Grade 6 Mathematics

Term 3 - 46 complete lesson plans

Ready to teach, in the KICD lesson-plan format | 35-minute lessons | PDF and editable Word

ABOUT THIS PACK

46 complete, ready-to-teach Grade 6 Mathematics lesson plans for Term 3, covering time, money, lines, angles, 3-D objects and bar graphs.

TOPICS IN THIS PACK

Topic	Name	Lessons
2.5	Time	10
2.6	Money	8
3.1	Lines	6
3.2	Angles	6
3.3	3-D Objects	6
4.1	Bar Graphs	10

INSIDE EVERY LESSON PLAN

- The specific learning outcomes, key inquiry question, core competencies, values and PCIs, and the resources needed.
- A timed lesson flow: what the teacher does and what the learners do, from introduction to summary.
- The key content (a worked example, notes or a practical with its expected results), then four practice questions with the answers for the teacher.
- The common mistake to watch for, and ideas for learners who need support and for those ready for more.
- A four-level CBC assessment rubric (EE, ME, AE, BE), homework, and a blank reflection space to fill in after teaching.

A TASTE OF LESSON 1

a.m. and p.m.

By the end of the lesson, the learner should be able to: a) explain a.m. and p.m; b) identify activities done in a.m. and p.m

> **Morning and afternoon times**
> A day has 24 hours. The 12-hour clock goes round twice.
> a.m. is from midnight to just before noon (morning).

You also receive this pack as an editable Word file, so you can change any lesson to suit your class before you print it. Lessons follow the order of the KICD curriculum design.

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ELIMU254

a.m. and p.m.

Strand 2.0 Measurement > Sub-strand 2.5 Time | Lesson 1 of 10 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) explain a.m. and p.m; b) identify activities done in a.m. and p.m

KEY INQUIRY QUESTION(S)

- How do we read and tell time?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
VALUE	**Integrity**	Learners record their own honest results and mark work truthfully.
VALUE	**Responsibility**	Learners look after shared materials and finish every task.
PCI	**Safety**	Learners follow safety rules when using materials and moving about.

LEARNING RESOURCES

Clock face (with movable hands) | Digital clock or phone showing 24-hour time | Sample bus, train and school timetables | Learners' exercise books

ORGANISATION OF LEARNING

Whole class for the introduction and the summary; pairs or groups of four to five for guided practice; individual work for the independent tasks.

KEY WORDS

a.m. | p.m. | noon | midnight | 12-hour clock | 24-hour clock | hours (h) | departure | arrival | timetable | duration

THE LESSON AT A GLANCE

Introduction	Teacher models	Guided practice	On their own	Wrap-up
5 min	8 min	9 min	8 min	5 min

Inside this plan: the step-by-step lesson flow with what the teacher and learners do, the key content, practice questions with answers, a common mistake to watch for, an assessment rubric on the four CBC levels, support and extension ideas, homework and a reflection page.

LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Key question: how do we read and tell time? If someone says "meet me at 7 o'clock", how do you know if they mean morning or evening?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Work through the worked example on the next page, thinking aloud. Use clock face (with movable hands), digital clock or phone showing 24-hour time, sample bus, train and school timetables. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
Step 2: Guided practice	9	Give questions 1 and 2. Move round the groups, ask "How do you know?" and correct errors kindly on the spot.	Work in pairs or small groups, explain each step to a partner and check one another's answers.
Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Give one activity you do in the p.m."	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Morning and afternoon times

A day has 24 hours. The 12-hour clock goes round twice.
a.m. is from midnight to just before noon (morning).
p.m. is from noon to just before midnight (afternoon and evening).
Morning assembly at 8:00 a.m.; lunch at 1:00 p.m.; bedtime at 9:00 p.m.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Is 6:30 in the evening a.m. or p.m.?	**p.m.**
2	Is 10:15 in the morning a.m. or p.m.?	**a.m.**
3	How many hours are in a day?	**24**
4	Give one activity you do in the p.m.	**Answers will vary, for example homework.**

WATCH OUT FOR

Noon is 12:00 p.m. and midnight is 12:00 a.m.; these confuse learners.

ASSESSMENT RUBRIC - THE FOUR CBC LEVELS

Level	What the learner can do
Exceeds expectations (EE)	Can explain a.m. and p.m confidently and accurately, explain the method used, and apply the idea to new or unfamiliar problems.
Meets expectations (ME)	Can explain a.m. and p.m accurately in familiar situations; notices and corrects slips without help.
Approaches expectations (AE)	Can partly explain a.m. and p.m, or does so with prompts from the teacher or a partner; makes some errors.
Below expectations (BE)	Cannot yet explain a.m. and p.m without direct help; needs the idea taught again with concrete objects.

SUPPORT AND EXTENSION

Learners who need support	Draw a day line from midnight to midnight.
Learners ready for more	Write your school day timetable using a.m. and p.m. (Answer: Answers will vary)
Inclusion	Seat learners with low vision near the board and read aloud whatever you write; use large, clear, tactile materials; allow extra time; pair with a patient partner; use gestures or Kenyan Sign Language for the key words.

HOMEWORK AND FOLLOW-UP

Redo questions 3 and 4 neatly in the exercise book. Then tell someone at home what you learned about "a.m. and p.m." and bring one question of your own to ask next lesson.

TEACHER SELF-CHECK

- Did every learner get a turn to handle materials or explain their thinking?
- Did most learners meet the outcome? Write down the names of those who did not.
- Was the pace right — did any step take too long or too short a time?
- Which competency and value did I see learners showing?
- What will I change the next time I teach this lesson?

REFLECTION ON THE LESSON / SELF-REMARKS

Write this after teaching - what worked, what to change, which learners need follow-up.

ELIMU254

Writing time in a.m. and p.m.

Strand 2.0 Measurement > Sub-strand 2.5 Time | Lesson 2 of 10 | 35 minutes

SCHOOL	TEACHER	DATE
CLASS / STREAM	TIME	ROLL (B / G)

SPECIFIC LEARNING OUTCOME(S)

By the end of the lesson, the learner should be able to: a) write times shown on a clock in a.m. and p.m; b) use words such as "quarter past"

KEY INQUIRY QUESTION(S)

- How do we read and tell time?

CORE COMPETENCIES, VALUES AND PCIS IN THIS LESSON

COMPETENCY	**Learning to learn**	Learners say what they found easy or hard and decide their next step.
COMPETENCY	**Critical thinking and problem solving**	Learners choose a method, check their answers and give reasons for their choices.
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THE LESSON AT A GLANCE

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LESSON FLOW

Stage	Minutes	The teacher	The learners
Introduction	5	Greet the class and ask: "Show "quarter to four in the afternoon" on the clock. How do we write it?" Take two or three answers, link them to earlier work, then state today's outcome.	Answer the starter question, recall what they already know and read the outcome aloud.
Step 1: Teacher models	8	Work through the worked example on the next page, thinking aloud. Use clock face (with movable hands), digital clock or phone showing 24-hour time, sample bus, train and school timetables. Ask learners to predict each step before you show it.	Watch, predict the next step, ask questions and note the key steps in their exercise books.
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Step 3: Independent practice	8	Set questions 3 and 4 for individual work. Mark as you walk round and note who needs help in the next lesson.	Work on their own, then swap books with a partner to check.
Summary and conclusion	5	Ask two or three learners to state the key idea in their own words. Give this exit question and check the answers: "Write five to midnight."	Say the key idea in their own words and answer the exit question in the exercise book.

WORKED EXAMPLE

Writing times

Half past seven in the morning = 7:30 a.m.
Quarter past two in the afternoon = 2:15 p.m.
Quarter to four in the afternoon = 3:45 p.m.
Twenty to nine at night = 8:40 p.m.

PRACTICE QUESTIONS - WITH ANSWERS FOR THE TEACHER

No.	Question	Answer
1	Write ten past six in the morning.	**6:10 a.m.**
2	Write half past eleven at night.	**11:30 p.m.**
3	Write quarter to one in the afternoon.	**12:45 p.m.**
4	Write five to midnight.	**11:55 p.m.**

WATCH OUT FOR

"Quarter to" belongs to the next hour, so the hour written is one less.