



Master Lesson Plan

For

Fun with Numbers

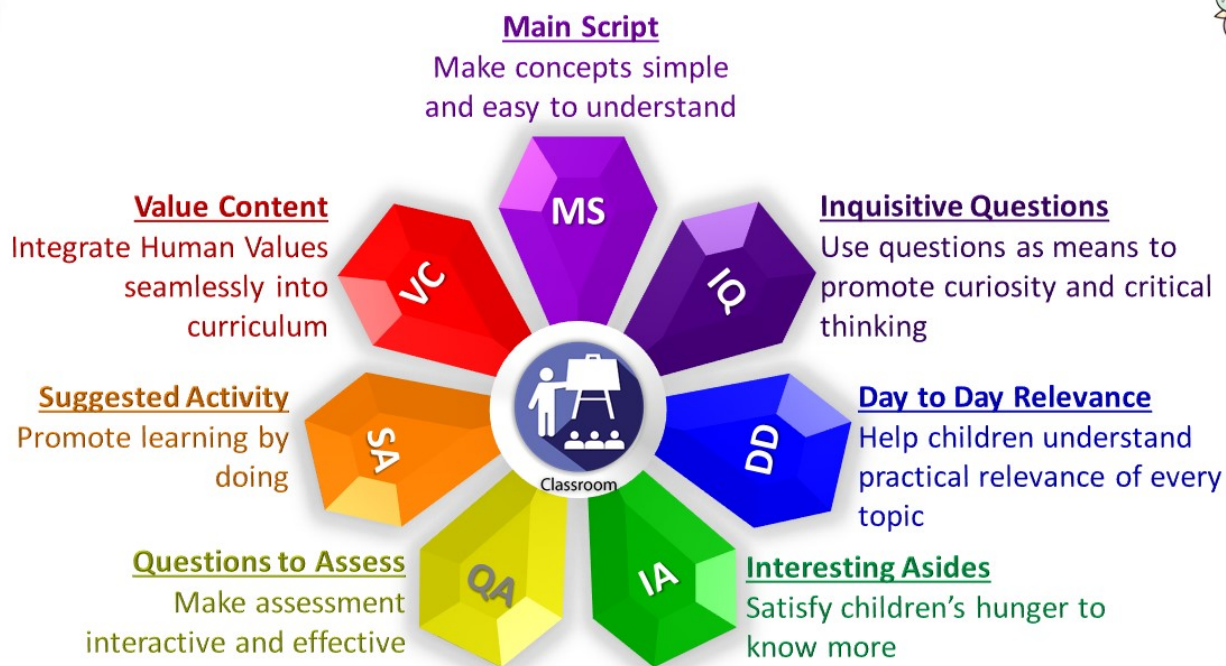
Board	Standard	Subject	Chapter	Language	Reference Link	Creation date
CBSE	STD III	Mathematics	Fun with Numbers	English	Fun with Numbers	2021-02-20 21:51:01

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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.

Fun with Numbers

1. MS_ Objective _ Fun With Numbers

Notes to the teacher: This asset lays down the proposed plan for transacting this chapter **FUN WITH NUMBERS**. 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:

- Understand the evolution of Counting from Early times.
- Identify the importance of counting.
- Represent the numbers in expanded form.
- Learn the concept of 'Place Value'.
- Count numbers beyond 'Hundred' up to 'Thousand'.
- Express 'Three' digit numbers by working on related questions.
- Understand better 'Even' and 'Odd' numbers.
- Identify 'Even' and 'Odd' numbers through activities.
- Enhance their knowledge of 'Even' and 'Odd' numbers by solving questions.
- Compare and Order numbers.
- Solve questions pertaining to 'Comparing and Ordering' numbers.
- Value the importance of being COMPASSIONATE to all.

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Main Script	Numbers	Forming 3 digit numbers, Even and Odd numbers, Counting numbers upto 1000, Comparing and Ordering numbers, Forming 3 digit numbers, Even and Odd numbers, Counting numbers upto 1000, Comparing and Ordering numbers

2. IQ_Purpose of Counting

The teacher could ask the following questions to the students and summarize the various answers given by the students:

Question:

1. When did we start counting?

Suggested Answer:

There are many proofs which suggest that humans have been counting for at least 50,000 years. Counting was primarily used by ancient cultures to keep track of the number of group members, prey animals, property, or debts.



Question:

1. Why is counting important?



Suggested Answer:

Counting is important in one's life. It helps us to know-

- what the size of the shoe is,
- how tall someone is,
- how many chocolate gems a friend has,
- who has more,
- how many sheep are there in the herd,
- how many items were purchased in the shop
- cost of each item
- calculating the time taken.

As you can see from the above examples, to express or determine the quantity, counting is an important part of our everyday lives.

List of the image links in the asset:

<https://pixabay.com/illustrations/crowd-human-silhouettes-personal-2457730/&sa=D&ust=1568989323403000>

<https://pixabay.com/illustrations/debt-loan-credit-money-finance-1500774/&sa=D&ust=1568989323403000>

<https://pixabay.com/en/learn-school-nursery-school-2387228/&sa=D&ust=1568989323404000>

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Inquisitive Questions	Numbers	Forming 3 digit numbers, Forming 3 digit numbers

3. MS_ Even and Odd Numbers

The teacher can explain the concept of even and odd numbers using the following activity:

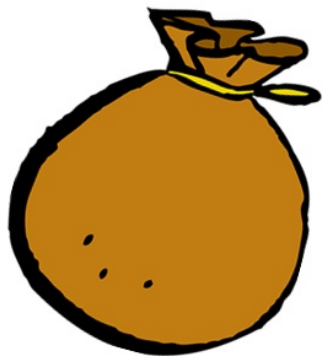
Even number

Teacher can write “even” on the board

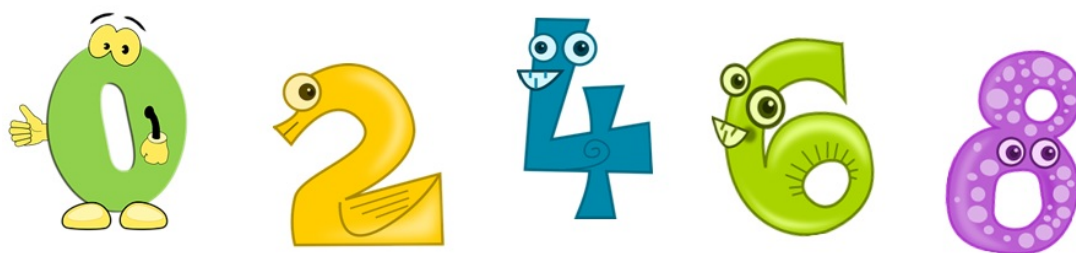
Teacher can ask for 10 student volunteers to come to the front of the class.

- Teacher to ask the class how many children are standing.
- Next, have each student find a partner (since there are 10 students, everyone will have a partner). Write 10 on the board under the word "even".
- Explain to students that everyone has a partner because 10 is an "even" number.
- Ask 2 students to sit down, leaving 8 students standing. Everyone should have a partner. Write 8 on the board under "even".
- Repeat this process with 6, 4, and 2 students.
- Ask students what they think would happen if there were 9 students standing. Would everyone have a partner? Repeat for 7, 5, 3, 1, write these numbers under "Odd"
- Students should be able to tell you that a student will be left without a partner for 7, 5, 3, and 1.

Teacher can give small bags with even numbers of objects like beads or cubes to each group of 3 students.

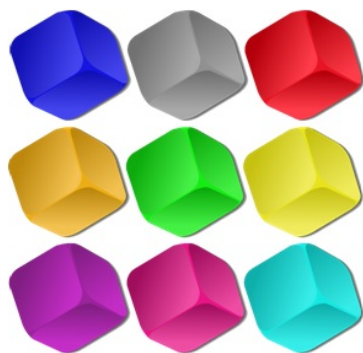


Ask each group to count and pair up the items. What do they observe? Are they able to find a pair for each item? Students will be able to pair up the items.



Explain to students that "even" numbers end with a 0, 2, 4, 6, or 8 and that even numbers of items can be paired.

Odd numbers



Provide a tub of small plastic cubes and ask the students to use both hands to scoop a small pile of blocks onto their desk. Have the students to pair their cubes.

Ask the students who have any unpaired remaining cube to raise their hand and tell you how many total cubes they have such as 13, 17 or 21.



Write those numbers on the board and explain that they are odd numbers, because you can't divide them into equal parts without having a cube left over.

Do the same exercise with students who don't have any remaining cubes -- their cube totals represent even numbers.

Connect back to the opening activity and recall that each student in the even group had a partner; in the odd group, one student was left without a partner.

Explain to students that "even" numbers end with a 0, 2, 4, 6, or 8 and all other numbers are "odd". "0" by itself is neither odd nor even.

Teach students to look for one's place to find out even or odd in bigger numbers. Write large even numbers in a column on the board and odd numbers in a separate column. Highlight the numbers in one's place in both the columns.

Tell students to look for numbers in the one's column to find out if the number is odd or even.

Ask the students to answer whether the numbers are odd or even and why?

<u>12</u>	<u>23</u>
<u>102</u>	<u>51</u>
<u>64</u>	<u>265</u>
<u>288</u>	<u>143</u>
<u>56</u>	<u>85</u>

Links to the images used in this Asset:

<https://pixabay.com/vectors/bag-sack-brown-closed-full-rope-306845/&sa=D&ust=1568989440112000>

<https://pixabay.com/vectors/counting-math-numbers-numerals-two-149952/&sa=D&ust=1568989440112000>

<https://pixabay.com/vectors/counting-four-math-numbers-149954/&sa=D&ust=1568989440113000>

<https://pixabay.com/vectors/counting-math-numbers-numerals-six-149956/&sa=D&ust=1568989440113000>

<https://pixabay.com/vectors/counting-eight-math-numbers-149958/&sa=D&ust=1568989440113000>

<https://pixabay.com/illustrations/mathematics-pay-digits-number-four-1660863/&sa=D&ust=1568989440114000>

<https://pixabay.com/en/cubes-colorful-marbles-objects-34615/&sa=D&ust=1568989440114000>

<https://pixabay.com/vectors/counting-math-numbers-numerals-one-149951/&sa=D&ust=1568989440114000>

<https://pixabay.com/vectors/counting-math-numbers-numerals-149953/&sa=D&ust=1568989440114000>

<https://pixabay.com/vectors/counting-five-math-numbers-149955/&sa=D&ust=1568989440115000>

<https://pixabay.com/vectors/counting-math-numbers-numerals-149957/&sa=D&ust=1568989440115000>

<https://pixabay.com/vectors/counting-math-nine-numbers-149959/&sa=D&ust=1568989440115000>

Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Main Script	Numbers	Forming 3 digit numbers, Forming 3 digit numbers

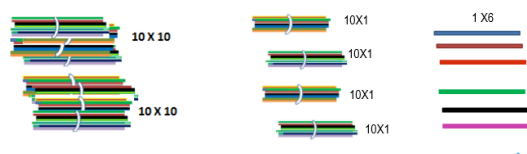
4. MS_Fforming three digit Numbers

The teacher could explain the following:

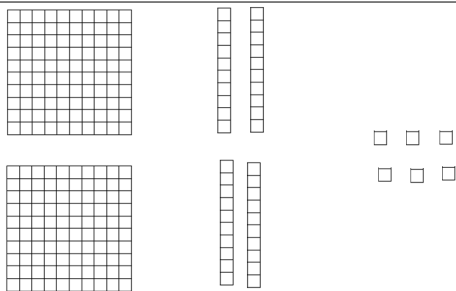
A farmer harvests 246 carrots.



We could use pictures to show this number:



We can use base 10 blocks to model this number:



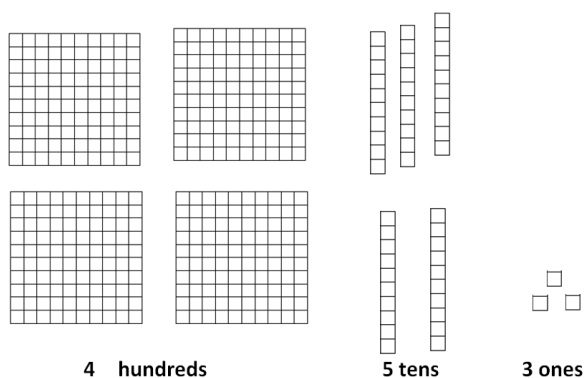
We can use place value chart to show this number:

Hundreds	Tens	Ones
2	4	6

Our number system is based on groups of 10 :

100 one hundred 1 hundred = 10 tens	10 ten 1 ten = 10 ones	1 one

Here is one way to model 453:



We can use place value chart to show this number

Hundreds	Tens	Ones
4	5	3

The value of this digit is 4 hundreds, or 400

The value of this digit is 5 tens, or 50

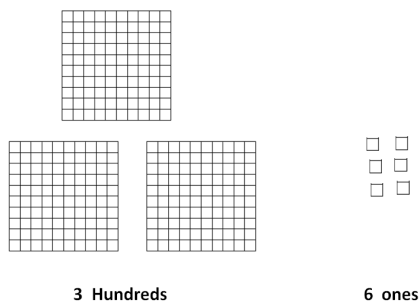
The value of this digit is 3 ones, or 3

We can think of 453 as $400+50+3$

The base ten name is 4 hundreds 5 tens 3 ones

In words: Four hundred and fifty-three

Here is a way to show 306 :



Hundreds	Tens	Ones
3	0	6

The 0 in 306 tells we can model the number using no tens

The base-ten name is 3 hundreds 6 ones.

In words: Three hundred and six.

List of the image links in the asset:

<https://pixabay.com/photos/isolated-federal-carrots-vegetables-1083235/&sa=D&ust=1568989594288000>

Bundle of sticks: Self Created using MS PPT

Blocks: OC: Self Created using MS PPT

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Main Script	Numbers	Forming 3 digit numbers, Forming 3 digit numbers

5. IA _Counting During Early Times

Counting During Early Times

In the ancient times, primitive cultures developed many ways of counting. Most of them used object-specific (one to one) counting depending on what was prevalent in the society.

A **Papuan tribe of New Guinea** could count from 1 to 22 by pointing to various fingers as well as to their elbows, shoulders, mouth and nose.



The **Aztecs** would count one stone, two stone, three stone and so on. Five fish would be “five stone fish.” Counting by a **native tribe in Java** begins with one grain. The **Nicie** tribe of the South Pacific counted by fruit.



Aztecs

People of **Border Caves** in South Africa used tally sticks - notches incised on animal bones - to count. They were making one to one comparisons between notches and external collection of objects, stones, fruits or animals.



Tally
Sticks

List of the image links in the asset:

[https://commons.wikimedia.org/wiki/File:Greg_surrounded_by_members_of_the_Dani_Tribe_in_the_Baliem_Valley_of_West_Papua_\(1993\).jpg&sa=D&ust=1568989091616100](https://commons.wikimedia.org/wiki/File:Greg_surrounded_by_members_of_the_Dani_Tribe_in_the_Baliem_Valley_of_West_Papua_(1993).jpg&sa=D&ust=1568989091616100)

<https://pixabay.com/vectors/aztec-maya-inca-indian-traditional-155400/&sa=D&ust=1568989091616000>

https://commons.wikimedia.org/wiki/Category:Tally_sticks&sa=D&ust=1568989091617000

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Interesting Asides	Numbers	Forming 3 digit numbers, Forming 3 digit numbers

6. SA_Lets Count After 100 upto 1000

Aim: To know the method of counting numbers beyond 100.

Resources Required: Box of 1000 sticks or straws

Box of Rubber bands

Procedure:

- It is a Group Activity.
- Students can be divided into groups of 4
- Students are seated in a U shape or a circle on the carpet.
- Quite dramatically empty the contents of the box onto the carpet.



Teacher can ask the children to count these straws! She can put forth the question " How can we count the straws quickly and accurately so that we can get to recess on time? "

Elicit response from the students: (give clues)

- Shall we each start counting one by one, and then total the numbers we get? Is there any other better way
- Should we count by twos ? By fives? By tens? By ones?

Counting by tens is the most efficient.

Why is it more efficient to count by units of ten than units of two?

It is efficient as there will be more units of two and it will again take longer to be counted whereas the units of tens are bigger so there are fewer of them to be counted.



Let the teacher ask the students if they are ready to start counting? She demonstrates to them to count 10 straws and then wrap them in a rubber band to make a new **unit of ten**. She puts a pile of straws and rubber bands in front of each group of 4 students.

(Work for about 10 minutes to finish bundling all the straws into 10s)

Next the students should be told to make even larger units: **Hundreds**. It takes 10 tens to make a **unit of hundred**. She can ask them to count with her.

1 ten, 2 tens, 3 tens, 4 tens, 5 tens, 6 tens, 7 tens, 8 tens, 9 tens, 10 tens.

What is the value of 10 tens?

Answer: 1 hundred.

How many straws equal 1 ten?

Answer :10 straws.

Now, count the number of straws in 10 tens or 1 hundred.

(Repeat the process.) 10, 20, 30, 40, 50, 60, 70, 80, 90, 100.

So, how many straws are in 10 tens?

Answer :100 straws.

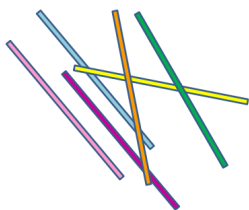
10 straws x 10 = 100 straws



As a group, instruct the students to bundle 10 tens to make 1 hundred. Put the tens and ones you have left over to one side.

Let them tell their neighboring group how many of each unit—ones, tens, and hundreds—they have. The single straws are units of one.

For instance, one group of students will say “We have 1 hundred, 6 tens, and 4 ones.



Single Straws = Units of Ones

Let them make the single straws into as many groups of tens as possible by joining the extra ones from all the groups.

Once they have made many new units of ten, let them bundle them to make more units of one hundred.

To each group, teacher can ask, how many tens they have that are not bundled as 1 hundred?

Teacher can guide the groups to borrow or lend the extra bundle of tens to form one hundred.

Repeat the make 1 hundred process, bundling all the tens as hundreds.

Now that as many hundreds as possible have been made, they can proceed towards making unit of **one thousand**.

Let the children think about the structure and pattern of numbers as they have moved from ones to tens to hundreds. Let them recall how many hundreds make 1 thousand and be ready to explain how..

Answer:

10 units of 1 = unit 10

10 units of 10 = unit 100

10 units of 100 = unit 1000

So, how many hundreds are in 1 thousand? Give a complete sentence.

10 hundreds are in 1 thousand!

$$100 \times 10 = 1000$$



A New Unit!!!

Next the Teacher can ask how many hundreds each group has?

Then Teacher can ask them how many hundreds are required to make 1 thousand (Pause.) Each group has to answer accordingly.

Teacher asks all groups to handover all the hundreds !

Teacher will ask : How many hundreds are here?

Student: 10 hundreds!

Teacher: Another name for 10 hundreds is 1 thousand, a new unit!

At the end of the activity, teacher can ask the following questions:

How many different units did we work with today?

Answer: 4 units

What is the largest unit we worked with today?

Answer: 1 thousand!

The smallest unit?

Answer: 1 one!

T: Tell me the unit names from smallest to largest.

Answer: Ones, tens, hundreds, and thousands.

CONCLUSION: By this activity, the children are able to count beyond 100.

List of the image links in the asset:

<https://pixabay.com/illustrations/watercolour-watercolor-paint-ink-1768921/&sa=D&ust=1568990850507000>

<https://pixabay.com/vectors/boys-girls-kids-children-playing-3350810/&sa=D&ust=1568990850507000>

<https://pixabay.com/vectors/fingers-counting-two-hand-gesture-157938/&sa=D&ust=1568990850508000>

<https://pixabay.com/vectors/hand-counting-fingers-one-two-162127/&sa=D&ust=1568990850508000>

<https://pixabay.com/vectors/tick-mark-ok-perfect-check-done-305245/&sa=D&ust=1568990850508000>

Straws: Self Drawn in MS PPT

<https://pixabay.com/vectors/boy-cartoon-child-comic-characters-2026700/&sa=D&ust=1568990850509000>

Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Suggested Activity	Numbers	Forming 3 digit numbers, Forming 3 digit numbers

7. SA_ Activity on Even and Odd Numbers

The teacher could start the following activity ensuring that every student works independently.

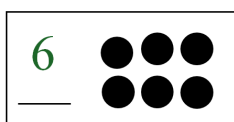
Aim: To know and understand which numbers are even and which numbers are odd.

Resources Required:

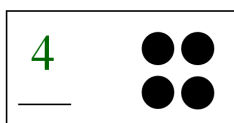
- Two brown bags with odd and even written on them



- Index card with the “mystery number” written on it - 1 per student

**Procedure:**

Give each student the index card with the mystery number and equal number of dots on it. For instance, the index card with the number 4 will have 4 dots on it.



Students will work independently to pair up the dot and find out if the number is odd or even.

Students will write the words “odd” or “even” on the card.

Students will take their "mystery number" and place it in the appropriate "odd" or "even" bag.

Have children tell the class their mystery number and have them explain why the number is odd or even.

CONCLUSION:

Once this activity is completed, the children are able to identify 'Odd' and 'Even' numbers easily.

List of the image links in the asset:

Paper Bag: <https://openclipart.org/detail/174916/simple-paper-bag&sa=D&ust=1568990234644000>

Mystery Card: OC: Self Created Using MS PPT

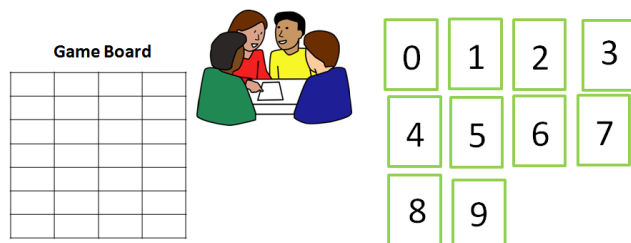
Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Suggested Activity	Numbers	Forming 3 digit numbers, Forming 3 digit numbers

8. SA_ Lets compare and Order Numbers

Aim: To know and understand how to compare and order numbers

Resources Required:

- One game board for each group of 4 students
- 4 sets of cards numbered 0 to 9 for each group



Procedure:

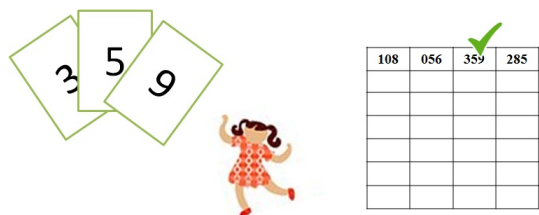
Shuffle the cards and place them face down.

Each player makes a 3-digit number. Follow these steps.

- Turn over the top card to show a number.
- Write the number in a blank space in the top row of your game board.
- Turn over a second and third number.

- Players read out the 3-digit numbers they have made.

- The player with the greatest number gets 1 point. If 2 or more players have the same number, each player gets a point.



The teacher tells the students to move to the next row of the game board. . This time, the students have to try and make the least number.

The students from each group will have to show why they decided where to put each number based on the three digits they got ,on the game board.

The teacher will have to elicit the response from the students and again explain it to the class so that the concept is clear. By doing this the strategy to create the greatest number or the least number is touched upon.

Comparing numbers using place value

To compare 472 and 476:

Since 6 is greater than 2

476 is greater than 472 and 472 is less than 476

We can write this as:

Compare the hundreds digits.	Compare the tens digits.	Compare the ones digits
476	476	476
472	472	472
Both have 4 hundreds or 400	Both have 7 tens or 70	6 ones are greater than 2 ones



We can also use place value to order numbers.

To order 574, 384, and 578, let us compare each digit.

Hundreds	Tens	Ones
3	8	4
5	7	4
5	7	8

384 has the fewest hundreds, so it is the least number.

578 and 574 have the same numbers of hundreds and tens.

574 has fewer ones than 578. So, $574 < 578$.

The order from least to greatest is 384, 574, 578.

The order from greatest to least is 578, 574, 384.

CONCLUSION: This activity helps the students in comparing two or more than two numbers and identifying which is bigger or smaller and subsequently arrange it in an order.

List of the image links in the asset:

<https://pixabay.com/vectors/african-asian-black-brown-cartoon-2029984/&sa=D&ust=1568989918227000>

Cards: Self Created using MS PPT

<https://pixabay.com/vectors/check-mark-tick-mark-check-correct-1292787/&sa=D&ust=1568989918228000>

<https://pixabay.com/illustrations/people-kids-children-group-2129933/&sa=D&ust=1568989918228000>

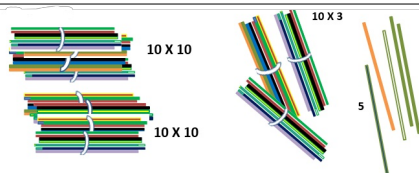
Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Suggested Activity	Numbers	Forming 3 digit numbers, Forming 3 digit numbers

9. QA_ Counting Numbers up to 1000

The teacher could ask the following questions to the students:

1. Count the sticks and write number names and its number

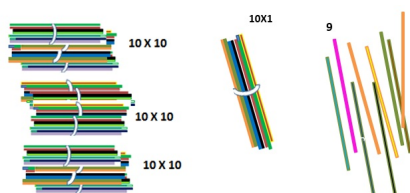
(Example)



Answer: We have 2 hundreds, 3 tens and 5 ones

So there are two hundred and thirty-five sticks or 235 sticks

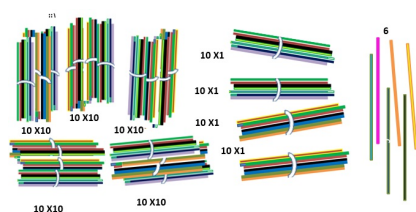
Note: Teachers can encourage children to write number names



i)

Answer: 3 hundreds, one tens and 9 ones

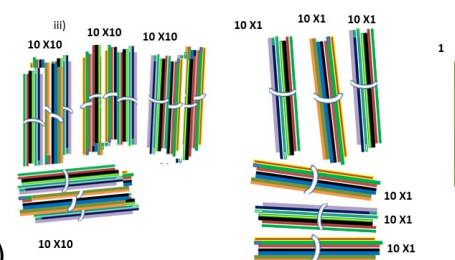
So there are three hundred and nineteen sticks, 319 sticks



ii)

Answer: 5 hundreds, 4 tens and 6 ones

So there are five hundred and forty-six sticks, 546 sticks



iii)

Answer: 4 hundreds, 6 tens and 1 ones

So there are four hundred and sixty-one sticks, 461 sticks

2. Use the following pictures to represent each number. Tell the number of hundreds, tens and ones and write its number names.



Hundreds

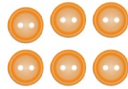
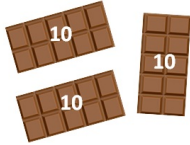


Tens



Ones

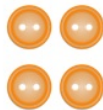
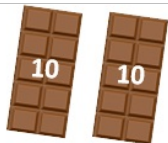
i) 136



1 hundred, 3 tens, 6 ones

One hundred and thirty six

ii) 224



2 hundreds, 2 tens, 4 ones

Two hundred and twenty four

Note: Encourage children to draw their own pictures for hundreds, tens and ones

3. Copy the rows of this hundred chart and fill in the missing numbers

101	102	103	104	105				109	
112	113			116	117	118			
	123	124			127				

Answers: 1st row – 106, 107, 108, 110
 2nd row – 111, 114, 115, 119, 120
 3rd row – 121, 122, 125, 126, 128, 129, 130

4. Sandhya filled in this row of hundred chart

Find the mistakes she made. What numbers belong in those places.

251	252	253	254	255	265	257	258	259	270
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Answers: Answers are inserted and highlighted in yellow

251	252	253	254	255	256	257	258	259	260
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256, 260

List of the image links in the asset:

Sticks: Self Created Using MS PPT

Table: Self Created Using MS PPT

<https://pixabay.com/vectors/bag-sack-brown-closed-full-rope-306845/&sa=D&ust=1568989745715000>

<https://pixabay.com/illustrations/bar-chocolate-default-background-1736191/&sa=D&ust=1568989745715000>

<https://pixabay.com/illustrations/button-sew-schneider-clothing-622862/&sa=D&ust=1568989745715000>

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Assessments	Numbers	Forming 3 digit numbers, Forming 3 digit numbers

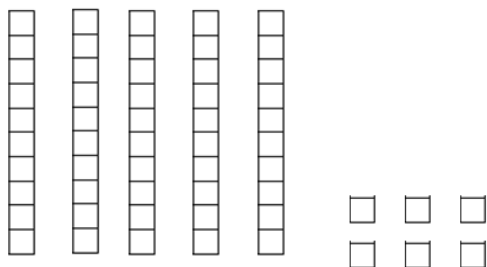
10. QA_Fforming 3 digit Numbers

Content:

The following questions could be asked to the students for their response:

1. Use a place value chart to show the number represented by the following blocks . Write the number.

a.

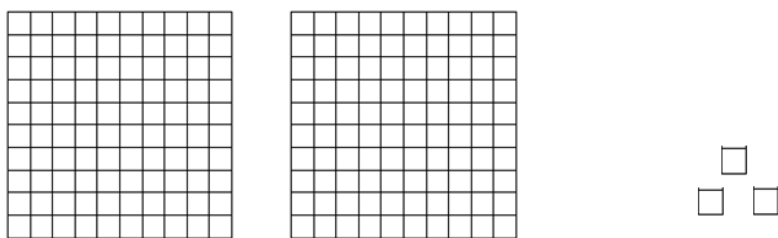


Answer:

Tens	Ones
5	6

The number is 56.

b.



Answer:

Hundreds	Tens	Ones
2	0	3

The number is 203.

2. Write base-ten name for each number

1. 582

Answer: 5 hundreds 8 tens 2 ones

1. 690

Answer: 6 hundreds 9 tens

1. 414

Answer: 4 hundreds 1 tens 4 ones

3. Write the number for each base-ten name.

1. 9 hundreds 6 tens 7 ones

Answer: 967

1. 7 hundreds 8 tens

Answer: 780

1. 6 hundreds 3 ones

Answer: 603

4. Give the value of each underlined digit

1. 854

Answer: 5 tens or 50

1. 715

Answer: 7 hundreds or 700

1. 339

Answer: 9 ones or 9

List of the image links in the asset:

1. Blocks: OC: Self Created using MS PPT
2. Table: OC: Self Created Using MS PPT

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Assessments	Numbers	Forming 3 digit numbers, Forming 3 digit numbers

11. QA_Evaluation of Even and Odd Numbers

(I)

In the following number chart, colour all even numbers in purple and colour odd numbers in orange:

101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200

101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200

(II)

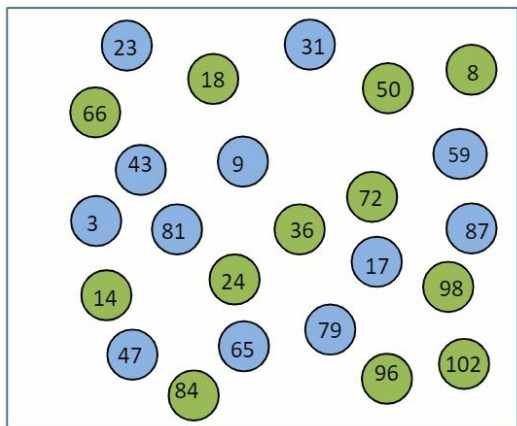


IMAGE: Created by Author using MS-PPT

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Assessments	Numbers	Forming 3 digit numbers, Forming 3 digit numbers

12. QA_Evaluation of Comparing and Ordering Numbers

1) Use $<$ or $>$ to make the following a true statement.

a) $335 \underline{\hspace{1cm}} 281$

b) $435 \underline{\hspace{1cm}} 462$

c) $705 \underline{\hspace{1cm}} 709$

d) $162 \underline{\hspace{1cm}} 94$

Answer: a) $>$ b) $<$ c) $<$ d) $>$

2) Look at the numbers 263 and 460. How many digits do you need to compare to find which number is greater? Explain.

Answer: To find out which number is greater in the above sum, we need to compare only one digit - hundredth digit

Since 2 hundreds are less than 4 hundreds,

263 is less than 460 and 460 is greater than 263

$263 < 460$ and $460 > 263$

3. Order the numbers from least to greatest.

a) 525, 331, 562, 423

Answer: 331, 423, 525, 562

b) 121, 99, 496, 407

Answer: 99, 121, 407, 496

4. Order the numbers from greatest to least.

a) 410, 861, 747, 841

Answer: 861, 841, 747, 410

b) 865, 502, 969, 45

Answer: 969, 865, 502, 45

5. These numbers should be in order from least to greatest. Find the errors. Write the numbers in the correct order.

a) 43, 430, 417, 741

Answer: 43, 417, 430, 741

b) 296, 207, 215, 233

Answer: 207, 215, 233, 296

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Assessments	Numbers	Forming 3 digit numbers, Forming 3 digit numbers

13. VC_Fun with numbers

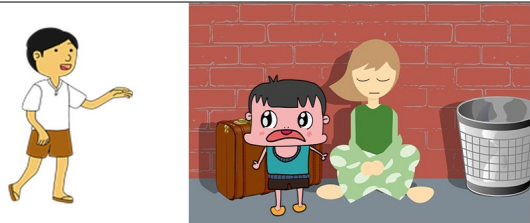
Content:

Spread Love and Happiness

Here is a story with numbers 1 to 10 that teaches us to be compassionate to all.

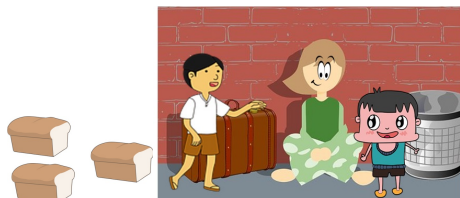
One day 1 a little boy named Shankar was walking along the road.

On the way, he saw 2 people—a woman and her child sitting on the footpath, they looked very hungry.



He brought three loaves of bread and gave it to them.

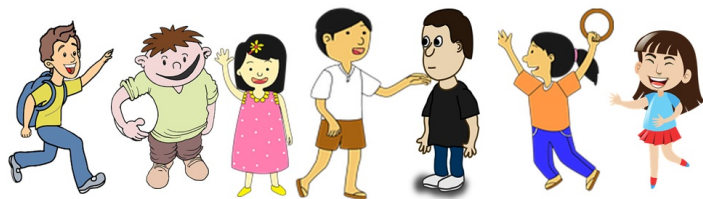
They were so hungry that they gulped it all in 4 minutes.



They thanked Shankar a lot. Shankar spent 5 minutes with them and left.

On the way six of his friends Radhika, Gauri, Vicky, Indra, Sujal and Sunil joined him.

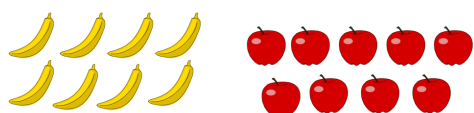
There was a destitute children's home 7 minutes away.



All of them decided that they would visit that Home and play with the children. They started walking towards that home.

Suddenly they realized that they didn't want to go empty handed.

So they bought 8 Bananas and 9 apples and took it with them to the home.



It took them 10 minutes to cut the fruits.

They happily distributed the fruits among all the children, played with them and left to return to their homes.

List of the image links in the asset:

<https://pixabay.com/illustrations/homeless-unemployed-poor-woman-4169427/&sa=D&ust=1568988532284000>

<https://pixabay.com/vectors/boys-cartoon-children-comic-2026930/&sa=D&ust=1568988532284000>

<https://pixabay.com/illustrations/boys-cute-kids-little-kids-3427650/&sa=D&ust=1568988532285000>

<https://pixabay.com/vectors/bread-loaf-cut-white-isolated-309558/&sa=D&ust=1568988532286000>

<https://pixabay.com/vectors/smiley-eyes-happy-face-crazy-39984/&sa=D&ust=1568988532286000>

<https://pixabay.com/vectors/man-guy-comic-character-boy-child-294505/&sa=D&ust=1568988532287000>

<https://pixabay.com/vectors/boys-cartoon-children-comic-2025563/&sa=D&ust=1568988532287000>

<https://pixabay.com/vectors/boys-cartoon-children-comic-2026930/&sa=D&ust=1568988532288000>

<https://pixabay.com/illustrations/boy-running-boy-vector-young-2356318/&sa=D&ust=1568988532288000>

<https://pixabay.com/vectors/boy-cartoon-comic-characters-happy-2029622/&sa=D&ust=1568988532289000>

<https://pixabay.com/illustrations/laughing-girl-cartoon-happy-3704801/&sa=D&ust=1568988532289000>

<https://pixabay.com/illustrations/banana-fruit-cartoon-healthy-fresh-2548690/&sa=D&ust=1568988532290000>

<https://pixabay.com/illustrations/apple-free-logo-logo-fruit-symbols-3286035/&sa=D&ust=1568988532291000>

Time to teach	Value Type	Value Sub Type	Value Attribute
5 Minutes	Love	Compassion	Stories

14. MS_Summary_Fun with Numbers

Summary of FUN WITH NUMBERS:

- Every digit in a number has a PLACE VALUE. PLACE VALUE is the value of each digit in a number.
- EXPANDED FORM of a number is the number written as the sum of the place value of its Digits.
- An EVEN NUMBER can be divided into two equal groups.
- An ODD NUMBER cannot be divided into two equal halves.
- Numbers can be COMPARED and then placed in an order of 'small to big' or 'big to small'.

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Main Script	Numbers	

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.