

MATHEMATICS SCHEME OF WORK GRADE 6 TERM 3

NAME	
TSC NO.	
SCHOOL	

MATHEMATICS SCHEME OF WORK GRADE 6 TERM 3

SCHOOL	GRADE	LEARNING AREA	TERM	YEAR
	GRADE 6	MATHEMATICS	3	

Week	Lesson	Strand /Theme	Sub-strand	Specific-Learning Outcomes	Learning/ Teaching Experience	Key Inquiry Questions	Learning Resources	Assessment Methods	Reflection
1	1	Measurement	Money; Price list	By the end of the lesson, the learner should be able to: a) Define a price list. b) Observe the picture on learner's book and draw the items. c) Use the chart and fill in the table on learner's book. d) Appreciate the importance of a price list.	Learners are guided to define a price list In groups, learners are guided observe the picture on learner's book and draw the items. Individually, learners are guided to use the chart and fill in the table on learner's book	What is a price list?	Mentor Mathematics Learner's Book Grade 6 pg. 142-143 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	2	Measurement	Budget	By the end of the lesson, the learner should be able to: a) Define a budget. b) State the importance of a budget. c) Work out total income and expenses. d) Appreciate the importance of a budget.	Learners are guided to define a budget In groups, learners are guided to state the importance of a budget. Individually, learners to work out total income and expenses	What us a budget? Why is it important to prepare a budget?	Mentor Mathematics Learner's Book Grade 6 pg. 143 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	3	Measurement	Factors to consider when preparing a budget	By the end of the lesson, the learner should be able to: a) State the factors to consider when preparing a budget. b) Explain how the factors enable them to achieve our budgeting plan. c) Appreciate the factors to consider when preparing a budget.	Learners are guided to state the factors to consider when preparing a budget In pairs, learners are guided to explain how the factors enable them to achieve our budgeting plan.	State the factors to consider when preparing a budget?	Mentor Mathematics Learner's Book Grade 6 pg. 144 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	4	Measurement	Factors to consider when preparing a budget	By the end of the lesson, the learner should be able to: a) Make flashcards on factors to consider when preparing a budget. b) Work out practice exercise 2 c) Appreciate the importance of preparing a budget.	Learners are guided to make flashcards on factors to consider when preparing a budget In groups, pairs or as individual's learners are guided to work out practice exercise 2	How will the factors enable them to achieve our budgeting plan?	Mentor Mathematics Learner's Book Grade 6 pg. 144-145 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	5	Measurement	Profit	By the end of the lesson, the learner should be able to: a) Explain the meaning of profit. b) Read the story on learner's book and answer the questions that follow. c) Appreciate the use of buying price and selling price.	Learners are guided to explain the meaning of profit Learners are guided to read the story on learner's book and answer the questions that follow	What is profit? What is the difference between the buying price and the selling price?	Mentor Mathematics Learner's Book Grade 6 pg. 146 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
2	1	Measurement	Profit	By the end of the lesson, the learner should be able to: a) State the importance of profit. b) Work out practice exercise 3. c) Appreciate the importance of profit.	Learners are guided to state the importance of profit Learners are guided to work out practice exercise 3	What is the importance of profit?	Mentor Mathematics Learner's Book Grade 6 pg. 146-147 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	2	Measurement	Loss	By the end of the lesson, the learner should be able to: a) Explain the meaning	Learners are guided to explain the meaning of loss	How do you calculate loss?	Mentor Mathematics Learner's Book	Oral questions Oral Report	

				<p>of loss.</p> <p>b) Read the story on learner's book and answer the questions that follow.</p> <p>c) Appreciate the formula of calculating loss.</p>	<p>Learners are guided to read the story on learner's book and answer the questions that follow</p>		<p>Grade 6 pg. 148</p> <p>Ruler</p> <p>Digital devices</p>	<p>Observation</p> <p>Written exercise</p>	
	3	Measurement	Loss	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Explain the meaning of buying and selling price.</p> <p>b) Work out practice exercise 4.</p> <p>c) Enjoy working out different prices of items.</p>	<p>Learners are guided to explain the meaning of buying and selling price</p> <p>Learners are guided to work out practice exercise 4</p>	<p>How do you work out loss of items?</p>	<p>Mentor Mathematics Learner's Book Grade 6 pg. 148-149</p> <p>Ruler</p> <p>Digital devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	
	4	Measurement	Types of taxes	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Define tax.</p> <p>b) Discuss the importance of tax to the government.</p> <p>c) Appreciate the importance of tax</p>	<p>Learners are guided to define tax</p> <p>In groups, learners are guided to discuss the importance of tax to the government</p>	<p>What is tax?</p>	<p>Mentor Mathematics Learner's Book Grade 6 pg. 149</p> <p>Ruler</p> <p>Digital devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	
	5	Measurement	Income tax	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Explain the meaning of income tax.</p> <p>b) Listen to a radio programme on income tax.</p> <p>c) Appreciate the importance of income tax</p>	<p>Learners are guided to explain the meaning of income tax</p> <p>In groups, learners are guided to listen to a radio programme on income tax.</p>	<p>What is income tax?</p>	<p>Mentor Mathematics Learner's Book Grade 6 pg. 150</p> <p>Ruler</p> <p>Digital devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	
3	1	Measurement	Income tax	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Find out other types of income taxed imposed by the government.</p> <p>b) Work out income tax of different salaries.</p> <p>c) Appreciate the use of income tax</p>	<p>Learners to use digital devices to find out other types of income taxed imposed by the government.</p> <p>Learners are guided to work out income tax of different salaries</p>	<p>How does the deducted money help the government?</p>	<p>Mentor Mathematics Learner's Book Grade 6 pg. 150-151</p> <p>Ruler</p> <p>Digital devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	
	2	Measurement	Value Added Tax (VAT)	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Explain the meaning of Value Added Tax (VAT)</p> <p>b) Make a poster on value added tax</p> <p>c) Appreciate the use of Value Added Tax (VAT)</p>	<p>In groups, pairs or as individual's learners are guided to explain the meaning of Value Added Tax (VAT)</p> <p>Learners are guided to make a poster on value added tax</p>	<p>What is value added tax?</p>	<p>Mentor Mathematics Learner's Book Grade 6 pg. 151-152</p> <p>Ruler</p> <p>Digital devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	
	3	Measurement	Value Added Tax (VAT)	<p>By the end of the lesson, the learner should be able to:</p> <p>a) State the importance of Value Added Tax (VAT)</p> <p>b) Use digital devices, search for a video clip on budget.</p> <p>c) Work out Practice Exercise 6</p> <p>d) Appreciate the importance of Value Added Tax (VAT)</p>	<p>Learners are guided to state the importance of Value Added Tax (VAT)</p> <p>Learners are guided to use digital devices, search for a video clip on budget</p> <p>Learners are guided to work out Practice Exercise 6</p>	<p>What is the importance of Value Added Tax (VAT)?</p>	<p>Mentor Mathematics Learner's Book Grade 6 pg. 152-153</p> <p>Ruler</p> <p>Digital devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	
	4	Geometry	Lines; Constructing parallel lines	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify parallel lines in the environment.</p> <p>b) Trace the lines on learner's book</p> <p>c) Have fun and enjoy constructing parallel lines</p>	<p>Learners are guided to identify parallel lines in the environment</p> <p>Learners are guided to trace the lines on learner's book</p>	<p>What are parallel lines?</p>	<p>Mentor Mathematics Learner's Book Grade 6 pg. 154</p> <p>Ruler</p> <p>Digital devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	

	5	Geometry	Lines; Constructing parallel lines	By the end of the lesson, the learner should be able to: a) Outline the procedure of constructing parallel lines. b) Construct parallel lines. c) Have fun and enjoy constructing parallel lines.	Learners are guided to outline the procedure of constructing parallel lines In groups, learners to construct parallel lines	How do you construct parallel lines?	Mentor Mathematics Learner's Book Grade 6 pg. 154-155 Ruler Digital devices		
4	1	Geometry	Lines; Constructing parallel lines	By the end of the lesson, the learner should be able to: a) Outline the procedure of constructing parallel lines using compass. b) Work out Practice exercise 1 on learner's book. c) Appreciate the use of parallel lines.	In pairs, learners to outline the procedure of constructing parallel lines using compass In groups, learners to work out Practice exercise 1 on learner's book	How do you construct parallel lines using compass?	Mentor Mathematics Learner's Book Grade 6 pg. 155 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	2	Geometry	Bisecting a line	By the end of the lesson, the learner should be able to: a) Explain the meaning of bisecting a lines. b) Trace the lines on learner's book. c) Have fun and enjoy bisecting a line.	In groups, learners are guided to explain the meaning of bisecting a lines Learners are guided to trace the lines on learner's book.	What is bisecting a line?	Mentor Mathematics Learner's Book Grade 6 pg. 156 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	3	Geometry	Bisecting a line	By the end of the lesson, the learner should be able to: a) Outline the procedure of bisecting a line b) Bisect a line. c) Have fun and enjoy bisecting a line	In groups, learners are guided to outline the procedure of bisecting a line Individually, learners to bisect a line	How do you bisect a line?	Mentor Mathematics Learner's Book Grade 6 pg. 156-157 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	4	Geometry	Bisecting a line	By the end of the lesson, the learner should be able to: a) Outline the procedure of bisecting a line using compass. b) Work out Practice exercise 2 on learner's book c) Have fun and enjoy bisecting a line.	In groups, learners are guided to outline the procedure of bisecting a line using compass. Individually, learners to work out Practice exercise 2 on learner's book	How do you bisect a line?	Mentor Mathematics Learner's Book Grade 6 pg. 156-158 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	5	Geometry	Constructing of perpendicular lines	By the end of the lesson, the learner should be able to: a) Explain the meaning of perpendicular lines b) Trace the lines on learner's book. c) Have fun and enjoy constructing perpendicular lines.	In groups, learners to explain the meaning of perpendicular lines In groups, learners are guided to trace the lines on learner's book	What are perpendicular lines?	Mentor Mathematics Learner's Book Grade 6 pg. 158 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
5	1	Geometry	Constructing of perpendicular lines	By the end of the lesson, the learner should be able to: a) Outline the procedure of constructing of perpendicular lines. b) Use digital devices, search for a video on lines. c) Work out Practice exercise 3 on learner's book d) Have fun and enjoy bisecting a line.	In groups, learners to outline the procedure of constructing of perpendicular lines In groups, learners are guided to use digital devices, search for a video on lines. In pairs, learners to work out Practice exercise 3 on learner's book	How do you construct perpendicular lines?	Mentor Mathematics Learner's Book Grade 6 pg. 159-160 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	

	2	Geometry	Angles; Angles on a straight line	By the end of the lesson, the learner should be able to: a) Identify the angles formed in learner's book. b) Use digital devices, search for a video about angles on a straight line. c) Appreciate angles on a straight line.	Individually, learners to identify the angles formed in learner's book. In groups, learners are guided to use digital devices, search for a video about angles on a straight line	What are angles?	Mentor Mathematics Learner's Book Grade 6 pg. 161 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	3	Geometry	Angles; Angles on a straight line	By the end of the lesson, the learner should be able to: a) Identify the angles in the diagram on learner's book. b) Work out practice exercise 1 c) Appreciate the use of angles on a straight line	Individually, learners to identify the angles in the diagram on learner's book In groups, learners are guided to work out practice exercise 1	How do you identify angles on a straight line?	Mentor Mathematics Learner's Book Grade 6 pg. 162 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	4	Geometry	Measuring angles on a straight line	By the end of the lesson, the learner should be able to: a) Measure angles using a protractor. b) Find the sum of the angles in each diagram. c) Appreciate the use of protractor.	Learners are guided to measure angles using a protractor In groups or pairs, learners to find the sum of the angles in each diagram	What do you notice about the sum of angles on a straight line?	Mentor Mathematics Learner's Book Grade 6 pg. 162 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	5	Geometry	Measuring angles on a straight line	By the end of the lesson, the learner should be able to: a) Measure the angles on learner's book using a protractor. b) Calculate the size of the angles marked by letters on learner's book. c) Work out practice exercise 2. d) Appreciate the importance of measuring angles on a straight line.	Learners are guided to measure the angles on learner's book using a protractor Learners are guided to calculate the size of the angles marked by letters on learner's book. Learners are guided to work out practice exercise 2	How do you work out the size of angles?	Mentor Mathematics Learner's Book Grade 6 pg. 164-165 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
6	1	Geometry	Angles in a triangle	By the end of the lesson, the learner should be able to: a) Trace and cut out the different angles of triangles. b) Work out practice exercise 3 on learner's book c) Use digital devices, search for a game involving angles and play the game. d) Have fun and enjoy playing different games involving angles.	In pairs, learners are guided to trace and cut out the different angles of triangles In groups, learners are guided to work out practice exercise 3 on learner's book. In groups, learners are guided to use digital devices, search for a game involving angles and play the game	How do you work out angles in a triangle?	Mentor Mathematics Learner's Book Grade 6 pg. 165-167 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	2	Geometry	3-D Objects; 3-D objects in the environment	By the end of the lesson, the learner should be able to: a) Identify the shape of different objects in the environment. b) Draw different objects in the environment. c) Appreciate different 3-D objects in the environment.	In groups, learners are guided to identify the shape of different objects in the environment Individually, learners to draw different objects in the environment	What are 3-D objects?	Mentor Mathematics Learner's Book Grade 6 pg. 168 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	3	Geometry	3-D Objects; 3-D objects in the environment	By the end of the lesson, the learner should be able to: a) Take a walk around the school compound. b) Take pictures of 3-D objects in the environment.	In pairs, learners to take a walk around the school compound. In groups, learners are guided to take pictures of	Which 3-D objects have you seen?	Mentor Mathematics Learner's Book Grade 6 pg. 168 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	

				<p>c) Print the pictures and stick them in the correct column in a table.</p> <p>d) Have fun and enjoy taking pictures of 3-D objects.</p>	<p>3-D objects in the environment</p> <p>Learners to print the pictures and stick them in the correct column in a table</p>				
	4	Geometry	Edges, faces and vertices	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Explain the meaning of edges, faces and vertices.</p> <p>b) Draw edges, faces and vertices of squares and rectangles.</p> <p>c) Appreciate the importance of edges, faces and vertices.</p>	<p>Individually, learners to explain the meaning of edges, faces and vertices</p> <p>In groups, learners are guided to draw edges, faces and vertices of squares and rectangles</p>	What are edges, faces and vertices?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 169</p> <p>Ruler Digital devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	
	5	Geometry	Cubes	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Define a cube.</p> <p>b) Use locally available materials and model a cube.</p> <p>c) Calculate the number of faces, vertices and edges of cubes</p> <p>d) Have fun and enjoy modelling a cube.</p>	<p>Learners are guided to define a cube</p> <p>Learners are guided to use locally available materials and model a cube.</p> <p>Individually, learners to calculate the number of faces, vertices and edges of cubes</p>	What is a cube?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 169</p> <p>Digital devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	
7	1	Geometry	Cuboids	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Define a cuboid.</p> <p>b) Use locally available materials and model a cuboid.</p> <p>c) Calculate the number of faces, vertices and edges of cuboids</p> <p>d) Have fun and enjoy modelling a cuboid</p>	<p>Learners are guided to define a cuboid</p> <p>Learners are guided to use locally available materials and model a cuboid</p> <p>Individually, learners to calculate the number of faces, vertices and edges of cuboids</p>	What is a cuboid?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 170</p> <p>Digital devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	
	2	Geometry	Cylinders	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Define a cylinder.</p> <p>b) Use locally available materials and model a cylinder.</p> <p>c) Calculate the number of faces, vertices and edges of cylinder</p> <p>d) Have fun and enjoy modelling a cylinder.</p>	<p>Learners are guided to define a cylinder</p> <p>Learners are guided to use locally available materials and model a cylinder</p> <p>Individually, learners to calculate the number of faces, vertices and edges of cylinder</p>	What is a cylinder?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 171</p> <p>Digital devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	
	3	Geometry	Pyramids	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Define a pyramid</p> <p>b) Use locally available materials and model a pyramid</p> <p>c) Calculate the number of faces, vertices and edges of pyramids</p> <p>d) Have fun and enjoy modelling a pyramid</p>	<p>Learners are guided to define a pyramid</p> <p>Learners are guided to use locally available materials and model a pyramid</p> <p>Individually, learners to calculate the number of faces, vertices and edges of pyramid</p>	What is a pyramid?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 171-173</p> <p>Digital devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	
	4	Data Handling	Bar graphs; Representing data using frequency tables	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify data using frequency tables.</p> <p>b) Represent data using frequency tables.</p> <p>c) Work out practice exercise 1</p> <p>d) Appreciate the use of frequency tables.</p>	<p>In groups, learners to identify data using frequency tables</p> <p>In groups, learners to represent data using frequency tables.</p> <p>In pairs, learners are guided to work out practice exercise 1</p>	How do you represent data using frequency tables?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 174-175</p> <p>Digital devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	
	5	Data Handling	Representing data through	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify data through</p>	<p>In groups, learners to identify data through piling</p>	How do you represent data	<p>Mentor Mathematics</p>	<p>Oral questions</p>	

			piling	<p>piling</p> <p>b) Represent data through piling</p> <p>c) Work out practice exercise 2</p> <p>d) Appreciate the importance of representing data through piling.</p>	<p>In groups, learners to represent data through piling</p> <p>In pairs, learners are guided to work out practice exercise 2</p>	through piling?	<p>Learner's Book Grade 6 pg.176-177</p> <p>Digital devices</p>	<p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	
8	1	Data Handling	Representing data using bar graphs	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify data using bar graphs</p> <p>b) Represent data using bar graphs.</p> <p>c) Work out practice exercise 3</p> <p>d) Appreciate the use of bar graphs.</p>	<p>In groups, learners to identify data using bar graphs</p> <p>In groups, learners to represent data using bar graphs.</p> <p>In pairs, learners are guided to work out practice exercise 3</p>	How do you represent data using bar graphs?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 177-179</p> <p>Digital devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	
	2	Data Handling	Interpreting information from bar graphs	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Explain how to interpret information from bar graphs.</p> <p>b) Interpreting information from bar graphs.</p> <p>c) Work out practice exercise 4</p> <p>d) Have fun and enjoy interpreting information from bar graphs.</p>	<p>Individually, learners are guided to explain how to interpret information from bar graphs</p> <p>In groups, learners to interpreting information from bar graphs</p> <p>In pairs, learners are guided to work out practice exercise 4</p>	How do you interpret information from bar graphs?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 180-183</p> <p>Digital devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	
	3	Algebra	Inequalities; Forming simple inequalities	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify simple inequalities.</p> <p>b) Form simple inequalities.</p> <p>c) Work out practice exercise 1</p> <p>d) Have fun and enjoy forming simple inequalities.</p>	<p>Learners are guided to identify simple inequalities</p> <p>In pairs, learners are guided to form simple inequalities.</p> <p>In groups, learners are guided to work out practice exercise 1</p>	How do you form simple inequalities?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 184-185</p> <p>Digital devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	
	4	Algebra	Forming simple inequalities	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Explain the use of simple inequalities in real life.</p> <p>b) Form simple inequalities.</p> <p>c) Work out practice exercise 2</p> <p>d) Appreciate the use of simple inequalities.</p>	<p>Learners are guided to explain the use of simple inequalities in real life</p> <p>In groups, learners are guided to form simple inequalities.</p> <p>Learners are guided to work out practice exercise 2</p>	What is the use of simple inequalities?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 186</p> <p>Digital devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	
	5	Algebra	Simplifying simple inequalities	<p>By the end of the lesson, the learner should be able to:</p> <p>a) Explain how to simplify simple inequalities.</p> <p>b) Simplify simple inequalities.</p> <p>c) Work out practice exercise 3</p> <p>d) Have fun and enjoy simplifying simple inequalities.</p>	<p>In pairs, groups or individual's learners are guided to explain how to simplify simple inequalities</p> <p>In groups, learners are guided to simplify simple inequalities.</p> <p>In pairs, learners are guided to work out practice exercise 3</p>	How to simplify simple inequalities?	<p>Mentor Mathematics Learner's Book Grade 6 pg. 187-188</p> <p>Digital devices</p>	<p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p>	
9	END OF TERM ASSESSMENT								