



Master Lesson Plan

For

The Junk Seller

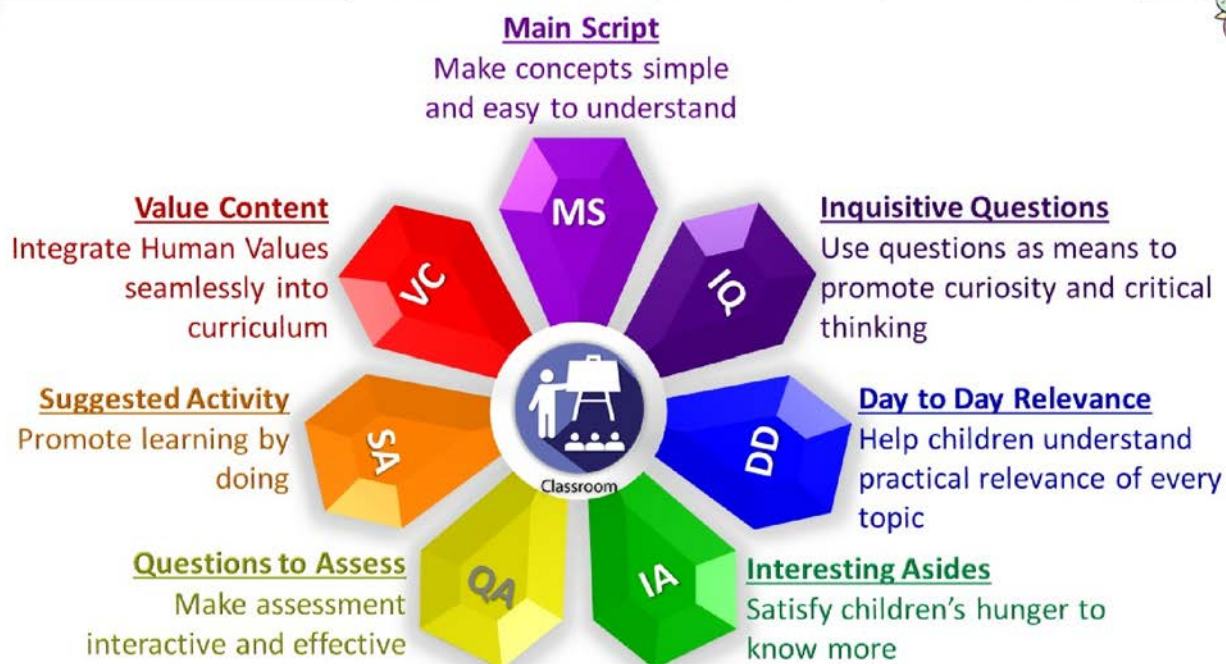
Board	Standard	Subject	Chapter	Language	Reference Link	Creation
CBSE	STD IV	Mathematics	The Junk Seller	English	The Junk Seller	2020-09

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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.

The Junk Seller

1. MS_Objectives_The Junk Seller

Notes to the teacher:

This asset lays down the proposed plan for transacting this chapter.

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:

- Analyse the purpose of bills and receipts
- Explain the application of bills and receipts
- Solve questions on bills and receipts
- Calculate cost price and selling price
- Apply the concept of lattice multiplication
- Compare the prices of articles
- Differentiate loan, profit and loss
- Prepare a budget list
- Appreciate barter system
- Able to adapt to criticism

Time to teach	Asset Type	Theme	Sub Theme
3 Minutes	Main Script	Multiplication	

2. IQ_Bills and Receipts

The teacher could ask the following questions and summarize various responses given by the students.

1. If you get Rs. 1 on Monday, Rs. 2 on Tuesday, Rs. 4 on Wednesday and Rs. 7 on Thursday. If the same pattern continues, what sum of money would you have at the end of the week?

Answer:

Find the pattern how the numbers are appearing

Monday Tuesday Wednesday Thursday Friday Saturday Sunday

Rs. 1 Rs. 2 Rs. 4 Rs. 7 Rs. 11 Rs. 16 Rs. 22

So, the pattern is Add 1, then add 2, 3, 4, ...

$1+1=2$, $2+2=4$, $4+3=7$, $7+4=11$, $11+5=16$, $16+6=22$ etc... (there can be many solutions)

At the end of the week add all Rs = $1+2+4+7+11+22 = \text{Rs. } 63$

Bill and Receipts

1. If Ram get Rs.1 on Monday, Rs.2 on Tuesday, Rs.4 on Wednesday and Rs.7 on Thursday. If the same pattern continues, what sum of money would Ram have at the end of the week?

MON	TUE	WED	THU	FRI	SAT	SUN
Rs 1	Rs 2	Rs 4	Rs 7	Rs 11	Rs 16	Rs 22

So, the pattern is Add 1, then add 2, 3, 4, ...

$1+1=2$, $2+2=4$, $4+3=7$, $7+4=11$, $11+5=16$, $16+6=22$

At the end of the week add all

$\text{Rs} = 1+2+4+7+11+16+22 = \text{Rs } 63$

1. For a children's movie, three types of tickets with values of Rs. 40, Rs. 60, Rs. 80 respectively were sold. If the same number of tickets were sold in each type and the total collection was Rs. 16,200, how many tickets were sold in each denomination?

Answer:

Since it is said that the same number of tickets were sold, we can add the cost of each type of ticket and divide by the total collection to get the total number of tickets sold.

That is, $\text{Rs. } 40 + \text{Rs. } 60 + \text{Rs. } 80 = \text{Rs. } 180$

Total collection Rs. 16200

Divide 16200 by 180 to get the number of tickets

So the number of tickets sold is 90



Image Source:

<https://pixabay.com/illustrations/entry-ticket-entry-tickets-entry-163575/&sa=D&ust=1565029358837000>

Time to teach	Asset Type	Theme	Sub Theme
10 Minutes	Inquisitive Questions	Money	Bills and Receipts

3. MS_Comparison of price and quantity

Teacher may start the class by saying –

'We purchase different things from the market and often we find that our friends have purchased the same things we have purchased at a cheaper or less price than we have or costlier or more price than we have for the same thing. So it is very important that we take care and make proper enquiry about the price before we buy things.

We can say price comparison is comparing the price of the same product in different shops for their price, quantity and quality.



Our money is wasted when we make unplanned purchases or without proper price comparison. As, children you should remember not to demand or be a spur-of-the-moment buyer.

When we compare the price of an article, it involves many steps like:

1. Locating the item, you want to buy and the quantity and the quality of the item.
2. Recognize the price listed on the item. Is it the unit price? For example, is it for 400 grams or 570 grams or kg.
3. Compare the quantity with the price.
4. Then make the decision is it less than, more than, bigger, smaller, cheaper or lower price.
5. Then only select the item

Teacher may write on the board the following and solve for the cheaper item:

Detergent 5 Kg pack at Rs. 87.0 or 3 Kg pack at Rs. 52.5



Answer:

First find per kg price:

Of 5 kg pack is Rs. $87.0 \div 5 = \text{Rs. } 17.4$

Of 3 kg pack is Rs. $52.5 \div 3 = \text{Rs. } 17.5$

The better bargain is the 5 kg pack

Bleaching Liquid

Brand A 4 litres at Rs. 36.0



Brand B 3 litres at Rs. 30

Answer:

Find the per liter price of

Brand A - of 4 litres is Rs. $36.0 \div 4 = \text{Rs. } 9$

Brand B- of 3 liters is Rs. $30 \div 3 = \text{Rs. } 10$

The better bargain is the Brand A

Rope

Brand Rex 3 meter at Rs. 54

Brand Tex 5 meter at Rs. 85



Answer

First find the per meter price:-

Brand Rex of 3 meter is Rs. $54 \div 3 = \text{Rs. } 18$

Brand Tex of 5 meter is Rs. $85 \div 5 = \text{Rs. } 17$

The better bargain is the Brand Tex

Image Source:

<https://www.pexels.com/photo/money-india-currency-indian-68912/>
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<https://www.pexels.com/photo/blur-close-up-deck-focus-220120/>

Time to teach	Asset Type	Theme	Sub Theme
20 Minutes	Main Script	Money	Compare Prices

4. MS_Bills and Receipts

Prepare a Bill

Teacher may start the class by saying “let us prepare a bill assuming that you are a shopkeeper and a customer buys the following items from you. The list below indicates the cost of each item or the list price

Note book (6 piece)	₹ 417
Ruler	₹ 14.50
Pencil Box	₹ 50.75
Instrument box	₹ 165.85

Assuming the customer wants to buy one of each.

The bill for the customer may be made as shown below.

ABC STATIONARY			
42,Rathnaiyak St, Thankapatty Koil, Perambur, Chennai-42			
BILL			
S.N.	Items	Amount	
		₹	Paise
1	Notebooks	417	00
2	A Ruler	14	50
3	Pencil Box	50	75
4	An instrument box	165	85
Total		648	10

Bill and Receipts

We have a something which is common in Comparison of rate, Profit, loss, Loan, Purchase cost, Selling price etc.,
Yes, Bill.

Let us first understand the elements of bill

XYZ PROVISIONS			
21, Samiyar street, 2 nd Main Road, Perambur- 11			
BILL			
S.N.	Items	Amount	
		Rs.	Paise
1	Sugar	62	00
2	Rava	48	00
3	Oil	105	00
Total		215	00

→ Company Name

→ Address

→ Particulars

→ Name of the Item

→ Amount in Rupees

→ Paise

→ Total cost

Time to teach	Asset Type	Theme	Sub Theme
20 Minutes	Main Script	Money	Bills and Receipts

5. QA_Comparison of price and quantity

Teacher may give the below questions and ask the students to solve for the cheaper item **1. Motor Oil**

Brand A: 4 liters at Rs. 496

Brand B: 5 liters at Rs. 565



Answer:

Find per liter price of brand A

4 litre is Rs. 496; so per liter price is $496 \div 4 = \text{Rs. } 124$

Find per litre price of brand B

5 litre is Rs. 565; so per liter price is $565 \div 5 = \text{Rs. } 113$

Answer The better bargain is the Brand B

2. Jam



Brand A: jam costs Rs. 50 for 500 grams. Brand B jam costs Rs. 32 for 400 grams

Answer:

Find per gram price of Brand A

$\text{Rs. } 50 \div 500 = \text{Rs. } 0.10$

Find per gram price of Brand B

$$\text{Rs. } 32 \div 400 = \text{Rs. } 0.08$$

Answer The better bargain is Brand B Jam

3. Paint

Brand A 4 litres at Rs. 296



Brand B 3 litres at Rs. 234

Answer

Find per litre price of Brand A

$$\text{Rs. } 296 \div 4 = \text{Rs. } 74$$

Find per liter price of Brand B

$$\text{Rs. } 234 \div 3 = \text{Rs. } 78$$

Answer The better bargain is Brand A

Image Source:

<https://openclipart.org/detail/283520/house-paint>

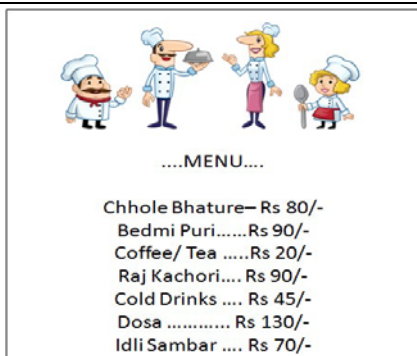
<https://openclipart.org/detail/277892/paint-can-with-brush-animation>

Time to teach	Asset Type	Theme	Sub Theme
10 Minutes	Assessments	Money	Compare Prices

6. QA_Bills and Receipts

The following questions could be asked to the students:

1. Imagine you are running a restaurant. Take a sheet of paper and list down the items available with the price of each. Hand this over to your classmate and ask them to choose their menu. Make a bill for the items chosen and take payment. Find out if you have to return any change.



1. Vinay visited a sport shop and purchased 2 Racquets for Rs200 each, 3 Shuttlecock for Rs 15 each, 2 Table Tennis Racquet for Rs 250 each, 6 Table Tennis Ball for Rs 10 each, 1 Cricket Bat for Rs 500 and a Cricket Ball for Rs 75. Make a bill for the following items that Vinay bought and calculate the amount he had to pay.



Rs 200/- each



Rs 15/- each



Table tennis bat Rs 200/- each and each ball Rs 10/-



Cricket bat Rs 500/- each and ball Rs75/-each

Image Source:

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<https://pixabay.com/photos/badminton-sport-shuttlecock-2362644/>
<https://pixabay.com/photos/table-tennis-sport-games-ball-play-4040601/>
<https://pixabay.com/vectors/cricket-bat-ball-britain-british-150560/>

Time to teach	Asset Type	Theme	Sub Theme
10 Minutes	Assessments	Money	

7. MS_Cost and Selling Price



Cost Price and Selling Price

Teacher may introduce that when we buy things then the, Cost Price is the price at which the items are bought and Selling Price is the price at which the items are sold. Also, she may write on the board the below statement

Selling price – Cost price = Profit (if Cost price is less than Selling price)

Cost price - Selling price = Loss (if Selling price is less than Cost price)

The teacher should give the following questions to the students to solve.

(Note: Usage of blackboard/ whiteboard here)

S.No	Cost Price	Selling Price	Profit	Loss
1	Rs 5000	Rs 6000		
2	Rs 12000	Rs 10000		
3	Rs 1800	Rs 2400		
4	Rs 5400	Rs 7200		
5	Rs 9100	Rs 8000		
6	Rs 6200	Rs 6000		
7	Rs 3300	Rs 4000		
8	Rs 1100	Rs 1900		

Answer

S.No	Cost Price	Selling Price	Profit	Loss
1	Rs 5000	Rs 6000	Rs 1000	
2	Rs 12000	Rs 10000		Rs 2000
3	Rs 1800	Rs 2400	Rs 600	
4	Rs 5400	Rs 7200	Rs 1800	
5	Rs 9100	Rs 8000		Rs 1100
6	Rs 6200	Rs 6000		Rs 200
7	Rs 3300	Rs 4000	Rs 700	
8	Rs 1100	Rs 1900	Rs 800	

Image Sources:

<https://pixabay.com/en/factory-industry-manufacture-154904/>

<https://pixabay.com/en/market-toys-fair-souk-bazaar-shop-2071975/>
<https://pixabay.com/en/man-shopping-holding-bags-3005457/>

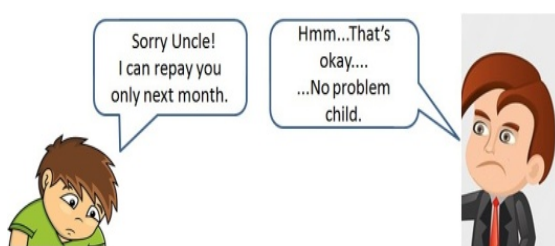
Time to teach	Asset Type	Theme	Sub Theme
20 Minutes	Main Script	Money	Cost Price and Selling Price

8. MS_Concept of Loan, Profit and Loss

Teacher may start the Class by saying :

“Sometimes we need money and we don’t have it with us, then we need to borrow money. We could borrow money from a friend or family member, and then we promise to pay the money back after certain time agreed.

Borrowing money from people close to you can sometimes put a strain on our relationship.



In comparison, borrowing from a bank is a business matter and has rules to follow. This borrowing of money is called a Loan. And we must pay back the borrowed amount and pay the Interest also.”



For example, the teacher may narrate this story

“A shoe manufacturer, XYZ Company, has received an order from a large trader in town for 3,000 pairs of shoes to be delivered in a month time. To complete production on time, XYZ Company has to hire a few more workers for stitching and pasting work. They have to purchase the raw materials. To meet these expenses, XYZ Company obtains loan in cash from the bank as advance payment for 1000 pairs of shoes with a promise to deliver the whole order by the end of the month. At the end of the month, XYZ Company is able to deliver the order, make a good profit, and repay the money that they had borrowed. In this case, company takes loan to meet the needs of production. The loan helps them to meet the ongoing expenses of production, complete production on time, and thereby increase his earnings. Loan therefore plays a vital and positive role in this situation.”



In another case, Swapna, a small farmer, grows groundnut on her three acres of land. She takes a loan from the bank to meet the expenses of cultivation, hoping that her harvest would help repay the loan.



Midway through the season the crop is hit by pests and the crop fails. She is unable to repay the bank and the interest she has to pay back increases over the year into a large amount. Next year, Swapna takes a fresh loan for cultivation. It is a normal crop this year. But the earnings are not enough to cover the old loan. She has to sell a part of the land to pay off the loan.



In Swapna's case, the failure of the crop made loan repayment impossible. She had to sell part of the land to repay the loan. Loan, instead of helping Swapna improve her earnings, left her worse off. Loan in this case pushes the borrower into a situation from which recovery is very painful."

Image Source:

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<https://openclipart.org/detail/190833/money-5000won-in-hand>
<https://pixabay.com/photos/peanut-field-groundnut-field-india-285952/>

Time to teach	Asset Type	Theme	Sub Theme
20 Minutes	Main Script	Money	Profit and Loss

9. DD_Loans and Profit

Loans and Profit

Teacher may start the discussion as shown in the table given below:

The following table shows people in a variety of occupations in urban areas. What are the purposes for which the following people might need loans?



Occupations	Reason for needing a Loan
Construction worker	Buying material
Graduate student who is computer literate	To start a company and buy computer
Household maid	To buy a house
Small shopkeeper	To buy goods
Auto rickshaw driver	To buy an auto rickshaw
A worker whose factory has closed down	Food for his family

Urban people and their LOAN needs



To buy Machinery



Construction Worker



To buy Computer



Graduate

Urban people and their LOAN needs



A maid

To buy House



To buy Toys



A shopkeeper



Image Source:

<https://pixabay.com/en/carpenter-hummer-wood-construction-1453880/>
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Time to teach	Asset Type	Theme	Sub Theme
5 Minutes	Day-to-day Relevance	Money	Bills and Receipts

10. SA_Budget List For The Party

Budget List for The Party

Aim: To prepare a “My Birthday Party List”

Resources Required: Paper, pencil eraser Procedure:

1. Make a list of items and their quantity you need to buy to celebrate your birthday with your friends.
2. Write down the number of friends you are planning to invite.
3. Find out the cost per item and the number of items you would require in making your birthday a smashing hit.
4. Record the cost against each item and find the total cost.
5. Remember, for items like birthday cake and candles you may need just one. Items like cake may be any number depending on the number of people you invite.



Write down the list of items, the number required and the cost

Sl. No	Name of the Item	Number Required	Total cost

Questions

1. I would need _____ to buy the list of items for my birthday party. (Ans: Money)

1. _____ is the least costly item of all.

1. I would require an amount of ₹ _____ to celebrate my birthday with my friends.



S_No	Name of the Item	Number required	Total Cost

Image Source:

<https://openclipart.org/detail/172418/happy-birthday>

<https://pixabay.com/vectors/checklist-check-marketing-project-154274/&sa=D&ust=1565028624523000>

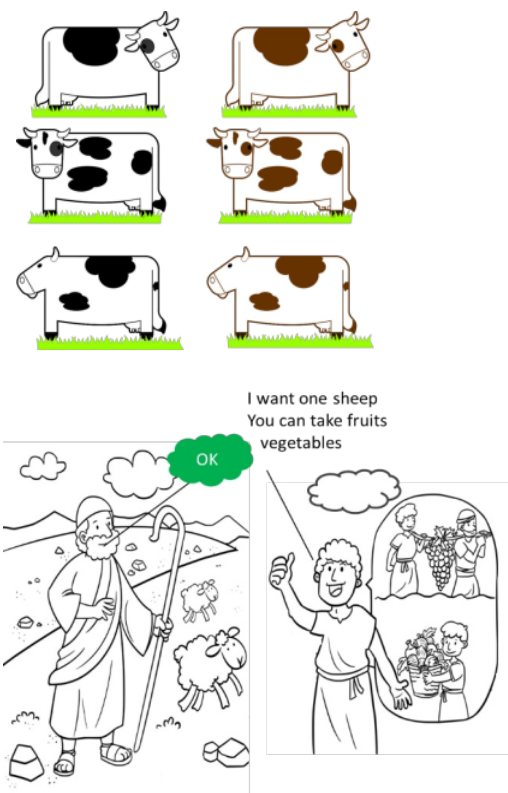
Time to teach	Asset Type	Theme	Sub Theme
25 Minutes	Suggested Activity	Money	Budget list

11. IA_Buying and Selling

Barter System

- A barter system is an old method of exchange
- The system has been used for centuries and long money was invented.

- People exchanged services and goods for other services and goods in return



Timeline: The history of money

Early men exchanged feathers, shells, beads for food, land, weapons then they exchanged Gems, precious metals like gold and silver, before paper and metal coins and paper currency was invented.



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<https://openclipart.org/detail/188618/gems>

Time to teach	Asset Type	Theme	Sub Theme
5 Minutes	Interesting Asides	Money	Buying and Selling

12. QA_Cost and Selling Price

The teacher could present the following questions for the students to answer:

Fill in the missing blanks:

S.No.	Cost Price	Selling Price	Profit	Loss
1	Rs 2400	Rs ?	Rs 400	0
2	Rs 1900	Rs ?	0	Rs 300
3	Rs ?	Rs 2900	Rs 100	0
4	Rs ?	Rs 1590	?	Rs 60
5	Rs 4100	Rs ?	Rs 5300	0
6	Rs 1200	Rs ?	0	Rs 180
7	Rs ?	Rs 1450	Rs 45	0
8	Rs ?	Rs 5900	0	Rs 490

Answer :

S.No.	Cost Price	Selling Price	Profit	Loss
1	Rs 2400	Rs 2800	Rs 400	
2	Rs 1900	Rs 1600		Rs 300
3	Rs 3000	Rs 2900	Rs 100	
4	Rs 1530	Rs 1590		Rs 60
5	Rs 4100	Rs 1200	Rs 5300	
6	Rs 1200	Rs 1080		Rs 180
7	Rs 1495	Rs 1450	Rs 45	
8	Rs 5410	Rs 5900		Rs 490

Time to teach	Asset Type	Theme	Sub Theme
20 Minutes	Assessments	Money	

13. QA_Concept of Loan Profit and Loss

See the table and give your answers: -

- Who paid lesser amount?
- Who paid greater amount and how much?
- What will be their monthly installments?

Name	Loan	loan taken paid in 6 months
Debu	Rs. 1800/-	Rs. 1830/-
Kali	Rs. 1800/-	Rs. 2100/-

- Answer: Debu
- Answer: Kali – Rs. 270.
- Answer: Kali – Rs. 350. and Debu – Rs.305.

- Shanti took a loan of Rs.3000 from a bank for one year and returned Rs.3800 after one year. What is the interest paid by her?

Answer Rs 800

3. Ratan took a loan of Rs.300 from a bank for 7 months and paid Rs.48 every month. Aman took a loan of Rs.300 from a person named Chunnilal and paid Rs.350 after 7 months.

Find out:

- a) How much amount will be paid by Ratan?
- b) Find out the interest paid by Ratan?
- c) Who has paid more (Ratan/Aman)?

Answer

- a) Rs. 336
- b) Ratan will pay Rs. 36 as interest.
- c) Aman paid more

4. Look at Kiran's rate list and answer the following questions:

Kind of junk	Price per kg
Waste paper	Rs 4
Newspaper	Rs 5
Brass	Rs.180
Plastic	Rs.10
Iron	Rs 12

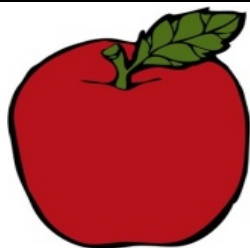
- a) How much will Kiran pay for 42 kg newspaper?
- b) How much Kiran has to pay for 22 kg plastic?
- c) Find out the cost of 2 kg Brass?

Answer

- a) Rs. 210
- b) Rs. 220
- c) Rs. 360

4. A fruit seller bought apples at Rs.110 per kg and sold them for Rs.125 per kg.

How much money did he gain after selling 20 kg of apples?



Answer Rs. 300

5. Vimla bought 5 ice-creams for Rs.25, Rs. 49, Rs.120, Rs.35 and Rs.150. How much money will she get back from a Rs.500 note?



Answer Rs. 121

Image Source:

<https://openclipart.org/detail/285258/three-ice-cream-cones>

<https://openclipart.org/detail/307400/chocolate-dip-mint-ice-cream>

<https://openclipart.org/detail/302147/ice-cream-11>

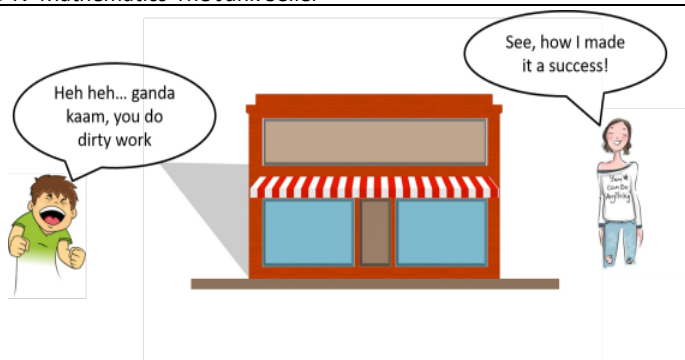
<https://pixabay.com/en/apple-fruit-red-fresh-healthy-29026/>

Time to teach	Asset Type	Theme	Sub Theme
10 Minutes	Assessments	Money	Loans and Profit

14. VC_What to Do with the Criticism?

What to Do with the Criticism?

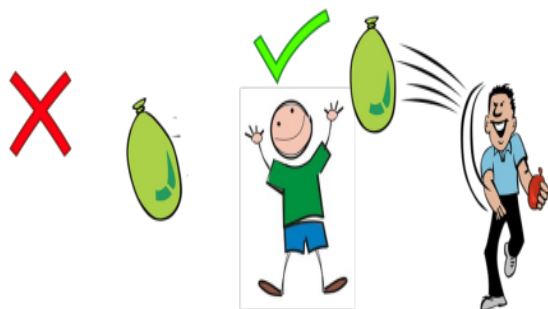
When Kiran opened a junk shop in her place, people laughed and teased her about her work. They called it '*gandaa kaam*' or 'dirty business'. But she did not think so. She knew this idea would work. And became successful in life.



That's is the power of positivity. People might criticize you for many things. But you can just turn the criticism to your advantage and prove to the world that you are happy with the decision you made.

Once a Master was sitting under a tree and meditating. A monkey sitting on a tree nearby laughed and threw a coconut on the head of the Master. But the master was neither angry nor displeased. He happily picked the coconut. Drank its water and ate the fleshy part. He then used both halves of the shells as balls.

Coconut used in this story is like the criticism that you face often. Criticism is not necessarily bad for you. You can always extract the best part from it and stay positive & happy.



Be thankful for any type of criticism that come your way and turn it to your advantage.

What to Do with the Criticism? || Uncle Lion's Tales

<https://www.youtube.com/watch?v=4FZqeEieB6I>

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<https://pixabay.com/vectors/check-cross-red-green-attention-158879/>

Time to teach	Value Type	Value Sub Type	Value Attribute
5 Minutes	Peace		Stories

15. MS_Lattice Grid Multiplication

The teacher could explain the following concept:

Grid or Lattice Multiplication

- Lattice multiplication is a method of numbers using a grid. It is equivalent to regular long multiplication, but the lattice method breaks the multiplication process into smaller steps, which some students find easier.

- Digits to be carried are written within the grid, making them harder to miss.
- After the lattice is constructed, a round of multiplication is followed by a round of addition, much as in traditional multiplication of large numbers.
- First, draw a grid that has as many rows and columns as the multiplicand and the multiplier. The grid shown here is for multiplying a 2-digit number by a 2-digit number.

Worked example:

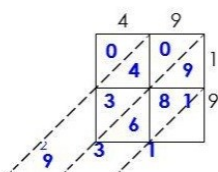
1. Find 49×19

Step 1: Write the numbers you are multiplying along the top and side of the grid.

Step 2: Multiply the single digits on the top by the single digits on the side to fill in the squares.

Step 3: Add diagonally to find your answer.

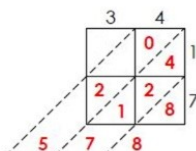
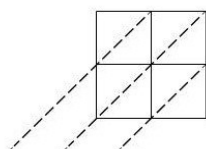
Note: When adding, you may have to carry double digit sums to the next place.



Answer: $49 \times 19 = 931$

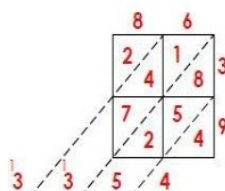
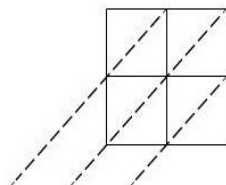
Solve using Lattice method:

1. Find 34×17

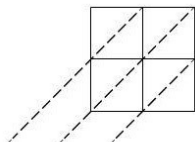
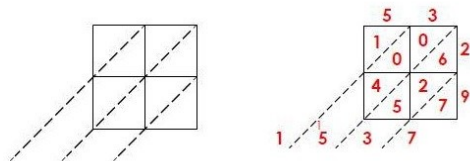
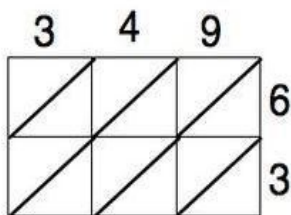


Answer: $34 \times 17 = 578$

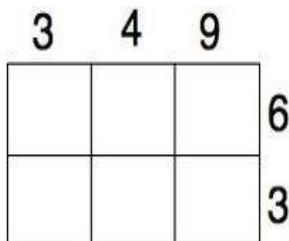
1. Find 86×39



Answer: $86 \times 39 = 3,354$

1. Find 24×56 .Answer $24 \times 56 = 1344$ 2. Find 53×29 .Answer $53 \times 29 = 1537$ Find 349×63 

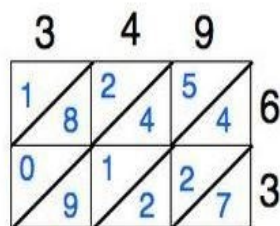
Now draw in
diagonals for each
box. These will
contain the partial
products.

 $349 \times 63 =$

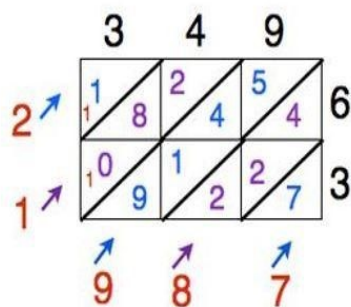
Because there are 3
digits by 2 digits, draw up
a box like this.



Begin multiplying: $6 \times 9 = 54$
Write in corresponding
square as shown



Continue multiplying the other
numbers: $6 \times 4 = 24$ etc.. Notice
if it is a single digit answer,
you write 09



Now add the diagonals. If you need to carry a number, add it to the next group of diagonals.

Answer: $349 \times 63 = 21987$ Image links: All the grids are originally created in MS.

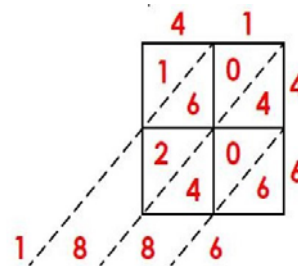
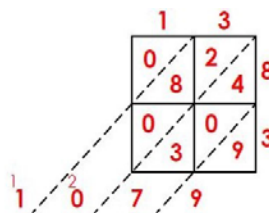
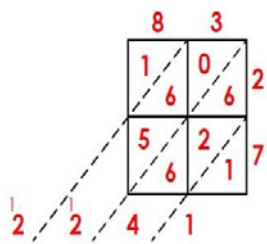
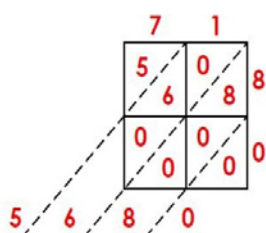
Time to teach	Asset Type	Theme	Sub Theme
20 Minutes	Main Script	Multiplication	Grid Multiplication

16. QA_Lattice Multiplication

The teacher could present the following questions to solve:

Solve Using Lattice method

- Find 71×80 .
- Find 83×27 .
- Find 13×83 .
- Find 41×46 .



Time to teach	Asset Type	Theme	Sub Theme
20 Minutes	Assessments	Money	

17. MS_Summary_The Junk Seller

In this lesson we learnt:

- Bills and Receipts

- Cost price and selling price
- Lattice
- Multiplication
- Comparing prices
- Loan, profit and loss
- To adapt to criticism

Time to teach	Asset Type	Theme	Sub Theme
5 Minutes	Main Script	Multiplication	

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 tidbits 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.