DOYEN PUBLISHERS
SCHEMES OF WORK TERM II 2025
GRADE 8 MATHEMATICS

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

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

	5	Measure ments	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: 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.	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**	Measure ments	Working out the surface area of cubes in real life situations	By the end of the lesson, the learner should be able to: a) State the formula of calculating surface area of cubes. b) Identify the number of faces in a cuboid. c) Work out the surface area of cubes in real life situations. d) Enjoy working out the surface area of cubes in real life situations.	In groups or in pairs, learners are guided to state the formula of calculating surface area of cubes. In groups or in pairs, learners are guided to identify the number of faces in a cuboid. In groups or in pairs, learners are guided to work out the surface area of cubes in real life situations.	How do you work out the surface area of cubes in real life situations?	**KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 80-81** Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	2	Measure ments	Working out the surface	By the end of the lesson, the learner should be able to:	In groups or in pairs, learners are guided to	How do you work out the	**KLB; Top Scholar:**	Oral questions	

			area of cuboids in real life situations	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.	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.	surface area of cuboids in real life situations?	**Mathematics Learner's Book Grade 8 pg. 81-83** Ruler Digital devices	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: a) State the formula of calculating surface area of cylinders. b) Make a paper model of cylinder. c) Work out the surface area of cylinders in real life situations. d) Enjoy working out the surface area of cylinders in real life situations.	In groups or in pairs, learners are guided to state the formula of calculating surface area of cylinders. In groups or in pairs, learners are guided to make a paper model of cylinder. In groups or in pairs, learners are guided to work out the surface area of cylinders in real life situations.	How do you work out the surface area of cylinders in real life situations?	**KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 83-85** Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	4	Measurements	Determining the surface area of	By the end of the lesson, the learner should be able to:	In groups or in pairs, learners are guided to state the formula of	How do you work out the surface area of	**KLB; Top Scholar:**	Oral questions	

			triangular prisms in different situations.	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.	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.	triangular prisms in real life situations?	**Mathematics Learner's Book Grade 8 pg. 85-87** Ruler Digital devices	Oral Report Observation Written exercise	
	5	Measurements	Working out the area of irregular shapes using square grids in real life situations.	By the end of the lesson, the learner should be able to: a) State the formula of calculating the area of irregular shapes using square grids. b) Work out the area of irregular shapes using square grids in real life situations. c) Enjoy working out the area of irregular shapes using square grids real life situations.	In groups or in pairs, learners are guided to state the formula of calculating the area of irregular shapes using square grids. In groups or in pairs, learners are guided to work out the area of irregular shapes using square grids in real life situations.	How do you work out the area of irregular shapes using square grids in real life situations?	**KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 87-89** Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
3	**1**	Measurements	Money; Identifying	By the end of the lesson, the learner should be able to:	In groups or in pairs, learners are guided to	How is money deposited?	**KLB; Top Scholar:**	Oral questions	

			interest and principal in real life situations	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.	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.		**Mathematics Learner's Book Grade 8 pg. 89-90** Ruler Digital devices	Oral Report Observation Written exercise	
	2	Measurements	Calculating simple interest in real life situations	By the end of the lesson, the learner should be able to: a) Calculate compound interest step by step per annum up to three years in real life situations. b) Calculate how much simple interest is earned as interest during that period. c) Enjoy calculating simple interest in real life situations.	In groups or in pairs, learners are guided to calculate compound interest step by step per annum up to three years in real life situations. In groups or in pairs, learners are guided to calculate how much simple interest is earned as interest during that period.	How do you calculate simple interest in real life situations?	**KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 90-92** Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	3	Measurements	Calculating compound interest step by step per annum up to three years in real life situations	By the end of the lesson, the learner should be able to: a) Define compound interest. b) State the formula of calculating compound interest step by step per annum up to three years.	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	What is compound interest?	**KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 92-94** Ruler	Oral questions Oral Report Observation Written exercise	

				c) Calculate compound interest step by step per annum up to three years in real life situations. d) Enjoy calculating compound interest step by step per annum up to three years in real life situations.	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.		Digital devices		
	4	Measure ments	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: a) List items found in their community whose value appreciate with time. b) Identify items found in their community that depreciates in value with time. c) Recognise items that are likely to give profits on investments. d) Advocate the importance of appreciation.	In groups or in pairs, learners are guided to 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	Measure ments	Working out appreciation	By the end of the lesson, the learner should be able to:	In groups or in pairs, learners are guided to explain the meaning of appreciation.	What is appreciation?	**KLB; Top Scholar: Mathematics**	Oral questions Oral Report Observation	

				a) Explain the meaning of appreciation. b) State the formula of calculating appreciation. c) Work out appreciation. d) Enjoy working out appreciation.	In groups or in pairs, learners are guided to state the formula of calculating appreciation. In groups or in pairs, learners are guided to work out appreciation.	How do you calculate appreciation?	**Learner's Book Grade 8 pg. 95-96** Ruler Digital devices	Written exercise	
4	**1**	Measure ments	Working out depreciation	By the end of the lesson, the learner should be able to: a) Explain the meaning of depreciation. b) State the formula of calculating depreciation c) Work out depreciation. d) Enjoy working out depreciation	In groups or in pairs, learners are guided to explain the meaning of depreciation. In groups or in pairs, learners are guided to state the formula of calculating depreciation In groups or in pairs, learners are guided to work out depreciation.	What is depreciation? How do you calculate depreciation?	**KLB; Top Scholar: Mathematic s Learner's Book Grade 8 pg. 96-97** Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	2	Measure ments	Working out hire purchase in real life situations	By the end of the lesson, the learner should be able to: a) Explain the meaning of deposit, cash price and instalments. b) State the formula of calculating hire purchase. c) Working out hire purchase.	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	How do you calculate hire purchase?	**KLB; Top Scholar: Mathematic s Learner's Book Grade 8 pg. 98-99** Ruler	Oral questions Oral Report Observation Written exercise	

				d) Enjoy working out hire purchase in real life situations.	calculating hire purchase In groups or in pairs, learners are guided to working out hire purchase.		Digital devices		
	3	Measure ments	Digital time	By the end of the lesson, the learner should be able to: a) Use the link: https://www.youtube.com/watch?v=w9jxqObvAo8 b) Watch the video clip on simple interest. c) Have fun and enjoy watching the video.	In groups or in pairs, learners are guided to use the link: https://www.youtube.com/watch?v=w9jxqObvAo8 In groups or in pairs, learners are guided to watch the video clip on simple interest.	What is simple interest?	**KLB; Top Scholar: 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: 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 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	By the end of the lesson, the learner should be able to:	In groups or in pairs, learners are guided to	How do you construct	**KLB; Top Scholar:**	Oral questions	

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

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

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

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

				d) Enjoy constructing a regular hexagon in different situation.	find the size of each of the interior angles of the hexagon.		Digital devices		
	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: a) Consider an irregular tringle PQR such that PQ = 4 cm, QR = 6 cm and PR = 5 cm b) Construct an irregular triangle. c) Enjoy constructing an irregular triangle.	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: a) Construct line PQ = 5 cm b) Measure and draw angles 110 and 55 at P and Q respectively. c) Construct an irregular quadrilateral. d) Have fun and enjoy constructing irregular quadrilateral.	In groups or in pairs, learners are guided to construct line PQ = 5 cm In groups or in pairs, learners are guided to measure and draw angles 110 and 55 at P and Q respectively. In groups or in pairs, learners are guided to construct an irregular quadrilateral.	How do you construct an irregular quadrilateral?	**KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 118** Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
7	**1**	Geometry	Trapezium	By the end of the lesson, the learner should be able to:	In groups or in pairs, learners are guided to	How do construct an	**KLB; Top Scholar:**	Oral questions	

				a) Define the term trapezium. b) Draw an irregular trapezium. c) Construct an irregular trapezium. d) Enjoy constructing an irregular trapezium.	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.	irregular trapezium?	**Mathematics Learner's Book Grade 8 pg. 118-119** Ruler Digital devices	Oral Report Observation Written exercise	
	2	Geometry	Rhombus	By the end of the lesson, the learner should be able to: a) Define the term rhombus. b) Draw a rhombus. c) Construct a rhombus. d) 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: 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	Oral questions Oral Report Observation Written exercise	

							Digital devices		
	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. d) 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: 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.	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	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	

					touching the sides of a triangle.				
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: a) On a grid draw a horizontal line. b) Draw a vertical intersecting the horizontal line at point O. c) 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: 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	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	

					the values along x and y axes.				
	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 c) Plot points on the Cartesian plane in different situations. d) 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: 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	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	

					Equation in Different Situations.				
	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 linear equation on cartesian plane. c) 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: 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	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	

					from table of values on cartesian plan.				
	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 the same Cartesian plane. c) Solving simultaneous linear equation graphically. d) 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	
	3	Geometry	Applying Simultaneous Equations in Real Life situations	By the end of the lesson, the learner should be able to: a) Do activity 8 in leaner's book 8 page 140 b) Draw the graph on page 141 c) Apply Simultaneous Equations in Real Life situations. d) Reflect on the use of graphs in real life.	In groups or in pairs, learners are guided to do activity 8 in leaner's book 8 page 140 In groups or in pairs, learners are guided to draw the graph on page 141 In groups or in pairs, learners are guided to apply Simultaneous	Where do we use linear graphs in real life?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 140-142 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	

					Equations in Real Life situations.				
	4	Geometry	Digital time	By the end of the lesson, the learner should be able to: a) Use the link: https://www.youtube.com/watch?v=NTjWVYTkRFw b) Watch the video clip on drawing linear graph from table of values. c) Have fun and enjoy watching the video.	In groups or in pairs, learners are guided to use the link: https://www.youtube.com/watch?v=NTjWVYTkRFw In groups or in pairs, learners are guided to watch the video clip on drawing linear graph from table of values.	What have you learnt about linear graphs?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 142 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	5	Geometry	Scale Drawing; Representing lengths to a given scale in different situations	By the end of the lesson, the learner should be able to: a) Measure the length of sides of objects such as a pen, a pencil, a rubber, an exercise book, a desk and a table. b) Record their measurement in a table as shown on page 143 c) Appreciate different types of lengths.	In groups or in pairs, learners are guided to measure the length of sides of objects such as a pen, a pencil, a rubber, an exercise book, a desk and a table. In groups or in pairs, learners are guided to record their measurement in a table as shown on page 143	What is the length of your desk?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 143-144 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	

11	**1**	Geometry	Converting actual length to scale length in real life situations	By the end of the lesson, the learner should be able to: a) Use a ruler or tape measure to measure the length of the classroom. b) Convert actual length to scale length in real life situations. c) Record the results in a table. d) Enjoy converting actual length to scale length in real life situations.	In groups or in pairs, learners are guided to use a ruler or tape measure to measure the length of the classroom. In groups or in pairs, learners are guided to convert actual length to scale length in real life situations. In groups or in pairs, learners are guided to record the results in a table.	How do you convert actual length to scale length?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 145-146 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	2	Geometry	Converting scale length to actual length in real life situations	By the end of the lesson, the learner should be able to: a) Draw a rectangular plot of scale drawing 9 cm and 4 cm. b) Fill in the table in learner's book 8 page 147 c) Convert scale length to actual length. d) Enjoy converting scale length to actual length in real life situations.	In groups or in pairs, learners are guided to draw a rectangular plot of scale drawing 9 cm and 4 cm. In groups or in pairs, learners are guided to fill in the table in learner's book 8 page 147 In groups or in pairs, learners are guided to convert scale length to actual length.	How do you convert scale length to actual length?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 146-147 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	

	3	Geometry	Interpreting linear scales in statements form in different situations	By the end of the lesson, the learner should be able to: a) Identify situations when a scale can be interpreted. b) Do activity 5 in learner's book 8 page 148 c) Interpret linear scales in statements form in different situations. d) Enjoy interpreting linear scales in statements form in different situations.	In groups or in pairs, learners are guided to identify situations when a scale can be interpreted. In groups or in pairs, learners are guided to do activity 5 in learner's book 8 page 148 In groups or in pairs, learners are guided to interpret linear scales in statements form in different situations.	How do you interpreting linear scales in statements form in different situations?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 148-149 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	4	Geometry	Writing Linear scale in Statement form in different situations	By the end of the lesson, the learner should be able to: a) Explain the meaning of linear scale in statement form. b) Write linear scale in Statement form in different situations. c) Enjoy writing linear scale in Statement form in different situation.	In groups or in pairs, learners are guided to explain the meaning of linear scale in statement form. In groups or in pairs, learners are guided to write linear scale in Statement form in different situations.	How do you write linear scale in Statement form?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 149-151 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	5	Geometry	Interpreting linear scales in ratio form in different situations	By the end of the lesson, the learner should be able to:	In groups or in pairs, learners are guided to draw the table in learner's book 8 page 151	How do you interpret linear scales in ratio form?	KLB; Top Scholar: Mathematics Learner's Book Grade	Oral questions Oral Report Observation	

				a) Draw the table in learner's book 8 page 151 b) Interpret linear scales in ratio form. c) Enjoy interpreting linear scales in ratio form.	In groups or in pairs, learners are guided to interpret linear scales in ratio form.		8 pg. 151-152 Ruler Digital devices	Written exercise	
12	**1**	Geometry	Writing linear scales in ratio form in different situations.	By the end of the lesson, the learner should be able to: a) Explain the meaning of linear scale in ratio form. b) Write linear scale in ratio form in different situations. c) Enjoy writing linear scale in ratio form in different situation.	In groups or in pairs, learners are guided to explain the meaning of linear scale in ratio form. In groups or in pairs, learners are guided to write linear scale in ratio form in different situations.	How do you write linear scales in ratio form?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 152-153 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	2	Geometry	Converting linear scale from statement form to ratio form in different situations	By the end of the lesson, the learner should be able to: a) Consider the scale 1 cm represents 4m and convert 4 m to centimetres. b) Express the scale in ratio form. c) Convert linear scale from statement form to ratio form. d) Enjoy converting linear scale from statement form to ratio form in different situations.	In groups or in pairs, learners are guided to consider the scale 1 cm represents 4m and convert 4 m to centimetres. In groups or in pairs, learners are guided to express the scale in ratio form. In groups or in pairs, learners are guided to convert linear scale	How do you convert linear scale from statement form to ratio form?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 153-154 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	

					from statement form to ratio form.				
	3	Geometry	Converting linear scale from ratio from to statement form in different situations	By the end of the lesson, the learner should be able to: a) Consider the scale 1:800 000 on a map. b) Converting linear scale from ratio from to statement form. c) Enjoy converting linear scale from ratio from to statement form in different situations.	In groups or in pairs, learners are guided to consider the scale 1:800 000 on a map. In groups or in pairs, learners are guided to converting linear scale from ratio from to statement form.	How do you convert linear scale from ratio from to statement form?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 154-155 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	4	Geometry	Making scale drawing in different situations	By the end of the lesson, the learner should be able to: a) Making scale drawing in different situations. b) Recognize the use of scale drawing in maps. c) Applying scale drawing in real life situations.	In groups or in pairs, learners are guided to making scale drawing in different situations. In groups or in pairs, learners are guided to recognize the use of scale drawing in maps.	How do you use scale drawing in real life situations?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 155-157 Ruler Digital devices	Oral questions Oral Report Observation Written exercise	
	5	Geometry	Digital time	By the end of the lesson, the learner should be able to: a) Use the link: https://www.youtube.com/watch?v=2K5IjmVbDyw b) Watch the video clip on making scale drawing.	In groups or in pairs, learners are guided to use the link: https://www.youtube.com/watch?v=2K5IjmVbDyw	What have you learnt about scale drawing?	KLB; Top Scholar: Mathematics Learner's Book Grade 8 pg. 157 Ruler	Oral questions Oral Report Observation Written exercise	

				c) Have fun and enjoy watching the video.	In groups or in pairs, learners are guided to watch the video clip on making scale drawing.		Digital devices		
13-14	**REVISION & ASSESSEMENT**								