



Master Lesson Plan

For

The Way the World looks

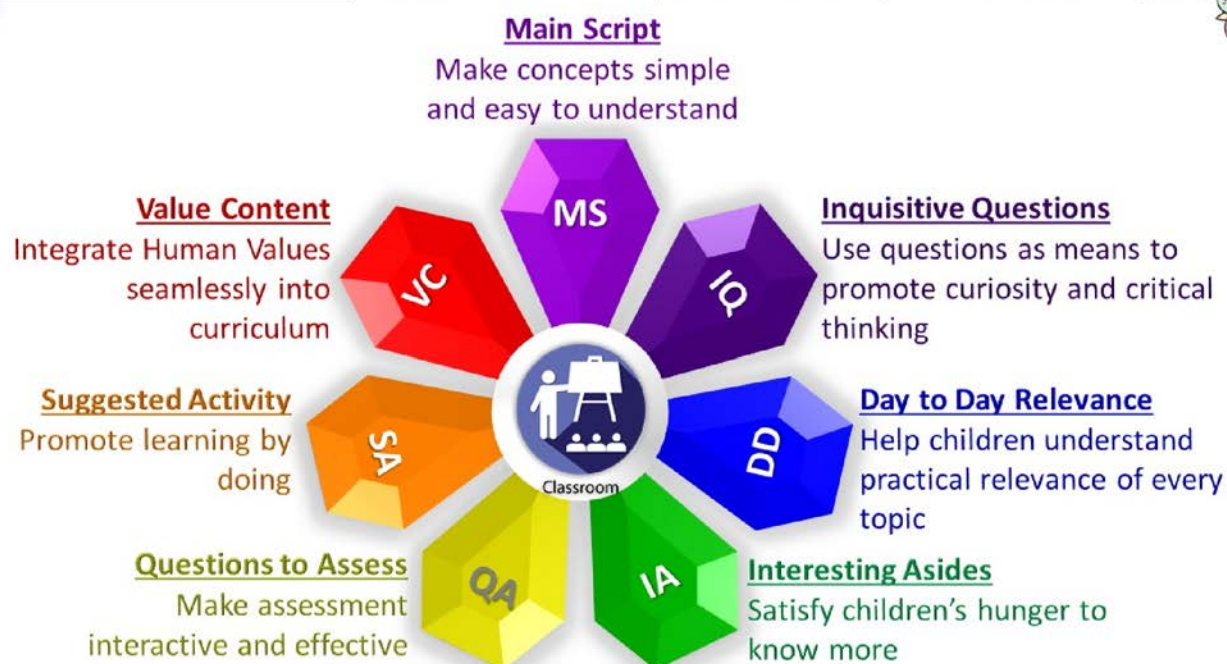
Board	Standard	Subject	Chapter	Language	Reference Link	Creation
CBSE	STD IV	Mathematics	The way the World looks	English	The way the World looks	2020-10

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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.

The Way the World looks

1. MS_Objectives_The way the world looks

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:

- Differentiate between Top view, side view and front view of an object.
- Visualise top view of an object.
- Recognise and draw different views of an object.
- Explain directions.
- Explore different types of maps.
- Get a peek into Google map.
- Relate to the directions in day to day life.
- Take part in a game using directions.
- Interpret directions and answer the questions.
- Learn that things are not always as they are seen.

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Main Script	GEOMETRY	Shapes and Spatial Unders and Spatial Understanding

2. IQ_Views

Think, visualise and answer:

1) How does our house look from airplane?

Small and only the roof and the garden



2) How does a park look from the top view?

Answer will vary.



3) Can you see everything when you view from the top?

Yes, that are outside.



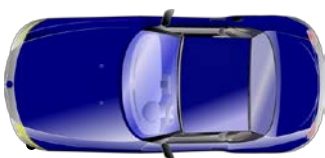
Image source:

<https://pixabay.com/en/top-view-icelandic-houses-1191256/>
<https://pixabay.com/en/takeoff-flight-wing-plane-airliner-1833874/>
<https://pixabay.com/en/garden-design-top-view-landscape-1409286/>

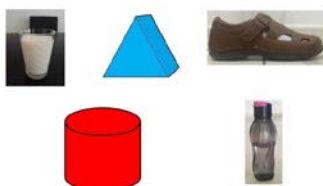
Time to teach	Asset Type	Theme	Sub Theme
2 Minutes	Inquisitive Questions	GEOMETRY	Shapes and Spatial Understanding

3. MS_Different views of objects

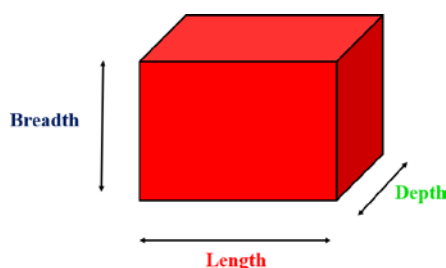
- Teacher shall start the class by asking the class whether they have seen car, bus or any other shape from the top view. Wait for Students' response.



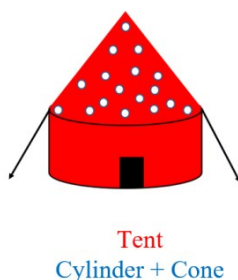
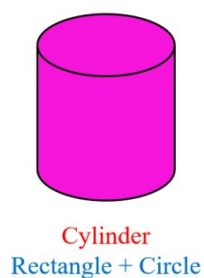
Show them objects like a glass of water or milk, cone, triangular prism, toy car etc. ask students to view this from different position.



- Check whether the object looks the same from different angles and positions.
- These are called three dimensional (3-D) objects, which has length, breadth and depth.



- In real life we see combination of shapes like cylinder, cone, tent, etc.



- In the images given below a road looks of equal width from the top view, similar road looks like converging because of the angle and position of the object from where it is being viewed.



- In the image given below milk filled cup is viewed from the top and from the side. Find the difference in the shape and the size.



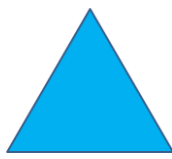
Side View

Top View

- Take another example of a triangular prism.



Triangular Prism



Front View



Side View



Top View

- Ask students to draw the shoe from different view.



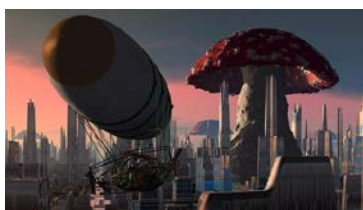
Image Source:

<https://pixabay.com/en/car-transportation-vehicle-top-view-306222/>
<https://www.pexels.com/photo/abstract-asphalt-background-color-443422/> top view
<https://pixabay.com/en/road-asphalt-sky-clouds-rain-fall-220058/> side view

Time to teach	Asset Type	Theme	Sub Theme
15 Minutes	Main Script	GEOMETRY	Shapes and Spatial Understanding

4. IA_3D Movie

The first 3D movie in India was “My Dear Kuttichathan”. It was a Malayalam movie released in the year 1984. I gave the illusion of depth. You need to wear a special glass to watch these types of movies. It makes us feel that everything is moving around us in real. It is an exciting feeling to watch 3D movies.

**Image Source:**

<https://pixabay.com/en/photos/3d%20movie/>

Time to teach	Asset Type	Theme	Sub Theme
2 Minutes	Interesting Asides	GEOMETRY	Shapes and Spatial Understanding

5. SA_ Drawing different views of an object

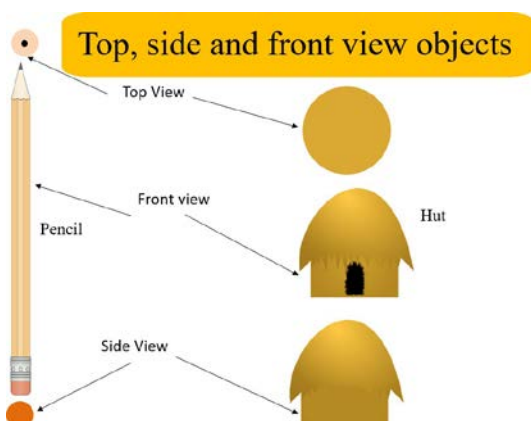
Aim: To recognise and draw different types of views and position.

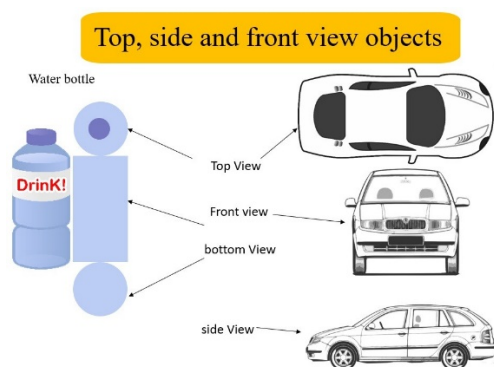
Resources Required: paper, pencil, scale and eraser.

Setting for the Activity : Indoor

Type of Activity: Drawing

Procedure: Teacher shall ask the students to draw the top, side and front view of different objects like, pencil, car, hut, water bottle, lunch box etc. It can be given as a homework. Give three objects to each of them.





Teacher can also have a game in the class, pick a random student and ask who is sitting in front of them, behind them, to their left and to their right. Students should answer instantly. For example, “Rakish, who is sitting behind you? Anu, who is sitting to your right? Etc.

Instructions to Teacher: Individual activity

Conclusion: Thus, the students can recognise and draw different view of an object from different position.

Image Source:

<https://openclipart.org/detail/120637/hut>
<https://openclipart.org/detail/7948/simple-pencil>
<https://openclipart.org/detail/262348/small-water-bottle>
<https://openclipart.org/detail/234440/white-blank-racing-car-top-view>
<https://openclipart.org/detail/1655/fabia-front-view>
<https://openclipart.org/detail/1652/fabia-side-view>

Time to teach	Asset Type	Theme	Sub Theme
15 Minutes	Suggested Activity	GEOMETRY	Shapes and Spatial Understanding

6. QA_To identify different views of an object

Teacher shall distribute this worksheet and ask the students to write whether it is top, side or front view of an object.

Image	Which view is this?	Answer

Solution

Image	Which view is this?	Answer
		side
		TOP
		Front
		Front
		Side

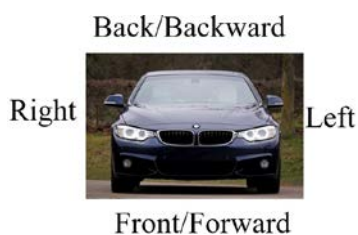
Image Source:

Cylinder and water bottle Original contribution
<https://www.pexels.com/photo/car-vehicle-technology-luxury-100656/>
<https://www.pexels.com/photo/white-mercedes-benz-car-near-grey-building-1009861/>
<https://pixabay.com/en/egypt-cairo-giza-pyramid-kephren-3333792/>

Time to teach	Asset Type	Theme	Sub Theme
5 Minutes	Assessments	GEOMETRY	Shapes and Spatial Understanding

7. MS_Directions

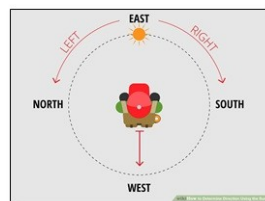
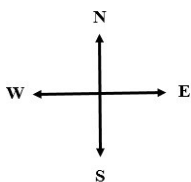
- The Teacher may ask the students , "what is direction?"
- Any movement forward, backward, left, right is called **Direction**.



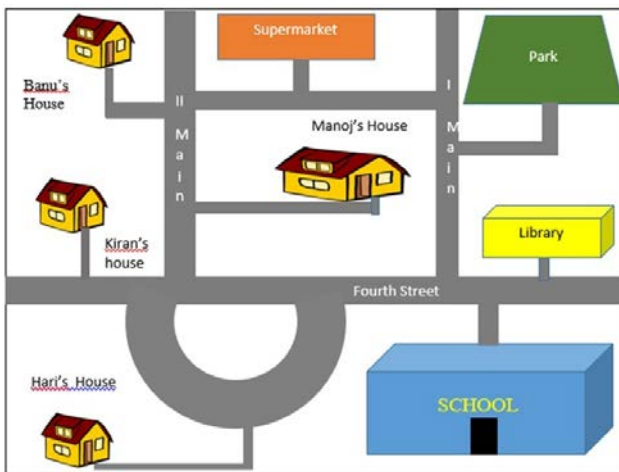
- Teacher may ask a student, "who sitting to his/her is left, to his /her right, in front of and at the back. "
- Teacher then asks how do they read and write. (From left to write.)
- Explain by holding up both the hands and by stretching the thumb, the hand that makes the 'L' shape is the left hand and that side is the left side. The other hand is the right hand and that side is right side.



- Make sure that children know the meaning of forward and backward, straight, up and down. By now they must be knowing the meanings.
- Call any one student and give instructions to the student to turn left, go straight 5 steps, then turn right, go 3 steps, walk back 1 step and see whether the student is doing correctly. Teacher can give this instruction to couple of more students.
- Ask students, what are the four main directions? Students will know the correct answer. Ask them in which direction the Sun rise?
- To find the four directions with the help of Sun, if it is possible take students out to the playground or show the Sun, Sun rises in the East.
- Stand by facing East by stretching both the hands. (It should be done in the morning) So, Front side is East and backside is west.
- Left hand side is North.



- Right hand side is South.
- These are called **Cardinal directions**.
- Show the map given below to the Students.



Ask Students to give the direction for Banu to reach her school.

1. Banu will head straight after she comes out of the house.
2. She turns left and walk towards East towards II Main.
3. She turns right and walk towards South towards Fourth Street.
4. She turns left and walk towards East in the Fourth Street.
5. After crossing the I Main she turns Right to reach the school.

Image Source:

Time to teach	Asset Type	Theme	Sub Theme
15 Minutes	Main Script	GEOMETRY	Shapes and Spatial Understanding

8. IQ_Direction and map

1) Are there directions besides the four main directions? (Discuss about intermediate directions like North East, South West, South East and North West)



2) How does it look if we go to a tall building and look down?

Experience will vary

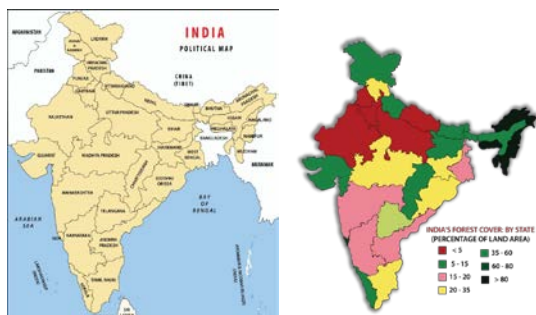
3) What is a map?

It is the symbolic representation of an area like city, town, village as we look at it from above



4) Are there different types of maps?

Yes, some are Political map, Thematic Map, Physical map, Road map, City map, Weather map,



Political Map Thematic Map



Physical Map Road Map

City Map Weather Map



Image Source:

<https://pixabay.com/vectors/compass-direction-navigation-travel-1299559/>

India Political map - SSSVV Gallery India

Forest Map - SSSVV Gallery India Physical

Map - SSSVV Gallery

<https://pixabay.com/photos/map-car-toy-road-trip-ford-bronco-2530069/> - Road Map

<https://pixabay.com/photos/europe-map-globe-countries-states-3483539/> - City Map

Time to teach	Asset Type	Theme	Sub Theme
3 Minutes	Inquisitive Questions	GEOMETRY	Shapes and Spatial Understanding

9. IA_Google Map

1. Road maps shows the roads of an area.
2. Google map is a web-based map which gives the map of the roads and also the satellite view of an area we are looking for.
3. It also gives the current traffic condition of an area.
4. It works through satellite.
5. It was launched on February 8, 2005.



Image Source:

<https://pixabay.com/illustrations/navigation-gps-location-google-2049643/>

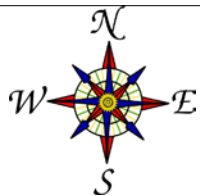
<https://pixabay.com/illustrations/google-maps-navigation-gps-maps-1797882/>

Time to teach	Asset Type	Theme	Sub Theme
3 Minutes	Interesting Asides	GEOMETRY	Shapes and Spatial Understanding

10. DD_Why we need directions

The Teacher shall discuss with the students why directions are important in day to day life.

- Cardinal directions are most important in our daily life. It helps us to orient ourselves.



- Without the directions we will lose our way.
- Without the directions it is difficult to locate a place in the map.
- With directions and distance we know how long it takes to reach our destination.



Image Source:

<https://pixabay.com/en/compass-directions-north-south-159202/> Compass
<https://openclipart.org/detail/118783/earth-and-north-star-da-04r>
<https://pixabay.com/vectors/compass-map-direction-north-south-32477/>

Time to teach	Asset Type	Theme	Sub Theme
2 Minutes	Day-to-day Relevance	GEOMETRY	Shapes and Spatial Understanding

11. SA_Direction Game

Aim: Playing game to interpret and follow the directions.

Resources Required: 9 x 9 grid on the floor. (Activity 1) 6

water bottles and cloth to blindfold (Activity 2)

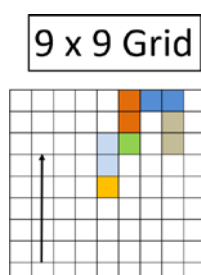
Setting for the Activity Outdoor

Type of Activity: Game

Procedure:

Activity One:

- Make a grid on the floor, a 9 x 9 grid.
- Make the student to stand at the center in the orange box. As
- the teacher give instructions the student will follow it.
- For example:, jump 2 squares forward, turn right, jump 1 square, turn left jump 2 squares, turn right jump 2 squares, turn right and jump 2 squares.
- Give about 2 min for each student.



Activity Two:

- This is a game for pair.
- Keep 6 small water bottles on the ground at different locations within 10 m²
- Blindfold one student and the other student will give him/her directions to go around and pick all the water bottles within 2 mins time.

Conclusion: Thus, the students will interpret and follow the directions.

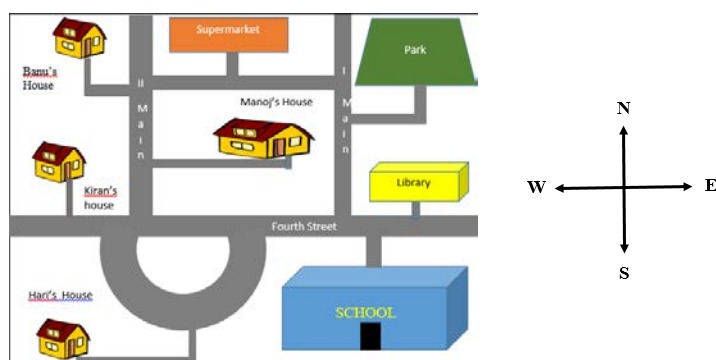
Image Source:

Original creation

Time to teach	Asset Type	Theme	Sub Theme
10 Minutes	Suggested Activity	GEOMETRY	Shapes and Spatial Understanding

12. QA_Finding Directions

Study the map and answer the following questions:



1) Find the direction for Hari to get to the supermarket?

After he comes out of the house, go straight, turn left and after walking for a while turn right and reach Fourth Street. Then turn right again and turn left into I main, go straight turn left, so straight and turn right and he will reach the super market.

2) Is there one route or more than one route for him to get there?

More than one route.

3) School is to the North or South of Supermarket?

South

4) Kiran wanted to go to his school. Kiran left home headed South to the Fourth Street. He turned left on to the Fourth Street and went forward, again he turned first left and went forward few steps. Where is Kiran?

Kiran is in II main

5) Write the direction from the park to Hari's house.

From park entrance head South, turn right and reach I Main, Turn left in the I Main and reach Fourth Street,

turn right in the fourth street and turn left and reach the curved road, turn left and turn right and go straight to Hari's house.

Image Source:

All original creations.

<https://openclipart.org/detail/179978/yellowdetached-house>

Time to teach	Asset Type	Theme	Sub Theme
8 Minutes	Assessments	GEOMETRY	Shapes and Spatial Understanding

13. VC_Always be careful

Every object has several sides to it and what we can see at any given time is only one side. To know about any object fully, we should see all sides of the object.



In many situations in our life also, what we see is not always what it is. There are many sides to it and we should always remember to see all sides before we draw any conclusion or make any decision.

A duck was sitting by a pond and when it observed an earthworm coming out of the earth slowly. The duck was happy and thought it would have the earthworm for its lunch once it wriggles out completely.

However, the duck was unaware that a fox was just behind it. The fox was ready to hunt down the duck as soon as the duck gets busy snapping the worm.

But, the fox did not notice a hunter behind it who was waiting to shoot the fox as soon as it moves to attack the duck so that he can have both the fox & the duck.

Thus, each of them were focusing on what was directly in front of them, without paying heed to what was behind them. Consequently the duck and the fox both became victims of the hunter.

So Children! Remember, things are not always as they are seen. Therefore, one should be more careful & alert to avoid any hasty judgment. The ABC of life is "always be careful."

Uncle Lion's tales – Part 27 Of Radio Sai

Video link--<https://www.youtube.com/watch?v=xgzQDbvH5a8>

Image Source:

<https://pixabay.com/photos/child-crossroad-kid-choice-1721906/&sa=D&ust=1565191304571000>

Time to teach	Value Type	Value Sub Type	Value Attribute
10 Minutes	Truth		Stories

14. MS_Summary_The way the world looks

- An object looks different from different angles and position. **Top**
- **View** is when we look at something from directly above. **3D** will
- give the illusion of depth as well.
- Left, right, front, back, behind etc. are all directions.
- North, South, East and West are the four main cardinal directions.
- **Map** is the symbolic representation of an area like city, town, village as we look at it.
- Political map, Thematic Map, Physical map, Road map, City map, Weather map and so on are the different **types of maps**.
- **Google map** is a web-based map which gives the map of the roads and also the satellite view of an area. We need
- directions in our daily life.
- Things are not always as they are seen. Therefore, one should be more careful & alert to avoid any hasty judgment.

Time to teach	Asset Type	Theme	Sub Theme
5 Minutes	Main Script	GEOMETRY	Shapes and Spatial Understanding

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.