



Master Lesson Plan

For

Jugs and Mugs

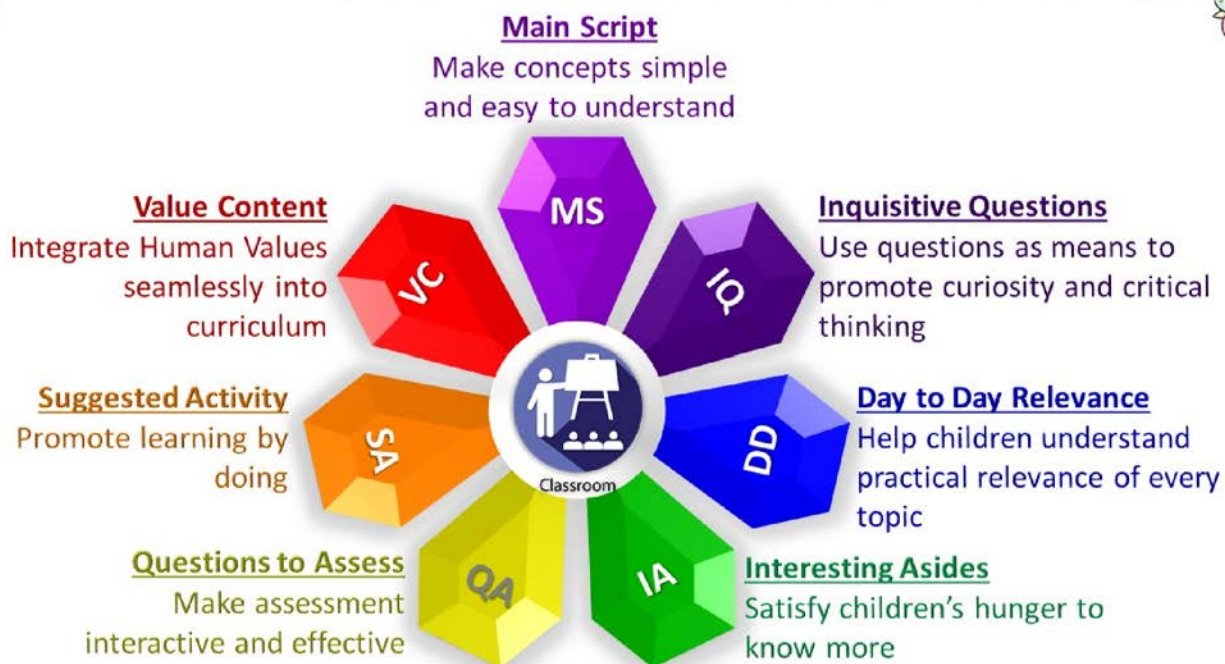
Board	Standard	Subject	Chapter	Language	Reference Link	Creation
CBSE	STD IV	Mathematics	Jugs and Mugs	English	Jugs and Mugs	2020-11

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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.

Jugs and Mugs

1. MS_Objectives_Jugs and Mugs

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:

- Explain the concept of volume and to convert between metric units of volume.
- Add or subtract various quantities and would also be able to convert various units.
- Solve practical problems related to addition and subtraction of capacities.
- Explain the concept of Capacity and Money through various examples.
- Analyse and apply the concept of capacities in daily life.
- Relate to application of volumes in day to day life activities.
- Prepare lemon juice by applying the concept of volumes.
- Test their knowledge about conversion between metric units of volume, capacities and money,
- Appreciate the fact that Greed always leads to grief.

Time to teach	Asset Type	Theme	Sub Theme
5 Minutes	Main Script	Measurement	Measurements of Liquids

2. MS_Measurement of Volume

Introduction: Volume or Capacity

The teacher may start the class by saying- **Volume** is how much space an object takes up. This is applicable for all solids, liquids and gases. All things occupy space.

Teacher may ask the students to identify solid objects in their class room for example



Blackboard



Table



Chair

Just like solids, liquids have a volume too. It is the amount of space any liquid takes up, but liquids have to be held in some sort of a container.

How much Liquid a vessel like Cups, Glass tumbler or bottles can hold is called **capacity of the container**.

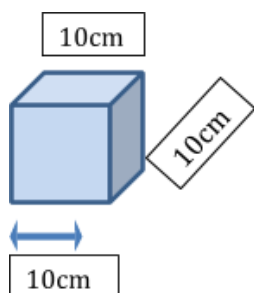
For example, if you pour yourself one glass of water from a bottle then we can say the capacity of the bottle is more than the capacity of the glass.



(Teacher can demonstrate by actually pouring water from a full bottle to an empty glass)

Measurement of Volume

Let us assume a container in the shape of a cube 10 cm high 10 cm long and 10 cm wide.



$10\text{cm} \times 10\text{cm} \times 10\text{cm} = 1000 \text{ Cubic Centimetre} = 1000 \text{ Millilitre}$ **Then**

the space occupied by this cube is what we can say as 1 litre

Measurement of Capacity:

In real life you would have seen 1 litre bottle, 2-litres bottle of water, milk, petrol, oil, juice are some examples. The capacity of a container is the quantity of liquid it can hold.

We measure the quantity of a liquid in Litres and Millilitres for smaller quantities.

Litres are denoted by **L or l** and **millilitres** by **ml**.

1000 ml makes 1 l (thousand millilitres is equal to 1 litre)

We are giving below some of the vessels:



Water Jug



Milk Bottle



Glass Tumbler



Coffee Cup



Shampoo Bottle



Bucket



Cooking Vessel

Measuring Vessels:

The vessels given below when completely filled will measure the quantity shown. These types of vessels are generally used to measure liquids like milk, oil, petrol

1 liter

500 ml

200 ml

100 ml

50 ml



Large quantities of liquids are measured in ‘Litres’ and small quantities in millilitre.

Image Source:

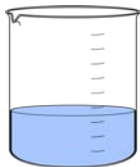
- <https://pixabay.com/en/chair-student-chair-wooden-chair-2319866/>
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- <https://pixabay.com/en/bottle-mineral-water-bottle-of-water-2032980/>
- <https://pixabay.com/en/milk-carton-drink-white-beverage-25176/>
- <https://pixabay.com/en/milk-bottle-glass-dairy-breakfast-2012800/>
- <https://pixabay.com/en/cup-coffee-beverage-ceramic-hot-156743/>
- <https://pixabay.com/en/calm-water-clear-drink-glass-2315559/>
- <https://pixabay.com/en/bucket-container-pail-tool-vessel-2027031/>
- <https://pixabay.com/en/boiling-food-and-cooking-kitchen-1300606/>
- <https://pixabay.com/en/shampoo-shampoo-bottle-1860642/>

Time to teach	Asset Type	Theme	Sub Theme
20 Minutes	Main Script	Measurement	Measurements of Liquids

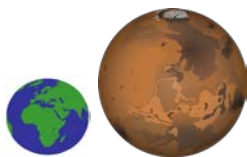
3. IA_Did you know

The Teacher could share the following facts related to capacities:

- 1) Volume of the earth is 260 billion cubic miles



- 2) The Volume of Earth is six times that of the nearest planet Mars.



- 3) Look at the two containers below, although they look very different, these two containers contain the same volume of liquid. The volume of a liquid is the amount of space it takes up. Although liquids change their shape when moved from one container to another, their volume always stays the same. For this reason, liquids are usually measured by their volume in litres.



Image Source:

- <https://pixabay.com/illustrations/globe-world-green-blue-earth-1579177/>
- <https://pixabay.com/vectors/mars-planets-red-planet-galaxy-25461/>
- <https://openclipart.org/detail/170205/becherglas>
- <https://openclipart.org/detail/1762/chemistry-set>

Time to teach	Asset Type	Theme	Sub Theme
5 Minutes	Interesting Asides	Measurement	Measurements of Liquids

4. SA_Thirst Aid

Aim: Let us make some Lemon Juice

Material required :

1. 1 bottle of water
2. 1 glass
3. 3 teaspoons of sugar
4. Pinch of salt
5. Half a lemon (15-20 drops)
6. 2 mint leaves

Students may bring these material from home.



Setting for the Activity: Indoor **Type of**

Activity: Demonstration **Procedure:**

- 1)** Take water from the bottle and pour 1 glass of water, add 3 teaspoons of sugar, a pinch of salt and 2 mint leaves.
- 2)** Take a lemon and cut into two halves and squeeze on half into the vessel.
- 3)** Stir the contents until the sugar fully dissolves and the juice is ready to serve.

Teacher may ask questions based on the above materials:

- 1)** If we have to make 2 glasses of lemon juice how much lemon is required?
- 2)** If we have to make 4 glasses of lemon juice how much sugar is required?
- 3)** If we have to make 3 glasses of lemon juice how much salt is required?

Note to the Teacher: It can be an activity for pair or individual.

Answer:

- 1)** For one glass of lemon juice $\frac{1}{2}$ Lemon required For 2

glasses of lemon juice $2 \times \frac{1}{2} = 1$ lemon required.

- 2)** For one glass of lemon juice sugar required = 3 tea spoons

For 4 glasses of lemon juice sugar required = $4 \times 3 = 12$ tea spoons

- 3)** For one glass of lemon juice salt required = 1 pinch

For 3 glasses of lemon juice sugar required = $3 \times 1 = 3$ pinches

Conclusion: Thus, the students are able to apply the concept of volume to prepare the lemon juice.

Image Source:

<https://pixabay.com/en/teaspoon-coffee-spoon-metal-eat-554065/>

<https://pixabay.com/en/lump-sugar-sugar-cubes-sweet-food-548647/>

<https://pxhere.com/en/photo/986088>

Time to teach	Asset Type	Theme	Sub Theme
15 Minutes	Suggested Activity	Measurement	Measurements of Liquids

5. QA_Capacity

The teacher could ask the following questions:

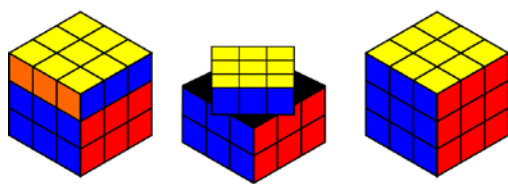
1) How many Millilitre make one liter?

Answer: 1000 ml

2) How many Liter make one Millilitre?

Answer: .001 litre

3) What will be the length, breadth and height of a cube which can occupy a space of 1 litre?



Answer: 10cm x 10 cm x 10 cm = 1000 cm³ or 1 litre

4) Volume can be measured in:

A) cm

B) cm²

C) cm³

Answer: cm³

5) Which is the correct abbreviation for millilitre?

A) ml

B) milli

C) mlll

D) mili

Answer: ml

Image Source:

<https://pixabay.com/en/rubik-s-cube-rubik-puzzle-cube-toy-146130/>

Time to teach	Asset Type	Theme	Sub Theme
5 Minutes	Assessments	Measurement	Measurements of Liquids

6. MS_Addition and Subtraction of Capacities

The teacher could demonstrate the following concept:

Addition of capacities:

To add capacities in litres or millilitres we simply add the numbers and write the unit.

$$\begin{array}{r} 75 \text{ ml} \\ + 12 \text{ ml} \\ \hline 87 \text{ ml} \end{array}$$

$$\begin{array}{r} 429 \text{ ml} \\ + 382 \text{ ml} \\ \hline 811 \text{ ml} \end{array}$$

$$\begin{array}{r} 156 \text{ ml} \\ + 228 \text{ ml} \\ \hline 384 \text{ ml} \end{array}$$

$$\begin{array}{r} 32 \text{ l} \\ + 48 \text{ l} \\ \hline 80 \text{ l} \end{array}$$



When capacities are given in different units, for adding we need to convert the bigger units into smaller units to ensure that all the units are the same.

Example:

To add 200 ml to 1 litre

$$\begin{array}{rcl} 200 \text{ ml} & = & 200 \text{ ml} \\ 1 \text{ L} & = & 1000 \text{ ml} \end{array}$$

Total 1200 ml

Subtraction of Capacities:

The rule applicable for addition is the same for subtraction:

$$\begin{array}{r} 750 \text{ ml} \\ - 266 \text{ ml} \\ \hline 484 \text{ ml} \end{array}$$

$$\begin{array}{r} 960 \text{ ml} \\ - 424 \text{ ml} \\ \hline 536 \text{ ml} \end{array}$$

$$\begin{array}{r} 125 \text{ ml} \\ - 88 \text{ ml} \\ \hline 37 \text{ ml} \end{array}$$

$$\begin{array}{r} 328 \text{ ml} \\ - 267 \text{ ml} \\ \hline 61 \text{ ml} \end{array}$$

When capacities are given in different units then they should be converted into the smaller units. The capacity with higher value should be subtracted from the lower value

Example:

To subtract 325 ml from 2 l

$$\begin{array}{rcl} 2 \text{ l} & = & 2000 \text{ ml} \\ - 325 \text{ ml} & = & 325 \text{ ml} \\ \hline & & 1675 \text{ ml} \end{array}$$

Image Source:

<https://openclipart.org/detail/294324/students-partner-work-two-males>

Time to teach	Asset Type	Theme	Sub Theme
10 Minutes	Main Script	Measurement	Measurements of Liquids

7. DD_Volume and Capacities in our Life

The teacher could discuss the following examples to explain the usage of the concept of volume in daily activities:

We come across many things in our day to day life from the morning till we go to bed:

1. Tooth paste
2. Tea cups
3. Water bottle
4. Swimming Pool
5. Buckets
6. Medicine in bottles
7. Soup bowl
8. Water Tank in our house/ village
9. Oil bottle



In the above example Swimming Pool, Buckets, Water tanks have bigger capacity and mainly measured in Litres.

Other items are usually measured in ml.

All items we buy in the market have their capacity, weight and price are mentioned on the cover. Take time to read through the written matter on the label or cover every time we purchase things.



Image Source:

- <https://pixabay.com/en/toothbrush-toothpaste-hygiene-309145/>
- <https://pixabay.com/en/cup-tea-white-beverage-drink-hot-150884/>
- <https://pixabay.com/en/bottles-plastic-bottle-bottle-60479/>
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- <https://pixabay.com/en/vitamins-tablets-pills-medicine-26622/>
- <https://pixabay.com/en/olive-oil-bottles-oil-cooking-food-576533/>
- <https://pixabay.com/en/cup-full-water-transparent-blue-35137/>
- <https://pixabay.com/en/soup-bowl-food-steam-pot-steaming-297736/>

Time to teach	Asset Type	Theme	Sub Theme
5 Minutes	Day-to-day Relevance	Measurement	Measurements of Liquids

8. QA_Addition and Subtraction of Capacities

Answer the following questions:

1) Add 180 litre with 196 litre

Answer:

$$= 180 \text{ l} + 196 \text{ l}$$

$$= 376 \text{ l}$$

Answer = 376 l

2) Add 220 l with 820 ml

Answer:

This question can be solved in two ways.

First, converting litres to millilitres and second converting millilitres into litres.

Let's calculate first in ml.

$$1 \text{ l} = 1000 \text{ ml}$$

$$220 \text{ l} = 2,20,000 \text{ ml}$$

$$\text{Adding, } 2,20,000 \text{ ml} + 820 \text{ ml} = 2,20,820 \text{ ml}$$

Answer = 2,20,820 ml

Now, calculating answer in litres 1 l

$$= 1000 \text{ ml}$$

$$= 820 / 1000 \text{ l}$$

$$= .820 \text{ l}$$

Therefore, adding $220\text{ l} + .820\text{ l}$

$$= 10.4\text{ l}$$

Answer = 220.82 l

3) Add 230 ml with 880 ml

Answer:

$$= 230\text{ ml} + 880\text{ ml}$$

$$= 1110\text{ ml}$$

Answer = 1110 ml

4) Subtract 195 l from 425 l

Answer:

$$= 425\text{ l} - 195\text{ l}$$

$$= 230\text{ l}$$

Answer = 230 l

5) Subtract 225 ml from 2 l

Answer:

This question can be solved in two ways. Firstly, converting l into ml and secondly, converting ml into l

Let's calculate first in ml

$$1\text{lt.} = 1000\text{ ml}$$

$$2\text{ lt.} = 2000\text{ ml}$$

Therefore, subtracting $2000\text{ ml} - 225\text{ ml} = 1775\text{ ml}$

Answer = 1775 ml

Now, calculating answer in liters 1 l

$$= 1000\text{ ml}$$

$$= 225/1000\text{ l}$$

$$= .225\text{ l}$$

Therefore, subtracting $2.000\text{ l} - .225\text{ l}$

$$= 1.775\text{ l}$$

Answer = 1.775 l

6) Subtract 210 ml from 954 ml

Answer:

$$= 954 \text{ ml} - 210 \text{ ml}$$

$$= 744 \text{ ml}$$

Answer = 744 ml

Time to teach	Asset Type	Theme	Sub Theme
10 Minutes	Assessments	Measurement	Measurements of Liquids

9. MS_Capacity and Money

Capacity and Money:

How much should you pay?

1) During summer my friends and I set up a lassi stall near my house and we charged as One

Small glass of Lassi ₹ 5/-

One Big glass of Lassi ₹10/-



Many people came to buy our delicious Lassi

Based on the above what amount I need to collect for

a) 2 small glass + 1 big glass

Answer = ₹20

b) big glass + 2 small gas

Answer = ₹40

2) Water required by a family for different purposes in a day is as follows:

Purpose	Amount of water used
Washing clothes and utensils	35 litres
bathing	86 litres
cooking	8 litres
gardening	3 litres

Find:

a) The total amount of water used in a day.

b) The total amount of water used in a week.

c) The total amount of water used in a month.

d) If the cost of 1 litre of water is ₹ 10/-. What is the total cost of water used in a month?

Answers :

a) We add all the quantities of water used $35\text{L} + 86\text{L} + 8\text{L} + 3\text{L} = 132\text{L}$ is the water consumed per day

b) If in one day the family consumes 132 L then in one week or 7 days the family will consume

$$= 132\text{L} + 132\text{L} + 132\text{L} + 132\text{L} + 132\text{L} + 132\text{L} + 132\text{L} = 924\text{L or}$$

$$132\text{L} \times 7\text{ days} = 924\text{ litres.}$$

c) Let us consider one month has 30 days

In one-day water consumed is 132 L, so in 30 days it will be $132\text{L} \times 30\text{ days} = 3960\text{L}$

d) The cost of 1 litre of water is ₹ 10/-. Therefore, for 3960 L of consumed in a month will be $3960\text{L} \times ₹ 10 = ₹ 39600/-$

Image Source:

<https://pxhere.com/en/photo/988398>

Time to teach	Asset Type	Theme	Sub Theme
10 Minutes	Main Script	Measurement	Measurements of Liquids

10. IQ_Think and Answer

The teacher could present the following questions to the students and wait for the responses given by them:

1) Aditya had to take 150 ml of medicine in 3 doses per day for 10 days. How much medicine he should take in each dose?



Answer: 5 ml

2) If a cup holds 250 ml, how many cups will be required to fill a 4 litre bottle?



Answer: 16 cups

3) Use the appropriate unit (L or ml) for the following:

a) Water in a small cup _____



b) Capacity of water in a water tank _____



c) Cough syrup in a spoon _____



d) Oil in an oil tank _____



e) Eye drop in an eyedropper _____



f) Water in the sump pit _____



g) Shampoo in sachet _____



h) Milk in a milk packet _____



3) Answer:

- a) ml
b) L
c) ml
d) L
e) ml
f) L
g) ml
h) L

Image Source:

- <https://pixabay.com/en/bottle-liquid-glass-lid-container-24226/> <https://pixabay.com/en/bottle-plastic-big-empty-307638/&sa=D&ust=1565174050116000> <https://pixabay.com/en/cup-drop-kitchen-measure-measuring-158986/>
- <https://www.google.com/url?q=https://pixabay.com/en/cup-saucer-drink-beverage-water-304886/&sa=D&ust=1565174050117000>
- <https://pixabay.com/en/water-tank-farm-country-2672411/>
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- <https://www.google.com/url?q=https://pixabay.com/en/dropper-eyedropper-sample-medicine-39973/&sa=D&ust=1565174050117000>
- <https://pixabay.com/en/construction-site-tools-ground-pit-576621/>
- Shampoo: OC: Self created using MS PPT <https://pixabay.com/en/milk-powder-food-nutrition-healthy-312369/>

Time to teach	Asset Type	Theme	Sub Theme
5 Minutes	Inquisitive Questions	Measurement	Measurements of Liquids

11. SA_My own standard measuring Bottle**My own standard measuring Bottle**

Aim : Make your own measuring bottle

Materials required : 100 ml bottle and big bottle of at least 2 liters with no markings.



Setting for the Activity: Indoor

Type of Activity: Demonstration

Activity 1:

Procedure

- Take a medicine bottle with 100 ml Capacity. Take another big bottle and this can be converted into a measuring bottle by following the steps given below.
- Fill the medicine bottle full with water and pour it into the big bottle.
- Mark the level of water in the big bottle with a permanent marker and write 100 ml.
- Fill the medicine bottle again and pour it into the big bottle and now mark the position of water as 200 ml outside the big bottle.
- Similarly, the process has to be repeated 8 more times and mark 300 ml, 400 ml, 500 ml, 600 ml, 700 ml, 800 ml, 900 ml till you reach 1000 ml which is 1 Litre.
- Now you have made a measuring bottle of one litre where you can measure 100, 200 ml etc.

Activity 2

Aim: Find the capacity of small glass.

Material: 1 litre jar, 3 different small capacity cups or glass.



Procedure:

- Take three different small capacity cups or glass and find out the capacity of these glasses using one Liter glass jar.
- Take one of the small glasses and fill it up with water and pour it in the 1 litre glass jar. Repeat this process until the jar is completely filled.
- If we used 8 small glasses to fill the 1 litre jar then the capacity of that small glass is as below Capacity

of 1 litre glass jar = 1 litre equal to 1000 ml

No of time small glass is used for filling the big bottle = 8 times

Capacity of Small glass = $1000\text{ml} / 8 = 125\text{mL}$

Similar procedure can be repeated to find the capacity of other small glasses

Conclusion: Students will be able to make their own measuring bottle and able to find the capacity of different container.

Image Source:

<https://pxhere.com/en/photo/611536>

<https://pixabay.com/en/mineral-water-bottle-empty-33734/>

<https://pixabay.com/en/water-hand-jar-glass-thirsty-3226252/>

<https://pixabay.com/en/glass-full-filled-water-cup-empty-303286/>

<https://pixabay.com/en/tumbler-cup-glass-color-mug-149751/>

<https://pixabay.com/en/drink-empty-container-liquid-glass-3078411>

<https://pixabay.com/en/drink-empty-container-liquid-glass-3078411/&sa=D&ust=1565174240155000>

Time to teach	Asset Type	Theme	Sub Theme
15 Minutes	Suggested Activity	Measurement	Measurements of Liquids

12. QA_Capacity and Money

The following questions could be shown:

1) Decide which one would you buy to save money? If, 1

- litre of milk packet costs ₹ 60
- 3 half litre of milk packet costs ₹ 93



Answer:

Three half litre packet = 500 ml + 500 ml + 500 ml

Cost of one half litre packet = ₹ 93 ÷ 3 = ₹ 31

To make one litre of milk we need to buy two packets of 500 ml + 500 ml =

₹ 31 + ₹ 31 = 62

So, it is better to buy 1 litre packet of milk. We can save ₹ 2

2) Your mother asks you to buy 3 litres of milk from the nearby shop. Only milk in 500 ml is available in the shop. What will you do? How many bottles will you buy?



Answer : 6 half litre packets make 3 litres

3) If a 500 ml bottle of milk costs ₹ 35 how much will 6 bottles cost ? How much change will you receive if you pay the cashier ₹ 500 note ?



Answer :

Cost of one bottle of milk = ₹ 35

Cost of 6 bottles of milk = ₹ 35 x 6 = ₹ 210

If we pay the cashier ₹ 500 then he will give back ₹ 500 - cost of milk ₹ 210 = ₹ 290

Image Source:

- <https://pixabay.com/en/milk-bottle-glass-dairy-breakfast-2012800/>
- <https://pixabay.com/en/milk-carton-drink-white-beverage-25176/>

Time to teach	Asset Type	Theme	Sub Theme
5 Minutes	Assessments	Measurement	Measurement of length

13. MS_Word Problems Addition and Subtraction of Capacities

Note: Assessment could be done in worksheets

Word Problems: Subtraction & Addition

1) Petrol tank of my car had 30 litres. My father filled 15 litres more. So total how much petrol is there in my car?



Step 1 Petrol already in the car	30 l
Step 2 More petrol filled	15 l
Total Petrol in the car	30 l
	+ 15 l
Answer	<u>45 liters</u>

45 litres of petrol is available in the car.

2) Mother purchased 2 litres of milk since she is expecting some guest. Already at home we have 500 ml bottle in the fridge. How much milk now we have?



Step 1 Milk Purchased	2 litres	= 2000 ml
Step 2 Milk already at home	500ml	= 500ml
Total quantity of milk at home		= 2000ml
		+ 500ml
Answer		2500ml

2500 ml of milk is available at home.

3) Ram and Shyam wanted to make juice for the family. Ram squeezed oranges and made 600 ml of juice while Shyam made 400 ml of juice. What is the total quantity of Juice made?



Step 1 Juice made by Ram	600 ml
Step 2 Juice made by Shyam	400 ml
Total quantity of Juice made	600 ml <u>+400 ml</u>
Answer	1000 ml

The total quantity of juice made is 1000 ml.

Subtraction of Capacities:

4) My father purchased 500 ml juice bottle. I drank 200ml. So how much juice is left in the bottle.



Step 1 Juice in the bottle	= 500ml
Step 2 Juice drank	= 200ml
Remaining juice in the bottle	= 500ml <u>- 200ml</u>
Answer	<u>300ml</u>

300 ml of juice is left in the bottle.

5) Sheela was having a jug with 1 Liter of water. While carrying it to the table she spilled some water on the way. She was left with 875 ml of water. How much water does she lose?



Step 1 Water in the Jug 1l	= 1000 ml
Step 2 Water in the jug after it was taken to the table	= 875 ml

Answer 125 ml

A yellow bucket with a white handle.

2) Arvind was preparing mixed fruit juice. He mixed lemon juice of 250 ml with pineapple juice of 280 ml. What is the total quantity of juice prepared?



Answer : 530 ml

3) Ram and Shyam were filling a tank with water. Ram's bucket can hold 6 Litres and Shyam's bucket can hold 8 Liters. What is the total quantity of water in the tank?



Answer: 14 Litres

4) Anu gave 220 ml to Meenu out of the 500 ml of milk given to her. How much did she drink?



Answer: 280 ml

Image Source:

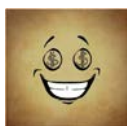
- <https://pixabay.com/en/ceramic-jug-water-jug-white-jug-1779307/>
- <https://pixabay.com/en/pineapple-juice-cocktail-pi%C3%B1a-colada-295078/>
- <https://pixabay.com/en/juice-glass-lemonade-straw-iced-35236/>
- bucket toy:<https://pixabay.com/en/bucket-toy-toys-1445344/>
- green bucket:<https://pixabay.com/en/green-bucket-household-bucket-2259947/> milk
- glass:<https://pixabay.com/en/milk-glass-fresh-healthy-drink-2474993/>

Time to teach	Asset Type	Theme	Sub Theme
15 Minutes	Assessments	Measurement	Measurements of Liquids

15. VC_Greed is dangerous

Children! We just learnt that a jug contains more volume than a mug. But can you drink a “jugful” of water when all you need is a “glassful” of water.

We know that more of anything we don't need is called excess and having too much excess means greed. Greed always leads to grief.



Story time:

A man possessed a hundred Sq. kms of land but that was not enough for him. He wanted to have more, at least a 1000 Sq. kms of land. For this reason, he travelled all around the world looking for good land. Finally he came to an empire in the Himalayas.

The king there received him warmly and offered him as much land as he desired but the size of the property would solely depend upon his stamina. The king told him – “Welcome my friend! I understand you are eager to have more land. Go at dawn and come back at dusk. You can take as much land as you have been able to hike across. Good Luck!”

The greedy stranger waited for the first rays of the rising sun. Then set off hastily on his walk. He wanted to cover as much land as possible. When the sun was close to horizon, he was still far from his starting point. He had to run in order to close the circle. But he was completely out of breath and was exhausted. Only a few meters were left from his starting point when he collapsed and died.

So, Children! Through the desire to have more, greed easily develops. It's a trait that brings in your downfall. Greediness is a behavior that every person should come out of. Greediness is always dangerous.

Youtube Video:

<https://www.youtube.com/watch?v=D-PRwEg6Q4E>

Image Source:

<https://www.google.com/url?q=https://pixabay.com/illustrations/smiley-emoticon-money-greed-funny-681601/&sa=D&ust=1565173176507000>

Time to teach	Value Type	Value Sub Type	Value Attribute
3 Minutes	Right Action		Stories

16. MS_Summary_Jugs and Mugs

- **Volume** is how much space an object takes up.
- The capacity of a container is the quantity of liquid it can hold.
- We measure the quantity of a liquid in **Litres** and **Millilitres** for smaller quantities.
- Litres are denoted by L or l and millilitres by ml.
- 1000 ml is 1 l.
- When capacities are given in different units, while adding or subtracting we need to convert the bigger units into smaller units to ensure that all the units are the same.
- Liquids are usually measured by their volume in litres.
- When we convert litres to millilitres, we multiply by 1000 and we convert millilitres to litres, we divide by 1000.
- Greediness is always dangerous.

Time to teach	Asset Type	Theme	Sub Theme
5 Minutes	Main Script	Measurement	Measurements of Liquids

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.