



Master Lesson Plan

For

Can we Share

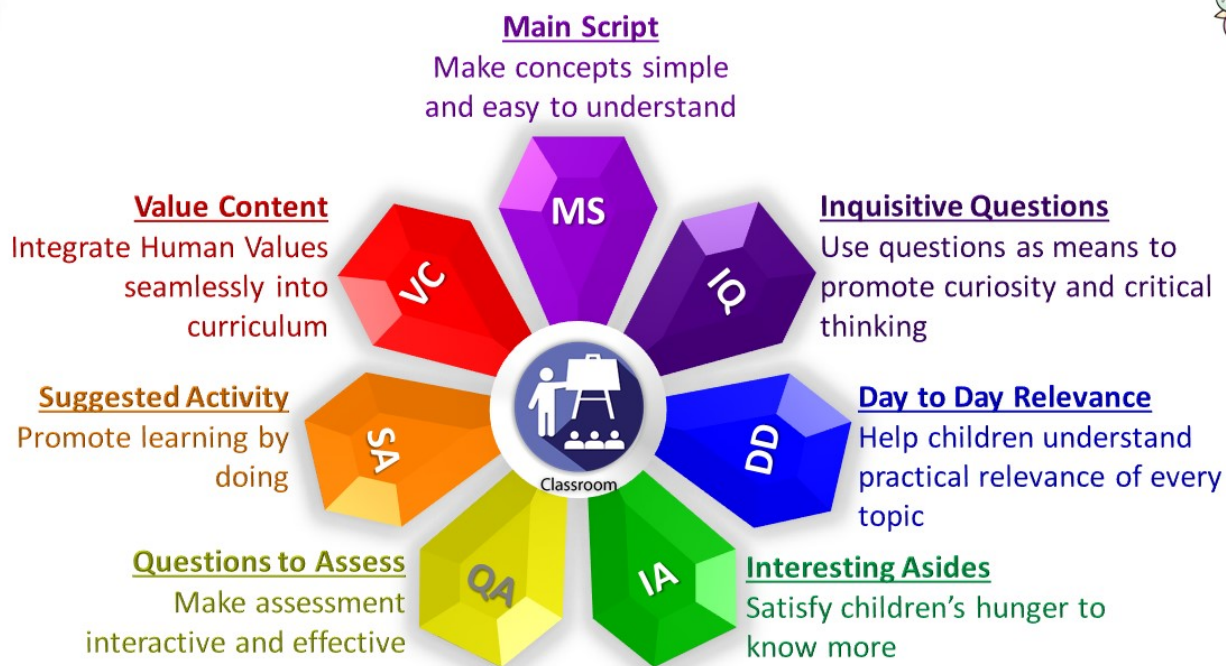
Board	Standard	Subject	Chapter	Language	Reference Link	Creation date
CBSE	STD III	Mathematics	Can we Share	English	Can we Share	2021-03-14 09:02:18

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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.

Can we Share

1. MS_Objectives_Can We Share

The teacher will be able to get an overview of the Asset objectives in the MLP for the chapter 'Can We Share'.

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

It states the asset objectives of the MLP.

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

Students will be able to:

- Share things equally among friends by applying the concept of division.
- Group objects and learn the easy method of counting and division.
- Learn that multiplication is the inverse of division and vice versa.
- Explain what is meant by dividend, divisor, quotient and remainder.
- Solve some division word problems, by using multiplication tables.
- Students will be able to understand division by 10s and 100s.
- Think and apply their learning with some thought provoking word problems.
- Relate to situations around them where they have to divide their work and time for each activity.
- Know about the significance of zero and one in division.
- Demonstrate the concept of grouping and division with an activity.
- Apply the concepts learnt regarding division and multiplication.
- *Internalize the meaning & significance of sharing in life.*

Time to teach	Asset Type	Theme	SubTheme
3 Minutes	Main Script	Division	Terms in division (dividend, divisor, quotient, remainder), Relates division with multiplication, Division word problems (2,3 digits), Division with two digit number, Division using number chart, Division of 3 digit numbers, Divides a given number by repeated subtraction, Terms in division (dividend, divisor, quotient, remainder), Relates division with multiplication, Division word problems (2,3 digits), Division with two digit number, Division using number chart, Division of 3 digit numbers, Divides a given number by repeated subtraction

2. DD_Division in Daily Work

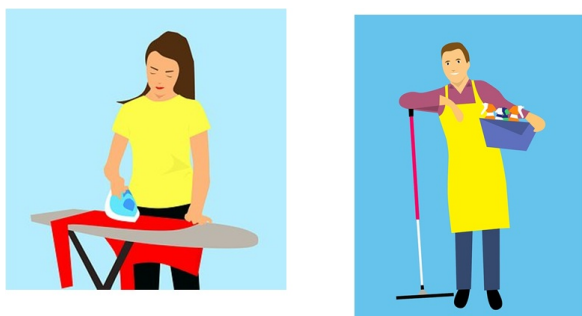
The teacher could explain the application of division by helping the students relate to the following examples:

Division is important so that we can :

a. Divide the time that we are awake towards praying, eating, studying, playing and sleeping.



b. We can share the work in the house by dividing them amongst the members in the house.



c. We can divide the time in hand, to learn the lessons in all the subjects taught at school.



d. Our food plate should be divided to include vegetables, proteins, carbohydrates and fruits.



List of the image links in the asset:

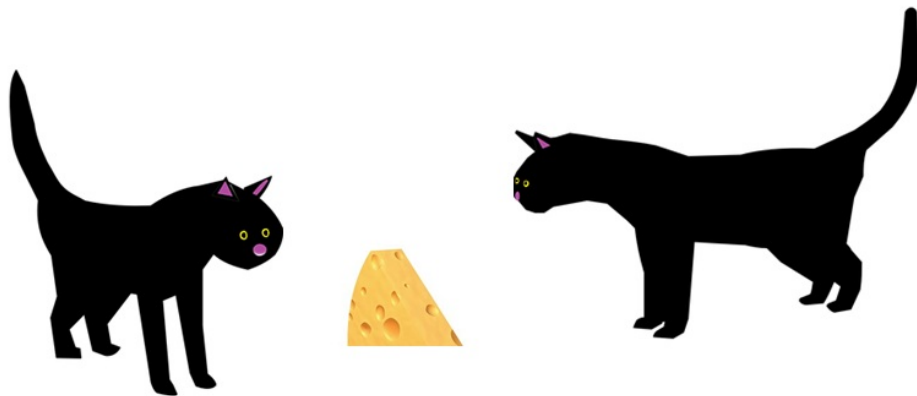
1. <https://pixabay.com/illustrations/praying-girl-prayer-faith-1930911/>
2. <https://pixabay.com/illustrations/family-eat-sit-rice-meal-dad-1459588/>
3. <https://pixabay.com/illustrations/homework-study-student-school-3314088/>
4. <https://pixabay.com/illustrations/child-children-kids-people-life-1099748/>
5. <https://pixabay.com/illustrations/sleeping-man-sleep-rest-nap-siesta-3404668/>
6. <https://pixabay.com/illustrations/housekeeping-cleaning-2977>
7. <https://pixabay.com/illustrations/keywords-teenager-chores-2912680/056/>
8. <https://pixabay.com/photos/boy-reading-studying-books-286240/>
9. <https://www.pexels.com/photo/flat-lay-photography-of-two-tray-of-foods-1640769/>

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Day-to-day Relevance	Numbers	Division, Division

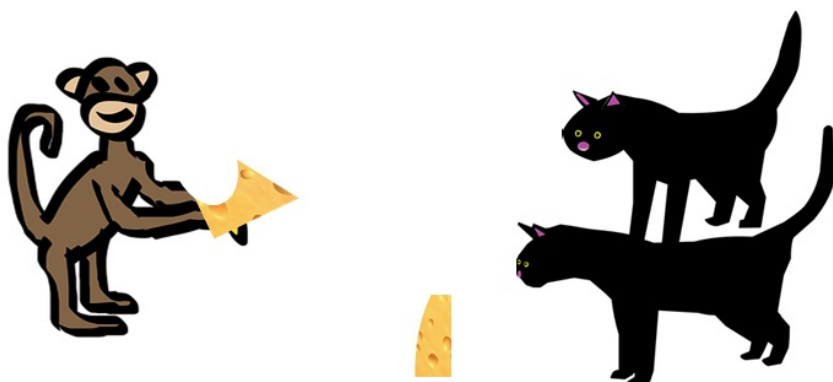
3. MS_Division by Sharing

Note: Tell a story: The monkey and two cats

Once upon a time two cats found a piece of cheese and cut it into two pieces. But one piece was slightly bigger than the other. Both the cats wanted the bigger piece. Then they went to a monkey and asked it to sort out the matter.



The monkey said, "Don't worry. I'll make both the pieces equal. Then it took a bite from the bigger piece. But this made the other piece larger. So it took a bite from the other piece. This continued till the pieces became very small.



Seeing this, the cats pleaded, "Sir! We are satisfied. Let us have the pieces now."

The shrewd monkey replied, "What about my fee for sorting out the problem?" Saying this, it gobbled up the remaining cheese.

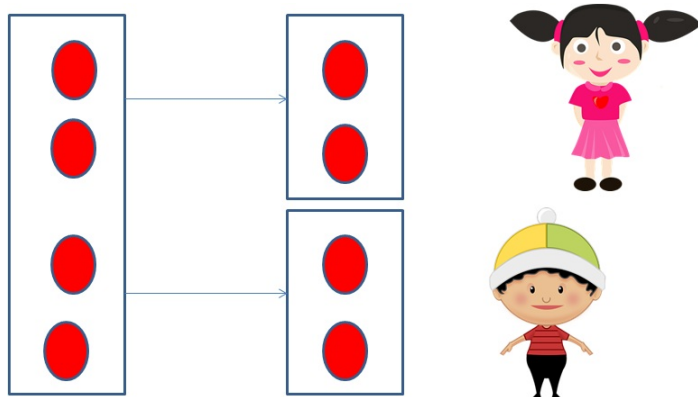
Note: The teacher should talk to the students about what the monkey did and how he tricked the two cats.

Now, ask the students to go out and get a few stones. Take 4 stones and tell them : I am going to share these 4 stones equally among 2 friends.

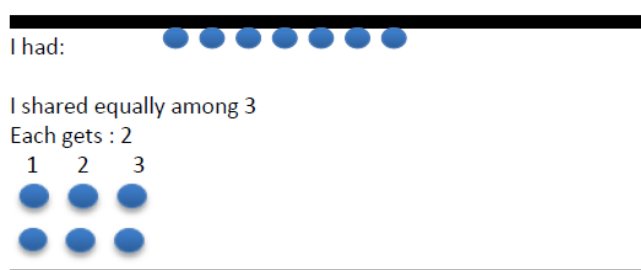
Equal means, each one gets the same number of stones.

Place one stone on one side and place the other on another side. Keep sharing until all the stones are done and distributed equally.

Then say: when I share 4 stones equally with 2 people ,each gets 2 stones.



Ask children to share their stones among 2,3 people/ boxes. If they are short of stones, they can either take away the excess one or go out and get more, but they need to keep the count of stones. Children can then say the statement based on their no. of stones. The teacher can give a sheet and they can record the same on paper.



List of the image links in the asset:

1. <https://pixabay.com/vectors/cats-black-pair-two-standing-47658/>
2. <https://pixabay.com/illustrations/cheese-3d-breakfast-cartoons-2048549/>
3. <https://pixabay.com/illustrations/monkey-banana-cartoon-183051/>
4. <https://pixabay.com/illustrations/lady-cartoon-vector-kids-2137555/>
5. <https://pixabay.com/vectors/boy-kid-child-cartoon-teen-happy-2025729/>
6. Shapes: OC: Self Created Using MS

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Main Script	Numbers	Division, Division

4. VC_Sharing

Note: The teacher could begin by showing the video (uncle lion's tales) - link mentioned at the end of the document:

We use division when ever things have to be grouped or shared.

In life too, we get many opportunities to share.

Sharing is a virtue. It is the process of building bridges between those who have and those who do not have.

What all can you share?

1. Your lunch box. If you share your lunch box with a classmate who forgot to bring his/her lunch box, you are preventing him/her from staying hungry.
2. Your clothes & toys. When you share these with children who are not so fortunate, you are bringing joy in their lives.
3. You can share books with your classmates who cannot afford to buy them.
4. One can also share his/her knowledge or special skills in any field with others.
5. One can even share his/her happiness.

For sharing, one has to be kind, sensitive and loving towards other fellow human beings. A kind person knows the joy in sharing his resources with other needy people whether they are his friends or not.

Please refer to this video:

Share Good Things With Others || Uncle Lion's Tales - Part 46

<https://www.youtube.com/watch?v=CfxWOvP1xks>

Time to teach	Value Type	Value Sub Type	Value Attribute
3 Minutes	Love	Sharing	Quotation

5. MS_Division by Grouping

Note: The teacher can bring in some stones/sticks/books/pencils to class. She/he should take the exact divisible number in hand and

Say: "I have 10 pencils. I am going to make groups of 2. Let me see how many groups I can make."

The teacher places the pencils, 2 each on the floor and then counts the sets .

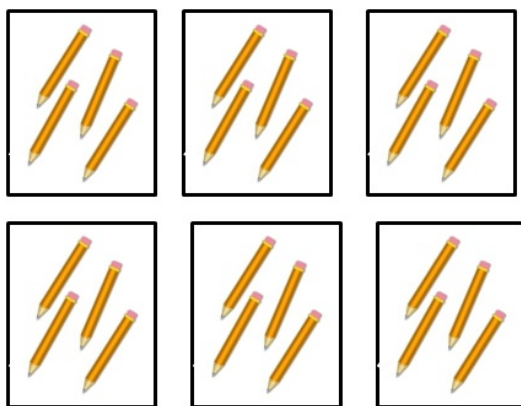
Say: "When I divide 10 pencils into groups of 2, I get 5 sets."

The teacher can do the same with children in the class. Count the number of students in class. Ask them to make groups of 2, 3, 4 so on and see how many groups they can form. Write it on the board in the format given below.

(a) Make groups of 4 stars  How many groups of 4 stars do you get? 5 groups	(b) Make groups of 3 keys  How many groups of 3 keys do you get?
(c) Make groups of 5 candles  How many groups of 5 candles do you get?	(d) Make groups of 6 ice-creams  How many groups of 6 ice-creams do you get?

Note: The teacher could then present the following questions for the students to solve and respond:

1) There are 24 pencils. Each child gets a packet of 4 pencils. How many children will get a packet each?



Answer:

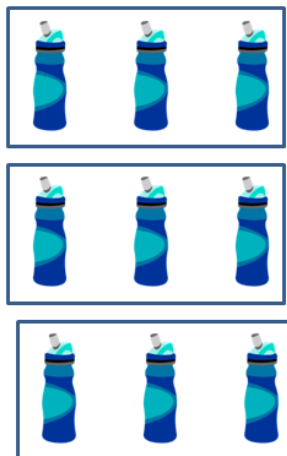
Each child gets 4 pencils.

Put 24 into equal groups of 4. This gives us 6.

6 children will get a packet each.

2) There are 9 bottles in a shop. Each shelf can keep 3 bottles. How many shelves are

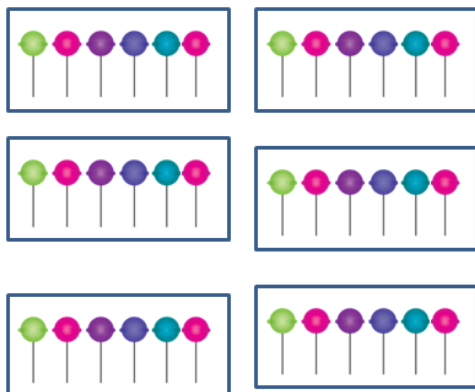
needed to keep all the bottles?



Answer:

We need 3 shelves. Place 3 bottles in each group. We will have 3 groups.

3) There are 36 candies . Each box has 6 candies. How many boxes can be made?



Answer:

Each box has to have 6 candies. Put 36 candies into groups of 6 each. This makes 6 boxes in all.

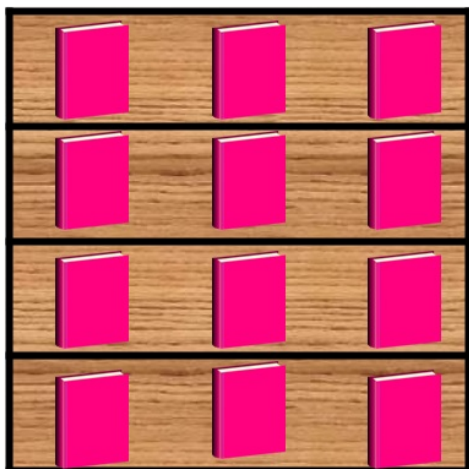
4) There are 16 flowers. Each pot has only 4 flowers. How many pots are there in all?



Answer:

There are 4 pots. Take 16 flowers in each group. We get 4 groups.

5. There are 12 books. Put them on 4 shelves.



Answer:

Books in all = 12

Number of groups = 4

Books in each group = 3

List of the image links in the asset:

1. <https://pixabay.com/illustrations/cartoons-pencil-draw-items-objects-313495/>
2. <https://pixabay.com/illustrations/water-bottle-graphic-bottle-2238811/>
3. <https://pixabay.com/illustrations/candy-lollipops-sugar-dessert-food-993781/>
4. <https://pixabay.com/vectors/flowers-pot-pink-purple-spring-311177/>
5. <https://pixabay.com/vectors/flowers-pot-flowerpot-flora-bloom-34330/>
6. <https://pixabay.com/vectors/book-hardcover-pink-cartoon-304131/>

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Main Script	Numbers	Division, Division

6. SA_Division Activity Time

Aim:

To demonstrate the concept of grouping equally and dividing.

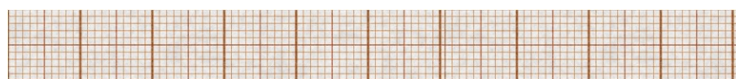
Materials Required:

1. Graph sheet
2. A pair of scissors
3. Glue
4. Eraser

Procedure

1. Divide 44 by 3.
2. Cut strips from the graph sheet to represent 44 in groups of tens and ones.

For example:



represents tens

and  represents ones,

3. 44 can be represented with 4 10-square strips & 4 single squares. Now, divide these into 3 equal groups.
4. Record the number of 10-square strips in each group and write the number in the tens place of the quotient. (1)
5. Cut the ungrouped strip into 10 single squares and add them to the 4 single squares from before. ($10+4 = 14$)
6. Now, divide the 14 (ones) single squares into 3 equal groups.
7. Count the number of single squares in each group and write it in the one's place of the quotient. (4)
8. Record the ungrouped single squares if any, as remainder (2) . So, $Q = 14$ & $R = 2$.
9. Similarly divide 59 by 5.

Observation:

The number of items in each group gives the quotient & the number of ungrouped items gives the remainder.

Conclusion:

The students will be able to demonstrate the concept of making equal groups to divide a certain number.

Follow up activity.

Fill in the blanks:

1. 42 has _____ tens and _____ ones.
2. $42/3$ gives a quotient _____ and remainder _____.
3. In a division problem, the _____ is never greater than the divisor.
4. Division is the process of making the objects into a number of groups with _____ number of objects in each group.

List of the image links in the asset:

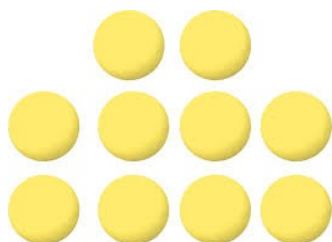
<https://pixabay.com/illustrations/banner-header-graph-paper-paper-1557820/>

Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Suggested Activity	Numbers	Division, Division

7. QA_Divide by Grouping

Answer the following :

- 1) There are 10 balls. Each group has 5 balls. How many groups can you make?



- 2) I have 16 pens. I give 2 pens to each friend. How many friends got the pens?



3) There are 20 balloons. Each child gets 5 balloons. How many children get balloons?



4) I have 12 chairs. I keep 3 chairs in a row. How many rows did I make?



5) Rani has 7 stars. She gave 1 star to each friend. How many friends got a star?



6) I have 14 balls and two boxes. Divide the balls into the 2 boxes equally. How many balls are there in each box?



Number of balls in each box: _____

7. There are 15 pencils. There are 3 friends. How many pencils will each get if they share the

pencils equally ?



Each friend gets: _____

8) There are 10 children in a class. They are divided equally into 5 groups. How many children are there in each group?



Number of children in each group: _____

9) Shanti went to the market to buy 24 bananas. 8 friends came home. She divided the bananas equally among her friends. How many bananas did each one get?



10) Ram and Sita went to the shop and bought a pack of 20 chocolates. How many chocolates did each one get if they divided it equally between them?



Answers

1. 2 groups

2. Total no.of pens= 16

Pens given to each friend=2

No.of friends who got pens= 8

3. No. of Balls = 20

Balls each child gets = 5

No.of children who get balloons = 4

4. No. of chairs = 12

Chairs in each row = 3

Total no. of rows = 4

5. 7 friends got a star.

6. Each box has 7 balls.

7. Each friend gets 5 pencils.

8. No. of children in each group is 2.

9. Each one got 3 bananas.

10. Each got 10 chocolates.

List of the image links in the asset:

1. Balls: OC: Self created using MS
2. <https://pixabay.com/vectors/pen-office-tools-shadow-ball-point-33981/>
3. <https://pixabay.com/vectors/balloons-inflated-air-celebration-312654/>
4. <https://pixabay.com/photos/chair-wood-furniture-643246/>
5. Stars: OC: Self created using MS
6. <https://pixabay.com/photos/green-art-wood-sharp-pencil-group-1738220/>
7. <https://pixabay.com/vectors/boy-cartoon-child-comic-characters-1296379/>
8. <https://pixabay.com/vectors/banana-yellow-fruit-tropical-food-42793/>
9. <https://pixabay.com/illustrations/toffee-symbol-celebration-happy-3188719/>
0. Men: OC: Self created using MS

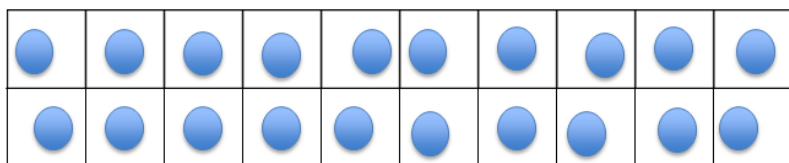
Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Assessments	Numbers	Division, Division

8. MS_Division

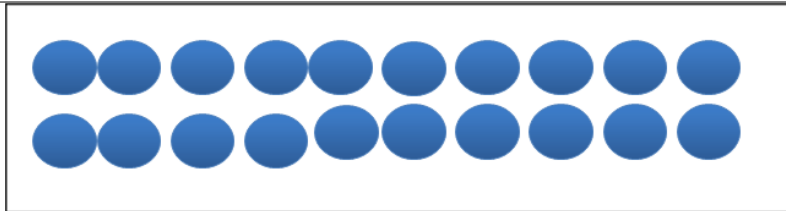
Note: The teacher has to get some stones. Say about 20. First arrange them in a line.

The teacher should say:

- 20 taken 1 time is 20.
- If we have one stone each in 20 groups, it gives 20 altogether.
- 20 stones divided into 20 groups gives 1 in each group.



- 20 stones put into 1 group, gives 20 in that 1 group.



Note: The teacher can make a 4X5 grid and do the same.

The teacher can make a 4X5 grid and do the same.

- 5 taken 4 times gives 20
- 4 taken 5 times gives 20
- 20 divided into 4 groups gives 5
- 20 divided into 5 groups gives 4 each.

For example

If the student is given a number sentence, they should be able to state 3 other number sentences using the numbers given, so as to emphasize the fact that multiplication is the inverse of division and vice versa.

If $7 \times 4 = 28$, what else should they know? [they should know: $4 \times 7 = 28$, $28 \div 7 = 4$ and $28 \div 4 = 7$]

If $3 \times 6 = 18$ then $18 \div 6 = 3$; $6 \times 3 = 18$; $18 \div 3 = 6$

If $8 \times 3 = 24$ then $24 \div 8 = 3$; $24 \div 3 = 8$; $3 \times 8 = 24$

If $6 \times 5 = 30$ then $5 \times 6 = 30$; $30 \div 5 = 6$; $30 \div 6 = 5$

List of the image links in the asset:

OC: Self created using MS PPT

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Main Script	Numbers	Division, Division

9. QA_Divide and Solve

Observe the given equations. Can you express them in other ways, using division/multiplication symbol?

1) $3 \times 5 = 15$

$$2) 45 \div 9 = 5$$

$$3) 8 \times 8 = 64$$

$$4) 7 \times 6 = 42$$

$$5) 9 \times 7 = 63$$

Answer

$$1. \text{ If } 3 \times 5 = 15$$

we also know that

$$5 \times 3 = 15$$

$$15 \div 5 = 3$$

$$15 \div 3 = 5$$

$$2. \text{ If } 45 \div 9 = 5$$

we also know that

$$9 \times 5 = 45$$

$$5 \times 9 = 45$$

$$45 \div 5 = 9$$

$$3. \text{ If } 8 \times 8 = 64$$

We also know that

$$64 \div 8 = 8$$

$$4. \text{ If } 7 \times 6 = 42$$

We also know that

$$42 \div 6 = 7$$

$$42 \div 7 = 6$$

$$6 \times 7 = 42$$

5. If $9 \times 7 = 63$

We also know that

$$63 \div 7 = 9$$

$$63 \div 9 = 7$$

$$7 \times 9 = 63$$

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Assessments	Numbers	Division, Division

10. MS_Division using Tables

Note: The teacher can tell the students that, they are now going to learn a way to solve long division problems.

1. Write the word **Division** on the board.
2. Let the students know that division is an operation that tells us the number of groups that can be made out of another number.
3. Take an example. Write $99 \div 11$.
4. Draw a box and write down the 11 table in it.
5. Ask the students to see how many times 11 gives a number that is 99 or closest to 99.
6. They will be able to see that 9 times 11 gives 99. i.e when we group 99 into groups of 11 we get 9 sets.
7. The teacher can represent this in the form of division.

$$\begin{array}{r}
 9 \\
 11 \overline{) 99} \\
 \underline{99} \\
 0
 \end{array}$$

E.g:

Table of 11

1 x 11 = 11
2 x 11 = 22
3 x 11 = 33
4 x 11 = 44
5 x 11 = 55
6 x 11 = 66
7 x 11 = 77
8 x 11 = 88
9 x 11 = 99
10 x 11 = 110

Note: Define these key terms for your students as follows:

- **Dividend:** In a division problem, the number that is to be divided is called the dividend. (99)
- **Divisor:** In a division problem, the number that divides the dividend is called the divisor. (11)
- **Quotient:** Upon division, the number obtained other than the remainder is called the quotient. (9)
- **Remainder:** The remainder is the number that is left over after dividing. (0)

Examples:-

E.g. 1) Divide 980 by 11

Table of 11

11 x 1 = 11
11 x 2 = 22
11 x 3 = 33
11 x 4 = 44
11 x 5 = 55
11 x 6 = 66
11 x 7 = 77
11 x 8 = 88
11 x 9 = 99
11 x 10 = 110

8 9

$11\overline{)980}$

- 8 8

1 0 0

- 9 9

1

1) 9 is less than 11, hence carry 9 to the next place i.e. tens place and 8 to the ones place. We have 98.

2) Solve $98 \div 11$

3) $11 \times 8 = 88$, write 8 on top (quotient's place). Position it above the 8 in 980.

4) Subtract $98 - 88 = 10$. Write the 10 below 88.

5) Bring down the 0 from 980. We have 100.

6) Solve $100 \div 11$

7) $11 \times 9 = 99$, write 9 on top, next to the 8 (quotient's place).

Subtract $100 - 99 = 1$. Write the remainder 1 below 99.

8) Hence quotient = 89 and remainder = 1.

Note: Please provide two more examples

E.g. 2) Divide 375 by 5

Table of 5

$1 \times 5 = 5$
$2 \times 5 = 10$
$3 \times 5 = 15$
$4 \times 5 = 20$
$5 \times 5 = 25$
$6 \times 5 = 30$
$7 \times 5 = 35$
$8 \times 5 = 40$
$9 \times 5 = 45$
$10 \times 5 = 50$

75

 $5\overline{)375}$ - 35

25

- 25

0

- 1) In 375 , 3 is less than 5. So, we take 37 i.e thirty seven.
- 2) 7 times 5 is 35. Write 7 on top (quotient's place) above the 7 in 375.
- 3) $37 - 35 = 2$. Write 2 below the 35.
- 4) Bring down the 5 from 375. it makes it 25.
- 5) 25 is 5 times 5. $25 - 25 = 0$
- 6) We get quotient of 75 & a remainder 0.

E.g. 3) Divide 433 by 7

Table of 7

1 x 7 = 7
2 x 7 = 14
3 x 7 = 21
4 x 7 = 28
5 x 7 = 35
6 x 7 = 42
7 x 7 = 49
8 x 7 = 56
9 x 7 = 63
10 x 7 = 70

61

 $7\overline{)433}$ - 42

13

$$\begin{array}{r} -7 \\ \hline \end{array}$$

6

- 1) 4 is less than 7 so, we take 43.
- 2) 6 times 7 is 42. Write 6 in the quotient's place.
- 3) $43 - 42 = 1$. Write 1 below 42.
- 4) Bring down the next digit i.e. 3. This makes the number 13.
- 5) 7 one time is 7. Write 1 next to 6 in the quotient's place.
- 6) $13 - 7 = 6$. Write 6 below 7.
- 7) We have quotient as 61 & remainder as 6.

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Main Script	Numbers	Division, Division

11. QA_Divide Using Tables

Divide the Following numbers:

1. $345 \div 5$
2. $256 \div 4$
3. $144 \div 3$
4. $488 \div 6$
5. $530 \div 7$

Answer

1. Divide 345 by 5

1. Divide 345 by 5

$$\begin{array}{r} 69 \\ 5 \overline{)345} \\ \underline{-30} \\ 45 \\ \underline{-45} \\ 0 \end{array}$$

5 X 1 = 5
5 X 2 = 10
5 X 3 = 15
5 X 4 = 20
5 X 5 = 25
5 X 6 = 30
5 X 7 = 35
5 X 8 = 40
5 X 9 = 45
5 X 10 = 50

1. In 345, 3 is less than 5. So, we take 34 i.e thirty-four.

2. 34 is divisible by 5, 6 times giving a remainder of 4.

3. Bring down 5. 45 divided by 5, is 9 and remainder is 0

2. Divide 256 by 4

$$\begin{array}{r}
 64 \\
 4 \overline{)256} \\
 \underline{-24} \\
 16 \\
 \underline{-16} \\
 0
 \end{array}$$

4 X 1 = 4
4 X 2 = 8
4 X 3 = 12
4 X 4 = 16
4 X 5 = 20
4 X 6 = 24
4 X 7 = 28
4 X 8 = 32
4 X 9 = 36
4 X 10 = 40

1. In 256, 2 is less than 4. So, we take 25 i.e Twenty-five.

2. 25 is divisible by 4, 6 times giving a remainder of 1.

3. Bring down 6. 16 divided by 4, is 4 and remainder is 0

3. Divide 144 by 3

$$\begin{array}{r}
 48 \\
 3 \overline{)144} \\
 \underline{-12} \\
 24 \\
 \underline{-24} \\
 0
 \end{array}$$

3 X 1 = 3
3 X 2 = 6
3 X 3 = 9
3 X 4 = 12
3 X 5 = 15
3 X 6 = 18
3 X 7 = 21
3 X 8 = 24
3 X 9 = 27
3 X 10 = 30

1. In 144, 1 is less than 3. So, we take 14 i.e Fourteen.

2. 14 is divisible by 3, 4 times giving a remainder of 2

3. Bring down 4. When 24 is divided by 3, gives 8 and remainder is 0.

4. Divide 488 by 6

$$\begin{array}{r}
 81 \\
 6 \overline{)488} \\
 \underline{-48} \\
 08 \\
 \underline{-06} \\
 2
 \end{array}$$

6 X 1 = 6
6 X 2 = 12
6 X 3 = 18
6 X 4 = 24
6 X 5 = 30
6 X 6 = 36
6 X 7 = 42
6 X 8 = 48
6 X 9 = 54
6 X 10 = 60

1. In 488, 4 is less than 6. So, we take 48 i.e Forty-eight.
2. 48 is divisible by 6, 8 times giving a remainder of 0.
3. Bring down 8. When 8 is divided by 6, it gives 1 and remainder is 2.

5. Divide 530 by 7

$$\begin{array}{r}
 75 \\
 7 \overline{)530} \\
 \underline{-49} \\
 40 \\
 \underline{-35} \\
 5
 \end{array}$$

7 X 1 = 7
7 X 2 = 14
7 X 3 = 21
7 X 4 = 28
7 X 5 = 35
7 X 6 = 42
7 X 7 = 49
7 X 8 = 56
7 X 9 = 63
7 X 10 = 70

1. In 530, 5 is less than 7. So, we take 53 i.e Fifty-three.
2. 53 is divisible by 7, 7 times giving a remainder of 4.
3. Bring down 0. When 40 is divided by 7, it gives 5 and remainder is 5.

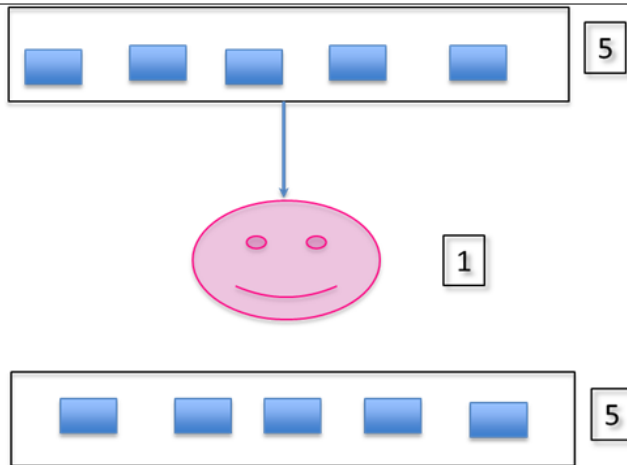
Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Assessments	Numbers	Division, Division

12. IA_Division Involving 0 and 1

1. Any number divided by 1 gives the number itself.
2. Any number divided by itself will give 1 as the quotient.
3. Zero divided by any number gives 0.

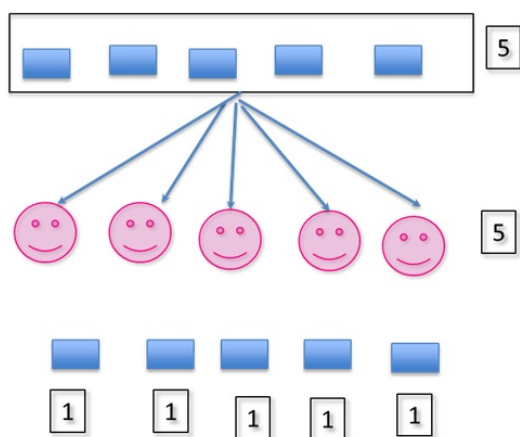
Pictorial representation of the above

1.



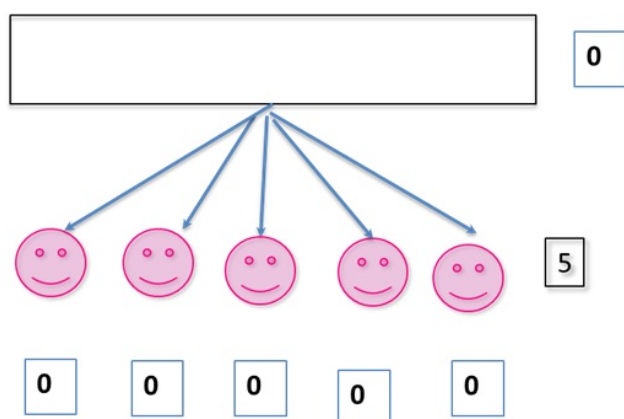
When 5 is divided by 1, the one gets 5.

2.



When 5 is divided by 5, each one gets 1.

3.



When 0 is divided by 5, each one gets 0.

Image Source:OC

Time to teach	Asset Type	Theme	SubTheme
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5 Minutes	Interesting Asides	Numbers	Division, Division
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13. QA_Lets Calculate

Answer the following:-

1. $25 \div 5$
2. $42 \div 7$
3. $78 \div 6$
4. $60 \div 10$
5. $500 \div 100$

Solve and write the quotient and remainder:

1. $43 \div 5$
2. $57 \div 7$
3. $234 \div 11$
4. $560 \div 3$
5. $123 \div 9$

Answers:-

1.

1. $Q = 5, R = 0$ 2. $Q = 6, R = 0$ 3. $Q = 13, R = 0$ 4. $Q = 6, R = 0$ 5. $Q = 5, R = 0$

2.

1. $Q = 8, R = 3$
2. $Q = 8, R = 1$
3. $Q = 21, R = 3$
4. $Q = 186, R = 2$
5. $Q = 13, R = 6$

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Assessments	Numbers	Division, Division

14. MS_Word Problems

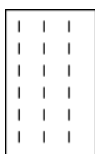
A gardener was working in the garden. He had 15 saplings with him. He had to plant 5 saplings in each row. How many rows do you think he will create?

**Note:**

1. Give them objects to represent the scene on the floor.
2. Let them come up with the answer.
3. Ask them leading questions like how many saplings were there in total? How many saplings in each row? How many rows did he create?
4. Record their answers on the board as given in the example below.
5. Do similar pictorial sums before going on to record in the book. For each sum write the statements on the board.

E.g. 1) In a garden, there are 18 rose plants, 3 plants in each row. How many rows are there altogether?

Answer:



Total number of rose plants = 18

Number of plants in each row = 3

Hence, the total number of rows = $18 \div 3 = 6$

E.g. 2) In a shop, there are 20 juice bottles, arranged in 4 shelves. How many juice bottles are there in each shelf?

Answer:

Total number of juice bottles = 20

Number of shelves they are arranged in = 4

Total number of bottles in each shelf = $20 \div 4 = 5$



E.g. 3) Shanti has 25 pens. She put them into 5 boxes. How many pens are there in each box?

Answer:

Total number of pens = 25

Number of boxes Shanti has = 5

Total number of pens in each box = $25 \div 5 = 5$



List of the image links in the asset:

1. <https://pixabay.com/vectors/farmer-rural-modern-cartoon-1468183/>
2. <https://pixabay.com/vectors/development-germinating-germination-1300176/>
3. <https://pixabay.com/photos/drink-fizzy-bottle-juice-2700646/>
4. <https://www.pexels.com/photo/colored-pen-set-at-daytime-159726/>

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Main Script	Numbers	Division, Division

15. QA_Word Problems on Division

Answer the following questions:

- a. Rena had 16 balls. She gave 4 balls to each of her friends. With how many friends did she share the balls?
- b. Shanti has 25 roses. She gave them to 5 of her friends. How many roses did each friend get?
- c. There are 15 buttons. Each shirt needs 3 buttons. How many shirts can make use of these buttons?
- d. There are 20 tyres. How many cars can be fixed with these tyres?
- e. There are 10 lollipops in a pack. There are 5 friends. How many lollipops will each get?

Answers

a.

0 0 0 0
0 0 0 0
0 0 0 0
0 0 0 0

Balls Rena had = 16

Balls she gave each friend = 4

No. of friends who got the balls = 4

b.

No. of roses Shanti had = 25

No. of friends she shared with = 5

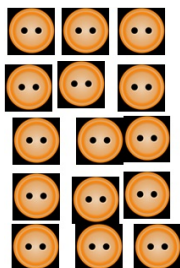
No. of roses each friend got = 5



C. No. of buttons = 15

No. of buttons each shirt gets = 3

No. of shirts that get buttons = 5

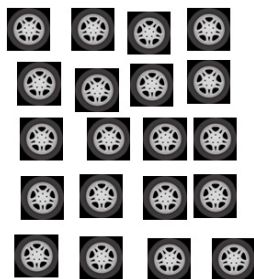


d.

No. of tyres in the shed = 20

No. of tyres each car needs = 4

No. of cars that get tyres = 5



e.

No. of lollipops in a pack = 10

No. of friends = 5

No. of lollipops each one gets = 2

OO OO OO OO OO

1 2 3 4 5

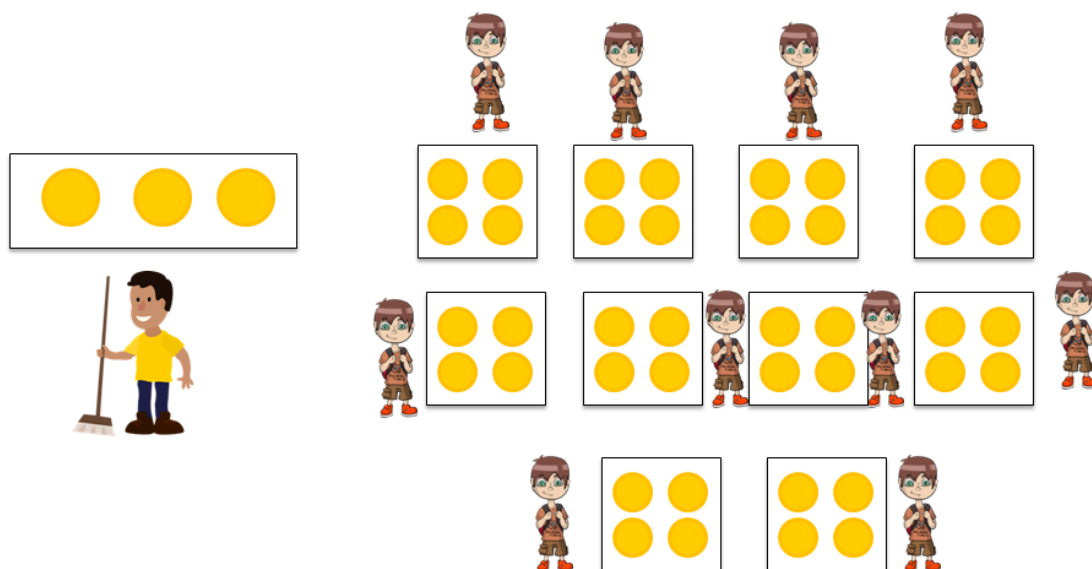
List of the image links in the asset:

1. <https://pixabay.com/photos/rose-flower-petal-love-floral-3142529/>
2. <https://pixabay.com/illustrations/button-sew-schneider-clothing-622862/>
3. <https://pixabay.com/illustrations/tire-rubber-tyre-car-wheels-1135376/>
4. <https://pixabay.com/vectors/beetle-passenger-car-car-volkswagen-155267/>

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Assessments	Numbers	Division, Division

16. MS_Division by 10 and 100

Ram was given 43 laddus. He had to share it with 10 students. The remaining laddus were to be given to the helper in the class. Allow the children to come up with the solution.



Note: Now, ask the children - If Ram was given 500 laddus to be distributed among 100 people, how many will each get?

Write the word **Division** on the board.

Reinforce the fact that division is an operation that tells us the number of groups that can be made out of another number.

Take the example. Write $500 \div 100$.

Draw a box and write down the 100 table in it.

Ask the students to see how many times 100 gives a number that is 500 or closest to 500.

They will be able to see that 5 times 100 gives 500. i.e. when 500 is broken into groups of 100 we get 5 sets.

Represent this in the form of division.

Table of 100	
1 x 100 =	100
2 x 100 =	200
3 x 100 =	300
4 x 100 =	400
5 x 100 =	500
6 x 100 =	600
7 x 100 =	700
8 x 100 =	800
9 x 100 =	900
10 x 100 =	1000

5

$100 \overline{)500}$

- 500

0

1. Division by 10

When the number ends in a zero, on division by 10, the quotient is the dividend without the zero. There is no remainder.

Let us divide 760 by 10.

Drop the last zero. 76 is the quotient and 0 is the remainder.

2. Division by 100

When the number ends in two zeroes, on division by 100, the last two zeros are dropped. The remaining number is the quotient and the remainder is '0'.

Divide 7200 by 100.

$$7200 \div 100 = 72$$

Drop the two zeroes. The quotient is 72 and the remainder is 0.

List of the image links in the asset:

1. <https://pixabay.com/illustrations/child-chibi-anime-cartoon-3381518/>
2. <https://pixabay.com/vectors/janitor-little-face-smile-nose-2106044/>

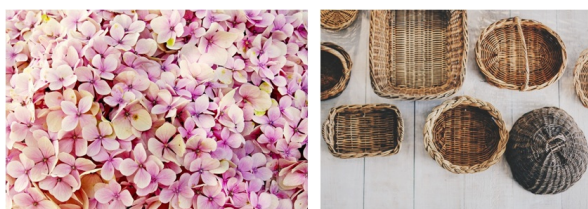
Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Main Script	Numbers	Division by 10 and 100, Division by 10 and 100

17. IQ_Think And Answer

The teacher could ask the following questions and ask the students to estimate the right answer:

1. Aunt Rose had 230 flowers. She put 25 flowers in each basket.

How many baskets did she use? How many flowers were left?



Answer: We shall divide 230 flowers by 25 to get the number of baskets. She used 9 baskets and 5 flowers were left.

2. Shalini had 437 chocolates. She had to pack them equally in 50 bags. How many chocolates did she pack in each bag? How many chocolates were left?



Answer: We shall divide 437 chocolates by 50 to get the number of chocolates in each bag. Each bag contained 8 chocolates and 37 chocolates were left.

3. There are 350 people in the bus stop. Each bus can seat only 35 people. How many buses would we need for all the people to travel?



Answer: We shall divide 350 by 35, so, the number of buses required is 10.

List of the image links in the asset:

1. <https://pixabay.com/photos/hydrangea-flower-nature-beautiful-3659614/>
2. <https://pixabay.com/photos/baskets-picnic-basket-wicker-1208280/>
3. <https://pixabay.com/photos/chocolates-food-candy-calories-491165/>
4. <https://pixabay.com/illustrations/bag-shop-shopper-shopping-icon-bag-2901756/>
5. <https://pixabay.com/vectors/people-group-crowd-line-silhouette-312122/>
6. <https://pixabay.com/photos/bedford-aec-buses-models-modelling-1205001/>

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Inquisitive Questions	Numbers	Division, Division

18. MS_Summary_Can We Share

In this lesson we discussed:

- Sharing or grouping of objects equally.
- Multiplication is the inverse of division & vice-versa.
- What is meant by dividend, divisor, quotient and remainder.
- Division by 10s & 100s.
- Application of division in solving word problems.
- Significance of sharing in your life.

Time to teach	Asset Type	Theme	SubTheme
3 Minutes	Main Script	Numbers	Division, Division

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.