practise exercise 4 and 5on page 117 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round marking the books and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to use a measuring cylinder and measure different capacities during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – mass**

SUB STRAND: **tonne as a unit of measuring mass**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify tonne as a units of measuring mass
2. Measure items in kg/tonnes in real life
3. Appreciate the use of the kilogram and tonne in measuring mass

KEY INQUIRY QUESTION (S)

How can we measure large amounts of mass?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 119-120

Charts with pictures of items whose mass is measured in tonnes, digital device

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Recap grade 5 lesson on grams

LESSON DEVELOPMENT

STEP 1

Guide learners to group activities in learner’s book page 121 and share their findings with other groups

* This activity will helps learners develop **communication and collaboration** as learners discuss why tonne is used in measuring large mass.
* This activity links to languages as learners acquire new terms such as tonne

STEP 2

Learners to present their findings to other groups. Enhance learner’s understanding by asking probing questions as they make presentations.

* Values of respect and unity will be developed as learners share opinions

EXTENDED ACTIVITIES:

Learners to make a list of items that can be measured in tonnes in their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – mass**

SUB STRAND: **tonne as a unit of measuring mass**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify tonne as a units of measuring mass
2. Measure items in kg/tonnes in real life
3. Appreciate the use of the kilogram and tonne in measuring mass

KEY INQUIRY QUESTION (S)

How can we measure large amounts of mass?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 119-120

Charts with pictures of items whose mass is measured in tonnes, digital device

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Recap grade 5 lesson on grams

LESSON DEVELOPMENT

STEP 1

Guide learners to group activities in learner’s book page 121 and share their findings with other groups

* This activity will helps learners develop **communication and collaboration** as learners discuss why tonne is used in measuring large mass.
* This activity links to languages as learners acquire new terms such as tonne

STEP 2

Learners to present their findings to other groups. Enhance learner’s understanding by asking probing questions as they make presentations.

* Values of respect and unity will be developed as learners share opinions

EXTENDED ACTIVITIES:

Learners to make a list of items that can be measured in tonnes in their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – mass**

SUB STRAND: **items measured in tonnes**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify tonne as a units of measuring mass
2. Identify items measured in tonnes
3. Measure items in kg/tonnes in real life
4. Appreciate the use of the kilogram and tonne in measuring mass

KEY INQUIRY QUESTION (S)

Which items can we measure in tonnes?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 121-122

Charts with pictures of items whose mass is measured in tonnes, digital device

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Recap grade 5 lesson on grams

LESSON DEVELOPMENT

STEP 1

Guide learners to group activities in learner’s book page 121 and share their findings with other groups

* This activity will promote peer education and environmental education as learners learn from each other and explore various objects in the environment to appriciate the tonne as a unit of measurement
* This activity will helps learners develop **communication and collaboration** as learners discuss why tonne is used in measuring large mass.
* This activity links to languages as learners acquire new terms such as tonne

STEP 2

Learners to work out practise exercise 1 on page 122 in the learner’s book

* Values of honesty and integrity will be developed as learners use suitable measure

CONCLUSION

Teacher to check pupil’s work

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to identify and make a list of items that can be measured in tonnes in their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – mass**

SUB STRAND: **items measured in tonnes**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify tonne as a units of measuring mass
2. Identify items measured in tonnes
3. Measure items in kg/tonnes in real life
4. Appreciate the use of the kilogram and tonne in measuring mass

KEY INQUIRY QUESTION (S)

Which items can we measure in tonnes?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 121-122

Charts with pictures of items whose mass is measured in tonnes, digital device

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Recap grade 5 lesson on grams

LESSON DEVELOPMENT

STEP 1

Guide learners to group activities in learner’s book page 121 and share their findings with other groups

* This activity will promote peer education and environmental education as learners learn from each other and explore various objects in the environment to appriciate the tonne as a unit of measurement
* This activity will helps learners develop **communication and collaboration** as learners discuss why tonne is used in measuring large mass.
* This activity links to languages as learners acquire new terms such as tonne

STEP 2

Learners to work out practise exercise 1 on page 122 in the learner’s book

* Values of honesty and integrity will be developed as learners use suitable measure

CONCLUSION

Teacher to check pupil’s work

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to identify and make a list of items that can be measured in tonnes in their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – mass**

SUB STRAND: **relationship between kilogram and tonne**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify tonne as a units of measuring mass
2. Identify the relationship between kilogram and tonnes
3. Measure items in kg/tonnes in real life
4. Appreciate the use of the kilogram and tonne in measuring mass

KEY INQUIRY QUESTION (S)

Which items can we measure in tonnes?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 122

Charts with pictures of items whose mass is measured in tonnes, digital device

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Recap grade 5 lesson on grams

LESSON DEVELOPMENT

STEP 1

Guide learners to group activities in learner’s book page 122 and share their findings with other groups

* This activity will promote creativity and imagination as learners establish the relationship between tonnes and kilograms
* This activity links to languages as learners acquire new terms such as tonne

STEP 2

Learners to work to visit a hardware store/school shop and identify and list items measured in tonnes

* This activity will helps learners develop **communication and collaboration** as learners discuss why tonne is used in measuring large mass.

CONCLUSION

Teacher to check pupil’s work/activity

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to identify and make a list of items that can be measured in kilograms and tonnes in their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – mass**

SUB STRAND: **relationship between kilogram and tonne**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify tonne as a units of measuring mass
2. Identify the relationship between kilogram and tonnes
3. Measure items in kg/tonnes in real life
4. Appreciate the use of the kilogram and tonne in measuring mass

KEY INQUIRY QUESTION (S)

Which items can we measure in tonnes?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 122

Charts with pictures of items whose mass is measured in tonnes, digital device

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Recap grade 5 lesson on grams

LESSON DEVELOPMENT

STEP 1

Guide learners to group activities in learner’s book page 122 and share their findings with other groups

* This activity will promote creativity and imagination as learners establish the relationship between tonnes and kilograms
* This activity links to languages as learners acquire new terms such as tonne

STEP 2

Learners to work to visit a hardware store/school shop and identify and list items measured in tonnes

* This activity will helps learners develop **communication and collaboration** as learners discuss why tonne is used in measuring large mass.

CONCLUSION

Teacher to check pupil’s work/activity

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to identify and make a list of items that can be measured in kilograms and tonnes in their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – mass**

SUB STRAND: **Estimating mass in tonnes**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify tonne as a units of measuring mass
2. Estimate mass in tonnes
3. Measure items in kg/tonnes in real life
4. Appreciate the use of the kilogram and tonne in measuring mass

KEY INQUIRY QUESTION (S)

How can we estimate mass in tonnes?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 123

Charts with pictures of items whose mass is measured in tonnes, digital device, beam balance

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Recap grade 5 lesson on grams

LESSON DEVELOPMENT

STEP 1

Guide learners to group activities in learner’s book page 123 and share estimates with other groups

* This activity will promote **social cohesion** as learners share mass estimates

STEP 2

Learners to estimate masses of different items in tonnes

* **Imagination and creativity** will be developed as learners record estimated masses
* **Value of social justice** will be developed as they share estimates.

STEP 3

Learners to individually work out practise exercise 2 on page 123 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

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EXTENDED ACTIVITIES:

Learners to estimate mass of different items in tonnes and record on a table

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – mass**

SUB STRAND: **Estimating mass in tonnes**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify tonne as a units of measuring mass
2. Estimate mass in tonnes
3. Measure items in kg/tonnes in real life
4. Appreciate the use of the kilogram and tonne in measuring mass

KEY INQUIRY QUESTION (S)

How can we estimate mass in tonnes?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 123

Charts with pictures of items whose mass is measured in tonnes, digital device, beam balance

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Recap grade 5 lesson on grams

LESSON DEVELOPMENT

STEP 1

Guide learners to group activities in learner’s book page 123 and share estimates with other groups

* This activity will promote **social cohesion** as learners share mass estimates

STEP 2

Learners to estimate masses of different items in tonnes

* **Imagination and creativity** will be developed as learners record estimated masses
* **Value of social justice** will be developed as they share estimates.

STEP 3

Learners to individually work out practise exercise 2 on page 123 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

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EXTENDED ACTIVITIES:

Learners to estimate mass of different items in tonnes and record on a table

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – mass**

SUB STRAND: **Converting kilograms to tonnes**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify tonne as a units of measuring mass
2. Convert kilograms into tonne
3. Measure items in kg/tonnes in real life
4. Appreciate the use of the kilogram and tonne in measuring mass

KEY INQUIRY QUESTION (S)

How can we convert kilogram to tonnes?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 123

Charts with pictures of items whose mass is measured in tonnes, digital device, beam balance

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Recap grade 5 lesson on grams

LESSON DEVELOPMENT

STEP 1

Guide learners to group activity in learner’s book page 123 and share the findings to other groups

* **Communication and collaboration** will be developed as they discuss

STEP 2

Guide learners to discuss example 1 on page 123 in the learner’s book

* **Poverty eradication** strategies will be acquired as learners solve questions on farming

Teacher to do more examples on the chalkboard.

STEP 3

Learners to individually work out practise exercise 3 on page 124 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to watch a video clip on converting kilogram to tonnes

* This will promote digital literacy

Use locally available materials to make a beam balance and use it to estimate masses of different objects in kilograms and covert to tonnes

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – mass**

SUB STRAND: **Converting TONNES to KILOGRAMS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify tonne as a units of measuring mass
2. Convert tonnes into kilogram
3. Measure items in kg/tonnes in real life
4. Appreciate the use of the kilogram and tonne in measuring mass

KEY INQUIRY QUESTION (S)

How can we convert tonnes to kilogram?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 124-125

Charts with pictures of items whose mass is measured in tonnes, digital device, beam balance

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Recap grade 5 lesson on grams

LESSON DEVELOPMENT

STEP 1

Guide learners to group activity in learner’s book page 124 and share their finding to other groups

* **Communication and collaboration** will be developed as they discuss

STEP 2

Guide learners to discuss example 2 on page 124 in the learner’s book

* **Learning to learn** will be acquired as they learn to convert tonnes into kilograms

Teacher to do more examples on the chalkboard.

STEP 3

Learners to individually work out practise exercise 4 on page 125 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to watch a video clip on converting kilogram to tonnes

* This will promote digital literacy

Use locally available materials to make a beam balance and use it to estimate masses of different objects in kilograms and covert to tonnes

REFLECTION ON THE LESSON:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – mass**

SUB STRAND: **Addition of mass in TONNES and KILOGRAMS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify tonne as a units of measuring mass
2. Add tonnes and kilogram
3. Measure items in kg/tonnes in real life
4. Appreciate the use of the kilogram and tonne in measuring mass

KEY INQUIRY QUESTION (S)

How can we add tonnes and kilogram?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 125-126

Charts with pictures of items whose mass is measured in tonnes, digital device, beam balance

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Recap lesson of adding kg and grams learnt in grade 5

LESSON DEVELOPMENT

STEP 1

Guide learners to group activity in learner’s book page 125 and share their finding to other groups

* **Communication and collaboration** will be developed as they discuss in groups

STEP 2

Guide learners to discuss example 3 on page 124 in the learner’s book

* **Learning to learn** will be acquired as they learn to add tonnes and kilograms

Teacher to do example 4 on the chalkboard

STEP 3

Learners to individually work out practise exercise 5 on page 125 in the learner’s book

* Honesty and responsibility will be promoted as learners solve questions and give honest answers
* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to add mass of different objects in tonnes and kilograms at home

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – mass**

SUB STRAND: **Subtraction of mass in TONNES and KILOGRAMS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify tonne as a units of measuring mass
2. Subtract tonnes and kilogram
3. Measure items in kg/tonnes in real life
4. Appreciate the use of the kilogram and tonne in measuring mass

KEY INQUIRY QUESTION (S)

How can we subtract tonnes and kilogram?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 127-128

Charts with pictures of items whose mass is measured in tonnes, digital device, beam balance

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Recap lesson of subtraction of kg and grams learnt in grade 5

LESSON DEVELOPMENT

STEP 1

Guide learners to group activity in learner’s book page 127 and share their finding to other groups

* **Communication and collaboration** will be developed as they discuss in groups

STEP 2

Guide learners to discuss example 5 on page 127 in the learner’s book

* **Learning to learn** will be acquired as they learn to subtract tonnes and kilograms

Teacher to do more examples on the chalkboard.

STEP 3

Learners to individually work out practise exercise 6 on page 126-127 in the learner’s book

* Honesty and responsibility will be promoted as learners solve questions and give honest answers
* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to subtract mass of different objects in tonnes and kilograms at home

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – mass**

SUB STRAND: **Multiplication of mass in TONNES and KILOGRAMS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify tonne as a units of measuring mass
2. Multiply tonnes and kilogram
3. Measure items in kg/tonnes in real life
4. Appreciate the use of the kilogram and tonne in measuring mass

KEY INQUIRY QUESTION (S)

How can we multiply tonnes and kilogram?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 128-129

Charts with pictures of items whose mass is measured in tonnes, digital device, beam balance

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Recap lesson of multiplying of kg and grams learnt in grade 5

LESSON DEVELOPMENT

STEP 1

Guide learners to group activity in learner’s book page 128 and share their finding to other groups

* **Communication and collaboration** will be developed as they discuss in groups

STEP 2

Guide learners to discuss example 6 on page 128 in the learner’s book

* **Creativity and imagination is enhanced** as learners carry out multiplication involving mass
* **Social cohesion** as learners discuss in groups regardless of their background

Teacher to do more examples on the chalkboard.

STEP 3

Learners to individually work out practise exercise 7 on page 129 in the learner’s book

* Honesty and responsibility will be promoted as learners solve questions and give honest answers
* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to discuss the importance mass of multiplying in tonnes and kilograms at home

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – mass**

SUB STRAND: **Division of mass in TONNES and KILOGRAMS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify tonne as a units of measuring mass
2. Division tonnes and kilogram
3. Measure items in kg/tonnes in real life
4. Appreciate the use of the kilogram and tonne in measuring mass

KEY INQUIRY QUESTION (S)

How can we divide tonnes and kilogram?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 129-130

Charts with pictures of items whose mass is measured in tonnes, digital device, beam balance

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Recap lesson of multiplying/dividing of kg and grams learnt in grade 5

LESSON DEVELOPMENT

STEP 1

Guide learners to group activity in learner’s book page 129 and share their finding to other groups

* **Communication and collaboration** will be developed as they discuss in groups

STEP 2

Guide learners to discuss example 7 on page 129 in the learner’s book

* This activity will promote good governance and disaster and risk reduction as learners learn about equitable share of resources
* **Honesty and integrity** and citizenship as they learn about distribution of resources to all

Teacher to do more examples on the chalkboard.

STEP 3

Learners to individually work out questions in practise exercise 9 on page 130 in the learner’s book

* Honesty and responsibility will be promoted as learners solve questions and give honest answers
* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to discuss the importance mass of multiplying in tonnes and kilograms at home

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – Time**

SUB STRAND: **Identifying time in A.M and P.M**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify time in A.M and P.M in day to day life experience
2. Write time in A.M and P.M in day to day life experience
3. Appreciate the use of time both in 12h and 24h clock system

KEY INQUIRY QUESTION (S)

How Can you read and tell time?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 131-132

Stopwatches, digital clock and analogue clocks

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Guide the learners through a recap of the previous lessons they learnt in Grade 4 on telling time in am and pm

LESSON DEVELOPMENT

STEP 1

Guide learners through an activity of making clock faces

STEP 2

Encourage learners to observe pictures and guide them to answer questions in the group activity on page 131 in the learner’s book.

* This activity will promote critical thinking and problem solving as they observe pictures and tell time of the day
* **Citizenship** will be acquired as learners practise good time management.
* **Integrity and responsibility** are enhanced as learners observe allocated time tp perform various task

STEP 3

Guide the learners to discuss examples 1 on page 132 in the learner’s book.

* Self efficacy is developed as learners record the actual time of activities

STEP 3

Learners to individually fill in the blank spaces in practise exercise 1 on page 132 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to identify and record time for different school activities during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – Time**

SUB STRAND: **Identifying time in A.M and P.M**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify time in A.M and P.M in day to day life experience
2. Write time in A.M and P.M in day to day life experience
3. Appreciate the use of time both in 12h and 24h clock system

KEY INQUIRY QUESTION (S)

How Can you read and tell time?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 131-132

Stopwatches, digital clock and analogue clocks

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Guide the learners through a recap of the previous lessons they learnt in Grade 4 on telling time in am and pm

LESSON DEVELOPMENT

STEP 1

Guide learners through an activity of making clock faces

STEP 2

Encourage learners to observe pictures and guide them to answer questions in the group activity on page 131 in the learner’s book.

* This activity will promote critical thinking and problem solving as they observe pictures and tell time of the day
* **Citizenship** will be acquired as learners practise good time management.
* **Integrity and responsibility** are enhanced as learners observe allocated time tp perform various task

STEP 3

Guide the learners to discuss examples 2 on page 132 in the learner’s book.

* Self efficacy is developed as learners record the actual time of activities

STEP 3

Learners to individually fill in the blank spaces in practise exercise 1 on page 132 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to identify and record time for different school activities during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – Time**

SUB STRAND: **Writing time in AM and PM**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify time in A.M and P.M in day to day life experience
2. Write time in A.M and P.M in day to day life experience
3. Appreciate the use of time both in 12h and 24h clock system

KEY INQUIRY QUESTION (S)

How do you write time in am and pm?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 131

Stopwatches, digital clock and analogue clocks

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson of identifying am and pm

Guide the learners through a recap of the previous lessons they learnt in Grade 4 on telling time in am and pm

LESSON DEVELOPMENT

STEP 1

Guide learners through a group activity on page 133 in the learner’s book

* This activity will promote communication and collaboration as they discuss their daily routine
* **Citizenship** will be acquired as learners practise good time management
* **Responsibility** is enhanced as learners appropriately use allocated time to perform tasks
* Additionally, the activity will promote health education as learners maintain correct time of taking drugs

STEP 2

Guide learners to discuss example 3 on page 133 in the learner’s book.

* Self efficacy is developed as learners record the actual time of activities

STEP 3

Learners to individually complete the questions in practise exercise 2 on page 133 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to identify and record time for different school activities during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – Time**

SUB STRAND: **24 HOUR CLOCK SYSTEM**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify time in A.M and P.M in day to day life experience
2. Write time in A.M and P.M in day to day life experience
3. Relate time in AM and P.M to the 24h clock system
4. Appreciate the use of time both in 12h and 24h clock system

KEY INQUIRY QUESTION (S)

How can we relate time in am and pm to 24h clock system?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 134-136

Stopwatches, digital clock and analogue clocks

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson of writing time in AM and PM

Guide the learners through a recap of the previous lessons they learnt in Grade 4 on telling time in am and pm

Teacher to distribute analogue watches that show time in24h clock system

LESSON DEVELOPMENT

STEP 1

Guide learners through a group activity on page 134 in the learner’s book

* Learning to learn will be acquired as learners learn to relate time in AM and PM to the 24h clock system
* Value of respect and love will be developed as they discuss different activities their communities perform at different times
* This activity links to Home science as learners record time taken to perform different activities

STEP 2

Guide learners to discuss example 4 on page 134 in the learner’s book.

STEP 3

Learners to individually work out questions in practise exercise 3 on page 135 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to make study timetable indicating time in 24hr clock system

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – Time**

SUB STRAND: **24 HOUR CLOCK SYSTEM**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify time in A.M and P.M in day to day life experience
2. Write time in A.M and P.M in day to day life experience
3. Relate time in AM and P.M to the 24h clock system
4. Appreciate the use of time both in 12h and 24h clock system

KEY INQUIRY QUESTION (S)

How can we relate time in am and pm to 24h clock system?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 134-136

Stopwatches, digital clock and analogue clocks

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson of writing time in AM and PM

Guide the learners through a recap of the previous lessons they learnt in Grade 4 on telling time in am and pm

Teacher to distribute analogue watches that show time in24h clock system

LESSON DEVELOPMENT

STEP 1

Guide learners through a group activity on page 134 in the learner’s book

* Learning to learn will be acquired as learners learn to relate time in AM and PM to the 24h clock system
* Value of respect and love will be developed as they discuss different activities their communities perform at different times
* This activity links to Home science as learners record time taken to perform different activities

STEP 2

Guide learners to discuss example 4 on page 134 in the learner’s book.

STEP 3

Learners to individually work out questions in practise exercise 3 on page 135 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to make study timetable indicating time in 24hr clock system

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – Time**

SUB STRAND: **CONVERTING TIME FROM 24 HOUR CLOCK SYSTEM TO 12 HOUR CLOCK SYSTEM**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify time in A.M and P.M in day to day life experience
2. Write time in A.M and P.M in day to day life experience
3. Relate time in AM and P.M to the 24h clock system
4. Convert time from 24 hour clock system to 12 hour clock system
5. Appreciate the use of time both in 12h and 24h clock system

KEY INQUIRY QUESTION (S)

How can we convert time from 24h clock system to 12 hour system?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 136-137

Stopwatches, digital clock and analogue clocks

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson of writing time in AM and PM

Guide the learners through a recap of the previous lessons they learnt in Grade 4 on telling time in am and pm

LESSON DEVELOPMENT

STEP 1

Teacher to distribute analogue watches that show time in24h clock system and watches that show 12 hour system

Display the 24 hour clock chart

STEP 2

Guide learners through a group activity on page 136 in the learner’s book

STEP 3

Guide learners to discuss example 6 AND 7 on page 136-137 in the learner’s book.

* Social justice will be promoted as learners work together regardless of their background
* Communication and collaboration will be developed as they discuss.
* Healthy education will be developed as learners maintain correct time for taking drugs

STEP 4

Learners to individually work out questions in practise exercise 5 on page 137 in the learner’s book

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to practise converting time from 24 hour clock system to 12 hour clock system

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – Time**

SUB STRAND: **Interpreting travel timetables**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify time in A.M and P.M in day to day life experience
2. Write time in A.M and P.M in day to day life experience
3. Relate time in AM and P.M to the 24h clock system
4. Interpret travel timetable in different situations
5. Appreciate the use of time both in 12h and 24h clock system

KEY INQUIRY QUESTION (S)

How do we interpret travel timetable?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 136-137

Stopwatches, digital clock and analogue clocks

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to ask prompting questions like

1. Have you ever travelled over longer distance
2. Were issued with a ticket

LESSON DEVELOPMENT

STEP 1

Guide learners through a group activity on page 138 in the learner’s book

* This activity will develop learning to learn and citizenship as learners interpret timetables and practice good time management.
* Unity and respect are cultivated as they discuss in groups
* Integrity is enhanced as learners observe time in various activities

STEP 2

Guide learners to discuss example 8 on page 139 in the learner’s book.

* Self awareness is developed as learners learn to work with timelines

STEP 3

Learners to individually work out questions in practise exercise 6 on page 140-141 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to make travel timetable for school events and interpret them

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – Time**

SUB STRAND: **Interpreting travel timetables**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify time in A.M and P.M in day to day life experience
2. Write time in A.M and P.M in day to day life experience
3. Relate time in AM and P.M to the 24h clock system
4. Interpret travel timetable in different situations
5. Appreciate the use of time both in 12h and 24h clock system

KEY INQUIRY QUESTION (S)

How do we interpret travel timetable?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 136-137

Stopwatches, digital clock and analogue clocks

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to ask prompting questions like

1. What time did you depart from the bus or railway station
2. What time did you arrive to your destination

LESSON DEVELOPMENT

STEP 1

Guide learners through a group activity on page 138 in the learner’s book

* This activity will develop learning to learn and citizenship as learners interpret timetables and practice good time management.
* Unity and respect are cultivated as they discuss in groups
* Integrity is enhanced as learners observe time in various activities

STEP 2

Guide learners to discuss example 8 on page 139 in the learner’s book.

* Self awareness is developed as learners learn to work with timelines

STEP 3

Learners to individually work out questions in practise exercise 6 on page 140-141 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to make travel timetable for school events and interpret them

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – Time**

SUB STRAND: **Interpreting travel timetables**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify time in A.M and P.M in day to day life experience
2. Write time in A.M and P.M in day to day life experience
3. Relate time in AM and P.M to the 24h clock system
4. Interpret travel timetable in different situations
5. Appreciate the use of time both in 12h and 24h clock system

KEY INQUIRY QUESTION (S)

How do we interpret travel timetable?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 136-137

Stopwatches, digital clock and analogue clocks

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to ask prompting questions like

1. Have you ever travelled over longer distance
2. Were issued with a ticket
3. How many hours did your journey take

LESSON DEVELOPMENT

STEP 1

Guide learners through a group activity on page 138 in the learner’s book

* This activity will develop learning to learn and citizenship as learners interpret timetables and practice good time management.
* Unity and respect are cultivated as they discuss in groups
* Integrity is enhanced as learners observe time in various activities

STEP 2

Guide learners to discuss example 8 on page 139 in the learner’s book.

* Self awareness is developed as learners learn to work with timelines

STEP 3

Learners to individually work out questions in practise exercise 6 on page 140-141 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to make travel timetable for school events and interpret them

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – Money**

SUB STRAND: **Price List**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify a price list
2. Prepare/make a price list
3. Appreciate profit and loss in real life situation

KEY INQUIRY QUESTION (S)

What is the importance of a price list in business?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 142-143

Price list, classroom shop, electronic money tariff charts

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Display a sample price list for learners to see

Learners to brainstorm using the following questions

1. Have you ever been to a the market or a shop
2. Did you buy any item?
3. How did you know the price of the item

LESSON DEVELOPMENT

STEP 1

Teacher to give the meaning and importance of a price list and display the sample price list

STEP 2

Guide learners to do group activity on page 142 in the learner’s book and share their findings

* Learning to learn – as learners learn the importance or a price list
* Social cohesion is promoted as learners discuss in groups

STEP 3

Guide the learners to make a simple price list

* Self efficacy is promoted as learners discuss and make a price list

STEP 3

Learners to individually work out questions in practise exercise 1 on page 143 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to make a simple price list for classroom shop during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – Money**

SUB STRAND: **Budget**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify and make a price list
2. Prepare a simple budget
3. Appreciate profit and loss in real life situation

KEY INQUIRY QUESTION (S)

How can we prepare a budget?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 142-143

Price list, classroom shop, electronic money tariff charts, sample of a budget

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Ask learners to explain how they use their pocket money

Learners to brainstorm using the following questions

1. Have you ever been to a market or a shop?
2. Did you buy any item?
3. How did you know the price of the item

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activities on page 143-144 in the learner’s book and share their findings

* Learning to learn – as learners learn prepare a price list
* Communication and collaboration will be developed as learners discuss factors to consider when preparing a budget

STEP 2

Guide the learners to discuss example 1 on page 144 in the learner’s book

* Honesty will be developed as learners display trustworthiness while brainstorming on how they will spend their pocket money or items they include while preparing a simple budget

STEP 3

Learners to individually work out questions in practise exercise 2 on page 145 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to prepare a budget for back to school items

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – Money**

SUB STRAND: **Profit**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify and prepare price list
2. Work out profit in real life situation
3. Appreciate profit and loss in real life situation

KEY INQUIRY QUESTION (S)

How can we make profit in a business?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 146

Price list, classroom shop, electronic money tariff charts, sample of a budget

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 146 in the learner’s book and share their findings

Learners to identify the formula of calculating profit is **profit = selling price – buying price**

* Love and peace is promoted as learners share ideas

STEP 2

Guide the learners to discuss example 2 on page 146 in the learner’s book

* **Poverty reduction** is promoted as learners learn how to make profit.
* **Financial literacy** promoted as learners appreciate justifiable ways of earning profits
* **Career guidance and poverty eradication** is promoted as learners identify ways of making money

STEP 3

Learners to individually work out questions in practise exercise 3 on page 147 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to do more practise on calculating profits

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – Money**

SUB STRAND: **Profit**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify and prepare price list
2. Work out profit in real life situation
3. Appreciate profit and loss in real life situation

KEY INQUIRY QUESTION (S)

How can we make profit in a business?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 147

Price list, classroom shop, electronic money tariff charts, sample of a budget

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 146 in the learner’s book and share their findings

Learners to identify the formula of calculating profit is **profit = selling price – buying price**

* Love and peace is promoted as learners share ideas

STEP 2

Guide the learners to discuss example 3 on page 147 in the learner’s book

* **Poverty reduction** is promoted as learners learn how to make profit.
* **Financial literacy** promoted as learners appreciate justifiable ways of earning profits
* **Career guidance and poverty eradication** is promoted as learners identify ways of making moey

STEP 3

Learners to individually work out questions in practise exercise 3 on page 147 in the learner’s book

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to do more practise on calculating profits

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **MEASUREMENTS – Money**

SUB STRAND: **Loss**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify and prepare price list
2. Work out loss in real life situation
3. Appreciate profit and loss in real life situation

KEY INQUIRY QUESTION (S)

When do we make loss?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 148-149

Price list, classroom shop, electronic money tariff charts, sample of a budget

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 148 in the learner’s book and share their findings

Learners to identify the formula of calculating profit is **loss = buying price – selling price**

* Love and peace is promoted as learners share ideas
* This activity links languages as learners use Mathematical terms during discussions

STEP 2

Guide the learners to discuss example 4 on page 148 in the learner’s book

* Creativity and imagination is developed as learners learn to calculate the loss in business

STEP 3

Learners to individually work out questions in practise exercise 4 on page 149 in the learner’s book

* Safety and disaster risk management is promoted as learners learn to safeguard business and reduce loss

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to do more practise on calculating loss

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
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STRAND: **MEASUREMENTS – Money**

SUB STRAND: **Loss**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify and prepare price list
2. Work out loss in real life situation
3. Appreciate profit and loss in real life situation

KEY INQUIRY QUESTION (S)

When do we make loss?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 148-149

Price list, classroom shop, electronic money tariff charts, sample of a budget

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 148 in the learner’s book and share their findings

Learners to identify the formula of calculating profit is **loss = buying price – selling price**

* Love and peace is promoted as learners share ideas
* This activity links languages as learners use Mathematical terms during discussions

STEP 2

Guide the learners to discuss example 5 on page 148 in the learner’s book

* Creativity and imagination is developed as learners learn to calculate the loss in business

STEP 3

Learners to individually work out questions in practise exercise 4 on page 149 in the learner’s book

* Safety and disaster risk management is promoted as learners learn to safeguard business and reduce loss

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to do more practise on calculating loss

REFLECTION ON THE LESSON:

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STRAND: **MEASUREMENTS – Money**

SUB STRAND: **TYPES OF TAX – Income tax**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify types of taxes in different situations
2. Identify income tax in real life situation
3. Work out profit and loss in real life situation
4. Appreciate profit and loss in real life situation

KEY INQUIRY QUESTION (S)

Why do we pay taxes to the government?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 149-151

Price list, classroom shop, electronic money tariff charts, sample of a budget, a payslip copy

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Watch a short video of a recorded budget reading by minister of finance

Guide learners to brainstorm on different types of taxes in Kenya

Display a payslip to show income tax deduction to enhance understanding

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 149 to 150 in the learner’s book and share their findings

* **Citizenship and responsibility** are promoted as learners find out why taxes should be paid to the government.
* **Good governance** is promoted as learners learn how the government sources and allocates money in the budget of the year

STEP 2

Guide the learners to discuss example 6 on page 151 in the learner’s book

* Communication and collaboration will be developed as learners discuss in groups

STEP 3

Learners to individually work out questions in practise exercise 5 on page 149 in the learner’s book

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to list down uses of money from taxes

REFLECTION ON THE LESSON:

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STRAND: **MEASUREMENTS – Money**

SUB STRAND: **TYPES OF TAX – Value added Tax**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify types of taxes in different situations
2. Identify Value Added tax in real life situation
3. Work out profit and loss in real life situation
4. Appreciate profit and loss in real life situation

KEY INQUIRY QUESTION (S)

What is value Added Tax?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 151-153

Price list, classroom shop, electronic money tariff charts, sample of a receipt

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Guide learners to brainstorm on different types of taxes in Kenya

Display a receipt to show income tax deduction to enhance understanding

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity A and B on page 151-152 in the learner’s book and share their findings

* **Learning to learn** and patriotism are promoted as learners learn the need to pay taxes.
* **Respect and love** as learners share ideas

STEP 2

Guide the learners to discuss example 7 on page 152 in the learner’s book

* Creativity and imagination is developed as learners work out VAT
* Communication and collaboration will be developed as learners discuss in groups

STEP 3

Learners to individually work out questions in practise exercise 6 on page 152 in the learner’s book

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to list down the importance of taxes

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **GEOMETRY – LINES**

SUB STRAND: **CONSTRUCTING PARALLEL LINES**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Define parallel lines
2. Construct parallel lines in different situations
3. Appreciate use of lines in daily life

KEY INQUIRY QUESTION (S)

How can we construct a parallel line?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 154-155

30cm Ruler, chalkboard ruler, pencil, mathematical set

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to display a chart with line and ask the learners to identify parallel lines

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity A on page 154 in the learner’s book and share their findings

* **This a**ctivity will promote critical thinking and problem solving as learners identify lines in the environment
* **Unity and love** as learners share ideas

STEP 2

Guide the learners to do group activity B on page 154-155 in the learner’s book

* **Self efficacy** is enhanced as learners follow steps and construct parallel lines accurately.
* **Safety** is developed as learners handle drawing instruments carefully to avoid injuries
* This activity links **Creative Arts** as learners construct lines and discuss

STEP 3

Learners to individually work out questions in practise exercise 1 on page 155 in the learner’s book

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to construct more parallel lines in different situations

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **GEOMETRY – LINES**

SUB STRAND: **CONSTRUCTING PARALLEL LINES**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Define parallel lines
2. Construct parallel lines in different situations
3. Appreciate use of lines in daily life

KEY INQUIRY QUESTION (S)

How can we construct a parallel line?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 154-155

30cm Ruler, chalkboard ruler, pencil, mathematical set

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to display a chart with line and ask the learners to identify parallel lines

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity A on page 154 in the learner’s book and share their findings

* **This a**ctivity will promote critical thinking and problem solving as learners identify lines in the environment
* **Unity and love** as learners share ideas

STEP 2

Guide the learners to do group activity B on page 154-155 in the learner’s book

* **Self efficacy** is enhanced as learners follow steps and construct parallel lines accurately.
* **Safety** is developed as learners handle drawing instruments carefully to avoid injuries
* This activity links **Creative Arts** as learners construct lines and discuss

STEP 3

Learners to individually work out questions in practise exercise 1 on page 155 in the learner’s book

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to construct more parallel lines in different situations

REFLECTION ON THE LESSON:

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STRAND: **GEOMETRY – LINES**

SUB STRAND: **BISECTING A LINE**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Define line
2. Bisect a line through construction
3. Appreciate use of lines in daily life

KEY INQUIRY QUESTION (S)

Why do we bisect a line?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 154-155

30cm Ruler, chalkboard ruler, pencil, mathematical set, rubber

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to display a chart with lines that have been bisected through construction. Ask learners to discuss

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity A on page 156 in the learner’s book and share their findings

* This will promote communication and collaboration and social cohesion as learners discuss the activity and work in groups

STEP 2

Guide the learners to do group activity B on page 156-157 in the learner’s book

* Responsibility is enhanced as learners take turns in sharing drawing instruments

STEP 3

Learners to individually work out questions in practise exercise 2 on page 158 in the learner’s book

* Creativity and imagination will be acquired as learners bisect line accurately

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to do more practise by bisecting lines through construction during their free time

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
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STRAND: **GEOMETRY – LINES**

SUB STRAND: **BISECTING A LINE**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify bisected lines
2. Bisect a line through construction
3. Appreciate use of lines in daily life

KEY INQUIRY QUESTION (S)

Why do we bisect a line?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 154-155

30cm Ruler, chalkboard ruler, pencil, mathematical set, rubber

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Teacher to display a chart with lines that have been bisected through construction. Ask learners to discuss

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity A on page 156 in the learner’s book and share their findings

* This will promote communication and collaboration and social cohesion as learners discuss the activity and work in groups

STEP 2

Guide the learners to do group activity B on page 156-157 in the learner’s book

* Responsibility is enhanced as learners take turns in sharing drawing instruments

STEP 3

Learners to individually work out questions in practise exercise 2 on page 158 in the learner’s book

* Creativity and imagination will be acquired as learners bisect line accurately

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

EXTENDED ACTIVITIES:

Learners to do more practise by bisecting lines through construction during their free time

REFLECTION ON THE LESSON:

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STRAND: **GEOMETRY – LINES**

SUB STRAND: **CONSTRUCTING PERPENDICULAR LINES**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify perpendicular lines
2. Construct perpendicular lines in different situations
3. Appreciate use of lines in daily life

KEY INQUIRY QUESTION (S)

Why do we need to construct perpendicular lines?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 158-160

30cm Ruler, chalkboard ruler, pencil, mathematical set, rubber

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson of bisecting of lines

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity A on page 158 in the learner’s book and share their findings

* This will promote creativity and imagination and citizenship as learners discuss

Teacher to guide Learners to understand that a perpendicular line meets at a right angle

STEP 2

Guide the learners to do group activity B on page 159 in the learner’s book

* This activity links to social studies as learners interact with various lines in the environment

STEP 3

Learners to individually work out questions in practise exercise 3 on page 160 in the learner’s book

STEP 4

Guide learners to watch a video clip on lines

* This will promote digital literacy

EXTENDED ACTIVITIES:

Learners to do more practise by bisecting lines through construction during their free time

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **GEOMETRY – LINES**

SUB STRAND: **CONSTRUCTING PERPENDICULAR LINES**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify perpendicular lines
2. Construct perpendicular lines in different situations
3. Appreciate use of lines in daily life

KEY INQUIRY QUESTION (S)

Why do we need to construct perpendicular lines?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 158-160

30cm Ruler, chalkboard ruler, pencil, mathematical set, rubber

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson of bisecting of lines

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity A on page 158 in the learner’s book and share their findings

* This will promote creativity and imagination and citizenship as learners discuss

Teacher to guide Learners to understand that a perpendicular line meets at a right angle

STEP 2

Guide the learners to do group activity B on page 159 in the learner’s book

* This activity links to social studies as learners interact with various lines in the environment

STEP 3

Learners to individually work out questions in practise exercise 3 on page 160 in the learner’s book

STEP 4

Guide learners to watch a video clip on lines

* This will promote digital literacy

EXTENDED ACTIVITIES:

Learners to do more practise by bisecting lines through construction during their free time

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **GEOMETRY – ANGLES**

SUB STRAND: **IDENTIFYING ANGLES ON A STRAIGHT LINE**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify angles in a straight line
2. Measure angles on a straight line in different situations
3. Appreciate use of angles in real life

KEY INQUIRY QUESTION (S)

Where can we use angles in real life?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 160-162

30cm Ruler, chalkboard ruler, pencil, mathematical set, rubber

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson of angles learnt in grade 5

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 161 in the learner’s book and share their findings

* This will promote environmental education as learners discover use of angles in daily life.
* Safety is achieved as learners handle different instruments in the environment

STEP 2

Guide the learners to discuss example 1 on page 161 in the learner’s book

* Critical thinking and problem solving is achieved as learners identify angles
* Peace and unity as learners identify angles in groups

STEP 3

Learners to individually work out questions in practise exercise 1 on page 162 in the learner’s book

STEP 4

Guide learners to watch a video clip on angles

* This will promote digital literacy

EXTENDED ACTIVITIES:

Learners to demonstrate angles during play

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **GEOMETRY – ANGLES**

SUB STRAND: **IDENTIFYING ANGLES ON A STRAIGHT LINE**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify angles in a straight line
2. Measure angles on a straight line in different situations
3. Appreciate use of angles in real life

KEY INQUIRY QUESTION (S)

Where can we use angles in real life?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 160-162

30cm Ruler, chalkboard ruler, pencil, mathematical set, rubber

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson of angles learnt in grade 5

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 161 in the learner’s book and share their findings

* This will promote environmental education as learners discover use of angles in daily life.
* Safety is achieved as learners handle different instruments in the environment

STEP 2

Guide the learners to discuss example 1 on page 161 in the learner’s book

* Critical thinking and problem solving is achieved as learners identify angles
* Peace and unity as learners identify angles in groups

STEP 3

Learners to individually work out questions in practise exercise 1 on page 162 in the learner’s book

STEP 4

Guide learners to watch a video clip on angles

* This will promote digital literacy

EXTENDED ACTIVITIES:

Learners to demonstrate angles during play

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

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STRAND: **GEOMETRY – ANGLES**

SUB STRAND: **MEASURING ANGLES ON A STRAIGHT LINE**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify angles in a straight line
2. Measure angles on a straight line in different situations
3. Appreciate use of angles in real life

KEY INQUIRY QUESTION (S)

Where can we use angles in real life?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 163-165

30cm Ruler, chalkboard ruler, pencil, mathematical set, rubber

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson of angles on a straight line

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 163 in the learner’s book and share their findings

* This will promote critical thinking and problem solving as learners use protractor to measure angles
* Honesty and unity are achieved as learners take turns in using geometrical instruments

STEP 2

Guide the learners to discuss example 2 on page 163 in the learner’s book

* Responsibility is developed as learners learn to be precise in measurements
* This activity links Creative Arts as learners measure, draw and discuss angles on a straight line.

STEP 3

Learners to individually work out questions in practise exercise 2 on page 164 in the learner’s book

Guide learners to watch a video clip on angles

* This will promote digital literacy

EXTENDED ACTIVITIES:

Learners to identify angles in the environment during play

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
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STRAND: **GEOMETRY – ANGLES**

SUB STRAND: **MEASURING ANGLES ON A STRAIGHT LINE**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify angles in a straight line
2. Measure angles on a straight line in different situations
3. Appreciate use of angles in real life

KEY INQUIRY QUESTION (S)

Where can we use angles in real life?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 163-165

30cm Ruler, chalkboard ruler, pencil, mathematical set, rubber

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson of angles on a straight line

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 163 in the learner’s book and share their findings

* This will promote critical thinking and problem solving as learners use protractor to measure angles
* Honesty and unity are achieved as learners take turns in using geometrical instruments

STEP 2

Guide the learners to discuss example 3 on page 164 in the learner’s book

* Responsibility is developed as learners learn to be precise in measurements
* This activity links Creative Arts as learner’s measure, draw and discuss angles on a straight line.

STEP 3

Learners to individually work out questions in practise exercise 2 on page 165 in the learner’s book

Guide learners to watch a video clip on angles

* This will promote digital literacy

EXTENDED ACTIVITIES:

Learners to identify angles in the environment during play

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

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STRAND: **GEOMETRY – ANGLES**

SUB STRAND: **ANGLES IN A TRIANGLE**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Determine the sum of angles in a triangle
2. Measure angles in different situations
3. Appreciate use of angles in real life

KEY INQUIRY QUESTION (S)

What is the sum of angles in a triangle?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 165-167

30cm Ruler, chalkboard ruler, pencil, mathematical set, rubber

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson of angles on a straight line

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 165 in the learner’s book and share their findings

* This will promote creativity and imagination as learners identify sum of interior angles
* Personal hygiene is developed as learners wash hands after sharing instruments

STEP 2

Guide the learners to discuss example 4 on page 166 in the learner’s book

* Responsibility is developed as learners learn to be precise in measurements
* This activity links Creative Arts as learner’s measure, draw and discuss angles on a triangle.

STEP 3

Learners to individually work out questions in practise exercise 3 on page 166-167 in the learner’s book

* Self efficacy is developed as learners work out the questions

STEP 4

Guide learners to watch a video clip on angles in triangle /play digital games involving angles

* This will promote digital literacy

EXTENDED ACTIVITIES:

Learners to walk along different paths and relate turns they make to angles

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
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STRAND: **GEOMETRY – ANGLES**

SUB STRAND: **ANGLES IN A TRIANGLE**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Determine the sum of angles in a triangle
2. Measure angles in different situations
3. Appreciate use of angles in real life

KEY INQUIRY QUESTION (S)

What is the sum of angles in a triangle?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 165-167

30cm Ruler, chalkboard ruler, pencil, mathematical set, rubber

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson of angles on a straight line

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 165 in the learner’s book and share their findings

* This will promote creativity and imagination as learners identify sum of interior angles
* Personal hygiene is developed as learners wash hands after sharing instruments

STEP 2

Guide the learners to discuss example 4 on page 166 in the learner’s book

* Responsibility is developed as learners learn to be precise in measurements
* This activity links Creative Arts as learner’s measure, draw and discuss angles on a triangle.

STEP 3

Learners to individually work out questions in practise exercise 3 on page 166-167 in the learner’s book

* Self efficacy is developed as learners work out the questions

STEP 4

Guide learners to watch a video clip on angles in triangle /play digital games involving angles

* This will promote digital literacy

EXTENDED ACTIVITIES:

Learners to walk along different paths and relate turns they make to angles

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **GEOMETRY – 3-D OBJECTS**

SUB STRAND: **identifying 3-D objects in our environment**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify 3-D objects in our environment
2. Use IT devices for learning more on 3-D objects and for enjoyment
3. Appreciate use of 3-D objects in real life

KEY INQUIRY QUESTION (S)

Where are 3-D objects used in the environment?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 168

Cylinders, boxes and milk packets, cube, cuboids, pyramids

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 168 in the learner’s book and share their findings

* This activity will help learners develop critical thinking and problem solving as they recognise 3-D objects in the environment

STEP 2

Take learners around the school compound to explore and identify 3-D objects.

* Environmental education will be promoted as learners identify 3-D objects in the environment
* Safety and responsibility will be developed as they handle different objects
* Digital literacy as learners take picture during the outdoor activity, print, group them as different 3-D objects and keep them in a portfolio

EXTENDED ACTIVITIES:

Learners to identify more 3-D objects in the environment during their free time

CONCLUSION

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
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STRAND: **GEOMETRY – 3-D OBJECTS**

SUB STRAND: **identifying 3-D objects in our environment**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify 3-D objects in our environment
2. Use IT devices for learning more on 3-D objects and for enjoyment
3. Appreciate use of 3-D objects in real life

KEY INQUIRY QUESTION (S)

Where are 3-D objects used in the environment?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 168

Cylinders, boxes and milk packets, cube, cuboids, pyramids

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson learnt on grade 5

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 168 in the learner’s book and share their findings

* This activity will help learners develop critical thinking and problem solving as they recognise 3-D objects in the environment

STEP 2

Take learners around the school compound to explore and identify 3-D objects.

* Environmental education will be promoted as learners identify 3-D objects in the environment
* Safety and responsibility will be developed as they handle different objects
* Digital literacy as learners take picture during the outdoor activity, print, group them as different 3-D objects and keep them in a portfolio

EXTENDED ACTIVITIES:

Learners to identify more 3-D objects in the environment during their free time

CONCLUSION

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
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STRAND: **GEOMETRY – 3-D OBJECTS**

SUB STRAND: **identifying edges, faces and vertices in a cube**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify 3-D objects in our environment
2. Identify edges, faces and vertices in a cube
3. Use IT devices for learning more on 3-D objects and for enjoyment
4. Appreciate use of 3-D objects in real life

KEY INQUIRY QUESTION (S)

Where can we use a cube a 3-D object?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 169

Cylinders, boxes and milk packets, cube, cuboids, pyramids,

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson of angles on a straight line

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 169 in the learner’s book and share their findings.

Guide the learners to make cuboids from its net as guided in the learner’s book

* This activity will help learners develop communication and collaboration and social cohesion as learners discuss in groups.
* Safety is observed as learners handle different 3-D objects

STEP 2

Learners should identify the faces, edges and vertices in a cube

EXTENDED ACTIVITIES:

Learners to identify faces, edges and vertices of cubes in their environment during their free time

CONCLUSION

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
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STRAND: **GEOMETRY – 3-D OBJECTS**

SUB STRAND: **identifying edges, faces and vertices in a cuboids**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify 3-D objects in our environment
2. Identify edges, faces and vertices in a cuboids
3. Use IT devices for learning more on 3-D objects and for enjoyment
4. Appreciate use of 3-D objects in real life

KEY INQUIRY QUESTION (S)

Where can we use a cuboid a 3-D object?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 170

Cylinders, boxes and milk packets, cube, cuboids, pyramids,

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 170 in the learner’s book and share their findings to other groups

* This activity will help learners develop creativity and imagination and citizenship as learners discuss and identify faces, vertices and edges
* Education for sustainable development is enhanced as learners identify career in engineering and construction sector.
* Unity and responsibility are enhanced as learners share findings

Guide the learners to make cuboids from its net as guided in the learner’s book

STEP 2

Learners should identify the faces, edges and vertices in cuboids

EXTENDED ACTIVITIES:

Learners to identify faces, edges and vertices of cuboids in their environment during their free time

CONCLUSION

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **GEOMETRY – 3-D OBJECTS**

SUB STRAND: **identifying edges, faces and vertices in a cylinder**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify 3-D objects in our environment
2. Identify edges, faces and vertices in a cylinder
3. Use IT devices for learning more on 3-D objects and for enjoyment
4. Appreciate use of 3-D objects in real life

KEY INQUIRY QUESTION (S)

Where can we use a cylinder a 3-D object?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 170

Cylinders, boxes and milk packets, cube, cuboids, pyramids,

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 171 in the learner’s book and share their findings to other groups

* This activity will help learners develop learning to learn as learners identify faces, vertices and edges and share findings.
* Social cohesion is promoted as learners work in groups regardless of their background.
* Unity and responsibility are enhanced as learners work together and share findings

Guide the learners to make cylinder from its net as guided in the learner’s book

STEP 2

Learners should identify the faces, edges and vertices in cylinder

EXTENDED ACTIVITIES:

Learners to identify faces, edges and vertices of cylinders in their environment during their free time

CONCLUSION

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **GEOMETRY – 3-D OBJECTS**

SUB STRAND: **identifying edges, faces and vertices in a pyramid**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Identify 3-D objects in our environment
2. Identify edges, faces and vertices in a pyramid
3. Use IT devices for learning more on 3-D objects and for enjoyment
4. Appreciate use of 3-D objects in real life

KEY INQUIRY QUESTION (S)

Where can we use a cylinder a 3-D object?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 170

Cylinders, boxes and milk packets, cube, cuboids, pyramids,

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 171 in the learner’s book and share their findings to other groups

* This activity will help learners develop communication and collaboration as learners discuss and identify faces, vertices and edges
* Peace and unity are enhanced as learners share findings in groups.
* Personal hygiene is enhanced as learners wash hands after the activity
* The activity links to creative arts and languages as learners establish and discuss the differences between 3-D objects

Guide the learners to make pyramid from its net as guided in the learner’s book

STEP 2

Guide learners to individually work out practise exercise 1 page 171 and 172 in the learner’s book

Learners should identify the faces, edges and vertices in cylinder

STEP 3

Guide learners to search and watch a video clip on 3-D objects

* This will promote digital literacy

EXTENDED ACTIVITIES:

Learners to identify faces, edges and vertices of cylinders in their environment during their free time

CONCLUSION

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

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STRAND: **DATA HANDLING**

SUB STRAND: **collecting and representing data in frequency tables**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Collect data
2. Collect data and organise data from real life situation in a frequency table

Use IT devices for learning more on bar graphs and for leisure

1. Appreciate use of bar graphs in real life

KEY INQUIRY QUESTION (S)

Why do we collect data?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 174-175

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson learnt in grade 5

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 174 in the learner’s book and share their findings to other groups

* This activity links to languages as learners discuss in groups
* Peace and unity are enhanced as learners share findings in groups.

STEP 2

Guide the learners to do discuss example 1 on page 174 in the learner’s book

* The activity will help the learners do develop creativity and imagination as they represent data in tables
* Social cohesion will be developed as learners collect data in the environment
* Responsibility will de developed as learners record data accurately

STEP 3

Let the learners do practise exercise 1 on page 175 in the learners book on their own

EXTENDED ACTIVITIES:

Learners to practise more on data collection and presentation during their free time

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
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STRAND: **DATA HANDLING**

SUB STRAND: **collecting and representing data in frequency tables**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Collect data
2. Collect data and organise data from real life situation in a frequency table

Use IT devices for learning more on bar graphs and for leisure

1. Appreciate use of bar graphs in real life

KEY INQUIRY QUESTION (S)

Why do we collect data?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 174-175

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson learnt in grade 5

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 174 in the learner’s book and share their findings to other groups

* This activity links to languages as learners discuss in groups
* Peace and unity are enhanced as learners share findings in groups.

STEP 2

Guide the learners to do discuss example 2 on page 174 in the learner’s book

* The activity will help the learners do develop creativity and imagination as they represent data in tables
* Social cohesion will be developed as learners collect data in the environment
* Responsibility will de developed as learners record data accurately

STEP 3

Let the learners do practise exercise 1 on page 175 in the learners book on their own

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

EXTENDED ACTIVITIES:

Learners to practise more on data collection and presentation during their free time

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **DATA HANDLING**

SUB STRAND: **Representing data through piling**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Collect data
2. Represent data by piling

Use IT devices for learning more on bar graphs and for leisure

1. Appreciate use of bar graphs in real life

KEY INQUIRY QUESTION (S)

Why do we collect data?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 176-177

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 176 in the learner’s book and share their findings to other groups

Guide learners to represent data through piling

* This activity will promote social cohesion
* Peace and unity are enhanced as learners share findings in groups.

STEP 2

Guide the learners to do discuss example 3 on page 176 in the learner’s book

The learners can pile bottle tops or matchboxes

* The activity will help learners develop creativity and imagination as they represent data by piling
* Learning to learn will be developed as learners practise piling items.
* The activity also links to science and technology as learners collect information from different sources

STEP 3

Let the learners do practise exercise 2 on pages 176 and 177 in the learners book on their own

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

EXTENDED ACTIVITIES:

Learners to practise more on data collection and presentation by piling

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
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STRAND: **DATA HANDLING**

SUB STRAND: **Representing data through piling**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Collect data
2. Represent data by piling

Use IT devices for learning more on bar graphs and for leisure

1. Appreciate use of bar graphs in real life

KEY INQUIRY QUESTION (S)

Why do we collect data?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 176-177

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 176 in the learner’s book and share their findings to other groups

Guide learners to represent data through piling

* This activity will promote social cohesion
* Peace and unity are enhanced as learners share findings in groups.

STEP 2

Guide the learners to do discuss example 3 on page 176 in the learner’s book

The learners can pile bottle tops or matchboxes

* The activity will help learners develop creativity and imagination as they represent data by piling
* Learning to learn will be developed as learners practise piling items.
* The activity also links to science and technology as learners collect information from different sources

STEP 3

Let the learners do practise exercise 2 on pages 176 and 177 in the learners book on their own

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

EXTENDED ACTIVITIES:

Learners to practise more on data collection and presentation by piling

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **DATA HANDLING**

SUB STRAND: **REPRESENTING DATA USING BAR GRAPHS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Collect data
2. Represent data using bar graphs

Use IT devices for learning more on bar graphs and for leisure

1. Appreciate use of bar graphs in real life

KEY INQUIRY QUESTION (S)

How can bar graphs be used in real life situations?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 177-179

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Recap the previous lesson on representing data through pilling

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 177 in the learner’s book and share their findings to other groups

* This will promote honesty as learners give honest feedback to each other.

STEP 2

Guide the learners to do discuss example 4 on page 178 in the learner’s book

* The activity will help develop creativity and imagination as they represent data using bar graphs.
* Communication and collaboration will be developed as learners discuss in groups
* Education for sustainabe development will be acquired as learners relate bar graphs to careers in research and banking

STEP 3

Guide the learners to play digital games on interpreting information from bar graphs

* This will promote digital literacy

STEP 3

Let the learners do practise exercise 3 on pages 179 in the learners book on their own

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

EXTENDED ACTIVITIES:

Learners to practise more on interpreting information from bar graphs during their free time

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **DATA HANDLING**

SUB STRAND: **REPRESENTING DATA USING BAR GRAPHS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Collect data
2. Represent data using bar graphs

Use IT devices for learning more on bar graphs and for leisure

1. Appreciate use of bar graphs in real life

KEY INQUIRY QUESTION (S)

How can bar graphs be used in real life situations?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 177-179

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Recap the previous lesson on representing data through pilling

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 177 in the learner’s book and share their findings to other groups

* This will promote honesty as learners give honest feedback to each other.

STEP 2

Guide the learners to do discuss example 4 on page 178 in the learner’s book

* The activity will help develop creativity and imagination as they represent data using bar graphs.
* Communication and collaboration will be developed as learners discuss in groups
* Education for sustainabe development will be acquired as learners relate bar graphs to careers in research and banking

STEP 3

Guide the learners to play digital games on interpreting information from bar graphs

* This will promote digital literacy

STEP 3

Let the learners do practise exercise 3 on pages 179 in the learners book on their own

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

EXTENDED ACTIVITIES:

Learners to practise more on interpreting information from bar graphs during their free time

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **DATA HANDLING**

SUB STRAND: **REPRESENTING DATA USING BAR GRAPHS**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Collect data
2. Represent data using bar graphs

Use IT devices for learning more on bar graphs and for leisure

1. Appreciate use of bar graphs in real life

KEY INQUIRY QUESTION (S)

How can bar graphs be used in real life situations?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 177-179

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Recap the previous lesson on representing data through pilling

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 177 in the learner’s book and share their findings to other groups

* This will promote honesty as learners give honest feedback to each other.

STEP 2

Guide the learners to do discuss example 4 on page 178 in the learner’s book

* The activity will help develop creativity and imagination as they represent data using bar graphs.
* Communication and collaboration will be developed as learners discuss in groups
* Education for sustainabe development will be acquired as learners relate bar graphs to careers in research and banking

STEP 3

Guide the learners to play digital games on interpreting information from bar graphs

* This will promote digital literacy

STEP 3

Let the learners do practise exercise 3 on pages 179 in the learners book on their own

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

EXTENDED ACTIVITIES:

Learners to practise more on interpreting information from bar graphs during their free time

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **DATA HANDLING**

SUB STRAND: **interpreting information from bar graphs**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Collect data
2. Interpret information from bar graphs

Use IT devices for learning more on bar graphs and for leisure

1. Appreciate use of bar graphs in real life

KEY INQUIRY QUESTION (S)

How can we interpret information from bar graphs?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 180-183

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Recap the previous lesson on representing data through bar graphs

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 177 in the learner’s book and share their findings to other groups

* Peace and unity are enhanced as learners share findings in groups.

STEP 2

Guide the learners to do discuss example 5 on page 180 in the learner’s book

* The activity will help develop creativity and imagination as they represent data using bar graphs.
* Communication and collaboration will be developed as learners discuss in groups

STEP 3

Guide the learners to play digital games on interpreting information from bar graphs

* This will promote digital literacy

STEP 4

Let the learners do practise exercise 4 on pages 181 and 183 in the learners book on their own

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

EXTENDED ACTIVITIES:

Learners to practise more on interpreting information from bar graphs during their free time

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **DATA HANDLING**

SUB STRAND: **interpreting information from bar graphs**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Collect data
2. Interpret information from bar graphs

Use IT devices for learning more on bar graphs and for leisure

1. Appreciate use of bar graphs in real life

KEY INQUIRY QUESTION (S)

How can we interpret information from bar graphs?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 180-183

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Recap the previous lesson on representing data through bar graphs

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 177 in the learner’s book and share their findings to other groups

* Peace and unity are enhanced as learners share findings in groups.

STEP 2

Guide the learners to do discuss example 5 on page 180 in the learner’s book

* The activity will help develop creativity and imagination as they represent data using bar graphs.
* Communication and collaboration will be developed as learners discuss in groups

STEP 3

Guide the learners to play digital games on interpreting information from bar graphs

* This will promote digital literacy

STEP 4

Let the learners do practise exercise 4 on pages 181 and 183 in the learners book on their own

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

EXTENDED ACTIVITIES:

Learners to practise more on interpreting information from bar graphs during their free time

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **DATA HANDLING**

SUB STRAND: **interpreting information from bar graphs**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Collect data
2. Interpret information from bar graphs

Use IT devices for learning more on bar graphs and for leisure

1. Appreciate use of bar graphs in real life

KEY INQUIRY QUESTION (S)

How can we interpret information from bar graphs?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 180-183

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the previous lesson

Recap the previous lesson on representing data through bar graphs

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 177 in the learner’s book and share their findings to other groups

* Peace and unity are enhanced as learners share findings in groups.

STEP 2

Guide the learners to do discuss example 5 on page 180 in the learner’s book

* The activity will help develop creativity and imagination as they represent data using bar graphs.
* Communication and collaboration will be developed as learners discuss in groups

STEP 3

Guide the learners to play digital games on interpreting information from bar graphs

* This will promote digital literacy

STEP 4

Let the learners do practise exercise 4 on pages 181 and 183 in the learners book on their own

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

EXTENDED ACTIVITIES:

Learners to practise more on interpreting information from bar graphs during their free time

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **ALGEBRA**

SUB STRAND: **FORMING SIMPLE INEQUALITIES**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Form inequalities with one unknown involving real life situations
2. Simplify inequalities in one unknown involving real life

Use IT devices to simplify inequalities and play digital games involving inequalities

1. Appreciate use of algebraic expressions in real life

KEY INQUIRY QUESTION (S)

How can we form simple inequalities using one unknown?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 184-185

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the formation of simple equations learnt in grade 5

Learners can also use beam balance and play balancing games to enhance the concept of balancing equations in algebra

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 184 in the learner’s book and share their findings to other groups

* This will promote communication and collaboration as learners work in groups
* Education for sustainable development will be enhanced as learners discover careers related to inequalities
* Peace and love will be developed as learners give each other equal opportunity while discussing

STEP 2

Guide the learners to do discuss example 1 on page 185 in the learner’s book

* The activity will help develop critical thinking and problem solving as they form simple equations
* Social cohesion will be developed as learners work in groups

STEP 3

Let the learners do practise exercise 1 on page 185 in the learners book on their own

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

EXTENDED ACTIVITIES:

Learners to compare different items and form inequalities during their free time

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **ALGEBRA**

SUB STRAND: **FORMING SIMPLE INEQUALITIES**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Form inequalities with one unknown involving real life situations
2. Simplify inequalities in one unknown involving real life

Use IT devices to simplify inequalities and play digital games involving inequalities

1. Appreciate use of algebraic expressions in real life

KEY INQUIRY QUESTION (S)

How can we form simple inequalities using one unknown?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 184-185

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the formation of simple equations learnt in grade 5

Learners can also use beam balance and play balancing games to enhance the concept of balancing equations in algebra

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 184 in the learner’s book and share their findings to other groups

* This will promote communication and collaboration as learners work in groups
* Education for sustainable development will be enhanced as learners discover careers related to inequalities
* Peace and love will be developed as learners give each other equal opportunity while discussing

STEP 2

Guide the learners to do discuss example 2 on page 185 in the learner’s book

* The activity will help develop critical thinking and problem solving as they form simple equations
* Social cohesion will be developed as learners work in groups

STEP 3

Let the learners do practise exercise 1 on page 185 in the learners book on their own

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

EXTENDED ACTIVITIES:

Learners to compare different items and form inequalities during their free time

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **ALGEBRA**

SUB STRAND: **FORMING SIMPLE INEQUALITIES**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Form inequalities with one unknown involving real life situations
2. Simplify inequalities in one unknown involving real life

Use IT devices to simplify inequalities and play digital games involving inequalities

1. Appreciate use of algebraic expressions in real life

KEY INQUIRY QUESTION (S)

How can we form simple inequalities using one unknown?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 184-185

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the formation of simple equations learnt in grade 5

Learners can also use beam balance and play balancing games to enhance the concept of balancing equations in algebra

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 184 in the learner’s book and share their findings to other groups

* This will promote communication and collaboration as learners work in groups
* Education for sustainable development will be enhanced as learners discover careers related to inequalities
* Peace and love will be developed as learners give each other equal opportunity while discussing

STEP 2

Guide the learners to do discuss example 2 on page 185 in the learner’s book

* The activity will help develop critical thinking and problem solving as they form simple equations
* Social cohesion will be developed as learners work in groups

STEP 3

Let the learners do practise exercise 1 on page 185 in the learners book on their own

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

EXTENDED ACTIVITIES:

Learners to compare different items and form inequalities during their free time

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **ALGEBRA**

SUB STRAND: **FORMING SIMPLE INEQUALITIES**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Form inequalities with one unknown involving real life situations
2. Simplify inequalities in one unknown involving real life

Use IT devices to simplify inequalities and play digital games involving inequalities

1. Appreciate use of algebraic expressions in real life

KEY INQUIRY QUESTION (S)

How can we form simple inequalities using one unknown?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 187-188

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the formation of simple equations learnt in grade 5

Learners can also use beam balance and play balancing games to enhance the concept of balancing equations in algebra

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 184 in the learner’s book and share their findings to other groups

* This will promote communication and collaboration as learners work in groups
* Education for sustainable development will be enhanced as learners discover careers related to inequalities
* Peace and love will be developed as learners give each other equal opportunity while discussing

STEP 2

Guide the learners to do discuss example 3 on page 186 in the learner’s book

* The activity will help develop critical thinking and problem solving as they form simple equations
* Responsibility and integrity will be developed as learners form the inequalities

STEP 3

Let the learners do practise exercise 2 on page 186 in the learners book on their own

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

EXTENDED ACTIVITIES:

Learners to form simple inequalities during their free time

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **ALGEBRA**

SUB STRAND: **FORMING SIMPLE INEQUALITIES**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Form inequalities with one unknown involving real life situations
2. Simplify inequalities in one unknown involving real life

Use IT devices to simplify inequalities and play digital games involving inequalities

1. Appreciate use of algebraic expressions in real life

KEY INQUIRY QUESTION (S)

How can we form simple inequalities using one unknown?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 187-188

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the formation of simple equations learnt in grade 5

Learners can also use beam balance and play balancing games to enhance the concept of balancing equations in algebra

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 184 in the learner’s book and share their findings to other groups

* This will promote communication and collaboration as learners work in groups
* Education for sustainable development will be enhanced as learners discover careers related to inequalities
* Peace and love will be developed as learners give each other equal opportunity while discussing

STEP 2

Guide the learners to do discuss example 4 on page 186 in the learner’s book

* The activity will help develop critical thinking and problem solving as they form simple equations
* Responsibility and integrity will be developed as learners form the inequalities

STEP 3

Let the learners do practise exercise 2 on page 186 in the learners book on their own

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

EXTENDED ACTIVITIES:

Learners to form simple inequalities during their free time

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **ALGEBRA**

SUB STRAND: **FORMING SIMPLE INEQUALITIES**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Form inequalities with one unknown involving real life situations
2. Simplify inequalities in one unknown involving real life

Use IT devices to simplify inequalities and play digital games involving inequalities

1. Appreciate use of algebraic expressions in real life

KEY INQUIRY QUESTION (S)

How can we form simple inequalities using one unknown?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 187-188

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to review the formation of simple equations learnt in grade 5

Learners can also use beam balance and play balancing games to enhance the concept of balancing equations in algebra

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 184 in the learner’s book and share their findings to other groups

* This will promote communication and collaboration as learners work in groups
* Education for sustainable development will be enhanced as learners discover careers related to inequalities
* Peace and love will be developed as learners give each other equal opportunity while discussing

STEP 2

Guide the learners to do discuss example 4 on page 186 in the learner’s book

* The activity will help develop critical thinking and problem solving as they form simple equations
* Responsibility and integrity will be developed as learners form the inequalities

STEP 3

Let the learners do practise exercise 2 on page 186 in the learners book on their own

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

EXTENDED ACTIVITIES:

Learners to form simple inequalities during their free time

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **ALGEBRA**

SUB STRAND: **SIMPLIFYING SIMPLE INEQUALITIES**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Form inequalities with one unknown involving real life situations
2. Simplify inequalities in one unknown involving real life

Use IT devices to simplify inequalities and play digital games involving inequalities

1. Appreciate use of algebraic expressions in real life

KEY INQUIRY QUESTION (S)

How can we simplify inequalities with one unknown?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 187-188

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to recap the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 187 in the learner’s book and share their findings to other groups

* This will promote self efficacy and critical thinking and problem solving as learners simplify the inequality

STEP 2

Guide the learners to do discuss example 5, 6 and 7 on page 187 in the learner’s book

* The activity will help develop learning to learn and citizenship as they form inequalities and share in groups.
* Gender sensitivity and social justice are developed as learners solve inequality involving gender

STEP 3

Guide the learners to play a digital game involving inequalities

* This will promote digital literacy

STEP 4

Let the learners do practise exercise 3 on page 187 in the learners book on their own

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

EXTENDED ACTIVITIES:

Learners to simplify inequalities with one unknown during their free time

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| SCHOOL | LEARNING AREA | GRADE | DATE | TIME | ROLL |
|  | MATH | 6 |  |  | 64 |

STRAND: **ALGEBRA**

SUB STRAND: **SIMPLIFYING SIMPLE INEQUALITIES**

SPECIFIC LEARNING OUTCOMES: by the end of the lesson, the learner should be able to

1. Form inequalities with one unknown involving real life situations
2. Simplify inequalities in one unknown involving real life

Use IT devices to simplify inequalities and play digital games involving inequalities

1. Appreciate use of algebraic expressions in real life

KEY INQUIRY QUESTION (S)

How can we simplify inequalities with one unknown?

LEARNING RESOURCES

Mentor mathematics learner’s book grade 6 page 187-188

ORGANISATION OF LEARNING

Learning will take place in an actual classroom. Learners will work individually, in pairs and small groups

INTRODUCTION

Teacher to recap the previous lesson

LESSON DEVELOPMENT

STEP 1

Guide learners to do group activity on page 187 in the learner’s book and share their findings to other groups

* This will promote self efficacy and critical thinking and problem solving as learners simplify the inequality

STEP 2

Guide the learners to do discuss example 5, 6 and 7 on page 187 in the learner’s book

* The activity will help develop learning to learn and citizenship as they form inequalities and share in groups.
* Gender sensitivity and social justice are developed as learners solve inequality involving gender

STEP 3

Guide the learners to play a digital game involving inequalities

* This will promote digital literacy

STEP 4

Let the learners do practise exercise 3 on page 187 in the learners book on their own

* The exercise will enhance critical thinking and problem solving as they answer questions in the practise exercise

EXTENDED ACTIVITIES:

Learners to simplify inequalities with one unknown during their free time

CONCLUSION

Teacher to go round checking and marking the pupil’s book and assisting the weak learner

* Responsibility will also be developed as they work and submit their work for marking

Ask oral questions to conclude the lesson.

REFLECTION ON THE LESSON:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_