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

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| **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:   1. Identify four circular objects in their school, for example a wall clock. 2. Measure the circumference and diameter of the objects. 3. 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:   1. Draw a circle of radius 7cm on a piece of paper and mark its centre. 2. Cut it along its boundary. 3. Work out the length of an arc of a circle in different situations. 4. 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:   1. Draw a circle of radius 3.5cm on a piece of paper. 2. Fold the circular cut-out into four equal parts and cut out one of the four parts. 3. Calculate the arc length of the sector cut off. 4. 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:   1. Draw a circle of radius 3.5 cm on a graph paper. 2. Estimate its area by counting the 1 com squares enclosed by its boundary. 3. Multiply the radius of the circle by itself. 4. 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 different situations | By the end of the lesson, the learner should be able to:   1. Define the term sector. 2. Draw a circle of radius 7cm on a graph of paper. 3. Work out the area of a sector of a circle in different situations. 4. Enjoy working out the area of a sector of a circle in different situations. | In groups or in pairs, learners are guided to define the term sector.  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. | How do you work out the area of a sector of a circle in different situations? | KLB; Top Scholar: Mathematics  Learner’s Book Grade 8 pg. 78-79  Ruler  Digital devices | Oral questions Oral Report Observation  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:   1. State the formula of calculating surface area of cubes. 2. Identify the number of faces in a cuboid. 3. Work out the surface area of cubes in real life situations. 4. 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:   1. State the formula of calculating surface area of cuboids. 2. Identify three pairs of faces with equal dimensions. 3. Work out the surface area of cuboids in real life situations. 4. Enjoy working 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.  In groups or in pairs, learners are guided to work out the surface area of cuboids in real life situations. | 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  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **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:   1. State the formula of calculating surface area of cylinders. 2. Make a paper model of cylinder. 3. Work out the surface area of cylinders in real life situations. 4. 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:   1. State the formula of calculating surface area of triangular prisms. 2. Determine the surface area of triangular prisms in different situations. 3. Work out the surface area of triangular prisms in real life situations. 4. 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:   1. State the formula of calculating the area of irregular shapes using square grids. 2. Work out the area of irregular shapes using square grids in real life situations. 3. 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:   1. Visit a financial institution in their neighbourhood. 2. Discuss how money is deposited and borrowed from a financial institution. 3. 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:   1. Calculate compound interest step by step per annum up to three years in real life situations. 2. Calculate how much simple interest is earned as interest during that period. 3. 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:   1. Define compound interest. 2. State the formula of calculating compound interest step by step per annum up to three years. 3. Calculate compound interest step by step per annum up to three years in real life situations. 4. 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 per annum up to three years in different situations | By the end of the lesson, the learner should be able to:   1. List items found in their community whose value appreciate with time. 2. Identify items found in their community that depreciates in value with time. 3. Recognise items that are likely to give profits on investments. 4. Advocate the importance of appreciation. | In groups or in pairs, learners are guided to list items found in their community whose value appreciate with time.  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. | Which items are found in your locality that appreciates? | KLB; Top Scholar: Mathematics  Learner’s Book Grade 8 pg. 94  Ruler  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | Measurements | Working out appreciation | By the end of the lesson, the learner should be able to:   1. Explain the meaning of appreciation. 2. State the formula of calculating appreciation. 3. Work out appreciation. 4. 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:   1. Explain the meaning of depreciation. 2. State the formula of calculating depreciation 3. Work out depreciation. 4. 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  In groups or in pairs, learners are guided to work out depreciation. | What is depreciation?  How do you calculate depreciation? | KLB; Top Scholar: Mathematics  Learner’s Book Grade 8 pg. 96-97  Ruler  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | Measurements | Working out hire purchase in real life situations | By the end of the lesson, the learner should be able to:   1. Explain the meaning of deposit, cash price and instalments. 2. State the formula of calculating hire purchase. 3. Working out hire purchase. 4. 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:   1. Use the link: <https://www.youtube.com/watch?v=w9jxqObvAo8> 2. Watch the video clip on simple interest. 3. 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: Mathematics  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:   1. Define the term ‘parallel’ 2. Use a ruler and a pair of compasses. 3. Appreciate the use of a pair of compass. | In groups or in pairs, learners are guided to define the term ‘parallel’  In groups or in pairs, learners are guided to use a ruler and a pair of compasses. | What is the meaning of parallel? | KLB; Top Scholar: Mathematics  Learner’s Book Grade 8 pg. 100-102  Ruler  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **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:   1. Draw line ST and point P above the line. 2. Construct parallel lines using a set square and a rule. 3. 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:   1. Draw line AB and point M as shown on page 105 2. With M as the center and a suitable radius, construct two arcs to cut AB at C and D. 3. Construction of a perpendicular line from a point to a given line. 4. 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:   1. Define the term ‘parallel’ 2. Draw line EF and point G as shown on page 106 3. Construct a perpendicular line through a point on a given line. 4. 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:   1. Draw line AB and AC of convenient length as shown on page 107 2. Divide a line proportionally in different situations. 3. 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 different situations | By the end of the lesson, the learner should be able to:   1. Identify angle properties of polygons in different situations 2. Discuss how to relate the sum of interior angles of a polygon to the number of sides. 3. Fill in the table on page 109 for regular polygons. 4. Appreciate properties of polygons in different situations. | In groups or in pairs, learners are guided to identify angle 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. | How do you identify angle properties of polygon? | KLB; Top Scholar: Mathematics  Learner’s Book Grade 8 pg. 109-112  Ruler  Digital devices | Oral questions Oral Report Observation  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:   1. Construct line PQ = 5cm 2. Using P and Q as centers and radius 5 cm, construct two arcs interesting at r. 3. Join P to R and Q to R 4. 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:   1. Draw line AB = 6 cm 2. On the same side of AB, construct two perpendicular lines at A and E 3. Using A as centre and radius 6 cm, mark point D on the perpendicular. 4. Enjoy constructing regular quadrilateral. | 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 centre and radius 6 cm, mark point D on the perpendicular. | How do you construct regular quadrilateral? | KLB; Top Scholar: Mathematics  Learner’s Book Grade 8 pg. 113  Ruler  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | Geometry | Regular pentagon | By the end of the lesson, the learner should be able to:   1. Define the term pentagon. 2. Draw a regular pentagon. 3. Construct a regular pentagon. 4. 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:   1. Explain the meaning of hexagon. 2. Draw a hexagon. 3. Find the size of each of the interior angles of the hexagon. 4. 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 in different situations | By the end of the lesson, the learner should be able to:   1. Consider an irregular tringle PQR such that PQ = 4 cm, QR = 6 cm and PR = 5 cm 2. Construct an irregular triangle. 3. Enjoy constructing an irregular triangle. | In groups or in pairs, learners are guided to consider an irregular tringle PQR such that PQ = 4 cm, QR = 6 cm and PR = 5 cm  In groups or in pairs, learners are guided to construct an irregular triangle. | How do you construct an irregular triangle? | KLB; Top Scholar: Mathematics  Learner’s Book Grade 8 pg. 117  Ruler  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | Geometry | Quadrilateral | By the end of the lesson, the learner should be able to:   1. Construct line PQ = 5 cm 2. Measure and draw angles 110 and 55 at P and Q respectively. 3. Construct an irregular quadrilateral. 4. 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 |  |
| **7** | **1** | Geometry | Trapezium | By the end of the lesson, the learner should be able to:   1. Define the term trapezium. 2. Draw an irregular trapezium. 3. Construct an irregular trapezium. 4. Enjoy constructing an irregular trapezium. | In groups or in pairs, learners are guided to define the term trapezium.  In groups or in pairs, learners are guided to draw an irregular trapezium.  In groups or in pairs, learners are guided to construct an irregular trapezium. | How do construct an irregular trapezium? | KLB; Top Scholar: Mathematics  Learner’s Book Grade 8 pg. 118-119  Ruler  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | Geometry | Rhombus | By the end of the lesson, the learner should be able to:   1. Define the term rhombus. 2. Draw a rhombus. 3. Construct a rhombus. 4. Enjoy constructing a rhombus. | In groups or in pairs, learners are guided to define the term rhombus.  In groups or in pairs, learners are guided to draw a rhombus.  In groups or in pairs, learners are guided to construct a rhombus. | How do you construct a rhombus? | KLB; Top Scholar: Mathematics  Learner’s Book Grade 8 pg. 119-120  Ruler  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | Geometry | Irregular pentagon | By the end of the lesson, the learner should be able to:   1. Draw line EF = 4 cm 2. Construct an irregular pentagon. 3. Enjoy constructing an irregular pentagon. | In groups or in pairs, learners are guided to draw line EF = 4 cm  In groups or in pairs, learners are guided to construct an irregular pentagon. | How do you construct an irregular pentagon? | KLB; Top Scholar: Mathematics  Learner’s Book Grade 8 pg. 120-122  Ruler  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | Geometry | Construction of circles passing through the vertices of a triangle in different situations. | By the end of the lesson, the learner should be able to:   1. Draw a triangle. 2. Construct the perpendicular bisectors of AB and AC to intersect at O 3. Construct circles passing through the vertices of a triangle. 4. Enjoy constructing circles passing through the vertices of a triangle. | In groups or in pairs, learners are guided to draw a triangle.  In groups or in pairs, learners are guided to construct the perpendicular bisectors of AB and AC to intersect at O  In groups or in pairs, learners are guided to construct circles passing through the vertices of a triangle. | How do you construct circles passing through the vertices of a triangle? | KLB; Top Scholar: Mathematics  Learner’s Book Grade 8 pg. 122-124  Ruler  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | Geometry | Construction of circles touching the sides of a triangle in different situations | By the end of the lesson, the learner should be able to:   1. Draw a triangle. 2. Construct the angle bisectors of angle PQR and angle QPR to meet at M 3. Construct circles touching the sides of a triangle. 4. Enjoy constructing circles touching the sides of a triangle. | In groups or in pairs, learners are guided to draw a triangle.  In groups or in pairs, learners are guided to construct the angle bisectors of angle PQR and angle QPR to meet at M  In groups or in pairs, learners are guided to construct circles touching the sides of a triangle. | How do you construct circles touching the sides of a triangle? | KLB; Top Scholar: Mathematics  Learner’s Book Grade 8 pg. 125-127  Ruler  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
| **8** |  |  |  | **HALF TERM BREAK** |  |  |  |  |  |
| **9** | **1** | Geometry | Coordinates and Graphs; Drawing and Labelling a Cartesian plane | By the end of the lesson, the learner should be able to:   1. On a grid draw a horizontal line. 2. Draw a vertical intersecting the horizontal line at point O. 3. Appreciate the uses of graphs. | In groups or in pairs, learners are guided to on a grid draw a horizontal line.  In groups or in pairs, learners are guided to draw a vertical intersecting the horizontal line at point O. | What is a grid? | KLB; Top Scholar: Mathematics  Learner’s Book Grade 8 pg. 128  Ruler  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | Geometry | Identifying Points on the Cartesian Plane in Different Situations | By the end of the lesson, the learner should be able to:   1. Draw the graph in learner’s book 8 page 129 2. Identify Points on the Cartesian Plane in Different Situations. 3. Locate points A, B, C and D in reference to the values along x and y axes. 4. Appreciate the Points on the Cartesian Plane. | In groups or in pairs, learners are guided to draw the graph in learner’s book 8 page 129  In groups or in pairs, learners are guided to identify Points on the Cartesian Plane in Different Situations.  In groups or in pairs, learners are guided to locate points A, B, C and D in reference to the values along x and y axes. | How do you identify Points on the Cartesian Plane in Different Situations? | KLB; Top Scholar: Mathematics  Learner’s Book Grade 8 pg. 129-131  Ruler  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **3** | Geometry | Plotting Points on the Cartesian Plane in Different Situations | By the end of the lesson, the learner should be able to:   1. Draw the graph in learner’s book 8 page 131 2. Draw a Cartesian plane 3. Plot points on the Cartesian plane in different situations. 4. Enjoy plotting points on the Cartesian Plane in Different Situations. | In groups or in pairs, learners are guided to draw the graph in learner’s book 8 page 131  In groups or in pairs, learners are guided to draw a Cartesian plane.  In groups or in pairs, learners are guided to plot points on the Cartesian plane in different situations. | How do you plot Points on the Cartesian Plane in Different Situations? | KLB; Top Scholar: Mathematics  Learner’s Book Grade 8 pg. 131-132  Ruler  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **4** | Geometry | Generating Table of Values for Linear Equation in Different Situations. | By the end of the lesson, the learner should be able to:   1. Work out activity 4 in learner’s book 8 page 133 2. Generate Table of Values for Linear Equation in Different Situations. 3. Enjoy generating table of values for linear equation in different Situations. | In groups or in pairs, learners are guided to work out activity 4 in learner’s book 8 page 133  In groups or in pairs, learners are guided to generate Table of Values for Linear Equation in Different Situations. | How do you generate table of values for linear equation in different situations? | KLB; Top Scholar: Mathematics  Learner’s Book Grade 8 pg. 133-134  Ruler  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **5** | Geometry | Determining an Appropriate Scale for a Linear Equation on Cartesian Plane in Different Situations | By the end of the lesson, the learner should be able to:   1. Use a suitable scale for a given point, find the corresponding values representing the given values. 2. Determining an appropriate scale for a linear equation on cartesian plane. 3. Appreciate the importance of using suitable scale. | In groups or in pairs, learners are guided to use a suitable scale for a given point, find the corresponding values representing the given values.  In groups or in pairs, learners are guided to determining an appropriate scale for a linear equation on cartesian plane. | How do you determine an appropriate scale for a linear equation on cartesian plane? | KLB; Top Scholar: Mathematics  Learner’s Book Grade 8 pg. 134-136  Ruler  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
| **10** | **1** | Geometry | Drawing a Linear Graph from Table of Values on Cartesian Plane in different Situations | By the end of the lesson, the learner should be able to:   1. Copy and complete the table in learner’s book 8 page 136 2. Plot the points on a cartesian coordinate system. 3. Drawing a linear graph from table of values on cartesian plan. 4. Enjoy drawing a linear graph from table of values on cartesian plan. | In groups or in pairs, learners are guided to Copy and complete the table in learner’s book 8 page 136  In groups or in pairs, learners are guided to plot the points on a cartesian coordinate system.  In groups or in pairs, learners are guided to drawing a linear graph from table of values on cartesian plan. | How do you draw linear graph from table of values on cartesian plan? | KLB; Top Scholar: Mathematics  Learner’s Book Grade 8 pg. 136-138  Ruler  Digital devices | Oral questions Oral Report Observation  Written exercise |  |
|  | **2** | Geometry | Solving Simultaneous Linear Equation Graphically in Different Situations | By the end of the lesson, the learner should be able to:   1. Use three values of x to make tables of values of x and y for the two linear equations. 2. Draw linear graphs for the two equations in the same Cartesian plane. 3. Solving simultaneous linear equation graphically. 4. Enjoy solving simultaneous linear equation graphical. | In groups or in pairs, learners are guided to use three values of x to make tables of values of x and y for the two linear equations.  In groups or in pairs, learners are guided to draw linear graphs for the two equations in the same Cartesian plane.  In groups or in pairs, learners are guided to Solving simultaneous linear equation graphically. | How do you solve simultaneous linear equation graphical? | KLB; Top Scholar: Mathematics  Learner’s Book Grade 8 pg. 138-139  Ruler  Digital devices | Oral questions Oral Report Observation  Written exercise |  |