

### GRADE 9 RATIONALIZED MATHEMATICS SCHEME OF WORK TERM 1

| Week | Lesson | Strand  | Sub-strand | Lesson Learning Outcome                                                                                                                                                                                                                                                                                                                                                              | Learning Experiences                                                                                                                                                                                                                                                                                                                                                                            | Key Inquiry Question                                                | Learning Resources                                                                            | Assessment                                                                                     | Reflection |
|------|--------|---------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------|
| 1    | 1      | Numbers | Integers   | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Explain the basic rules on the addition and subtraction operations of integers.</li> <li>b) Perform addition and subtraction on integers in different situations.</li> <li>c) Have fun performing addition and subtraction on integers in different situations.</li> </ul> | <p>In groups or pairs, learners are guided to:</p> <ul style="list-style-type: none"> <li>discuss the rules on addition and subtraction of integers.</li> <li>create a set of cards with different positive and negative integers.</li> <li>work out addition and subtraction operations on integers using cards and charts.</li> <li>play games involving numbers and operations by</li> </ul> | How do we carry out operations of integers in real life situations? | <p>Mathematics Learner's Book.</p> <p>Lesson notes.</p> <p>cards.</p> <p>Teacher's Guide.</p> | <p>Written questions.</p> <p>Assessment rubrics.</p> <p>Checklists.</p> <p>Oral questions.</p> |            |

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|   |         |          |                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                              | picking integers and performing addition and subtraction operations. |                                                                                                       |                                                                                        |  |  |
| 2 | Numbers | Integers | By the end of the lesson, the learner should be able to:<br><br>a) Explain the basic rules of multiplication on integers.<br>b) Perform multiplication operations on integers in different situations.<br>c) Have fun multiplying integers in different situations. | In groups or pairs, learners are guided to:<br><br>identify and discuss the basic rules of multiplication on integers.<br><br>work out multiplication on integers applying the identified basic rules.<br><br>create multiplication charts and work out problems using the charts and cards. | What are the basic rules of multiplication on integers?              | Mathematics Learner's Textbook.<br><br>Teacher's Guide.<br><br>Lesson notes.<br><br>Charts and cards. | Assessment rubrics.<br><br>Checklists.<br><br>Oral questions<br><br>Written questions. |  |  |
| 3 | Numbers | Integers | By the end of the lesson, the learner                                                                                                                                                                                                                               | In groups or pairs or                                                                                                                                                                                                                                                                        | What are the basic                                                   | Teacher's Guide.                                                                                      | Observation.                                                                           |  |  |