

PRIMARY SIX THIRD TERM MTC SCHEME OF WORK

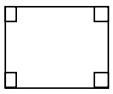
ELO: The learner appreciates and recognizes the application of length, mass and capacity in daily life experiences.

WK	PD	THEME	TOPIC	SUB TOPIC	CONTENT	COMPETENCES		IND. OF LIFESKILLS & VALUES	MTHDS/ TECHNIQUES	ACTIVITY	IMS	REF	REM
						LANGUAGE	SUBJECT						
1	1 & 2	MEASURES	MEASURES	Length	Estimating, measuring and recording length in centimeters and millimeters ***Conversion of units.*** ***Example*** Change 3km to metres. 1km = 1000m 3km = 3x1000m = 3000m	The learner; - describes the term length - reads statements correctly.	The learner; - measures the lengths of different objects. - records length of different objects. - relates units - converts kilometers to metres & vice-versa	Observation Appreciation Accuracy	Explanation Demonstration	Estimating Measuring Recording	Real objects Real objects Chalk board illustrations	Mk maths book 6 page 313-314 P.6 curriculum page 175 and 176	
	3				***Conversion of units.*** ***Example*** 100cm = 1m 1cm = $\frac{1m}{100}$ 480cm = $\frac{1}{100} \times 480$ = $\frac{48}{}$	The learner; - reads statements correctly.	The learner; - relates units - converts metres to centimetres. - converts centimetres to metres.	Interpretation Problem solving	Illustration	Converting units from one unit to another	A chart showing metric units. Chalk board	Mk maths book 6 page 315-316 P.6 curriculum page 175 and 176	

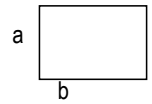
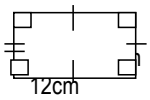
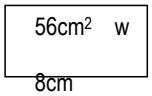
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					10 = 4.8m			Critical thinking			illustration		
	4			**Circle**	**Parts of a circle**  - relating diameter and radius. - diameter is twice the radius. Example 1. Find the radius of a circle whose diameter is 14cm. R = D/2 = 14cm/2 = 7cm 2. Calculate the diameter of a circle whose radius is 3 ½ cm. D = 2r = 2xr = 2x3 ½ cm = 2 x 7/2 = 7cm	The learner; - describes a circle - reads and spells new terms.	The learner; - names the parts of a circle. - relates diameter and radius - finds diameter and radius	Logical thinking Critical thinking Interpretation Problem solving	Demonstration Observation Explanation Discussion	Naming parts of a circle Finding radius and diameter	A chart showing parts of a circle Finding radius and diameter	Mk maths book 6 page 327 P.6 curriculum page 175 and 176	
	5				Finding pie (π) using diameter and circumference. - get a circular object and measure its circumference - measure its diameter - divide circumference by diameter to get pie (π) π = C/D C = π D	The learner; - reads statements correctly.	The learner; - describes diameter and circumference - identifies the symbol for pie ( ) - finds pie using diameter and circumference	Accuracy Problem solving	Demonstration Observation	Finding pie	Circular objects Chalk board illustration	Mk primary maths book 6 2000 page 326 P.6 curriculum page 175 and 176	
	6				***Calculating circumference of a circle.*** Formula used: C = πD or	The learner; - reads and interprets	The learner; - finds circumference	Interpretation	Explanation	Finding circumference	Chalk board illustration	Mk maths book 6 page 328	

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					$2\pi r$ ***Examples*** Find the circumference of a circle whose: 1) radius is 7cm $C = 2\pi r$ $= 2 \times \frac{22}{7} \times 7$ $= 2 \times 22 \quad = 44cm$	statements correctly.	when given diameter. - finds circumference when given the radius.	Critical thinking Observation	Guided discovery Illustration			P.6 curriculum page 175 and 176	
	7			**Area of shape**	***Square:*** - A square is a quadrilateral with all its sides and angles equal.  **Example** Find the area of a square whose side is 6cm.  $A = 5x5$ $= 6cm \times 6cm$ $= 36cm^2$ Finding one side of the square. **Example** The area of a square is $16cm^2$. Find the length of each side of the square.  $A = S+S$ $pcmxpcm=16cm^2$ 2 | 16 2 | 8 2 | 4 2 | 2 1	The learner; - describes a square - spells the term square - reads and interprets statements.	The learner; - draws a square and shows all the properties - finds the area of a square. - finds the side of a square when given area.	Logical thinking Interpretation Critical thinking	Explanation Guided discussion	Finding area of a square	Chalk board illustration	Mk maths book 6 page 329 P.6 curriculum page 175 and 176	
								Accuracy Problem solving	Question and answer	Finding the length of a square when given area	Chalk board illustration	Mk maths book 6 page 330 P.6 curriculum page 175 and 176	

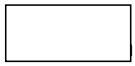
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2	1			**Area of shapes**	***Rectangle***: is a quadrilateral with two opposite sides equal. Has all sides equal  a = c b = d ***example*** find the area of the rectangle below  A = Lx w = 12cm x 5cm = 60cm^2	The learner; - reads and spells the term rectangle. - describes a rectangle. - names the sides of a rectangle. - reads and interprets statements.	The learner; - identifies equal sides of a rectangle. - finds the area of a rectangle. - finds the side of a rectangle when given area.	Interpretation Critical thinking Problem solving	Explanation Discussion	Finding the area of a rectangle	Chalk board illustration	Mk maths book 6 page 331 P.6 curriculum page 175 and 176	
					Finding the side of a rectangle when given area. ***Example*** The area of a rectangle is 56cm^2. Find the width if its length is 8cm  A = L x w 8cm x w = 56cm^2 8w = 56 $\frac{8w}{8} = \frac{56}{8}$ w = 7cm			Logical thinking	Question and area	Finding missing side of a rectangle	Chalk board illustration	Mk maths book 6 page 332 P.6 curriculum page 175 and 176	

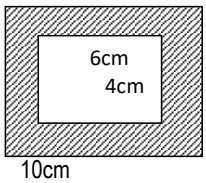
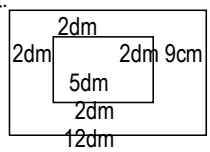
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	2			**Perimeter of shapes**	Perimeter of a square. Perimeter: Is the total distance around the figure. ***Example*** Find the perimeter of the figure below.  5cm P = add all sides = S+S+S+S = 5cm +5cm+5cm+5cm = 10cm +10cm = 20cm	The learner; - describes the term perimeter. - reads and interprets statements.	The learner; - finds the perimeter of a square. - finds the length of a square when given perimeter.	Logical thinking Problem solving	Explanation Discussion Question and answer	Finding a perimeter of a square	Chalk board illustration	Mk maths book 5 page 157-158 P.6 curriculum page 175 and 176	
					Finding the side of a square when given perimeter. **Example** The perimeter of a square is 40m. Find the length of the side. S S S P = add all sides S+S+S+S = P S+S+S+S = 40m 4S = 40 $\frac{4S}{4} = \frac{40}{4}$ S = 10m			Logical thinking Interpretation	Explanation Discussion	Finding missing side of a square when given perimeter	Chalk board illustration	Mk maths book page 157-158 P.6 curriculum page 175 and 176	
	3				***Rectangle:*** Finding the missing side of a rectangle when given perimeter. ***Example***	The learner; - reads and interprets statements	The learner; - finds the perimeter of a rectangle. - finds the missing side of a	Critical thinking Problem solving	Question and answer	Finding the missing side of a rectangle	Chalk board illustrations	Mk maths book 6 page 333 P.6 curriculum	

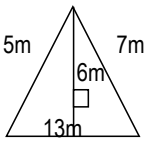
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					The perimeter of a rectangle is 24cm. Find its length if the width is 5cm  L P = add all sides l+w+l+w = P l+5+l+5 = 24cm l+l+5+5 = 24 2l +10 = 24 2l + 10-10 = 24-10 2l = 14 2l = 14 2 2 L = 7cm		rectangle when given perimeter.	Interpretation				page 175 and 176	
	4			**Perimeter and area of a rectangle**	Finding sides, area and perimeter. ***Example*** 1) ABCD is a rectangle A (2x-5)cm B  (x-1)cm D (x+3)cm C a) Find the value of x. (2x-5) = (x+3) 2x-5 = x+3 2x-5+5 = x+3+5 2x = x +8 2x – x = x-x+8 x = 8	The learner; - identifies equal sides of a rectangle.	The learner; - finds the unknown by comparing sides. - finds the actual length and width. - finds the area and perimeter of the rectangle.	Accuracy Problem solving	question and answer	Finding the unknown actual length and width Area Perimeter	chalkboard illustrations	mk maths book 6 page 334-335 P.6 curriculum page 175 and 176	

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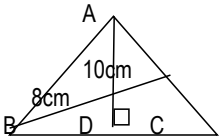
					b) Find the: i) length ii) width iii) area iv) perimeter								
	5			**Area**	Finding area of shaded parts. **Example.** 1. Study the figure below and find the area of the shaded part.  ***Area of outer (bigger)*** = L x W = 10cm x 9cm = 90cm^2 ***Area of inner (smaller)*** = L x W = 6cm x 4cm = 24cm^2 ***Area of the shaded part.*** 90cm^2 - 24cm^2 86cm^2	The learner; - identifies the length and width of the inner and outer rectangles.	The learner; - finds the area of inner and outer shapes. - works out the area of the shaded part.	logical thinking interpretation critical thinking problem solving	explanation guided discovery question and answer	finding the area of shaded part.	chalkboard illustration	mk maths book 6 page 337 P.6 curriculum page 175 and 176	
	6			**Area**	Finding area of shaded part involving missing measurements. example 1) Find the area of the shaded part.  	The learner; - reads and interprets statements	The learner; - observes the two rectangles. - identifies the missing measurements. - finds the missing sides. - finds the area of different figures.	interpretation logical thinking	guided discovery explanation	finding: missing sides area of the	chalkboard illustrations	mk maths book 6 page 337 P.6 curriculum page 175 and 176	

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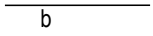
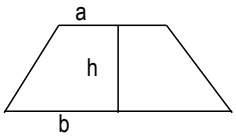
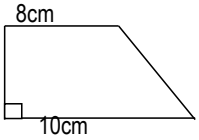
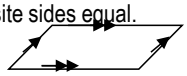
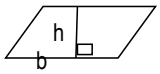
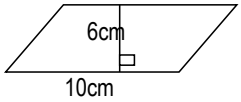
					First find missing sides Length of the outer rectangle. = 8dm+2dm+2dm = 12dm width of the outer rectangle. = 5dm+2dm+2dm = 9dm area of the outer rectangle. = LxW = 12dmx9dm = 108dm^2 Area of inner rectangle. = L x W = 8dm x 5dm = 40dm^2 Area of the shaded part. = 108dm^2 - 40dm^2 68dm^2			observation problem solving	illustration question and answer	shaded parts			
	7				Finding area of a triangle. **Example.** Find the area of the triangle below.  formula used: A = ½ x bxh = ½ x13mx6m = 1x13mx3m = 39m^2 2)	The learner; - identifies the base and height. - reads and interprets statements correctly.	The learner; - finds the area of given triangles.	logical thinking interpretation observation	explanation guided discussion	finding area of triangles	chalkboard illustrations	mk maths book 6 page 338 P.6 curriculum page 175 and 176	

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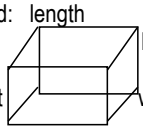
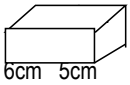
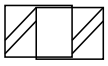
					6cm 10cm 8cm 3) A 10cm 11cm 9cm B 3cm C 5cm D			problem solving	question and answer				
3	1				Finding missing sides in a triangle when given area. **Example.** Find the base of a triangle whose area is 60cm^2 and height is 12cm. - need for diagrammatic representation. A = 60cm2 12cm A = ½ x b x h ½ x b x h ½ x bx12cm=60cm^2 6b = 60 6b = 60 6 61 b = 10cm 2) Find the height of a triangle whose area is 30cm^2 and its base is 12cm. diagram:	The learner; - reads and interprets statements.	The learner; - finds the missing sides of a triangle when given area	critical thinking interpretation logical thinking problem solving	explanation discussion question and answer	finding missing sides	chalkboard illustration	mk maths book 6 page 339 P.6 curriculum page 175 and 176	

					h 30cm² 12cm								
	2				Finding base or height by comparing area. Example. 1) ABC is a triangle, AD and BE are heights of the same triangle. Find the length of AC if BD=12cm, AD =10cm and BE = 8cm.  A = ½ x b x h ½xbxh = ½xbxh ½xACxBE= ½xBCxAD ½xACx8cm=½ x12cmx10cm 4AC = 6x10 4AC / 4 = 6x10 / 4 AC = 3x5 = 15cm	The learner; - reads and interprets statements.	The learner; - identifies the two bases and two heights. - finds the measure for the unknown base or height of a triangle.	logical thinking effective communication interpretation problem solving	explanation discussion question and answer	finding measurements of the unknown bases or heights	chalkboard illustrations	mk maths book 6 pages 342-343 P.6 curriculum page 175 and 176	
	3				**Area of a trapezium.** **Example.** Trapeziums are of two types. a	The learner; - describes a trapezium	The learner; - draws different types of trapezium. - identifies the height from other sides.	logical thinking	explanation	finding area of a trapezium	chalkboard illustration	mk maths book 6 page 345 P.6 curriculum page 175 and 176	

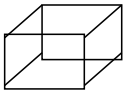
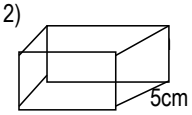
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					h  b  a h b formula is A = ½ h(a+b) find the area of the trapezium below.  8cm 7cm 10cm A = ½ h (a+b) = ½ x 7cm (8cm+10cm) = ½ x 7 x 18 = 7x9 = 63cm^2			effective communication interpretation problem solving	guided discussion question and answer				
	4				Parallelogram: has two sides opposite sides equal.  Area of a parallelogram. formula =base x height  h b  6cm 10cm A = b x h = 10cm x 6cm =60cm^2	The learner; - describes a parallegram. - reads and interprets statements.	The learner; - finds the area of a trapezium. - draws a parallelogram. - finds the area of a parallelogram.	effective communication logical thinking	explanation discussion	finding area of a parallelogram	chalkboard illustration	mk maths book 6 page 351 P.6 curriculum page 175 and 176	

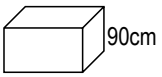
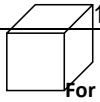
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	5				finding total surface area. cuboid: length width height  height width length A cuboid has 6 faces 2 faces of length and width 2 faces of width and height 2 faces of length and height 2(lxw)+2(wxh)+2(lxh)	The learner; - describes a cuboid. - names the sides of a cuboid. - reads and interprets statements.	The learner; - draws a cuboid - identifies the different faces of cuboid. - builds the formular to find the T.S.A. - finds the T.S.A of cuboids.	problem solving critical thinking	illustration question and answer	Finding total surface area of a cuboid.	real objects chalkboard illustrations	mk maths book 6 page 349 P.6 curriculum page 175 and 176	
					Find the total surface area of  6cm 5cm T/S/A = 2lxw)+2(wxh)+2(lxh) =2(6x5)+2(5x4)+2(6x4) =2(30)+2(20)+2(24) = 2x30+2x20x2x24 = 60 + 40 + 48 = 100 + 48 = 148cm^2								
	6				Finding total surface area of a cube. A cube has; - all edges equal - all its faces equal - has each fce in a square. example. Find the total surface area of:  Area of one face =SxS = S^2	The learner; - describes a cube - reads and interprets statements	The learner; - differentiates between a cube and cuboid. - finds the total surface area of cubes.	critical thinking problem solving	guided discovery question and answer	finding total surface area of a cube	chalkboard illustration	mk maths book 6 page 350 P.6 curriculum page 175 and 176	

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					6 faces will have = $6xS^2$ $= 6S^2$ Find the total surface area of a cube whose side is 4cm. $T/S/A = 6S^2$ $= 6 \times 4^2$ $= 6 \times 4 \times 4$ $= 24 \times 4$ $= 96cm^2$								
				Volume and capacity	volume of cubes and cuboids. example. Find the volume of the following figures. 1)  $V = lxwxh$ $= 5x5x5$ $=5mx5mx5m$ $= 25m^2x5m \quad = 125m^3$ 2)  11cm $V = lxwxh$ $= 11cmx5cmx4cm$ $= 11cmx20cm^2 \quad = 220cm^3$			effective communication logical thinking interpretation problem solving	explanation illustration observation discussion	finding volumes of cubes and cuboids	chalkboard illustrations	mk maths book 6 P.6 curriculum page 175 and 176	
	7			**Volume and capacity**	Finding volume in litres. example.	The learner; - describes the term volume.	The learner; - identifies the cube from cuboid.	critical thinking	question and answer	finding volume in litres	chalkboard illustrations	mk maths book 6 page 359	

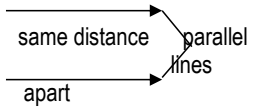
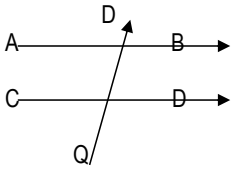
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					A rectangular tank is 30cm by 60cm by 90cm. Find its volume in litres. Sketch  90cm 60cm 30cm 1l = 1000cm^3/cc V=lxwxh = 30cmx60cmx90cm / 1000cc = 30cmx6cmx90cm / 1000cmxcmx9cm = 3 x 6 x9 = 18 x9 = 162 litres	- relates litres and cubic centimetres. - reads and interprets statements.	- identifies units used for volume. - finds the volume of given figures. - finds volume in litres	effective communi cation	explanat ion discussi on			P.6 curriculum page 175 and 176	
4	1				finding missing sides. examples. 1) The rectangular prism below has a volume of 180cm^3. Find its height.  h 4cm 9cm V=lxwxh 9x4xh = 180c.c 36h = 180 36h = 180 36 36 h = 5cm 2) The rectangular tank holds 72 litres of water. Find its width.  15cm	The learner; - reads and interprets statements correctly.	The learner; - forms equations. - solves for the unknown.	problem solving critical thinking	question and answer		chalkb oard illustra tions	mk maths book 6 page 359 P.6 curriculum page 175 and 176	

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					80cm								
	2			**Weight /mass**	Conversion of units examples. 1. Change 9kg to grams. 1kg = 1000gms 9kg = 9x1000gms = 9000gms 2. Express 480gms as kg 1000gm = 1kg 1 gm = 1 kg 1000 480gms = 1 x 480kg 1000 = 48 100 = 0.48kg	The learner; - describes the term weight. - reads units used in weight.	The learner; - converts kg to grams. - convert grams to kg.	interpretation effective communication	explanation guided discussion	converting of units	chalkboard illustrations	mk maths book 6 page 366 P.6 curriculum page 175 and 176	
	3				Addition and subtraction of kilograms and grams. Examples. work out: 1) kg gm 7 250 + 4 400 11 650 2) kg gms 8 700 - 4 200 4 500	The learner; - reads and interprets statements correctly.	The learner; - solves problems involving addition and subtraction of kg and grams.	logical thinking problem solving	question and answer	adding and subtracting in kilogram and grams	chalkboard illustrations	mk. Maths book 6 P.6 curriculum page 175 and 176	
ELO: The learner recognises and constructs various geometric figures and relates them to other fields.													
	4	**GEOMETRY**	**GEOMETRY**	**Lines**	Types of lines - parallel lines: Are lines which move in the same direction with	The learner; - reads and uses the	The learner; - describes parallel lines.	observation	demonstration	drawing parallel and	chalkboard illustration	mk maths book 6 page 206	

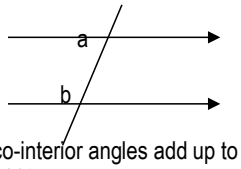
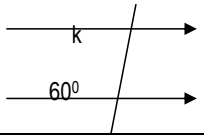
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					equal distance from one another.  Transversal line: Is the line that crosses parallel lines as seen below.  Lines AB and CD are parallel where as line PQ is the transversal. When a transversal line crosses parallel lines, angles are formed.	vocabulary correctly.	- differentiates parallel lines from transversal lines. - draws parallel and transversal lines.	interpretation accuracy	observation discussion question & answer	transversal lines		Functional primary maths book 6 page 229 P.6 curriculum page 175 and 176	
	5			**Construction of lines**	constructing parallel lines. - constructing parallel lines at marked points.	The learner; - describes parallel lines - reads and interprets statements.	The learner; - constructs parallel lines. - constructs parallel lines at marked points.	Accuracy	practical approach	constructing parallel lines	ruler	mk maths book 6 page 274 P.6 curriculum page 178 and 179	
	6			**Construction**	constructing perpendicular lines to line segment bisecting already drawn angles.	The learner; - describes perpendicular lines. - reads and interprets statements	The learner; - draws perpendicular lines - constructs lines to line segments. - bisects already drawn angles.	interpretation logical thinking	explanation demonstration	constructing perpendicular lines bisecting given angles	pair of compasses	understanding mathematics book 6 page 221 P.6 curriculum page 178 and 179	

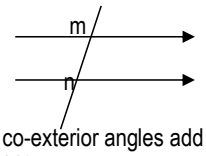
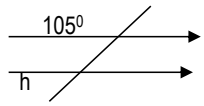
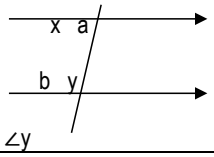
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	7				constructing angles of 60^0 and 120^0	The learner; - reads given statements correctly.	The learner; - constructs angles of 60^0 and 120^0.			construc ting angles of 60^0 and 120^0		mk maths book 6 page 277-275 P.6 curriculum page 178 and 179	
5	1				constructing angles oof 15^0, 30^0 and 150^0	The learner; - reads statements correctly. - determines the instruments to be used.	The learner; - constructs angles of 15^0, 30^0, and 150^0	problem solving	observat ion			mk maths book 7 page 223 P.6 curriculum page 178 and 179	
	2				constructing an angle of 90^0 constructing angles of 45^0 and 135^0	The learner; - reads given statements correctly.	The learner; - constructs an angles of 900.	practical approach demonstr ation	practical approac h demonst ration	construc ting an angle of 90^0 construc ting angles of 45^0 and 135^0	rulers pair of compa sses	mk maths book 6 page 279 mk maths book 6 page 223 P.6 curriculum page 178 and 179	
	3			**Constr uction**	construction of triangles when given side, side, side. (S.S.S)	The learner; - describes a triangle - reads and interprets measurement	The learner; - constructs triangles using side, side, side. (S.S.S)			construc ting triangles using side, side, side accurate ly		mk maths book 6 page 288 P.6 curriculum page 178 and 179	
	4				constructing triangles when given side, angle, side (S.A.S)	The learner;	The learner;	observati on	observat ion	construc ting		mk maths book 6 page 289	

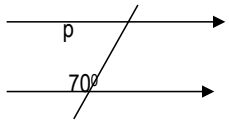
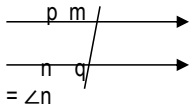
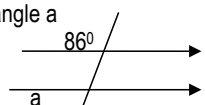
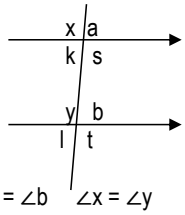
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						- reads and interprets statements.	- constructs triangles using S.A.S			triangles using side, Angle, side	protractor	P.6 curriculum page 178 and 179	
	5				constructing triangles when given side, Angle, Angle (S.A.A)	The learner; - reads and interprets statements	The learner; - constructs triangles using S.A.A	discussion	discussion	constructing triangles using side, Angle,		mk maths book 6 page 289 P.6 curriculum pg 178 &179	
	6				construction of regular polygons. polygons, hexagon and octagon.	The learner; - reads and interprets statements	The learner; - constructs regular hexagons and octagons when given length.	interpretation	practical approach	constructing regular polygons	rulers	mk maths book 6 pages 261, 262 and 263 P.6 curriculum pg 178 &179	
	7			**Angles**	angles formed on parallel lines and their properties. co-interior angles within parallel lines.  co-interior angles add up to 180^0. **example** Find the value of angle k.  	The learner; - identifies angles formed within parallel lines. - describes the terms co-interior and co-exterior angles.	The learner; - identifies co-interior angles. - applies the property of co-interior angles to solve for unknown angles.	drawing accuracy observation	question and answer demonstration observation	finding the size of the unknown angles	pencils a chart showing angles on parallel lines pair of compasses	P.6 curriculum page 178 and 179	

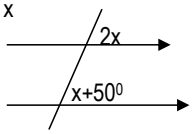
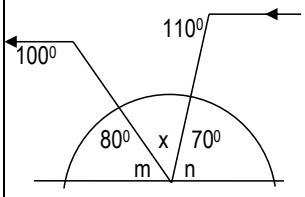
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					$k + 60^0 = 180^0$ $k + 60^0-60^0=180^0-60^0$ $k = 120^0$						chalkboard illustration		
6	1				Co-exterior angles. Angles not within the parallel lines.  - co-exterior angles add up to 180^0. $\angle m + \angle n = 180^0$ **Example** Find the value of angle h  $h + 105^0=180^0$ $h+105^0-105^0=180^0-105^0$ $h = 75^0$	The learner; - describes co-exterior angles - reads and interprets statements correctly.	The learner; - identifies co-exterior angles. - uses the co-exterior angle properly to solve for the unknown angles.	observation interpretation logical thinking	explanation discussion	finding the size of unknown angles	chalkboard illustrations	mk maths book 6 page 267 P.6 curriculum page 178 and 179	
	2				**Alternate interior angles**. Alternate interior angles are equal.  $\angle x = \angle y$	The learner; - reads the term alternate angles. - describes alternate angles. - reads and interprets statements.	The learner; - studies diagrams and identifies alternate interior angles & exterior angles. - differentiates alternate interior angles from	interpretation	explanation	finding the value of the unknown angles	chalkboard illustration	mk maths book 6 pages 270-271	

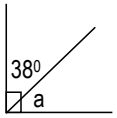
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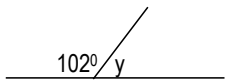
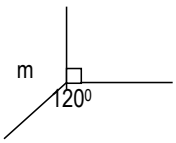
					∠a = ∠b **Example.** Find angle p  ∠p =70^0(alt. int. ∠s) **Alternate exterior angles.** Alternate exterior angles are equal.  ∠m = ∠n ∠p = ∠q Example. Find angle a  ∠a = 86^0		alternate exterior angles.	accuracy effective communication problem solving	discussion demonstration observation question and answer			mk maths book 7 page 209-210 P.6 curriculum page 178 and 179	
	3				**Corresponding angles.** - corresponding angles are equal.  ∠a = ∠b ∠x = ∠y ∠k = ∠l ∠s = ∠t	The learner; - describes corresponding angles. - reads and interprets statements correctly.	The learner; - identifies corresponding angles. - finds the unknown angles using the property of corresponding angles.	observation interpretation	explanation discussion	finding the value of the unknown angles	chalkboard illustrations	mk maths book 6 page 269-270 mk maths book 7 page 211-212 P.6 curriculum	

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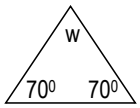
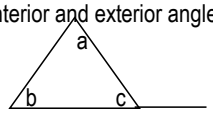
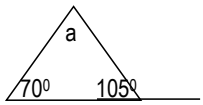
					Example Find x  2x = x+50⁰ (corr ∠s) 2x-x= x-x +50⁰ x = 50⁰			demonstration	demonstration			page 178 and 179	
	4			**Application of angle relationships on parallel lines**	relating parallel lines angles. **Example** Find the value of x  m + 100⁰ = 180⁰ m+100⁰-100⁰=180⁰-100⁰ m = 80⁰ n +110⁰ =180⁰ n+110⁰-110⁰=180⁰-110⁰ n=70⁰ x+80⁰+70⁰=180⁰ x+150⁰=180⁰ x+150⁰-150⁰=180⁰-150⁰ x = 30⁰	The learner; - reads and interprets statements correctly.	The learner; - studies diagrams and relates parallel lines angles. - finds the unknown angels in given figures.	problem solving	observation question and answer	finding the values of the unknown angles	chalkboard illustrations	mk maths book 6 page 272-273 mk maths book 7 page 213 P.6 curriculum page 178 and 179	
	5				**Types of angles** - Acute angles - Right angle - Obtuse angle	The learner; - reads and interprets	The learner; - identifies different types of angles.	observation	explanation	writing notes about	chalkboard illustrations	mk maths book 6 page 273 (old edition)	

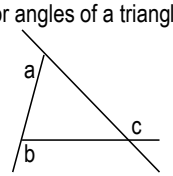
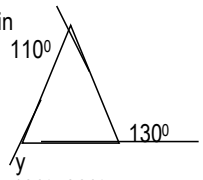
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					- Straight angle - Reflex angle	statements correctly.	- describes the types of angles and differentiates them. - names given angles.		discussion	types of angles. naming given angles		P.6 curriculum page 178 and 179	
	6				**Complementary angles** Angles which add up to 90^0. Example 1) Find the complement of 40^0. Let the comp be y $y + 40^0 = 90^0$ $y +40^0-40^0=90^0-40^0$ $y = 50^0$ 2) Find the value of a in the figure.  $a +38^0 = 90^0$ $a+38^0-38^0=90^0-38^0$ $a = 52^0$	The learner; - describes complementary angles. - reads and interprets statements.	The learner; - solves problems involving finding the complement of angles.	interpretation logical thinking problem solving critical thinking	observation question and answer	finding complementary angles	chalkboard illustration	mk maths book 6 page 271-272 old edition P.6 curriculum page 178 and 179	
	7				**Supplementary angles.** Angles which add up to 180^0. **Examples.** 1) Which is the supplement of 32^0? Let the supp be t $t +32^0=180^0$ $t =32^0-32^0=180^0-32^0$ $t = 148^0$ 2) Calculate the value of y in degrees.	The learner; - describes supplementary angles. - reads and interprets statements.	The learner; - solves problems involving finding the supplement of given angles.	logical thinking observation	explanation	finding the supplements of given angles	chalkboard illustration	mk maths book 6 page 266-289 P.6 curriculum page 178 and 179	

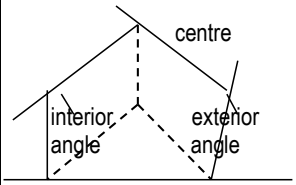
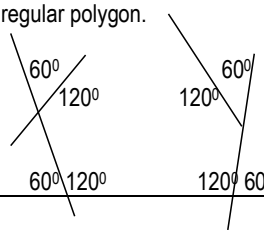
					 $y+102^0 = 180^0$ $y+102^0-102^0=180^0-102^0$ $y = 78^0$			interpretation	discussion				
7	1				**Angles at apoint.** Angles at a point add up to 360^0. **Example** Find angle m.  $m+90^0+120^0=360^0$ $m+210^0 = 360^0$ $m+210^0-210^0=360^0-210^0$ $m = 150^0$	The learner; - describes angles at a point. - reads and interprets questions.	The learner; - calculates missing angles at a point.	problem solving	question and answer	finding missing angles	chalkboard illustrations	mk maths book 6 page 274-277 old edition P.6 curriculum page 178 and 179	
	2				A triangle is a three sided figure with three angles. **Types of triangles.** - Right angled triangle - Equilateral triangle - Scalene triangle - Isosceles triangle	The learner; - describes a triangles. - names different types of triangles.	The learner; - draws different types of triangles. - shows different properties on each type of triangle. - names given types of triangles.	effective communication	group work	drawing triangles naming triangles copying notes	cut outs hard papers pair of scissors	mk maths book 6 page 353 old edition P.6 curriculum page 178 and 179	
	3				Angles in a triangle. Example. Find angle d in the figure.	The learner; - states the angles sum of a triangles.	The learner; - finds the missing angles in a triangle.	creative thinking	explanation	finding missing angles	chalkboard illustrations	mk maths book 6 page 287	

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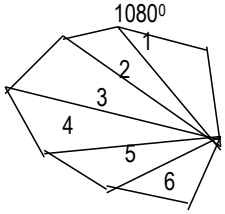
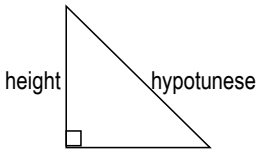
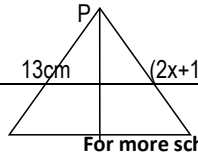
					d 70^0 80^0 $d+80^0+70^0=180^0$ $d+150^0=180^0$ $d+150^0-150^0=180^0-150^0$ $d = 30^0$		- identifies the two equal base angles of an isosceles triangle. - finds missing angles in isosceles triangles.		discussion	in a triangle		P.6 curriculum page 178 and 179	
					Angles of an isosceles triangle. **Example** Find w in:  $w+70^0+70^0=180^0$ $w+140^0=180^0$ $w+140^0-140^0=180^0-140^0$ $w = 40^0$			critical thinking problem solving	problem solving	drawing isosceles triangles finding missing angles in isosceles triangles	chalkboard illustrations	mk maths book 6 page 288 P.6 curriculum page 178 and 179	
	4			**triangles**	Interior and exterior angles.  $\angle a + \angle b = \angle c$ **Example** Find the value of angle a in the figure.  $a+70^0=105^0$ $a+70^0-70^0=105^0-70^0$	The learner; - describes & interior angles. - reads and interprets statements.	The learner; - relates interior and exterior angles. - identifies the interior and exterior angles. - finds the unknown angles.	creative thinking critical thinking	guided discovery explanation	finding the unknown n angles using the using the interior and exterior angle properly	chalkboard illustrations	mk maths book 6 page 290. Old edition P.6 curriculum page 178 and 179	

					$a = 35^0$								
	5				Exterior angles of a triangle  $\angle a + \angle b + \angle c = 360^0$ Example Find y in  $y+110^0+130^0=360^0$ $y = 240^0 = 360^0$ $y+240^0-240^0=360^0-240^0$ $y = 120^0$	The learner; - states the sum of exterior angles of a triangle.	The learner; - finds the missing exterior angles of a triangle.	effective communication problem solving	discussion question and answer	finding the missing angles	chalkboard illustrations	mk maths book 6 page 290 old edition P.6 curriculum page 178 and 179	
	6			**polygons**	**Definition of a polygon.** - A polygon is a simple closed figure joined up by more than two line segments. **Types of polygons** Regular polygons. Have sides and angles equal. Irregular polygons; have neither sides nor angles equal	The learner; - describes a polygon. - describes regular and irregular polygons.	The learner; - differentiates regular and irregular polygons. - draws and names polygons. - finds missing angles in exterior angles.	explanation guided discussion	explanation discussion	drawing and naming polygons finding missing angles	chalkboard illustrations	mk maths book 7 page 227 P.6 curriculum page 178 and 179	
	7				**Parts of a polygon.** - vertex - An angle - An edge - Centre and centre angles	The learner; - names parts of a polygon.	The learner; - draws and names the parts of a polygon.			answering oral and written	A chart showing parts	mk maths book 7 page 243-246 P.6 curriculum	

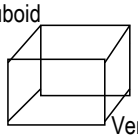
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					- calculating exterior angles. - finding number of sides. **Example** Find the number of sides of regular polygon whose exterior angle is 72^0. No. of sides $= \frac{360^0}{\text{ext.}}$ $= \frac{360}{72}$ = 5 sides	- reads and spells the key terms.	- calculates the size of each exterior angle in a polygon. - finds the number of sides.	question and answer	question and answer	questions Drawing and naming parts of polygon	of a polygon Chalk board illustrations	page 178 and 179	
8	1			**polygons**	**Centre angles** - Angle sum of centre angles is 360^0. - Finding centre angles of regular polygons when given number of sides. - Finding number of sides when given centre angles. side  	The learner; - states the angle sum of centre angles.	The learner; - finds the centre angles of polygons when given the number of sides. - finds number of sides of given polygons when given centre angles.	interpretation effective communication	explanation observation	finding: centre angles number of sides when given centre angles	chalkboard illustrations	mk maths book 6 page 348-349 old edition P.6 curriculum page 178 and 179	
					Exterior and interior angles of a regular polygon.  	- identifies interior angles and exterior angles. - reads and interprets statements.	- differentiates interior angles from exterior angels. - find interior angles when given exterior angles.	critical thinking	discussion	relating interior and exterior angles.	chalkboard illustrations	mk maths book 6 page 350 P.6 curriculum page 178 and 179	

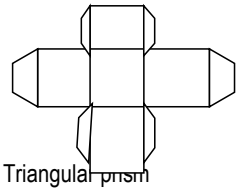
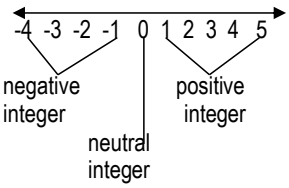
					Finding interior angles. Example Find the interior angle of a polygon whose exterior angle is 108^0. int. $\angle$ + ext. = 180^0 int. + 108^0 = 180^0 int. + 108^0-108^0=180^0-108^0 int. = 72^0		- finds exterior angels when given interior angles.	problem solving	question and answer	finding missing angles			
	2			**Polygons**	Sum of interior angles or interior angle sum of a polygon-using all methods. **Example** Find the interior angle sum of a polygon with 8 sides **Method 1** No. of sides = 8 All ext. angles = 360^0 each ext. angle = $\frac{360^0}{8}$ = 45^0 Int. angle = 180^0-45^0 = 135^0 Int. angle sum = 135^0x8 = 1080^0 **Method II** **Method III** 90^0(2n-4) **OR** 180^0(n-2) 90^0(2xn-4) 180^0(8-2) 90^0(2x8-4) 180^0(6) 90^0(16-4) 180^0x6 90^0 (12) 1080^0 90^0x12 1080^0	The learner; - reads and interprets statements.	The learner; - applies different methods to find the interior angle sum of given polygons.	interpretation observation effective communication logical thinking problem solving	explanation Guided discussion observation question & answer	finding interior angel sum	chalkboard illustration	mk maths book 6 page 351-352 P.6 curriculum page 178 and 179	

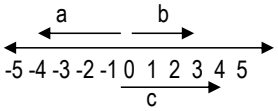
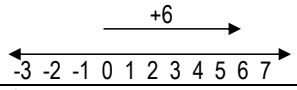
					Method IV Uisng triangular method. 180^0x6 1080^0  								
	3			**PITHAGORAS THEOREM**	Properties of a right angled triangle. 9 squares +16 squares = 25 squares  $a^2+b^2 = c^2$	The learner; - names the sides of a right angled triangle. - reads and spells the new terms.	The learner; - relates the sides of a right angles triangle. - finds the missing sides of a right angled triangle.	effective communication observation logical thinking problem solving	explanation discussion demonstration observation	finding missing sides of right angled triangle.	a chart showing properties of a right angled triangle	mk maths book 6 page 294 P.6 curriculum page 178 and 179	
	4				Pythagorous theorem in isosceles triangle. Example. Use the figure belwo to answer the questions that follow.  	The learner; - reads and interprets statements.	The learner; - solves for the unknown. - works out the missing sides of the triangle using the	observation	explanation	applying pythagoras theorem to answer questions in	chalkboard illustration	mk maths book 6 page 299-300 P.6 curriculum page 178 and 179	

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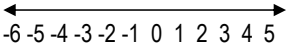
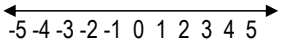
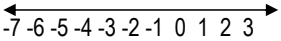
					12cm □ S 10cm Q a) Find the value of x. (2x+1)cm = 13cm 2x+1 = 13 2x+1-1 = 13-1 2x =12 2x = 12 2 2 x = 6 b) Find SQ a2 +b2 = c2 a2 122= 132 a2+12x12 = 13x13 a2 + 144 = 169 a2 +144-144=169-144 a2 = 25 | 5 | 25 a2 =25 | 5 | 5 a = 5cm SQ = 2x5 (5x5) = 10cm c) Find: i) area ii) perimeter		pythogoras thereom. - calculates the area and perimeter of given triangles.	interpretation accuracy critical thinking problem solving	discussion question and answer	isosceles triangles.			
	5			**Solid figures and nets of figures**	A collective name for solid figures or space figures is POLYHEDRON. 1) Cuboid face  Vertex			observation accuracy	demonstration Observation Explanation	drawing solid figures and nets	real objects chalkboard	mk maths book 6 page 301-306 P.6 curriculum page 178 and 179	

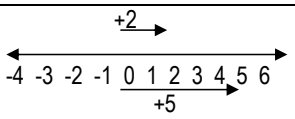
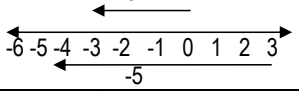
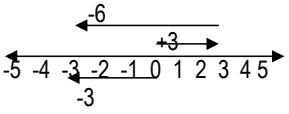
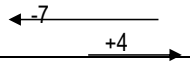
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								effective communication problem solving	Discussion question and answer		illustration		
ELO: The learner manipulates integers and relates them to real life situations.													
	6	**NUMERACY**	**INTEGERS**	**Integers on a number line**	Integers on a numberline. i) Positive integers ii) Neutral integers iii) Negative integers  2) Opposite/inverse of integers (additive inverse) - The sum of an integer and its inverse is zero (0). Example -2 ++2 = 0, so the opposite of -2 is +2. Example What is the additive inverse of +8? Let the inverse be k	The learner; - describes integers - reads and describes the term positive, neutral & negative integers.	The learner; - plots integers on a number line. - finds the inverse of given integers.	observation interpretation logical thinking effective communication problem solving	explanation discussion illustration question and answer	plotting and naming integers on a number line finding inverse	chalkboard illustrations	mk maths book 6 page 195 P.6 curriculum page 181 and 182	

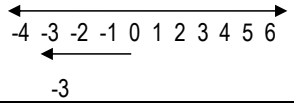
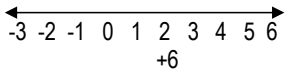
					k + +8 = 0 k + +8 = 0 k + 8 =0 k+8-8=0-8 k = -8 3) Find the inverse of -5, Let the inverse be a a+-5 = 0 a+-5 = 0 a -5 = 0 a – 5+5 = 0+5 a = +5								
	7			**Representing integers using arrows**	Naming arrows on number lines. Example Which integer is represented by each arrow?  a =-4 b = 3 c = +4 Drawing number lines showing integers. **Example** Draw a number line and show +6.  	The learner; - names arrows on a number line - reads and interprets statements.	The learner; - writes integers on number lines. - draws number lines to show given integers.	drawing accuracy interpretation	demonstration observation illustration	naming arrows on given number lines. drawing number lines and showing integers on them.	chalkboard illustration	mk maths book 6 page 196 P.6 curriculum page 181 and 182	
9	1			**Comparing integers**	Comparing integers using >, < or = (symbols) Examples Use <, > or to complete correctly. 1) -4 - +4	The learner; - reads and interprets statements correctly.	The learner; - draws number lines - plot given integers on number lines.	effective communication	discussion	comparing given integers	chalkboard illustrations	mk maths book 6 page 197 P.6 curriculum	

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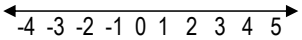
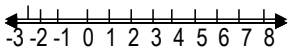
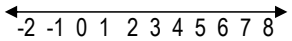
					 -6 -5 -4 -3 -2 -1 0 1 2 3 4 5 Note: Any integer on the left of the other is smaller. so -4 _____ +12 12 = +12		- compares integers using <, > = accurately.	problem solving	question and answer			page 181 and 182	
	2			**ordering integers.**	**Order of integers.** - Integers are also arranged in either ascending or descending order. - Integers on the right are greater than those on the left. **Example** i) Arrange -2, 3, -3, 2 , 0 in ascending order.  -5 -4 -3 -2 -1 0 1 2 3 4 5 Order: -3, -2, 0, -5 in descending order. 2) Arrange 1, -2, 0, -5 in descending order.  -7 -6 -5 -4 -3 -2 -1 0 1 2 3 order. 2, 1, -2, -5	The learner; - describes the terms ascending and descending. - reads and interprets statements.	The learner; - differentiates between ascending and descending. - identifies given integers on a number line. - plots given integers on a number line. - arranges integers in the given order.	interpretation effective communication accuracy	illustration explanation observation	ordering given integers	chalkboard illustrations	mk maths book 6 page 197 P.6 curriculum page 181 and 182	
	3			**Operation on integers**	Addition of integers using a number line. **Examples.** Add: 1) +2 + +3 = +5 +3	The learner; - reads and interprets statements	The learner; - draws number lines. - uses the number lines to	drawing	discussion	adding integers using number lines.	chalkboard illustrations	mk maths book 6 page 198 P.6 curriculum	

					 2) -3 + -2 = -5 -2 		add integers correctly.	problem solving	question and answer			page 181 and 182	
	4			**Operation on integers**	Addition of integers. **Examples.** Work out: i) +5 + +2 +5 ++2 +x+ = + +5 +2 = 7 ii) -12 + -16 -12 +-16 +x- = - -12 – 16 = -28	The learner; - reads and interprets statements correctly.	The learner; - relates signs in the middle. - adds integers without using number lines.	critical thinking interpretation	explanation discussion	adding integers without number lines	chalkboard illustrations	mk. Maths book 6 page 199 P.6 curriculum page 181 and 182	
	5				Subtraction of integers using a number line. **Examples** Subtract: i) +3 – 6 = -3  ii) +4 – 7 = -3 	The learner; - reads and interprets statements.	The learner; - draws number lines. - uses the number lines to subtract integers correctly.	effective communication problem solving	discovery question and answer	subtracting integers using number lines	chalkboard illustrations	mk maths book 6 page 204 P.6 curriculum page 181 and 182	

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	6			**Operation on integers.**	**<u>Subtraction of integers</u>**. **Examples** Simplify: i) 7 – 5 iii) -7 - +5 7 – 5 -7 -+5 – x + =2 -7 – 5 = -12 ii) +7 -+5 iv) 4 - -2 +7-+5 –x + 4 - -2 +7-5 4+2 =2 =6	The learner; - reads and interprets statements.	The learner; - relates given signs. - subtracts integers without using number lines.	interpretation critical thinking	explanation discussion	subtracting integers without number lines	chalkboard illustrations	mk maths book 6 page 201 P.6 curriculum page 181 and 182	
					Multiplicaton integers on a number line. **Example** Work out: +3x+2=+6 (3 groups of 2) +2 +2 +2 			effective communication	discovery	multiplying integers using number lines	chalkboard illustrations	mk maths book 6 page 112 (old edition) P.6 curriculum page 181 and 182	
	7				**<u>Multiplication of integers.</u>** **<u>Examples</u>** Work out: i) -6 x +3 ii) -6 x -3 -6 x+3 -6 x -3 = -18 = +18	The learner; - reads and interprets statements.	The learner; - draws a number line. - uses the number line to multiply integers correctly. - relates the signs.	problem solving	question and answer	multiplying integers	chalkboard illustrations	mk. Maths book 6 page 112 (old edition)	
				Operation on integers	**<u>Division of integers</u>** **<u>Examples</u>** Simplify: i) +10 ÷ +2 = +÷+ +10 ÷ +2 = +			observation	explanation	dividing integers	chalkboard illustrations	mk maths book 6 page 113 (old edition)	

					= +5 ii) -8 ÷ +2 - ÷ + -8 ÷ +2 = - = -4 iii) -48 ÷ -8 - ÷ - -48 ÷ -8 = + = +6 Emphasis on: + ÷ + = + - ÷ - = + + ÷ - = - - ÷ + = -		- multiplies without a number line. - divides integers correctly.	interpretation	discussion			P.6 curriculum page 181 and 182	
10	1			**Inequalities**	**<u>Sets on a number line.</u>** a) Interpreting sets of integers on number lines. Example. Write the set y shown below. -2 -1 0 1 2 3 4 5 6 7 8 Set y ={-1, 0, +1, +2, +3,+4,+5,+6} b) Representing sets of integers on a number line. Example. Represent X={-2, -1, -1, 0, 1, 2, 3} on a number line. -4 -3 -2 -1 0 1 2 3 4	The learner; - interprets sets of integers on number line.	The learner; - represents sets of integers on number lines.	effective communication	discovery question and answer	interpreting and representing sets of integers on number lines.	chalkboard illustrations	mk maths book 6 page 114 (old edition) P.6 curriculum page 181 and 182	
	2				**<u>Finding solution sets for the inequalities.</u>** **<u>Examples.</u>** Give the solution set for: i) x if x > 2 -3 -2 -1 0 1 2 3 4 5 6 7 x = {3, 4, 5, 6, …..} ii) p if p ≥ 2	The learner; - reads and interprets statements correctly.	The learner; - draws number lines. - finds the solution set.	observation interpretation	explanation discussion	finding solutions sets.	chalkboard illustrations	mk maths book 6 page 115 old edition. Mk book 6 page 399 New edition	

					 p={2, 3, 4, 5, 6 …..}			effective communication				P.6 curriculum page 181 and 182	
	3				**Solving inequalities and finding solution sets.** **Example**. Solve and find the solution set for $x > +5$ a) solve x+3>5 x+3-3>5-3 x >2 b) Solution set for x.  x = {3, 4, 5….}	The learner; - reads and interprets statements.	The learner; - solves the inequalities. - finds the solution set for the inequalities.	logical thinking problem solving	discovery question and answer	solving inequalities and finding solution sets.	chalkboard illustrations	mk maths book 6 page 115 old edition. Mk. Maths book 6 page 400 New edition. P.6 curriculum page 181 and 182	
	4			**Solving inequalities and finding solution sets**	**Solving inequalities and finding solution sets.** **Examples** Solve and write the solution set for. i) 2a > 8 $\frac{2a}{2} > \frac{8}{2}$ a > 4 ii) Solution set for a  a ={5, 6, 7, 8, 9, 10….} 2) 3t +2 < 8 3t+2-2<8-2 3t <6 $\frac{3t}{3} < \frac{6}{3}$	The learner; - reads and interprets statements correctly.	The learner; - identifies the signs. - solves the inequalities - finds solution set for the inequalities		explanation discussion illustrations observation	solving and finding solutions sets for inequalities	chalkboard illustrations	mk maths book 6 page 116 old edition. Mk maths book 6page 398 New edition P.6 curriculum page 181 and 182	

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					3 3 t = 2 solution set for t -5 -4 -3 -2 -1 0 1 2 3 4 t= {1, 0, -1, -2, -3, ….} 3) -10 <2x <4 $\frac{-10}{2} < \frac{2x}{2} < \frac{4}{2}$ -5 < x < 2				question and answer				
ELO: The learner forms and solves algebraic problems.													
	5	**ALGEBRA**	**ALGEBRA**	**Algebraic phrase**	**Writing Algebraic phrases.** **Examples** i) Add b to a b to a = a + b ii) Multiply x and y X x y = xy Expressing phrases i) 2 more than p = p + 2 ii) 5 years younger than x. = x – 5 iii) square y = y x y $= y^2$	The learner; - reads and interprets statements.	The learner; - identifies the operations to be used. - writes algebraic expressions/phrases. - identifies like terms. - collects and simplifies like terms.	critical thinking problem solving	explanation discussion	forming Algebraic expressions	chalkboard illustrations	mk maths book 6 page 377 P.6 curriculum page 184 and 185	
				Collecting and simplifying like terms.	**Collecting like terms.** **Examples** i) x+y+2x+4y x+2x+y+4y 3x+5y ii) 4p+9r – p- 6r 4p-p + 9r-6r 3p+3r			creative thinking effective communication	question and answer	collecting and simplifying like terms.	chalkboard illustrations	mk maths book 6 page 378 P.6 curriculum page 184 and 185	

					iii) 4n+3t-m+5n+6m-4t 4n+5n+3t-4t+6m-m 9n-t+5m								
	6			**Removing brackets.**	**Removing brackets and simplifying.** **Example.** i) 2 (2m+3) 2x2m + 3x2 4m +6 ii) 4 (p+1) – 5(p-3) 4xp+1x4-5xp-3x-5 4p+4-5p+15 4p-5p+4+15 -p +19 = 19-p	The learner; - reads and interprets statements.	The learner; - relates signs - removes brackets and simplifies correctly.	effective communication critical thinking	explanation discussion	written activity involving removing brackets and simplifying equations.	chalkboard illustrations	mk. Maths book 6 page 380 and page 382 P.6 curriculum page 184 and 185	
	7				**Removing brackets involving fractions.** **Examples** Remove the brackets and simplify: i) ½ (8a + 4b) ½ x 8a +4b x ½ 1x4a + 2b x 1 4a + 2b ii) ½ (2x+2y) – ¼ (12x16y) ½ x 2x+2yx ¼ - ¼ x 12x-16yx – ¼ 1xx+yx1-1x3x-4yx-1 x+y – 3x+4y x-3x+y+4y -2x +5y 5y – 2x	The learner; - reads and interprets statements.	The learner; - removes brackets - simplifies fractions using the correct factors. - collects the like terms.	problem solving logical thinking	observation question and answer	simplifying brackets involving fractions	chalkboard illustrations	mk maths book 6 page 381 P.6 curriculum page 184 and 185	
11	1			**Subtraction**	**Definition of subtraction.** **To substitute is to replace.** **Examples.**	The learner;	The learner;	effective communication	explanation	answering oral and	chalkboard	mk maths book 6 page 376	

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					Given that a=2 and b=6, evaluately , find the value of work out etc: i) b + a 6 + 2 = 8 ii) 2a + 3b 2xa +3 x b 2x2 + 3x6 4 + 18 = 22	- describes the term substitution	- substitutes letters with figures/numbers.	interpretation	discussion	written questions	illustrations	P.6 curriculum page 184 and 185	
	2			**solving equations**	**<u>Solving simple equations unvolving addition and subtraction.</u>** **<u>Examples</u>** Solve these equations i) x + 4 = 12 x+4-4 = 12-4 x = 8 ii) b – 3 =8 b -3+3=8+3 b = 11	The learner; - reads and interprets statements	The learner; - identifies the sign in an equation - solves equations correctly. - forms equations and solves them thereafter.	logical thinking problem solving	guided discovery question and answer	solving equation in written activity	chalkboard illustrations	mk maths book 6 page 385 and 386 P.6 curriculum page 184 and 185	
					<u>Forming and solving equations.</u> **<u>Examples</u>** i) Amanda had some pineapples, she bought 6 more pineapples and got 11 pineapples altogether. H ow many pineapples had she before? Let the pineapples be t. t + 6 = 11 t +6-6 = 11-6 t = 5			interpretation effective communication	explanation guided discussion	forming and solving equation	chalkboard illustrations	mk maths book 6 page 85 and 386 P.6 curriculum page 184 and 185	

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					ii) Salama had some books in her bag. 4 of them were stolen and she remained with 16 books. How many books did she have at first? Let the number of books be y. y – 4 = 16 y – 4+4 = 16 +4 y = 20			logical thinking					
	3				**Solving equations involving division.** **Examples**. Solve: i) 2y = 8 2y = 8 2 2 y = 4 ii) m +4m =20 5m = 20 5m = 20 5 5 m = 4	The learner; - reads and interpret statements.	The learner; - finds the unknown by dividing. - collects like terms - identifies the signs used. - removes brackets. - solves equations correctly.	problem solving	question and answer	solving for the unknown	chalkboard illustrations	mk maths book 6 page 387 P.6 curriculum page 184 and 185	
				Solving equations	**Solving equations** **Examples** Solve these equations i) 2x -3 =9 2x-3+3 = 9+3 2x = 12 2x = 12 2 2 x = 6 ii) 3(m+1) = 6 3xm+1x3 = 6 3m + 3 = 6 3m+3-3 = 6 – 3 3m = 3 3m = 3			effective communication logical thinking	explanation discussion	solving equation	chalkboard illustrations	mk maths book 6 page 383 P.6 curriculum page 184 and 185	

					3 3 m = 1								
	4				**Solving equations with the unknown on both sides**. Example Solve: 4h – 3 = h + 6 4h – 3+3 = h +6+3 4h = h+9 4h-h = h-h+9 3h = 9 3h = 9 3 3 h = 3	The learner; - reads and interprets statements correctly.	The learner; - identifies the like terms. - solves given equations correctly. - removes brackets. - relates signs - collects like terms and solves equations.	problem solving critical thinking	guided discovery question and answer	solving equation	chalkboard illustrations	mk maths book 6 page 393 P.6 curriculum page 184 and 185	
				Solving equations	Solving equations with unknown on both sides involving brackets. Example. Solve: 3 (y-2) = 2(y-1) 3xy – 2x3 = 2xy – 1x2 3y – 6 = 2y – 2 3y-6+6 = 2y-2+6 3y = 2y+4 3y-2y = 2y-2y+4 y = 4			logical thinking interpretation	explanation discussion	solving equation	chalkboard illustrations	mk maths book 6 page 292 P.6 curriculum page 184 and 185	
	5				**Solving fractional equations. Examples** Solve: i) a = 12 8 a = 12 8 1 8xa = 12x8 8 a = 96 ii) ¼ d + 3 = 15	The learner; - reads and interprets statements.	The learner; - changes the whole number to a fractions. - finds the LCM of the denominators. - forms equations and solves thereafter.	effective communication problem solving	guided discovery question and answer			mk maths book 6 page 389 P.6 curriculum page 184 and 185	

					¼ d +3-3 = 15-3 ¼ d = 12 ¼ d = 12/1 4 x ¼ d = 12x4 d = 48								
				Solving equations	**Forming and solving fractional equationa from word problems.** **Example** i) Find the number of oranges that can be divided among 5 boys so that each boy gets 6 oranges. Let the number of oranges be a a/5 = 6 a = 6/1 5x a/5 = 6x5 a = 30			effective communication interpretation	explanation discussion	reading statements forming and solving equation	chalkboard illustrations	mk maths book 6 page 389 P.6 curriculum page 184 and 185	
					Solving equations **Example** Solve: i) 5(t+1)-3(t-1) =14 5xt+1x5-3xt-1x-3 = 14 5t+5 – 3t +3 = 14 5t – 3t + 5+3 = 14 2t + 8 = 14 2t+8-8 = 14-8 2t = 6 2t/2 = 6/2 t = 3			logical thinking problem solving	guided discovery question and answer	solving equation	chalkboard illustrations	mk maths book 6 page 292 P.6 curriculum page 184 and 185	
	6			**Solving equations**	**Forming and solving equations** **Examples**	The learner; - reads and interprets statements.	The learner; - forms and solves equations correctly.	interpretation	explanation	Forming and solving equation	chalkboard illustrations	mk maths book 6 page 388 and 390	

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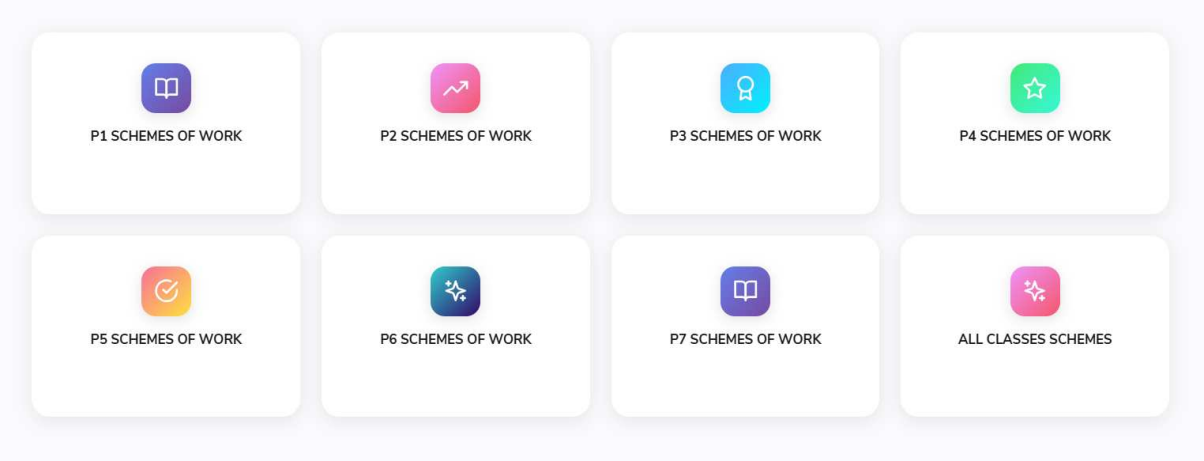
					i) Anna is twice as old as Annet. Their total age is 18 years. How old is each? **Annet Anna Total** y 2xy 18 y +2y = 18 3y = 18 3y = 18 3 3 y = 6 Annet is y = 6yrs Anna is 2y = 2xy = 2x6 = 12yrs ii) A boy is 2 years older than his sister. Their total age is 20 years. How old is the sister? Sister Boy Total m m+2 20 m+m+2 = 20 2m +2 = 20 2m+2-2 = 20-2 2m = 18 2m = 18 2 2 m = 9 The sister is m = 9years.			effective communication logical thinking problem solving	discussion guided discovery question and answer			P.6 curriculum page 184 and 185	
	7			**Indices**	**Products of powers with the same base.** **Example** Simplify: i) $m^2 x m^2$ = mxmxmxmxm = m^5 **OR:** $m^2 x m^3 = m^{2+3}$	The learner; - describes the term indices - reads and interprets statements.	The learner; - applies the index rule to find products of powers with the same base. - divides powers of the same	interpretation logical thinking	explanation	multiplying powers with the same base	chalkboard illustrations	mk maths book 6 page 383 P.6 curriculum	

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					= m^5 ii) 4y2 x 3y4 = 4xyxyx3xyxyxyxy = 4x3xyxyxyxyxyxy = 12y6 **OR:** 4y2x3y4=4x3xy^{2+4} = $12xy^6$ = $12y^6$		base using long division and index rule.		guided discussion			page 184 and 185	
	7				**Dividing powers of the same base.** **Examples**. Simplify: i) p7 ÷ p5 = pxpxpxpxpxpxp pxpxpxpxp = pxp = p^2 OR: p7 ÷ p5 = p^{7-5} = p^2 ii) 12t4 ÷ 3t2 12xtxtxtxt 3xtxt = 4xtxt = $4t^2$			effective communication Problem solving	Question and answer	Dividing powers with the same base.	chalkboard illustrations	mk maths book 6 page 384 P.6 curriculum page 184 and 185	

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