



Master Lesson Plan

For

Decimals

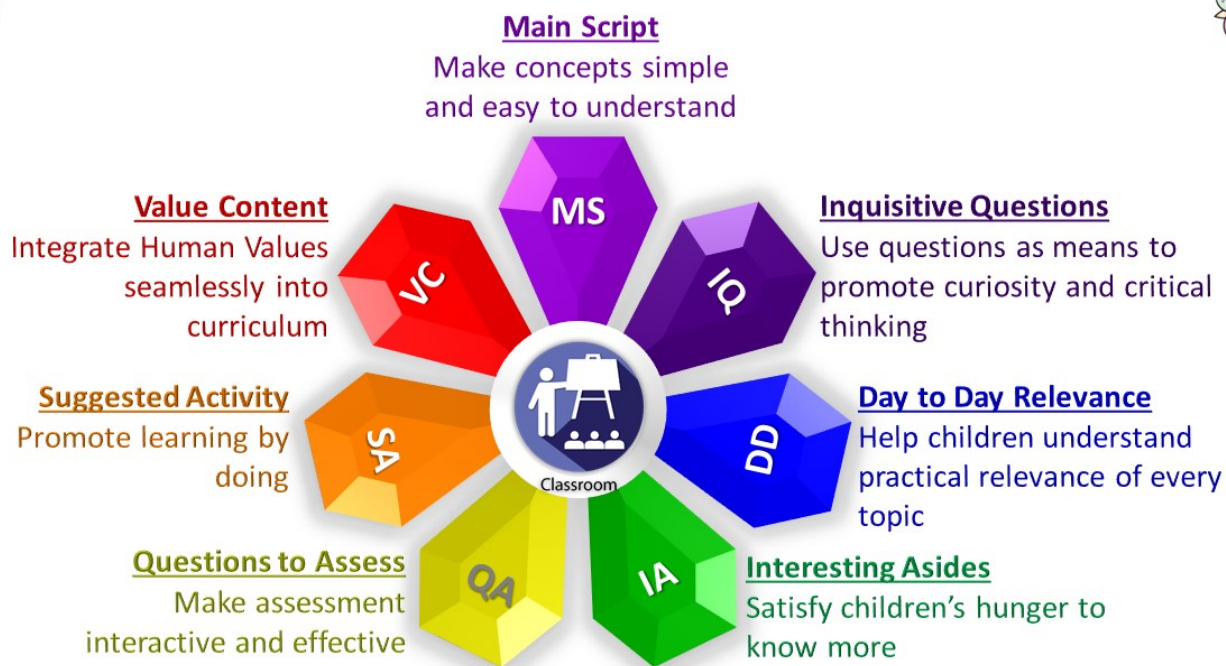
Board	Standard	Subject	Chapter	Language	Reference Link	Creation date
CBSE	STD VI	Mathematics	Decimals	English	Decimals	2021-05-31 23:04:45

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.

Decimals

1. MS_Objectives_Decimals

Notes to 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 students.

Students will be able to:

- Relate the minimum reading on a ruler to decimals (0.1 cm).
- Define a decimal number and identify the integral part and decimal part.
- Solve questions related to decimals and parts of a decimal.
- Represent decimals on a number line.
- Analyse a fractional number and rewrite it as a decimal.
- Restate a decimal number in fractional form.
- Appreciate non violence as a tool to connect with others.
- Solve questions related to converting decimal numbers to fractions and vice-versa.
- Identify the digit in tenth's place of a decimal number and state its place value.
- Identify the digit in hundredth's place of a decimal number, state its place value and compare tenths and hundredths.
- Analyse the clues and identify the number.
- Make decimal numbers by placing digits on a place value chart.
- Recognise decimals they come across in daily life.
- Explain the addition and subtraction of two decimal numbers.
- Solve questions related to addition and subtraction of decimal numbers.

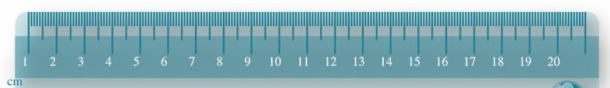
Time to teach	Asset Type	Theme	SubTheme
3 Minutes	Main Script	Decimals	One tenth of a unit - tenth, One hundredth of a unit - hundredth, Decimals on number line, One tenth of a unit - tenth, One hundredth of a unit - hundredth, Decimals on number line

2. IA_Make your own ruler

Make your own ruler

A ruler is an instrument or device to measure the distance. It is also called as rule or line gauge. Let us see how the ruler is designed.

A ruler is used to draw lines, plane figures and also for technical drawing like engineering etc



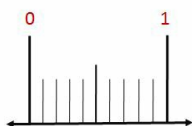
From the above image, between any two consecutive numbers, there are 4 small vertical lines and one vertical line which is longer than the smaller one. There are 4 more small vertical lines and a number.

What do the small lines represent?

Any guess?

Numbers.

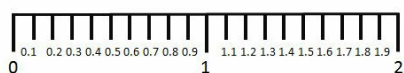
Let us take this image. We divide the distance between 0 and 1 into 10 parts.



After '0' four small vertical lines, then one slightly bigger line, then again four small vertical lines. Totally, there are 10 parts and 9 lines between 0 and 1.

How do we represent these small lines?

How do we name these lines?



After 0, first small line is $1/10 = 0.1$

Second small line is $2/10 = 0.2$. Like wise it goes on.

After 0.9 it is 1. Similarly the ruler has the numbers from 0 to 15 cms and 0 to 30 cms.

Therefore the decimals came into existence with the help of the line gauge.

One side of the ruler will be marked in cms or mms and the other side will be in inches. There are

different sizes and different models also.

The ruler can be folded and can be made handy.

This was first found out by Anton Ullrich in 1902.

Image Source: <https://pixabay.com/sv/vectors/linjal-skolan-matematik-linj%C3%A4r-153419/>

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

3. MS_Decimal Numbers

Decimal Numbers

Fractional representation represent quantities that involve parts of an object. However, it is not always straightforward to perform operations like comparisons, additions and subtractions with fractions.

We have already learnt about adding, subtracting and comparing fractions. If they are like fractions, we look only at the numerators to perform the operations. If they are unlike or mixed fractions, then we have to convert them into equivalent fractions.

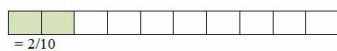
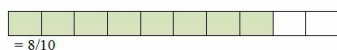
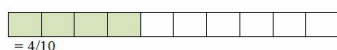
If all fractions are having denominators as powers of ten, like $11/100$, $5/10$, $7/1000$, then it is easy to convert them into like fractions.

Definition: A decimal is a fraction whose denominator is a power of ten.

The fractions $11/100$, $5/10$, $7/1000$ are decimal fractions.

Decimal representation and reading the number:

Look at the following:



Fraction $\frac{4}{10}$ can be written as 0.4 (read as **zero point four**)

$\frac{8}{10}$ can be written as 0.8 and $\frac{2}{10}$ can be written as 0.2 in decimal notation.

A decimal number has two parts.

The number on the left of the decimal point is called 'Integral Part' and on the right side is called 'Decimal part'.

Numbers after the decimal point are read by reading individual digits.

Eg: a) 4.23 is read as four point two three

b) 66.254 is read as sixty six point two five four

HOTS:

- * If we have a decimal number **.6**, zero is prefixed before the dot and to be represented as **0.6**.
- * All the whole numbers can be treated as decimals by adding a decimal point and then a zero to the right of the number. Number 1 can also be written as 1.0.
- * Zero to the extreme right of the decimal point has no value. Hence, the number 1 and 1.0 are the same.
- * A decimal number can have only one decimal point.
- * The value of all decimal parts is always less than 1.

Image Source : Original Contribution by saigaayu@gmail.com

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

4. QA_Read and answer

- 1) How do you read the following decimal number?
(a) 0.9 (b) 1.8 (c) 0.4 (d) 123.4
- 2) Write the decimal numbers for the following:
 - a. Zero point five
 - b. Point six
 - c. Seventy seven point two three
- 3) Is 0.8 same as .8?
- 4) Is 2.0 same as 2?
- 5) Express the following fractions in decimal form:
 - a. $\frac{2}{10}$ b. $\frac{13}{10}$ c. $\frac{105}{10}$
- 6) Say "true or false"
 - a. Integral part of 35.6 is 3.
 - b. Decimal part of 25.4 is 4.
 - c. Integral and decimal part of a number are separated by comma.

Solutions:

1.
 - a. Zero point nine
 - b. One point eight
 - c. Zero point four
 - d. One hundred and twenty three point four
2.
 - a. 0.5
 - b. .6
 - c. 77.23

3. Yes

4. Yes

5. a. 0.2

b. 1.3

c. 10.5

6. a. False

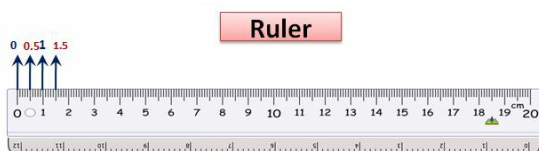
b. True

c. False

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Assessments	Decimals	

5. MS_Representing decimal on number line

Just like we represent fractions on a number line, we can also represent decimals on a number line. Decimal representation is just another form of representing fractions. So, given a decimal number, we can identify it on a number line.



Every reading on the ruler is in mm.

Therefore, 1 mm = $\frac{1}{10}$ of a cm

$$1 \text{ mm} = 0.1 \text{ cm}$$

So now, if you want to represent 6.7 cm, then you see 6 written on the cm side of the ruler. This is 6 cm. Next you count 7 small lines between 6 and 7. The seventh line after 6 represents 6.7 cm.

Image source: <https://pixabay.com/sv/illustrations/linjal-geometri-matematik-dra-1023727/>

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

6. MS_Conversion of fractions to decimals

Given a fraction, how can we get its equivalent decimal representation?

We already know $\frac{6}{10}$ is 0.6 and $\frac{5}{10}$ is 0.5.

But, if we have a fraction like $\frac{1}{2}$, can we represent it in decimal form?

Here, $\frac{1}{2}$ is 'One part out of two equal parts'. Also, the denominator is two.

We know that "the value of the fraction does not change when we multiply both numerator and denominator by the same number".

In this case, the denominator is 2. We want this to be 10. So, what number should be multiplied by 2 to get 10?

It is 5.

So, we need to multiply both numerator and denominator by 5

$$\begin{aligned}\frac{1}{2} &= \frac{1 \times 5}{2 \times 5} \\ &= \frac{5}{10} \\ &= \frac{5}{10} \\ &= 0.5\end{aligned}$$

Example: Convert $\frac{12}{5}$ into decimal representation

$$\begin{aligned}
 \frac{12}{5} &= \frac{12 \times 2}{5 \times 2} \\
 &= \frac{24}{10} \\
 &= 2 \frac{4}{10} \\
 &= 2 + \frac{4}{10} \\
 &= 2 + 0.4 \\
 &= 2.4
 \end{aligned}$$

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

7. MS_Conversion of decimals to fractions

Conversion of decimals to fractions

Decimal representation is just an alternate means of representing fractions. Now, let us learn how to convert a given decimal representation to its equivalent fractional representation.

Example : Convert the decimal number 1.2 into fractional form and reduce it to lowest form.

If you remember from previous chapter, to add two fractions, their denominators need to be equal.

$ \begin{aligned} 1.2 &= 1 + 0.2 \\ &= 1 + \frac{2}{10} \\ &= \frac{1}{1} + \frac{2}{10} \end{aligned} $
--

So, we take LCM of two denominators 1 and 10. Here, LCM is 10

Now, we make both the denominators equal to 10. For this, we need to multiply the numerator and denominator of $\frac{1}{1}$ with 10.

$$\begin{aligned}
 1.2 &= \frac{1 \times 10}{1 \times 10} + \frac{2}{10} \\
 &= \frac{10}{10} + \frac{2}{10} \\
 &= \frac{12}{10} \\
 &= \frac{6}{5}
 \end{aligned}$$

Example 2 : Convert the decimal number 6.4 into fractional form and reduce the fraction into lowest form.

$$\begin{aligned}
 6.4 &= 6 + \frac{4}{10} \\
 &= \frac{6}{1} + \frac{4}{10} \\
 &= \frac{6 \times 10}{1 \times 10} + \frac{4}{10} \\
 &= \frac{60}{10} + \frac{4}{10} \\
 &= \frac{64}{10} \\
 &= \frac{32}{5}
 \end{aligned}$$

This is how we convert decimal representation to fractions.

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

8. VC_Decimal Point

Decimal point in fact is our special tool to connect/unify numbers of all types & sizes into a single unified entity.

Similarly in our real life, we should treat everyone connected with us irrespective of their size, strength, talents to combine into one unified team.

We should not ignore any body because they are small or weak or less talented or less abled.

This mutual inclusiveness enables the strong and the weak to integrate together into a single homogeneous unit.

It also promotes respect and love individually for one another internally and happiness for the group as a whole externally.

Children! Let me share with you the famous story of “Ubuntu “-

An Anthropologist studying the habits & customs of an African tribe found himself surrounded by children most days.

One day while waiting for his transport to go to another part of that area, he decided to play a game with them. So he managed to get some candy from some nearby store. He

put it all in a decorated basket at the foot of a tree.

Then he told the children, “let’s play a game.”

When he said “Now”, the children had to run to the tree and the first one to reach there could have all the candy to himself/herself.

So all the children formed a line and waited for the anthropologist’s signal. When he said “now”, all the children took each other by the hand and ran together towards the

tree. They all arrived at the same time, divided the candy, sat down and began to happily munch the candy.

Anthropologist asked them why they ran together when any one of them could have had the candy all to themselves. The children replied- “Ubuntu, how could anyone of us be

happy if all the others were sad?”

So, children, remember. Decimal point teaches us about how we are connected to each other. You can’t be human all by yourself. What you do affects everybody in the society

around you. If you do well, it spreads out for the whole humanity.

Time to teach	Value Type	Value Sub Type	Value Attribute
3 Minutes	Non-Violence	Inclusiveness	Stories

9. QA_Assessment on conversion

1) Convert the following fractions into their equivalent decimal representation.

a) $9/100$

b) $4/20$

c) $9/36$

d) $5/25$

e) $11/10$

Ans: a) 0.09 b) 0.02 c) 0.25 d) 0.2 e) 1.1

2) Convert the following decimals into equivalent fractions and show in their simplest form.

a) 22.25

b) 2.14

c) 5.16

d) 3.25

e) 12.5

Ans: a) $89/4$ b) $107/50$ c) $253/50$ d) $13/4$ e) $25/2$

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Assessments	Decimals	

10. MS_Tenths

In decimal system, the place value of the integral part increases in powers of ten from the decimal point to left and the place value of the decimal part decreases in powers of ten from decimal point to right.

We know that each place in a whole number has a different place value such as ones, tens, hundreds and so on. In decimal number also each digit has a place value. In a decimal number, the digits before the decimal point has the same place value as in whole number.

The digit after the decimal point is called tenths. The numbers $3/10$, $4/10$, $1/10$, $8/10$ are called three tenths, four tenths, one tenth and eight tenths.

The place value chart looks of a decimal number is as follows:

Thousands || Hundreds || Tens || Ones || Tenths || Hundreths || Thousandths

Thousands	Hundreds	Tens	Ones	Tenths

How we write the number 2346.7 on the place value chart?

Thousands	Hundreds	Tens	Ones	Tenths
2	3	4	6	7

The place value of the number 23.8 is

Tens	Ones	Tenths
2	3	8

What is two tens, three ones and eight tenths?

It is $(2 \times 10) + (3 \times 1) + 8/10 = 20 + 3 + 8/10 = 23 + 8/10 = 23 + 0.8 = 23.8$

What is twenty three and eight tenths?

It is $23 + 8/10 = 23 + 0.8 = 23.8$

It is twenty three point eight. It is two tens, three ones and eight tenths. It is $20 + 3 + 8/10 = 20 + 3 + 0.8$

What is the number given in the place value chart?

Hundreds	Tens	Ones	Tenths
3	1	4	7

This is 314.7 and it is written in the expanded form as $300 + 10 + 4 + 7/10 = 314.7$

It is three hundred and fourteen and seven tenths.

The number 63.5 has 6 tens 3 ones and 5 tenths and $63.5 = 60 + 3 + 5/10$.

The decimal representation of $40 + 5 + 6/10$ is 45.6.

One tenth means one part out of ten and one hundredth means one part out of hundred.

Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Main Script	Decimals	

11. MS_Hundredths

In decimal numbers before the decimal point, we can have as many digits as we please. So far, after the decimal point we have written only one digit. Can we have more digits after the decimal point?

What is $1/100$?

This is not a whole number. It is a fraction. Can we have a decimal form for this?

Yes. The number $1/100$ has the decimal form. The decimal form is 0.01.

Note that the number of zeros in the denominator = number of digits after the decimal point.

Among the numbers 0.1 and 0.01, which is smaller and which is bigger?

Look at the numbers $\frac{1}{10}$ and $\frac{1}{100}$. They are unlike fractions.

$$\frac{1}{10} = \frac{10}{100}$$

Now comparing both,

$$\frac{10}{100} > \frac{1}{100}.$$

Therefore, $0.1 > 0.01$

This problem can also be discussed as follows:

The shaded region in the figure (a) represents $\frac{1}{100}$ i.e. 0.01

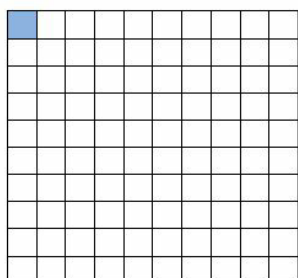


Figure (a)

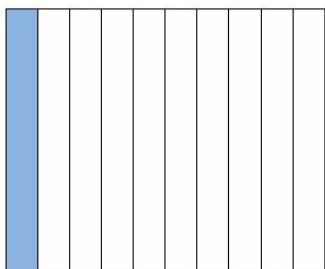


Figure (b)

The shaded region in figure (a) represents $\frac{1}{100}$ and in figure (b) represents $\frac{1}{10}$

Let us recall that $3/10$, $4/10$, $1/10$, $8/10$ were written as 0.3, 0.4, 0.1, 0.8

In the similar way, we write

$3/100 = 0.03 \Rightarrow$ This can be spelled as 3 hundredths or zero point zero three

$4/100 = 0.04 \Rightarrow$ this can be spelled as 4 hundredths or zero point zero four

$1/100 = 0.01 = >$ this can be spelled as 1 hundredths or zero point zero one

$8/100 = 0.08 \Rightarrow$ this can be spelled as 8 hundredths or zero point zero eight

We know that $10/100 = 0.1$. Similarly, we can write

$30/100 = 0.3$

$40/100 = 0.4$

$80/100 = 0.8$

Also, $8/100 > 4/100$ and hence, $0.08 > 0.04$

Place value chart of hundredths:

Thousands	Hundreds	Tens	Ones	Tenths	Hundredths

Now, let us represent 1234.56 in the place value chart

Thousands	Hundreds	Tens	Ones	Tenths	Hundredths
1	2	3	4	5	6

It is one thousand, two hundreds, three tens and four ones, five tenths and six hundredths.

Thus,

$$1234.56 = 100+200+30+4+0.5+0.06$$

We also know that $100 \text{ cm} = 1 \text{ m}$ and so $1 \text{ cm} = 1/100 \text{ m}$

Therefore, $2 \text{ cm} = 2/100 \text{ m}$

$3 \text{ cm} = 3/100 \text{ m}$

$12 \text{ cm} = 12/100 \text{ m}$

$65 \text{ cm} = 65/100 \text{ m}$

HOTS:

* Express eighteen and thirty five hundredths as decimal

$$= 18 + 35/100 = 18.035$$

Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Main Script	Decimals	

12. IQ_Think Hard

1) I am the sum of the digits of the tenths and ones of 234.04 converted to a single digit.

Who am i?

2) I am a two digit number. My first number is the sum of the digits of the hundreds and tenths of 384.26. My second number is sum of the digits of the hundredths and ones of 384.26 converted to a single digit.

Find me.

Answers :

1) Ones place is 4 and tenths place is 0. So, $4 + 0 = 4$.

2) Hundreds + Tenths = $3 + 2 = 5$ and Ones + Hundredths = $4 + 6 = 10 + 1 + 0 = 1$. Hence, 51.

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Inquisitive Questions	Decimals	

13. SA_Activity on place value of decimals

Aim: To form and identify the place value of decimals.

Materials required : Flash cards showing numbers 0, 1, 2,9 and point.

(Flash cards may be prepared by the students a day in advance. Each should make one

card and each should have one decimal point.)

Procedure:

Step 1 : Shuffle the cards with numbers and assign 4 flash cards with numbers and one card with decimal point to each group.

Step 2 : Ask each group to form decimal numbers and represent them on a place value chart (give 10 minutes time).

Step 3 : Draw a place value chart and write the decimal numbers on the chart.

Step 4 : Announce the winners (students who formed maximum number of decimal numbers are winners).

Conclusion: The decimals were formed and the place value of each was identified.

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

14. DD_Decimal in daily life

In our daily life, we often need to express

- Paisa in terms of rupees

1 paisa = $\frac{1}{100}$ of a rupee

= 0.01 rupee

- Gram in terms of kilograms

1 gram = $\frac{1}{1000}$ of a kilogram

= 0.001 kg

- Centimeters as meters

1 cm = $\frac{1}{100}$ of a meter

= 0.01 meter

Method 2:Using Place value chart

Example 2 :Add 237.67 and 4679.08

237.67 is two hundred and thirty seven and sixty seven hundredths, and 4679.08 is four thousand six hundred and seventy nine

and eight hundredths. Write the values in the place value chart.

Thousands	Hundreds	Tens	Ones	.	One Tenths	One Hundredths
	2	3	7	.	6	7
4	6	7	9	.	0	8
4	9	1	6	.	7	5

After addition we get the sum as four thousand nine hundred and sixteen and seventy five hundredths.

Example 3:

Sekar booked a train ticket for Rs. 745.50. He lost Rs. 85.40, due to cancellation of ticket. How much money will he get back?

Solutions:

Ticket Fare:	7	4	5	.	5	0
Amount Lost:		8	5	.	4	0
Amount Left:	6	6	0	.	1	0

Image Source: Original Contribution by saigaayu@gmail.com

Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Main Script	Decimals	

16. QA_Assessment on Addition and subtraction of decimals**Assessment on Addition and subtraction**

1) Subtraction

a. 2.3 from 5.67

b. 102.635 from 236.123

c. 63 from 91.65

2) You have 10 rupees with you. You gave 4 rupees and 75 paise to your brother to buy a pen. How much money is left with you?

3) Addition:

a. 2.35 and 8.97

b. 1.895 and 2.3

c. 102.7 and 23.56

4) You went to a vegetable market and purchased the following items. What is the total weight of the all items in Kg?

Tomato – 250 gms

Onion – 1 kg and 500 gm

Garlic – 100 gm

Answers:

1) a) 3.37 b) 133.488 c) 28.65

2) 5.25

3) a) 11.32 b) 4.195 c) 126.26

4) 1.85 Kgs

Time to teach	Asset Type	Theme	SubTheme
20 Minutes	Assessments	Decimals	

17. MS_Summary_Decimals

MS_Summary-Decimals

- The minimum division on a ruler is 0.1cm.
- A decimal is a fraction whose denominator is a power of ten.
- The number on the left of the decimal point is called 'Integral part' and on the right side is called 'Decimal part'.
- Questions related to decimals and parts of a decimal can be solved.
- Decimals can be represented on a number line.
- A fractional number can be restated as a decimal.
- A decimal number can be restated as a fractional number.
- Non-violence can be practiced in daily life by connecting positively with others.
- Questions related to conversion of decimal numbers into fractions and vice-versa can be solved.
- Digit in tenth's place of a decimal can be identified.
- Digit in hundredth's place of a decimal can be identified.
- Inquisitive questions related to tenths and hundredths can be solved.
- Decimal numbers can be formed by placing digits on a place value chart.
- Decimals can be identified in daily life situations.
- Decimals can be added or subtracted using place value chart.
- Questions related to addition and subtraction of decimals can be solved.

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Main Script	Decimals	One tenth of a unit - tenth, One hundredth of a unit - hundredth, Decimals on number line, One tenth of a unit - tenth, One hundredth of a unit - hundredth, Decimals on number line

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.