



Master Lesson Plan

For

Where to look from

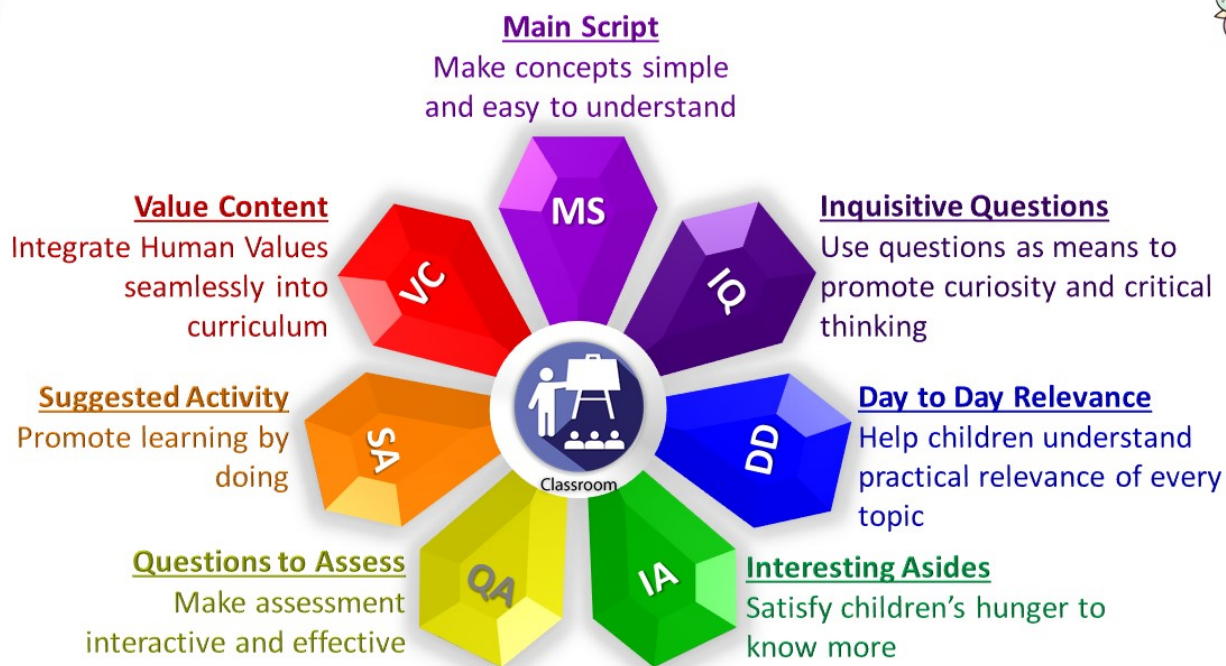
Board	Standard	Subject	Chapter	Language	Reference Link	Creation date
CBSE	STD III	Mathematics	Where to look from	English	Where to look from	2021-02-20 19:54:50

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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.

Where to look from

1. MS_Objective_Where to look from.

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

- Identify different shapes and explain their property.
- Get a better understanding of the three dimension nature of shapes. They will also attempt to draw them.
- Recognise and understand the line of symmetry.
- Relate to drafts of a house plan and product manual.
- Relate to the concept of the line of symmetry to various shapes they see around them.
- Learn about the powerful tools that are used in Geometry.
- Demonstrate the line of symmetry through an art activity.
- Identify the geometrical figures.
- Relate to the different views of an object from different angles.
- Develop a sense of discrimination while judging people.

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

2. MS_All About Shapes

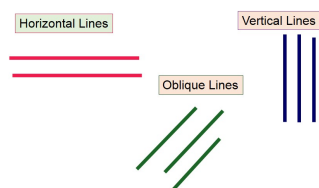
What makes a shape?

Different kinds of straight lines make a shape.

Shapes: An enclosed figure which requires space is a shape.

There are a number of shapes all around us. These shapes are made using Horizontal lines,

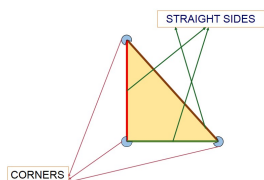
Vertical lines and Oblique lines.



The four basic shapes are :

- Square
- Triangle
- Rectangle
- Circle

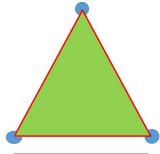
Three lines join together to form the shape - **Triangle**. The point where two lines meet is called a **Corner**. The lines that form the shape are called the **Sides of the shape**.



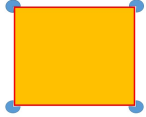
Other than the four basic shapes we also have shapes that are called:

- Trapezium
- Pentagon
- Hexagon.

Lets us now see the properties of the shapes:



A TRIANGLE has:
3 sides
3 corners



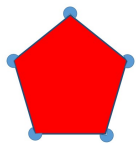
A SQUARE has:
4 sides
4 corners
All 4 sides are of the same length.



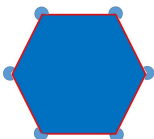
A RECTANGLE has:
4 sides
4 corners
It has two short sides and two long sides.



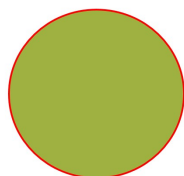
A TRAPEZIUM has:
4 sides
4 corners
It has a pair of opposite sides that is parallel.



A PENTAGON has:
5 sides
5 corners



A HEXAGON has:
6 sides
6 corners



A CIRCLE has:
1 Side and No Corners

IMAGE SOURCE: SSSVV Creations

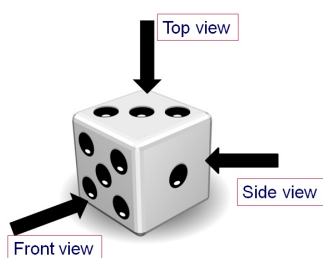
Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Main Script	Shapes and Space	

3. MS_Understanding of top front and side view

The teacher could explain the following by showing different shapes through slides or using a 3D object:

Three-dimensional shapes exist all around us — from a cylindrical water bottle to prism shaped boxes, rectangular playing fields, ice cream cones, spherical and oval shaped balls.

Drawing a 3-D shape depends on the view you wish to show. So, to understand these 3-D space, the viewing of an object from the top, front and sides is required.

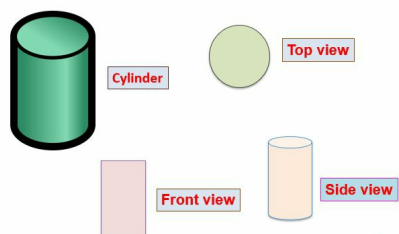


1. The front view is what you see if you are standing directly in front of an object.
2. The side view is what you see if you are standing at the side of the object. You can draw the left view or the right view.
3. The top view is what you see if you are hovering directly over the top of the object looking down on it.

Provide the students with a variety of common 3D objects, including cones, cubes, cylinders,

spheres and prisms, to observe and manipulate. Discuss with the students the features of common 3D objects - the shape of the faces, as well as the number of corners, edges and faces. These could be recorded in a class chart.

The students select a known 3D object, e.g. cylinder.



The Students view the same 3D object from top, side and front and respond to the same questions.

They can be asked to choose other 3D objects and practice drawing the front, side and top views of each object.

List of the image links in the asset:

1. <https://openclipart.org/detail/13276/database&sa=D&ust=1566057574188000>
2. <https://pixabay.com/en/dice-games-play-1294902/&sa=D&ust=1566057574189000>

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Main Script	Shapes and Space	

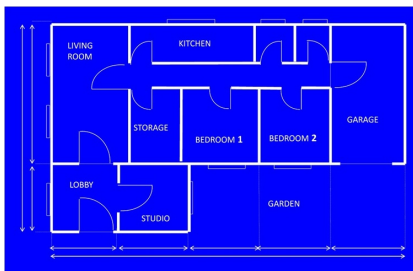
4. DD_Use of View of Shapes

Teacher could discuss the following application of 3D visualization of shapes:

Architects and drafts person often draw front, side and top views of buildings, shopping malls and houses before they are constructed.



The view from the top is called the **plan** and the view from the front and sides are called the **elevation**.



Plans and elevations give an idea to the Civil Construction Engineers and clients beforehand on how the buildings would look when constructed.

When we buy products like bicycle, furniture, stereo system or a ceiling fan from a shop, we are provided with an instruction manual along with the product. These instruction manuals have schematic diagrams of front, top and side views of various parts of the product and give us step by step instructions on how to assemble these parts.

Instruction to Teacher:

The Teacher can show a real manual of a fan, cycle, mixer etc.

List of the image links in the asset:

1. <https://pixabay.com/en/engineer-architect-person-plans-296438/&sa=D&ust=1566057489833000>
2. <https://pixabay.com/en/architecture-building-driveway-1867187/&sa=D&ust=1566057489834000>

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Day-to-day Relevance	Shapes and Space	

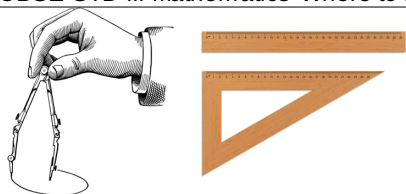
5. IA_Instruments to Draw Shapes

The teacher could share the following interesting facts -

- The word '**geometry**' comes from the Greek words 'geo', meaning earth and 'metria', meaning measure.
- Along with arithmetic, geometry was one of the two fields of pre-modern mathematics.
- Ancient Egyptians used geometry principles as far back as 3000 BC.



- A Greek mathematician named Euclid who lived around the year 300 BC is often referred to as the '**Father of Geometry**' for his amazing work on geometry that included the influential 'Elements', which was the main textbook for teaching mathematics until around the early 20th century.



- The compass and straightedge were powerful tools in the advancement of geometry allowing the construction of various lengths, angles and geometric shapes.

List of the image links in the asset:

1. <https://pixabay.com/en/egyptian-design-man-woman-priest-1822015/&sa=D&ust=1566057282562000>
2. Compass – CC -<https://pixabay.com/en/tool-compasses-circle-hand-147052/&sa=D&ust=1566057282562000><https://www.google.com/url?q=https://pixabay.com/en/tool-compasses-circle-hand-147052/&sa=D&ust=1566057282563000>
3. Straight edge – CC -<https://pixabay.com/en/the-ruler-wooden-ruler-setsquare-1970655/&sa=D&ust=1566057282563000>

<https://pixabay.com/en/the-ruler-wooden-ruler-setsquare-1970655/&sa=D&ust=1566057282564000>

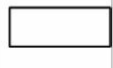
Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Interesting Asides	Shapes and Space	

6. QA_Identify the Shapes

Teacher could ask the following questions to the students with the help of the PPT:

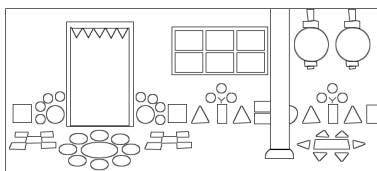
Ques: Look at the objects below. Identify the geometrical figure. Draw it and write its name.

Given below is the table with the shapes shown in the ppt, its corresponding geometrical shape and the name. This is for teacher's reference.

Picture					
Geometrical figure					
Name of the figure	Rectangle	Square	Triangle	Rectangle	Circle

Instruction to the Teacher: Kindly take a print of the below picture with the question and give the same to the students.

Ques: Identify triangles, quadrilaterals and circles in the picture above. Colour the triangles red, quadrilaterals blue and circles red.



List of the image links in the asset:

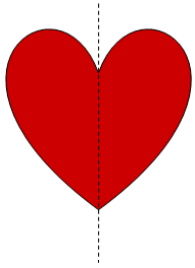
1. <https://pixabay.com/en/monitor-screen-flat-lcd-black-32743/&sa=D&ust=1566057661891000>
2. https://commons.wikimedia.org/wiki/File:Carrom_red_target.jpg&sa=D&ust=1566057661892000
3. https://commons.wikimedia.org/wiki/File:Sandwich_Mixto_02.jpg&sa=D&ust=1566057661892000
4. <https://openclipart.org/detail/233918/calculator&sa=D&ust=1566057661892000>
5. Others: SSSVV Creations.

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Assessments	Shapes and Space	

7. MS_Line of Symmetry

Observe the shape shown alongside.

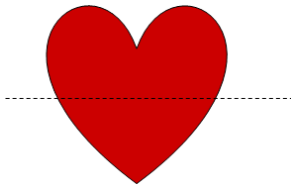
What do you see?



A heart shape with a line in the middle running along its full length.

Note: Teacher to cut the image of heart along with the line of symmetry, fold and demonstrate to the students.

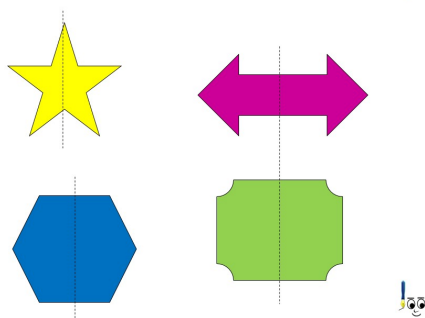
Let me fold this heart shaped paper along the line. One half of the heart falls exactly on the other half.



Now the teacher will fold this heart differently. What is observed? One part of the heart does not fall exactly on the other.

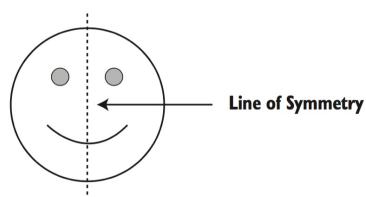
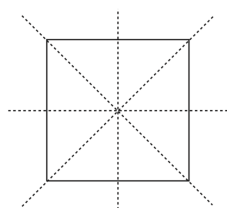
Instruction to the Teacher: Teacher can distribute the sheets with the following shapes to the students and ask them to cut the images and fold along the dotted line.

Line of Symmetry



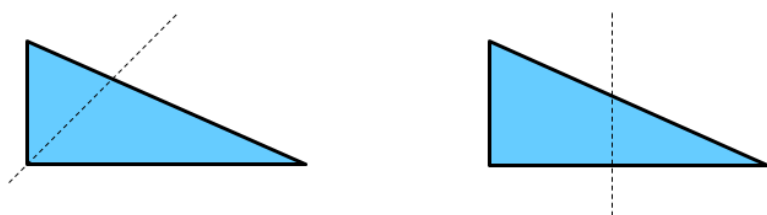
From the above examples it is found that these shapes when folded along the dotted line, are divided into two equal parts, and fall exactly on one another. Such shapes are said to be symmetrical about that line.

The dotted line which separates one mirror image from the other is called a **line of symmetry**.



Some shapes have more than one line of symmetry. A square, for example, has four lines of symmetry.

Some shapes are not symmetrical and it is not possible to draw a line of symmetry in them.



In the above shape, it is found that the shape does not show a line of symmetry. It does not show a line of symmetry because if one folds the shape along the dotted line, the two halves do not match. They are not equal. So one can say that this shape is not symmetrical in relation to the dotted line.

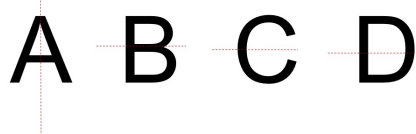
The teacher can question the students if they know that some of the letters of the alphabet have lines of symmetry? She can ask them to list few of them.

Each student can be given a sheet with letters A, B, C, D printed on it. Ask them to identify and draw a line of symmetry on the letters. (Remember, lines can be either horizontal or vertical) The top and bottom halves of the letters must be mirror images of each other.

Line of Symmetry in Alphabets



Some of the letters of the alphabet have lines of symmetry.



A, B, C and D are symmetrical about the dotted line.



Line of Symmetry in Alphabets



Are all the letters of alphabet symmetrical?

No, some of the letters are not symmetrical.



Letters "F" and "G" are not symmetrical. These letters cannot be divided into two equal halves along the dotted lines.



List of the image links in the asset:

OC: Created using MS PPT

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Main Script	Symmetry	Line symmetry, Line symmetry

8. SA_Painting Using Line of Symmetry

Symmetrical Painting:

Aim: To understand what a line of symmetry means through an art activity

Resources Required: A4 paper (1 per student), paints, paintbrushes, markers, a pair of scissors.



Procedure:

Have students fold a sheet of paper into half to create a line of symmetry. Tell the students to unfold the paper and using different colours of poster paint or craft paint make random dots of colour on one half of the paper.



Next, have the students fold the paper again along the line of symmetry and press, mash and force the paint to move towards the edge of the paper. Tell the students to open the paper carefully to see the beautiful painting; a nice example of symmetry that they have created. Ask the students to describe the symmetry in their paintings.



Allow the students to outline and decorate their paintings using markers, and then cut out the paintings.

Conclusion: The students through this activity understand that the image on either side of the line of symmetry are mirror images.

List of the image links in the asset:

1. Page: <https://pixabay.com/en/art-paint-water-colors-desk-artist-1209519/&sa=D&ust=1562494677594000>
2. Marker: <https://pixabay.com/en/highlighter-marker-felt-tip-pen-336379/&sa=D&ust=1562494677595000>
3. Scissors: <https://pixabay.com/en/school-school-supplies-education-1555907/&sa=D&ust=1562494677595000>
4. Painting : SSSVV Creations

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Suggested Activity	Symmetry	Line symmetry, Line symmetry

9. DD_Symmetry Around Us

Teacher could help the students to relate to the following examples. There are numerous examples of symmetry around us.

In the environment:

Sunflower



Leaf



Butterfly



In art:



In Architecture:

Tajmahal



In objects we find at home:



How about us? Are we human beings symmetrical? Yes, we are!



Can you think of some more examples of symmetry around us, the ones that we see or use in our daily lives?

List of the image links in the asset :

<https://opencart.org/detail/294851/sunflower&sa=D&ust=1562492437335000>

<https://opencart.org/detail/241207/leaf-two-color-with-uniform-venation&sa=D&ust=1562492437336000>

<https://opencart.org/detail/267004/prismatic-butterfly-remix&sa=D&ust=1562492437336000>

<https://pixabay.com/en/tajmahal-taj-taj-mahal-indian-818317/&sa=D&ust=1562492437337000>

<https://pixabay.com/en/mandala-zen-meditation-spiritual-1022577/&sa=D&ust=1562492437337000>

<https://opencart.org/detail/167460/wooden-chair&sa=D&ust=1562492437338000>

<https://pixabay.com/illustrations/watch-time-alarm-clock-blue-508271/&sa=D&ust=1562492437339000>

<https://opencart.org/detail/31501/daddy-standing-02&sa=D&ust=1562492437339000>

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Day-to-day Relevance	Symmetry	Line symmetry, Line symmetry

10. QA_Find the View

Teacher could ask the following questions using the presentation:

Ques 1 : Here are some pictures. Find out the objects and also mention what perspective – front, side or top view -each object represents:

Object				
Name of the object	Stair case			
View of the object	Side view			

Object				
Name of the object				
View of the object				

Ans :

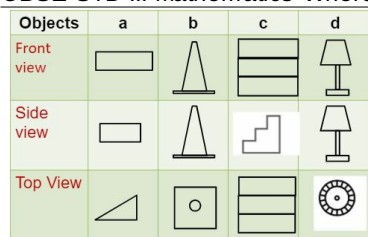
Object				
Name of the object	Stair case	Mug	Bus	Coffee Mug
View of the object	Side view	Front view	Front view	Top view

Object				
Name of the object	Car	Laptop	Stair case	House
View of the object	Top view	Top view	Front view	Front view

Ques 2 : Draw the front, top and side view of each object shown

a		b	
c		d	

Ans:



List of the image links in the asset:

<https://pixabay.com/en/architecture-stairs-steel-abstract-1313678/>

<https://pixabay.com/en/tea-drink-herbal-nettle-hot-mug-3673714/>

<https://pixabay.com/en/school-bus-bus-school-1563493/>

<https://pixabay.com/en/coffee-latte-cup-drink-cappuccino-983953/>

<https://openclipart.org/detail/159709/laptop>

<https://openclipart.org/detail/177652/little-red-racing-car>

<https://pixabay.com/en/governor-s-mansion-montgomery-1612734/>

<https://openclipart.org/detail/23996/small-house>

<https://pixabay.com/en/cake-chocolate-slice-piece-2818729/>

<https://pixabay.com/en/barrier-cone-attention-road-1362878/>

<https://pixabay.com/en/night-table-lamp-light-bedside-table-843461/>

<https://pixabay.com/illustrations/stairs-stone-grass-architecture-3948386/&sa=D&ust=1566057389443000>

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Assessments	Shapes and Space	

11. VC_Always check the facts

Always Check the Facts:

Have you looked at things from different sides? Do they look the same or different? They look different from different angles. Similarly, we need to be careful when we come to any conclusions about anyone. We cannot judge them by their looks or status in life. Let us look at this story:

A group of hikers were exhausted as they reached a small village. An old lady received them warmly and offered them a place to sleep and something to eat. The hikers accepted and followed her into her house. The lady showed them the guest room and asked them to help themselves with a tray full of food.

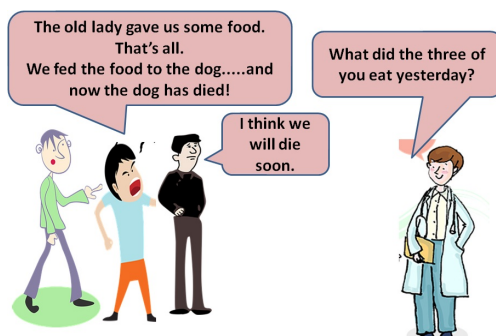


One of the men had a doubt. He asked the others, “Do you think that food is still fresh?” The other man said, “I’m not sure when that lady prepared this meal.” They gave the food to a dog outside the room. “We’ll wait for the dog to eat that food, then we will know whether it is spoiled or not.”



After some time they checked the dog. It showed no signs of illness and seemed fine. Satisfied to see this, they ate the food and went to sleep. But the next day, they were told the dog had died. Suddenly all of them experienced terrible stomach pain and some even complained of fever. The doctor came to the village to treat the sick hikers.

“What did the three of you eat yesterday?” the doctor asked.



They said, “the old lady gave us some food. That’s all. We fed the food to the dog and now the dog has died. We will also be dead soon.”

At that moment the old lady entered the room and said, “Yes. The dog died this morning. He got run over by a car. He was such a sweet dog.”



Remember. Always check your facts before drawing any conclusions.

Click on the following link online, to watch the cartoon video:

Video link: **Uncle lion’s tales by Radio Sai**

Always Check the Facts:

https://www.youtube.com/watch?v%3DCm3KY1SAZrA%26list%3DPLBRCC43j_ndZ87BPQ0cJ2MHCYhRi9h-Vw%26index%3D40&sa=D&ust=1566057177538000

List of the image links in the asset:

<https://pixabay.com/vectors/grandma-grandmother-granny-senior-145012/&sa=D&ust=1566057177539000>

<https://pixabay.com/illustrations/chef-character-cook-gourmet-1417239/&sa=D&ust=1566057177540000>

<https://pixabay.com/illustrations/action-active-activity-anatomy-2483683/&sa=D&ust=1566057177540000>

<https://pixabay.com/illustrations/man-couples-men-s-and-women-s-1957067/&sa=D&ust=1566057177540000>

<https://pixabay.com/vectors/man-anxious-standing-cartoon-male-1294114/&sa=D&ust=1566057177541000>

<https://pixabay.com/illustrations/megaphone-man-business-speaker-2550737/&sa=D&ust=1566057177541000>

<https://pixabay.com/vectors/boy-cartoon-comic-characters-1299328/&sa=D&ust=1566057177542000>

<https://pixabay.com/vectors/car-accident-insurance-vehicle-3639526/&sa=D&ust=1566057177542000>

<https://pixabay.com/vectors/silhouette-dog-doggy-animal-3263081/&sa=D&ust=1566057177542000>

Time to teach	Value Type	Value Sub Type	Value Attribute
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3 Minutes	Truth	Discrimination	Group Activities
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12. MS_ Summary_ Where to Look From.

Summary of **WHERE TO LOOK FROM**

Students have:

- Identified different shapes and learnt their properties.
- Learnt that objects look different when seen from different angles.
- Learnt that line of symmetry divides the shape into identical halves.
- Understood the three dimensional nature of some of these shapes with an emphasis to top, side and front view.
- Recognised the nature of the 'line of symmetry' and also identified the same in shapes found around them.
- Understood the above truth and it was co-related with real life and it was concluded that one should not judge based on what they see without enquiring into details.

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

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.