

GRADE 7 MATHEMATICS SCHEMES OF WORK TERM 2

TEACHER'S NAME.....SCHOOL.....TERM.....YEAR.....

We ek	Less on	Strand	Sub-strand	Lesson Learning outcomes	Learning Experience	Key Inquiry Question(S)	Learning Resources	Assessment Methods	Reflec tion
1	1	Measurem ent; Length	Converting units of length	<i>By the end of the lesson, the learner should be able to:</i> a) Measure the length of their classroom using a tape measure. b) Generate a conversation table involving units of length. c) Have fun and enjoy measuring the length of their classroom.	In groups, learners are guided to measure the length of their classroom using a tape measure. In groups, learners are guided to generate a conversation table involving units of length	What is length?	Place value chart Ruler Digital devices <u>Smart Minds</u> <u>Learner's Book</u> <u>Grade 7 pg. 94</u>	Oral questions Observation Written exercise	
	2	Measurem ent; Length	Operation involving units of length	By the end of the lesson, the learner should be able to: a) Measure the width of their classroom using a metre rule. b) Work out addition involving length. c) Appreciate the use of addition and subtraction .	In groups, learners are guided to measure the width of their classroom using a metre rule In pairs, learners to work out addition and subtraction of length	The length of 2 ropes is 98m 62cm and 33m 66dm 12cm. What is the total length of the ropes?	Place value chart Ruler Digital devices <u>Smart Minds</u> <u>Mathematics</u> <u>Learner's Book</u> <u>Grade 7 pg. 96</u>	Oral questions Observation Written exercise	
	3	Measurem ent; Length	Operation involving units of length	By the end of the lesson, the learner should be able to: a) Measure the length of their classroom using a metre ruler. b) Work out subtraction involving length. c) Appreciate the use of subtraction.	In groups, learners to measure the length of their classroom using a metre ruler Individually, learners to work out subtraction involving length	What is 4m 6dm 8cm - 2m 4dm 9cm?	Place value chart Ruler Digital devices <u>Smart Minds</u> <u>Mathematics</u> <u>Learner's Book</u> <u>Grade 7 pg 98</u>	Oral questions Observation Written exercise	
	4	Measurem ent; Length	Multiplicati on and division of length	By the end of the lesson, the learner should be able to: a) Make or cut 5m 24cm of thread/string. b) Cut the thread/string into 4 equal parts. c) Outline the procedure to work out multiplication of length.	In groups, learners are guided to make or cut 5m 24cm of thread/string In groups, learners are guided to cut the thread/string into 4 equal parts. Learners are guided to outline the procedure to	How do you work out multiplication involving length?	Place value chart Ruler Digital devices <u>Smart Minds</u> <u>Mathematics</u> <u>Learner's Book</u> <u>Grade 7 pg. 99</u>	Oral questions Observation Written exercise	

				d) Work out multiplication of length. e) Appreciate the use of multiplication.	work out multiplication of length. Learners are guided to work out multiplication of length.				
	5	Measurement; Length	Multiplication and division of length	By the end of the lesson, the learner should be able to: a) Make or cut 5m 24cm of thread/string. b) Cut the thread/string into 4 equal parts. c) Outline the procedure to work out division of length. d) Work out division of length. e) Appreciate the use of division.	In groups, learners are guided to make or cut 5m 24cm of thread/string In groups, learners are guided to cut the thread/string into 4 equal parts. Learners are guided to outline the procedure to work out division of length. Learners are guided to work out division of length.	How do you work out division?	Place value chart Ruler Digital devices <u>Smart Minds Mathematics Learner's Book Grade 7 pg. 101</u>	Oral questions Observation Written exercise	
2	1	Measurement; Length	Multiplication and division of length	By the end of the lesson, the learner should be able to: a) Watch a video on relays, use the link in learner's book. b) Discuss how the race takes place. c) Identify the field events that make use of length to determine a winner. d) Appreciate the use of digital resources.	Learners to watch a video on relays, use the link in learner's book In groups, learners are guided to discuss how the race takes place In groups, learners are guided to identify the field events that make use of length to determine a winner	How would you measure the lengths for the participants in various events?	Place value chart Ruler Digital devices <u>Smart Minds Mathematics Learner's Book Grade 7 pg 102</u>	Oral questions Observation Written exercise	
	2	Measurement; Length	Perimeter of plane figures	By the end of the lesson, the learner should be able to: a) Define a perimeter. b) Make cutouts of a square, a rectangle and a triangle from a manilla paper. c) Measure the distance round each shape using a ruler. d) Appreciate the use of perimeters.	Learners to define a perimeter. In groups, learners are guided to make cutouts of a square, a rectangle and a triangle from a manilla paper. In groups, learners to measure the distance round each shape using a ruler	What is perimeter?	Smart Minds Mathematics Learner's Book Grade 7 pg. 103 Place value chart Ruler Digital devices	Oral questions Observation Written exercise	
	3	Measurement; Length	Perimeter of plane figures	By the end of the lesson, the learner should be able to:	In groups, learners to use a tape measure to measure the distance round their classroom.	How do you determine the perimeter of a triangle	Place value chart Ruler	Oral questions Observation	

				a) Use a tape measure to measure the distance round their classroom. b) Outline the procedure to work out the perimeter of various figures. c) Have fun and enjoy working out perimeters of various figures.	Learners are guided to outline the procedure to work out the perimeter of various figures.	with sides of lengths 3m, 4m and 5m?	Digital devices <u>Smart Minds Mathematics Learner's Book</u> <u>Grade 7 pg. 103</u>	Written exercise	
	4	Measurement; Length	Circumference of a circle	By the end of the lesson, the learner should be able to: a) Draw various circles using a compass. b) Use a string/thread and a ruler to measure the length around the circle. c) Identify the diameter of the circle. d) Measure the diameter of the circle. e) Have fun and enjoy using a mathematical set.	In groups, learners to draw various circles using a compass. In groups, learners are guided to use a string/thread and a ruler to measure the length around the circle. Learners to identify the diameter of the circle. Learners to measure the diameter of the circle.	What is circumference? What is diameter?	Place value chart Ruler Digital devices <u>Smart Minds Mathematics Learner's Book</u> <u>Grade 7 pg.104</u>	Oral questions Observation Written exercise	
	5	Measurement; Length	Circumference of a circle	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?	Smart Minds Mathematics Learner's Book Grade 7 pg. 104 Ruler Digital devices	Oral questions Observation Written exercise	
3	1	Measurement; Length	Circumference of a circle	By the end of the lesson, the learner should be able to: a) Identify the procedure to work out circumference of a circle and diameter. b) Work out various questions involving circumference of a circle and diameter.	Learners to identify the procedure to work out circumference of a circle and diameter. Individually, learners to work out various questions involving circumference of a circle and diameter	The distance round a circular centre of a football pitch is 44m. What is its radius?	Smart Minds Mathematics Learner's Book Grade 7 pg 105 Assessment books Ruler Digital devices	Oral questions Observation Written exercise	

				c) Enjoy doing calculations using a calculator.					
	2	Measurement; Length	Perimeter of combined shapes	By the end of the lesson, the learner should be able to: a) Study the figure in learner's book. b) Use a ruler, measure the length of the sides of the figures. c) Work out the sum of the edges of the sides. d) Appreciate the importance of combined shapes.	In groups, learners are guided to study the figure in learner's book. In groups, learners to use a ruler, measure the length of the sides of the figures. In groups, learners to work out the sum of the edges of the sides	What are combined shapes?	Ruler Digital devices <u>Smart Minds Mathematics Learner's Book Grade 7 pg. 105</u>	Oral questions Observation Written exercise	
	3	Measurement; Length	Perimeter of combined shapes	By the end of the lesson, the learner should be able to: a) Determine the perimeter of a combined shape. b) Calculate the perimeter of the various figures. c) Enjoy calculating perimeter of a combined shapes.	Individually, learners to determine the perimeter of a combined shape. Individually, learners to calculate the perimeter of the various figures	What have you learnt about combined shapes?	Ruler Digital devices <u>Smart Minds Mathematics Learner's Book Grade 7 pg. 106</u>	Oral questions Observation Written exercise	
	4	Measurement; Area	Units of measuring area	By the end of the lesson, the learner should be able to: a) Make 4 pegs using sticks. b) Stick one peg on the ground by hitting using a stone or a hammer, tie a rope around the peg. c) Using the procedure in learner's book, measure the ground areas. d) Enjoy learning outside the classroom.	Outside the classroom, learners are guided to make 4 pegs using sticks. As a class, learners to stick one peg on the ground by hitting using a stone or a hammer, tie a rope around the peg. As a class, learners to use the procedure in learner's book, measure the ground areas	What is the area covered by the four pegs?	Ruler Digital devices <u>Smart Minds Mathematics Learner's Book Grade 7 pg. 106</u>	Oral questions Observation Written exercise	
	5	Measurement; Area	Units of measuring area	By the end of the lesson, the learner should be able to: a) Study the shape representing a square piece of land. b) Calculate the area of the plot of land. c) State the relationship between metre squared and an acre.	In pairs, learners are guided to study the shape representing a square piece of land. In pairs, learners are guided to calculate the area of the plot of land. In pairs, learners are guided to state the relationship	What is the relationship between metre squared and an acre?	Ruler Digital devices <u>Smart Minds Mathematics Learner's Book Grade 7 pg. 106</u>	Oral questions Observation Written exercise	

				d) Appreciate the relationship between metre squared and an acre.	between metre squared and an acre				
4	1	Measurement; Area	Units of measuring area	By the end of the lesson, the learner should be able to: a) Copy and complete the table in learner's book. b) Generate a conversation table for the units. c) Discuss the relationship between hectare and acres. d) Appreciate units of measuring area.	In groups, learners are guided to copy and complete the table in learner's book. In groups, learners are guided to generate a conversation table for the units. In groups, learners are guided to discuss the relationship between hectare and acres	What is the relationship between hectare and acres?	Ruler Digital devices <u>Smart Minds Mathematics Learner's Book Grade 7 pg. 107</u>	Oral questions Observation Written exercise	
	2	Measurement; Area	Area of plane figures; Rectangle	By the end of the lesson, the learner should be able to: a) Draw a rectangle. b) State the formula for calculating the area of a rectangle. c) Work out the area of various rectangles. d) Have fun and enjoy calculating the area of a rectangle.	In pairs or individually, learners to draw a rectangle. In pairs or individually, learners to state the formula for calculating the area of a rectangle. In pairs or individually, learners to work out the area of various rectangles	What is the formula for calculating the area of a rectangle?	Ruler Digital devices <u>Smart Minds Mathematics Learner's Book Grade 7 pg. 108</u>	Oral questions Observation Written exercise	
	3	Measurement; Area	Parallelogram	By the end of the lesson, the learner should be able to: a) Trace or draw a parallelogram on a piece of paper. b) State the formula for calculating the area of a parallelogram. c) Work out the area of various parallelogram. d) Have fun and enjoy calculating the area a parallelogram.	In pairs or individually, learners to trace or draw a parallelogram on a piece of paper In pairs or individually, learners to state the formula for calculating the area of a parallelogram In pairs or individually, learners to work out the area of various parallelogram	What is the formula for calculating the area of a parallelogram ?	Ruler Digital devices <u>Smart Minds Mathematics Learner's Book Grade 7 pg. 110</u>	Oral questions Observation Written exercise	
	4	Measurement; Area	Rhombus	By the end of the lesson, the learner should be able to: a) Trace or draw a rhombus on a piece of paper.	In pairs or individually, learners to trace or draw a rhombus on a piece of paper In pairs or individually, learners to state the formula	What is the formula for calculating the area of a rhombus?	Ruler Digital devices <u>Smart Minds Mathematics Learner's Book Grade 7 pg. 112</u>	Oral questions Observation Written exercise	

				b) State the formula for calculating the area of a rhombus. c) Work out the area of various rhombus. d) Have fun and enjoy calculating the area a rhombus.	for calculating the area of a rhombus. In pairs or individually, learners to work out the area of various rhombus.				
	5	Measurement; Area	Trapezium	By the end of the lesson, the learner should be able to: a) Trace or draw a trapezium on a piece of paper. b) State the formula for calculating the area of a trapezium. c) Work out the area of various trapezium. d) Have fun and enjoy calculating the area a trapezium.	In pairs or individually, learners to trace or draw a trapezium on a piece of paper In pairs or individually, learners to state the formula for calculating the area of a trapezium. In pairs or individually, learners to work out the area of various trapezium.	What is the formula for calculating the area of a trapezium?	Ruler Digital devices <u>Smart Minds Mathematics Learner's Book Grade 7 pg. 114</u>	Oral questions Observation Written exercise	
5	1	Measurement; Area	Circle	By the end of the lesson, the learner should be able to: a) Watch a video from the link in learner's book. b) Draw a circle as shown in learner's book. c) Do Activity 8 in learner's book and determine the area of the rectangle. d) Appreciate the use of digital devices.	In groups, learners to watch a video from the link in learner's book. In groups, learners to draw a circle as shown in learner's book In groups, learners to do Activity 8 in learner's book and determine the area of the rectangle	What do you notice between the width and the radius of a circle?	Ruler Digital devices <u>Smart Minds Mathematics Learner's Book Grade 7 pg. 116</u>	Oral questions Observation Written exercise	
	2	Measurement; Area	Circle	By the end of the lesson, the learner should be able to: a) State the formula for calculating the area of a circle. b) Work out the area of various circles. c) Have fun and enjoy calculating the area a circles.	Learners to state the formula for calculating the area of a circle. Learners to work out the area of various circles.	What is the formula for calculating the area of a circle?	Ruler Digital devices <u>Smart Minds Mathematics Learner's Book Grade 7 pg. 117</u>	Oral questions Observation Written exercise	

	3	Measurement; Area	Area of borders	By the end of the lesson, the learner should be able to: a) Trace or draw a picture frame on a piece of paper. b) State the formula for calculating the area of borders. c) Work out the area of various borders. d) Have fun and enjoy calculating the area of borders.	In pairs or individually, learners to trace or draw a picture frame on a piece of paper In pairs or individually, learners to state the formula for calculating the area of borders. In pairs or individually, learners to work out the area of various borders.	What is the formula for calculating the area of a boarder?	Smart Minds Mathematics Learner's Book Grade 7 pg. 119 Ruler Digital devices	Oral questions Observation Written exercise	
	4	Measurement; Area	Area of combined shapes	By the end of the lesson, the learner should be able to: a) Draw and make cutouts of different shapes. b) State the formula for calculating the area of combined shapes. c) Work out the area of various combined shapes. d) Have fun and enjoy calculating the area of combined shapes.	In groups, learners to draw and make cutouts of different shapes, such as, squares, rectangles and circles. In groups, learners to state the formula for calculating the area of combined shapes. In groups, learners to work out the area of various combined shapes.	What is the formula for calculating the area of combined shapes?	Smart Minds Mathematics Learner's Book Grade 7 pg. 120 Ruler Digital devices	Oral questions Observation Written exercise	
	5	Volume and capacity	Measurement and volume	By the end of the lesson, the learner should be able to: a) Define volume. b) Do Activity 1 in learner's book pg. 111 c) Have fun and enjoy the activity.	Learners to define volume. In groups or in pairs, learners are guided to do Activity 1 in learner's book pg. 111	What is volume?	Smart Minds Mathematics Learner's Book Grade 7 pg. 122 Pieces of paper Digital devices	Oral questions Observation Written exercise	
6	1	Volume and capacity	Converting units of measuring volume	By the end of the lesson, the learner should be able to: a) State the relationship between centimetres cuboid and metres cuboid. b) Identify the formula of converting cube to centimeter. c) Convert metres to centimetres and vice versa. d) Appreciate the relationship between centimetres cuboid and metres cuboid.	Individually, learners to state the relationship between centimetres cuboid and metres cuboid Individually, learners to identify the formula of converting cube to centimeter Individually, learners to convert metres to centimetres and vice versa	What is the relationship between centimetres cuboid and metres cuboid?	Smart Minds Mathematics Learner's Book Grade 7 pg. 123 Ruler Digital devices	Oral questions Observation Written exercise	

	2	Volume and capacity	Volume of a cube	By the end of the lesson, the learner should be able to: a) Make or draw a cube. b) Measure the length, width and height of the cube using a ruler. c) Calculate the volume of the cube formed using the measurements. d) Enjoy calculating the volume of cube.	In groups, learners to make or draw a cube. In groups, learners to measure the length, width and height of the cube using a ruler. Learners to calculate the volume of the cube formed using the measurements.	What is a cube? How do you calculate the volume of a cube?	Smart Minds Mathematics Learner's Book Grade 7 pg. 125 Ruler Digital devices	Oral questions Observation Written exercise	
	3	Volume and capacity	Volume of a cuboid	By the end of the lesson, the learner should be able to: a) Make or draw a cuboid. b) Measure the length, width and height of the cuboid using a ruler. c) Calculate the volume of the cuboid formed using the measurements. d) Enjoy calculating the volume of cuboid.	In groups, learners to make or draw a cuboid. In groups, learners to measure the length, width and height of the cuboid using a ruler. Learners to calculate the volume of the cuboid formed using the measurements.	What is a cuboid? How do you calculate the volume of cuboid?	Smart Minds Mathematics Learner's Book Grade 7 pg. 127 Ruler Digital devices	Oral questions Observation Written exercise	
	4	Volume and capacity	Volume of a cylinder	By the end of the lesson, the learner should be able to: a) Draw a cylinder in their exercise books. b) State the formula to calculate the volume of a cylinder. c) Calculate the volume of a cylinder. d) Enjoy working out volume of various cylinders.	In groups, learners to draw a cylinder in their exercise books. Individually, learners to state the formula to calculate the volume of a cylinder. Learners to calculate the volume of a cylinder.	What is a cylinder? How do you calculate the volume of cylinder?	Smart Minds Mathematics Learner's Book Grade 7 pg. 129 Ruler Digital devices	Oral questions Observation Written exercise	
	5	Capacity	Relationship between volume and capacity	By the end of the lesson, the learner should be able to: a) Define capacity. b) State the relationship between volume and capacity. c) Outline the formula of converting volume and capacity. d) Convert volume to capacity and vice versa.	Learners to define capacity. In groups or in pairs, learners are guided to state the relationship between volume and capacity. In groups, in pairs or individually, learners are guided to outline the formula of converting volume and capacity	What is the relationship between volume and capacity? How do you convert volume to capacity and vice versa?	Smart Minds Mathematics Learner's Book Grade 7 pg. 133 Ruler Digital devices	Oral questions Observation Written exercise	

				e) Appreciate the relationship between volume and capacity.	In groups, in pairs or individually, learners are guided to convert volume to capacity and vice versa				
7	1	Time, distance and speed	Time	By the end of the lesson, the learner should be able to: a) Draw a clock as shown in learner's book. b) Tell the current time using their classroom clock. c) List the units used for measuring time. d) Appreciate the importance of reading time.	Individually, learners to draw a clock as shown in learner's book Individually, learners to tell the current time using their classroom clock Individually, learners to list the units used for measuring time	What is the time now?	Smart Minds Mathematics Learner's Book Grade 7 pg. 134 Ruler Digital devices	Oral questions Observation Written exercise	
	2	Time, distance and speed	Conversion of units of time	By the end of the lesson, the learner should be able to: a) Create a conversion table on units of time. b) Convert hours into minutes and vice versa. c) Appreciate the importance of reading time.	Learners to create a conversion table on units of time. Learners to convert hours into minutes and vice versa.	1 hour has how many minutes?	Smart Minds Mathematics Learner's Book Grade 7 pg. 136 Ruler Digital devices	Oral questions Observation Written exercise	
	3	Time, distance and speed	Distance	By the end of the lesson, the learner should be able to: a) Discuss and estimate distances between two or more points. b) State the importance of converting distance from metres to km and vice versa. c) Convert the distance from km to metres and vice versa. d) Appreciate the importance of converting distance from metres to km and vice versa.	In groups, learners to discuss and estimate distances between two or more points. Learners to state the importance of converting distance from metres to km and vice versa. Learners to convert the distance from km to metres and vice versa	What is the formula of converting distance from km to metres and vice versa?	Smart Minds Mathematics Learner's Book Grade 7 pg. 142 Ruler Digital devices	Oral questions Observation Written exercise	
	4	Time, distance and speed	Speed	By the end of the lesson, the learner should be able to: a) Discuss how long it will take him/her to reach their school. b) Estimate the distance from their school to his/her home. c) Calculate the speeds in km/h or m/s	In groups, learners to discuss how long it will take him/her to reach their school. In groups, learners to estimate the distance from their school to his/her home. Learners to calculate the speeds in km/h or m/s	What is the distance covered by a bus travelling at the speed of 80km/h and takes 3 hours?	Smart Minds Mathematics Learner's Book Grade 7 pg. 144 Ruler Digital devices	Oral questions Observation Written exercise	

				d) Enjoy calculating speed in km/h or m/s.					
	5	Time, distance and speed	Conversion of units of speed	By the end of the lesson, the learner should be able to: a) State the formula of converting km/h to m/s b) Convert km/h to m/s and vice versa. c) Enjoy converting km/h to m/s and vice versa.	Learners are guided to state the formula of converting km/h to m/s. Learners are guided to convert km/h to m/s and vice versa.	How do you convert km/h to m/s and vice versa?	Smart Minds Mathematics Learner's Book Grade 7 pg. 147 Ruler Digital devices	Oral questions Observation Written exercise	
8				HALF TERM BREAK					
9	1	Temperature	Establishing temperature as either hot, warm or cold	By the end of the lesson, the learner should be able to: a) Define temperature. b) Describe the temperature conditions of the immediate environment as warm, hot or cold. c) Draw the images in learner's book. d) Appreciate different kind of temperature.	Learners to define temperature. Learners are guided to describe the temperature conditions of the immediate environment as warm, hot or cold Learners to identify the temperature in the images as either cold, warm or hot. Learners to draw the images in learner's book.	What is temperature?	Smart Minds Mathematics Learner's Book Grade 7 pg. 149 Ruler Digital devices	Oral questions Observation Written exercise	
	2	Temperature	Measuring temperature	By the end of the lesson, the learner should be able to: a) Identify the tools used to measure temperature. b) Compare temperature using hotter, warmer, colder and same as in different situations. c) Work out temperature in degree Celsius and kelvin. d) Appreciate the tools used to measure temperature.	In groups, learners are guided to identify the tools used to measure temperature. Learners to compare temperature using hotter, warmer, colder and same as in different situations Learners to work out temperature in degree Celsius and kelvin	What is temperature?	Smart Minds Mathematics Learner's Book Grade 7 pg. 151 Ruler Digital devices	Oral questions Observation Written exercise	
	3	Temperature	Conversion of units of temperature	By the end of the lesson, the learner should be able to: a) Discuss the relationship between Kelvin and degrees Celsius.	In groups, learners are guided to discuss the relationship between Kelvin and degrees Celsius.	What is the relationship between Kelvin and	Smart Minds Mathematics Learner's Book Grade 7 pg. 153 Ruler	Oral questions Observation Written exercise	

				b) Convert units of measuring temperature from degree Celsius to Kelvin and vice versa. c) Appreciate the relationship between Kelvin and degrees Celsius.	Learners are guided to convert units of measuring temperature from degree Celsius to Kelvin and vice versa. Learners to recognise temperature changes in the environment.	degrees Celsius?	Digital devices		
	4	Money	Profit	By the end of the lesson, the learner should be able to: a) Define profit. b) Select a retailer and a customer and role play the story in learner's book. c) Have fun and enjoy role playing.	Learners to define profit. In groups or in pairs, learners to select a retailer and a customer and role play the story in learner's book	What is profit?	Smart Minds Mathematics Learner's Book Grade 7 pg. 157 Ruler Digital devices	Oral questions Observation Written exercise	
	5	Money	Profit	By the end of the lesson, the learner should be able to: a) State the formula of working out profit. b) Calculate the percentage profit. c) Appreciate the importance of calculating profits in businesses.	Learners to state the formula of working out profit. Learners to calculate the percentage profit	How do you calculate profit?	Smart Minds Mathematics Learner's Book Grade 7 pg. 158 Ruler Digital devices	Oral questions Observation Written exercise	
10	1	Money	Loss	By the end of the lesson, the learner should be able to: a) Define the term loss. b) Select a retailer and a customer and role play the story in learner's book. c) Have fun and enjoy role playing.	Learners to define loss. In groups or in pairs, learners to select a retailer and a customer and role play the story in learner's book	What is loss?	Smart Minds Mathematics Learner's Book Grade 7 pg. 159 Digital devices	Oral questions Observation Written exercise	
	2	Money	Loss	By the end of the lesson, the learner should be able to: a) State the formula of working out loss. b) Calculate the percentage loss. c) Appreciate the importance of calculating profits in businesses.	Learners to state the formula of working out profit. Learners to calculate the percentage loss	How do you calculate loss?	Smart Minds Mathematics Learner's Book Grade 7 pg. 159 Ruler Digital devices	Oral questions Observation Written exercise	

	3	Money	Discount	By the end of the lesson, the learner should be able to: a) Define the term discount. b) Read and role play the dialogue between a shopkeeper and a customer. c) Answer the questions that follow. d) Have fun and enjoy role playing.	Learners to define term discount. In groups, learners to read and role play the dialogue between a shopkeeper and a customer. Answer the questions that follow.	What is discount?	Smart Minds Mathematics Learner's Book Grade 7 pg. 164 Ruler Digital devices	Oral questions Observation Written exercise	
	4	Money	Discount	By the end of the lesson, the learner should be able to: a) State the formula to calculate discount and percentage discount. b) Calculate the discount and percentage discount of various goods and services. c) Enjoy calculating discount.	Learners to state the formula to calculate discount and percentage discount. Learners to calculate the discount and percentage discount of various goods and services	What is the formula of calculating percentage discount?	Smart Minds Mathematics Learner's Book Grade 7 pg. 166 Assessment books Digital devices	Oral questions Observation Written exercise	
	5	Money	Commission	By the end of the lesson, the learner should be able to: a) Define the term commission. b) State the formula commission and percentage commission. c) Calculate the commission and percentage commission. d) Enjoy calculating commission and percentage commission.	Learners to define the term commission. Learners are guided to state the formula commission and percentage commission. Learners are guided to calculate the commission and percentage commission	What is the formula of calculating percentage commission?	Smart Minds Mathematics Learner's Book Grade 7 pg. 167 Ruler Digital devices	Oral questions Observation Written exercise	
11	1	Money	Bills	By the end of the lesson, the learner should be able to: a) Define the term bills. b) Draw the table in learner's book and indicate the unit cost and total cost of each item. c) Prepare bills in real-life situations d) Have a desire to know the cost of different items.	Learners to define the term bill. In groups, learners to draw the table in learner's book and indicate the unit cost and total cost of each item. Learners to prepare bills in real-life situations	What is a bill?	Smart Minds Mathematics Learner's Book Grade 7 pg. 170 Ruler Digital devices	Oral questions Observation Written exercise	
	2	Postal charges	Inland postal charges	By the end of the lesson, the learner should be able to: a) Visit the nearest post office. b) List the services they offer.	In groups, learners to visit the nearest post office. In groups, learners to list the services they offer.	Which post office have you visited?	Smart Minds Mathematics Learner's Book Grade 7 pg. 173	Oral questions Observation	

				c) Discuss the rates they charge for the services they offer. d) Have fun and enjoy the visit to the nearest post office.	In groups, learners to discuss the rates they charge for the services they offer		Ruler Digital devices	Written exercise	
	3	Postal charges	Inland postal charges	By the end of the lesson, the learner should be able to: a) Identify the formula of working out inland postal charges. b) Work out inland postal charges. c) Appreciate the formula of working out inland postal charges.	Learners are guided to identify the formula of working out inland postal charges. Learners to work out inland postal charges	What is the formula of calculating inland postal charges?	Smart Minds Mathematics Learner's Book Grade 7 pg. 174 Digital devices	Oral questions Observation Written exercise	
	4	International postal charges	Surface mail	By the end of the lesson, the learner should be able to: a) Define the term surface mail. b) Draw the table of the surface mail in learner's book. c) Calculate the surface mail. d) Have fun and enjoy calculating surface mail.	Learners to define the term surface mail. Learners are guided to draw the table of the surface mail in learner's book. Learners to calculate the surface mail.	What is surface mail?	Smart Minds Mathematics Learner's Book Grade 7 pg 175 Ruler Digital devices	Oral questions Observation Written exercise	
	5	International postal charges	Airmail	By the end of the lesson, the learner should be able to: a) Define the term airmail. b) Draw the table of the airmail in learner's book. c) Calculate the airmail. d) Have fun and enjoy calculating airmail.	Learners to define the term airmail. Learners are guided to draw the table of the airmail in learner's book. Learners to calculate the airmail.	What is airmail?	Smart Minds Mathematics Learner's Book Grade 7 pg. 176 Ruler Digital devices	Oral questions Observation Written exercise	
12				REVISION					
13-14				ASSESSMENT					