

GRADE 7 RATIONALIZED PRE- TECHNICAL LESSONS PLANS TERM 2 2024

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

WEEK 1: LESSON: 1

STRAND: Tools and Production

SUB-STRAND: Measuring and Marking Out Tools.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Define the term Measuring Tools.
- Identify the measuring tools used in a work environment.
- Draw the measuring tools used in work environment.
- Appreciate the different measuring tools used in the work environment.

KEY INQUIRY QUESTION: What are measuring tools?Which measuring tools do you know?

LEARNING RESOURCES: Pictures.

Measuring tools.

Top Scholar Pre-Technical Studies Grade 8

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>groups pairs,learners are guided to: Use visual aids and realia to observe and identify the measuring tools. Draw the measuring tools in exercise books and charts. Display their drawings in class and peers to give feedback.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and</p>
5 Minutes	<p>Collaboration.</p> <p>Extended Activities Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u></p> <p>Teacher to check learners understanding on different types of measuring tools.</p>

Summary: Learners to draw and name some of the measuring tools.

Reflection in the lesson/self-remarks:

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WEEK 1: LESSON: 2

STRAND: Tools and Production

SUB-STRAND: Measuring and Marking Out Tools.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Identify the uses of the measuring tools in a work environment.
- Discuss the uses of the measuring tools in a work environment.
- Search the internet for clips on how measuring tools are used in the work environment.

- Appreciate the uses of the measuring tools in a work environment.

KEY INQUIRY QUESTION: What are the uses of the measuring tools used in a work environment?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Observe pictures in learner's book and identify the uses of the measuring tools being used</p> <p>Outline the uses of the measuring tools used in the work environment.</p> <p>Discuss the uses of the measuring tools.</p> <p>Search the internet for clips on how measuring tools are used in a work environment.</p>
5 Minutes	<p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p> <p>Extended Activities Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u></p> <p>Teacher to check learners understanding on different types of measuring tools.</p>

Summary: Learners to draw and name some of the measuring tools.

Reflection in the lesson/self-remarks:

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WEEK 1: LESSON: 3

STRAND: Tools and Production

SUB-STRAND: Measuring and Marking Out Tools.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Define the term Marking tools.
- Identify the marking tools used in a work environment.
- Draw the marking tools in exercise books and charts.
- Appreciate the different marking tools in a work environment.

KEY INQUIRY QUESTION: What are marking tools?Which marking tools do you know?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
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35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>In groups,in pairs or individually,learners are guided to: Observe pictures and identify the marking tools used in a work environment. Search the internet for photos of the marking tools used in a work environment. Draw the marking tools used in a work environment in exercise books and charts. Display their drawings in class and peers to assess them.</p>
5 Minutes	<p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p> <p>Extended Activities Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u> Teacher to check learners understanding on different types of measuring tools.</p>

Summary: Learners to draw and name some of the measuring tools.

Reflection in the lesson/self-remarks:

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WEEK 1: LESSON: 4

STRAND: Tools and Production

SUB-STRAND: Measuring and Marking Out Tools.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Outline the uses of the different marking tools used in a work environment.
- Discuss the uses of the marking tools in a work environment.
- Search the internet for clips on how marking tools are used in a work environment.
- Appreciate the uses of the different marking tools in a work environment.

KEY INQUIRY QUESTION: What are the individual uses of the marking tools in a work environment?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Search the internet for clips on how marking tools are used in a work environment.</p> <p>State the uses of the different marking tools in a work environment.</p> <p>Discuss the uses of the different marking tools in work environment.</p>
5 Minutes	<p>Core competence: Critical Thinking, Problem Solving, communication and</p>

	<p>Collaboration.</p> <p>Extended Activities Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u></p> <p>Teacher to check learners understanding on different types of measuring tools.</p>
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Summary: Learners to draw and name some of the measuring tools.

Reflection in the lesson/self-remarks:

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WEEK 2: LESSON: 1

STRAND: Tools and Production

SUB-STRAND: Measuring and Marking Out Tools.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Identify ways of caring for measuring and marking tools in a work environment.
- Discuss the ways of caring for measuring and marking tools in a work environment.
- Prepare posters showing the ways of caring for measuring and marking tools in a work environment.
- Embrace the ways of caring for measuring and marking tools in a work environment.

KEY INQUIRY QUESTION: How do you take care of measuring and marking tools in a work environment?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>In groups,pairs,learners are guided to: Brainstorm on the ways of caring for measuring and marking tools in a work environment. Discuss the ways of caring for measuring and marking tools in a work environment. Prepare posters showing the ways of caring for measuring and marking tools in a work environment.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and</p>
5 Minutes	<p>Collaboration.</p> <p>Extended Activities Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u></p> <p>Teacher to check learners understanding on different types of measuring tools.</p>

Summary: Learners to draw and name some of the measuring tools.

Reflection in the lesson/self-remarks:

WEEK 2: LESSON: 2

STRAND: Tools and Production

SUB-STRAND: Measuring and Marking Out Tools.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- State the importance of measuring and marking tools in the work environment.
- Discuss the importance of measuring and marking tools in a work environment.
- Recognize the importance of measuring and marking tools in the work environment.

KEY INQUIRY QUESTION: Why are measuring and marking tools important in a work environment?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Brainstorm on the importance of measuring and marking tools in a work environment. Discuss the importance of measuring and marking tools in a work environment. Search the internet for more information on the importance of marking and measuring tools in a work environment. Make a presentation on the importance of measuring and marking tools.</p>
5 Minutes	<p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p> <p>Extended Activities Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u></p> <p>Teacher to check learners understanding on different types of measuring tools.</p>

Summary: Learners to draw and name some of the measuring tools.

Reflection in the lesson/self-remarks:

WEEK 2: LESSON: 3

STRAND: Tools and Production

SUB-STRAND: Measuring and Marking Out Tools.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Select a measuring and marking tools for a given task.
- Outline the steps of performing a task using the selected marking and measuring tools.
- Search the internet for clips on how the selected tools are used to perform a task.
- Acknowledge the steps to perform a task using a specific marking out and measuring tool.

KEY INQUIRY QUESTION: How do you use measuring and marking tools to perform a task?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Collaborate in choosing the appropriate measuring and marking tools to perform a given task.</p> <p>Discuss the steps to follow in performing the given task. Use digital devices to search the internet for clips on how to use the selected marking and measuring tools to perform a task.</p>
5 Minutes	<p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p> <p>Extended Activities Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u> Teacher to check learners understanding on different types of measuring tools.</p>

Summary: Learners to draw and name some of the measuring tools.

Reflection in the lesson/self-remarks:

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WEEK 2: LESSON: 4

STRAND: Tools and Production

SUB-STRAND: Measuring and Marking Out Tools.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Use the selected measuring and marking out tools to perform a given task.
- Enjoy using the measuring and marking out tools to perform the given tasks

KEY INQUIRY QUESTION: How did you use the marking out and measuring tools to perform a specific task?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
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35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Collaborate in performing specific tasks using the the selected measuring and marking out tools. Record using digital devices as they carry out the tasks using the marking out and measuring tools.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Extended Activities Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u> Teacher to check learners understanding on different types of measuring tools.</p>

Summary: Learners to draw and name some of the measuring tools.

Reflection in the lesson/self-remarks:

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WEEK 3: LESSON: 1

STRAND: Tools and Production

SUB-STRAND: Measuring and Marking Out Tools.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Define the term Production.
- State the benefits/importance of Production to the community.
- Discuss the benefits of Production to the community.
- Search the internet for additional information on the benefits of Production to the community.
- Acknowledge the benefits of production to the community.

KEY INQUIRY QUESTION: What is Production?What are the benefits of Production in the community?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Brainstorm and present the meaning of Production. List the activities involved in the production of goods and services in the community. Discuss the benefits of production in the community. Search the internet for information on the importance of production in the community.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Extended Activities</p>

	<p>Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u></p> <p>Teacher to check learners understanding on different types of measuring tools.</p>
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Summary: Learners to draw and name some of the measuring tools.

Reflection in the lesson/self-remarks:

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WEEK 3: LESSON: 2

STRAND: Tools and Production

SUB-STRAND: Production of Goods and Services.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Define the terms:Goods, Services and Market as used in production.
- Identify the types of goods and services found in the local market.
- Describe the different types of goods and services found in a local market.
- Search the internet for information on types of goods and services in a local market.
- Recognize the different types of goods and services found in a local market.

KEY INQUIRY QUESTION: What is a Good and Service?What types of Goods and Services are found in your local market?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Brainstorm and present the meaning of the terms goods, services and market. Identify the different types of goods and services found in a local market. Discuss about the different types of goods and services found in a local market. Search the internet for information on the types of goods and services found in a local market.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and</p>
5 Minutes	<p>Collaboration.</p> <p>Extended Activities Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u></p> <p>Teacher to check learners understanding on production of goods and services.</p>

Summary: Learners to discuss different methods of producing goods and services.

Reflection in the lesson/self-remarks:

WEEK 3: LESSON: 3

STRAND: Tools and Production

SUB-STRAND: Production of Goods and Services.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Outline the differences between Goods and Services found in a local market
- Discuss the distinguishing characteristics between goods and services found in local market.
- Prepare posters to show the distinguishing characteristics between goods and services.
- Acknowledge the distinguishing characteristics of goods and services.

KEY INQUIRY QUESTION: What is a Good and Service?What types of Goods and Services are found in your local market?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Brainstorm on the differences between goods and services found in a local market. Search the internet for information on differences between goods and services. Discuss the distinguishing characteristics between goods and services and make a presentation. Prepare posters or charts showing the differences between goods and services.</p>
5 Minutes	<p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p> <p>Extended Activities Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u></p> <p>Teacher to check learners understanding on production of goods and services.</p>

Summary: Learners to discuss different methods of producing goods and services.

Reflection in the lesson/self-remarks:

WEEK 3: LESSON: 4

STRAND: Tools and Production

SUB-STRAND: Production of Goods and Services.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Identify the factors of production and their rewards in the community.

- Describe the factors of production in the community.
- Search the internet for information on the factors of production.
- Appreciate the role of factors of production in the community.

KEY INQUIRY QUESTION: Why are factors of production important to the community? What are the factors of production and their rewards?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Identify the factors of production and their rewards in the community. Discuss the characteristics of each of the factors of production in the community. Search the internet for information on the factors of production. Prepare flashcards showing the factors of production and their rewards.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and</p>
5 Minutes	<p>Collaboration.</p> <p>Extended Activities Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u></p> <p>Teacher to check learners understanding on production of goods and services.</p>

Summary: Learners to discuss different methods of producing goods and services.

Reflection in the lesson/self-remarks:

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WEEK 4: LESSON: 1

STRAND: Tools and Production

SUB-STRAND: Production of Goods and Services.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- State the ethical practices in production of goods and services in the community.
- Discuss the ethical practices in the production of goods and services.
- Search the internet for information on ethical practices in production of goods and services in the community.

Acknowledge the ethical practices in production of goods and services in the local market.

KEY INQUIRY QUESTION: What are the ethical practices in production of goods and services?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
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35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Explain the meaning of the term ethical practices in production of goods and services. Use print or digital media to search for information on ethical practices in production of goods and services. Discuss the ethical practices in production of goods and services in local market.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and</p>
5 Minutes	<p>Collaboration.</p> <p>Extended Activities Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u></p> <p>Teacher to check learners understanding on production of goods and services.</p>

Summary: Learners to discuss different methods of producing goods and services.

Reflection in the lesson/self-remarks:

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WEEK 4: LESSON: 2

STRAND: Tools and Production

SUB-STRAND: Production of Goods and Services.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- a) Outline the unethical practices in the production of goods and services in the local market.
- b) Discuss the unethical practices in production of goods and services in the local market.
- c) Search the internet for information on the unethical practices in production of goods and services.

Acknowledge the unethical practices in the production of goods and services.

KEY INQUIRY QUESTION: What are the unethical practices in the production of goods and services in the local market?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Explain the term unethical practices in production of goods and services. Search the internet or print media for information on the unethical practices in production of goods and services. Discuss the unethical practices in the production of goods and services. Share experiences on unethical practices in the production of goods and services.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and</p>

5 Minutes	<p>Collaboration.</p> <p>Extended Activities Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u></p> <p>Teacher to check learners understanding on production of goods and services.</p>
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Summary: Learners to discuss different methods of producing goods and services.

Reflection in the lesson/self-remarks:

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WEEK 4: LESSON: 3

STRAND: Tools and Production

SUB-STRAND: Production of Goods and Services: Assessment

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

Attempt questions on the sub-strand; Production of goods and services.

KEY INQUIRY QUESTION:

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Explain the term unethical practices in production of goods and services. Search the internet or print media for information on the unethical practices in production of goods and services. Discuss the unethical practices in the production of goods and services. Share experiences on unethical practices in the production of goods and services.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and</p>
5 Minutes	<p>Collaboration.</p> <p>Extended Activities Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u></p> <p>Teacher to check learners understanding on production of goods and services.</p>

Summary: Learners to discuss different methods of producing goods and services.

Reflection in the lesson/self-remarks:

WEEK 4: LESSON: 4

STRAND: Entrepreneurship.

SUB-STRAND: Introduction to Entrepreneurship

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- a) Define the terms: Social Entrepreneurship, Entrepreneur and Entrepreneurship.
- b) State the importance of entrepreneurship to an individual and community.
- c) Discuss the importance of entrepreneurship to an individual and community.
- d) Search the internet for information on importance of entrepreneurship to an individual and community.

Acknowledge the importance of entrepreneurship to individuals and the community.

KEY INQUIRY QUESTION: What is Entrepreneurship? Which entrepreneurship activities do you know in your community? Who is an entrepreneur?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Search the internet or dictionary for the meaning of entrepreneur and entrepreneurship and share in class. Identify the entrepreneurship activities carried out in the community. Discuss and present on the importance of entrepreneurship activities to an individual and community. Search the internet for information on the importance of entrepreneurship to an individual and community.</p>
5 Minutes	<p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p> <p>Extended Activities Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u></p> <p>Teacher to check learners understanding on Entreperepreneurship.</p>

Summary: Learners to discuss importance of Entrepreneurship to individual and to the community.

Reflection in the lesson/self-remarks:

WEEK 5: LESSON: 1

STRAND: Entrepreneurship.

SUB-STRAND: Introduction to Entrepreneurship

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Identify the qualities of an entrepreneur in business.
- Describe the qualities of an entrepreneur in business.
- Prepare flashcards or posters showing the qualities of an entrepreneur in business.
- Appreciate the qualities of an entrepreneur in business.

KEY INQUIRY QUESTION: What qualities should an entrepreneur possess in a business?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Read the story in learner's book and identify qualities of an entrepreneur. Download and watch clips or use the internet to search for information on qualities of an entrepreneur. Discuss the qualities that any entrepreneur should possess in a business. Prepare flashcards or posters showing the qualities of an entrepreneur.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and</p>
5 Minutes	<p>Collaboration.</p> <p>Extended Activities Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u> Teacher to check learners understanding on Entrepereneurship.</p>

Summary: Learners to discuss importance of Entrepreneurship to individual and to the community.

Reflection in the lesson/self-remarks:

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WEEK 5: LESSON: 2

STRAND: Entrepreneurship.

SUB-STRAND: Introduction to Entrepreneurship

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- a) Define the term Business Idea.
 - b) Identify the sources of business ideas for a business venture.
 - c) Discuss the sources of business ideas for a business venture.
 - d) Search the internet for information on the sources of Business ideas for a business venture.
- Recognize the sources of business ideas for a business venture.

KEY INQUIRY QUESTION: What are the sources of business ideas for a business venture?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Brainstorm and present the meaning of business idea. Search the internet for information on the sources of generating business ideas for a business venture. Identify the sources of geneating business ideas. Discuss the sources of generating business ideas for business venture in the community.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and</p>
5 Minutes	<p>Collaboration.</p> <p>Extended Activities Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u></p> <p>Teacher to check learners understanding on Entreperneurship.</p>

Summary: Learners to discuss importance of Entrepreneurship to individual and to the community.

Reflection in the lesson/self-remarks:

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WEEK 5: LESSON: 3

STRAND: Entrepreneurship.

SUB-STRAND: Introduction to Entrepreneurship

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Identify ways of generating business ideas in a community.
- Discuss the ways of generating business ideas in a community.
- Search the internet for information on the ways of generating business ideas in a community.
- Appreciate the ways of generating business ideas in a community.

KEY INQUIRY QUESTION: What ways can one generate a business ideas for the community?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
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35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Brainstorm and present on the ways in which an individual can generate business ideas in the community. Discuss the ways in which individuals can generate business ideas in the community. Search the internet for information on the ways of generating business ideas in the community.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Extended Activities Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u> Teacher to check learners understanding on Entrepreneurship.</p>

Summary: Learners to discuss importance of Entrepreneurship to individual and to the community.

Reflection in the lesson/self-remarks:

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WEEK 5: LESSON: 4

STRAND: Entrepreneurship.

SUB-STRAND: Introduction to Entrepreneurship

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Define the terms: Business Opportunity, Viability and Evaluating as used in Entrepreneurship.
- Outline the factors that an entrepreneur should consider when determining a business viability.
- Discuss the factors that entrepreneurs should consider to determine business viability.
- Create posters on factors that ensure the viability of a business opportunity.
- Acknowledge the factors considered by entrepreneurs when determining a business viability.

KEY INQUIRY QUESTION: What factors should an entrepreneur consider to determine a business viability?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Search the internet and present the meaning of business opportunity, Evaluating and Viability. Brainstorm on the factors that an entrepreneur should consider to determine business viability. Discuss the factors that entrepreneurs should consider to determine business viability Create posters on the factors that entrepreneurs should consider to determine business viability.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Extended Activities Learners to be given assignment to do at home.</p>

	<p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u></p> <p>Teacher to check learners understanding on Entrepreneurship.</p>
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Summary: Learners to discuss importance of Entrepreneurship to individual and to the community.

Reflection in the lesson/self-remarks:

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WEEK 6: LESSON: 1

STRAND: Entrepreneurship.

SUB-STRAND: Introduction to Entrepreneurship

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Identify the factors that enhance business success in the community.
- Discuss the factors that enhance business success in the community.
- Prepare posters showing the factors that enhance business success in the community.
- Acknowledge the factors that enhance business success in the community.

KEY INQUIRY QUESTION: What factors should entrepreneurs in community consider to enhance success in their businesses?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Read, analyse a case study about the factors that enhance business success in the community. Identify the factors enhancing business success in the community from the case study. Discuss the factors that entrepreneurs should consider to enhance business success from the case study. Prepare and display posters showing the factors that enhance business success in the community.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Extended Activities</p> <p>Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u></p> <p>Teacher to check learners understanding on Entrepreneurship.</p>

Summary: Learners to discuss importance of Entrepreneurship to individual and to the community.

Reflection in the lesson/self-remarks:

WEEK 6: LESSON: 2

STRAND: Entrepreneurship.

SUB-STRAND: Introduction to Entrepreneurship: Assessment.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

Attempt assessment questions on the sub-strand: Introduction to Entrepreneurship.

KEY INQUIRY QUESTION:

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Answer the questions on the sub-strand: Introduction to Entrepreneurship in their assessment books.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p> <p>Extended Activities</p> <p>Learners to be given assignment to do at home.</p>
5 Minutes	<p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u></p> <p>Teacher to check learners understanding on Entrepereneurship.</p>

Summary: Learners to discuss importance of Entrepreneurship to individual and to the community.

Reflection in the lesson/self-remarks:

WEEK 6: LESSON: 3

STRAND: Entrepreneurship.

SUB-STRAND: Financial Goals.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Define the terms: Financial Management and Goal Setting.
- Identify the importance of setting goals in financial management.
- Explain the importance of setting goals in financial management.
- Acknowledge the need of setting goals in financial management.

KEY INQUIRY QUESTION: What is a Goal?Why is it important for an individual to set financial goals?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Brainstorm on the meaning of goal setting, goal and financial management. Study the pictures in learner's book and identify a goal in each picture. Identify the categories of financial goals that is: Short term, medium and long term financial goals. Discuss the importance of setting goals in financial management. Search the internet for information on the importance of setting goals in financial management.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Extended Activities Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u> Teacher to check learners understanding on Entrepreneurship.</p>

Summary: Learners to discuss importance of Entrepreneurship to individual and to the community.

Reflection in the lesson/self-remarks:

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WEEK 6: LESSON: 4

STRAND: Entrepreneurship.

SUB-STRAND: Financial Goals.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- a) Define the term Financial discipline.
- b) State the importance of financial discipline.
- c) Discuss the importance of financial discipline.
- d) Search the internet for information on the importance of financial discipline.

Acknowledge the need for financial discipline to individuals.

KEY INQUIRY QUESTION: What is Financial Discipline? Why is it important for individuals to have financial discipline?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Brainstorm on the meaning of financial discipline. Search the internet for the meaning of financial discipline and information on importance of financial discipline. Discuss the importance of financial discipline.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p> <p>Extended Activities</p>

5 Minutes	<p>Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u></p> <p>Teacher to check learners understanding on Entrepreneurship.</p>
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Summary: Learners to discuss importance of Entrepreneurship to individual and to the community.

Reflection in the lesson/self-remarks:

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WEEK 7: LESSON: 1

STRAND: Entrepreneurship.

SUB-STRAND: Financial Goals.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- a) Create educative messages on the importance of financial discipline using digital devices or posters.
- b) Enjoy creating educative messages on the importance of financial discipline.

KEY INQUIRY QUESTION: How can you create an attractive and educative message on the importance of financial discipline using digital devices?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Collaborate in creating educative messages on the importance of financial discipline using digital devices or posters.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and_Collaboration.</p> <p>Extended Activities</p> <p>Learners to be given assignment to do at home.</p>
5 Minutes	<p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u></p> <p>Teacher to check learners understanding on Entrepreneurship.</p>

Summary: Learners to discuss importance of Entrepreneurship to individual and to the community.

Reflection in the lesson/self-remarks:

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WEEK 7: LESSON: 2

STRAND: Entrepreneurship.

SUB-STRAND: Financial Goals.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Identify the factors to consider when setting up financial goals.
- Search the internet for information on the factors to consider when setting financial goals.
- Prepare flashcards showing the factors considered when setting financial goals.

Acknowledge the factors considered when setting financial goals.

KEY INQUIRY QUESTION: What are the factors to consider when setting financial goals?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Brainstorm and present on the factors to consider when setting financial goals. Search the internet for information on the factors considered when setting financial goals. Prepare flashcards showing the factors considered when setting financial goals.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Extended Activities</p> <p>Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u></p> <p>Teacher to check learners understanding on Entrepreneurship.</p>

Summary: Learners to discuss importance of Entrepreneurship to individual and to the community.

Reflection in the lesson/self-remarks:

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WEEK 7: LESSON: 3

STRAND: Entrepreneurship.

SUB-STRAND: Financial Goals.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Mention the factors considered when setting financial goals.
- Discuss the factors considered when setting financial goals.
- Appreciate the factors considered when setting up financial goals.

KEY INQUIRY QUESTION: What are the factors considered when setting up financial goals?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Mention the factors considered when setting up financial goals. Discuss and present the factors considered when setting up financial goals.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p> <p>Extended Activities Learners to be given assignment to do at home.</p>
5 Minutes	<p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u> Teacher to check learners understanding on Financial goals.</p>

Summary: Learners to discuss importance of Entrepreneurship to individual and to the community.

Reflection in the lesson/self-remarks:

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WEEK 7: LESSON: 4

STRAND: Entrepreneurship.

SUB-STRAND: Financial Goals.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Identify learning resources that one can use to search for information on setting financial goals.
- Select and use learning resources to search for information on setting financial goals.
- Appreciate the different learning resources used to search for information on setting financial goals.

KEY INQUIRY QUESTION: How can you use the resources to search for information on setting up financial goals?

Which resources can you use to search for information on setting financial goals?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Study the pictures in learner's book and identify the resources that one can use to search for information on setting up financial goals. List other resources that can be used to search for information for setting financial goals. Select and use a learning resource to search for information on setting up financial goals and make a presentation of their findings.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Extended Activities</p>

	<p>Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u></p> <p>Teacher to check learners understanding on Financial goals.</p>
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Summary: Learners to discuss importance of Entrepreneurship to individual and to the community.

Reflection in the lesson/self-remarks:

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WEEK 8: MIDTERM BREAK

WEEK 9: LESSON: 1

STRAND: Entrepreneurship.

SUB-STRAND: Financial Goals.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Outline the steps for formulating financial goals for individual development.
- Discuss the steps for formulating financial goals for individual development.
- Search the internet for steps for formulating financial goals for individual development.
- Acknowledge the steps followed in formulating financial goals for self-development.

KEY INQUIRY QUESTION: Which steps should one follow when formulating a financial goal for individual development?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Outline the steps to follow when formulating a financial goal for individual development. Discuss the steps followed when formulating financial goals for individual development. Search the internet for information or clips on the steps followed when formulating financial goals for individual development.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Extended Activities</p> <p>Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u></p>

	Teacher to check learners understanding on Financial goals.
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Summary: Learners to discuss importance of Entrepreneurship to individual and to the community.

Reflection in the lesson/self-remarks:

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WEEK 9: LESSON: 2 & 3

STRAND: Entrepreneurship.

SUB-STRAND: Financial Goals.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Formulate financial goals for individual development.
- Enjoy formulating financial goals for individual development.

KEY INQUIRY QUESTION: How do you set a SMART financial goal?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Observe keenly as the teacher demonstrates how to set a SMART financial goal. Set SMART financial goals in their note books and present in class for assessment.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p> <p>Extended Activities Learners to be given assignment to do at home.</p>
5 Minutes	<p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u></p> <p>Teacher to check learners understanding on Financial goals.</p>

Summary: Learners to discuss importance of Entrepreneurship to individual and to the community.

Reflection in the lesson/self-remarks:

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WEEK 9: LESSON: 4

STRAND: Entrepreneurship.

SUB-STRAND: Financial Goals Assessment

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

Attempt assessment questions on the sub-strand: Financial Goals.

KEY INQUIRY QUESTION: How do you set a SMART financial goal?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Observe keenly as the teacher demonstrates how to set a SMART financial goal. Set SMART financial goals in their note books and present in class for assessment.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p> <p>Extended Activities Learners to be given assignment to do at home.</p>
5 Minutes	<p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u></p> <p>Teacher to check learners understanding on Financial goals.</p>

Summary: Learners to discuss importance of Entrepreneurship to individual and to the community.

Reflection in the lesson/self-remarks:

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WEEK 10: LESSON: 1

STRAND: Communication

SUB-STRAND: Plane Geometry.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Define the term:Dimensioning as used in drawing.
- Identify the types/methods of dimensioning in drawing.
- Describe the types of dimensioning used in drawing.
- Search the internet for more information on types of dimensioning used in drawing.
- Acknowledge the different types of dimensioning used in drawing in plane geometry

KEY INQUIRY QUESTION: What is dimensioning?What types of dimensioning are used in drawing in plane geometry?

LEARNING RESOURCES: Pictures.

Measuring tools.

Top Scholar Pre-Technical Studies Grade 8

ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
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35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Search the internet or textbook for the meaning of dimensioning. Identify the types of dimensioning used in drawing. Describe the different types of dimensioning used in drawing. Search the internet for information and diagrams on the types of dimensioning used in drawing.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Extended Activities Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u> Teacher to check learners understanding on Financial goals.</p>

Summary: Learners to discuss importance of Entrepreneurship to individual and to the community.

Reflection in the lesson/self-remarks:

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WEEK 10: LESSON: 2

STRAND: Communication

SUB-STRAND: Plane Geometry.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Identify the types of lines used for dimensioning in drawing.
- Describe the types of lines used for dimensioning in drawing.
- Draw the types of lines used for dimensioning in drawing.
- Recognize the types of lines used for dimensioning in drawing.

KEY INQUIRY QUESTION: Which types of lines are used for dimensioning in drawing?How do you draw lines used for dimensioning in drawing?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Identify the types of lines used for dimensioning in drawing. Discuss the types of lines used for dimensioning in drawing.</p> <p>Observe teacher as he/she illustrates how to draw lines used for dimensioning. Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Extended Activities Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer</p>

	<p>Assessment.</p> <p><u>Conclusion</u></p> <p>Teacher to check learners understanding on Financial goals.</p>
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Summary: Learners to discuss importance of Entrepreneurship to individual and to the community.

Reflection in the lesson/self-remarks:

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WEEK 10: LESSON: 3 & 4

STRAND: Communication

SUB-STRAND: Plane Geometry.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Outline the rules that guide dimensioning in drawing.
- Discuss the rules that guide dimensioning in drawing.
- Illustrate the standard rules that guide dimensioning in drawing.
- Acknowledge the rules that guide dimensioning in drawing.

KEY INQUIRY QUESTION: What are the standard rules that guide dimensioning in drawing?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Study the pictures in learner's book and discuss how the drawings have been dimensioned. Outline and discuss the rules that guide dimensioning in drawing. Illustrate the standard rules that guide dimensioning in drawing.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Extended Activities</p> <p>Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u></p> <p>Teacher to check learners understanding on Financial goals.</p>

Summary: Learners to discuss importance of Entrepreneurship to individual and to the community.

Reflection in the lesson/self-remarks:

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WEEK 11: LESSON: 1

STRAND: Communication

SUB-STRAND: Plane Geometry.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Identify the forms of dimensioning combined shapes.
- Describe the forms of dimensioning combined shapes.
- Illustrate the forms of dimensioning combined shapes.
- Acknowledge the different forms of dimensioning combined shapes.

KEY INQUIRY QUESTION: What are the forms of dimensioning combined shapes?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Search the internet for information and pictures for the forms of dimensioning combined shapes.(parallel,chain, combined) Discuss the forms of dimensioning combined shapes(parallel,chain and combined) Draw combined shapes and illustrate forms of dimensioning combined shape.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Extended Activities Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u> Teacher to check learners understanding on Dimensioning of combined geometry.</p>

Summary: Learners to describe dimensioning of combined Geometry.

Reflection in the lesson/self-remarks:

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WEEK 11: LESSON: 2

STRAND: Communication

SUB-STRAND: Plane Geometry.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Outline the steps for drawing dimensioned combined figures in plane geometry.
- Search and observe a clip on how to draw and dimension combined shapes in plane geometry.

- Embrace the use of plane geometry in work environment.

KEY INQUIRY QUESTION: What are the steps followed in drawing and dimensioning combined shapes in plane geometry?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Outline the procedure for drawing a dimensioned combined shape in plane geometry.</p> <p>Discuss the steps or procedure for drawing a dimensioned combined shape in plane shape. Watch clips on how to draw and dimension a combined shape in plane geometry.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Extended Activities</p> <p>Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u></p> <p>Teacher to check learners understanding on Dimensioning of combined geometry.</p>

Summary: Learners to describe dimensioning of combined Geometry.

Reflection in the lesson/self-remarks:

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WEEK 11: LESSON: 3 & 4

STRAND: Communication

SUB-STRAND: Plane Geometry.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Outline the steps for drawing dimensioned combined figures in plane geometry.
- Search and observe a clip on how to draw and dimension combined shapes in plane geometry.
- Embrace the use of plane geometry in work environment.

KEY INQUIRY QUESTION: What are the steps followed in drawing and dimensioning combined shapes in plane geometry?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
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35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Outline the procedure for drawing a dimensioned combined shape in plane geometry.</p> <p>Discuss the steps or procedure for drawing a dimensioned combined shape in plane shape. Watch clips on how to draw and dimension a combined shape in plane geometry.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Extended Activities Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer Assessment.</p> <p><u>Conclusion</u> Teacher to check learners understanding on Dimensioning of combined geometry.</p>

Summary: Learners to describe dimensioning of combined Geometry.

Reflection in the lesson/self-remarks:

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WEEK 12: LESSON: 1-4

STRAND: Communication

SUB-STRAND: Plane Geometry.

SPECIFIC OUTCOME: By the end of the lesson, the learner should be able to:

- Outline the steps for drawing dimensioned combined figures in plane geometry.
- Search and observe a clip on how to draw and dimension combined shapes in plane geometry.
- Embrace the use of plane geometry in work environment.

KEY INQUIRY QUESTION: What are the steps followed in drawing and dimensioning combined shapes in plane geometry?

LEARNING RESOURCES: Pictures.

Measuring tools.

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ORGANIZATION OF LERANING: IN CLASSROOM AND GROUP WORK

TIME	CONTENT
35 Minutes	<p><u>CONCEPT DEVELOPMENT</u></p> <p>Outline the procedure for drawing a dimensioned combined shape in plane geometry.</p> <p>Discuss the steps or procedure for drawing a dimensioned combined shape in plane shape. Watch clips on how to draw and dimension a combined shape in plane geometry.</p> <p>Core competence: Critical Thinking, Problem Solving, communication and Collaboration.</p>
5 Minutes	<p>Extended Activities Learners to be given assignment to do at home.</p> <p>Written tests graded observation of group work activities ,Self and peer</p>

Assessment.

Conclusion

Teacher to check learners understanding on Dimensioning of combined geometry.

Summary: Learners to describe dimensioning of combined Geometry.

Reflection in the lesson/self-remarks:

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