



Master Lesson Plan

For

Building with Bricks

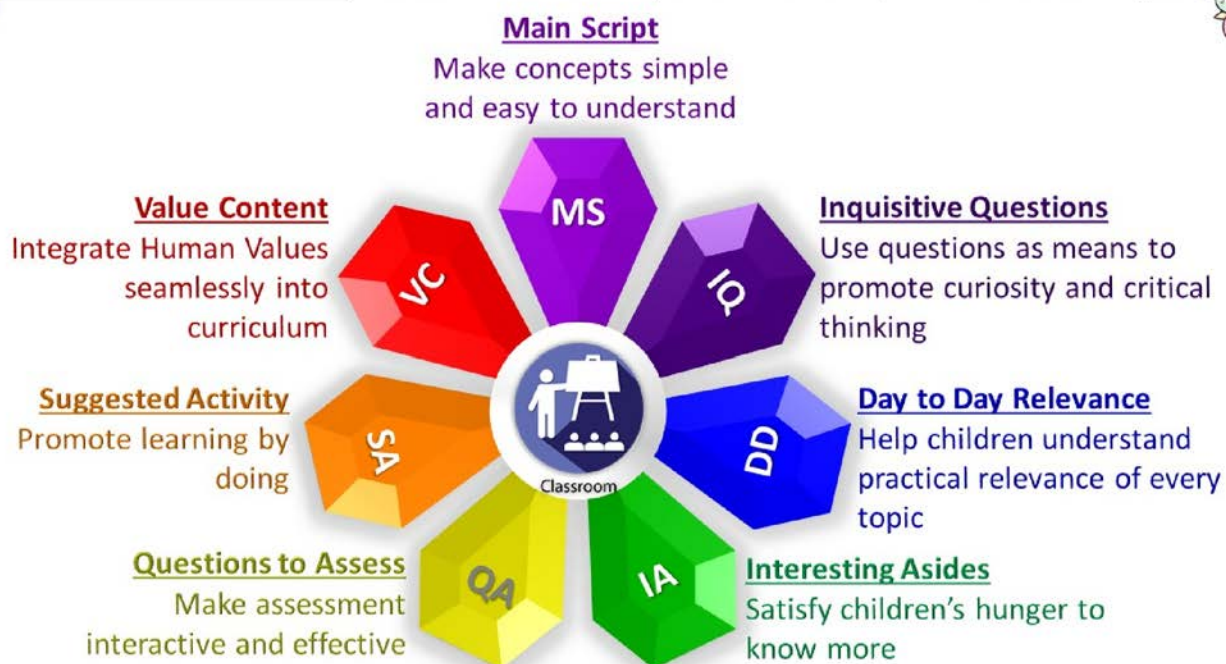
Board	Standard	Subject	Chapter	Language	Reference Link	Creation
CBSE	STD IV	Mathematics	Building with Bricks	English	Building with Bricks	2020-09

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Master Lesson Plan (MLP) - Covers the entire chapter with the help of these 7 asset types



For more information on how to use the lesson plan effectively, please scroll to the guidelines at the end of this document.

Building with Bricks

1. MS_Objectives_Building with Bricks

Notes to the teacher: This asset lays down the proposed plan for transacting the chapter 'Building with Bricks'. It states the asset objectives of the MLP.

This asset is for teacher's reference and need not be taught to the students.

Students will be able to:

- Identify the parts of the Triangle, Circle, and the Quadrilateral.
- Understand Line of symmetry of various figures.
- Recognise Geometrical patterns based on symmetry.
- Identify different Geometrical shapes and compare them with the objects around us in day to day life.
- Describe the properties like, face, vertex, and edge of a 3 D shape.
- Differentiate between a 2D and a 3D shape.
- Recognise various 3D shapes around us.
- Recognise the patterns on the walls and on the floor.
- Create repeating pattern.
- Identify Jaalis, Jharokhas and Arch.
- Share love and kindness with everyone around them.

Time to teach	Asset Type	Theme	Sub Theme
5 Minutes	Main Script	GEOMETRY	Shapes and Spatic Understanding, Walls and Floors, 3D Shape

2. IQ_shapes

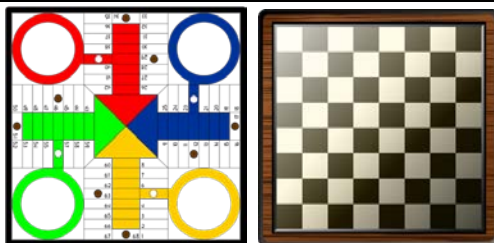
Teacher shall start the class by asking the following questions:

- 1) Have you eaten vada? What is the shape of it?



Answer: Yes, Circle.

- 2) All of you must have played Ludo and Chess. What is the shape of the board?



Answer: Square

3) Look at your shirt. Do you see any shape on it?



Answer: Square or round shape.

4) Is there any relation between these shapes?

Answer: They are being repeated.

5) Do you know what this relation is called?

Answer: Pattern, which is a repeated design.

Complete the table given below:

Name of 2D Shape	Number of Straight Sides	Number of Corners	Number of Right Angles
Circle			
Oval			
Square			
Rectangle			
Diamond			
Parallelogram			
Triangle			
Equilateral triangle			
Hexagon			

Answer:

Name of 2D Shape	Number of Straight Sides	Number of Corners	Number of Right Angles
Circle	0	0	0
Oval	0	0	0
Square	4	4	4
Rectangle	4	4	4
Diamond	4	4	0
Parallelogram	4	4	0 (Rectangle is also a parallelogram having 4 right angles)
Triangle	3	3	0
Equilateral triangle	3	3	1
Hexagon	6	6	0

Image Source:

<https://pixabay.com/en/vada-poori-potato-sago-medu-vada-371366/>

<https://pixabay.com/en/ludo-game-game-board-148865/>

<https://openclipart.org/detail/189017/chessboard>

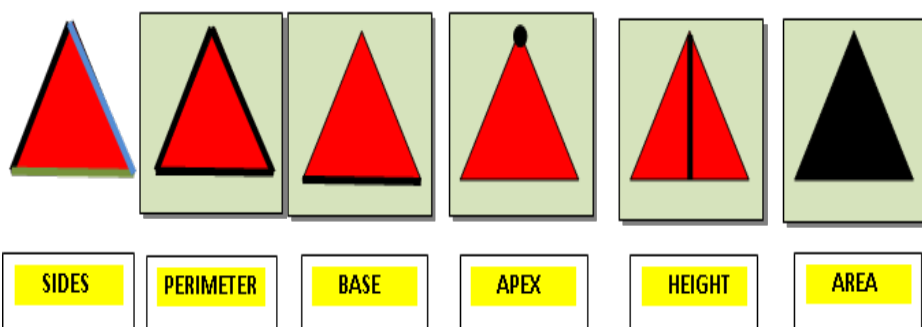
<https://openclipart.org/detail/219971/simple-white-shirt>

Time to teach	Asset Type	Theme	Sub Theme
10 Minutes	Inquisitive Questions	GEOMETRY	Shapes and Spatial Understanding

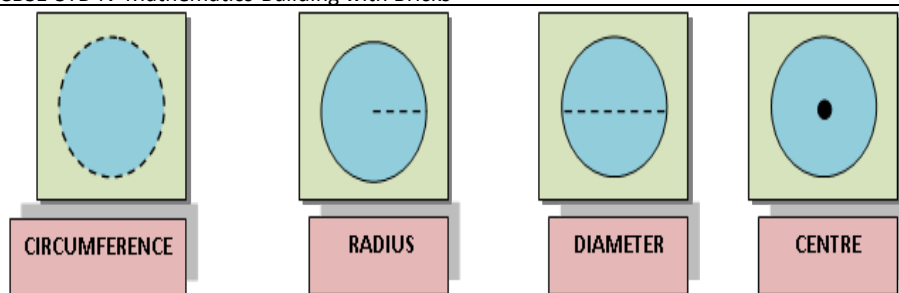
3. MS_Parts of Triangle Circle and Quadrilateral

Teacher begins the class with the paper cutting of the Triangle, Circle and the Quadrilateral and name its parts.

Parts of a Triangle



Parts of a Circle



Parts of a Quadrilateral

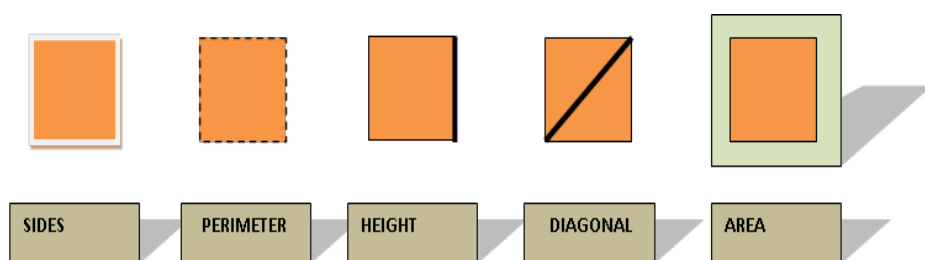


Image Source: All Original images

Time to teach	Asset Type	Theme	Sub Theme
10 Minutes	Main Script	GEOMETRY	Parts of Triangle, Circle and Quadrilateral

4. IA_Did you know about the shapes

The Teacher shall discuss some interesting facts about different shapes.

1) The word 'geometry' comes from the Greek words 'geo', meaning earth, and 'metria', meaning measure.



2) A square has a larger area than all other quadrilaterals with the same perimeter.

3) The Triangular shapes are often used in the construction because of their great strength.



4) The word 'quadrilateral' comes from the Latin word 'quad' meaning '4' and 'lateral' meaning 'of sides'.

Image Source:

<https://openclipart.org/detail/3320/earth>

<https://openclipart.org/detail/10430/meter>

<https://openclipart.org/detail/287010/gantry>

Time to teach	Asset Type	Theme	Sub Theme
5 Minutes	Interesting Asides	GEOMETRY	Shapes and Spatial Understanding

5. QA_Parts of triangle Circle Quadrilateral

Assessment I

1) Draw a circle. Mark the following points on the circle.

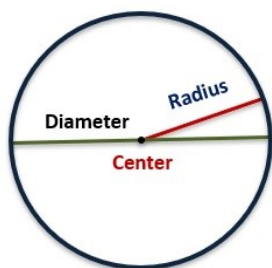
- i. Center
- ii. Radius
- iii. Diameter

2). Draw the following in the given circle:

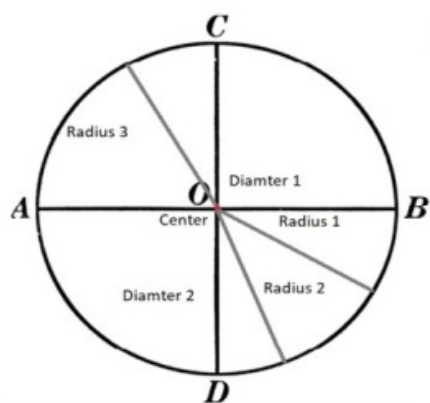
- i. Two diameters
- ii. Three radii
- iii. One center

Assessment I - Answers:

1)



2)



Assessment II

- 1). Draw the figure of a triangle, circle, square, and rectangle (quadrilateral) and show their various parts.
- 2) Color and highlight the parts of the given figure.



CIRCUMFERENCE



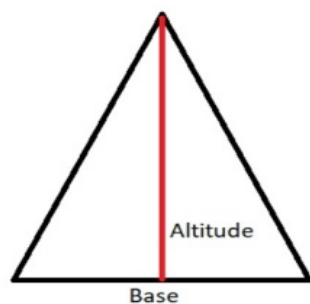
DIAMETER



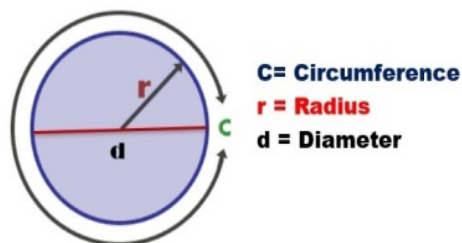
RADIUS

Assessment II – Answers 1)

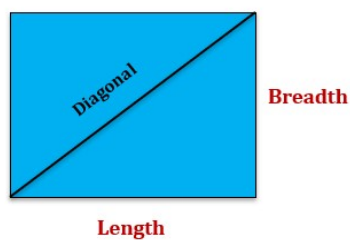
Triangle:



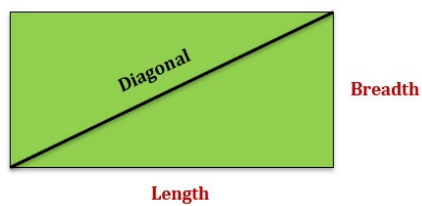
Circle:



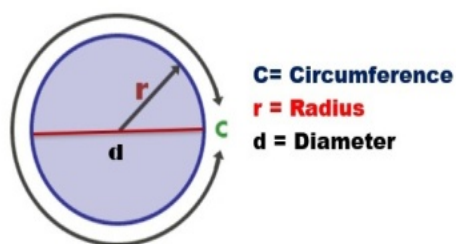
Square



Rectangle or Quadrilateral



2)

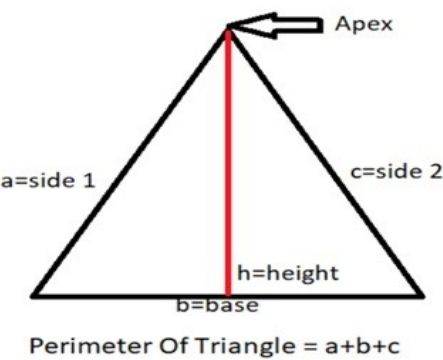


Assessment III

Draw a triangle and mark the following:

- I. Sides
- II. Perimeter
- III. Base
- IV. Apex
- V. Height

Assessment III – Answer



Assessment IV

Draw a quadrilateral and mark the following:

- I. Sides
- II. Perimeter
- III. Height
- IV. Diagonal

Assessment IV – Answer

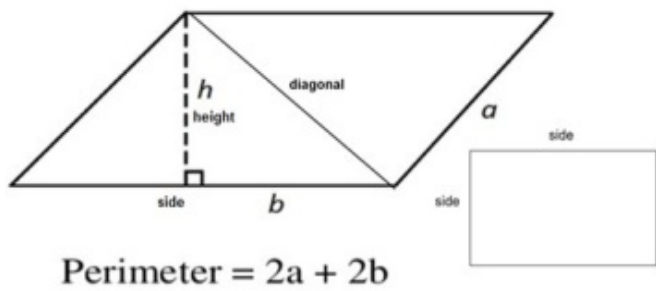


Image Source:

All images are self-created.

Time to teach	Asset Type	Theme	Sub Theme
15 Minutes	Assessments	GEOMETRY	Parts of Triangle, Circle an Parts of Triangle, Circle an

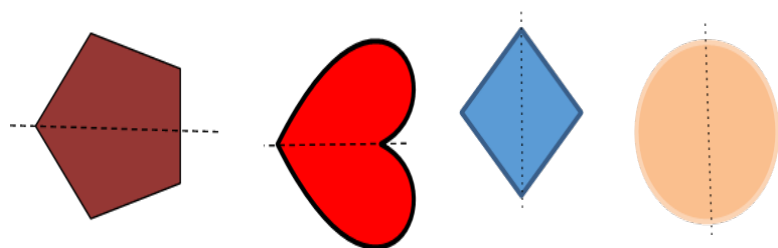
6. MS_Line of Symmetry

Teacher may start the class by recalling the definition of **'Line of Symmetry'** Line of

symmetry divides a shape into two mirror-image halves.

Or state that "To reproduce or duplicate an image of a shape over an imaginary line and the shape appears unchanged, then we can say that the shape has reflection symmetry or line of symmetry. The imaginary line that we reflect over is called the **line of symmetry**."

The imaginary dashed lines are the lines of symmetry for the shapes given below. Both the halves are identical along the dotted line.



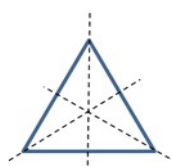
The dashed lines shown below are NOT 'Lines of Symmetry' even though the dotted line divides the shape into half. Because both the halves are not identical.



Line of Symmetry for the regular figures

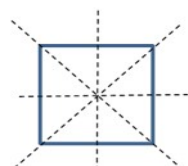
Teacher can draw or create flash cards and explain the line of symmetry.

Three lines of symmetry



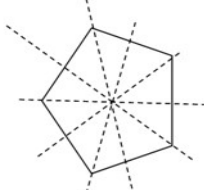
Equilateral triangle

Four lines of symmetry



Square

Five lines of symmetry



Regular Pentagon

Image source: All original images

Time to teach	Asset Type	Theme	Sub Theme
10 Minutes	Main Script	GEOMETRY	Symmetry, Symmetry

7. SA_Robot using shapes

Aim: Draw a robot using different geometrical shapes:

Resources Required: Pencil, scale, color pencil, eraser, A4 paper (blank) and a bangle to draw a circle. Each student will bring all these from home.

Setting for the Activity: Indoor

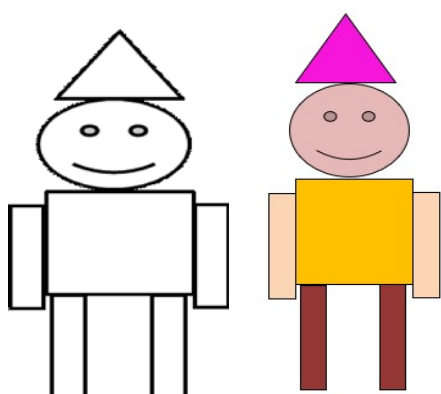
Type of Activity: Craft

Procedure:

Teacher may show the sample robot shown below or draw the same on the blackboard.

Teacher to instruct the students to keep their table clean and observe the image and draw similar 'Robot' using only geometrical shape

- 1) Draw a square for the body
- 2) Draw Rectangular arms and legs
- 3) Draw Circle for the face and draw eyes and mouth
- 4) Draw a triangle for a Triangular cap
- 5) Students may color the Robot.



Instructions to Teacher: This activity could be an independent activity by the students.

Answer the following Questions:

- 1) How many different shapes are used, name them.

Answer: Four, Triangle, circle, square and rectangle.

2) Which shape is used for the arms?

Answer: Rectangle.

3) How many rectangles are used?

Answer: Four

4) Can you use any other shape for the body?

Answer: Yes, Triangle or Rectangle. (Answer may vary)

Conclusion:

Students will be able to draw a robot using different shapes like Triangle, circle, square and rectangle.

Image Source:

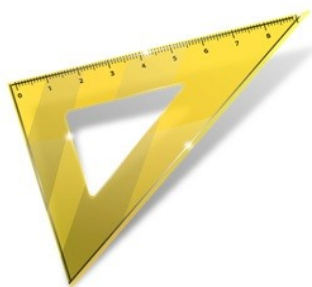
Original Images

Time to teach	Asset Type	Theme	Sub Theme
15 Minutes	Suggested Activity	GEOMETRY	Parts of Triangle, Circle and Parts of Triangle, Circle and

8. DD_2 D shapes

We see many shapes in our day-to-day life.

1) The sets square you use is triangular in shape.



2) Your mother makes chapathi in round shape.



Dinner plates and Roti

3) Some biscuits are square in shape.



4) Window and gates are rectangular in shape.



TV, mobile, table, chair, cars, doors are of different shapes.

Teacher may ask the students to name a few things that they come across in day to day life and identify their shape.

Image Source:

<https://pixabay.com/en/percussion-triangle-instrument-1594331/>

<https://pixabay.com/en/mid-day-meal-menu-934397/>

<https://pixabay.com/en/biscuits-biscuit-sweet-breakfast-3198817/>

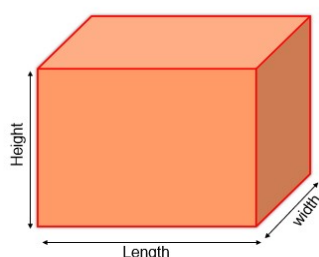
<https://pixabay.com/en/glass-facade-window-architecture-3179986/>

Time to teach	Asset Type	Theme	Sub Theme
5 Minutes	Day-to-day Relevance	GEOMETRY	2D Shapes, 2D Shapes

9. MS_3 D Shapes

Teacher may start the class with these statements, a 3D shape is a shape that has three dimensions.

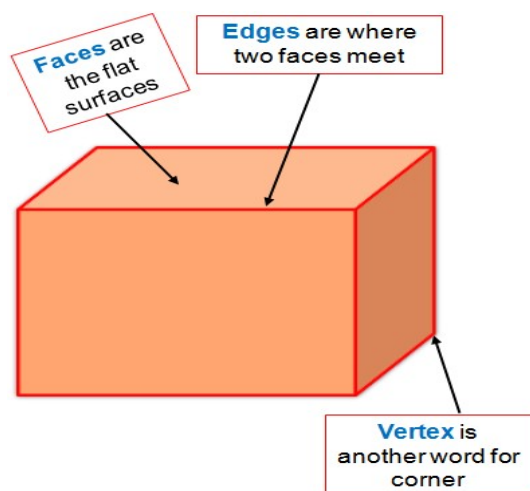
3D shapes have **length**, **width**, and **height**. Most importantly, they **occupy space**.



A **face** is the flat surface on solid shape.

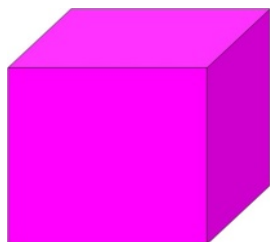
An **edge** is the side where two faces come together.

A **vertex** (plural vertices) is the corner of the shape where three or more faces meet.



Properties of the 3D shapes:

1) A cube has **6 faces** of the same size, **8 vertices** and **12 edges**.



Can you think of any objects which has the shape of a cube?

Rubik's cube, gift box, cardboard box, Toy alphabets box, Dice etc.

2) A cuboid has **6 faces**, **8 vertices** and **12 edges**.



Can you think of any object which is in cuboid shape?

Building, washing machine, Bus, Rail coach etc.

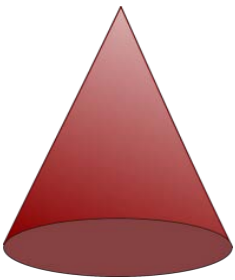
3) A sphere has **no flat face**.



Can you think of any object which is in spherical shape?

Football, orange, Tennis ball, Earth, Apple etc.

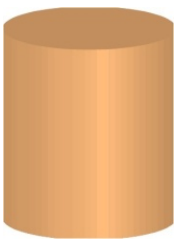
4) A cone has **one flat face** and **one vertex and no flat edges**.



Can you think of any object which is in cone shape?

Cone ice cream, megaphone, party hat, Traffic cones.

5) A cylinder has **2 circular face** or surface.



Can you think of any object which has the shape of a cylinder?

Juice cans, Thermos, Spray can, Waste bin, etc.

6) A Square prism has **5 faces**, **8 edges** and **5 vertices**.



Can you think of any object which has the shape of a cylinder?

Pyramids

Image Source:

<https://openclipart.org/detail/292065/blue-sphere>

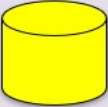
<https://openclipart.org/detail/82747/brown-cone>

<https://openclipart.org/detail/181458/refactoring-pyramid>

Time to teach	Asset Type	Theme	Sub Theme
15 Minutes	Main Script	GEOMETRY	3D Shapes, 3D Shapes

10 QA_3 D Shapes

Complete the table given below by identifying the 3 D shapes.

No.	Questions	Drawing	3 D Shape
1	I am a solid shape and I look like a dice. What shape am I?		
2	A brick looks like me. I am a solid shape and have 2 long sides and 2 short sides. What shape am I?		
3	I am solid and have a shape of a cricket ball. What shape am I?		
4	I am a famous structure in Egypt. I am pointed at the top and flat at the bottom. What shape am I ?		
5	I look like an oil drum. I have 2 faces in circular shape. What shape am I ?		
6	You put your ice cream in me. I can also be a party hat. What shape am I?		

Note to the Teacher:

- Teacher can use the above table and create a matching the shape to the description worksheet.
- Create flash cards for matching game.
- Teacher can read out the questions and ask the students to draw and label the objects.
- Teacher can ask the students to identify the real objects in their surroundings for the description given.
- Teacher can use all three columns or any combination as worksheet.

Answers:

1. Cube
2. Cuboid
3. Sphere
4. Square Prism (Pyramid)
5. Cylinder
6. Cone

Image Source:

<https://opencart.org/detail/292065/blue-sphere>

<https://opencart.org/detail/181458/refactoring-pyramid>

<https://opencart.org/detail/82747/brown-cone>

Time to teach	Asset Type	Theme	Sub Theme
8 Minutes	Assessments	GEOMETRY	3D Shapes, 3D Shapes

11.IQ Identify the 3D Shapes

- 1) What 3 D shapes do we see in the various rooms in our house?

Teacher may show PowerPoint slides and prompt the students to identify the 3 D shapes in the following rooms:

Kitchen:

Bedroom:**Living room:****Classroom:****Possible Answers:**

Kitchen : Cupboards, Gas Stove, Utensils, Fridge

Bedroom - Cupboard, Cot, Table

Living Room: Sofa, Table, Wall Hanging

Classroom : Table, Chair, Cupboard

Image Source:

<https://pixabay.com/en/kitchen-room-kitchen-interior-1085990/>

<https://openclipart.org/detail/196448/bedroom>

<https://openclipart.org/detail/300395/living-room-scene>

<https://openclipart.org/detail/263632/small-home-righted-oil-painting-look>

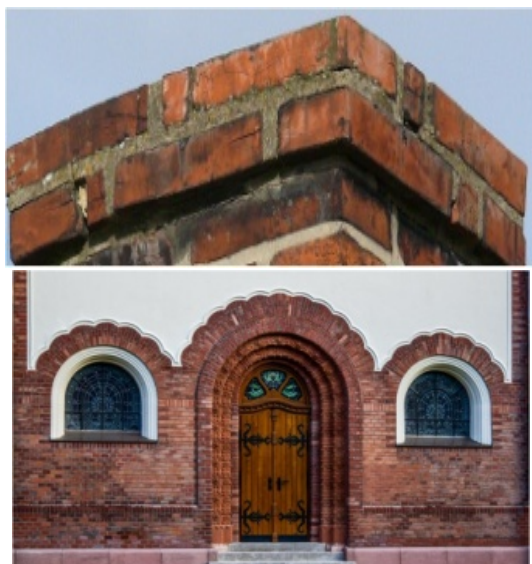
Time to teach	Asset Type	Theme	Sub Theme
8 Minutes	Inquisitive Questions	GEOMETRY	3D Shapes, 3D Shapes

12. MS_Jaalis and Jharokhas

Teacher may begin the class with the introduction of the concept **Patterns** by saying “**Any repeated decorative design can be called a pattern**”. We see patterns in nature and in our daily life. Teacher may start with patterns on definite objects from surroundings like designs on clothes, floor etc. and moves to abstract patterns through drawings, then numbers, letters of the alphabet etc.

Nature contains a variety of patterns. Patterns are found in plants and animals. There are patterns in the sand dunes created by blowing winds.

We create patterns using materials like bricks, sticks, stone, leaves, iron rods etc



We can also create patterns with numbers and letters

We can create patterns using art work by drawing rangoli using colors, printing etc.

All patterns follow a rule or rules. Teacher shall explain that the word '**sequence**' means the same thing as '**pattern**'.

Jaalis:

Jali's perform 3 functions.

- It allows sufficient light and air to enter into the room.
- One can peep into the streets without being seen
- The carvings on it gives it a decorative look from the exterior.



Jarokhas:

Jharokha means window. A balcony, or Jharokha are structures which project from the upper storey of a house.

The Jharokha are a typical feature of the Rajput Architecture. In modern times, they are called '**Balconies**'.



Khajuraho

Look at the Jaalis and the Jharokha in Hawa Mahal Palace, Jaipur.



Arch: Have you seen bridges and buildings with 'Arch' shape.

A Special Arch

It has a nice name "**Ghoonghat wali mehrab**" means, the arch with a veil.

We often find this special pattern above main doors of houses or even windows.

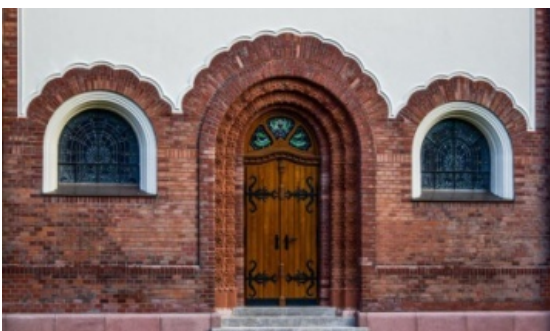


Image Source:

<https://www.pexels.com/photo/brown-and-white-structure-168609/>
<https://pixabay.com/en/delhi-mosque-great-mughal-facades-1456974/>
<https://pixabay.com/en/india-rajasthan-jaisalmer-palace-1457052/>
<https://pixabay.com/photos/khajuraho-architecture-travel-3283685/>
<https://pixabay.com/en/hawa-mahal-palace-jaipur-rajasthan-441563/>
<https://www.pexels.com/photo/brown-and-white-structure-168609/>

Time to teach	Asset Type	Theme	Sub Theme
15 Minutes	Main Script	GEOMETRY	Patterns on Walls and Floor Walls and Floors

13. SA_Creating Patterns

Aim: To create patterns with articles or objects around us.

Resources Required: Teacher shall ask each student to bring empty bottle caps about 20 to 30 numbers.
(Plastic or metal)

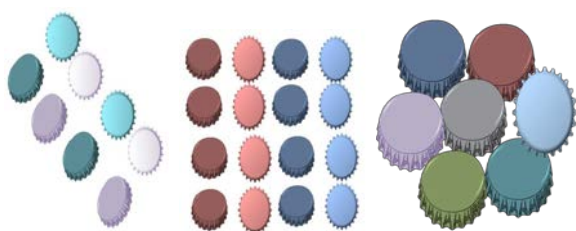
Setting for the Activity : Indoor

Type of Activity: Craft

Procedure:

Ask the students to bring empty bottle caps to the school.

Form teams or work in pairs and create various patterns using colored bottle caps.



Instructions to the Teacher:

Teacher shall ask the students to make patterns using any other objects.

Teacher shall change the activity with any one of the activities given below:

1. Students can make patterns arranging their notebooks and text boxes to make different wall and floor patterns.
2. If possible, the teacher may take the children to a construction site to know the planning of floor designs arc and jaalis.
3. Teacher may arrange to bring a brick to the class to touch and feel the surface, edges, and corners of the brick.

This activity could be independent activity, in pairs or groups.

Conclusion:

Thus, the students will know to create patterns using various objects around them.

Image Source:

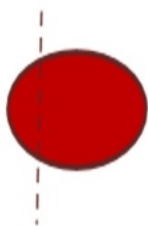
<https://openclipart.org/detail/226185/bottle-caps>

Time to teach	Asset Type	Theme	Sub Theme
10 Minutes	Suggested Activity	GEOMETRY	Patterns on Walls and Floor Walls and Floors

14. QA_Line of Symmetry and Patterns

Answer the following questions:

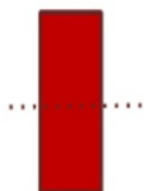
1) Is the dashed line a line of Symmetry? Give reason.



Answer :

No. The line of symmetry will have two identical halves.

2) Is the dashed line a line of Symmetry? Justify your answer.



Answer:

Yes The line of symmetry divides into two identical halves.

3) Is the dashed line a line of Symmetry? Give reason.



Answer:

Yes The line of symmetry divides into two identical halves.

4) Draw the lines of Symmetry. How many there are?



a)

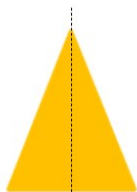


b)



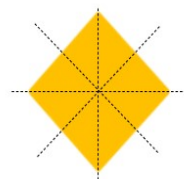
c)

Answers:



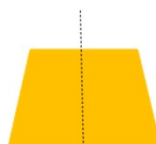
1 Line of Symmetry

a)



4 Lines of Symmetry

b)



1 Line of Symmetry

c)

5) Look at the brick and answer the questions at the end:



A



B



C

a) What does it look like when seen from a distance?

Answer:

A. Rectangle B. Cuboid C. Rectangle

b) How many faces does it have?

Answer: 6

c) Write the number of edges?

Answer: 12

d) How many corners does it have?

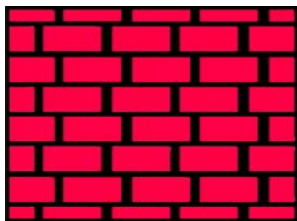
Answer: 8

e) What is the shape called?

Answer: Cuboid

6) Draw a brick wall pattern

Answer: Drawing may vary



7) Draw a Jalli Pattern.

Answer: Drawing may vary



Image Source:

<https://openclipart.org/detail/202301/red-brick-wall>

<https://pixabay.com/en/jaipur-rajasthan-india-architecture-1019212/>

Other images are self created

Time to teach	Asset Type	Theme	Sub Theme
10 Minutes	Assessments	GEOMETRY	Symmetry, Symmetry

15. VC_Love and Kindness

Love and kindness

We have just learnt that there are different sizes and shapes of Bricks: Small, big, rectangular, square, round, curved etc.

These different sized and shaped bricks are useful for different types of walls, windows, arches etc.



Even in our real life, we see different types of people around us. Short and tall; fat and thin; Good and bad; rich and poor etc.

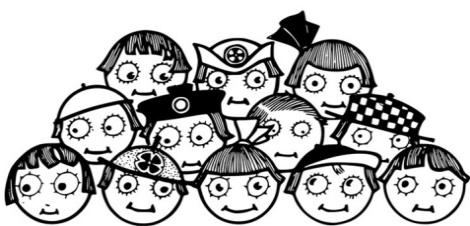
People are also from different places, speak different languages and practice different religions.



Yet, each of us are unique and we are all created by the God who created you, me and all others.

So, we are all children of the same God and we are brothers & sisters. We should be kind to each other and help each other irrespective of our differences.

So Children, spread love and be kind to the people, so that this world is a better place for all of us to live together happily in peace and brotherhood.



Song: Loving Kindness

We shall give to all we meet loving kindness

Helping in the hour of need bringing light, peace & joy

We are brothers and sisters all in loving kindness

Sharing with our fellow men, we are one small world.

Click on the link below to listen to the audio of the above song online.

Audio Link : <https://www.google.com/url?q=http://sssbpt.org/audio/EHV/Track2.mp3&sa=D&ust=1565193406029000>

Image Source:

- Couple - <https://pixabay.com/illustrations/man-women-couple-joy-dancing-2956377/>
- Man with headphones - <https://pixabay.com/illustrations/man-dancing-headphones-music-1454440/>
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- <https://www.google.com/url?q=https://pixabay.com/vectors/cartoon-children-creepy-cute-face-1294675/>

Time to teach	Value Type	Value Sub Type	Value Attribute
10 Minutes	Love		Songs

15.MS_Summary_Building with Bricks

Summary of Building with Bricks:

- **Parts** of Triangle, circle and quadrilateral.
- **Line of symmetry** divides a shape into two mirror-image halves.
- Line of symmetry for regular figures.
- A 3D shape has three dimensions, length, width, and height.
- A **face** is the flat surface on solid shape.
- An **edge** is the side where two faces come together.
- A **vertex** (plural vertices) is the corner of the shape where three or more faces meet.
- 3D shapes around us.
- Any repeated decorative design can be called a **pattern**.
- We can create patterns with numbers and letters.
- Jaalis and Jharokhas are pattern in a building, arch can be found in buildings and bridges.
- Spread love and be kind to people, So that, this world is a better place for all of us to live together happily in peace and brotherhood

Time to teach	Asset Type	Theme	Sub Theme
5 Minutes	Main Script	GEOMETRY	Shapes and Spatial Understanding, Walls and Floors, 3D Shape and Spatial Understanding, Walls and Floors, 3D Shape

Master Lesson Plan

Seven Asset Methodology for MLP

What is the purpose of this Master lesson Plan?	This Master Lesson Plan (MLP) prepared by Sri Sathya Sai Vidya Vahini (SSSVV), covers the entire chapter for the given board. The MLP for the chapter given in the textbook is broken down into smaller modules known as assets. Any chapter can be taught using the 7 asset types in SSSVV methodology. Several different assets together complete the entire chapter. Depending on the requirement, each asset is supported by teaching aids such as animated presentation, audio, video, and learning aids such as worksheets. The MLP is for the teacher's preparation and the teaching aids are for use in the classroom.
How to use it?	You can prepare for your class with this MLP by following 3 simple steps: 1. Read your textbook; 2. Go through the information given in the assets (document & multimedia); 3. Prepare your teaching notes. Great! Now you are ready to transact the chapter.
Duration	Kindly note the duration given for each asset. Due care has been taken in planning the assets, to ensure the chapter is completed within the time specified by the Board. Note: Preparation time is not included in the asset duration. The teaching time depends on the duration of the teaching aids and is not impacted by the length of the MLP.
What is a 'Main Script' (MS) Asset?	The Main Script asset is there for explaining the main concepts of the chapter clearly. The information given in the textbook is simplified, organised and structured to give more clarity. Additionally, you may find a video or mnemonics or a graphic organiser to deepen the understanding of the concept.
How to teach using the MS asset?	Please use the blackboard, slides and interaction to develop the concept.
What is an 'Inquisitive Questions' (IQ) asset?	The Inquisitive Questions asset uses questions to promote higher order thinking like the n^{th} why, what-if, new perspectives, cause-effect, and others, creating curiosity.
How to teach using the IQ asset?	You may use the questions to connect with the students, encourage exploration to engage them in the learning process. You may allow multiple responses and instead of rejecting any of the responses, ask why, before revealing the suggested answer or hints.
What is a 'Day to day Relevance' (DD) Asset?	The Day to Day Relevance asset helps students understand the practical relevance of every topic, making them eager participants in the classroom. If students connect the concepts to their environment, they would learn meaningfully without dislike or simply memorizing for exams.

How to teach using the DD asset?	You may use the asset by asking questions about their experience and use it to establish why they are learning the topic. If necessary you may substitute with a recent or local example.
What is an 'Interesting Aside' (IA) asset?	The Interesting Aside asset uses attention grabbing titbits or anecdotes to bring joy and satisfy the child's hunger to know more. This is a quick/short asset intended to bring attention back to the main concept being taught.
How to teach using the IA asset?	You may use this asset to give a piece of interesting information relevant to the topic, without prolonged explanation/discussion. You may suggest appropriate books for further reading.
What is a 'Suggested Activity' (SA) Asset?	The Suggested Activity asset provides a detailed step by step procedure for the teacher to conduct a hands-on activity. This promotes Activity Based Learning.
How to teach using the SA asset?	You may use this asset to energise your students to learn by doing simple, fun-filled activities based on the topic. The asset includes - preparation, activity, and follow-up. You may engage the students in the preparation and follow-up stages to develop collaboration and responsibility. You could try it once, yourself, before the actual delivery to be more comfortable with it. Note: The duration mentioned in the asset is usually for the activity part only.
What is a 'Value Content' (VC) Asset?	The Value Content asset integrates Universal Human Values (such as empathy, inclusivity, respect for nature that translates into responsible behaviour) seamlessly into the curriculum, as the "End of education is character".
How to teach using the VC asset?	You may use this asset to engage with the students to bring out their innate values and connect with the intrinsic values in the topic/concept. The asset includes pointers on the specific pedagogical technique followed.
What is a 'Questions to Assess' (QA) asset?	The Questions to Assess asset uses an interactive approach to check learning of different types of learners, and provides feedback to the teacher for appropriate action. The questions cater to all the levels of Bloom's Taxonomy. Questions from 'Apply' level and above enable students to reflect on their learning.
How to teach using the QA asset?	You may go through the slides to understand its flow and know when to click for the answer (slides include suggested answers). While presenting in the class, you may display the question and encourage multiple responses, before revealing the answer. In some cases, this asset may include extra questions/worksheet that can be given as homework.