



MATHEMATICS SCHEME OF WORK GRADE 6 TERM 2

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| NAME | |
| TSC NO. | |
| SCHOOL | |



| SCHOOL | GRADE | LEARNING AREA | TERM | YEAR |
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| | GRADE 6 | MATHEMATICS | 2 | |

| Week | Lesson | Strand /Theme | Sub-strand | Specific Learning Outcomes | Learning/ Teaching Experience | Key Inquiry Questions | Learning Resources | Assessment Methods | Reflection |
|------|--------|---------------|--|--|--|--|---|--|------------|
| 1 | 1 | Measurement | Length; Millimetre (mm) as a unit of measuring length | By the end of the lesson, the learner should be able to: a) Identify millimetre (mm) as a unit of measuring length. b) Use a ruler to draw lines of different length and measure the lines and give the answer in millimeters. c) Appreciate the use of millimetre in measuring length in real life situations. | Learners are guided to Identify millimetre (mm) as a unit of measuring length In groups, learners are guided to use a ruler to draw lines of different length and measure the lines and give the answer in millimeters. | How do you measure distance? | Mentor Mathematics Learner's Book Grade 6 pg. 86 Ruler Digital devices | Oral questions Oral Report Observation Written exercise | |
| | 2 | Measurement | Relationship between millimetres and centimetres | By the end of the lesson, the learner should be able to: a) State the relationship between millimetre and centimeter. b) Convert millimetres into centimetres. c) Have fun and enjoy converting millimetres into centimetres. | Learners are guided to state the relationship between millimetre and centimeter. In groups, learners are guided to convert millimetres into centimetres | Why do we measure distance? | Mentor Mathematics Learner's Book Grade 6 pg. 87-88 Ruler Digital devices | Oral questions Oral Report Observation Written exercise | |
| | 3 | Measurement | Converting centimetres into millimetres | By the end of the lesson, the learner should be able to: a) Measure the length of the teacher's table in centimetres b) State the relationship between centimetres and millimetres. c) Convert centimetres into millimetres. d) Have fun and enjoy converting millimetres into centimetres. | Learners are guided to measure the length of the teacher's table in centimetres. In pairs, learners are guided to state the relationship between centimetres and millimetres. Learners to do practical exercise 3 on page 90 | What is the length of the teachers table in millimetres? | Mentor Mathematics Learner's Book Grade 6 pg. 89-90 Ruler Digital devices | Oral questions Oral Report Observation Written exercise | |
| | 4 | Measurement | Converting centimetres into millimetres | By the end of the lesson, the learner should be able to: a) Measure the length of the Mathematics learner's book in millimetres and record. b) Work out practice exercise 4 on page 91 c) Appreciate the importance of converting millimetres into centimetres. | Learners are guided to measure the length of the Mathematics learner's book in millimetres and record. In groups, pairs or as individual's learners are guided to work out practice exercise 4 on page 91 | What is the length of the Mathematics learner's book in millimetres? | Mentor Mathematics Learner's Book Grade 6 pg. 90-91 Ruler Digital devices | Oral questions Oral Report Observation Written exercise | |
| | 5 | Measurement | Addition involving length in centimetres and millimetres | By the end of the lesson, the learner should be able to: a) Work out addition involving length in centimetres and millimetres. | Learners are guided to work out addition involving length in centimetres and millimetres. | What is the distance from the duster to the book? | Mentor Mathematics Learner's Book Grade 6 pg. 92-93 | Oral questions Oral Report Observation Written exercise | |

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| | | | | <ul style="list-style-type: none"> b) Determine distance in centimetres and millimetres involving addition. c) Have fun and enjoy working out addition involving length in centimetres and millimetres. | Learners are guided to determine distance in centimetres and millimetres involving addition | What is the distance from the book to the pencil? | Ruler Digital devices | | |
| 2 | 1 | Measurement | Subtraction involving length in centimetres and millimetres | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Work out subtraction involving length in centimetres and millimetres. b) Determine distance in centimetres and millimetres involving subtraction. c) Have fun and enjoy working out subtraction involving length in centimetres and millimetres. | <p>Learners are guided to work out subtraction involving length in centimetres and millimetres.</p> <p>Learners are guided to determine distance in centimetres and millimetres involving subtraction.</p> <p>Individually, learners to do practice Exercise 6 on page 94</p> | How do you determine the length of the sugarcane that remained on page 93? | <p>Mentor Mathematics Learner's Book Grade 6 pg. 93-95</p> <p>Ruler Digital devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |
| | 2 | Measurement | Multiplication involving length in centimetres and millimetres. | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Work out multiplication involving length in centimetres and millimetres. b) Determine distance in centimetres and millimetres involving multiplication. c) Have fun and enjoy working out multiplication involving length in centimetres and millimetres. | <p>Learners are guided to work out multiplication involving length in centimetres and millimetres.</p> <p>Learners are guided to determine distance in centimetres and millimetres involving multiplication</p> <p>Individually, learners to do practice Exercise 7 on page 96</p> | How do you multiply length in centimetres and millimetres? | <p>Mentor Mathematics Learner's Book Grade 6 pg. 95-97</p> <p>Ruler Digital devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |
| | 3 | Measurement | Division involving length in centimetres and millimetres | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Work out division involving length in centimetres and millimetres. b) Determine distance in centimetres and millimetres involving division. c) Have fun and enjoy working out division involving length in centimetres and millimetres. | <p>Learners are guided to work out division involving length in centimetres and millimetres.</p> <p>Learners are guided to determine distance in centimetres and millimetres involving division</p> <p>Individually, learners to do division Exercise 7 on page 96</p> | How calculate division involving length in centimetres and millimetres? | <p>Mentor Mathematics Learner's Book Grade 6 pg. 97-98</p> <p>Ruler Multiplication table Digital devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |
| | 4 | Measurement | Circumference of a circle | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Collect different circular objects. Using a string and a ruler, measure their circumference and record. b) Trace and draw a | <p>Learners are guided to collect different circular objects. Using a string and a ruler, measure their circumference and record.</p> <p>In groups, learners are guided to trace and draw</p> | What is circumference? | <p>Mentor Mathematics Learner's Book Grade 6 pg. 99</p> <p>Ruler Circular objects Strings Digital devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |

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| | | | | <p>circular object and then measure its circumference.</p> <p>c) Enjoy measuring circumferences of circular objects.</p> | <p>a circular object and then measure its circumference</p> | | | | |
| | 5 | Measurement | Diameter and radius | <p>By the end of the lesson, the learner should be able to:</p> <p>a) Collect different circular objects. Using a string and a ruler, measure their diameter radius and record.</p> <p>b) Trace and draw a circular object and then measure their diameter and radius.</p> <p>c) Enjoy measuring diameter and radius of circular objects.</p> | <p>Learners are guided to collect different circular objects. Using a string and a ruler, measure their diameter radius and record</p> <p>Learners are guided to trace and draw a circular object and then measure their diameter and radius.</p> <p>Learners to take a walk outside the classroom, draw perfect circles using wood ash and determine their diameter, radius and circumference.</p> | <p>What is diameter?</p> <p>What is radius?</p> | <p>Mentor Mathematics Learner's Book Grade 6 pg. 100</p> <p>Ruler Circular objects Strings Digital devices</p> | <p>Oral questions Oral Report Observation Written exercise</p> | |
| 3 | 1 | Measurement | Relationship between circumference and diameter | <p>By the end of the lesson, the learner should be able to:</p> <p>a) State the relationship between circumference and diameter.</p> <p>b) Work out practice exercise 11 on page 103</p> <p>c) Appreciate the relationship between circumference and diameter.</p> | <p>Learners are guided to state the relationship between circumference and diameter.</p> <p>Learners are guided to work out practice exercise 11 on page 103</p> | <p>What do you notice when you divide the circumference of each object with its diameter?</p> | <p>Mentor Mathematics Learner's Book Grade 6 pg. 23-24</p> <p>Ruler Circular objects Strings Digital devices</p> | <p>Oral questions Oral Report Observation Written exercise</p> | |
| | 2 | Measurement | Area; Area of triangles | <p>By the end of the lesson, the learner should be able to:</p> <p>a) State the formula of working out area of triangles.</p> <p>b) Work out the area of different parts of triangles.</p> <p>c) Appreciate the formula of working out area of triangles and rectangles.</p> | <p>In groups, pairs or as individual's learners are guided to state the formula of working out area of triangles.</p> <p>Learners are guided to work out the area of different parts of triangles</p> | <p>What is the formula of working out area of triangles?</p> | <p>Mentor Mathematics Learner's Book Grade 6 pg. 105-107</p> <p>Ruler Multiplication tables Digital devices</p> | <p>Oral questions Oral Report Observation Written exercise</p> | |
| | 3 | Measurement | Area of combined shapes | <p>By the end of the lesson, the learner should be able to:</p> <p>a) Trace and cut out the figures as shown in the learner's book.</p> <p>b) Combine the cut-outs and find the area of the combined shape.</p> <p>c) Appreciate the areas of combined shapes.</p> | <p>Learners are guided to trace and cut out the figures as shown in the learner's book</p> <p>Learners are guided to combine the cut-outs and find the area of the combined shape</p> <p>Learners to find the area of different combined shapes.</p> | <p>How do you calculate the area of combined shapes?</p> | <p>Mentor Mathematics Learner's Book Grade 6 pg. 108-109</p> <p>Multiplication tables Ruler Digital devices</p> | <p>Oral questions Oral Report Observation Written exercise</p> | |
| | 4 | Measurement | Area of combined shapes | <p>By the end of the lesson, the learner should be able to:</p> <p>a) Draw combined shapes of rectangles,</p> | <p>Learners are guided to draw combined shapes of rectangles, squares and triangles</p> | <p>How do you calculate the area of combined</p> | <p>Mentor Mathematics Learner's Book Grade 6 pg.</p> | <p>Oral questions Oral Report Observation</p> | |

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| | | | | <p>squares and triangles.</p> <p>b) Determine the area of the figures they have drawn</p> <p>c) Enjoy of calculating area of combined shapes.</p> | Learners are guided to determine the area of the figures they have drawn | shapes? | 108-109 Multiplication tables Ruler Digital devices | Written exercise | |
| | 5 | Measurement | Capacity; Relationship between millimetres and litres | <p>By the end of the lesson, the learner should be able to:</p> <p>a) State the relationship between millimetre and litres.</p> <p>b) Do an experiment that will show the relationship between millimetres into litres.</p> <p>c) Appreciate the relationship between millimetres and litres.</p> | <p>Learners are guided to state the relationship between millimetre and litres.</p> <p>In groups, learners to do an experiment that will show the relationship between millimetres into litres.</p> | Where are litres and millimetre used in day-to-day life? | <p>Mentor Mathematics Learner's Book Grade 6 pg. 112-113</p> <p>Ruler Digital devices</p> | | |
| 4 | 1 | Measurement | Relationship between cubic centimetres and litres | <p>By the end of the lesson, the learner should be able to:</p> <p>a) State the relationship between cubic centimetres and litres.</p> <p>b) Do an experiment that will show the relationship between cubic centimetres and litres.</p> <p>c) Appreciate the relationship between millimetres and litres.</p> | <p>In pairs, learners are state the relationship between cubic centimetres and litres.</p> <p>In groups, learners to do an experiment that will show the relationship between cubic centimetres and litres.</p> | What is the relationship between cubic centimetres and litres? | <p>Mentor Mathematics Learner's Book Grade 6 pg. 113</p> <p>Ruler Digital devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |
| | 2 | Measurement | Relationship between cubic centimetres into millilitres. | <p>By the end of the lesson, the learner should be able to:</p> <p>a) Fill small containers with water and measure the capacity in millimetres using a container graduated in millimetres.</p> <p>b) Watch a video on measuring capacity in millimetres.</p> <p>c) Appreciate the relationship between cubic centimetres into millilitres.</p> | <p>In groups, learners are guided to fill small containers with water and measure the capacity in millimetres using a container graduated in millimetres.</p> <p>Learners are guided to watch a video on measuring capacity in millimetres.</p> | What is the relationship between cubic centimetres into millilitres? | <p>Mentor Mathematics Learner's Book Grade 6 pg. 113-114</p> <p>Ruler Digital devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |
| | 3 | Measurement | Convert litres into millilitres | <p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the formula of converting litres into millilitres</p> <p>b) Convert litres into millilitres.</p> <p>c) Have fun and enjoy converting millimetres into centimetres.</p> | <p>Individually, learners to identify the formula of converting litres into millilitres</p> <p>In groups, learners are guided to convert litres into millilitres.</p> <p>Learners are guided to use digital device, search for a game involving capacity and play the game.</p> | How do you convert litres into millilitres? | <p>Mentor Mathematics Learner's Book Grade 6 pg. 114-115</p> <p>Ruler Digital devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |
| | 4 | Measurement | Converting millilitres into litres | <p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the formula</p> | <p>Individually, learners to identify the formula of converting millilitres</p> | How do you convert millilitres | <p>Mentor Mathematics Learner's Book</p> | <p>Oral questions</p> <p>Oral Report</p> | |

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| | | | | <p>of converting millilitres into litres.</p> <p>b) Convert millilitres into litres.</p> <p>c) Have fun and enjoy converting millimetres into centimetres.</p> | <p>into litres.</p> <p>In groups, learners are guided to convert millilitres into litres</p> <p>Individually, learners are guided to do practice exercise 3 on page 116</p> | <p>into litres?</p> | <p>Grade 6 pg. 115-116</p> <p>Ruler</p> <p>Digital devices</p> | <p>Observation</p> <p>Written exercise</p> | |
| | 5 | Measurement | Converting litres into cubic centimetres | <p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the formula of converting litres into cubic centimetres.</p> <p>b) Convert litres into cubic centimetres.</p> <p>c) Have fun and enjoy converting litres into cubic centimetres.</p> | <p>Individually, learners to identify the formula of converting litres into cubic centimetres</p> <p>In groups, learners are guided to convert litres into cubic centimetres</p> <p>Individually, learners are guided to do practice exercise 4 on page 117</p> | <p>How do you convert litres into cubic centimetres?</p> | <p>Mentor Mathematics Learner's Book Grade 6 pg. 117</p> <p>Ruler</p> <p>Digital devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |
| 5 | MID TERM BREAK | | | | | | | | |
| 6 | 1 | Measurement | Converting cubic centimetres into litres. | <p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the formula of converting cubic centimetres into litres.</p> <p>b) Convert cubic centimetres into litres.</p> <p>c) Have fun and enjoy converting cubic centimetres into litres.</p> | <p>Individually, learners to identify the formula of converting cubic centimetres into litres</p> <p>In groups, learners are guided to convert cubic centimetres into litres.</p> <p>Individually, learners are guided to do practice exercise 5 on page 118</p> | <p>How do you convert cubic centimetres into litres?</p> | <p>Mentor Mathematics Learner's Book Grade 6 pg. 118</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 | Converting millilitres into cubic centimetres | <p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the formula of converting millilitres into cubic centimetres</p> <p>b) Convert millilitres into cubic centimetres.</p> <p>c) Have fun and enjoy converting millilitres into cubic centimetres.</p> | <p>Individually, learners to identify the formula of converting millilitres into cubic centimetres.</p> <p>In groups, learners are guided to convert millilitres into cubic centimetres</p> <p>Individually, learners are guided to do practice exercise 6 on page 119</p> | <p>How do you convert millilitres into cubic centimetres?</p> | <p>Mentor Mathematics Learner's Book Grade 6 pg. 119</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 | Converting cubic centimetres into millilitres | <p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify the formula of converting cubic centimetres into millilitres.</p> <p>b) Convert cubic centimetres into millilitres.</p> <p>c) Have fun and enjoy converting cubic centimetres into millilitres.</p> | <p>Individually, learners to identify the formula of converting cubic centimetres into millilitres.</p> <p>In groups, learners are guided to convert cubic centimetres into millilitres</p> <p>Individually, learners are guided to do practice exercise 7 on page 120</p> | <p>How do you convert cubic centimetres into millilitres?</p> | <p>Mentor Mathematics Learner's Book Grade 6 pg. 120</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 | Mass; Tonne as a unit of measuring mass | <p>By the end of the lesson, the learner should be able to:</p> <p>a) State the figure on page 121 about John's truck.</p> <p>b) Share their opinion with other people.</p> <p>c) Appreciate and</p> | <p>Learners are guided to state the figure on page 121 about John's truck.</p> <p>In groups or pairs, learners to share their opinion with other</p> | <p>Which unit of measurement is used to measure large amounts of</p> | <p>Mentor Mathematics Learner's Book Grade 6 pg. 121</p> <p>Ruler</p> <p>Digital devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |

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| | | | | respect each other opinion. | people. | masses? | | | |
| | 5 | Measurement | Items measured in tonnes | By the end of the lesson, the learner should be able to: a) Talk about the pictures on page 121. b) Identify the items whose mass can be measured in tonnes. c) Work out exercise 1 on page 122. d) Appreciate and respect each other opinion. | Learners are guided to talk about the pictures on page 121 Learners are guided to identify the items whose mass can be measured in tonnes. Individually, learners to work out exercise 1 on page 122 | What is the importance of measuring mass? | Mentor Mathematics Learner's Book Grade 6 pg. 121-122 Ruler Digital devices | Oral questions Oral Report Observation Written exercise | |
| 7 | 1 | Measurement | Relationship between the kilogram and the tonne | By the end of the lesson, the learner should be able to: a) State the relationship between kilogram and the tonne. b) Demonstrate the formula that you will use to determine the relationship between kilogram and the tonne. c) Appreciate the relationship between kilogram and the tonne. | In pairs, learners are guided to state the relationship between kilogram and the tonne. In groups, learners are guided to demonstrate the formula that you will use to determine the relationship between kilogram and the tonne. | What is the relationship between kilogram and tonne? | Mentor Mathematics Learner's Book Grade 6 pg. 122 Ruler Digital devices | Oral questions Oral Report Observation Written exercise | |
| | 2 | Measurement | Estimating mass in tonnes | By the end of the lesson, the learner should be able to: a) Fill in the in the learner's book by estimating the mass of items in tonnes. b) Match the items with their estimate masses on page 123 c) Appreciate and respect each other opinion. | In groups, learners are guided to fill in the in the learner's book by estimating the mass of items in tonnes. Individually, learners to match the items with their estimate masses on page 123 | How you estimate mass in tonnes? | Mentor Mathematics Learner's Book Grade 6 pg. 123 Ruler Digital devices | Oral questions Oral Report Observation Written exercise | |
| | 3 | Measurement | Converting kilograms to tonnes | By the end of the lesson, the learner should be able to: a) Identify the formula of converting kilograms to tonnes b) Convert kilograms to tonnes. c) Have fun and enjoy converting kilograms to tonnes. | Individually, learners to identify the formula of converting kilograms to tonnes. In groups, learners are guided to convert kilograms to tonnes. Learners to use digital devices, search for a video clip on converting kilograms to tonnes. | How do you convert kilograms to tonnes? | Mentor Mathematics Learner's Book Grade 6 pg. 123-124 Ruler Digital devices | Oral questions Oral Report Observation Written exercise | |
| | 4 | Measurement | Converting tonnes to kilograms | By the end of the lesson, the learner should be able to: a) Identify the formula of converting tonnes to kilograms. b) Convert tonnes to kilograms. c) Have fun and enjoy converting tonnes to kilograms. | Individually, learners to identify the formula of converting tonnes to kilograms. In groups, learners are guided to convert tonnes to kilograms. Individually, learners are guided to do practice exercise 4 on page 125 | How do you convert tonnes to kilograms? | Mentor Mathematics Learner's Book Grade 6 pg. 124-125 Ruler Digital devices | Oral questions Oral Report Observation Written exercise | |
| | 5 | Measurement | Addition of mass in tonnes and | By the end of the lesson, the learner should be able to: a) Work out addition | Learners are guided to work out addition involving mass in tonnes | How do you add mass in tonnes and | Mentor Mathematics Learner's Book | Oral questions Oral Report | |

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| | | | kilograms. | <p>involving mass in tonnes and kilograms.</p> <p>b) Determine the mass of items in tonnes and kilograms using addition.</p> <p>c) Have fun and enjoy working out mass of items in tonnes and kilograms using addition.</p> | <p>and kilograms.</p> <p>Learners are guided to determine the mass of items in tonnes and kilograms using addition</p> <p>Individually, learners to do practice Exercise 5 on page 126</p> | kilograms? | <p>Grade 6 pg. 125-126</p> <p>Digital devices</p> | <p>Observation</p> <p>Written exercise</p> | |
| 8 | 1 | Measurement | Subtraction of mass in tonnes and kilograms | <p>By the end of the lesson, the learner should be able to:</p> <p>a) Work out subtraction involving mass in tonnes and kilograms.</p> <p>b) Determine the mass of items in tonnes and kilograms using subtraction.</p> <p>c) Have fun and enjoy working out mass of items in tonnes and kilograms using subtraction.</p> | <p>Learners are guided to work out addition involving mass in tonnes and kilograms.</p> <p>Learners are guided to determine the mass of items in tonnes and kilograms using addition</p> <p>Individually, learners to do practice Exercise 6 on page 127</p> | How do you subtract mass in tonnes and kilograms? | <p>Mentor Mathematics Learner's Book Grade 6 pg. 127-128</p> <p>Digital devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |
| | 2 | Measurement | Multiplication of mass in tonnes and kilograms | <p>By the end of the lesson, the learner should be able to:</p> <p>a) Work out multiplication involving mass in tonnes and kilograms.</p> <p>b) Determine the mass of items in tonnes and kilograms using subtraction.</p> <p>c) Have fun and enjoy working out mass of items in tonnes and kilograms using subtraction.</p> | <p>Learners are guided to work out multiplication involving mass in tonnes and kilograms.</p> <p>Learners are guided to determine the mass of items in tonnes and kilograms using multiplication</p> <p>Individually, learners to do practice Exercise 7 on page 129</p> | How do you multiply mass in tonnes and kilograms? | <p>Mentor Mathematics Learner's Book Grade 6 pg. 128-129</p> <p>Digital devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |
| | 3 | Measurement | Division of mass in tonnes and kilograms | <p>By the end of the lesson, the learner should be able to:</p> <p>a) Work out division involving mass in tonnes and kilograms.</p> <p>b) Determine the mass of items in tonnes and kilograms using division.</p> <p>c) Have fun and enjoy working out mass of items in tonnes and kilograms using division.</p> | <p>Learners are guided to work out division involving mass in tonnes and kilograms.</p> <p>Learners are guided to determine the mass of items in tonnes and kilograms using division.</p> <p>Individually, learners to do practice Exercise 8 on page 130</p> | How do you divide mass in tonnes and kilograms? | <p>Mentor Mathematics Learner's Book Grade 6 pg. 129-130</p> <p>Digital devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |
| | 4 | Measurement | Time; Identifying time in a.m and p.m | <p>By the end of the lesson, the learner should be able to:</p> <p>a) Look at the pictures in learner's book and read the time in each clock face.</p> <p>b) Study and discuss the a.m and p.m time chart on page 131</p> <p>c) Have fun identifying time in a.m and p.m</p> | <p>In groups, learners are guided to look at the pictures in learner's book and read the time in each clock face.</p> <p>In groups, learners to study and discuss the a.m and p.m time chart on page 131</p> | What time of the day do you eat your lunch? | <p>Mentor Mathematics Learner's Book Grade 6 pg. 131-132</p> <p>Digital devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |

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| | 5 | Measurement | Writing time in a.m and p.m | By the end of the lesson, the learner should be able to: a) Write time in a.m and p.m b) Discuss their school daily routine. c) Enjoy writing time in a.m and p.m | Learners to write time in a.m and p.m In groups, learners are guided to discuss their school daily routine. Learners to use digital devices, search for a video clip on telling time in A.M and P.M. Watch the video clip | What time do you go to bed? | Mentor Mathematics Learner's Book Grade 6 pg.133 Digital devices | Oral questions Oral Report Observation Written exercise | |
| 9 | 1 | Measurement | 24-hour clock system | By the end of the lesson, the learner should be able to: a) Study and discuss the 24-hour clock system chart on page 134 b) Practice writing time in 24-hour clock system. c) Enjoy writing and reading time in 24-hour clock system. | In groups, learners are guided to study and discuss the 24-hour clock system chart on page 134 Learners are guided to practice writing time in 24-hour clock system. | What do you notice about the time in a.m and p.m when read in 24- hours clock system? | Mentor Mathematics Learner's Book Grade 6 pg. 134-135 Digital devices | Oral questions Oral Report Observation Written exercise | |
| | 2 | Measurement | Converting time from 12-hour clock system to 24-hour clock system | By the end of the lesson, the learner should be able to: a) Identify how to convert time from 12-hour clock system to 24-hour clock system. b) Convert time from 12-hour clock system to 24-hour clock system. c) Have fun and enjoy converting time from 12-hour clock system to 24-hour clock system. | Learners are guided to identify how to convert time from 12-hour clock system to 24-hour clock system. In pairs, learners are guided to convert time from 12-hour clock system to 24-hour clock system. Individually, learners are guided to do practice exercise 4 on page 136 | How do you convert time from 12-hour clock system to 24-hour clock system? | Mentor Mathematics Learner's Book Grade 6 pg. 135-136 Digital devices | Oral questions Oral Report Observation Written exercise | |
| | 3 | Measurement | Converting time from 24-hour clock system to 12-hour clock system | By the end of the lesson, the learner should be able to: a) Identify how to convert time from 24-hour clock system to 12-hour clock system. b) Convert time from 24-hour clock system to 12-hour clock system. c) Have fun and enjoy converting time from 24-hour clock system to 12-hour clock system. | Learners are guided to identify how to convert time from 24-hour clock system to 12-hour clock system. In pairs, learners are guided to convert time from 24-hour clock system to 12-hour clock system. Individually, learners are guided to do practice exercise 5 on page 137 | How do you convert time from 24-hour clock system to 12-hour clock system? | Mentor Mathematics Learner's Book Grade 6 pg. 136-137 Digital devices | Oral questions Oral Report Observation Written exercise | |
| | 4 | Measurement | Travel Timetables | By the end of the lesson, the learner should be able to: a) State the meaning of departure and arrival time. b) Do group activity in learner's book 6 page 138 c) Appreciate the use of departure and arrival time during traveling. | Learners are guided to state the meaning of departure and arrival time. In groups, learners are guided to do group activity in learner's book 6 page 138 | What is meaning of departure time? What is the meaning of arrival time? | Mentor Mathematics Learner's Book Grade 6 pg. 138-129 Digital devices | Oral questions Oral Report Observation Written exercise | |
| | 5 | Measurement | Travel Timetables | By the end of the lesson, the learner should be able to: | In pairs, groups or individual's learners are | How do you calculate the | Mentor Mathematics | Oral questions | |

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| | | | | <ul style="list-style-type: none"> a) Record the time they carry out different activities at school. b) Write the time in 12 or 24-hour clock system c) Appreciate the importance of keeping time in day to day activities. | <p>guided to record the time they carry out different activities at school.</p> <p>In groups, learners are guided to write the time in 12 or 24-hour clock system.</p> | time taken by a bus, train or plane from the departure time to arrival time? | <p>Learner's Book Grade 6 pg. 140-141</p> <p>Digital devices</p> | <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |
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| 10 | END OF TERM ASSESSMENT | | | | | | | | |
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