**GRADE 8 MATHEMATICS SCHEMES OF WORK TERM 1**

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| Week | Lesson | Strand | Sub-strand | Specific-Learning outcomes | Learning Experience | Key Inquiry Question(S) | Learning  Resources | Assessment Methods | Refl |
| 1 | **1** | NUMBERS | Integers (Identifying integers) | By the end of the lesson the learner should be able to:   1. Identify the integers in different situations. 2. Write down the different integers. 3. Appreciate the use of integers in real life situations. | Learners to group positive and negative numbers.  In groups carry out activities involving positive and negative numbers and zero. For example, climbing upstairs (positive), going down stairs (negative). Others may include standing at a point (the zero point) and count the number of steps moved either forward or backward.  Learners to list positive and negative integers. | Where do we use integers in real-life situations? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.1-2  Charts  Pictures  Cut outs  flashcards | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** |  | Integers( representing integers on a number line) | By the end of the lesson the learner should be able to:   1. Represent the integers on a number line in different situations. 2. Indicate the signs (+ and -) on the integers aligned on a number line. 3. Appreciate the need of using a number line to represent the integers. | In pairs, learners to draw a number line.  In pairs, learners to represent integers on a number line.  Learners to indicate both positive and negative integers on a number line. | Where do we use integers in real-life situations? | Spotlight; Mathematics  Learner’s Book Grade 8 pg. 3-5  Charts  Pictures  Cut outs  Flashcards  A model number line. | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** |  | Integers( addition of integers) | By the end of the lesson the learner should be able to:   1. Represent the integers on a number line. 2. Carry out operations of addition of integers on the number line. 3. Appreciate the application of addition of integers in real life. | In pairs learners to draw and represent integers on a number line.  Learners to be guided to add integers using a number line.  In groups learners to add the integers without using the number line. | How do we carry out operations of integers? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.5-7  Charts  Pictures  Cut outs  Flashcards  A model number line. | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** |  | Integers(subtraction of integers). | By the end of the lesson the learner should be able to:   1. Represent the integers on a number line. 2. Carry out operations of subtraction of integers on the number line. 3. Appreciate the application of subtraction of integers in real life. | In pairs learners to represent integers on a number line.  Learners to subtract integers using a number line.  In groups learners to subtract the integers without using the number line. | How do we carry out operations of integers? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.7-9.  Charts  Pictures  Cut outs  Flashcards  A model number line. | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** |  | Integers (combined operations involving integers). | By the end of the lesson the learner should be able to:   1. Represent the integers on a number line. 2. Carry out operations of addition and subtraction of integers on the number line. 3. Have fun and enjoy playing the games. | Learners to individually represent integers on a number line.  In pairs learners to perform operations, including combined operations of integers on a number line.  Learners to perform combined operations without the number line. | How do we carry out operations of integers? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.9-10  Charts  Pictures  Cut outs  Flashcards  A model number line. | Oral questions Oral Report Observation  Written exercise |  |
| 2 | **1** | NUMBERS | Fractions(combined operations on fractions). | By the end of the lesson the learner should be able to:   1. Represent different fractions on figures. 2. Carry out combined operations on fractions. 3. Appreciate the use of fractions in real life. | Learners to observe a demonstration on combined operation.  Learners to discuss the correct order of combined operation.  Learners to carry out combined operation on fractions. | How do we carry out operations of fractions? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.13-16.  Pictures  Charts  Cut outs  Flashcards | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** |  | Fractions(operations on fractions). | By the end of the lesson the learner should be able to:   1. Represent different fractions on figures. 2. Work out operations on fractions in real life. 3. Appreciate the use of fractions in real life. | Learners to observe a demonstration on combined operation.  Learners to discuss the correct order of combined operation.  Learners to carry out combined operation on fractions. | How do we carry out operations of fractions? | Spotlight; Mathematics  Learner’s Book Grade 8 pg. 16. | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** |  | Decimals( converting fractions to decimals) | By the end of the lesson the learner should be able to:   1. Identify the decimal numbers. 2. Convert fractions to decimals in different situations. 3. Appreciate the use of decimals in real life situation. | Learners to group decimal numbers.  In groups learners to observe a demonstration on converting fractions to decimals.  In groups learners to convert fractions to decimals. | How do we convert fractions to decimals? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.21 | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** |  | Decimals(identifying recurring decimals) | By the end of the lesson the learner should be able to:   1. Identify recurring decimals in different situations. 2. Convert recurring decimals into fraction in different situations. 3. Appreciate the use of decimals in real life situation | In groups learners to discuss and classify non- recurring and recurring decimals.  In pairs learners to indicate the recurring digits.  Learners to practice converting recurring decimals to fractions. | What is a recurring decimal? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.22-25. | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** |  | Decimals(rounding off decimal numbers) | By the end of the lesson the learner should be able to:   1. Round off a decimal number to a required number of decimal places in different situations. 2. Appreciate the need to round off decimals. | In pairs learners to discuss how to round off numbers to required decimal places.  Learners to indicate the place values of digits in a decimal number.  Learners to round off numbers to a required decimal places. | How do we round off decimals? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.25-27. | Oral questions Oral Report Observation  Written exercise |  |
| 3 | **1** | NUMBERS | Decimals(significant figures) | By the end of the lesson the learner should be able to:   1. Explain the difference between significant figures and rounding off. 2. Express numbers to a required significant figure in real life situation. 3. Have fun and enjoy playing the mathematical games. | Learners to observe a demonstration on writing decimals and whole numbers to given significant figures.  In groups learners to write whole numbers to given significant figures.  In pairs learners to write decimal to given significant figures. | How do we work out operations on decimals? | Spotlight; Mathematics  Learner’s Book Grade 8 pg. 29-32. | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** |  | Decimals(expressing numbers in standard form) | By the end of the lesson the learner should be able to:   1. Raise numbers to different powers. 2. Express numbers in standard form in different situations. 3. Appreciates the use of standard forms in real life situation. | Learners to observe writing whole and decimal numbers in standard form.  In pairs learners to write whole numbers in standard form.  In pairs learners to write decimals in standard form. | How do we express numbers in standard form? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.32-34. | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** |  | Decimals(combined operations on decimals) | By the end of the lesson the learner should be able to:   1. Explain the meaning of the term BODMAS. 2. Carry out combined operations on decimals in different situations. | Learners to discuss the meaning of BODMAS.  Learners to observe a demonstration of working out the combined operation on decimals in the correct.  In groups learners to work out combined operations on decimals in the correct. | How do we work out operations on decimals? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.32-34. | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** |  | Revision on decimals | By the end of the lesson the learner should be able to:   1. Carry out combined operations on decimals in different situations. 2. Express numbers in standard form in different situations 3. Round off a decimal number to a required number of decimal places in different situations. | Learners to answer written questions on decimals. | Learners to answer written questions decimals. | Spotlight; Mathematics  Learner’s Book Grade 8 . | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** |  | Continuous assessment cat. | By the end of the lesson the learner should be able to:   1. Answer the set questions. | Learners to do a test on decimals. | Learners to do a test on decimals. | Spotlight; Mathematics  Learner’s Book Grade 8 . | Oral questions Oral Report Observation  Written exercise |  |
| 4 | **1** | NUMBERS | Squares and square root( squares of numbers from tables) | By the end of the lesson the learner should be able to:   1. Identify the square of numbers. 2. Work out the squares of numbers from tables in different situations. 3. Have fun while using the mathematical tables. | In pairs learners to discuss how to use the mathematical table on how to find squares.  Learners to be guided on how to use mathematical table in finding squares.  Learners to read and write the squares of numbers from tables. | What are squares and square roots of numbers? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.39-42. | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** |  | Squares and square root(square of numbers between 1.000 to 99.99 | By the end of the lesson the learner should be able to:   1. Identify the square of numbers. 2. Work out the squares of numbers between 1.000 to 99.99from tables in different situations 3. Have fun while using the mathematical tables. | In pairs learners to discuss how to use the mathematical table on how to find squares.  Learners to be guided on how to use mathematical table in finding squares of numbers between 1.00 to 99.99.  Learners to read and write the squares of numbers between 1.000 to 99.99 from tables. | What are squares and square roots of numbers? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.42-45. | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** |  | Squares and square root( square root of numbers less than 1 but more than 100) | By the end of the lesson the learner should be able to:   1. Identify the square root of numbers less than 1 but more than 100. 2. Work out the square root of number less than 1 but more than 100. 3. Have fun while using the mathematical tables. | In pairs learners to discuss how to use the mathematical table on how to find square root.  Learners are guided to use mathematical table to find the square root of numbers.  Learners to read and write the square root of numbers from tables. | What are squares and square roots of numbers? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.45-47. | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** |  | Squares and square root (squares and square root of numbers using a calculator) | By the end of the lesson the learner should be able to:   1. Identify the square and square root of numbers. 2. Work out squares and square roots of numbers using calculator. 3. Have fun while using the calculator. | Learners to discuss how to use a calculator.  Learners are guided to use a calculator to find the squares and square root.  In groups learners to use the calculator to find the square and square root. | How do you use a calculator? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.47-49. | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** |  | Squares and square root(revision) | By the end of the lesson the learner should be able to:   1. Revision. | REVISION. | REVISION |  | Oral questions Oral Report Observation  Written exercise |  |
| 5 | **1** | NUMBERS | Rates,  Ratio,  Proportions and  Percentages (identifying rates) | By the end of the lesson the learner should be able to:   1. Explain the meaning of rate. 2. Identify rates in different situations. 3. Appreciate the application of rates in real life. | Learners to discuss the meaning of rate.  In groups learners to time while doing different activities such as calling using for example different mobile service providers.  In groups learners role play this activity and note time taken to call, record on a table and compare. | How do we use rates in real life situations? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.51-52. | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** |  | Rates, ratio, proportions and percentages(working out rates) | By the end of the sub-strand the learner should be able to:   1. Explain the meaning of rate. 2. Work out rates in real life situation. 3. Appreciate the application of rates in real life. | Learners to observe a demonstration on how to work out rates.  In pairs learners to work out rates in real life.  Learners to demonstrate working out rates. | How do we work out rates? | Spotlight; Mathematics  Learner’s Book Grade 8 pg. 52-54. | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** |  | Rates, ratio, proportions and percentages( expressing fractions as ratios) | By the end of the lesson the learner should be able to:   1. Explain the meaning of rate. 2. Express fractions as ratios. 3. Appreciate the application of rates in real life. | Learners to use cut-outs from whole objects or substances to relate fractions to ratios.  In groups learners to express fractions as ratios. | How do we express fractions as ratios? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.54. | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** |  | Rates, ratio, proportions and percentages(comparing ratios) | By the end of the lesson the learner should be able to:   1. Identifies different ratios. 2. Compare two or more ratios in different situations. 3. Appreciate the application of ratios in real life. | Learners to use cut outs from whole objects to relate fractions.  Learners to discuss and compare ratios from the cut-outs. | How do you compare different ratios? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.55-57. | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** |  | Rates, ratio, proportions and percentages(dividing quantities in given ratios) | By the end of the lesson the learner should be able to:   1. Identifies different ratios. 2. Divide quantities in given ratios in real life situations. 3. Appreciate the application of ratios in real life | In groups learners to group ratios.  In pairs learners to discuss and share quantities of concrete objects in different ratios.  Leaners to divide quantities in given ratios. | How do we use rates in real life situations? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.57. | Oral questions Oral Report Observation  Written exercise |  |
| 6 | **1** |  | Rates, ratio, proportions and percentages(working out ratios) | By the end of the lesson the learner should be able to:   1. Identify various ratios. 2. Work out ratios in different situations. 3. Appreciate the application of ratios in real life | In groups learners to group ratios.  Learners to work out ratios in different situations. | How do we work out ratios? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.58-60. | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | NUMBERS | Rates,  Ratio,  Proportions and  Percentages (working out increase and decrease of quantities using ratios) | By the end of the lesson the learner should be able to:   1. Identify various ratios. 2. Work out increase and decrease of quantities using ratios in real life situations. 3. Appreciate the application of ratios in real life | In groups learners to group ratios.  Learners to discuss the percentage increase and decrease of different quantities.  Learners to determine percentage increase and decrease of different quantities. | How do we work out increasing and decreasing ratios? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.60-61. | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** |  | Rates,  Ratio,  Proportions and  Percentages(working out percentage change of given quantities) | By the end of the lesson the learner should be able to:   1. Identify various ratios. 2. Work out percentage change of given quantities in real situation. 3. Appreciate the need of working out percentages in real life. | In groups learners to group ratios.  Learners to discuss the percentage increase and decrease of different quantities.  Learners to determine percentage increase and decrease of different quantities. | How do we work out percentages change of given quantities? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.61-63. | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** |  | Rates,  Ratio,  Proportions and  Percentages(identifying direct proportions). | By the end of the lesson the learner should be able to:   1. Identify various ratios. 2. Identify direct proportions in real life. 3. Appreciate the need of working out direct proportions. | Learners to watch a video on direct proportions.  In pairs learners to work out direct proportions.  Learners to individually work our direct proportions. | How do we use proportions in real life? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.63-66. | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** |  | Rates,  Ratio,  Proportions and  Percentages(identifying indirect proportions). | By the end of the lesson the learner should be able to:   1. Identify various ratios. 2. Identify indirect proportions in real life. 3. Appreciate the need of working out direct proportions. | Learners to watch a video on direct proportions.  In pairs learners to work out indirect proportions.  Learners to individually work our indirect proportions. |  | Spotlight; Mathematics  Learner’s Book Grade 8 pg.66. | Oral questions Oral Report Observation  Written exercise |  |
| 7 | **MID-TERM ASSESSMENT AND BREAK.** | | | | | | | | | |
| 8 | **1** | NUMBERS | Rates,  Ratio,  Proportions and  Percentages(working out direct and indirect portions) | By the end of the lesson the learner should be able to:   1. Identify various ratios. 2. Identify direct and indirect proportions in real life situation. 3. Appreciate the need of working out direct and indirect proportions. | Learners to watch a video on direct and indirect proportions.  In pairs learners to work out direct and indirect proportions.  Learners to individually work our direct and indirect proportions. | How do we work out direct and indirect proportions? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.66. | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | **ALGEBRA** | Algebraic expression( factorizing algebraic expression) | By the end of the lesson the learner should be able to:   1. Identify different algebraic expressions. 2. Factorize the algebraic expressions in different situations. 3. Appreciate the need of algebraic expressions. | Learners to discuss like and like terms in algebraic expression.  In pairs learners to identify like and unlike terms in algebraic expression.  Learners to factorized algebraic expression. | How do we factorize algebraic expressions? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.72-74. | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** |  | Algebraic expression(simplifying algebraic fractions) | By the end of the lesson the learner should be able to:   1. Identify different algebraic expressions. 2. Simplify algebraic expressions in different situation. 3. Enjoy using algebraic expression in real life situation. | Learners to discuss like and like terms in algebraic fractions.  In pairs learners to identify like and unlike terms in algebraic fractions.  Learner to simplify algebraic fractions. | How do we simplify algebraic expressions? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.74-77. | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** |  | Algebraic expression(evaluating algebraic expression) | By the end of the lesson the learner should be able to:   1. Identify different algebraic expressions. 2. Evaluate algebraic expression by substituting numerical values in different situations. 3. Enjoy using algebraic expression in real life situation. | Learners to discuss how to substitute the given numerical values to work out a given algebraic expression.  Learners to work out by substituting the given numerical values to work out a given algebraic expression. | How do we simplify algebraic expressions? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.77-78. | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** |  | Algebraic expression(evaluating algebraic expression) | By the end of the lesson the learner should be able to:   1. Identify different algebraic expressions. 2. Evaluate algebraic expression by substituting numerical values in different situations. 3. Enjoy using algebraic expression in real life situation. | Learners to discuss how to substitute the given numerical values to work out a given algebraic expression.  Learners to work out by substituting the given numerical values to work out a given algebraic expression. | How do we simplify algebraic expressions? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.78. | Oral questions Oral Report Observation  Written exercise |  |
| 9 | **1** | **ALGEBRA** | Linear equations( forming linear equations in two unknowns) | By the end of the lesson the learner should be able to:   1. Identify linear equations. 2. Form linear equations in two unknowns in real life situation. 3. Enjoy using linear equations. | Learners to role play activities such as shopping on two different items in the shop to form linear equations in two unknowns.  Learners to discuss with others and use other activities with two unknowns.  In groups learners to form linear equations in two unknowns. | What is linear equation? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.78. | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** |  | Linear equations(solving linear equations in two unknowns by substitution method) | By the end of the lesson the learner should be able to:   1. Identify linear equations. 2. Solve linear equation in two unknowns by substitution method in real life situation. 3. Enjoy solving the linear equations. | Learners to discuss substitution method to find the solution of simultaneous equation in two unknowns.  Learners to use substitution method to find the solutions of simultaneous equations in two unknowns. | How do we solve linear equations in two unknowns using substitution? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.80-81. | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** |  | Linear equations(solving linear equations in two unknowns by elimination method) | By the end of the lesson the learner should be able to:   1. Identify the linear equations. 2. Solve linear equation in two unknowns by elimination method in real life situation. 3. Enjoy solving linear equations. | Learners to discuss elimination method to find the solution of simultaneous equation in two unknowns.  Learners to use elimination method to find the solutions of simultaneous equations in two unknowns. | How do we solve linear equations in two unknowns using elimination? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.81-83. | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** |  | Linear equations(applying linear equations in to unknowns) | By the end of the lesson the learner should be able to:   1. Form linear equations. 2. Apply linear equations in two unknowns in real life situation. 3. Enjoy forming and solving algebraic expressions. | In groups learners watch videos or use other materials involving linear equations in two unknowns.  Learners to practice forming and solving simultaneous equations in two unknowns in real-life cases using any method. | Where do we use linear equations in two unknowns in real-life situations? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.83-89. | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** |  | Linear equations( revision and continuous assessment test) | By the end of the lesson the learner should be able to:   1. Revision. | REVISION. | REVISION | Spotlight; Mathematics  Learner’s Book Grade 8. | Oral questions Oral Report Observation  Written exercise |  |
| 10 | **1** | **MEASUREMENT** | Circles(working out circumference) | By the end of the lesson the learner should be able to:   1. Identify the parts of a circle. 2. Work out the circumference of a circle in real life situation. 3. Promote the use a circle in real life situation. | In groups learners to shape objects to make circles.  Learners to discuss with others how to find the circumference of a circle.  Learners to find the circumference of different circular objects in the environment. | How do we determine the circumference of a circle? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.91-93. | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** |  | Circles(working out the length of an arc) | By the end of the lesson the learner should be able to:   1. Identify the parts of a circle. 2. Work out the length of an arc of a circle in different situations. 3. Promote the use of a circle in real life situation. | Learners to use cut-outs to relate arc length to the circumference of a circle, starting with semicircle, then quarter of a circle, etc.  In groups learners to draw circles and work out the circumference of a circle, and arc length of a circle.  Learners to individually work out the length of an arc. | How do we work out the length of an arc? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.93-95. | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** |  | Circles(calculating the perimeter of a sector) | By the end of the lesson the learner should be able to:   1. Identify the sector of a circle. 2. Calculate the perimeter of a sector of a circle in different situations. 3. Promote the use of a circle in real life situation. | Learners to use a model of a circle to indicate a sector.  Learners to use cut-outs of sectors of circles from locally available materials and work out the perimeter of the sectors. Discuss and make any object with the sector that can be used in real-life situations.  In groups learners to work out the perimeter of a sector. | What is perimeter?  How do we calculate the perimeter of a sector? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.93-95. | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** |  | Area(area of a circle) | By the end of the lesson the learner should be able to:   1. Identify the parts of a circular object. 2. Calculate the area of a circle in different situations. 3. Appreciate the use of area in real life situation. | Learners to discuss how to work out the area of a circle.  In groups Learners to work out the area of a circle.  Learners to individually work out the area of a circle. | How do we use area in real-life situations? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.100-101. | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** |  | Area(area of a sector of a circle) | By the end of the lesson the learner should be able to:   1. Identify the sector of a circle. 2. Work out the area of a sector of a circle in different situations. 3. Appreciate the use of area in real life situation. | Learners to watch a video showing the sector a circle.  Learners to use cut-outs of sectors of circles from locally available materials and find the area where they relate the angle of the sector to the area of the circle. Determine the area of a sector of a circle.  Learners to work out the area of a circle. | What is a sector?  How do we calculate the area of a sector? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.101-104. | Oral questions Oral Report Observation  Written exercise |  |
| 11 | **1** | **MEASUREMENT** | Area( surface area of cubes and cuboids) | By the end of the lesson the learner should be able to:   1. Identify the cubes and cuboids. 2. Work out the surface area of cubes and cuboids in real life situations. 3. Appreciate the use of area in real life situation | Learner to watch a video showing models of cubes and cuboids.  Learners to use models to find the surface area of cubes and cuboids and derive the formulas for each.  Learners to work out the surface area of cubes and cuboids. | How do we calculate surface area of cubes and cuboids? | Spotlight; Mathematics  Learner’s Book Grade 8 pg. 106-109. | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** |  | Area(surface area of cylinders) | By the end of the lesson the learner should be able to:   1. Identify a cylinder. 2. Work out the surface area of a cylinder in real life situation. 3. Appreciate the use of area in real life situation | Learners to watch a video showing the model of cylinders.  Learners to apply the formulas to work out surface area of cylinders.  Learners to individually work out the surface area of cylinders. | How do we calculate the area of cylinders? | Spotlight; Mathematics  Learner’s Book Grade 8 pg. 109-111. | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** |  | Area(surface area of a triangular prism) | By the end of the lesson the learner should be able to:   1. Identify a triangular prism. 2. Determine the surface area of a triangular prism in different situations. 3. Appreciate the use of area in real life situation. | In groups learners to draw a triangular prism.  Learners to use models to find the surface area of triangular prisms.  Learners to individually calculate the surface area of triangular prism. | How do we calculate the area of a triangular prism? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.111-113. | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** |  | Area(area of irregular shapes) | By the end of the lesson the learner should be able to:   1. Identify the square grid. 2. Work out the area of irregular shapes using square grids in real life situation. 3. Appreciate the use of area in real life situation. | Learners to watch video on how to calculate area of irregular shapes.  Learners to draw irregular shapes, for example their palm of hands.  Learners to work out area of irregular shapes. | How do we calculate the area of irregular shapes? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.113. | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** |  | Area( revision and continuous assessment) | By the end of the lesson the learner should be able to:   1. Revision. | REVISION. | REVISION |  | Oral questions Oral Report Observation  Written exercise |  |
| 12 | **1** | **MEASUREMENT** | Money(identifying interest and principal) | By the end of the lesson the learner should be able to:   1. Explain the meaning of interest and principal. 2. Identify interest and principal in real life situation. 3. Spend money responsibly on needs and leisure. | Learners to watch a video on how to work out principal interest.  Learners to discuss terms of interests on deposits (principal) as part of consumer awareness and protection.  Learners to practice working out interest. | What is interest in money? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.116-117. | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** |  | Money(simple interest) | By the end of the lesson the learner should be able to:   1. Identify interest and principal in real life situation. 2. Calculate the simple in real life situations. 3. Spend money responsibly on needs and leisure. | Learners to watch a video on calculating simple interest.  Learners to discuss how to calculate simple interest.  Learners to work out simple interest. | What is simple interest? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.117-119. | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** |  | Money(compound interest) | By the end of the lesson the learner should be able to:   1. Explain how to calculate the compound interest. 2. Calculate compound interest per annum step by step up to three years. 3. Spend money responsibly on needs and leisure. | Learners to watch a video on calculating compound interest.  Learners to discuss how to calculate compound interest.  Learners to work out compound interest. | What is compound interest? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.119-122. | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** |  | Money( appreciation and depreciation) | By the end of the lesson the learner should be able to:   1. Explain the meaning of appreciation and depreciation. 2. Work out appreciation and depreciation per annum step by step up to three years in real life situation. 3. Spend money responsibly on needs and leisure. | Learners to identify objects or goods that appreciate and depreciate in value to inform decision making on goods that are worth investing in or buying.  Learners to discuss objects or goods that appreciate and depreciate in value to inform decision making on goods that are worth investing in or buying.  Learners to calculate appreciation and depreciation. | How do we calculate appreciation and depreciation? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.122. | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** |  | Money( Hire purchase) | By the end of the lesson the learner should be able to:   1. Explain the meaning of hire purchase. 2. Work out hire purchase in real life situation. | Learners to discuss various terms used in hire-purchase.  Watch a video on how hire-purchase works.  Learners to work out concepts on hire purchase. | How do we pay for goods on hire purchase? | Spotlight; Mathematics  Learner’s Book Grade 8 pg.127. | Oral questions Oral Report Observation  Written exercise |  |
| 13 | END TERM ASSESSMENT AND REVISION. | | | | | | | | | |