



Master Lesson Plan

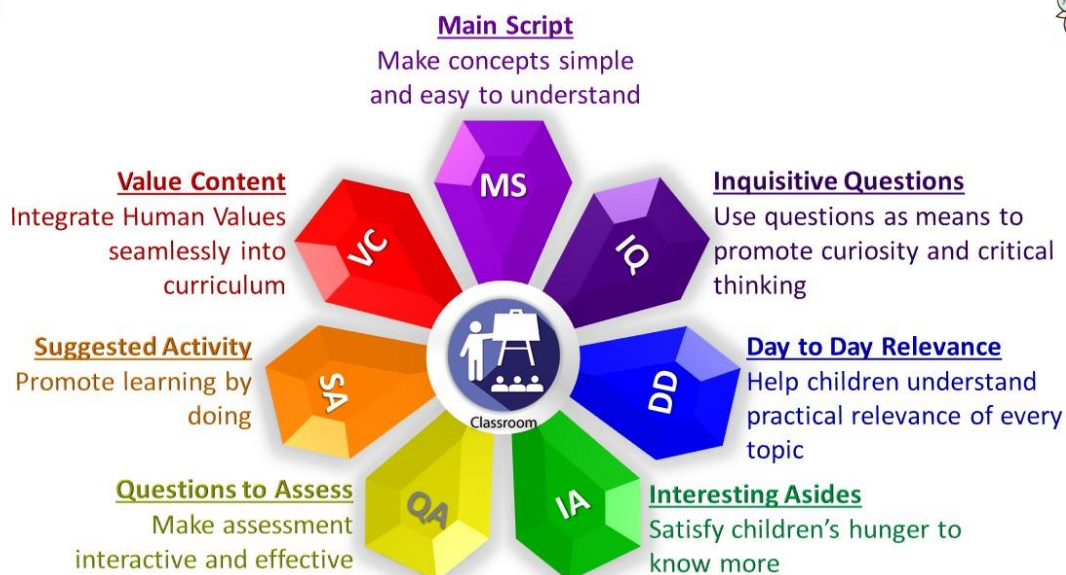
for

Degrees of Comparision Level 2

Board	Standard	Subject	Chapter	Language	Creation date
CBSE	STD III	English	Degrees of Comparision Level 2	English	02-03-2023 23:31:04



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.

MS_ Objectives - Degrees of Comparisons.

Asset Description: The teacher will be able to get an overview of the asset objectives in the MLP for the chapter – Degrees of Comparison.

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 the teacher's reference and does not need to be taught to the students.

Students will be able to

- analyse the usage of the superlative degree of comparison
- identify the three different kinds of degrees of comparison – positive, comparative and superlative
- relate to the daily activities that they see in their immediate surroundings
- demonstrate their understanding on degrees of comparison in written and spoken form
- enjoy the quiz activity on degrees of comparison
- accept that it is important to 'Be Yourself' and avoid comparing, with others as it just leads to dissatisfaction
- identify and apply degrees of comparison in the given exercises

Time to teach	Asset type	Theme	Sub Theme
4 minutes	Main Script	Adjectives	Comparison of Adjectives

IQ_Who am I

“WHO AM I?”

Brief Description: (Objective) The students will be able to recall their previous knowledge of Degrees of Comparison to answer the riddles given below.

Teaching Aid: PPT

Teaching and Learning Material: NA

Note to the teacher: The teacher may begin by asking the students to identify the positive, comparative and superlative adjectives in the given sentences as a revision exercise. Then, the clues may be read out to elicit the answers for the riddles. The students will enjoy the riddles while simultaneously applying what they have learnt.

WHO AM I?

- A) I am more significant than a lion.
I am grey.
I have the biggest ears in the world.



pixabay.com/images/id-2923912/designerpoint

Ans I am _____.

- B) I have yellow fur with black spots.
I am bigger than a cat
I am the fastest animal in the world.



pixabay.com/images/id-2477275 By herbert2512

Ans: I am _____.

- C) I have a very long neck.
I have large brown eyes with black lashes.
I am the tallest animal in the animal kingdom.



pixabay.com/images/id-1029795 By gekkodigitalmedia

Ans: I am _____.

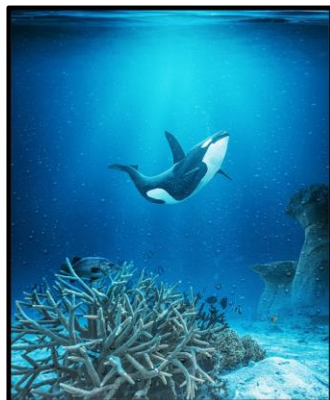
- D) I am a fearless bird.
I have better leadership qualities than the other birds.
My vision is the sharpest in the animal kingdom.



pixabay.com/images/id-4694474/ By Like_A_Hartman

Ans: I am _____.

- E) I am large and live in the ocean.
I am larger than a dolphin.
I am the largest animal in the world.



pixabay.com/images/id-7633370/ By mollyroselee

Ans: I am _____.

ANSWER KEY. Identification of Degrees of Comparison. Students' responses

- A. grey - positive, bigger- comparative, biggest superlative B) yellow, black- positive, bigger- comparative, fastest- superlative C) long, large, brown and black - positive, tallest- superlative D) fearless- positive, better- comparative, sharpest - superlative E) large - positive, larger- comparative, largest- superlative.

ANSWER KEY. A)- an elephant B) a cheetah C) a giraffe D) an eagle E) a whale.

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Inquisitive Questions	Adjectives	Comparison of Adjectives

MS_Superlatives-Adjectives

Superlatives – Adjectives

Brief Description: (Objective) Students will be able to demonstrate their understanding of the difference between Positive, Comparative and Superlative Adjectives.

Teaching Aids Provided: PPT

Teaching Learning Material (TLM): Pictures of objects, charts and persons

Notes to the Teacher: The teacher may begin the class with a review activity by writing a few sentences on the blackboard and then asking the students to identify the underlined adjectives and state their forms (Positive or Comparative) in the sentences given. The teacher may give more examples to explain the degrees of comparison, elucidating how two or more things are compared. Comparative adjectives are used to compare two people or things.

(The rules mentioned are for teacher's reference and not so much for the students to memorise them. The teacher could have an interactive session with the students for them to learn how to use degrees of comparison in written and spoken form.)

<u>Sentences on the blackboard</u>	<u>Students' Responses – Adjectives</u>
1. My brother is a very <u>intelligent</u> boy.	1. intelligent – Positive form
2. Light is <u>more beautiful than</u> darkness. form	2. more beautiful than – Comparative
3. My sister is <u>kinder than</u> my brother.	3. kinder than – Comparative form
4. My father bought an <u>expensive</u> pen for me.	4. expensive – Positive form
5. I like dogs <u>better than</u> rabbits.	5. better than - Comparative form.

The teacher may then present the Superlative form of adjectives.

The teacher may ask three students of different hair lengths to stand in front of the class. Describe the length of their hair using degrees of comparison:

Example – Renu's hair is long.

Veena's hair is longer than Renu's.

Savitha's hair is the longest among the three girls.

Then the teacher explains that the **first sentence** simply makes a statement using the adjective long in the positive form.

In the **second sentence** the comparison is between two persons with the comparative form – longer than is used.

In the **third sentence** the longest is in the superlative form as the comparison is used for two or more persons.

Similarly the teacher could demonstrate with objects like pencils, books and heights of students for better understanding of the concept of 'Superlatives'. Superlatives are used to compare more than two people or things.

The teacher then clarifies the rules to change the positive form of adjectives to their comparative and superlative form.

One Syllable Adjectives

Rule 1: To form the comparative, we add '-er + than' after the adjective.

Rule 2: To form the superlative, we add 'the -est' after the adjective.

ADJECTIVE/ POSITIVE	COMPARATIVE	SUPERLATIVE
small	smaller than	the smallest
cold	colder than	the coldest
wide	wider than	the widest

Rule 3: Two syllable Adjectives ending in 'y' - usually form the comparative by adding -er and the superlative by adding -est , the 'y' changes to 'i' in the comparative / superlative.

ADJECTIVE/ POSITIVE	COMPARATIVE	SUPERLATIVE
lucky	luckier than	the luckiest
pretty	prettier than	the prettiest
tidy	tidier than	the tidiest

Rule 4: If an adjective ends in a vowel and a consonant, we double the consonant.

ADJECTIVE/ POSITIVE	COMPARATIVE	SUPERLATIVE
big	bigger than	the biggest
fat	fatter than	the fattest
hot	hotter than	the hottest

Rule 5: Two syllable Adjectives ending in ed, ing, ful or less always form the comparative with more and the superlative with most.

ADJECTIVE/ POSITIVE	COMPARATIVE	SUPERLATIVE
worried	more worried	most worried
careful	more careful	most careful
useless	more useless	most useless

Rule 6: There are some exceptions where the adjectives change their form completely in comparative and superlative status.

ADJECTIVE/POSITIVE	COMPARATIVE	SUPERLATIVE
good	better than	the best
bad	worse than	the worst
far	farther/ further than	the farthest/ furthest
little	less than	the least

Time to teach	Asset type	Theme	Sub Theme
15 minutes	Main Script	Adjectives	Comparison of Adjectives

IA_Wow India

Brief Description: (Objective) Students will be able to appreciate the beauty of nature and man-made creations of India.

Teaching Aids Provided: PPT

Teaching Learning Material (TLM): A chart depicting the magnificent buildings, gardens, rivers and statues of India.

Notes to the Teacher: The teacher can prepare a print out of the information provided below and read it aloud to the students. The teacher may ask the students to note that the superlative form of adjectives has been used in these sentences.

1. The Statue of Unity in Gujarat is the world's tallest statue with a height of 597 feet.



pixabay.com/photos/statue-statue-of-unity-india-6678155/

2. One of the most beautiful places in India are the Nilgiri Hills in Tamil Nadu. They are part of a larger chain of mountains known as the Western Ghats.



pixabay.com/photos/hills-clouds-nilgiris-tamil-nadu-4688134/

3. Rajasthan is the largest state in India, area wise.



pixabay.com/photos/caravan-desert-safari-dune-camels-3341872/

4. The Qutub Minar in Delhi is one of the most famous monuments in India.



pixabay.com/photos/qutub-minar-delhi-monument-fort-2155776/

5. One of India's most ancient cities is Varanasi, also known as Benaras.



pixabay.com/photos/ganga-ghats-varanasi-ganga-river-5268994/

6. Indore in Madhya Pradesh was adjudged the cleanest city in India for the sixth time in a row.



flickr.com/photos/axelrd/10372944655

7. The river Indus is the longest river of India as of 2022.



pixabay.com/photos/river-indus-pakistan-goat-4223887/

Time to teach	Asset type	Theme	Sub Theme
4 minutes	Interesting Asides	Adjectives	Comparison of Adjectives

SA_QUIZ TIME

Brief Description (Objective): The students will be able to have a better understanding of 'Degrees of Comparison' in a fun way through this activity.

Teaching Aids Provided: PPT

Teaching Learning Material: Flashcards with Questions of the 4 Rounds typed or written on them.

Notes to the teacher: The teacher should be ready with the questions or could use the PPT for conducting the Quiz. The teacher may suggest a team name for each team and write the names on the blackboard to maintain scores. Winners can be applauded or may be given a small gift.

Resources Required: Flashcards with questions on them and 4 envelopes to put the flash cards round-wise, pieces of coloured chalk and duster.

Setting for the Activity: Indoor

Type of Activity: Group Activity

Preparation for Activity: Students to form groups with five students in each group, or as per the strength of the class, under the teacher's supervision.

Role of the teacher: Facilitator and Observer

Procedure:

Step 1. The teacher who is conducting the quiz should first speak about the topic of the quiz to the students.

Step 2: Explain the rules of the quiz game to the teams.

a) There will be three Rounds with 5 questions in each Round which are mostly Multiple-Choice Questions .

b) Questions may be passed to the next team.

c) The fourth round is a Rapid - Fire round.

d) No questions will be passed to the next team in the Rapid-Fire Round .

e) Points for a correct answer (direct question) should be 5

Points for correct answer (pass question) should be 3.

g) There will be no negative marking.

g) The teacher may appoint a student as a scorekeeper.

h) The teacher may choose any 4 questions out of 5, for the first 3 rounds.

ROUND 1: Choose the most appropriate answer from the options given below:

1. Arun is 165 cm tall. Daksh is 167 cm tall. So, Daksh is _____ than Arun.

- A. bigger
- B. shorter
- C. more
- D. taller

2. My father is 45 years old. My mother is 42 years old. So, my mother is _____ than my father.

- A. older
- B. younger
- C. stronger
- D. smarter

3. A cow is _____ than an elephant.

- A. smaller
- B. bigger
- C. thinner
- D. wilder

4.. She is _____ than me.

- A. cleanest
- B. big
- C. short
- D. wiser

5. The minute hand is _____ than the hour hand.

- A. smaller
- B. longer
- C. taller
- D. bigger

ROUND 2: Here students must select the right option with the correct spelling.

Q1. This painting is _____ than that painting

- A) most interesting
- B) intresting
- C) more interesting
- D) more investing

Q2. Goa is _____ state in India.

- A) small
- B) bigger than
- C) beach
- D) the smallest

Q3. She is _____ singer in our class.

- A) verse
- B) as good as
- C) batter
- D) the best

Q4. Apples are _____ than oranges.

- A) testy
- B) testier
- C) best
- D) tastier

Q5. Those were the _____ comfortable chairs I have ever sat on.

- A) lest
- B) wurst
- C) bad
- D) least

ROUND 3. PICTURE ROUND

1.

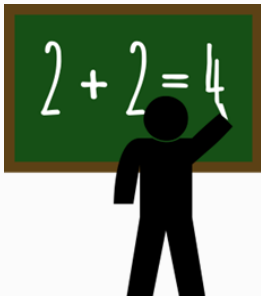


The second train is (fast) than the first one.

- A. more fast
- B. faster
- C. the fastest

pixabay.com/photos/the-train-station-train-travel-2030619/

2 .



English is very easy!

Mathematics is(difficult) than English.

- A. difficulty
- B. difficultest
- C. more difficult

pixabay.com/vectors/math-teacher-teacher-mathematics-2004081

3.



<sacs> pixabay.com/vectors/bag-sack-brown-closed-full-rope-306845/

The first bag is (heavy) than the second one.

- A. heavier
- B. heavier
- C. more heavy

4.



<cycle> pixabay.com/vectors/bicycle-bike-black-rider-1296275/

<aeroplane> pixabay.com/vectors/airplane-jet-silhouette-flight-309386/

An aeroplane isthan a bicycle..

- A. slower
- B. faster
- C. fastest

5. Read the statement and state whether it is True or False.

Ice cubes are lighter than water.

- A) True
B) False

ROUND 4. RAPID FIRE

Ask the students to provide the correct degree of comparisons for the adjectives. Each team will get 3 words to answer, no passing. (There are 15 words in the table and the teacher may use them for this round)

If a team gets all the answers correct it gets 6 points that is $3 \times 2 = 6$ which will be added to the total score of the team.

Example:

POSITIVE	COMPARATIVE	SUPERLATIVE
<u>bad</u>	worse	<u>worst</u> (bad and worst are the answers that have been provided)

TEAM NAME_____.

POSITIVE	COMPARATIVE	SUPERLATIVE
1.		least
2	sweeter	
3		most exciting
4..	nicer	
5. happy		

6. fat		
7.	more expensive	
8.		richest
9.	hotter	
10	prettier	
11 wealthy		
12		most generous
13. much		
14.	more dangerous	
15. famous		

Observation: Students are able to participate in the quiz with the help of the instructions given in the above Procedure.

Instructions to the teacher:

- Teacher to facilitate smooth flow of the activity.
- Encourage active participation of all the teams.

Follow-up activity: Discussion on the questions presented in the quiz.

Precautions:(If any--optional) Maintaining discipline.

Troubleshooting: The teacher ensures that the students play the game without creating much noise and gives help to the group that is not able to do the activity confidently.

ANSWER KEY.

ROUND 1 .

1.D) taller, 2. B) younger, 3. A) smaller, 4. D) wiser 5. B) longer

ROUND 2. Spelling Round.

1. C) more interesting , 2. D) the smallest 3. B) the best 4. D) tastier 5. D) least

ROUND 3. Picture Round.

1.B) faster 2.C) more difficult 3. A) heavier. 4. B) faster 5. Ice cubes are lighter than water — TRUE statement.

ROUND 4. RAPID FIRE - ANSWERS.

	POSITIVE	COMPARATIVE	SUPERLATIVE
1. little	less	least	
2. sweet	sweeter	sweetest	
3. exciting	more exciting	most exciting	
4. nice	nicer	nicest	
5. happy	happier	happiest	
6. fat	fatter	fattest	
7. expensive	more expensive	most expensive	
8. rich	richer	richest	
9. hot	hotter	hottest	
10. pretty	prettier	prettiest	
11. wealthy	wealthier	wealthiest	

12. generous		more generous	most generous
13. much	more		most
14. dangerous		more dangerous	most dangerous
15. famous		more famous	most famous

Time to teach	Asset type	Theme	Sub Theme
20 minutes	Suggested Activity	Adjectives	Comparison of Adjectives

DD_Who is Superior

Brief Description: The students will be able to relate to the fruits they have seen and tasted in their day to day life.

Teaching Aid: PPT

TLM: A chart on mangoes and bananas

The chart can be made by the students or the students can draw them on the blackboard.

Notes to the teacher: Role play - The teacher can conduct this activity in the classroom or outside the classroom. After the role play has been conducted, the teacher can ask the students to complete a table as a follow up activity.



Mango - pixabay.com/vectors/mango-the-fruit-funny-the-character-1431423/ By Alexander Lesnitsky
Banana - pixabay.com/vectors/banana-character-hands-eyes-mouth-1773796/ By GraphicMama-team

Mango: Hello my friend! What are you doing?

Banana: Hello Mango! It is recess time in school, and the kids are waiting to eat me. What about you?

Mango: People prefer to eat me after lunch or dinner.

Banana: Do you know I am richer than you in minerals and nutrients?

Mango: But I have more vitamin C than you.

Banana: I don't think that makes you superior. Do you know I keep the heart more healthy and the digestive system more clean?

Mango: Hmm, my friend I am lower in calories but richer in vitamins.

Banana: Yes, my friend, I agree. Both of us are different, yet both have our own benefits. So let's not fight over, 'Who is superior' because both of us are equally valuable and nutritious!

Complete the table using the underlined words. (The teacher can draw the table on the blackboard without the answers.)

Comparison	Mango	Banana
Minerals and Nutrients		higher
Vitamin C	more	
Heart		more healthy/ healthier
Digestive System		more clean/ cleaner
Calories	lower	
Vitamins	richer	

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Day-to-day Relevance	Adjectives	Comparison of Adjectives

VC_Be Yourself

Brief Description (Objective): The students will be able to accept that comparing themselves with others, constantly makes them lose their happiness.

Teachers can use this asset for role-play where needed.

Concept-Value Connection

- **A degree of comparison is a form of adjective that is used to compare a person or thing possessing the same quality, with another.**
- **Most often in life, we tend to compare ourselves with others. But when we do so, we only lose our happiness and peace. Comparison is the thief of joy.**

Activity: Story

In a far-off forest lived a crow that seemed to be very satisfied and happy with his life. He was happy with the way he looked and the way his life was. One day, when the crow was flying around the forest, he met a swan. The crow could not help but stop and stare at the swan. He had never seen a bird so beautiful as the swan before. He talked to the bird. "You must be the happiest bird in the forest," said the crow. "Because you are so beautiful." The swan replied, "If you think I am the most beautiful, you have not seen a parrot yet. He has two beautiful colours than me, whereas I am just plain white."

A few days later, as the crow flew around, he came across a parrot. When the crow looked at the beautiful colours of the parrot, he said, "You must be the happiest bird in the forest because you are so beautiful." "I was a delighted bird, till I saw the peacock. The peacock has so many colours, while I have only two," said the parrot sadly.

The crow was curious to see the peacock and admire his beauty. So, he flew far away from the forest, searching for the peacock. One day, he finally found him. The crow was amazed to see the way the peacock spread his feathers. So many people had gathered around the peacock and watched him spread his beautiful feathers. They were admiring his beauty.

Soon after the crowds dispersed, the crow approached the peacock. "You must be the happiest bird alive. You have such magnificent colours and beautiful feathers. So many people want to look at you and admire you," said the crow.

"Ah!" cried the peacock. "How can I be happy about my colours when trapped here, in this zoo? I cannot roam freely because of these colours. Sometimes, I wish I was a crow. You, my friend, are the only bird who is not caged. I would trade these colours for some freedom any day," cried the peacock.

It was only after the peacock spoke that the crow realized that comparing himself with other

birds was not right because he had his own blessings.

Points to Ponder/Reflect

- **Unnecessary comparison with others makes us sad.**
- **We should be grateful for what we are and what we have.**
- **A satisfied person is the happiest person.**
- **When we stop comparing ourselves with others, we can focus on developing ourselves.**

Time to teach	Asset type	Theme	Sub Theme
3 minutes	Value Content	Peace	Self Acceptance (discovery and acceptance of one's own abilities, talents, strengths/ weaknesses)

QA_Home Assignment

Brief Description: The students will be able to apply the concept- Degrees of comparisons of adjectives to the exercises given in the worksheet.

Teaching Aid provided: PPT, Worksheet in PDF

Notes to the teacher: This asset is a home assignment. The Teacher should get the worksheets ready as per the strength of the class and distribute them to the students. Give them proper instructions on how to do the exercises in the worksheet and specify the date of submission. The teacher may present the questions and allow the students to write or say the answers before revealing them.

EXERCISE I.

Fill in the blanks with the correct form of the adjectives given in the brackets.

- 1) A rose is _____ than a lily. (beautiful)
- 2) That car is in the _____ condition. (bad)
- 3) Mount Everest is the _____ mountain in the world. (high)
- 4) It is very _____ today. (cold)
- 5) Sita has the _____ voice in our house. (sweet)
- 6) Ramesh is my _____ friend. (good)
- 7) My father cooks _____ than my mother. (good)
- 8) This is the _____ question in the test. (easy)
- 9) I am _____ than my cousin. (young)
- 10) Diamonds are _____ than emeralds. (precious)

EXERCISE II.

Fill in the missing Adjectives according to the degree of comparison.

Positive	Comparative	Superlative
smart		smartest
	more intelligent	
	cleverer	cleverest
good		
	less	
tall	taller	
	prettier	
brave		bravest

EXERCISE III.

Compare the objects and complete the sentences with the correct form of adjective given in brackets. Two sentences have been done for you as examples.

Example: 1) Taxi - bus (cheap)

A bus is **cheaper** than a taxi.

Example: 2) Silver - Iron - Gold metal (precious)

Silver is a **precious** metal, it is **more precious** than Iron but Gold is the **most precious** of all metals.

1 Fruits - sweets

2. A town - city - village (quiet)

3. My brother - I am - my father (strong)
4. This question is - that question was - than the other, but the third one is - of all. (tricky)
5. Iron - Gold (hard)
6. Today's weather - yesterday's weather (bad)
7. My brother - me (clever)
8. North Pole - place on Earth (cold)

ANSWER KEY

EXERCISE I.

Fill in the blanks with the correct form of the given adjectives.

- 1) A rose is more **beautiful** than a lily. (beautiful)
- 2) That car is in the **worst** condition. (bad)
- 3) Mount Everest is the **highest** mountain in the world. (high)
- 4) It is very **cold** today. (cold)
- 5) Sita has the **sweetest** voice in our house. (sweet)
- 6) Ramesh is my **best** friend. (good)
- 7) My father cooks **better** than my mother. (good)
- 8) This is the **easiest** question in the test. (easy)
- 9) I am **younger** than my cousin. (young)
- 10) Diamonds are **more precious** than emeralds. (precious)

EXERCISE II.

Fill in the missing Adjectives according to the degree of comparison.

smart - smarter - smartest

intelligent - more intelligent - most intelligent

clever - cleverer - cleverest

good - better - best

little - less - least

tall - taller - tallest

pretty - prettier - prettiest

braver - braver - bravest

EXERCISE III.

Complete the sentences below with the correct form of the adjectives given in the brackets.

1. Fruits are **healthier than** sweets. (healthy)
2. A town is **quieter** than a city, and a village is **the quietest** of the three. (quiet)
3. My brother is strong, I am **stronger**, but my father is **the strongest** in our family. (strong)
4. This question is tricky, that question was **trickier** than the other, but the third one is **the trickiest** of all. (tricky)
5. Iron is **harder** than Gold. (hard)
6. Today's weather is **worse than** yesterday. (bad)
7. My brother is **cleverer** than me. (clever)
8. The North Pole is **the coldest place** on the Earth. (cold)

Time to teach	Asset type	Theme	Sub Theme
12 minutes	Questions to Assess	Adjectives	Comparison of

			Adjectives
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MS_Summary-Superlatives

MS Summary - Superlatives

Students will be able to summarize the Chapter - Degrees of comparison Level 2

Teaching Aids Provided: PPT

Teaching Learning Material (TLM) - NA

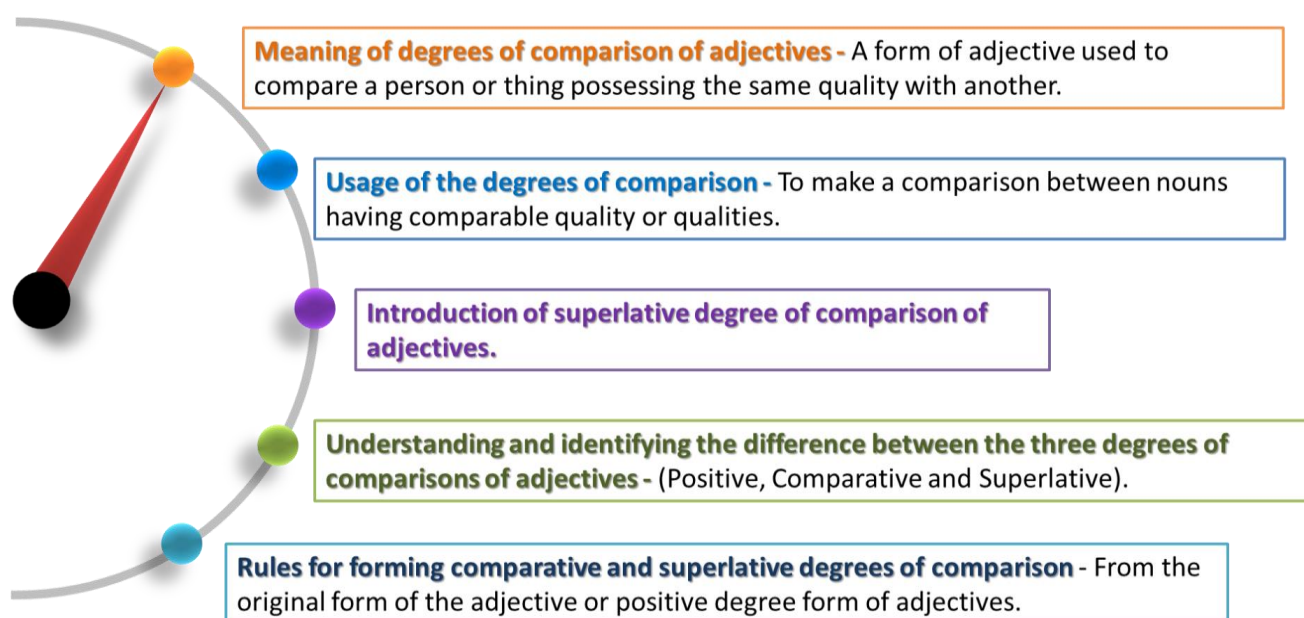
NOTES TO THE TEACHER: The teacher could draw a mind map or summarise the main points on the blackboard.

The teacher can introduce the asset by saying,

“Let us summarise what we learnt from this chapter.”

Summary - In this chapter we discussed:

The role of degrees of comparison- Positive, Comparative and Superlative forms of Adjectives.



The rules for forming comparative and superlative degrees of comparison

Rule 1

To form the comparative, we add **-er** at the end of the adjective.
Example - smaller than

Rule 2

To form the superlative, we add **-est** at the end of the adjective.
Example - the smallest

Rule 3

In two syllable adjectives ending with 'y', it changes to 'i' in the comparative and superlative form. **Example - pretty - prettier - prettiest**

Rule 4

If an adjective ends with a vowel and a consonant we double the consonant. **Examples - big - bigger - biggest, hot - hotter - hottest**

Rule 5

For two syllable adjectives ending in **ed, ing, ful or less** always form the comparative with **more** and the superlative with **most**.

Rule 6

Some adjectives change their form completely in comparative and superlative forms. **Example - good - better - best**

Time to teach	Asset type	Theme	Sub Theme
5 minutes	Main Script	Adjectives	Comparison of Adjectives

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 tidbits 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.

