



Master Lesson Plan

For

Give and Take

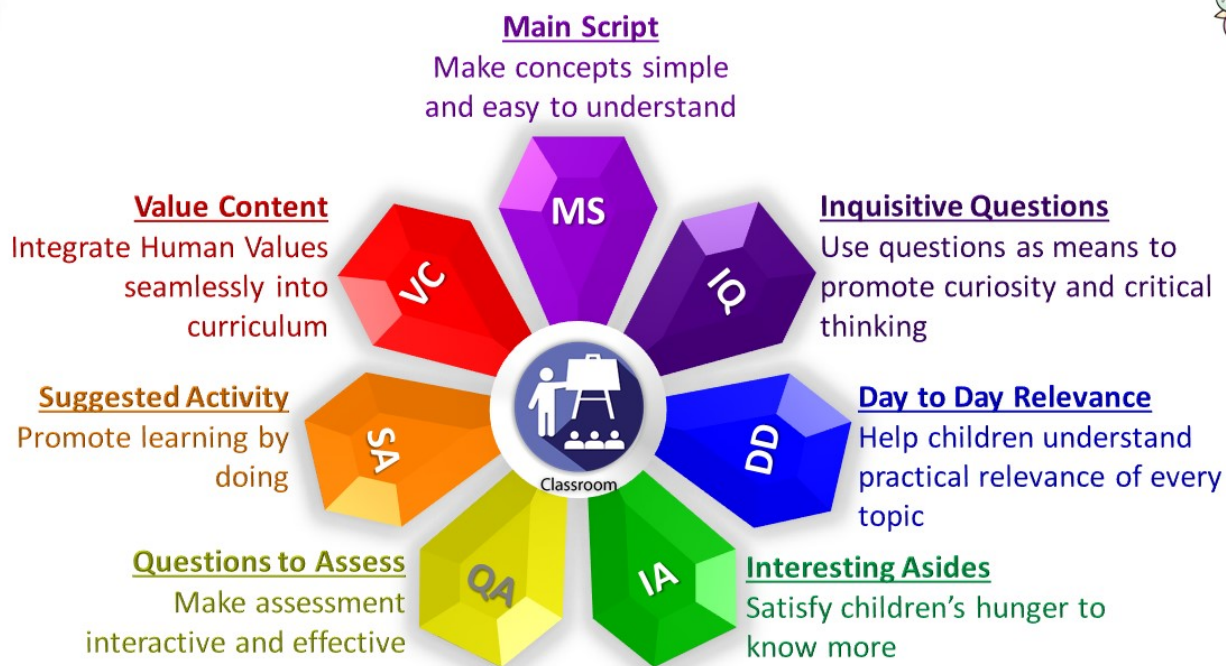
Board	Standard	Subject	Chapter	Language	Reference Link	Creation date
CBSE	STD III	Mathematics	Give and Take	English	Give and Take	2021-03-04 13:09:20

DISCLAIMER

1. Strictly not for Commercial use.
2. Provided on **as is** basis with no warranties of any kind.
3. Content that falls in Public Domain or common Knowledge facts can be used freely.
4. Some of the contents are owned by the Third parties and are used in compliance with their licensing conditions. Any one infringing the Copyright of such Third parties will be doing so at their own risks and costs.
5. Content can be downloaded and used for Personal, educational and informational purposes only. Any attempt to remove, alter, circumvent or distort the data that is accessed is Illegal and strictly prohibited.



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.

Give and Take

1. MS_Objectives_Give and Take

Notes to the teacher: This asset lays down the proposed plan for transacting this chapter **GIVE AND TAKE**. 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:

- Associate the operations of Addition and Subtraction with words like GIVE, TAKE, MORE, LESS, INCREASE , REDUCE.
- Add 2 & 3 digit numbers with re-grouping.
- Explain Addition by breaking numbers.
- Solving puzzles by using Addition as the main operation along with Estimation.
- Relate to terms commonly used like ESTIMATE, APPROXIMATE and ROUND OFF the nearest number.
- Improve their addition skills by solving 2 and 3 digits sums .
- Solve sums in addition by Breaking numbers.
- Solve word problems by understanding the steps to be taken.
- Recognise the use of Estimation skills in Daily Life.
- Relate to the concept of Subtraction used in some of the Day-to-Day activities.
- Solve subtraction of 2 and 3 digit numbers using different methods.
- Find the difference of 2 & 3 digit numbers by using backward counting strategy, base 10 blocks and pictures.
- Understand the rules of Subtraction.
- Play games using the skill of subtraction.
- Understand the positives of controlling anger and the negatives of losing temper.

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Main Script	Addition and Subtraction	

2. IQ _ Understanding Give and Take

Notes to teacher : The teacher could narrate this small situation and pose the questions given below. Children may be encouraged to answer with reasons for their answer. If the answers are different from, ask more leading questions that will help the children to get the answer.

A boy Kiran was walking on a beach. He loved the round and oval pebbles on the beach. So as he walked he picked some good looking pebbles and put it into his bag. After about 10 minutes, he met his friend Kishore who was also picking up pebbles and shells. They sat together and decided to see how many they had collected. Kiran had 11 pebbles. Kishore had 15 pebbles and 17 shells. Kishore decided to give away all his pebbles to Kiran.

Questions:

1) Now, Who among them had more pebbles?

Ans : Kiran

2) Why did Kiran have more?

Ans: Kishore gave away his 15 pebbles to Kiran. So, he got more.

3) How many pebbles does Kishore have now?

Ans : 0 , because he gave away all his pebbles.

4) Did both of them have shells? Why?

Ans: No, Kiran did not pick up shells. Only Kishore had.

5) Can you help Kiran know how many pebbles he has in total?

Ans. : 26 . He has to put them together and count the total number. In other words, you add.

So we see that when something is given away or reduced, the numbers or values is subtracted. The value becomes less.

When something is taken or included. the values or numbers are added. The value becomes

more.

Time to teach	Asset Type	Theme	SubTheme
7 Minutes	Inquisitive Questions	Addition	Adding 2 and 3 Digit Numbers, Adding 2 and 3 Digit Numbers

3. MS_Adding 2 and 3 Digit Numbers

Addition of two and three digit numbers

Addition means putting together two or more things or numbers. Numbers to be added are called **addends** and the answer after addition is called the **sum**.

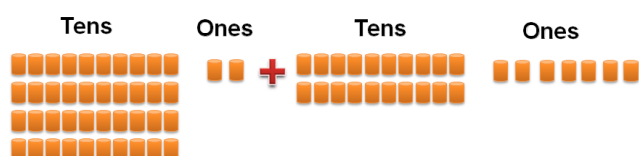
The sum is always greater than the addends except when one of the addends is zero.

Instructions to the teacher:

- Ask two students to come to the front of the classroom.
- Give one student a two digit number and give another student another two digit numbers. Instruct the students to use base - ten blocks to add their number together.
- Have the rest of the class use base – ten blocks to model the addition problem at their desks.
- Ask students to share some information like “what is the sum of your addition problem?”, “What strategies did you use to find the sum?”
- Tell students that today we are going to add two/three digit numbers with and without regrouping.

Example: 1) $42+27$ 2) $416+247$

Addition of two digit numbers (without Re-grouping)

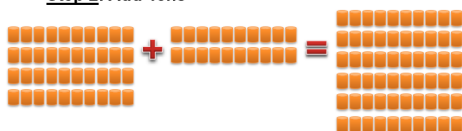


Step 1: Add Ones

$$2 + 7 = 9$$

	T	O
4	2	
+ 2	7	
9		

Write 9 in Ones' place in answer

Step 2: Add Tens

$$4 + 2 = 6$$

	T	O
4	2	
2	7	
6		9

Write 6 in Tens' place in answer

Addition of three digit numbers (with Re-grouping)

Remind the children that when we are adding three digit numbers, we have to add “ones” first, “tens” next and then “hundreds”.

Example: $416 + 247$

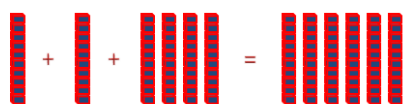
Step 1: Add Ones

$6 + 7 = 13$

13 ones = 10 Ones + 3 Ones

So, we put 3 in ones place and carry over 1 ten to tens place.

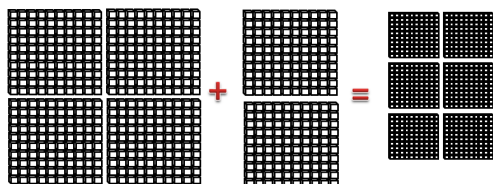
	H	T	O
	4	1	6
	+ 2	4	7
	3		

Step 2: Add Tens

$$1 + 1 + 4 = 6$$

	1	
H	T	O
4	1	6
+ 2	4	7
6	3	

So, we write 6 in Tens' place.

Step 3: Add Hundreds

4

2

6

$$4 + 2 = 6 \text{ Hundreds}$$

H	T	O
	1	
4	1	6
+ 2	4	7
6	6	3

This is regrouping. When you do addition without using this method of "carrying the number", it is "without regrouping".

List of the image links in the asset:

Cylinders and cubes: Self created using MS

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Main Script	Addition	

4. MS_Addition By Breaking Numbers

Addition By Breaking Numbers

We are going to learn addition by mental calculation strategy in order to be able to add two numbers by breaking them up into hundreds, tens and ones. We can do this by breaking just

one number or breaking both of them.

- Breaking up two numbers for addition:-

1) Example: $148 + 236 = 384$

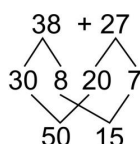
$$100 + 200 = 300$$

$$40 + 30 = 70$$

$$8 + 6 = 14 = 10 + 4$$

$$\text{So, } 148 + 236 = 100 + 200 + 40 + 30 + 10 + 4 = 384$$

2) Example: $38 + 27$



$$38 + 27 = 50 + 10 + 5 = 65$$

- Breaking up one number for addition:-

Example: 1) $35 + 48$

Step 1: First break up one of the two numbers into tens and ones.

$$48 = 40 + 8$$

Step 2: Then add tens to the first number, after that add units.

$$35 + 40 + 8 = 83$$

Conclusion: By breaking numbers, addition of two or three digit numbers become easy.

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Main Script	Addition	

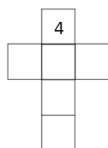
5. SA_Solving Puzzles Based on Addition

Content:**Aim:** To solve puzzles based on addition.**Resources Required:** Index Cards with a puzzle on each card**Procedure****PUZZLE 1**

Write the numbers – 2, 3, 5, 6, 7 in the correct place so that each line of the cross adds up to 15.

2 3 5 6 7

Must be = 15

**ANSWER**

This is only one of the solutions.



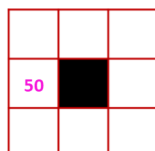
There could be other solutions as well. As long as the number in the centre of the cross is the same as given in the solution and the rows and columns contain the same numbers then the numbers can be in different places giving the same answer

PUZZLE 2

Write the numbers 10, 20, 30, 40, 60, 70 and 80 in the correct place so that each side of square adds up to 150.

10 20 30 40 60 70 80

Must be = 150



ANSWER

This is only one of the solutions.

There could be other solutions as well, as long as the rows and column contain the same numbers.

70	20	60
50		10
30	40	80

CONCLUSION: In this activity, the puzzle was solved by using addition together with the science of estimation.

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Suggested Activity	Addition	

6. MS_Estimation and Comparison

Estimation is finding a number that is close to the right answer.

- We are not trying to get the exact right answer.
- What we want is something that is good enough.
- Estimation helps in the improvement of our confidence, judgment and decisions.
- It is a skill for life

The teacher can ask the children to estimate

- the number of children in the school,
- the number of bicycles parked in the parking lot,
- the number of bread slices required to make sandwiches for their family etc.

How to Estimate?

Before doing the actual calculation we should think:

“How do I go about making this estimate?”

Tips and Tricks:

- Concentrate on the first digit of each number. It will have the biggest impact on the answer. We can then look at other digits to make small adjustments to our answer.

Example : $235 + 573$

⇒ Add 200 and 500 to get 700.

⇒ Add 35 and 73. It will be nearly 100.

⇒ So we have to increase our answer to 800.

- Round the numbers up or down before the calculation.

Example : $340 + 490$

⇒ Because 340 is near 300 and

⇒ 490 is near 500,

⇒ answer will be 800.

- Group the numbers together then it will be easy to calculate.

Example : What is $76 + 49 + 22 + 53$?

⇒ 76 and 22 are nearly 100

⇒ 49 and 53 are nearly 100

⇒ So the answer must be about 200

Exact Vs Estimate:

In Mathematics we often try to get the exact answer. But estimation is trying to find a number that is close enough to the right answer.

The symbol for

Exact is "=", equal

Estimation is "≈", approximately equal

Estimating answers to calculations:

Before we carry out the calculation, it's a good idea to estimate what we think the answer will be. We can do this by rounding the numbers.

Tip: We can round to the nearest 10 or 100, whichever is appropriate for the question.

First, round the numbers to work out an estimate to the questions below. Then work out the

accurate answer using pen and paper.

Let's test it



1. Round the numbers to work out an estimate to the questions below.
2. Workout the accurate answer using pen and paper.

How close your original estimate to the accurate answer?

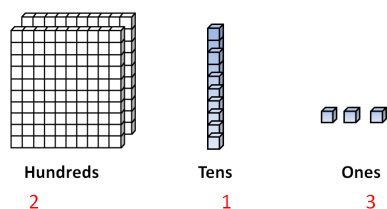
Add	Rounded Questions	Estimated Answer	Accurate Answer
$191 + 315$	$200 + 300$	500	506
$127 + 578$	$100 + 600$	700	705
$409 + 188$	$400 + 200$	600	597

Conclusion: Hence we can conclude that the estimated answer is most often closer to the actual answer.

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Main Script	Addition	

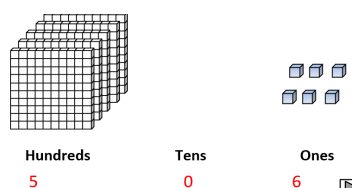
7. QA_Addition Problems of 2 and 3 Digit Numbers

1 a. Count Ones, Tens and Hundreds and fill in the blocks.



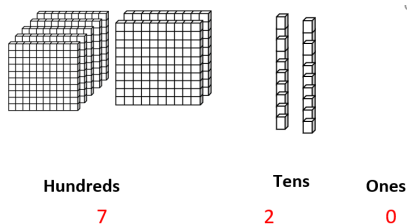
Ans. 213

1 b. Count Ones, Tens and Hundreds and fill in the blocks.



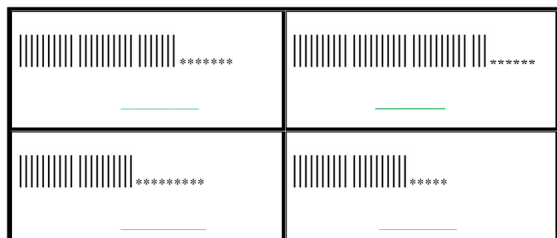
Ans. 506

1 c. Count Ones, Tens and Hundreds and fill in the blocks.



Ans. 720

The stars are ones, the pillars are tens. Group together 10 pillars to make a hundred and write the number represented, by adding the groups.



Ans.

Add :

1) $453 + 278$

Ans: 731

2) $733 + 142$

Ans: 875

1. The “Sum” is the answer to a(n) _____ problem.
2. Subtraction
3. Division
4. Addition

Ans: c) Addition

1. Two more than a dozen is _____.
2. 12
3. 14
4. 24

Ans: b) 14

Clue: 1 Dozen = 12

1. If Radha has 14 candy bars, Geeta has 10 candy bars and Suma has 24 candy bars how many candy bars do they have altogether?
2. 24
3. 34
4. 48

Ans: c) 48

1. Addition input /output tables up to three digits:

Complete the table:

1. Add 100

2. Add 59

3. Add 164

IN	OUT	IN	OUT	IN	OUT
879	979	20	79	128	292
701	801	34	93	0	164
537	637	19	78	425	589

List of the image links in the asset:

OC: Self Created using MS

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Assessments	Addition	

8. QA_ Addition By Breaking Numbers

Addition By Breaking Numbers

1.Choose an addition problem that is the same as $39+61$. Choose one answer.

- $30+60+90+10$
- $30+60+9+1$
- $3+6+9+1$

Answer: b) $30+60+9+1$

2.Which of the following is equal to $9+38$? Choose one.

- 3 tens + 8 ones + 9 ones
- 9 ones + 3 ones + 8 ones
- 9 tens + 3 tens + 8 ones

Answer: a) 3 tens + 8 ones + 9 ones

3.Break apart the addends. Find the sum

a.

$$\begin{array}{r} 24 + 29 = ? \\ \swarrow \downarrow \quad \swarrow \downarrow \\ 20 + 4 + 20 + 9 \end{array}$$

Add tens: $20 + 20 = 40$ Add ones: $4 + 9 = 13$ How many in all: $40 + 13 = 53$ So, $24 + 29 = 53$

b.

$$\begin{array}{r} 46 + 18 = ? \\ \swarrow \downarrow \quad \swarrow \downarrow \\ 40 + 6 + 10 + 8 \end{array}$$

Add tens: $40 + 10 = 50$ Add ones: $6 + 8 = 14$ How many in all: $50 + 14 = 64$ So, $46 + 18 = 64$

c.

$$\begin{array}{r} 673 + 325 = ? \\ \swarrow \downarrow \downarrow \quad \swarrow \downarrow \downarrow \\ 600 + 70 + 3 + 300 + 20 + 5 \end{array}$$

Add hundreds: $600 + 300 = 900$ Add tens: $70 + 20 = 90$ Add ones: $3 + 5 = 8$ How many in all: $900 + 90 + 8 = 998$ So, $673 + 325 = 998$ **4.Add by counting in tens:**

The first one has been done for you.

1. $87+21$

$$= 87 + 10 + 10 + 1$$

$$= 97 + 10 + 1$$

$$= 107 + 1$$

$$= 108$$

2. $72 + 37$

$$= 72 + 10 + 10 + 10 + 7$$

$$= 82 + 10 + 10 + 7$$

$$= 92 + 10 + 7$$

$$= 102 + 7$$

$$= 109$$

$$\underline{3.53 + 44}$$

$$= 53 + 10 + 10 + 10 + 10 + 4$$

$$= 63 + 10 + 10 + 10 + 4$$

$$= 73 + 10 + 10 + 4$$

$$= 83 + 10 + 4$$

$$= 93 + 4$$

$$= 97$$

$$\underline{4.84 + 32}$$

$$= 84 + 10 + 10 + 10 + 2$$

$$= 94 + 10 + 10 + 2$$

$$= 104 + 10 + 2$$

$$= 114 + 2$$

$$= 116$$

Assessments

Page of

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Assessments	Addition	

9. MS_Solving Word Problems

Approach to Solving Word Problems

Instruction to the Teacher:

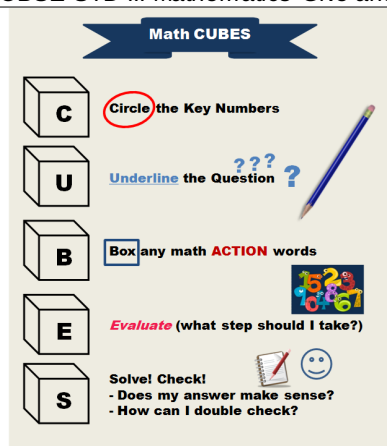
- To give the word problem mentioned below as an example.
- The teacher can call two children and ask them to read the problem again.
- During the read aloud, ask students to identify the operations that are being used for individual word problems.
- *Write these word clues on the board. Eg: Addition = join, altogether, more, total.*
- Go over the answer to your created problem.
- Ask students to reflect on what word problems are and have a class discussion.
- Remind the class that a word problem is a situation explained in words that can be solved using math.
- Repeat the discussion with an other word problem.
- Call on students to answer the problem to promote class participation.

For example:

I am going to the supermarket to buy 48 blocks. I need 24 more blocks to make an aeroplane. How many blocks in total do I need to make an aeroplane?



Teacher can explain word problems through cubes method.



With reference to the above problem the steps of using **CUBES** method would be:

C - **Circle** 48 and 24

U - **Underline** "How many blocks in total do I need to make an aeroplane?"

B - **Box** "total".

E - **Evaluate** (since the action word is 'total', ADDITION to be done)

S - **Solve**

The Teacher can give an other word problem and ask the children to demonstrate the method of solving to the class.

List of the image links in the asset:

<https://pixabay.com/vectors/x-wing-star-wars-building-block-1296876/&sa=D&ust=1567827888658000>

<https://pixabay.com/illustrations/mathematics-pay-digits-number-four-1044080/&sa=D&ust=1567827888659000>

<https://pixabay.com/vectors/notepad-memo-pencil-writing-note-117597/&sa=D&ust=1567827888659000>

<https://pixabay.com/vectors/pencil-blue-writing-supplies-write-35630/&sa=D&ust=1567827888659000>

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Main Script	Addition	

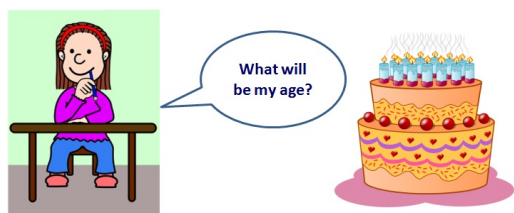
10. DD_ Addition in Daily life.

Addition in daily life.

We use addition frequently, in many situations. Many times we don't even realise that we are using it. Let us try to recall a few situations where we have to add numbers."

For Eg:

- *Birthdays, Calendars and events:* Have you ever thought about the importance of our birthday? It consists of numbers and every year we are adding one year to our age.



- *Shopping:* Going for shopping means we are going to spend some money. Whether we are a consumer or shopkeeper; we need to use addition to get the right amount that needs to be paid or received.



- *In the school:* On the board, the teacher will write the number of boys and number of girls present in the class. For total number of students present in the class, we have to add the number of girls and boys.



List of the image links in the asset:

1. <https://pixabay.com/vectors/book-classroom-clock-hour-student-1294203/&sa=D&ust=1567830797066000>
2. <https://pixabay.com/vectors/birthday-cake-candles-icing-cream-33087/&sa=D&ust=1567830797066000>
3. <https://pixabay.com/vectors/girl-card-money-shopping-teddy-40200/&sa=D&ust=1567830797066000>
4. <https://pixabay.com/vectors/buying-cartoon-comic-2022595/&sa=D&ust=1567830797066000>
5. <https://pixabay.com/vectors/shop-store-sale-shopping-building-158317/&sa=D&ust=1567830797067000>
6. <https://pixabay.com/vectors/blackboard-boys-chalkboard-children-1299841/&sa=D&ust=1567830797067000>

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Day-to-day Relevance	Addition	

11. QA_Solving Word Problems

Solving Word Problems

There are 730 books in the library. We added 67 books to the library .How many books would the library have now?



Answer: $730 + 67 = 797$. There are 797 books in the library.

2. There were originally 740 houses in a village. The village head wants to construct 150

more houses in that village. How many houses in total will the village have?



Answer: $740 + 150 = 890$. There will be a total of 890 houses in the village.

3. Ramesh works in a restaurant. He washed 320 small plates and 500 big plates. How many plates did he wash?



Answer: $320 + 500 = 820$. He washed 820 plates.

4. Write a story problem for each addition question.

a) $63 + 128$

Suggested Answer: School organized a visit to an aquarium. 128 girls and 63 boys visited the aquarium. How many students visited the aquarium?

b) $154 + 29$

Suggested Answer: Nandini and Anita went to the beach. Nandini collected 154 shells, while Anita collected 29 shells. How many shells did they collect together?

List of the image links in the asset:

<https://pixabay.com/vectors/shelf-books-library-reading-159852/&sa=D&ust=1568705967517000>

<https://pixabay.com/illustrations/houses-homes-property-estate-real-1719055/&sa=D&ust=1568705967519000>

<https://pixabay.com/vectors/ceramic-china-crockery-dish-156155/&sa=D&ust=1568705967520000>

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Assessments	Addition	

12. MS_Subtracting 2 and 3 Digit Numbers

Subtracting 2 and 3 Digit Numbers

Revise about Subtraction to the children:

- Subtraction is taking something away from a group or finding a difference
- The symbol for subtraction is minus (-).
- Teacher can make a chart with the key words for subtraction and can stick it on the wall.

Minus	Take away
Left	Subtract
Still	Leave Fewer

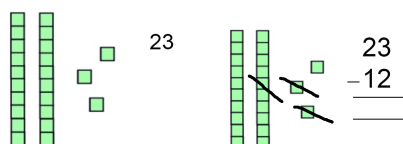
Give some subtraction problems and ask the children to solve.

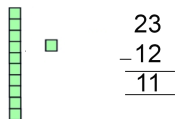
Let us look at some strategies to subtract without borrowing

TWO DIGIT SUBTRACTION

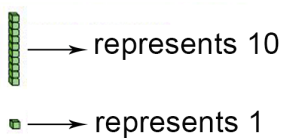
Subtraction using base 10 blocks

$$23 - 12$$

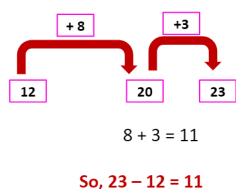




Kindly note that in base10 blocks



Subtract by Counting from 12 to 23



Subtraction by counting backward

Start at 23

$$23 - 10 = 13$$

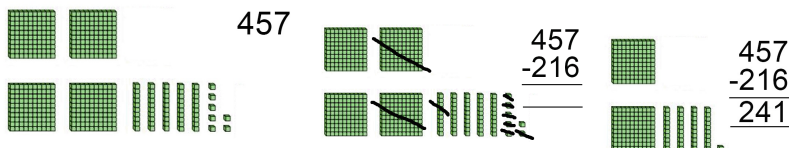
$$13 - 2 = 11$$

$$\text{So, } 23 - 12 = 11$$

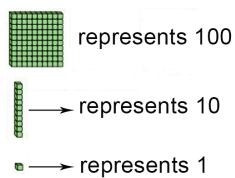
THREE DIGIT SUBTRACTION

- Subtraction using Base 10 Blocks

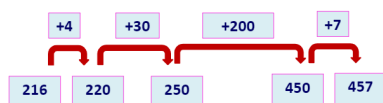
$$457 - 216$$



Kindly note that in base10 blocks



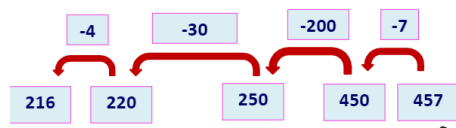
Subtracting by counting from 216 to 457



$$4 + 30 + 200 + 7 = 241$$

$$\text{So, } 457 - 216 = 241$$

Subtraction by counting backward



Count backwards and then add the numbers that are subtracted

$$7+200+30+4 = 241$$

So, $457 - 216 = 241$

List of the image links in the asset:

OC: Self created using MS

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Main Script	Subtraction	

13. DD_ Subtraction in Daily Life

Subtraction in Daily Life

1. Ask the students what it means to subtract.

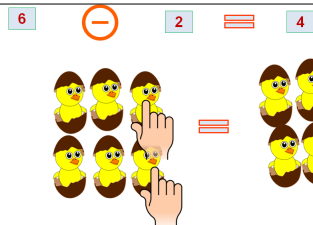
'Subtraction is to take away.'

'Subtraction is to remove objects from a collection.'

'Subtraction means to give away.'

'Subtraction makes things less.'

'Subtraction is to count backwards.'

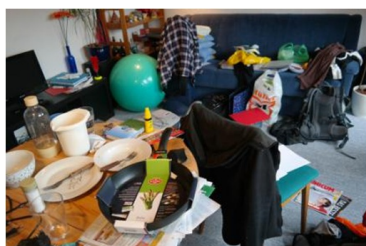


2.What do you know about subtraction?

Invite them to give examples of when they use subtraction in their daily lives. Explain a few examples from your own life.

Subtraction is part of our everyday lives.

When we give away old clothes, unused items from our house, we subtract clutter from our house.



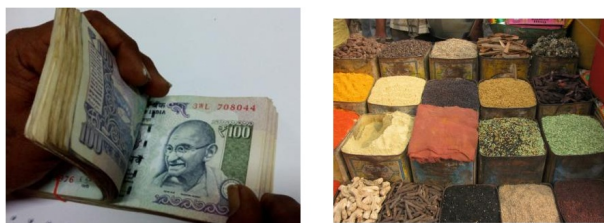
In cooking, we use subtraction to find out how many cookies are made, how many more are left to be made.



We also use subtraction in something as simple as measuring cereal and milk, we reduce extra milk and cereals from the bowl, if the quantity is too much.

We reduce the measures in the recipe, when we have to prepare for fewer guests.

When we go shopping and pay for the groceries, we can find out if we have been given the correct balance by the shop keeper if we know subtraction



In sports, sometimes we add players on a team, but other times we take out the players. That is subtraction. Other questions related to subtraction in sports are:

- How many goals are required to win the game?
- How many batsmen are remaining to play?
- How many overs are remaining?

Do we use subtraction when we go to restaurants and banks?

List of the image links in the asset:

<https://pixabay.com/en/chick-egg-hatching-birth-broken-154490/>

<https://pixabay.com/en/pointer-pointing-index-finger-hand-152868/>

<https://pixabay.com/en/minus-subtract-decrease-button-1270000/>

<https://pixabay.com/photos/chaos-clutter-a-mess-things-stuff-227972/>

<https://pixabay.com/en/girl-cookies-cooking-cook-little-1773665/>

<https://pixabay.com/en/dough-cookie-cut-out-bake-finger-2940165/>

<https://pixabay.com/photos/spices-market-bazaar-farmers-fresh-1626385/>

<https://pixabay.com/photos/payment-salary-currency-money-473685/>

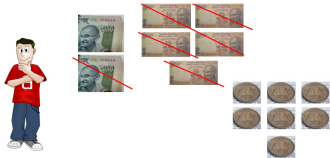
Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Day-to-day Relevance	Subtraction	

14. QA_Sums on Subtracting 2 and 3 Digit Numbers

1 .Subtract using base 10 blocks and draw pictures

1. $354 - 138$
2. $438 - 369$

2. Ajit has 257 rupees. Use the picture below and work out how much money is left, after he gave 150 rupees to Manoj.



Ans: 107

3. Use backward counting strategy to find the difference. Use pictures and numbers to explain.

1. $756 - 49$ b) $483 - 156$ c) $635 - 32$ d) $602 - 374$

Ans: a) $756 - 49 = 707$

$$750 - 700 = 50$$

$$50 - 1 = 49$$

$$6 + 700 + 1 = 707$$

$$\text{Therefore, } 756 - 49 = 707$$

b) $483 - 83 = 400$

$$400 - 200 = 200$$

$$200 - 40 = 160$$

$$160 - 4 = 156$$

$$83 + 200 + 40 + 4 = 327$$

Therefore, $483 - 156 = 327$

c) $635 - 35 = 600$

$$600 - 500 = 100$$

$$100 - 60 = 40$$

$$40 - 8 = 32$$

$$35 + 500 + 60 + 8 = 603$$

Therefore, $635 - 32 = 603$

d) $602 - 2 = 600$

$$- 200 = 400$$

$$- 20 = 380$$

$$- 6 = 374$$

$$2 + 200 + 20 + 6 = 228$$

Therefore, $602 - 374 = 228$

Note: Teacher can make the students draw pictures as shown in the main script for backward counting.

List of the image links in the asset:

<https://pixabay.com/vectors/man-boy-person-male-thinking-157378/&sa=D&ust=1568706892510000>

<https://pixabay.com/en/payment-salary-currency-money-473685/>

<https://pixabay.com/en/indian-rupee-rupees-money-556564/>

<https://pixabay.com/photos/indian-rupee-dictionary-definition-390789/&sa=D&ust=1568706892511000>

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Assessments	Subtraction	

15. IA_Facts About Subtraction

Facts About Subtraction

1. We always subtract a smaller number from the bigger number.

Example: $56 > 20$, therefore we write $56 - 20$.



2. In Subtraction, if the order of the numbers are changed one doesn't get the same answer.

Example: $56 - 20$ is not equal to $20 - 56$

3. The difference is always smaller than the bigger of two numbers except when the number which is to be subtracted is zero.

Example: $56 - 20 = 36$.

Here, $36 < 56$.

4. When we subtract 0 from a number, the difference is the number itself.

Example: $37 - 0 = 37$.

$$193 - 0 = 193.$$

5. When we subtract 1 from a number, the difference is the predecessor of the given number.

Example: $167 - 1 = 166$

$$235 - 1 = 234$$

6. When we subtract a number from itself, the difference is 0.

Example: $123 - 123 = 0$

$$419 - 419 = 0$$

List of the image links in the asset:

OC: Self Created using MS Shape

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Interesting Asides	Subtraction	

16. SA_Subtracting 2& 3 Digit Numbers

Subtracting 2 and 3 Digit Numbers

Aim:

To know and understand how to subtract 2 and 3 digit numbers

Resources Required:

Materials: Pack of playing cards, pair of dice

Skills: 2 and 3 digit subtraction

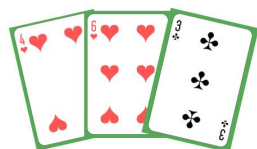
To be played in pairs

Procedure:

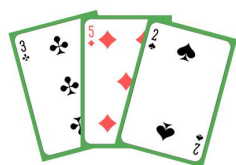
- Shuffle the cards and place the pack face down in the middle of the table.
- Each player starts out with 999 in the top boxes of their game sheet. (Please refer to

the Game Sheet).

GAME SHEET



The numbers on the drawn cards can be rearranged in any order. The 3 digit number so chosen must be smaller than 999



This is the second chance for a player. Here again, the student can rearrange the numbers, but the 3 digit number that is chosen must be smaller than the previous answer (356). This can be written as 235

	9	9	9
-	6	4	3
	3	5	6
-	2	3	5
	1	2	1

- The first player draws three cards from the pack and turns them face up.
- The next player does the same.
- Next, each player takes the numbers from the three cards that were drawn and writes them in the three boxes on their game sheet under 999.
- Each player then subtracts the two numbers and writes the result in the boxes below the two numbers.
- Each player will draw three more cards and write the number under the previous answer and subtract.
- Every time the player draws cards from the pack, he/she can rearrange the numbers that come up, in whatever order he/she chooses. And the number so chosen must

be smaller than the previous answer.

- The players keep drawing numbers from the pack of cards and subtracting the number from the previous answers, until they reach a point when they cannot make a smaller number from the drawn cards.
- If they are not able to make a smaller number, instead of drawing cards they will roll two dice. The two numbers that come up on the dice will then be written in whatever order they choose under the previous result and the two numbers are subtracted.
- Results are recorded in the answer boxes.
- When a player gets to the point where the answer is a smaller 2-digit or 1 digit number, they will roll 1 die. They will then write this number underneath the result and subtract.
- Play continues the same way until the boxes are completed.
- The player with the result closest to zero is the winner!
- The teacher can suggest the students to use base 10 strategy to do the activity.

List of the image links in the asset:

<https://pixabay.com/vectors/spades-two-deck-playing-cards-game-884151/>

<https://pixabay.com/vectors/hearts-three-deck-playing-cards-884154/>

<https://pixabay.com/vectors/four-spades-playing-cards-4-poker-28259/>

<https://pixabay.com/vectors/hearts-five-deck-playing-cards-884163/>

<https://pixabay.com/vectors/diamonds-six-deck-playing-cards-884168/>

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Suggested Activity	Subtraction	

17. VC_Control Anger

Control Anger

Just as we have give & take (additions & subtractions) in Maths, we should keep adding good values to our life and take out our bad habits . One such habit which all of us should remove is anger.

Let us listen to this story:

There once was a little boy who had a bad temper. His father gave him a bag of nails and told him that every time he lost his temper, he must hammer a nail into the back of the fence. First day the boy had driven 37 nails into the fence. Over the next few weeks, as he learned to control his anger, the number of nails hammered daily, gradually reduced. He discovered it was easier to hold his temper than to drive those nails into the fence.

Finally the day came when the boy didn't lose his temper at all. He told his father about it and the father suggested that the boy now pull out one nail for each day that he was able to hold his temper. The days passed and the young boy was finally able to tell his father that all the nails were gone.

The father took his son by the hand and led him to the fence. He said, "You have done well, my son, but look at the holes in the fence. The fence will never be the same. When you say things in anger, they leave a scar just like this one."

The little boy then understood how powerful his words were. He looked up at his father and said, "I hope you can forgive me father for the holes I put in you."

"Of course I can," said the father.

Instructions to the teacher : The video of the story can be shown and questions such as "Can you tell what good habit this boy in the story, added to his life ?" be asked to the students. After a few answers she can conclude by relating the topic to the value as given in the first paragraph.

Video link:

[Uncle Lion's tales Video:](#)

[The Nailed Fence== https://www.google.com/url?q=https://www.youtube.com/watch?v%3DidVfrXel-kU&sa=D&ust=1567827560969000](https://www.google.com/url?q=https://www.youtube.com/watch?v%3DidVfrXel-kU&sa=D&ust=1567827560969000)

Time to teach	Value Type	Value Sub Type	Value Attribute
3 Minutes	Peace	Self discipline	Stories

18. MS_Summary_Give and Take

SUMMARY OF GIVE AND TAKE:

- Adding is putting together two or more things or numbers. Numbers to be added is called **addends** and the answer in the addition is called **sum**.
- Adding 0 to any number gives the sum as the number itself
- Add 1 to a number repeatedly is the same as counting.
- Add two numbers by breaking them up into hundreds, tens and ones is called Addition by Breaking of numbers.
- Estimation is finding a number that is close to the right answer. First, round the numbers to work out an estimate to the questions below
- Subtract smaller number from the big, the difference is always smaller than the bigger of two numbers except when the number which is to be subtracted is zero.

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Main Script	Addition and Subtraction	

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.