



Master Lesson Plan

For

How Many Times

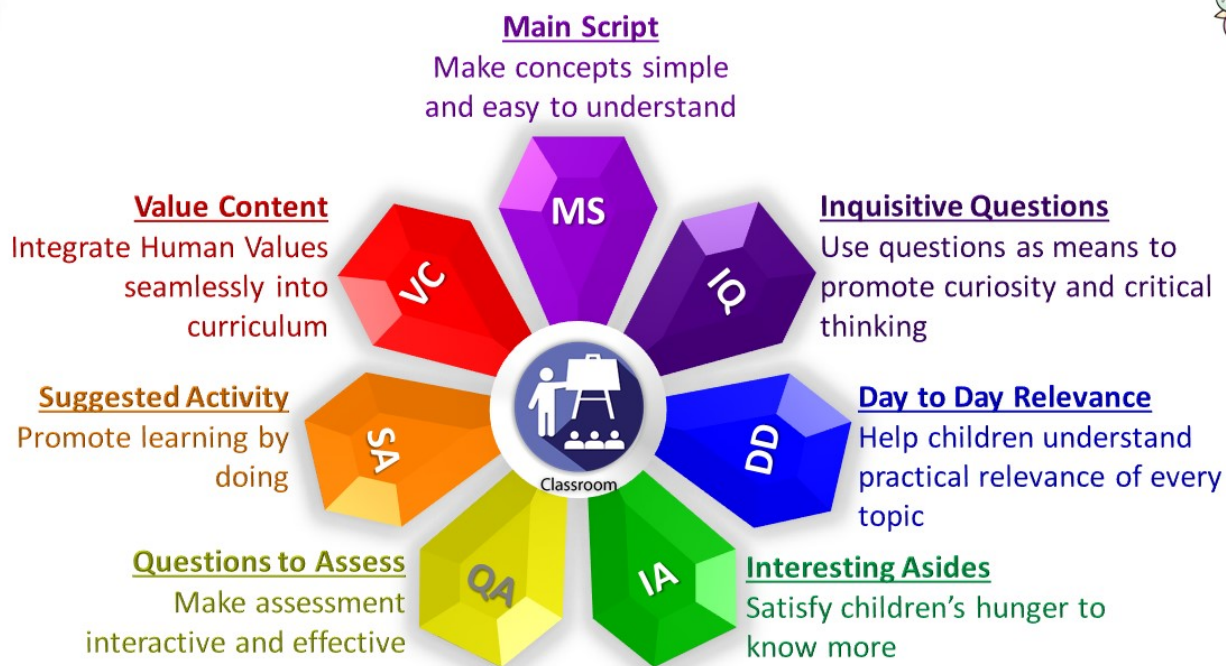
Board	Standard	Subject	Chapter	Language	Reference Link	Creation date
CBSE	STD III	Mathematics	How Many Times	English	How Many Times	2021-03-12 02:54:11

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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.

How Many Times

1. MS_Objectives_How many times

Objectives - How many times

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

1. Relate and explain how the operation of multiplication is repeated addition.
2. Analyse and solve the questions using the multiplication concept.
3. Know some interesting facts about multiplication.
4. Create their own ice cream toppings, observe the figures and understand that multiplication is repeated addition.
5. Relate to the fact that multiplication is repeated addition.
6. Understand the need for minimizing the desires in our lives.

Time to teach	Asset Type	Theme	SubTheme
2 Minutes	Main Script	Multiplication	Repeated Addition, Repeated Addition

2. IQ_Think and Answer

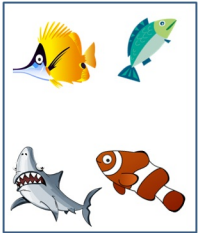
The teacher can ask the following questions and summarize the responses:

1. There are 72 passengers in a train compartment. Find the number of passengers in 8 compartments.



Answer 576

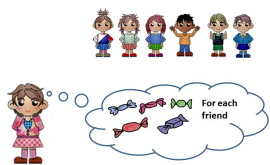
2. In a storybook, there are 4 pictures on each page. If there are 87 pages in the book, find the total number of pictures.



Each page has 4 pictures

Answer 348

3. Nisha gave 5 sweets to each of her friends on her birthday. How many sweets in all did she give to 6 of her friends?



Answer 30

List of the image links in the asset:

<https://pixabay.com/illustrations/chibi-children-kawaii-boy-4299937/>

<https://pixabay.com/vectors/cartoon-candy-sweet-food-sugar-2462970/>

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<https://pixabay.com/vectors/cartoon-fish-sea-tropical-yellow-2027751/>

<https://pixabay.com/illustrations/train-cartoon-transportation-travel-2602952/>

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Inquisitive Questions	Multiplication	Repeated Addition, Repeated Addition

3. MS_What is Multiplication

Teachers may introduce the term multiplication in class and write ‘Multiplication’ on the board. And may say Multiplication is a quicker way to add the same number over and over again.

The operation of multiplication is repeated addition. In other words, multiplication is the short form for addition.

For example: There are four children and each child has two legs so how many legs are



there in all?

If we add up all the legs, we have

$$2+2+2+2 = 8$$

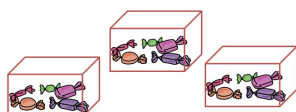
That would be four children and each child has two legs.

If you multiply, it is 4 times 2 = 8 that is because two is being added four times.

So we can see that multiplying is adding something many times.

Another example

There are 4 toffees in three boxes. How many toffees are there in all?



If we add it up it will be - $5+5+5= 15$

If we multiply, it would be 3 times $5 = 3 \times 5 = 15$, that is adding up 5 three times.

So now let us look up at some multiplication problems and make it addition problems:-

5×5 which is $5+5+5+5+5 = 25$

4×7 which is $7+7+7+7 = 28$

4×6 which is $6+6+6+6 = 24$

6×4 which is $4+4+4+4+4+4 = 24$

6 times 4 has the same answer as 4 times 6 because when we multiply numbers it does not really matter which order you write the number in. That's why the answer for 6 times 4 is exactly the same as 4 times 6 which is 24.

Addition problems into multiplication problems

$8+8+8+8$ - here you are adding 8 four times - $4 \times 8 = 32$

$5+5+5$ that would be 3 times 5 - $3 \times 5 = 15$

$3+3+3+3+3+3$ which would be 6 times 3 - $6 \times 3 = 18$

Number Line

1. Starting from 0 you will jump the number line by 3 numbers eight times.



When we jump 8 times we will see that the answer is 24

2. Another example 5×2



Starting from 0 you will jump the number line by 2 numbers five times and we will see that the answer is 10.

So 5 times 2 = 10

Find the answer without Counting:

3. Find the number of flowers without counting.

a) It has 4 columns and each column has 6 flowers

So altogether the flower bed has 4 times 6 flowers

That is - $6+6+6+6 = 24$ or 4 times 6 = 24



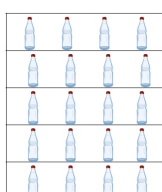
b) The flower bed has 6 rows and each row has 4 flowers

So altogether the flower bed has 6 times 4 flowers

That is - $4+4+4+4+4+4 = 24$ or $6 \times 4 = 24$



4. Look at these bottles and tell me how many bottles are there?



There are 5 rows in the tray having 4 bottles in each row

That is 5 times 4 =20 or $4+4+4+4+4 = 20$

5. There are some eggs in the tray. How many eggs are there?



In the tray there are 5 rows with 6 eggs in each row that is 5 times 6 = 30 eggs.

List of the image links in the asset:

<https://pixabay.com/vectors/boys-girls-kids-children-playing-3350811/>

<https://pixabay.com/photos/egg-carton-eggs-food-singular-1399001/>

<https://pixabay.com/vectors/bottle-mineral-water-1295207/>

<https://pixabay.com/illustrations/roses-pink-flowers-flowering-green-3498049/>

<https://pixabay.com/vectors/cartoon-flower-petal-yellow-1295074/>

OC: Self created using MS shapes deekshas.sssvv@gmail.com

<https://pixabay.com/vectors/cartoon-candy-sweet-food-sugar-2462970/>

Boxes: OC: Self created using MS shapes

Time to teach	Asset Type	Theme	SubTheme
15 Minutes	Main Script	Multiplication	Repeated Addition, Repeated Addition

4. DD_Multiplication in our lives

Multiplication in Our Daily Lives

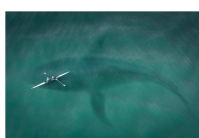
Teachers may tell the students the relevance of multiplication tables in the real world by giving examples from legs to eggs in a box.

1. Multiplication is nothing but repeated addition. Equal groups are added repeatedly eg.
 $4+4+4 = 3 \times 4 = 12$

2. Scaling: If we have to imagine the size of a giant we can say the giant is 5 times as tall as you. Suppose you are 1 meter tall then the giant will be 5 meters tall. It helps us to visualize.



3. How big is the biggest mammal on earth? The blue Whale is the biggest mammal on earth. It is anywhere between 24 to 30 meters long. It is as long as one Jumbo Jet or 15 grown ups standing one over the other. (6ft/1.8 meter tall) or we can say the blue whale is 15 times longer than a 6 ft man.



4. Array or groups exist everywhere in day to day life for example-

Ceiling tiles, if you know the area of one tile we can count the number of tiles and know the area of the room.

Egg crates, marching NCC cadets, tea cups arranged on the table, people sitting in a cricket stadium, cinema theatre arrangement etc. helps us to know the number of people.

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Time to teach	Asset Type	Theme	SubTheme
3 Minutes	Day-to-day Relevance	Multiplication	Repeated Addition, Repeated Addition

5. IA_Did you know Multiplication by using Vedic Math

Teacher may write on the board - Vedic Math

Also write - How to write down tables of any two digit number?

Table of 87

First write down table of 8 and then write down table 7 beside it as shown

Then as shown, open brackets and write 16 from the table of 8 and 1 or the first number from the table of 7. This would then give us 17. Then write 4 the second number of 14 from the table of 7 to get the answer for 87×2 as 174.

8	7	87
16	14	(16+1) 174
24	21	(24+2) 261
32	28	(32+2) 348
40	35	(40+3) 435
48	42	(48+4) 522
56	49	(56+4) 609
64	56	(64+5) 696
72	63	(72+6) 783
80	70	(80+7) 870

Now table of 38

3	8	38
6	16	(6+1) 76
9	24	(9+2) 114
12	32	(12+3) 152
15	40	(15+4) 190
18	48	(18+4) 228
21	56	(21+5) 266
24	64	(24+6) 304

$$27 \quad 72 \quad (27+7) \quad 342$$

$$30 \quad 80 \quad (30+8) \quad 380$$

$$33 \quad 88 \quad (33+8) \quad 418$$

$$36 \quad 96 \quad (36+9) \quad 456$$

Now table of 92

$$9 \quad 2 \quad 92$$

$$18 \quad 4 \quad 184$$

$$27 \quad 6 \quad 276$$

$$36 \quad 8 \quad 368$$

$$45 \quad 10 \quad (45+1)460$$

$$54 \quad 12 \quad (54+1)552$$

$$63 \quad 14 \quad (63+1)644$$

$$72 \quad 16 \quad (72+1)736$$

$$81 \quad 18 \quad (81+1)828$$

$$90 \quad 20 \quad (90+2)920$$

$$99 \quad 22 \quad (99+1)1012$$

$$108 \quad 24 \quad (108+2)1104$$

This way one can write tables from 10 to 99.

Vedic mathematics has a collection of techniques to solve difficult arithmetic operations faster. This is one such technique from Vedic Math.

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Interesting Asides	Multiplication	Repeated Addition, Repeated Addition

6. SA_Icecream toppings

Aim: To understand the concept of multiplication using the figures of ice cream cones and

Ice-cream toppings.

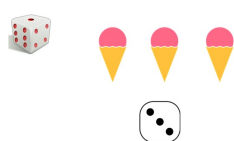
Material Required: Rolling dice - 1, Paper, Pencil, Color Pencil and an eraser

Procedure:

Teachers may ask the students to participate in pairs. Teacher may explain the procedure of the activity as detailed below:

Directions:

1. Roll the dice once and draw an Ice-cream cone/cones equal to the number in the rolled dice.



2. Roll the dice a second time and draw gems chocolate on each of the cone ice-cream equal to the number on the rolled dice.

3. Color the cone ice-cream and gems with colors of your choice.



4. Each student takes turns to roll the dice while the other student draws and colors.

Note:

a. The first roll tells how many cone ice creams to draw.

b. The second roll tells the student how many gems chocolate to put on EACH ice cream cone.

5. Students can now answer the following questions.

1) How many gems chocolate in all?

Multiplication of number of gems in each cone with total number of cones.

Which is also the repeated addition of gems in each cone.

2) How many ice-creams are there?

Conclusion: Hence it is observed that multiplication is the same as repeated addition.

List of the image links in the asset:

<https://pixabay.com/vectors/ice-cream-ice-cream-sweet-dessert-1271845/>

<https://pixabay.com/vectors/dice-cube-die-game-gambling-luck-152179/>

<https://pixabay.com/vectors/dice-games-game-six-sided-face-26772/>

Gems Chocolates: Created using MS shapes

Time to teach	Asset Type	Theme	SubTheme
10 Minutes	Suggested Activity	Multiplication	Repeated Addition, Repeated Addition

7. VC_Limit your desires

Any multiplication process increases the value of the given number by the number of times of the multiplier.

Everyone has some or other desire and strives to fulfill it. Fulfillment of one desire leads to another.

But if the desires are too many, it is called greed and greed generally leads to disappointment and grief.

So everyone should try to minimize their desires.

Fewer desires in life is like less luggage while travelling, enhances our comfort during the journey.

Less or Minimum desires multiplies the happiness in our life.

Quotation Time:

“I have learned to seek my happiness by limiting my desires, rather than in attempting to satisfy them.”

- John Stuart Mill (Famous British philosopher & Economist)

Time to teach	Value Type	Value Sub Type	Value Attribute
3 Minutes	Right Action	Contentment	Quotation

8. QA_Lets Recollect - Multiplication

1. Each cycle has two wheels. How many wheels do you see in all?



2. Each key chain has three keys. How many keys do you see in all?



Answer:

Addition method and Multiplication method:

Four groups of two wheels each - $2 + 2 + 2 + 2$ is equal to 8.

$$4 \times 2 = 8$$

Two groups of three keys each - $3 + 3$ is equal to 6.

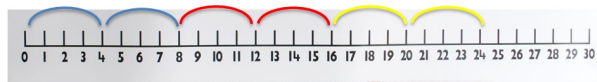
$$2 \times 3 = 6$$

3. Complete the tables. One has been done for you.

Image	Addition	Multiply	Multiply	Product
	$4+4+4$	3 times 4	3×4	12

4. Identify the multiplication shown by the following number lines.

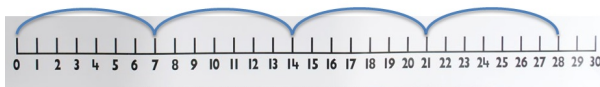
One has been done for you.



$$6 \text{ times } 4 = 6 \times 4 = 24$$



_____ times _____ = _____ x _____ =



_____ times _____ = _____ x _____ =

Answers:

$$5 \times 3 = 15$$

$$4 \times 7 = 28$$

List of the image links in the asset:

<https://pixabay.com/vectors/silhouette-wheel-cyclist-bike-3067346/>

<https://pixabay.com/vectors/keyring-key-ring-keys-lock-ring-155577/>

Time to teach	Asset Type	Theme	SubTheme
5 Minutes	Assessments	Multiplication	Repeated Addition, Repeated Addition

9. MS_Summary_How many times

Summary - How many times

In this lesson we learnt:

1. To relate to and explain how the operation of multiplication is repeated addition.
2. To analyse and solve the questions using the multiplication concept.
3. Some interesting facts about multiplication.
4. To create our own ice cream toppings, observe the figures and understand that multiplication is repeated addition.
5. A few examples to understand how multiplication is used in real life.
6. To understand the need for minimizing the desires in our lives.

Time to teach	Asset Type	Theme	SubTheme
2 Minutes	Main Script	Multiplication	Repeated Addition, Repeated Addition

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.