GRADE 8 SCHEMES OF WORK

MATHEMATICS

This scheme of work presents a systematic and organized plan outlining the objectives, content, teaching methods, resources, and assessments for this subject in this grade as designed by Mwalimu Consultancy professionals. It's a roadmap for teachers, offering a detailed overview of what needs to be covered throughout the academic year. This is a component for effective delivery of the CBC curriculum and attainment of educational objectives.

TERM 1-3

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Mr Isaboke 0746 222 000 / 0742 999 000

MWALIMU CONSULTANCY

SCHEMES OF WORK

SCHOOL: ……

GRADE: GRADE EIGHT

LEARNING AREA: MATHEMATICS

TERM 1 **YEAR:……..**

TEACHER'S NAME: ……..… **TSC NO……**

Week	Lesson	**Strand**	**Sub-strand**	Specific-Learning outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Reflection
1	**OPENING AND RECEIVING LEARNERS**								
2	**1**	**NUMBERS**	**Integers**	***By the end of the lesson, the learner should be able to:*** a) Define integers b) Identify integers on a number line c) Have fun and enjoy generating integer's numbers lines in their classroom.	**In groups, learners are guided to** i. Define integers ii. Define number line iii. Carry out activities involving positive and negative numbers and zero. For example climbing upstairs (positive), climbing down (negative). Others may include standing at a point, the zero point, and count the number of steps moved either forward or backward. In groups, learners are guided to draw and represent integers on number lines on learning materials i. Learners to be involved in. ii. Discussions about integers iii. Reading numbers on a number line iv. Showing numbers on a number line v. Solving problems involving integers and the number line	When do we use integers in real life situation ?	Number line Stairways Natural numbers Whole Numbers *EAEP; SMART MINDS Mathematics Learner's Book Grade 8 pg. 1-2*	Class activities Class written tests Extended activities Project observations	

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	2	**NUMBERS**	**Operations of integers**	**By the end of the lesson, the learner should be able to:** a) Define a number line b) Perform the four basic operations on integers using the number line c) Enjoy Performing the four basic operations on integers using the number line	**In groups leaners are guided to:** a) Draw and represent integers on a number line b) Illustrating and solving problems involving four basic operations on integers c) Explanations how to solve problems involving four basic operations on integers d) Discussing exercises given by the teacher on integers	When do we use integers in real life situation ?	Charts showing integers Number line Stair case Ladder Thermometer Real life situations *EAEP; SMART MINDS Mathematics Learner's Book Grade 8 pg3.*	Class activities Class written tests Extended activities Project observations	
	3	**NUMBERS**	**Operations of integers**	**By the end of the lesson, the learner should be able to:** d) Define a number line e) Perform the four basic operations on integers using the number line f) Enjoy Performing the four basic operations on integers using the number line	**In groups leaners are guided to:** e) Draw and represent integers on a number line f) Illustrating and solving problems involving four basic operations on integers g) Explanations how to solve problems involving four basic operations on integers h) Discussing exercises given by the teacher on integers	When do we use integers in real life situation ?	Charts showing integers Number line Stair case Ladder Thermometer Real life situations *EAEP; SMART MINDS Mathematics Learner's Book Grade 8 pg.4*	Class activities Class written tests Extended activities Project observations	
	4	**NUMBERS**	**Combined operations**	**By the end of the lesson, the learner should be able to:**	**In groups leaners are guided to:** a) to perform operations on integers on correct order	How do we carry out operatio	Number line Stair case Ladder	Class activities Class written tests	

				a) Define a number line b) Work out problems involving combined operations on integers in the correct order c) Enjoy Working out problems involving combined operations on integers in the correct order	b) Solving problems involving combined operations on integers	ns of integers?	Thermometer *EAEP; SMART MINDS Mathematics Learner's Book Grade 8 pg.5*	Extended activities Project observations	
	5	**NUMBERS**	**Combined operations**	**By the end of the lesson, the learner should be able to:** d) Define a number line e) Work out problems involving combined operations on integers in the correct order f) Enjoy Working out problems involving combined operations on integers in the correct order	**In groups leaners are guided to:** c) to perform operations on integers on correct order d) Solving problems involving combined operations on integers e) Play creative games that involves number lines, for example jumping steps.	Where are integers operations applicable?	Number line Stair case Ladder Thermometer *EAEP; SMART MINDS Mathematics Learner's Book Grade 8 pg.6-8*	Class activities Class written tests Extended activities Project observations	

3	**1**	**NUMBERS**	**Fractions The meaning of fractions**	**By the end of the lesson, the learner should be able to:** a) Define fractions b) Identify and write fractions in figures (proper and improper) c) Enjoy sharing equally the materials given.	**In groups learners are guided to** a) Make proper Definitions of fractions b) Discussions on the various types of fractions c) Solving problems involving fractions	How do we use fractions in real life situations?	Charts Illustrating operations on fractions *EAEP; SMART MINDS Mathematics Learner's Book Grade 8 pg.8-9*	Class activities Class written tests Extended activities Project observations	
	2	**NUMBERS**	**Equivalent fractions**	**By the end of the lesson, the learner should be able to:** a) Define equivalent fractions b) Identify and write equivalent fractions c) Enjoy sharing equally the materials given.	**In pairs leaners are guided to** a) Discuss about the types of fractions b) Dividing equally a given item like a piece of paper or sticks. c) Measuring the items given d) Weighing the items given e) Solving problems involving equivalent fractions	How do we use fractions in real life situations?	Sticks Pieces of paper Ruler Real life - situation Charts Illustrating operations on fractions	Class activities Class written tests Extended activities Project observations	
	3	**NUMBERS**	**Naming fractions**	**By the end of the lesson, the learner should be able to:** a) Name fractions correctly b) convert an improper fraction to a mixed number and vice versa c) Enjoy converting fractions	**In pairs leaners are guided to** a) Discussing about naming fractions b) Sharing equally the items given c) Solving problems involving fractions d) Converting fractions e) Doing excesses on fractions		Counters such as seeds, bottle tops, stones Pieces of paper Sticks *EAEP; SMART MINDS Mathematics Learner's Book Grade 8 pg.10-11*	Class activities Class written tests Extended activities Project observations	

	4	**NUMBERS**	**Adding and subtracting fractions**	**By the end of the lesson, the learner should be able to:** a) Name fractions correctly b) Add and subtract fractions c) Enjoy adding and subtracting fractions	**In pairs leaners are guided to** a) Show how to add and subtract fractions. b) Discussions about adding and subtracting fractions. c) Converting Fractions	How do we use fractions in real life situations?	Oranges Sticks Pieces of paper Counters *EAEP; SMART MINDS Mathematics Learner's Book Grade 8 pg.12-13*	Class activities Class written tests Extended activities Project observations	
	5	**NUMBERS**	**Multiplication and division of fractions**	**By the end of the lesson, the learner should be able to:** a) Outline types of fractions b) Perform multiplication and division of fractions c) Appreciate the role of fractions in our da to da activities	**In pairs leaners are guided to** a) Discuss about types of fractions and how they can be multiplied together. b) Multiply fractions c) Divide fractions d) Convert fraction e) Showing the learner how to manipulate fractions	How do we use fractions in real life situations?	Sticks Stones Seeds Pieces of paper *EAEP; SMART MINDS Mathematics Learner's Book Grade 8 pg.14-15*	Class activities Class written tests Extended activities Project observations	
4				**CAT ONE**	**ASSESSMENT**	TEST			

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TERM 2 WORK

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GRADE 8 KLB TOP SCHOLAR MATHEMATICS SCHEMES OF WORK – TERM 2

SCHOOL……. TEACHER'S NAME…….TERM 2

Week	Lesson	Strand	Sub-strand	Specific-Learning outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Reflection
1	**1**	Measurements	Circles; Working out the circumference of a circle in real life situations	By the end of the lesson, the learner should be able to: a) Identify four circular objects in their school, for example a wall clock. b) Measure the circumference and diameter of the objects. c) Have fun and enjoy measuring circumference and diameter of the objects.	In groups, learners to identify four circular objects in their school, for example a wall clock. In groups, learners to measure the circumference and diameter of the objects	What is the circumference of your classroom wall clock?	**KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 71-72** Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	2	Measurements	Working out the length of an arc of a circle in different situations	By the end of the lesson, the learner should be able to: a) Draw a circle of radius 7cm on a piece of paper and mark its centre. b) Cut it along its boundary. c) Work out the length of an arc of a circle in different situations. d) Enjoy working out the length of an arc of a circle in different situations	In groups or in pairs, learners are guided to draw a circle of radius 7cm on a piece of paper and mark its centre. In groups or in pairs, learners are guided to cut it along its boundary. In groups or in pairs, learners are guided to work out the length of an arc of a circle in different situations.	What is an arc?	**KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 72-74** Ruler Digital devices	Oral questions Oral Report Observation Written exercise	

	3	Measurements	Calculating the perimeter of a sector of a circle in different situations	By the end of the lesson, the learner should be able to: a) Draw a circle of radius 3.5cm on a piece of paper. b) Fold the circular cut-out into four equal parts and cut out one of the four parts. c) Calculate the arc length of the sector cut off. d) Enjoy calculating the perimeter of a sector of a circle in different situations.	In groups or in pairs, learners are guided to draw a circle of radius 3.5cm on a piece of paper. In groups or in pairs, learners are guided to fold the circular cut-out into four equal parts and cut out one of the four parts. In groups or in pairs, learners are guided to calculate the arc length of the sector cut off.	How do you calculate the perimeter of a sector of a circle in different situations?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 74-76 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	4	Measurements	Area; Calculating the Area of a Circle in Different Situations	By the end of the lesson, the learner should be able to: a) Draw a circle of radius 3.5 cm on a graph paper. b) Estimate its area by counting the 1 com squares enclosed by its boundary. c) Multiply the radius of the circle by itself. d) Appreciate the use of circles.	In groups or in pairs, learners are guided to draw a circle of radius 3.5 cm on a graph paper. In groups or in pairs, learners are guided to estimate its area by counting the 1 com squares enclosed by its boundary. In groups or in pairs, learners are guided to multiply the radius of the circle by itself.	How do you calculate the area of a circle of radius?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 77-78 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	5	Measurements	Working out the area of a sector of a circle in	By the end of the lesson, the learner should be able to: a) Define the term sector.	In groups or in pairs, learners are guided to define the term sector.	How do you work out the area of a sector	KLB; Top Scholar: Mathematics	Oral questions Oral Report Observation	

			different situations	b) Draw a circle of radius 7cm on a graph of paper. c) Work out the area of a sector of a circle in different situations. d) Enjoy working out the area of a sector of a circle in different situations.	In groups or in pairs, learners are guided to draw a circle of radius 7cm on a graph of paper. In groups or in pairs, learners are guided to work out the area of a sector of a circle in different situations.	of a circle in different situations?	Learner's Book Grade 8 pg. 78-79 Ruler Digital devices	Written exercise	
2	**1**	Measurements	Working out the surface area of cubes in real life situations	By the end of the lesson, the learner should be able to: a) State the formula of calculating surface area of cubes. b) Identify the number of faces in a cuboid. c) Work out the surface area of cubes in real life situations. d) Enjoy working out the surface area of cubes in real life situations.	In groups or in pairs, learners are guided to state the formula of calculating surface area of cubes. In groups or in pairs, learners are guided to identify the number of faces in a cuboid. In groups or in pairs, learners are guided to work out the surface area of cubes in real life situations.	How do you work out the surface area of cubes in real life situations?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 80-81 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	2	Measurements	Working out the surface area of cuboids in real life situations	By the end of the lesson, the learner should be able to: a) State the formula of calculating surface area of cuboids. b) Identify three pairs of faces with equal dimensions. c) Work out the surface area of cuboids in real life situations.	In groups or in pairs, learners are guided to state the formula of calculating surface area of cuboids. In groups or in pairs, learners are guided to identify three pairs of faces with equal dimensions.	How do you work out the surface area of cuboids in real life situations?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 81-83 Ruler	Oral questions Oral Report Observation Written exercise	

				d) Enjoy working out the surface area of cuboids in real life situations.	In groups or in pairs, learners are guided to work out the surface area of cuboids in real life situations.		Digital devices		
	3	Measurements	Working out the surface area of cylinders in real life situations	By the end of the lesson, the learner should be able to: a) State the formula of calculating surface area of cylinders. b) Make a paper model of cylinder. c) Work out the surface area of cylinders in real life situations. d) Enjoy working out the surface area of cylinders in real life situations.	In groups or in pairs, learners are guided to state the formula of calculating surface area of cylinders. In groups or in pairs, learners are guided to make a paper model of cylinder. In groups or in pairs, learners are guided to work out the surface area of cylinders in real life situations.	How do you work out the surface area of cylinders in real life situations?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 83-85 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	4	Measurements	Determining the surface area of triangular prisms in different situations.	By the end of the lesson, the learner should be able to: a) State the formula of calculating surface area of triangular prisms. b) Determine the surface area of triangular prisms in different situations. c) Work out the surface area of triangular prisms in real life situations. d) Enjoy working out the surface area of triangular prisms in real life situations.	In groups or in pairs, learners are guided to state the formula of calculating surface area of triangular prisms. In groups or in pairs, learners are guided to determine the surface area of triangular prisms in different situations. In groups or in pairs, learners are guided to work out the surface area of triangular prisms in real life situations.	How do you work out the surface area of triangular prisms in real life situations?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 85-87 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	

	5	Measurements	Working out the area of irregular shapes using square grids in real life situations.	By the end of the lesson, the learner should be able to: a) State the formula of calculating the area of irregular shapes using square grids. b) Work out the area of irregular shapes using square grids in real life situations. c) Enjoy working out the area of irregular shapes using square grids real life situations.	In groups or in pairs, learners are guided to state the formula of calculating the area of irregular shapes using square grids. In groups or in pairs, learners are guided to work out the area of irregular shapes using square grids in real life situations.	How do you work out the area of irregular shapes using square grids in real life situations?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 87-89 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
3	**1**	Measurements	Money; Identifying interest and principal in real life situations	By the end of the lesson, the learner should be able to: a) Visit a financial institution in their neighbourhood. b) Discuss how money is deposited and borrowed from a financial institution. c) Have fun and enjoy the visit.	In groups or in pairs, learners are guided to visit a financial institution in their neighbourhood. In groups or in pairs, learners are guided to discuss how money is deposited and borrowed from a financial institution.	How is money deposited?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 89-90 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	

	2	Measurements	Calculating simple interest in real life situations	By the end of the lesson, the learner should be able to: a) Calculate compound interest step by step per annum up to three years in real life situations. b) Calculate how much simple interest is earned as interest during that period. c) Enjoy calculating simple interest in real life situations.	In groups or in pairs, learners are guided to calculate compound interest step by step per annum up to three years in real life situations. In groups or in pairs, learners are guided to calculate how much simple interest is earned as interest during that period.	How do you calculate simple interest in real life situations?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 90-92 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	3	Measurements	Calculating compound interest step by step per annum up to three years in real life situations	By the end of the lesson, the learner should be able to: a) Define compound interest. b) State the formula of calculating compound interest step by step per annum up to three years. c) Calculate compound interest step by step per annum up to three years in real life situations. d) Enjoy calculating compound interest step by step per annum up to three years in real life situations.	In groups or in pairs, learners are guided to define compound interest. In groups or in pairs, learners are guided to state the formula of calculating compound interest step by step per annum up to three years. In groups or in pairs, learners are guided to calculate compound interest step by step per annum up to three years in real life situations.	What is compound interest?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 92-94 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	4	Measurements	Working out Appreciation and Depreciation step by step	By the end of the lesson, the learner should be able to:	In groups or in pairs, learners are guided to list items found in their community whose value appreciate with time.	Which items are found in your locality	KLB; Top Scholar: Mathematics	Oral questions Oral Report Observation	

			per annum up to three years in different situations	a) List items found in their community whose value appreciate with time. b) Identify items found in their community that depreciates in value with time. c) Recognise items that are likely to give profits on investments. d) Advocate the importance of appreciation.	In groups or in pairs, learners are guided to identify items found in their community that depreciates in value with time. In groups or in pairs, learners are guided to recognise items that are likely to give profits on investments.	that appreciates ?	Learner's Book Grade 8 pg. 94 Ruler Digital devices	Written exercise	
	5	Measurements	Working out appreciation	By the end of the lesson, the learner should be able to: a) Explain the meaning of appreciation. b) State the formula of calculating appreciation. c) Work out appreciation. d) Enjoy working out appreciation.	In groups or in pairs, learners are guided to explain the meaning of appreciation. In groups or in pairs, learners are guided to state the formula of calculating appreciation. In groups or in pairs, learners are guided to work out appreciation.	What is appreciation? How do you calculate appreciation?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 95-96 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
4	**1**	Measurements	Working out depreciation	By the end of the lesson, the learner should be able to: a) Explain the meaning of depreciation. b) State the formula of calculating depreciation c) Work out depreciation. d) Enjoy working out depreciation	In groups or in pairs, learners are guided to explain the meaning of depreciation. In groups or in pairs, learners are guided to state the formula of calculating depreciation	What is depreciation? How do you calculate depreciation?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 96-97 Ruler	Oral questions Oral Report Observation Written exercise	

					In groups or in pairs, learners are guided to work out depreciation.		Digital devices		
	2	Measurements	Working out hire purchase in real life situations	By the end of the lesson, the learner should be able to: a) Explain the meaning of deposit, cash price and instalments. b) State the formula of calculating hire purchase. c) Working out hire purchase. d) Enjoy working out hire purchase in real life situations.	In groups or in pairs, learners are guided to explain the meaning of deposit, cash price and instalments. In groups or in pairs, learners are guided to state the formula of calculating hire purchase In groups or in pairs, learners are guided to working out hire purchase.	How do you calculate hire purchase?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 98-99 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	3	Measurements	Digital time	By the end of the lesson, the learner should be able to: a) Use the link: https://www.youtube.com/watch?v=w9jxqObvAo8 b) Watch the video clip on simple interest. c) Have fun and enjoy watching the video.	In groups or in pairs, learners are guided to use the link: https://www.youtube.com/watch?v=w9jxqObvAo8 In groups or in pairs, learners are guided to watch the video clip on simple interest.	What is simple interest?	KLB; Top Scholar: Maths Learner's Book Grade 8 pg. 99 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	4	Geometry	Geometrical Constructions	By the end of the lesson, the learner should be able to: a) Define the term 'parallel' b) Use a ruler and a pair of compasses.	In groups or in pairs, learners are guided to define the term 'parallel'	What is the meaning of parallel?	KLB; Top Scholar: Maths Learner's Book Grade 8	Oral questions Oral Report Observation Written exercise	

				c) Appreciate the use of a pair of compass.	In groups or in pairs, learners are guided to use a ruler and a pair of compasses.		pg. 100-102 Ruler Digital devices		
	5	Geometry	Construction of parallel lines using a set square and a rule	By the end of the lesson, the learner should be able to: a) Draw line ST and point P above the line. b) Construct parallel lines using a set square and a rule. c) Enjoy constructing parallel lines using a set square and a rule.	In groups or in pairs, learners are guided to draw line ST and point P above the line. In groups or in pairs, learners are guided to construct parallel lines using a set square and a rule.	How do you construct parallel lines using a set square and a rule?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 102-104 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
5	**1**	Geometry	Perpendicular lines' Construction of a perpendicular line from a point to a given line	By the end of the lesson, the learner should be able to: a) Draw line AB and point M as shown on page 105 b) With M as the center and a suitable radius, construct two arcs to cut AB at C and D. c) Construction of a perpendicular line from a point to a given line. d) Have fun and enjoy constructing a perpendicular line from a point to a given line.	In groups or in pairs, learners are guided to Draw line AB and point M as shown on page 105, with M as the center and a suitable radius, construct two arcs to cut AB at C and D. In groups or in pairs, learners are guided to construction of a perpendicular line from a point to a given line.	How do you construct a perpendicular line from a point to a given line?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 105-106 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	

	2	Geometry	Construction of a perpendicular line through a point on a given line	By the end of the lesson, the learner should be able to: a) Define the term 'parallel' b) Draw line EF and point G as shown on page 106 c) Construct a perpendicular line through a point on a given line. d) Enjoy constructing a perpendicular line through a point on a given line.	In groups or in pairs, learners are guided to define the term 'parallel' In groups or in pairs, learners are guided to draw line EF and point G as shown on page 106 In groups or in pairs, learners are guided to construct a perpendicular line through a point on a given line.	How do you construct a perpendicular line through a point on a given line?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 106-107 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	3	Geometry	Dividing a line proportionally in different situations	By the end of the lesson, the learner should be able to: a) Draw line AB and AC of convenient length as shown on page 107 b) Divide a line proportionally in different situations. c) Enjoy using a pair of compass.	In groups or in pairs, learners are guided to draw line AB and AC of convenient length as shown on page 107 In groups or in pairs, learners are guided to divide a line proportionally in different situations.	How do you divide a line proportionally in different situations?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 107-109 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	4	Geometry	Identifying angle properties of polygons in	By the end of the lesson, the learner should be able to:	In groups or in pairs, learners are guided to identify angle properties of polygons in different situations	How do you identify angle properties	KLB; Top Scholar: Mathematics	Oral questions Oral Report Observation	

			different situations	a) Identify angle properties of polygons in different situations b) Discuss how to relate the sum of interior angles of a polygon to the number of sides. c) Fill in the table on page 109 for regular polygons. d) Appreciate properties of polygons in different situations.	In groups or in pairs, learners are guided to discuss how to relate the sum of interior angles of a polygon to the number of sides. In groups or in pairs, learners are guided to fill in the table on page 109 for regular polygons.	of polygon?	Learner's Book Grade 8 pg. 109-112 Ruler Digital devices	Written exercise	
	5	Geometry	Construction of a regular polygon up to a hexagon in different situations	By the end of the lesson, the learner should be able to: a) Construct line PQ = 5cm b) Using P and Q as centers and radius 5 cm, construct two arcs interesting at r. c) Join P to R and Q to R d) Have a desire to learn more about polygons.	In groups or in pairs, learners are guided to Construct line PQ = 5cm, using P and Q as centers and radius 5 cm, construct two arcs interesting at r. In groups or in pairs, learners are guided to join P to R and Q to R	How many sides does a polygon have?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 112 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
6	**1**	Geometry	Regular quadrilateral	By the end of the lesson, the learner should be able to: a) Draw line AB = 6 cm b) On the same side of AB, construct two perpendicular lines at A and E	In groups or in pairs, learners are guided to draw line AB = 6 cm on the same side of AB, construct two perpendicular lines at A and E In groups or in pairs, learners are guided to using A as	How do you construct regular quadrilateral?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 113	Oral questions Oral Report Observation Written exercise	

				c) Using A as centre and radius 6 cm, mark point D on the perpendicular. d) Enjoy constructing regular quadrilateral.	centre and radius 6 cm, mark point D on the perpendicular.		Ruler Digital devices		
	2	Geometry	Regular pentagon	By the end of the lesson, the learner should be able to: a) Define the term pentagon. b) Draw a regular pentagon. c) Construct a regular pentagon. d) Enjoy constructing a regular pentagon.	In groups or in pairs, learners are guided to define the term pentagon. In groups or in pairs, learners are guided to draw a regular pentagon. In groups or in pairs, learners are guided to construct a regular pentagon.	How many sides does a pentagon have?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 113 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	3	Geometry	Regular hexagon	By the end of the lesson, the learner should be able to: a) Explain the meaning of hexagon. b) Draw a hexagon. c) Find the size of each of the interior angles of the hexagon. d) Enjoy constructing a regular hexagon in different situation.	In groups or in pairs, learners are guided to explain the meaning of hexagon. In groups or in pairs, learners are guided to draw a hexagon. In groups or in pairs, learners are guided to find the size of each of the interior angles of the hexagon.	How do you construct a regular hexagon?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 113-117 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	4	Geometry	Construction of irregular polygons up to a hexagon	By the end of the lesson, the learner should be able to:	In groups or in pairs, learners are guided to consider an irregular tringle PQR such	How do you construct	KLB; Top Scholar: Mathematics	Oral questions Oral Report Observation	

			in different situations	a) Consider an irregular tringle PQR such that PQ = 4 cm, QR = 6 cm and PR = 5 cm b) Construct an irregular triangle. c) Enjoy constructing an irregular triangle.	that PQ = 4 cm, QR = 6 cm and PR = 5 cm In groups or in pairs, learners are guided to construct an irregular triangle.	an irregular triangle?	Learner's Book Grade 8 pg. 117 Ruler Digital devices	Written exercise	
	5	Geometry	Quadrilateral	By the end of the lesson, the learner should be able to: a) Construct line PQ = 5 cm b) Measure and draw angles 110 and 55 at P and Q respectively. c) Construct an irregular quadrilateral. d) Have fun and enjoy constructing irregular quadrilateral.	In groups or in pairs, learners are guided to construct line PQ = 5 cm In groups or in pairs, learners are guided to measure and draw angles 110 and 55 at P and Q respectively. In groups or in pairs, learners are guided to construct an irregular quadrilateral.	How do you construct an irregular quadrilateral?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 118 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	

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TERM 3 WORK

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GRADE 8 RATIONALISED MATHEMATICS SCHEMES OF WORK TERM 3

SCHOOL……..... TEACHER'S NAME……TERM THREE……

Wk	Lsn	STRAND	Sub-strand	Specific learning outcome	Learning experiences	Key inquiry question(s)	Learning resources	Assessment methods	Refl
1	1	**GEOMETRY**	Scale drawing	**By the end of the lesson the learner should be able to:** a) Represent length to a given scale in different situations b) Convert actual length to scale length c) Appreciate the use of scale drawing in maps	The learner is guided to: • Measure and represent length of different objects from immediate environment in his/her book • Discuss and represent length of a given scale in different situations	How do we determine scale in real life?	Maps Digital devices **Klb top scholar mathematics grade 8 page 143-145**	oral questions written questions	
	2	**GEOMETRY**	Scale drawing	**By the end of the lesson the learner should be able to:** a) Represent length to a given scale in different situations b) Convert actual length to scale length c) Appreciate the use of scale drawing in maps	• Measure and represent length of different objects from immediate environment in his/her book • Discuss and represent length of a given scale in different situations	How do we determine scale in real life?	Maps Digital devices **KLB TOP Scholar mathematics grade 8 page 143-145**	-oral questions -written questions	

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	3	**GEOMETRY**	Scale drawing	**By the end of the lesson the learner should be able to:** a) Convert scale length to actual length b) Interpret linear scales in statement form in different questions c) Appreciate the use of scale drawing in maps	• Discuss and practice converting scale from one to another • Read,discuss and interpret given linear scales in statement form • Discuss and write given linear scales in statement form	Where do we use scale drawing in real life situation?	Klb top scholar mathematics grade 8 page 146-149	-oral questions -written questions	
	4	**GEOMETRY**	Scale drawing	**By the end of the lesson the learner should be able to:** a) Convert scale length to actual length b) Interpret linear scales in statement form in different questions c) Appreciate the use of scale drawing in maps	-discuss and practice converting scale from one to another -read,discuss and interpret given linear scales in statement form -discuss and write given linear scales in statement form	Where do we use scale drawing in real life situation?	Klb top scholar mathematics grade 8 page 146-149	-oral questions -written questions	
	5	**GEOMETRY**	Scale drawing	**By the end of the lesson the learner should be able to:** a) Write linear scale in statement form in different situations b) Interpret linear scales in ratio form in different situations c) Appreciate the use of scale drawing in maps	-write linear scale in statement form -read,discuss and interpret given linear scales in ratio form	How do we interpret linear scales in ratio form?	Klb top scholar mathematics grade 8 page 149-151	-oral questions Written exercise	
2	1	**GEOMETRY**	Scale drawing	**By the end of the lesson the learner should be able to:** a) Write linear scale in statement form in different situations b) Interpret linear scales in ratio form in different situations c) Appreciate the use of scale drawing in maps	-write linear scale in statement form -read,discuss and interpret given linear scales in ratio form	How do we interpret linear scales in ratio form?	Klb top scholar mathematics grade 8 page 149-151	-oral questions Written exercise	

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	2	**GEOMETRY**	Scale drawing	**By the end of the lesson the learner should be able to:** a) Convert linear scale from statement form to ratio form and ratio form to statement form b) Make scale drawing in different situations c) Apply scale drawing in real life situation d) Appreciate use of scale drawing in maps	-discuss and carry out conversions of scales from one to another -make scale drawings on different learning materials using appropriate scale -use digital devices to learn more on scale -use maps to demonstrate scale	How do we convert linear scale from statement form to ratio form?	Klb top scholar mathematics grade 8 page 152-155 Maps Digital devices	-oral questions Written exercise	
	3	**GEOMETRY**	Scale drawing	**By the end of the lesson the learner should be able to:** a) Convert linear scale from statement form to ratio form and ratio form to statement form b) Make scale drawing in different situations c) Apply scale drawing in real life situation d) Appreciate use of scale drawing in maps	-discuss and carry out conversions of scales from one to another -make scale drawings on different learning materials using appropriate scale -use digital devices to learn more on scale -use maps to demonstrate scale	How do we convert linear scale from statement form to ratio form?	Klb top scholar mathematics grade 8 page 152-155 Maps Digital devices	-oral questions Written exercise	
	4	**GEOMETRY**	Common solids	**By the end of the lesson the learner should be able to:** a) Identify common solids from the environment b) Sketch nets of cubes, cuboids, cylinders pyramids and cones c) Appreciate use of common solids in real life	-collect common solids such as cubes,cuboids, Cylinders,pyramids and cones from the immediate environment -discuss,open and sketch nets of hollow solids	What are common solids?	Klb top scholar mathematics grade 8 page 158-165	-oral questions -written questions	
	5	**GEOMETRY**	Common solids	**By the end of the lesson the learner should be able to:**	-collect common solids such as cubes,cuboids,	What are common solids?	Klb top scholar mathemat		

				a) Identify common solids from the environment b) Sketch nets of cubes,cuboids,cylinders c) Pyramids and cones d) Appreciate use of common solids in real life	Cylinders,pyramids and cones from the immediate environment -discuss,open and sketch nets of hollow solids		ics grade 8 page 158-165		
3	1	**GEOMETRY**	Common solids	**By the end of the lesson the learner should be able to:** a) Identify common solids from the environment b) Sketch nets of cubes, cuboids, cylinders Pyramids and cones c) Appreciate use of common solids in real life	-collect common solids such as cubes,cuboids, Cylinders, pyramids and cones from the immediate environment -discuss,open and sketch nets of hollow solids	What are common solids?	Klb top scholar mathematics grade 8 page 158-165	-oral questions -written questions	
	2	**GEOMETRY**	Common solids	**By the end of the lesson the learner should be able to:** a) Work out surface area of solids from nets of solids in different situations b) Determine the distance between two points on the surface of solid in different situations c) Appreciate use of common solids in real life	-work out the surface area of solids from nets -discuss and practice measuring the distance between any two points on the surface of solids	How do we determine surface areas of solids?	Klb top scholar mathematics grade 8 page 166-174	-oral questions -written questions	
	3	**GEOMETRY**	Common solids	**By the end of the lesson the learner should be able to:** a) Work out surface area of solids from nets of solids in different situations b) Determine the distance between two points on the surface of solid in different situations c) Appreciate use of common solids in real life	-work out the surface area of solids from nets -discuss and practice measuring the distance between any two points on the surface of solids	How do we determine surface areas of solids?	Klb top scholar mathematics grade 8 page 166-174	-oral questions -written questions	

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	4	**GEOMETRY**	Common solids	**By the end of the lesson the learner should be able to:** a) Work out surface area of solids from nets of solids in different situations b) Determine the distance between two points on the surface of solid in different situations c) Appreciate use of common solids in real life	-work out the surface area of solids from nets -discuss and practice measuring the distance between any two points on the surface of solids	How do we determine surface areas of solids?	klb top scholar mathematics grade 8 page 166-174		
	5	**GEOMETRY**	Common solids	**By the end of the lesson the learner should be able to:** a) Make models of hollow and compact solids for skills development b) Use it devices to draw models and nets of solids c) Appreciate use of common solids in real life appreciate use of common solids in real life	-make models of hollow and compact solids using locally available material -use digital devices to watch videos on common solids,nets and draw the solids and nets -use other resources such as print to draw or trace nets of solids	How do you determine the volume of common solids?	Klb top scholar mathematics grade 8 page 175-178	-oral questions -written questions	
4	1	**GEOMETRY**	Common solids	**By the end of the lesson the learner should be able to:** a) Make models of hollow and compact solids for skills development b) Use it devices to draw models and nets of solids c) Appreciate use of common solids in real life appreciate use of common solids in real life	-make models of hollow and compact solids using locally available material -use digital devices to watch videos on common solids,nets and draw the solids and nets -use other resources such as print to draw or trace nets of solids	How do you determine the volume of common solids?	Klb top scholar mathematics grade 8 page 175-178	-oral questions -observation -written questions	
	2	**GEOMETRY**	Common solids	**By the end of the lesson the learner should be able to:** a) Make models of hollow and compact solids for skills development b) Use it devices to draw models and nets of solids	-make models of hollow and compact solids using locally available material -use digital devices to watch videos on common solids,nets and draw the solids and nets	How do you determine the volume of	klb top scholar mathematics grade 8 page 175-178	-oral questions -observation -written questions	

				c) Appreciate use of common solids in real life appreciate use of common solids in real life	-use other resources such as print to draw or trace nets of solids	common solids?			
	3	**GEOMETRY**	Common solids	**By the end of the lesson the learner should be able to:** a) Make models of hollow and compact solids for skills development b) Use it devices to draw models and nets of solids c) Appreciate use of common solids in real life appreciate use of common solids in real life	-make models of hollow and compact solids using locally available material -use digital devices to watch videos on common solids,nets and draw the solids and nets -use other resources such as print to draw or trace nets of solids	How do you determine the volume of common solids?	klb top scholar mathematics grade 8 page 175-178	-oral questions -observation -written questions - oral questions -observation	
	4	**DATA HANDLING AND PROBABILITY**	data presentation and interpretation	**By the end of the lesson the learner should be able to:** a) Draw bar graphs of data from real life situations b) Interpret bars of data from real life situations c) Desire to use data in representation and interpretation in real life situation	-collect data from the immediate environment or experiences for example size of shoes,height or test scores -use suitable scale to represent the data in bar graphs	What are the different ways of representing data?	Klb top scholar mathematics grade 8 page 178- 183	-oral questions -observation -written exercise	
	5	**DATA HANDLING AND PROBABILITY**	data presentation and interpretation	**By the end of the lesson the learner should be able to:** a) Draw bar graphs of data from real life situations b) Interpret bar graphs of data from real life situations c) Desire to use data in representation and interpretation in real life situation	-collect data from the immediate environment or experiences for example size of shoes,height or test scores -use suitable scale to represent the data in bar graphs	What are the different ways of representing data?	klb top scholar mathematics grade 8 page 178- 183	-oral questions -observation -written exercise	
5	1	**DATA HANDLING AND**	Data presentation	**By the end of the lesson the learner should be able to:**	-discuss and represent data in line graphs	How do we draw line	Klb top scholar mathemat	-oral questions	

		PROBABILITY	and interpretation	a) Draw line graphs of given data from real life situations b) Interpret line graphs of data from real life situations c) Desire to use data in representation and interpretation in real life situation	-discuss and interpret line graphs of given data	graphs to represent data?	ics grade 8 page 184-187	-written questions	
	2	**DATA HANDLING AND PROBABILITY**	Data presentation and interpretation	**By the end of the lesson the learner should be able to:** a) Draw line graphs of given data from real life situations b) Interpret line graphs of data from real life situations c) Desire to use data in representation and interpretation in real life situation	-discuss and represent data in line graphs -discuss and interpret line graphs of given data	How do we draw line graphs to represent data?	Klb top scholar mathematics grade 8 page 184-187	-oral questions -written questions	
	3	**DATA HANDLING AND PROBABILITY**	Data presentation and interpretation	**By the end of the lesson the learner should be able to:** a) Draw line graphs of given data b) Interpret line graphs of given data from real life situations c) Desire to use data in representation and interpretation in real life situation	-discuss and represent data in line graphs -discuss and interpret line graphs of given data	How do we draw line graphs to represent data?	klb top scholar mathematics grade 8 page 184-187	-oral questions -observation -written exercise	
	4	**DATA HANDLING AND PROBABILITY**	Data presentation and interpretation	**By the end of the lesson the learner should be able to:** a) Draw line graphs of given data b) Interpret line graphs of given data c) Desire to use data in representation and interpretation in real life situation	-discuss and represent data in line graphs -discuss and interpret line graphs of given data	How do we interpret line graphs?	Klb top scholar mathematics grade 8 page 184-187	-oral questions -observation -written exercise	
	5	**DATA HANDLING AND**	Data presentation and	a) Identify the mode of a set of discrete data b) Calculate the mean of a set of discrete data	-identify the mode of a set of discrete data -discuss and work out the average from different sets of	How do we get the mean of a	Klb top scholar mathemat	-oral questions -written exercise	

		PROBABILITY	interpretation	c) Desire to use data in representation and interpretation in real life situation	discrete data and relate it to mean	given data?	ics grade 8 page 191-193		

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