**KLB VISIONARY MATHEMATICS ACTIVITIES**

**GRADE 5 SCHEMES OF WORK TERM 1**

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| **Week** | **Lesson** | **Strand** | | **Sub strand** | **Specific learning outcomes** | **Key inquiry questions** | **Learning experiences** | **Learning resources** | **Assessment** | **Remarks** |
| **1** | **1** | **Numbers** | | **Whole numbers: place value** | By the end of the sub strands, the learner should be able to:  Use place value of digits up to hundreds of thousands in real life | Where is ordering of numbers used in real life? | In pairs, groups or as individuals identify place value of digits up to hundreds of thousands using place value apparatus | KLB Visionary Mathematics Grade 5 pg.1-3 | Written exercises  Oral questions Observation Group discussion |  |
|  | **2** | **Numbers** | | **Whole numbers: Total value** | By the end of the sub- strand, the learners should be able to:  Use total value of digits up to hundreds of thousands in real life | Where is ordering of numbers used in real life? | learner is guided individually or in groups to:  In pairs, groups or as individuals identify total value of digits up to hundreds of thousands using place value apparatus. | KLB Visionary Mathematics Grade 5 pg.4 | Written exercises  Oral questions Observation Group discussion |  |
|  | **3** | **Numbers** | | **Whole numbers** | By the end of the sub- strand, the learners should be able to:  Use numbers up to hundreds of thousands in symbols in real life | Where is ordering of numbers used in real life? | In pairs, groups or as individuals read numbers up to hundreds of thousands in symbols from number charts or cards. | KLB Visionary Mathematics Grade 5 pg.5-7 | Written exercises  Oral questions Observation Group discussion |  |
|  | **4** | **Numbers** | | **Whole numbers** | By the end of the sub-strand, the learner should be able to:  Read, write and relate numbers up to tens of thousands in words in real life | Where is ordering of numbers used in real life? | In pairs, groups or as individuals read and write numbers up to tens of thousands in words from number charts or cards. | KLB Visionary Mathematics Grade 5 pg.8-10 | Written exercises  Oral questions Observation Group discussion |  |
|  | **5** | **Numbers** | | **Whole numbers** | By the end of the sub- strand, the learners should be able to:  Order numbers up to tens of thousands in real life | Where is ordering of numbers used in real life? | In pairs, groups or as individuals read numbers up to hundreds of thousands in symbols from number charts or cards | KLB Visionary Mathematics Grade 5 pg.10-12 | Written exercises  Oral questions Observation Group discussion |  |
| **2** | **1** | **Numbers** | | **Whole numbers** | By the end of the sub-strand, the learner should be able to:  Round off numbers up to tens of thousands to the nearest hundred and thousand in different situations | Where is ordering of numbers used in real life? | In pairs, groups or as individuals round off numbers up to tens of thousands to the nearest hundred and thousand using number cards and share with other groups | KLB Visionary Mathematics Grade 5 pg.13-16 | Written exercises  Oral questions Observation Group discussion |  |
|  | **2** | **Numbers** | | **Whole numbers** | By the end of the sub- strand, the learners should be able to:  apply divisibility tests of 2, 5 and 10 in real life | Where is ordering of numbers used in real life? | In pairs, groups or as individuals divide different numbers by 2, 5 and 10 and come up with divisibility rules | KLB Visionary Mathematics Grade 5 pg.17-20 | Written exercises  Oral questions Observation Group discussion |  |
|  | **3** | **Numbers** | | **Whole numbers** | By the end of the sub- strand, the learners should be able to:  apply divisibility tests of 2, 5 and 10 in real life | Where is ordering of numbers used in real life? | In pairs, groups or as individuals divide different numbers by 2, 5 and 10 and come up with divisibility rules | KLB Visionary Mathematics Grade 5 pg.17-20 | Written exercises  Oral questions Observation Group discussion |  |
|  | **4** | **Numbers** | | **Whole numbers** | By the end of the sub-strand, the learner should be able to:  Identify Common Factor (HCF) and Greatest Common Divisor (GCD) in different situations | How do you find out whether a number can be divided by another? | In pairs, groups or as individuals identify factors and divisors of given numbers. | KLB Visionary Mathematics Grade 5 pg.21-23 | Written exercises  Oral questions Observation Group discussion |  |
|  | **5** | **Numbers** | | **Whole numbers** | apply highest Common Factor (HCF) and Greatest Common Divisor (GCD) in different | How do you find out whether a number can be divided by another? | In pairs, groups or as individuals identify the common factors and divisors. | KLB Visionary Mathematics Grade 5 pg.21-23 | Written exercises  Oral questions Observation Group discussion |  |
| **3** | **1** | **Numbers** | | **Whole numbers** | By the end of the sub- strand, the learners should be able to:  Identify Multiples of numbers | How do you find out whether a number can be divided by another? | In pairs, groups or as individuals identify multiples of given numbers. | KLB Visionary Mathematics Grade 5 pg.24 | Written exercises  Oral questions Observation Group discussion |  |
|  | **2** | **Numbers** | | **Whole numbers** | By the end of the sub- strand, the learners should be able to:  Identify common multiples of numbers | How do you find out whether a number can be divided by another? | In pairs, groups or as individuals identify the common multiples. | KLB Visionary Mathematics Grade 5 pg.25 | Written exercises  Oral questions Observation Group discussion |  |
|  | **3** | **Numbers** | | **Whole numbers** | By the end of the sub- strand, the learners should be able to:  Use Least Common Multiple (LCM) in real life situations | How do you find out whether a number can be divided by another? | In pairs, groups or as individuals determine the least common multiple. | KLB Visionary Mathematics Grade 5 pg.26-27 | Written exercises  Oral questions Observation Group discussion |  |
|  | **4** | **Numbers** | | **Whole numbers** | By the end of the sub-strand, the learner should be able to:  Use IT devices for learning more on whole numbers and leisure  Appreciate use of whole numbers in real life situations | How do you find out whether a number can be divided by another? | In pairs or as individuals play digital games on involving numbers. | KLB Visionary Mathematics Grade 5 pg.27 | Written exercises  Oral questions Observation Group discussion |  |
|  | **5** | **Numbers** | | **Addition** | By the end of the sub-strand, the learner should be able to:  Add up to three 6 -digit numbers without regrouping up to a sum of 1,000,000 in different situations | How do you estimate the sum of givennumbers? | In pairs, groups or as individuals add up to three 6-digit numbers without regrouping up to 1,000,000 using place value apparatus | KLB Visionary Mathematics Grade 5 pg.28-29 | Written exercises  Oral questions Observation Group discussion |  |
| **4** | **1** | **Numbers** | | **Addition** | By the end of the sub- strand, the learners should be able to:  Add up to two 6 -digit numbers with double regrouping up to a sum of 1,000,000 in different situations | How do you estimate the sum of givennumbers? | In pairs, groups or as individuals add up to two 6-digit numbers with double regrouping up to 1,000,000 using place value apparatus | KLB Visionary Mathematics Grade 5 pg.29-31 | Written exercises  Oral questions Observation Group discussion |  |
|  | **2** | **Numbers** | | **Addition** | By the end of the sub- strand, the learners should be able to:  Estimate sum by rounding off the addends to the nearest hundred and thousand in different situations | Where do we use addition in real life? | In pairs, groups or as individuals estimate sums by rounding off the addends to the nearest hundred and thousand using a number line. | KLB Visionary Mathematics Grade 5 pg.35-36 | Written exercises  Oral questions Observation Group discussion |  |
|  | **3** | **Numbers** | | **Addition** | By the end of the sub-strand, the learner should be able to:  Create patterns involving addition of numbers up to a sum of 1,000,000 in real life situations | How do you create patterns in addition? | In pairs, groups or as individuals create patterns involving addition of numbers up to a sum of 1,000,000 using number cards and other resources | KLB Visionary Mathematics Grade 5 pg.37-38 | Written exercises  Oral questions Observation Group discussion |  |
|  | **4** | **Numbers** | | **Addition** | By the end of the sub- strand, the learners should be able to:  Use IT devices for learning more on addition of numbers and for enjoyment  Appreciate use of addition of whole numbers in real life situations | How do you create patterns in addition? | In pairs play digital games involving addition | KLB Visionary Mathematics Grade 5 pg.36 | Written exercises  Oral questions Observation Group discussion |  |
|  | **5** | **Numbers** | | **Subtraction** | By the end of the sub-strand the learner should be able to:  Subtract up to 6-digit numbers without regrouping in real life situations | How do you work out estimate difference to the nearest hundred? | earner is guided individually or in groups to:  In pairs, groups or as individuals subtract up to 6-digit numbers without regrouping using place value apparatus | KLB Visionary Mathematics Grade 5 pg.39-40 | Written exercises  Oral questions Observation Group discussion |  |
| **5** | **1** | **Numbers** | | **Subtraction** | By the end of the sub- strand, the learners should be able to:  subtract of up to 6-digit numbers with regrouping in different situations | How do you work out estimate difference to the nearest hundred? | In pairs, groups or as individuals subtract up to 6-digit numbers with regrouping using place value apparatus | KLB Visionary Mathematics Grade 5 pg.40-42 | Written exercises  Oral questions Observation Group discussion |  |
|  | **2** | **Numbers** | | **Subtraction** | By the end of the sub- strand, the learners should be able to:  estimate difference by rounding off the minuend to the nearest hundred and thousand in different situations | How do you work out estimate difference to the nearest hundred? | In pairs, groups or as individuals estimate difference by rounding off the minuend to the nearest hundred and thousand using a number line | KLB Visionary Mathematics Grade 5 pg.43-45 | Written exercises  Oral questions Observation Group discussion |  |
|  | **3** | **Numbers** | | **Subtraction** | By the end of the sub- strand, the learners should be able to:  estimate difference by rounding off the subtrahend to the nearest hundred and thousand in different situations | How do you work out estimate difference to the nearest hundred? | In pairs, groups or as individuals estimate difference by rounding off the subtrahend to the nearest hundred and thousand using a number line | KLB Visionary Mathematics Grade 5 pg.43-45 | Written exercises  Oral questions Observation Group discussion |  |
|  | **4** | **Numbers** | | **Subtraction** | By the end of the sub- strand, the learners should be able to:  Perform combined operations involving addition and subtraction in different situations | How do you work out estimate difference to the nearest hundred? | In pairs, groups or as individuals work out questions involving addition and subtraction | KLB Visionary Mathematics Grade 5 pg.46 | Written exercises  Oral questions Observation Group discussion |  |
|  | **5** | **Numbers** | | **Subtraction** | By the end of the sub- strand, the learners should be able to:  Create patterns involving subtraction from up to 1,000,000 in different situations | How can you create number patterns involving subtraction? | In pairs, groups or as individuals create patterns involving subtraction of whole numbers from up to 1,000,000 using number charts | KLB Visionary Mathematics Grade 5 pg.47-48 | Written exercises  Oral questions Observation Group discussion |  |
| **6** | **1** | **Numbers** | | **Subtraction** | By the end of the sub-strand the learner should be able to:  Use IT devices for learning more on subtraction of numbers and for enjoyment  appreciate subtraction of numbers in real life situations | How can you create number patterns involving subtraction? | In pairs or groups play digital games involving subtraction. play math puzzles | KLB Visionary Mathematics Grade 5 pg.47 | Written exercises  Oral questions Observation Group discussion |  |
|  | **2** | **Numbers** | **Multiplication** | | By the end of the sub-strand the learner should be able to:  multiply up to a 3-digit number by up to a 2-digit number in real life situations | Where is multiplication used in real life? | In pairs, groups or as individuals multiply up to a 3-digit number by up to a 2-digit number using different methods | KLB Visionary Mathematics Grade 5 pg.49-52 | Written exercises  Oral questions Observation Group discussion |  |
|  | **3** | **Numbers** | **Multiplication** | | By the end of the sub-strand the learner should be able to:  Estimate product by rounding off factors to the nearest ten in different situations | How can you estimate products of numbers? | In pairs, groups or as individuals estimate product by rounding off factors | KLB Visionary Mathematics Grade 5 pg.53 | Written exercises  Oral questions Observation Group discussion |  |
|  | **4** | **Numbers** | **Multiplication** | | By the end of the sub-strand the learner should be able to:  Estimate product by using compatibility in different situations | How can you estimate products of numbers? | In pairs, groups or as individuals estimate product by using compatibility of numbers | KLB Visionary Mathematics Grade 5 pg.54 | Written exercises  Oral questions Observation Group discussion |  |
|  | **5** | **Numbers** | **Multiplication** | | By the end of the sub-strand the learner should be able to:  Estimate product to the nearest ten in different situations | How can you estimate products of numbers? | In pairs, groups or as individuals estimate product by own strategies. | KLB Visionary Mathematics Grade 5 pg.54 | Written exercises  Oral questions Observation Group discussion |  |
| **7** | **1** | **Numbers** | **Multiplication** | | By the end of the sub-strand the learner should be able to:  make patterns involving multiplication of numbers with product not exceeding 1000 in in different situations | How can you form patterns involving multiplication? | In pairs, groups or individuals make patterns involving multiplication with products not exceeding 1000 groups learners to: | KLB Visionary Mathematics Grade 5 pg.55-56 | Written exercises  Oral questions Observation Group discussion |  |
|  | **2** | **Numbers** | **Multiplication** | | By the end of the sub-strand the learner should be able to:  Use IT devices for learning more on multiplication and for enjoyment  Appreciate use of multiplication in real life | How can you form patterns involving multiplication? | In pairs or groups play digital games involving multiplication of whole numbers | KLB Visionary Mathematics Grade 5 pg.55 | Written exercises  Oral questions Observation Group discussion |  |
|  | **3** | **Numbers** | **Division** | | By the end of the sub-strand the learner should be able to:  Divide up to a 3-digit number by up to a 2-digit number where the dividend is greater than the divisor in real life | Where is division used in real life? | In pairs, groups or as individuals divide up to a 3-digit number by up to a 2-digit number where the dividend is greater than the divisor using long and short form | KLB Visionary Mathematics Grade 5 pg.57-59 | Written exercises  Oral questions Observation Group discussion |  |
|  | **4** | **Numbers** | **Division** | | By the end of the sub- strand, the learners should be able to:  Apply the relationship between multiplication and division in different situations | Where is division used in real life? | In pairs, groups or as individuals demonstrate that multiplication is the opposite of division | KLB Visionary Mathematics Grade 5 pg.61-62 | Written exercises  Oral questions Observation Group discussion |  |
|  | **5** | **Numbers** | **Division** | | By the end of the sub- strand, the learners should be able to:  Estimate quotients by rounding off the dividend and divisor to the nearest ten in real life situations | How can we estimate quotients? | In pairs, groups or as individuals estimate quotients by rounding off the dividend and divisor to the nearest ten | KLB Visionary Mathematics Grade 5 pg.62-63 | Written exercises  Oral questions Observation Group discussion |  |
| **8** | **1** | **Numbers** | **Division** | | By the end of the sub- strand, the learners should be able to;  Perform combined operations involving addition, subtraction, multiplication and division of whole numbers in different situations | How can we estimate quotients? | In pairs, groups or as individuals work out questions involving addition, subtraction, multiplication and division | KLB Visionary Mathematics Grade 5 pg.64-65 | Written exercises  Oral questions Observation Group discussion |  |
|  | **2** | **Numbers** | **Division** | | By the end of the sub- strand, the learners should be able to:  Use IT devices for learning more on division of whole numbers and for enjoyment  Appreciate use of division of whole numbers in real life situations | How can we estimate quotients? | In pairs, groups or as individuals create number games and puzzles involving division | KLB Visionary Mathematics Grade 5 pg.65-66 | Written exercises  Oral questions Observation Group discussion |  |
|  | **3** | **Numbers** | **Fractions** | | By the end of the sub-strand the learner should be able to:  Use equivalent fractions in real life | Why do we order fractions in real life? | In pairs, groups or as individuals identify equivalent fractions using a fraction board or chart | KLB Visionary Mathematics Grade 5 pg.67-68 | Written exercises  Oral questions Observation Group discussion |  |
|  | **4** | **Numbers** | **Fractions** | | By the end of the sub-strand the learner should be able to:  simplify fractions in different situations | Why do we order fractions in real life? | In pairs, groups or as individuals simplify given fractions using a fraction chart | KLB Visionary Mathematics Grade 5 pg.69-70 | Written exercises  Oral questions Observation Group discussion |  |
|  | **5** | **Numbers** | **Fractions** | | By the end of the sub-strand the learner should be able to:  simplify fractions in different situations | Why do we order fractions in real life? | In pairs, groups or as individuals simplify given fractions using a fraction chart | KLB Visionary Mathematics Grade 5 pg.69-70 | Written exercises  Oral questions Observation Group discussion |  |
| **9** | **1** | **Numbers** | **Fractions** | | By the end of the sub-strand the learner should be able to:  Compare fractions in order to make decisions in real life | Why do we order fractions in real life? | In pairs, groups or as individuals compare given fractions using paper cut outs and concrete objects | KLB Visionary Mathematics Grade 5 pg.70-71 | Written exercises  Oral questions Observation Group discussion |  |
|  | **2** | **Numbers** | **Fractions** | | By the end of the sub-strand the learner should be able to:  Order fractions with denominators not exceeding 12 in different situations | Where are fractions used in real life? | In pairs, groups or as individuals order given fractions in increasing and decreasing order using a number line, paper cut outs, real object | KLB Visionary Mathematics Grade 5 pg.71-73 | Written exercises  Oral questions Observation Group discussion |  |
|  | **3** | **Numbers** | **Fractions** | | By the end of the sub-strand the learner should be able to:  Add fractions with same denominator in different situations | Where are fractions used in real life? | In pairs, groups or as individuals add two fractions with the same denominator using paper cut outs, number line, real objects | KLB Visionary Mathematics Grade 5 pg.74-75 | Written exercises  Oral questions Observation Group discussion |  |
|  | **4** | **Numbers** | **Fractions** | | By the end of the sub-strand the learner should be able to:  Subtract fractions with same denominator in different situations | Where are fractions used in real life? | In pairs, groups or as individuals subtract two fractions with the same denominator using paper cut outs, number line, real objects | KLB Visionary Mathematics Grade 5 pg.76-77 | Written exercises  Oral questions Observation Group discussion |  |
|  | **5** | **Numbers** | **Fractions** | | By the end of the sub-strand the learner should be able to:  Add fractions with one renaming in different situations | Where are fractions used in real life? | In pairs, groups or as individuals add and subtract two fractions by renaming one fraction using equivalent fractions | KLB Visionary Mathematics Grade 5 pg.77-79 | Written exercises  Oral questions Observation Group discussion |  |
| **10** | **END OF TERM EXAM** | | | | | | | | | |