**GRADE 6 MENTOR MATHEMATICS ACTIVITIES**

**SCHEMES OF WORK TERM 1**

**School**………………….. **Teacher’s Name**…………….. **Term**…… **Year** ……

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| **Week** | **Lesson** | **Strand**  **/Theme** | **Sub-strand** | **Specific-Learning outcomes** | **Key Inquiry Question(S)** | **Learning/ Teaching Experience** | **Learning**  **Resources** | **Assessment Methods** | **Reflection** |
| **1** | **1** | Numbers | Whole numbers;  Place value of digits in a number | By the end of the sub-strand, the learner should be able to:   1. Identify place value of digits up to hundreds of thousands. 2. Use digital devices for learning more on place values. 3. Appreciate the use of place value in real life situations. | Where is the ordering of numbers used in real life? | Learners are guided to identify place value of digits up to hundreds of thousands.  In groups, learners are guided to use digital devices for learning more on place values.  In groups, learners are guided to use a place value chart to find the place value of each digit. | Mentor Mathematics Learner’s Book Grade 6 pg. 1-3  Place value apparatus  Number charts  Number cards  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | Numbers | Whole numbers;  Total value | By the end of the sub-strand, the learner should be able to:   1. Identify total value of digits up to hundreds of thousands. 2. Use digital devices for learning more on total value. 3. Appreciate the use of total value in real life situations. | How do you calculate the total value of digits? | Learners are guided to identify total value of digits up to hundreds of thousands.  In groups, learners are guided to use digital devices for learning more on total value. | Mentor Mathematics Learner’s Book Grade 6 pg. 3-5  Number charts  Number cards  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | Numbers | Whole numbers;  Reading numbers in symbols | By the end of the sub-strand, the learner should be able to:   1. Identify numbers in symbols. 2. Make a number chart and read the numbers he/she has formed. 3. Appreciate the use of numbers in symbols. | When do we use number in symbols in real life? | Learners are guided to identify numbers in symbols.  In pairs, learners are guided to make a number chart and read the numbers he/she has formed. | Mentor Mathematics Learner’s Book Grade 6 pg. 5-7  Number charts  Number cards  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | Numbers | Whole numbers;  Reading and writing numbers in words | By the end of the sub-strand, the learner should be able to:   1. Read, write and relate numbers up to hundreds of thousands in words. 2. Use numbers up to hundreds of thousands in real life. 3. Appreciate the importance of writing numbers in words. | How do you write numbers in words? | Learners are guided to read numbers up to hundreds of thousands in symbols from charts or cards.  In groups, pairs or as individual’s learners are guided to read, write and relate numbers up to hundreds of thousands in words. | Mentor Mathematics Learner’s Book Grade 6 pg. 7-8  Number charts  Number cards  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | Numbers | Ordering numbers;  Writing numbers in ascending order | By the end of the sub-strand, the learner should be able to:   1. Define ascending order of number. 2. Arrange numbers in an ascending order. 3. Have fun and enjoy ordering numbers in an ascending order. | What is the meaning of ascending order or numbers? | Learners are guided to define ascending order of number.  Learners are guided to arrange numbers in an ascending order. | Mentor Mathematics Learner’s Book Grade 6 pg. 9-11  Number charts  Number cards  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
| **2** | **1** | Numbers | Ordering numbers;  Writing numbers in a descending order | By the end of the sub-strand, the learner should be able to:   1. Define descending order of number. 2. Arrange numbers in a descending order. 3. Have fun and enjoy ordering numbers in a descending order. | What is the meaning of descending order or numbers? | Learners are guided to define descending order of number.  Learners are guided to arrange numbers in a descending order. | Mentor Mathematics Learner’s Book Grade 6 pg. 11-13  Number charts  Number cards  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | Numbers | Rounding off numbers;  Rounding off numbers to the nearest thousand | By the end of the sub-strand, the learner should be able to:   1. Make a number card, draw a number line and pick a number card and match it to its positions on the number line. 2. Round off each number to the nearest thousand. 3. Have fun and enjoy rounding off numbers. | How do you round off numbers to the nearest thousand? | In groups, learners are guided to make a number card, draw a number line and pick a number card and match it to its positions on the number line.  Learners are guided to round off each number to the nearest thousand. | Mentor Mathematics Learner’s Book Grade 6 pg. 14-15  Number charts  Number cards  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | Numbers | Rounding off numbers;  Rounding off numbers to the nearest tens of thousands | By the end of the sub-strand, the learner should be able to:   1. Make number cards and rearrange the digits to form 6-digit numbers. 2. Round off numbers to the nearest tens of thousands. 3. Have fun and enjoy rounding off numbers to the nearest tens of thousands. | How do you round off numbers to the nearest tens of thousands? | In groups, learners are guided to make number cards and rearrange the digits to form 6-digit numbers.  Learners are guided to round off numbers to the nearest thousand. | Mentor Mathematics Learner’s Book Grade 6 pg. 16-17  Number charts  Number cards  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | Numbers | Whole numbers;  Squares | By the end of the sub-strand, the learner should be able to:   1. Define the meaning of square number. 2. Draw a square grid and work out the total number of the small square. 3. Appreciate the meaning of square number. | How else can you know the total number of the small squares without counting each square? | Learners are guided to define the meaning of square number.  In groups, learners are guided to draw a square grid and work out the total number of the small square. | Mentor Mathematics Learner’s Book Grade 6 pg. 18-20  Number charts  Number cards  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | Numbers | Whole numbers;  Square roots | By the end of the sub-strand, the learner should be able to:   1. Define the meaning of square root. 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. | What is the meaning of square root?  How do you use a factor tree? | Learners are guided to define the meaning of square root.  Learners are guided to calculate the square root of whole numbers by using a factor tree. | Mentor Mathematics Learner’s Book Grade 6 pg. 21-22  Number charts  Number cards  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
| **3** | **1** | Numbers | Multiplication- multiplications of up to 4-digit number by 1-digit number | By the end of the sub-strand, the learner should be able to:   1. Multiply up to 4-digit number by up to 1-digit number in real life. 2. Play digital games involving multiplication of whole numbers. 3. Appreciate the use of multiplication in real life. | Where is multiplication used in real life? | Learners are guided to multiply up to 4-digit number by up to 1-digit number in real life.  In groups, learners are guided to play digital games involving multiplication of whole numbers.  In groups, learners are guided to use IT devices for learning more on multiplication. | Mentor Mathematics Learner’s Book Grade 6 pg. 23-24  Number charts  Number cards  Digital devices  Multiplication tables | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | Numbers | Multiplication- multiplications of up to 4-digit number by 2-digit number without regrouping | By the end of the sub-strand, the learner should be able to:   1. Multiply up to 4-digit number by up to 2 -digit number without regrouping 2. Work out multiplications using their own method. 3. Have fun and enjoy working out multiplications of whole numbers. | How do you work out multiplication of whole numbers without regrouping? | In groups, pairs or as individual’s learners are guided to make number cards, pick a card and work out the multiplication.  Learners are guided to work out multiplications using their own method without regrouping. | Mentor Mathematics Learner’s Book Grade 6 pg. 25-26  Number charts  Number cards  Digital devices  Multiplication tables | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | Numbers | Multiplication- multiplications of up to 4-digit number by 2-digit number with regrouping | By the end of the sub-strand, the learner should be able to:   1. Multiply up to 4-digit number by up to 2 -digit number with regrouping 2. Work out multiplications using their own method. 3. Have fun and enjoy working out multiplications of whole numbers. | How do you work out multiplication of whole numbers using the method learnt? | Learners are guided to multiply up to 4-digit number by up to 1-digit number in real life with regrouping.  Learners are guided to work out multiplications using their own method. | Mentor Mathematics Learner’s Book Grade 6 pg. 27-28  Number charts  Number cards  Digital devices  Multiplication tables | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | Numbers | Estimating product by rounding off numbers to the nearest ten | By the end of the sub-strand, the learner should be able to:   1. Estimate product by rounding off numbers to the nearest ten in different situations. 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. | How can you estimate products of numbers? | In groups, pairs or as individual’s learners are guided to estimate product by rounding off factors to the nearest ten in different situations.  In groups or pairs, learners are guided to 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. | Mentor Mathematics Learner’s Book Grade 6 pg. 28-29  Number charts  Number cards  Digital devices  Multiplication tables | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | Numbers | Estimating product using compatibility of numbers | By the end of the sub-strand, the learner should be able to:   1. Make number cards, pick a card, and make each of the number in the number card compatible to estimate the product. 2. Work out estimate product using compatibility of numbers 3. Have fun and enjoy estimating product using compatibility of numbers | What is the solution to 1997 by 11? | In groups, pairs or as individual’s learners are guided to estimate product using compatibility of numbers in different situations. | Mentor Mathematics Learner’s Book Grade 6 pg. 30-31  Number charts  Number cards  Digital devices  Multiplication tables |  |  |
| **4** | **1** | Numbers | Multiplication patterns | By the end of the sub-strand, the learner should be able to:   1. Identify multiplication patterns. 2. Make patterns involving multiplication of numbers with product not exceeding 10000 in different situations. 3. Have fun and enjoy creating multiplication patterns. | How can you form patterns involving multiplication? | In pairs, learners are guided to identify multiplication patterns.  Learners to attend a community function and assist in counting the number of chairs using rows and columns | Mentor Mathematics Learner’s Book Grade 6 pg. 31-33  Number charts  Number cards  Digital devices  Multiplication tables | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | Numbers | Division – Division of up to 4-digit number by 2-digit number without a remainder | By the end of the sub-strand, the learner should be able to:   1. Divide up to a 4-digit number by up to a 2-digit number without remainder. 2. Use digital devices for learning more on division of up to 4-digit number by 2-digit number without a remainder 3. Appreciate the use of division of whole numbers in real life situation. | Where is division used in real life without a remainder? | Learners are guided to divide up to a 4-digit number by 2-digit number without a remainder in real life.  In groups, learners are guided to use digital devices for learning more on division of whole numbers. | Mentor Mathematics Learner’s Book Grade 6 pg. 34-35  Number charts  Number cards  Digital devices  Multiplication tables | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | Numbers | Division – Division of up to 4-digit number by 2-digit number with a remainder | By the end of the sub-strand, the learner should be able to:   1. Divide up to a 4-digit number by up to a 2-digit number with remainder. 2. Use digital devices for learning more on division of up to 4-digit number by 2-digit number with a remainder 3. Have fun and enjoy practicing division of whole numbers with a remainder | How do you work out division of whole numbers with a remainder? | In groups, learners are guided to make number cards, pick a number card and work out the division.  In groups, learners are guided to play digital games involving division of whole numbers. | Mentor Mathematics Learner’s Book Grade 6 pg. 35-37  Number charts  Number cards  Digital devices  Multiplication tables | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | Numbers | Division – Division of up to 4-digit number by 3 -digit number without a remainder | By the end of the sub-strand, the learner should be able to:   1. Divide up to a 4-digit number by up to a 3-digit number without remainder. 2. Use digital devices for learning more on division of up to 4-digit number by 3-digit number without a remainder 3. Appreciate the use of division of whole numbers in real life situation. | What is the meaning of quotient? | Learners are guided to divide up to a 4-digit number by 3 -digit number without a remainder in real life.  In groups, learners are guided to use digital devices for learning more on division of whole numbers without a remainder. | Mentor Mathematics Learner’s Book Grade 6 pg. 37-38  Number charts  Number cards  Digital devices  Multiplication tables | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | Numbers | Division – Division of up to 4-digit number by 3 -digit number with a remainder | By the end of the sub-strand, the learner should be able to:   1. Divide up to a 4-digit number by up to a 3-digit number with remainder. 2. Use digital devices for learning more on division of up to 4-digit number by 3-digit number with a remainder 3. Have fun and enjoy practicing division of whole numbers with a remainder | What does remainder mean when dividing? | Learners are guided to divide up to a 4-digit number by 3 -digit number with a remainder in real life.  In groups, learners are guided to use digital devices for learning more on division of whole numbers with a remainder. | Mentor Mathematics Learner’s Book Grade 6 pg. 38-40  Number charts  Number cards  Digital devices  Multiplication tables | Oral questions Oral Report Observation  Written exercise |  |
| **5** | **1** | Numbers | Estimating quotient by rounding off divisor and dividend to the nearest 10 | By the end of the sub-strand, the learner should be able to:   1. Estimate quotients by rounding off the dividend 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. | How can we estimate quotients? | Learners are guided to estimate quotients by rounding off the dividend and divisor to the nearest ten in real life.  Learners are guided to demonstrate multiplication is the opposite of division. | Mentor Mathematics Learner’s Book Grade 6 pg. 40-41  Number charts  Number cards  Digital devices  Multiplication tables | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | Numbers | Combined operations (1) | By the end of the sub-strand, the learner should be able to:   1. Discuss how to work out combined operations. 2. Perform combined operations involving addition and subtraction of whole numbers in different situations. 3. Have fun and enjoy working out combined operations. | How do you work out combined operations involving addition and subtraction? | Learners are guided to discuss how to work out combined operations.  In groups, pairs or individual’s learners are guided to perform combined operations involving addition and subtraction of whole numbers in different situations. | Mentor Mathematics Learner’s Book Grade 6 pg. 42-43  Number charts  Number cards  Digital devices  Multiplication tables | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | Numbers | Combined operations (2) | By the end of the sub-strand, the learner should be able to:   1. Discuss how to work out combined operations. 2. Perform combined operations involving addition, subtraction and multiplication of whole numbers in different situations. 3. Have fun and enjoy working out combined operations. | How do you work out combined operations involving addition, subtraction and multiplication? | Learners are guided to discuss how to work out combined operations.  In groups, pairs or individual’s learners are guided to perform combined operations involving addition, subtraction and multiplication of whole numbers in different situations. | Mentor Mathematics Learner’s Book Grade 6 pg. 44-45  Number charts  Number cards  Digital devices  Multiplication tables | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | Numbers | Combined operations (3) | By the end of the sub-strand, the learner should be able to:   1. Discuss how to work out combined operations. 2. Perform combined operations involving addition, subtraction, multiplication and division of whole numbers in different situations. 3. Have fun and enjoy attending a community function and assist in sharing out items equally among people | How do you work out combined operations involving addition, subtraction, multiplication and division? | Learners are guided to discuss how to work out combined operations.  In groups, pairs or individual’s learners are guided to perform combined operations involving addition, subtraction, multiplication and division of whole numbers in different situations. | Mentor Mathematics Learner’s Book Grade 6 pg. 45-47  Number charts  Number cards  Digital devices  Multiplication tables | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | Numbers | Fractions; Least Common Multiple (LCM) | By the end of the sub-strand, the learner should be able to:   1. Identify Least Common Multiple (LCM) of given numbers. 2. Demonstrate LCM of whole numbers using factors. 3. Enjoy working out the LCM of whole numbers using factors. | What is LCM?  How can you use the LCM to add fractions? | In pairs, learners are guided to identify Least Common Multiple (LCM) of given numbers.  In pairs, learners are guided to demonstrate LCM of whole numbers using factors. | Mentor Mathematics Learner’s Book Grade 6 pg. 48-49  Number charts  Number cards  Digital devices  Fraction board | Oral questions Oral Report Observation  Written exercise |  |
| **6** | **1** | Numbers | Fractions; Addition using LCM | By the end of the sub-strand, the learner should be able to:   1. Identify Least Common Multiple (LCM) of given numbers. 2. Demonstrate addition of fractions using the LCM. 3. Enjoy addition of fractions using LCM. |  | In pairs, learners are guided to demonstrate addition of fractions using the LCM.  In groups, learners are guided to use digital devices for learning more on addition of fractions using LCM. | Mentor Mathematics Learner’s Book Grade 6 pg. 49-51  Number charts  Number cards  Digital devices  Fraction board | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | Numbers | Subtraction of fractions using the LCM | By the end of the sub-strand, the learner should be able to:   1. Identify subtractions of fractions using LCM. 2. Demonstrate subtraction of fractions using LCM. 3. Enjoy subtracting fractions using LCM. | How can you use the LCM to subtract fractions? | In pairs, learners are guided to identify subtractions of fractions using LCM.  In pairs, learners are guided to demonstrate subtraction of fractions using LCM.  In groups, learners are guided to use digital devices for learning more on subtractions of fractions using LCM. | Mentor Mathematics Learner’s Book Grade 6 pg. 51-53  Number charts  Number cards  Digital devices  Fraction board | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | Numbers | Addition of mixed numbers | By the end of the sub-strand, 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. | Where do we use addition of mixed numbers in real life? | In pairs, learners are guided to convert mixed numbers into improper fractions.  In pairs, learners are guided to Practice addition of mixed numbers.  In groups, learners are guided to use digital devices for learning more on addition of mixed numbers. | Mentor Mathematics Learner’s Book Grade 6 pg. 54-55  Number charts  Number cards  Digital devices  Fraction board | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | Numbers | Subtraction of mixed numbers | By the end of the sub-strand, 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. | Where do we use subtraction of mixed numbers in real life? | Learners are guided to identify subtraction of mixed numbers.  Learners are guided to practice subtraction of mixed numbers.  In groups, learners are guided to use digital devices for learning more on subtraction of mixed numbers. | Mentor Mathematics Learner’s Book Grade 6 pg. 55-57  Number charts  Number cards  Digital devices  Fraction board | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | Numbers | Reciprocals | By the end of the sub-strand, 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. | What is reciprocal of fractions? | Learners are guided to define the meaning of reciprocal of fractions.  In groups or in pairs, learners are guided to demonstrate reciprocal of fractions. | Mentor Mathematics Learner’s Book Grade 6 pg. 57-58  Number charts  Number cards  Digital devices  Fraction board | Oral questions Oral Report Observation  Written exercise |  |
| **7** | **1** | Numbers | Square of fractions | By the end of the sub-strand, 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. | What do we call the product of a fraction multiplied by itself? | In groups or in pairs, learners are guided to demonstrate square of a fraction.    In groups, learners are guided to make number cards, pick a number card and work out the square of the fraction. | Mentor Mathematics Learner’s Book Grade 6 pg. 59-60  Number charts  Number cards  Digital devices  Fraction board | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | Numbers | Equivalent fractions | By the end of the sub-strand, the learner should be able to:   1. Identify equivalent fractions using fraction board or chart. 2. Convert fractions to equivalent fractions. 3. Play games involving fractions using digital devices | Where are fractions used in real life? | Learners are guided to identify equivalent fractions using fraction board or chart.  In pairs, learners are guided to convert fractions to equivalent fractions. | Mentor Mathematics Learner’s Book Grade 6 pg. 61-62  Number charts  Number cards  Digital devices  Fraction board | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | Numbers | Percentage as a fraction | By the end of the sub-strand, 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. | How to work out percentage as a fraction. | In groups, learners are guided to draw a square, shade some squares and calculate the percentage of shaded square.  In groups, learners are guided to use digital devices for learning more on percentage as a fraction. | Mentor Mathematics Learner’s Book Grade 6 pg. 62-63  Number charts  Number cards  Digital devices  Fraction board | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | Numbers | Conversion of fractions into percentages | By the end of the sub-strand, 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. | How do you convert fractions to percentage? | Learners are guided to convert fractions to percentage.  In pairs, learners are guided to use digital devices for learning more on conversion of fractions to percentage. | Mentor Mathematics Learner’s Book Grade 6 pg. 63-64  Number charts  Number cards  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | Numbers | Conversion of percentages to fractions | By the end of the sub-strand, 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 visiting the neighboring community members and ask them how they apply fractions in real life | How do you convert percentage to fractions? | Learners are guided to convert percentages to fractions.  In pairs, learners are guided to use digital devices for learning more on conversion of percentage to fraction. | Mentor Mathematics Learner’s Book Grade 6 pg. 65-66  Number charts  Number cards  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
| **8** | **1** | Numbers | Decimals; Place value of decimals up to ten thousandths | By the end of the sub-strand, the learner should be able to:   1. Identify place value of decimals up to ten thousandths. 2. Draw a place value chart identify place value of decimals. 3. Appreciate decimals up to thousandths in real life situations. | Where do you use decimals in real life? | Learners are guided to identify place value of decimals up to ten thousandths.  Learners are guided to draw a place value chart identify place value of decimals. | Mentor Mathematics Learner’s Book Grade 6 pg. 67-69  Number charts  Number cards  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | Numbers | Rounding of decimals to 1 decimal place | By the end of the sub-strand, the learner should be able to:   1. Define the meaning of decimal places. 2. Round of decimals to 1 decimal place. 3. Have fun and enjoy rounding off decimals to 1 decimal place. | How do you round off decimals to 1 decimal place? | Learners are guided to define the meaning of decimal places.  In pairs, learners are guided to round of decimals to 1 decimal place. | Mentor Mathematics Learner’s Book Grade 6 pg. 69-70  Number charts  Number cards  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | Numbers | Rounding of decimals to 2 decimal place | By the end of the sub-strand, the learner should be able to:   1. Use a number line to round off numbers to 2 decimal places 2. Round of decimals to 2 decimal places. 3. Have fun and enjoy rounding off decimals to 2 decimal places. | How do you round off decimals to 2 decimal places? | In pairs, learners are guided to round of decimals to 2 decimal places. | Mentor Mathematics Learner’s Book Grade 6 pg. 70-72  Number charts  Number cards  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | Numbers | Rounding of decimals to 3 decimal place | By the end of the sub-strand, the learner should be able to:   1. Use a number line to round off numbers to 2 decimal places 2. Round of decimals to 2 decimal places. 3. Have fun and enjoy rounding off decimals to 2 decimal places. | How do you round off decimals to 3 decimal places? | In pairs, learners are guided to round of decimals to 3 decimal places. | Mentor Mathematics Learner’s Book Grade 6 pg. 72-73  Number charts  Number cards  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | Numbers | Conversion of decimals to fractions | By the end of the sub-strand, the learner should be able to:   1. Convert decimals to fractions. 2. Use digital devices for learning more on conversion of decimals to fractions. 3. Have fun and enjoy converting decimals to fractions. | How do you convert decimals to fractions? | In pairs, groups or individual’s learners are guided to convert decimals to fractions.  In groups, learners are guided to use digital devices for learning more on conversion of decimals to fractions. | Mentor Mathematics Learner’s Book Grade 6 pg. 74-75  Number charts  Number cards  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
| **9** |  |  |  |  |  |  |  |  |  |
| **10** | **1** | Numbers | Conversion of fractions to decimals | By the end of the sub-strand, the learner should be able to:   1. Convert fractions to decimals. 2. Use digital devices for learning more on conversion of fractions to decimals. 3. Have fun and enjoy converting fractions to decimals. | How do you convert fractions to decimals? | In pairs, groups or individual’s learners are guided to convert fractions to decimals.  In groups, learners are guided to use digital devices for learning more on conversion of fractions to decimals. | Mentor Mathematics Learner’s Book Grade 6 pg. 75-76  Number charts  Number cards  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | Numbers | converting decimals into percentages | By the end of the sub-strand, the learner should be able to:   1. Convert decimals to percentages. 2. Use digital devices for learning more on conversion of decimals to percentages. 3. Have fun and enjoy converting decimals to percentages. | How do you convert decimals to percentages | In pairs, groups or individual’s learners are guided to convert decimals to percentages.  In groups, learners are guided to use digital devices for learning more on conversion of decimals to percentages. | Mentor Mathematics Learner’s Book Grade 6 pg. 77-78  Number charts  Number cards  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | Numbers | Conversion of percentages into decimals | By the end of the sub-strand, the learner should be able to:   1. Convert percentages to decimals. 2. Use digital devices for learning more on conversion of percentages to decimals. 3. Have fun and enjoy converting percentages to decimals. | How do you convert percentages to decimals? | In pairs, groups or individual’s learners are guided to convert percentages to decimals.  In groups, learners are guided to use digital devices for learning more on conversion of percentages to decimals. | Mentor Mathematics Learner’s Book Grade 6 pg. 79-80  Number charts  Number cards  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | Numbers | Addition of decimals | By the end of the sub-strand, the learner should be able to:   1. Add decimals up to ten thousandths. 2. Use place value apparatus to add decimals up to ten thousandths. 3. Have fun and enjoy addition of decimals. | What is the importance of addition of decimals? | Learners are guided to add decimals up to ten thousandths.  In pairs, learners are guided to use place value apparatus to add decimals up to ten thousandths. | Mentor Mathematics Learner’s Book Grade 6 pg. 81-83  Number charts  Number cards  Digital devices  Place value apparatus | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | Numbers | Subtraction of decimals | By the end of the sub-strand, the learner should be able to:   1. Subtract decimals up to ten thousandths. 2. Use place value apparatus to subtract decimals up to ten thousandths. 3. Have fun and enjoy inquiring from the community members how they use decimals in their daily life. | What is the importance of subtraction of decimals? | Learners are guided to subtract decimals up to ten thousandths.  In pairs, learners are guided to use place value apparatus to subtract decimals up to ten thousandths. | Mentor Mathematics Learner’s Book Grade 6 pg. 83-85  Number charts  Number cards  Digital devices  Place value apparatus | Oral questions Oral Report Observation  Written exercise |  |

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| **11** | **1** | Measurement | Length; Millimetre (mm) as a unit of measuring length | By the end of the lesson, the learner should be able to:   1. Identify millimeter (mm) as a unit of measuring length. 2. Use a ruler to draw lines of different length and measure the lines and give the answer in millimeters. 3. Appreciate the use of millimeter in measuring length in real life situations. | * Learners are guided to Identify millimeter (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:   1. State the relationship between millimetre and centimeter. 2. Convert millimetres into centimetres. 3. 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:   1. Measure the length of the teacher’s table in centimetres 2. State the relationship between centimetres and millimetres. 3. Convert centimetres into millimetres. 4. 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:   1. Measure the length of the Mathematics learner’s book in millimetres and record. 2. Work out practice exercise 4 on page 91 3. 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 millimeters? | 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:   1. Work out addition involving length in centimetres and millimetres. 2. Determine distance in centimetres and millimetres involving addition. 3. Have fun and enjoy working out addition involving length in centimetres and millimetres. | * Learners are guided to work 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 duster to the book?  What is the distance from the book to the pencil? | Mentor Mathematics Learner’s Book Grade 6 pg. 92-93  Ruler  Digital devices | * Oral questions Oral Report Observation * Written exercise |  |
| **12** | **1** | Measurement | Subtraction involving length in centimetres and millimetres | By the end of the lesson, the learner should be able to:   1. Work out subtraction involving length in centimetres and millimetres. 2. Determine distance in centimetres and millimetres involving subtraction. 3. Have fun and enjoy working out subtraction involving length in centimetres and millimetres. | * Learners are guided to work out subtraction involving length in centimetres and millimetres. * Learners are guided to determine distance in centimetres and millimetres involving subtraction. * Individually, learners to do practice Exercise 6 on page 94 | How do you determine the length of the sugarcane that remained on page 93? | Mentor Mathematics Learner’s Book Grade 6 pg. 93-95  Ruler  Digital devices | * Oral questions Oral Report Observation * Written exercise |  |
|  | **2** | Measurement | Multiplication involving length in centimetres and millimetres. | By the end of the lesson, the learner should be able to:   1. Work out multiplication involving length in centimetres and millimetres. 2. Determine distance in centimetres and millimetres involving multiplication. 3. Have fun and enjoy working out multiplication involving length in centimetres and millimetres. | * Learners are guided to work out multiplication involving length in centimetres and millimetres. * Learners are guided to determine distance in centimetres and millimetres involving multiplication * Individually, learners to do practice Exercise 7 on page 96 | How do you multiply length in centimetres and millimetres? | Mentor Mathematics Learner’s Book Grade 6 pg. 95-97  Ruler  Digital devices | * Oral questions Oral Report Observation * Written exercise |  |
|  | **3** | Measurement | Division involving length in centimetres and millimetres | By the end of the lesson, the learner should be able to:   1. Work out division involving length in centimetres and millimetres. 2. Determine distance in centimetres and millimetres involving division. 3. Have fun and enjoy working out division involving length in centimetres and millimetres. | * Learners are guided to work out division involving length in centimetres and millimetres. * Learners are guided to determine distance in centimetres and millimetres involving division * Individually, learners to do division Exercise 7 on page 96 | How calculate division involving length in centimetres and millimetres? | Mentor Mathematics Learner’s Book Grade 6 pg. 97-98  Ruler  Multiplication table  Digital devices | * Oral questions Oral Report Observation * Written exercise |  |
|  | **4** | Measurement | Circumference of a circle | By the end of the lesson, the learner should be able to:   1. Collect different circular objects. Using a string and a ruler, measure their circumference and record. 2. Trace and draw a circular object and then measure its circumference. 3. Enjoy measuring circumferences of circular objects. | * Learners are guided to collect different circular objects. Using a string and a ruler, measure their circumference and record. * In groups, learners are guided to trace and draw a circular object and then measure its circumference | What is circumference? | Mentor Mathematics Learner’s Book Grade 6 pg. 99  Ruler  Circular objects  Strings  Digital devices | * Oral questions Oral Report Observation * Written exercise |  |
|  | **5** | Measurement | Diameter and radius | By the end of the lesson, the learner should be able to:   1. Collect different circular objects. Using a string and a ruler, measure their diameter radius and record. 2. Trace and draw a circular object and then measure their diameter and radius. 3. Enjoy measuring diameter and radius of circular objects. | * Learners are guided to collect different circular objects. Using a string and a ruler, measure their diameter radius and record * Learners are guided to trace and draw a circular object and then measure their diameter and radius. * Learners to take a walk outside the classroom, draw perfect circles using wood ash and determine their diameter, radius and circumference. | What is diameter?  What is radius? | Mentor Mathematics Learner’s Book Grade 6 pg. 100  Ruler  Circular objects  Strings  Digital devices | * Oral questions Oral Report Observation * Written exercise |  |
| **13** |  |  |  |  |  |  |  |  |  |