

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

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| | 3 | Measurements | Calculating the perimeter of a sector of a circle in different situations | <p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> Draw a circle of radius 3.5cm on a piece of paper. Fold the circular cut-out into four equal parts and cut out one of the four parts. Calculate the arc length of the sector cut off. Enjoy calculating the perimeter of a sector of a circle in different situations. | <p>In groups or in pairs, learners are guided to draw a circle of radius 3.5cm on a piece of paper.</p> <p>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.</p> <p>In groups or in pairs, learners are guided to calculate the arc length of the sector cut off.</p> | How do you calculate the perimeter of a sector of a circle in different situations? | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 74-76</p> <p>Ruler Digital devices</p> | <p>Oral questions Oral Report Observation Written exercise</p> | |
| | 4 | Measurements | Area; Calculating the Area of a Circle in Different Situations | <p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> Draw a circle of radius 3.5 cm on a graph paper. Estimate its area by counting the 1 cm squares enclosed by its boundary. Multiply the radius of the circle by itself. Appreciate the use of circles. | <p>In groups or in pairs, learners are guided to draw a circle of radius 3.5 cm on a graph paper.</p> <p>In groups or in pairs, learners are guided to estimate its area by counting the 1 cm squares enclosed by its boundary.</p> <p>In groups or in pairs, learners are guided to</p> | How do you calculate the area of a circle of radius? | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 77-78</p> <p>Ruler Digital devices</p> | <p>Oral questions Oral Report Observation Written exercise</p> | |

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| | | | | | multiply the radius of the circle by itself. | | | | |
| | 5 | Measurements | Working out the area of a sector of a circle in different situations | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Define the term sector. b) Draw a circle of radius 7cm on a graph of paper. c) Work out the area of a sector of a circle in different situations. d) Enjoy working out the area of a sector of a circle in different situations. | <p>In groups or in pairs, learners are guided to define the term sector.</p> <p>In groups or in pairs, learners are guided to draw a circle of radius 7cm on a graph of paper.</p> <p>In groups or in pairs, learners are guided to work out the area of a sector of a circle in different situations.</p> | How do you work out the area of a sector of a circle in different situations? | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 78-79</p> <p>Ruler Digital devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |
| 2 | 1 | Measurements | Working out the surface area of cubes in real life situations | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) State the formula of calculating surface area of cubes. b) Identify the number of faces in a cuboid. c) Work out the surface area of cubes in real life situations. d) Enjoy working out the surface area of cubes in real life situations. | <p>In groups or in pairs, learners are guided to state the formula of calculating surface area of cubes.</p> <p>In groups or in pairs, learners are guided to identify the number of faces in a cuboid.</p> <p>In groups or in pairs, learners are guided to work out the surface</p> | How do you work out the surface area of cubes in real life situations? | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 80-81</p> <p>Ruler Digital devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |

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| | | | | | area of cubes in real life situations. | | | | |
| | 2 | Measurements | Working out the surface area of cuboids in real life situations | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) State the formula of calculating surface area of cuboids. b) Identify three pairs of faces with equal dimensions. c) Work out the surface area of cuboids in real life situations. d) Enjoy working out the surface area of cuboids in real life situations. | <p>In groups or in pairs, learners are guided to state the formula of calculating surface area of cuboids.</p> <p>In groups or in pairs, learners are guided to identify three pairs of faces with equal dimensions.</p> <p>In groups or in pairs, learners are guided to work out the surface area of cuboids in real life situations.</p> | How do you work out the surface area of cuboids in real life situations? | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 81-83</p> <p>Ruler Digital devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |
| | 3 | Measurements | Working out the surface area of cylinders in real life situations | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) State the formula of calculating surface area of cylinders. b) Make a paper model of cylinder. c) Work out the surface area of cylinders in real life situations. d) Enjoy working out the surface area of | <p>In groups or in pairs, learners are guided to state the formula of calculating surface area of cylinders.</p> <p>In groups or in pairs, learners are guided to make a paper model of cylinder.</p> <p>In groups or in pairs, learners are guided to work out the surface</p> | How do you work out the surface area of cylinders in real life situations? | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 83-85</p> <p>Ruler Digital devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |

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| | | | | cylinders in real life situations. | area of cylinders in real life situations. | | | | |
| | 4 | Measurements | Determining the surface area of triangular prisms in different situations. | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) State the formula of calculating surface area of triangular prisms. b) Determine the surface area of triangular prisms in different situations. c) Work out the surface area of triangular prisms in real life situations. d) Enjoy working out the surface area of triangular prisms in real life situations. | <p>In groups or in pairs, learners are guided to state the formula of calculating surface area of triangular prisms.</p> <p>In groups or in pairs, learners are guided to determine the surface area of triangular prisms in different situations.</p> <p>In groups or in pairs, learners are guided to work out the surface area of triangular prisms in real life situations.</p> | How do you work out the surface area of triangular prisms in real life situations? | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 85-87</p> <p>Ruler Digital devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |
| | 5 | Measurements | Working out the area of irregular shapes using square grids in real life situations. | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) State the formula of calculating the area of irregular shapes using square grids. b) Work out the area of irregular shapes using square grids in real life situations. | <p>In groups or in pairs, learners are guided to state the formula of calculating the area of irregular shapes using square grids.</p> <p>In groups or in pairs, learners are guided to work out the area of irregular shapes using</p> | How do you work out the area of irregular shapes using square grids in real life situations? | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 87-89</p> <p>Ruler Digital devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |

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| | | | | c) Enjoy working out the area of irregular shapes using square grids real life situations. | square grids in real life situations. | | | | |
| 3 | 1 | Measurements | Money; Identifying interest and principal in real life situations | By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Visit a financial institution in their neighbourhood. b) Discuss how money is deposited and borrowed from a financial institution. c) Have fun and enjoy the visit. | <p>In groups or in pairs, learners are guided to visit a financial institution in their neighbourhood.</p> <p>In groups or in pairs, learners are guided to discuss how money is deposited and borrowed from a financial institution.</p> | How is money deposited? | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 89-90</p> <p>Ruler Digital devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |
| | 2 | Measurements | Calculating simple interest in real life situations | By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Calculate compound interest step by step per annum up to three years in real life situations. b) Calculate how much simple interest is earned as interest during that period. c) Enjoy calculating simple interest in real life situations. | <p>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.</p> <p>In groups or in pairs, learners are guided to calculate how much simple interest is earned as interest during that period.</p> | How do you calculate simple interest in real life situations? | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 90-92</p> <p>Ruler Digital devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |

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| 3 | Measurements | Calculating compound interest step by step per annum up to three years in real life situations | <p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> Define compound interest. State the formula of calculating compound interest step by step per annum up to three years. Calculate compound interest step by step per annum up to three years in real life situations. Enjoy calculating compound interest step by step per annum up to three years in real life situations. | <p>In groups or in pairs, learners are guided to define compound interest.</p> <p>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.</p> <p>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.</p> | What is compound interest? | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 92-94</p> <p>Ruler Digital devices</p> | <p>Oral questions Oral Report Observation Written exercise</p> | |
| 4 | Measurements | Working out Appreciation and Depreciation step by step per annum up to three years in different situations | <p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> List items found in their community whose value appreciate with time. Identify items found in their community that depreciates in value with time. Recognise items that are likely to give profits on investments. | <p>In groups or in pairs, learners are guided to list items found in their community whose value appreciate with time.</p> <p>In groups or in pairs, learners are guided to identify items found in their community that depreciates in value with time.</p> | Which items are found in your locality that appreciates? | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 94</p> <p>Ruler Digital devices</p> | <p>Oral questions Oral Report Observation Written exercise</p> | |

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| | | | | d) Advocate the importance of appreciation. | In groups or in pairs, learners are guided to recognise items that are likely to give profits on investments. | | | | |
| | 5 | Measurements | Working out appreciation | By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Explain the meaning of appreciation. b) State the formula of calculating appreciation. c) Work out appreciation. d) Enjoy working out appreciation. | <p>In groups or in pairs, learners are guided to explain the meaning of appreciation.</p> <p>In groups or in pairs, learners are guided to state the formula of calculating appreciation.</p> <p>In groups or in pairs, learners are guided to work out appreciation.</p> | <p>What is appreciation?</p> <p>How do you calculate appreciation?</p> | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 95-96</p> <p>Ruler Digital devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |
| 4 | 1 | Measurements | Working out depreciation | By the end of the lesson, the learner should be able to: <ul style="list-style-type: none"> a) Explain the meaning of depreciation. b) State the formula of calculating depreciation c) Work out depreciation. d) Enjoy working out depreciation | <p>In groups or in pairs, learners are guided to explain the meaning of depreciation.</p> <p>In groups or in pairs, learners are guided to state the formula of calculating depreciation</p> <p>In groups or in pairs, learners are guided to work out depreciation.</p> | <p>What is depreciation?</p> <p>How do you calculate depreciation?</p> | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 96-97</p> <p>Ruler Digital devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |

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| | 2 | Measurements | Working out hire purchase in real life situations | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Explain the meaning of deposit, cash price and instalments. b) State the formula of calculating hire purchase. c) Working out hire purchase. d) Enjoy working out hire purchase in real life situations. | <p>In groups or in pairs, learners are guided to explain the meaning of deposit, cash price and instalments.</p> <p>In groups or in pairs, learners are guided to state the formula of calculating hire purchase</p> <p>In groups or in pairs, learners are guided to working out hire purchase.</p> | How do you calculate hire purchase? | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 98-99</p> <p>Ruler Digital devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |
| | 3 | Measurements | Digital time | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Use the link: https://www.youtube.com/watch?v=w9jxqObvAo8 b) Watch the video clip on simple interest. c) Have fun and enjoy watching the video. | <p>In groups or in pairs, learners are guided to use the link: https://www.youtube.com/watch?v=w9jxqObvAo8</p> <p>In groups or in pairs, learners are guided to watch the video clip on simple interest.</p> | What is simple interest? | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 99</p> <p>Ruler Digital devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |
| | 4 | Geometry | Geometrical Constructions | <p>By the end of the lesson, the learner should be able to:</p> | <p>In groups or in pairs, learners are guided to define the term 'parallel'</p> | What is the meaning of parallel? | KLB; Top Scholar: Mathematics | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> | |

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

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| | | | | d) Have fun and enjoy constructing a perpendicular line from a point to a given line. | perpendicular line from a point to a given line. | | | | |
| | 2 | Geometry | Construction of a perpendicular line through a point on a given line | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Define the term 'parallel' b) Draw line EF and point G as shown on page 106 c) Construct a perpendicular line through a point on a given line. d) Enjoy constructing a perpendicular line through a point on a given line. | <p>In groups or in pairs, learners are guided to define the term 'parallel'</p> <p>In groups or in pairs, learners are guided to draw line EF and point G as shown on page 106</p> <p>In groups or in pairs, learners are guided to construct a perpendicular line through a point on a given line.</p> | How do you construct a perpendicular line through a point on a given line? | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 106-107</p> <p>Ruler Digital devices</p> | <p>Oral questions Oral Report Observation Written exercise</p> | |
| | 3 | Geometry | Dividing a line proportionally in different situations | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Draw line AB and AC of convenient length as shown on page 107 b) Divide a line proportionally in different situations. | <p>In groups or in pairs, learners are guided to draw line AB and AC of convenient length as shown on page 107</p> <p>In groups or in pairs, learners are guided to divide a line</p> | How do you divide a line proportionally in different situations? | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 107-109</p> <p>Ruler Digital devices</p> | <p>Oral questions Oral Report Observation Written exercise</p> | |

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| | | | | c) Enjoy using a pair of compass. | proportionally in different situations. | | | | |
| | 4 | Geometry | Identifying angle properties of polygons in different situations | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Identify angle properties of polygons in different situations b) Discuss how to relate the sum of interior angles of a polygon to the number of sides. c) Fill in the table on page 109 for regular polygons. d) Appreciate properties of polygons in different situations. | <p>In groups or in pairs, learners are guided to identify angle properties of polygons in different situations</p> <p>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.</p> <p>In groups or in pairs, learners are guided to fill in the table on page 109 for regular polygons.</p> | How do you identify angle properties of polygon? | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 109-112</p> <p>Ruler Digital devices</p> | <p>Oral questions Oral Report Observation Written exercise</p> | |
| | 5 | Geometry | Construction of a regular polygon up to a hexagon in different situations | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Construct line PQ = 5cm b) Using P and Q as centers and radius 5 cm, construct two arcs intersecting at r. c) Join P to R and Q to R | <p>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 intersecting at r.</p> <p>In groups or in pairs, learners are guided to join P to R and Q to R</p> | How many sides does a polygon have? | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 112</p> <p>Ruler Digital devices</p> | <p>Oral questions Oral Report Observation Written exercise</p> | |

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| | | | | d) Have a desire to learn more about polygons. | | | | | |
| 6 | 1 | Geometry | Regular quadrilateral | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Draw line $AB = 6\text{ cm}$ b) On the same side of AB, construct two perpendicular lines at A and E c) Using A as centre and radius 6 cm, mark point D on the perpendicular. d) Enjoy constructing regular quadrilateral. | <p>In groups or in pairs, learners are guided to draw line $AB = 6\text{ cm}$ on the same side of AB, construct two perpendicular lines at A and E</p> <p>In groups or in pairs, learners are guided to using A as centre and radius 6 cm, mark point D on the perpendicular.</p> | How do you construct regular quadrilateral? | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 113</p> <p>Ruler Digital devices</p> | <p>Oral questions Oral Report Observation Written exercise</p> | |
| | 2 | Geometry | Regular pentagon | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Define the term pentagon. b) Draw a regular pentagon. c) Construct a regular pentagon. | <p>In groups or in pairs, learners are guided to define the term pentagon.</p> <p>In groups or in pairs, learners are guided to draw a regular pentagon.</p> | How many sides does a pentagon have? | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 113</p> <p>Ruler</p> | <p>Oral questions Oral Report Observation Written exercise</p> | |

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| | | | | d) Enjoy constructing a regular pentagon. | In groups or in pairs, learners are guided to construct a regular pentagon. | | Digital devices | | |
| | 3 | Geometry | Regular hexagon | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Explain the meaning of hexagon. b) Draw a hexagon. c) Find the size of each of the interior angles of the hexagon. d) Enjoy constructing a regular hexagon in different situation. | <p>In groups or in pairs, learners are guided to explain the meaning of hexagon.</p> <p>In groups or in pairs, learners are guided to draw a hexagon.</p> <p>In groups or in pairs, learners are guided to find the size of each of the interior angles of the hexagon.</p> | How do you construct a regular hexagon? | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 113-117</p> <p>Ruler Digital devices</p> | <p>Oral questions Oral Report Observation Written exercise</p> | |
| | 4 | Geometry | Construction of irregular polygons up to a hexagon in different situations | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Consider an irregular triangle PQR such that $PQ = 4$ cm, $QR = 6$ cm and $PR = 5$ cm b) Construct an irregular triangle. c) Enjoy constructing an irregular triangle. | <p>In groups or in pairs, learners are guided to consider an irregular triangle PQR such that $PQ = 4$ cm, $QR = 6$ cm and $PR = 5$ cm</p> <p>In groups or in pairs, learners are guided to construct an irregular triangle.</p> | How do you construct an irregular triangle? | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 117</p> <p>Ruler Digital devices</p> | <p>Oral questions Oral Report Observation Written exercise</p> | |

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| | 5 | Geometry | Quadrilateral | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Construct line $PQ = 5$ cm b) Measure and draw angles 110° and 55° at P and Q respectively. c) Construct an irregular quadrilateral. d) Have fun and enjoy constructing irregular quadrilateral. | <p>In groups or in pairs, learners are guided to construct line $PQ = 5$ cm</p> <p>In groups or in pairs, learners are guided to measure and draw angles 110° and 55° at P and Q respectively.</p> <p>In groups or in pairs, learners are guided to construct an irregular quadrilateral.</p> | How do you construct an irregular quadrilateral? | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 118</p> <p>Ruler Digital devices</p> | <p>Oral questions Oral Report Observation Written exercise</p> | |
| 7 | 1 | Geometry | Trapezium | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Define the term trapezium. b) Draw an irregular trapezium. c) Construct an irregular trapezium. d) Enjoy constructing an irregular trapezium. | <p>In groups or in pairs, learners are guided to define the term trapezium.</p> <p>In groups or in pairs, learners are guided to draw an irregular trapezium.</p> <p>In groups or in pairs, learners are guided to construct an irregular trapezium.</p> | How do you construct an irregular trapezium? | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 118-119</p> <p>Ruler Digital devices</p> | <p>Oral questions Oral Report Observation Written exercise</p> | |
| | 2 | Geometry | Rhombus | <p>By the end of the lesson, the learner should be able to:</p> | <p>In groups or in pairs, learners are guided to</p> | How do you construct a rhombus? | KLB; Top Scholar: Mathematics | Oral questions | |

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| | | | | a) Define the term rhombus. b) Draw a rhombus. c) Construct a rhombus. d) Enjoy constructing a rhombus. | 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. | | Learner's Book Grade 8 pg. 119-120 Ruler Digital devices | Oral Report Observation Written exercise | |
| | 3 | Geometry | Irregular pentagon | By the end of the lesson, the learner should be able to: a) Draw line EF = 4 cm b) Construct an irregular pentagon. c) 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: a) Draw a triangle. b) Construct the perpendicular bisectors of AB and AC to intersect at O c) Construct 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 | 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 | |

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| | | | | d) Enjoy constructing circles passing through the vertices of a triangle. | In groups or in pairs, learners are guided to construct circles passing through the vertices of a triangle. | | | | |
| | 5 | Geometry | Construction of circles touching the sides of a triangle in different situations | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) Draw a triangle. b) Construct the angle bisectors of angle PQR and angle QPR to meet at M c) Construct circles touching the sides of a triangle. d) Enjoy constructing circles touching the sides of a triangle. | <p>In groups or in pairs, learners are guided to draw a triangle.</p> <p>In groups or in pairs, learners are guided to construct the angle bisectors of angle PQR and angle QPR to meet at M</p> <p>In groups or in pairs, learners are guided to construct circles touching the sides of a triangle.</p> | How do you construct circles touching the sides of a triangle? | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 125-127</p> <p>Ruler Digital devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |
| 8 | | | | HALF TERM BREAK | | | | | |
| 9 | 1 | Geometry | Coordinates and Graphs; Drawing and Labelling a Cartesian plane | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> a) On a grid draw a horizontal line. b) Draw a vertical intersecting the | <p>In groups or in pairs, learners are guided to on a grid draw a horizontal line.</p> <p>In groups or in pairs, learners are guided to</p> | What is a grid? | <p>KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 128</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> <p>Written exercise</p> | |

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| | | | | horizontal line at point O. c) Appreciate the uses of graphs. | draw a vertical intersecting the horizontal line at point O. | | Ruler Digital devices | | |
| | 2 | Geometry | Identifying Points on the Cartesian Plane in Different Situations | By the end of the lesson, the learner should be able to: a) Draw the graph in learner's book 8 page 129 b) Identify Points on the Cartesian Plane in Different Situations. c) Locate points A, B, C and D in reference to the values along x and y axes. d) 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: a) Draw the graph in learner's book 8 page 131 b) Draw a Cartesian plane | 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 | 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 | Oral questions Oral Report Observation Written exercise | |

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| | | | | c) Plot points on the Cartesian plane in different situations. d) Enjoy plotting points on the Cartesian Plane in Different Situations. | draw a Cartesian plane. In groups or in pairs, learners are guided to plot points on the Cartesian plane in different situations. | | Digital devices | | |
| | 4 | Geometry | Generating Table of Values for Linear Equation in Different Situations. | By the end of the lesson, the learner should be able to: a) Work out activity 4 in learner's book 8 page 133 b) Generate Table of Values for Linear Equation in Different Situations. c) 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: a) Use a suitable scale for a given point, find the corresponding values representing the given values. b) Determining an appropriate scale for a | 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 | 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 | |

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| | | | | linear equation on cartesian plane. c) Appreciate the importance of using suitable scale. | appropriate scale for a linear equation on cartesian plane. | | | | |
| 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: a) Copy and complete the table in learner's book 8 page 136 b) Plot the points on a cartesian coordinate system. c) Drawing a linear graph from table of values on cartesian plan. d) 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: a) Use three values of x to make tables of values of x and y for the two linear equations. b) Draw linear graphs for the two equations in | 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 | 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 | |

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| | | | | <p>the same Cartesian plane.</p> <p>c) Solving simultaneous linear equation graphically.</p> <p>d) Enjoy solving simultaneous linear equation graphical.</p> | <p>the two equations in the same Cartesian plane.</p> <p>In groups or in pairs, learners are guided to Solving simultaneous linear equation graphically.</p> | | | | |
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