



Master Lesson Plan

For

Who is Heavier

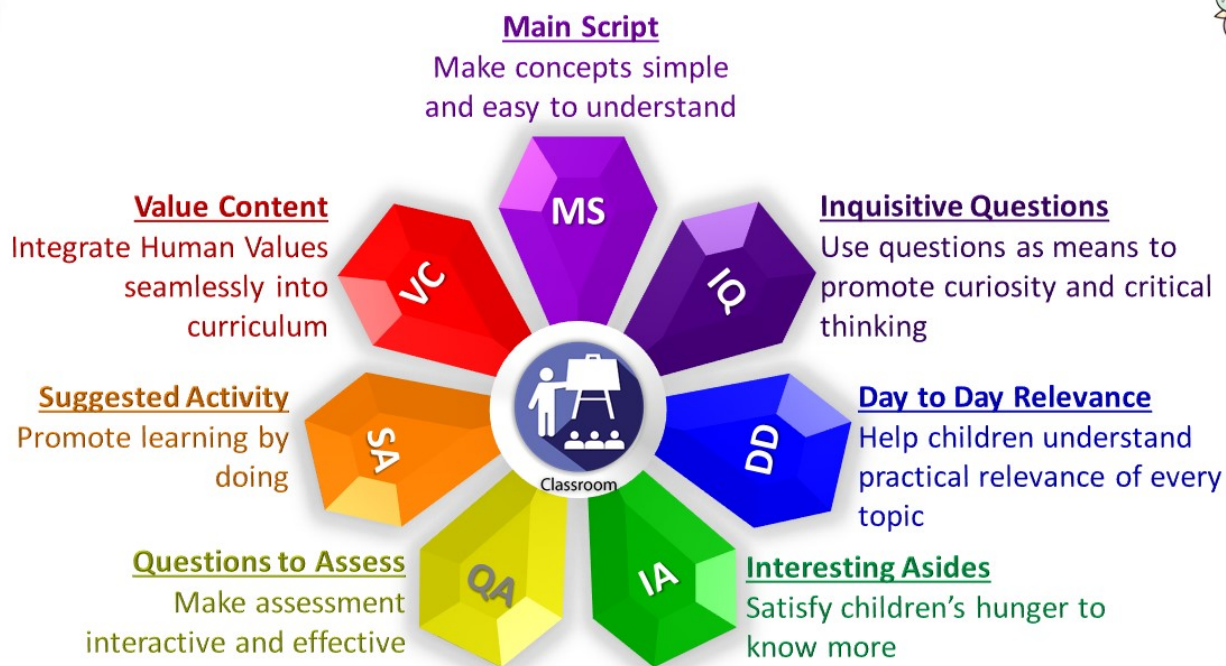
Board	Standard	Subject	Chapter	Language	Reference Link	Creation date
CBSE	STD III	Mathematics	Who is Heavier	English	Who is Heavier	2021-04-15 18:28:55

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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.

Who is Heavier

1. MS_Objectives_Who is Heavier?

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

It states the asset objectives of MLP.

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

Students will be able to

- relate to units of measuring the weight and comparing the weights
- estimate the weights of various objects
- relate to measurement of weight in day to day life
- know the facts about weights on different planets and in outer space.
- compare and differentiate objects by weight
- estimate and find the weight of different objects
- create their own toy balance and enjoy making it
- develop a sense of discrimination between the outer appearance and the inner value

Time to teach	Asset Type	Theme	SubTheme
2 Minutes	Main Script	Measurement of Weights	

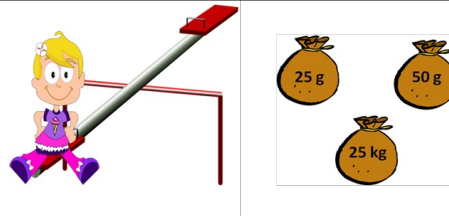
2. IQ_Which is Heavier

Note to the teacher:

The teacher can encourage the students to think and come out with as many answer/s as possible before she/he gives the correct answer/s.

The teacher could ask the following questions to the students and summarize the responses given by them:

1. Which one of the bags will balance the child on the seesaw?



Answer: 25 kg

2. What is the weight of walnuts shown in the balance?



Answer: 1 kg

3. Can you guess the weight of the pumpkin?



Answer: 5 kg

List of the image links in the asset:

1. **Closed brown sack:** <https://pixabay.com/vectors/bag-sack-brown-closed-full-rope-306845/>
2. **Girl on seesaw:** <https://pixabay.com/vectors/baby-cartoon-comic-characters-girl-1297810/>
3. **Pumpkin:** [Weights: https://pixabay.com/en/horizontal-old-weights-old-scale-930716/](https://pixabay.com/en/horizontal-old-weights-old-scale-930716/)
4. **Weights:** <https://pixabay.com/en/horizontal-old-weights-old-scale-930716/>

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Inquisitive Questions	Measurement of Weights	

3. MS_Who is Heavier?

Teacher may introduce the topic “Who is heavier?” to the class by writing on the board.

Teacher may say:

To find out which object is heavier we have to weigh and compare. Weighing is done by using an appliance to measure the weight of an object. The appliance can be a pan balance or an electronic balance.



Weighing objects helps us to compare their weights. We can also use our hands to compare weights or estimate the weight of light objects. But it will not always be accurate.

Teacher may ask the following questions to the students:

- What do they mean by heavy and light?

Various answers given for the concepts - Heavy and Light, can be written down on the board

- When they pack their school bag what things do they put inside their school bag?

Further questions can be asked to help children, identify heavy and light objects that the children see around them in the classroom.



The answers can be any of the following:

Books, note books, pencil box, lunch box, water bottle etc.. are put in a School Bag.

The heaviness is compared in relation to each other. One item can be heavier than another object but lighter than some other object. For example, a notebook is heavier than a pencil box but lighter than a bench. The teacher may ask students to list the items in the school bag in the order of their weight from light to heavy.

Answers can be in the order of pencil box, notebook, water bottle, lunch box, books.



For measuring weights, different types of appliances or devices are used.

Commonly used types are – pan balance, kitchen balance, spring balance and electronic balance.



Weight of different things can be measured and expressed accurately by using standard

units. In India we follow the metric system. The normal units of measuring weight are kilogram (Kg) and gram (g). Mostly, in India we use Kilogram to weigh heavy objects and gram to weigh light (less heavy) objects.

Weight is a measure of the heaviness of an item. Heavier an item more is its weight, and less heavy an item, less is its weight.

We use the Balance Scale to find what is heavy and what is light? By placing things to be weighed on either side of the pan, the pan with the heavy item goes down, and the pan with the light item goes up. When both pans have objects of equal weight, both pans are at the same level. Then it is said that the weight of both the items are in balance.

The teacher may pick up a school bag with few books and demonstrate by holding that bag in one hand and hold the following items in the other hand, one at a time, and encourage the students to estimate and write whether the following items are heavier or

lighter than the bag the teacher is holding. [See the table below for the items]. Also the students may be encouraged to hold the bag in one hand and the other object in the other hand for them to verify.

Items	Items Heavier / Lighter
Math textbook	
Geometry box	
Lunch box	
Duster	
Football	
Water bottle	

We use grams to weigh less heavy objects like a leaf, popcorn, a small note book and a gem clip.



We use kilograms to weigh heavy objects like cars, a bag of rice or a television.



The teacher may introduce to the class that the weight of objects can be the same but the space occupied by it can be different.

Teacher may use the example below:

1. 1 kg atta bag and 1 kg feather bag. The space occupied by 1 kg feather bag is more than the space occupied by 1 kg atta bag.
2. 10 kg gold bar and 10 kg hay. The space required for storing 10 kg hay is much more than the space required for storing 10 kg gold.

The teacher may conclude the lesson by asking the students to use the words **kg/gm** /**heavy/light/more space/less space** to fill in the blanks:

The teacher may write the question on the board or read the question and the students can answer.

Questions:

1. When we weigh an object, we know how _____ the object is.
2. We generally use the unit _____ to weigh light objects
3. We generally use the unit _____ to weigh heavy objects
4. One kg pumpkin occupies _____ than one kg safety pin.
5. One Kg of rice requires _____ to store, than that required for one kg peacock feathers.

Answers:

1. **heavy or light**
2. **gram**
3. **kg**
4. **more space**

5. less space

Links to the images used in this Asset

1. **Electronic Balance:** <https://pixabay.com/photos/balance-weight-load-164776>
2. **Pan Balance:** <https://pixabay.com/vectors/scales-justice-balance-law-judge-310131/>
3. **School Backpack:** <https://www.google.com/url?q=https://openclipart.org/detail/238204/sacdecourcol&sa=D&ust=1566058728584000>
4. **School Bag:** <https://www.google.com/url?q=https://openclipart.org/detail/160099/school-bag&sa=D&ust=1566058728585000>
5. **Water Bottle:** <https://www.cleanpng.com/png-sports-drink-water-bottles-clip-art-water-bottle-c-550638/>
6. **Books:** <https://openclipart.org/detail/302890/stack-of-books-4>
7. **Pencil Box:** <https://www.cleanpng.com/png-pen-pencil-cases-clip-art-pencil-box-cliparts-566616/>
8. **Note Book:** <https://www.cleanpng.com/png-notebook-paper-drawing-clip-art-notebook-cliparts-192391>
9. **Lunch Box:** <https://pixabay.com/photos/classroom-lunch-box-food-sitting-645114>
0. **Electronic Balance:** <https://pixabay.com/photos/balance-weight-load-164776>
1. **Pan Balance:** <https://pixabay.com/vectors/scales-justice-balance-law-judge-310131/>
2. **Kitchen Balance:** <https://pixabay.com/vectors/scale-scales-cooking-food-kitchen-154924/>
3. **Leaf-**<https://pixabay.com/photos/leaf-leaves-jack-fruit-leaf-green-299931/>
4. **Popcorn-** <https://pixabay.com/photos/popcorn-corn-sweet-knabberzeug-1178242/>
5. **Book -**<https://pixabay.com/vectors/sketchbook-book-notes-calendar-156775/>
6. **Paper clips-** <https://pixabay.com/photos/paperclip-clip-office-178126>
7. **Car-** <https://pixabay.com/vectors/auto-car-sports-car-cobra-shelby-158795/>
8. **Bag of rice-**<https://pixabay.com/en/sack-bag-grains-rice-open-wheat-309849/>
9. **Television-** <https://pixabay.com/illustrations/tv-look-football-watch-tv-gawk-1271650/>

Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Main Script	Measurement of Weights	

4. SA_Measurement and Comparison of Weights

It is an indoor/classroom group activity on estimating the weight of objects using Non-Standard Weights and comparing the estimated weight with the actual weight using a

balance.

Aim:

To know and understand things which are heavier and lighter.

Resources Required:

Based on the strength of the class, the class can be divided into 4 or 5 groups. The teacher can instruct the children to collect a variety of objects of varying weights. The Objects can be

1. Pencil
2. Eraser
3. Small scale
4. Toys of different weights (Soft toys and toys made of rubber or plastic)
5. Small to medium sized books
6. Tea bags
7. Flowers
8. Dry leaves
9. Papers
10. Glasses
11. Spoons
12. Chocolates
13. A weighing scale to measure [The teacher may arrange for the device]
14. A ruled paper, pencil and eraser to note the observations.

Procedure:

Note: Teacher to start the class by asking the children to name the various things they see around them.

Question: How can we compare the weight of two different things?

Answer: By holding them separately in each of the hands.

Now the teacher should introduce the Beam Balance to the children and tell each group to weigh the things in their hands and note their observations on the ruled paper.



1. Teacher to ask the children to guess the heaviest of the lot and by placing it on one side of the pan, compare the rest of the items. Now check if their wild guess was correct, and finally decide the heaviest of all.

2. Repeat the same in finding out the lightest.



3. Children can compare the weight of a heavier item with the weight of lighter ones.

Examples:

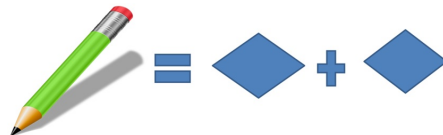
a) **Weight of one glass is equal to the weight of how many spoons?**



a) **Weight of one flower is equal to the weight of how many dry leaves?**



a) Weight of one pencil is equal to the weight of how many papers?



This activity will ensure that children understand the concept of weight and inspire them to compare the approximate (nonstandard) weight of objects.

Gradually the standard unit of weight, Kilograms (kg) and Grams (gm) can be introduced.

Suggestions:

The teacher can suggest the children

- to attempt estimating the weight of their parents/siblings at home and check the actual weight
- to play a game of “guess the weight” at home with friends/siblings
- to go with parents to vegetable shops/grocery shop and observe how objects are measured and what type of weighing devices are used

Conclusion: The weight of heavier objects can be compared with the weight of lighter objects. Also, the weight of heavier objects can be estimated using the weight of lighter objects.

List of the image links in this asset:

1. Eraser: <https://pixabay.com/vectors/eraser-school-supplies-office-23659/>
2. Books – CC: <https://openclipart.org/detail/245570/books-coloured>
3. Weighing Balance-CC: <https://openclipart.org/detail/263035/scales-4>
4. Chocolate Creative Commons: <https://openclipart.org/detail/176948/chocolate>
5. Pencil: <https://pixabay.com/vectors/pencil-green-writing-tools-37254/>
6. Glasses Creative Commons: <https://openclipart.org/detail/13842/beverage-glass-tumbler>
7. Spoon: CC: <https://pixabay.com/photos/coffee-cup-and-saucer-black-coffee-1572739/>
8. Red flower – CC: <https://openclipart.org/detail/150259/red-flower>

9. Dry Leaves- CC: <https://pixabay.com/illustrations/leaf-dry-autumn-isolated-1465115/>

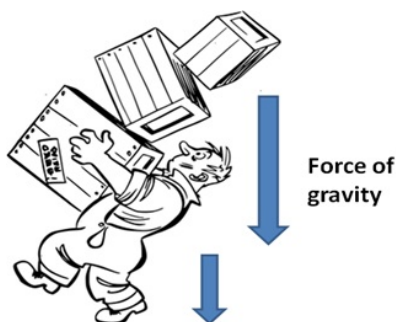
0. Pencil: <https://pixabay.com/vectors/pencil-green-writing-tools-37254/>

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Suggested Activity	Measurement of Weights	Heavier and Lighter, Heavier and Lighter

5. IA_Do you know?

The teacher can share the following interesting facts with the students:

- Weight measures the force of gravity pulling on an object.



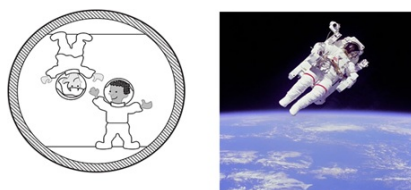
- In India, weight is measured in kilograms. In some countries like the USA, it is measured in pounds.



- Do you know, the Moon's gravity is $\frac{1}{6}$ th of Earth's gravity? It means that the objects on the moon will weigh only $\frac{1}{6}$ th of what they weigh on Earth.
- That is, if you weigh 42 kilograms on the planet Earth, you will weigh only 7 kilograms ($\frac{1}{6} \times 42$) on the moon. That's a big difference!



- And in outer space where there is no gravity. You would be weightless! You will be floating.



- Jupiter is the largest planet in our Solar System. If your weight is 68 kg on Earth then you will weigh 160.7 kg on Jupiter, over twice your normal weight.



List of the image links in the asset:

Man carrying boxes: <https://pixabay.com/vectors/man-worker-boxes-carrying-danger-156891/>

Weighing Scale: <https://pixabay.com/photos/kitchen-scale-weight-cooking-2608932/>

Pound Image: https://commons.wikimedia.org/wiki/File:400x400px-pounds_weight.svg

Moon Surface: <https://pixabay.com/vectors/moon-craters-lunar-surface-sphere-36858/>

Happy Man: <https://pixabay.com/vectors/man-happy-laughing-suit-fat-150115/>

Planet: <https://pixabay.com/vectors/planet-earth-blue-planet-global-296609>

Weightless astronaut: <https://pixabay.com/photos/weightless-float-astronaut-60632/>

Astronauts: <https://pixabay.com/vectors/astronaut-zero-gravity-gravity-less-148152/>

Jupiter: <https://pixabay.com/illustrations/jupiter-planet-celestial-body-round-346946/>

Animal: <https://pixabay.com/vectors/animal-canine-cartoon-dog-pet-1299573/>

Earth: <https://pixabay.com/vectors/planet-earth-blue-planet-global-296609/>

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Interesting Asides	Measurement of Weights	

6. DD_Importance of Weight Concept in Our Lives

The teacher can arrange for a weighing machine and take each child's weight which gives them an understanding of how they vary in their weight as per their body structure.



1. The teacher can ask the children to recall their recent visit to a vegetable shop/grocery shop and tell them that vegetable vendors and grocers generally use weights to measure their merchandise.



2. Some of the commonly used weights are:

5g, 10g, 20g, 50g, 100g, 200g, 500g, 1Kg, 2Kg, 5Kg, 10Kg and 20 Kg.



3. Weighing machines have become an essential component of our daily lives - be it measuring ingredients for a recipe, buying fruits/cereals or measuring our body weight.



4. Currently analog and mechanical weighing devices are used less. Digital weighing machines of varying sizes and models are used for different purposes.

For instance, weighing machines are used in chemical laboratories for weighing chemicals; in

jewelry shops to weigh precious metals like gold and silver; in the hospitals to check the weight

of babies/patients. The list is endless.



5. Weights are used in sports too. Globally “Weight Lifting!” is recognised as a major sporting activity



List of the image links in the asset:

1. **Boy** **on** **scale-** **CC**
https://commons.wikimedia.org/wiki/File:Fat_Man_on_Weighing_Scale_Cartoon.svg
2. **Weighing** **machine-** **CC**
https://commons.wikimedia.org/wiki/File:Weighing_machine.jpg
3. **Weighing** **balance** **in** **shop**
https://commons.wikimedia.org/wiki/File:Weighing_balance_in_a_vegetable_shop.jpg
4. **Vendor:** <https://pixabay.com/photos/people-man-market-vendor-fruits-2590294/>
5. **Grocery shop:** <https://pixabay.com/photos/analog-antique-commercial-deli-2915739/>
6. **Weights:** <https://pixabay.com/photos/weight-kilogram-old-measurement-1504305/>
7. **Weighing** **balance** **in** **shop**
https://commons.wikimedia.org/wiki/File:Weighing_balance_in_a_vegetable_shop.jpg

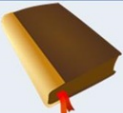
- op.jpg**
8. **Sugar ingredient:** <https://pixabay.com/vectors/ingredients-sugar-flour-ingredient-575730/>
 9. **Obese man:** <https://pixabay.com/illustrations/fat-obese-obesity-weight-heavy-3313923/>
 0. **Fruits on weighing machine:** <https://pixabay.com/photos/eat-food-fruit-fruits-banana-1969940>
 1. **Baby** **weight**
https://commons.wikimedia.org/wiki/File:Baby_weight_Necker_2014.jpg
 2. **Weighing Scale Traditional –CC:** <https://pixabay.com/en/scales-justice-weighing-tilted-307248/>
 3. **Weighing** **Paper**
https://commons.wikimedia.org/wiki/File:Weighing_paper_on_balance.jpg
 4. **Kitchen** **Scale-** **CC**
https://commons.wikimedia.org/wiki/File:Kitchen_scale_20101110.jpg
 5. **Man** **weight** **Lifting** **standing** **–CC**
https://commons.wikimedia.org/wiki/File:Weightlifting_at_the_2016_Summer_Olympics-85kg-3.jpg
 6. **Woman in gym:** <https://pixabay.com/photos/weights-lifting-power-female-gym-646497/>
 7. **Man** **Lifting** **weights**
[https://commons.wikimedia.org/wiki/File:Weightlifting_at_the_2016_Summer_Olympics_%E2%80%93_Men%27s_94_kg_\(15\).jpg](https://commons.wikimedia.org/wiki/File:Weightlifting_at_the_2016_Summer_Olympics_%E2%80%93_Men%27s_94_kg_(15).jpg)

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Day-to-day Relevance	Measurement of Weights	

7. QA_Unit of Weight

1. Find a reasonable estimate of “Weight.”

Look at each of the following items. Make a reasonable estimate as to how much each item weighs. Match the picture with the best unit given at the bottom.

			
A text book	A paper clip	A carrot	A big frog
			
A pig	Books	A sack of rice	Teaspoon of sugar
About 1 gram	About 50 grams	About 100 grams	About 5 grams
About 1 kilogram	About 100 kilograms	About 5 kilograms	About 3 kilograms

2. In your classroom, find,

- any three objects that are less than 1 kg
- any three objects that are more than 1 kg

Record your results. [You can write the answers given by the children on the Black/White Board]

Answer	
Item	Approximate Weight
Textbook	1 kg
Paper clip	1 gm
Carrot	100 gm
Frog	50 gm
Pig	100 kg
Books	3 kg
Sack of flour	5 kg
Teaspoon of sugar	5 gm

Note: Answers are marked in red. Encourage the children to come up with their answers.

Less than 1 kg	More than 1 kg
Duster	Table
Pencil Box	?
?	?

3. Balaji's cookie recipe calls for 500 gm of nuts. Will two 200 gm bags be enough? Show your work.



Answer:

Two 200 gm bags will be

$$200\text{gm} + 200\text{ gm} = 400\text{ gm}$$

So, two 200 gm bags will not be enough. He will need one more bag of 100 gm.

$$400\text{ gm} + 100\text{ gm} = 500\text{ gm}$$

4. How much more is to be added to the following to make it equal to 500g?

a)100 gm

b)300 gm

Answer: a) 400 gm

b) 200 gm

5. How much more is to be added to the following to make it equal to 1Kg.

a) 300 gm

b) 500 gm

Answer: a) 700 gm

b) 500 gm

6. Which is heavier?

a. 500 gm weight or four 100 gm weights

b. 100 gm weight or six 20 gm weights.

Ans:

a) Four 100 gm weights = $4 \times 100 = 400\text{ gm}$; 500 gm is heavier than 400 gm

So, 500 gm is heavier than four 100 gm weights

b) Six 20 gm weights = $6 \times 20 = 120\text{ gm}$; 120 gm is heavier than 100 gm

So, six 20 gm weights are heavier than 100 gm.

7. Weight of how many 50 gm blocks is equal to the weight of a 200 gm block?



Ans: $4 \times 50 \text{ gm} = 200 \text{ gm}$

Weight of **Four 50 gm** blocks is equal to the weight of **a 200 gm block**.

Links to the images used in this Asset:

1. <https://openclipart.org/detail/231934/pig>
2. <https://openclipart.org/detail/75799/registry-book>
3. http://pngimg.com/uploads/rice/rice_PNG25.png
4. <https://openclipart.org/detail/245570/bookes-coloured>
5. <https://openclipart.org/detail/146059/spoon>
6. <https://openclipart.org/detail/174141/paper-clip>
7. <https://openclipart.org/detail/142387/carrot-orange-with-green-leafs>
8. <https://openclipart.org/detail/214691/frog-coloured>
9. Weighing Balance-https://openclipart.org/image/90px/svg_to_png/263035/Scales4.png
10. Cookie-https://openclipart.org/image/2400px/svg_to_png/130009/cookie.png
11. Almonds-<https://pixabay.com/en/almonds-nuts-roasted-salted-1768792/>
12. Weight Blocks: OC: Self Created Using MS

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Assessments	Measurement of Weights	Heavier and Lighter, Heavier and Lighter

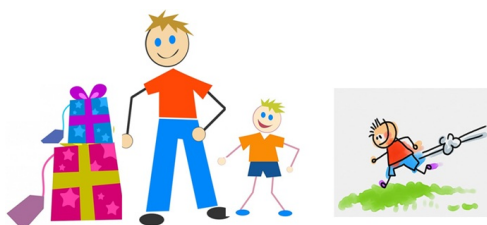
8. VC_Big is not always more

Big is not always more

We have just learnt that a big bag of popcorn will be less in weight than a small bag of pumpkin.

Story Time:

Once a man called his two sons Ram and Shyam and told them that he would like to give them a gift each. He had two boxes with him. One was big and heavy and the other was small and light.



The father told them to choose one box each, but they were not allowed to open the boxes and see the contents inside before they made their choice.

The younger son Shyam was asked to choose first. He looked at both the boxes, felt them in his hand, and then chose the big and heavy box. When he opened his box eagerly, he found some sea shells in the box.



Ram picked up the other small and light box. He opened it and was pleasantly surprised to find a nice wristwatch enclosed in velvet cloth, inside it. This made Ram happy, but Shyan felt very disappointed.



Then their father explained to them – “Never get lured by external appearances like size weight, shape, etc. of any item. Value of anything depends more upon that item’s usefulness to us than its weight, size, and shape. You should learn to discriminate”

So Children, remember- **“Big is not always more.”**

Time to teach	Value Type	Value Sub Type	Value Attribute
3 Minutes	Truth	Discrimination	Stories

9. SA_Making a Toy Balance

MAKING A TOY BALANCE

Aim:

To know how to make a Toy Balance

Resources Required:

1. Two small paper cups of identical size per group
2. Two pieces of twine, each of 30 cm long per group
3. A notched clothes hanger per group.
4. A pair of scissors

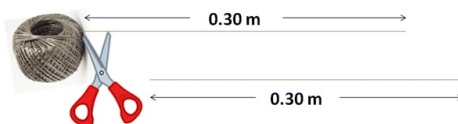


Procedure:

1. Take two paper cups and a hole-punch. Make two holes in each cup using the hole-punch. The holes have to be made close to the rim of the cup and on opposite sides.



2. Take a twine bundle and cut two pieces of twine each measuring 30 cm. The twine has to be thick and strong. Lay the twines next to each other and make sure the twine threads are of the same length.



3. Take one twine and tie its ends through the two holes of one cup. Take the other twine and repeat the same for the second cup. The twines will serve as thin handles for the cups.



4. Now we need a clothes hanger. Take either a wooden or a plastic hanger that has notches on either side.

5. Hang the cups on either side of the clothes hanger in the notches using the twine handles. Lift up the scale and hold it from top to see if both cups are hanging at the same level. If not, the length of the twine handles has to be adjusted. Voila! The new balance is ready.



6. The children can personalize the new balance scales by decorating it using crayons stickers, and markers.
7. For the kids to experiment with different objects, balance scales can either be hung on a door knob, or on a single wall adhesive hook that can be stuck on the wall.
8. Kids can be encouraged to put different objects like small rocks, pebbles, small toys, peas channa, nuts, fruits like strawberries, grapes inside the cups.
9. The cup that weighs more will go down and tip the scale. It can be explained to the children that the lower cup has an object that's heavier than the one in the higher cup. So the lower cup has the heavier object and the higher cup has the lighter object.

Conclusion: Students were able to make a toy balance and use it to weigh and compare weights of a few objects.

List of the image links in the asset:

1. **Paper cup:** <https://pixabay.com/illustrations/paper-cup-water-empty-cup-cup-1139873/>
2. **Clothes Hanger:** <https://pixabay.com/vectors/hanger-coat-hanger-wardrobe-148398/>(Self modified)
3. **Clothes twine:** <https://pixabay.com/photos/thread-strand-cord-twine-string-3063078/>
4. **Scissors:** <https://pixabay.com/vectors/cut-scissors-tool-1295044/>
5. **Hole Punch:** <https://pixabay.com/photos/punch-perforator-old-antique-retro-402558/>

Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Suggested Activity	Measurement of Weights	

10. MS_Summary_Who is Heavier?

In this lesson the following were discussed:

- Weights and units of measurement.
- Estimation, measurement, and comparison of weights.
- Understanding of heavy and light objects.
- How are objects measured?
- Relevance of measurement of weights.
- Big/Heavy objects do not always signify high value.

Time to teach	Asset Type	Theme	SubTheme
2 Minutes	Main Script	Measurement of Weights	

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.