

# Where to Look From

CBSE, Maths, Class - III, Unit -1

## Look the world in different angle

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### Lesson Objectives:

- Identify 2-D shapes.
- Understand the concept of outlines.
- Understand the different views of an object like front, top, side and back view.

### Pre-requisite Knowledge:

- Names of the shapes like rectangle, triangle, square etc.,
- Knowledge of straight lines and curves.

### Materials Required:

- Worksheets
- Stickers
- Charts and colors

### Warm up game: Tea Vada Dosa

This game is to improve the eye-hand coordination. I uttered one word and acted out another word to confuse the children, e.g. I said stand but i sat. Children have to follow the instruction and not my actions. This also helps to build alertness in them.

### Process

#### Build on prior knowledge

#### Drawing my hand

Children are divided into three groups by counting 1, 2, and 3 and then made to sit in a circle. Each child is given a paper and is asked to

draw his/her own palm. Students should place their palm on the paper and draw the outline. This will help them understand what an outline is. Students may be allowed to color it as well.

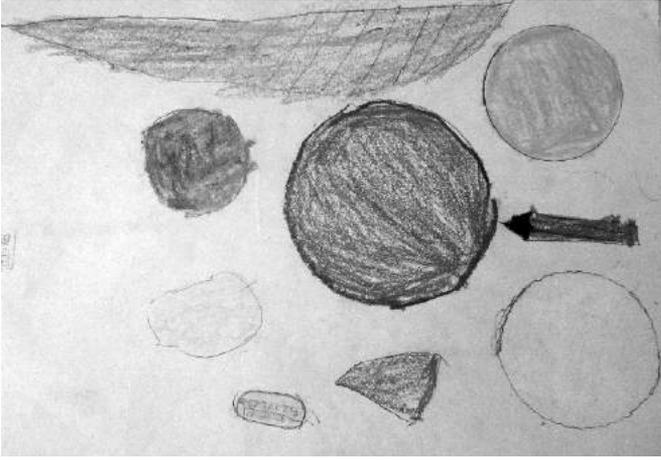
During this activity, students drew the outline of their palm joyfully. Then they asked me whose outline was good. It is very easy for children to trace their hands, almost all were able to do it. After this, children looked at their outlines and compared it with their hands.



*Picture 1: Student doing activity*

#### Drawing objects

Students are asked to draw the outline of the objects that they find inside and outside the classroom. Objects like leaves, stones, pencils and erasers were chosen. During this process some of the students completed their outline very quickly as they had chosen small objects. A few students approached me to help them hold the object as they had chosen big leaves.



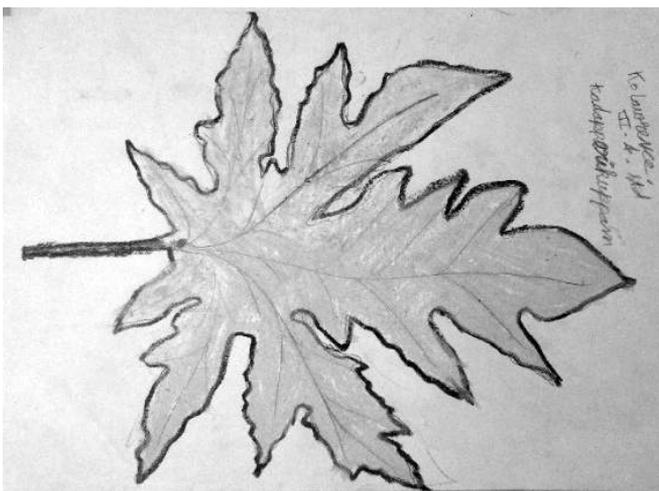
**Student artefact 1: Student had drawn picture of objects found in surrounding**

Here coloring is not actually insisted but the students were eager to do it and colored their outlines. Students then compared their outlines with others.

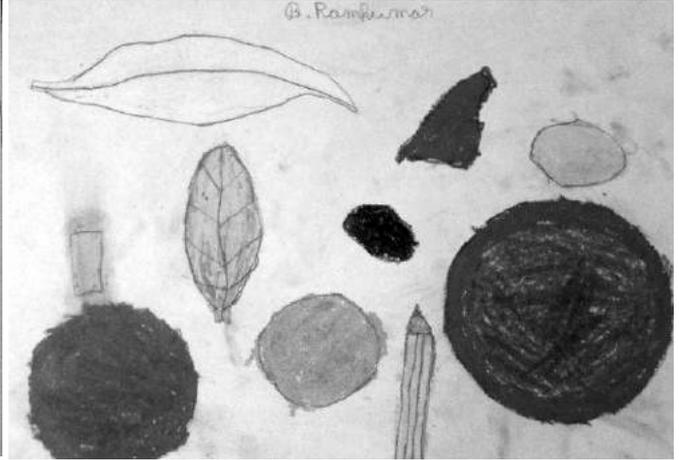
## Explore

### Pasting the stickers on the outline

A chart is given to the students, which contains the outline of a few objects like book, table, car, flower etc., and they are given a few stickers of the objects. Students find out which outline matches which sticker. After finding it, students will paste the sticker on the correct outline.



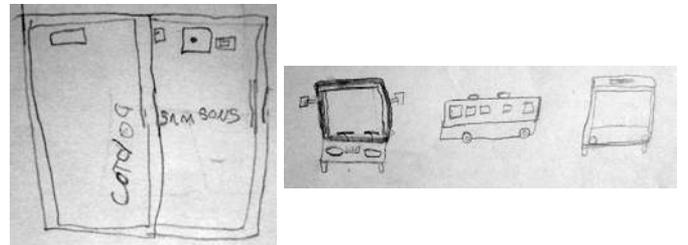
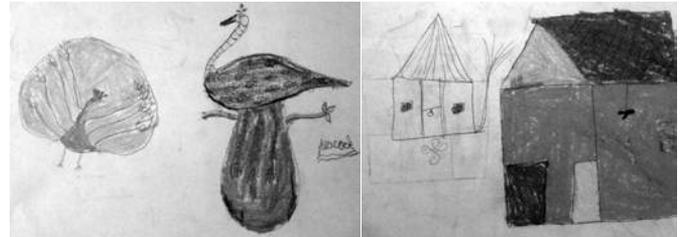
**Student artefact 2: Outline of leaves**



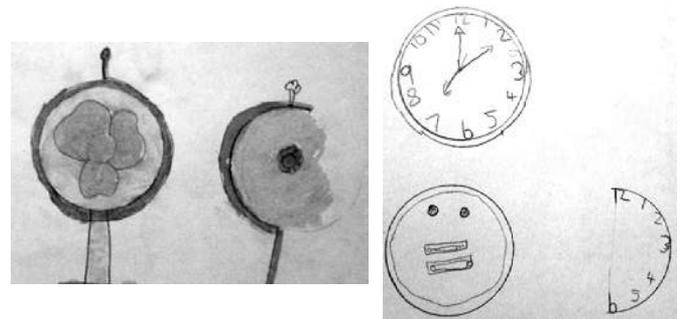
## Practice

### Drawing different views of an object

I gave picture cards and asked students to tell me



**Student artefacts 3: Different view of objects.**



**Student artefact 4: Misrepresentation of side view by student**

what view it is (top, side, front or back). Most of them were able to answer. Then I asked them to

draw a particular object or a bird as it is seen from the different angles. A few students were able to understand and represent the object in two different views. Some students had understood that in different angles, the entire object would not be seen. Such an understanding had led a child to draw half of the object.

Some students had understood the concept but have had difficulty in representing it.

Students are asked to color the correct view of the object from the different options given. In this worksheet, they need to colour the top view of the computer, side view of the bus and the front view of the mobile and chair.

A few students struggled to read the questions. So I helped them understand the questions. Then they were able to identify the view and color it. All the students did the activity correctly.

### Find out the object and the view

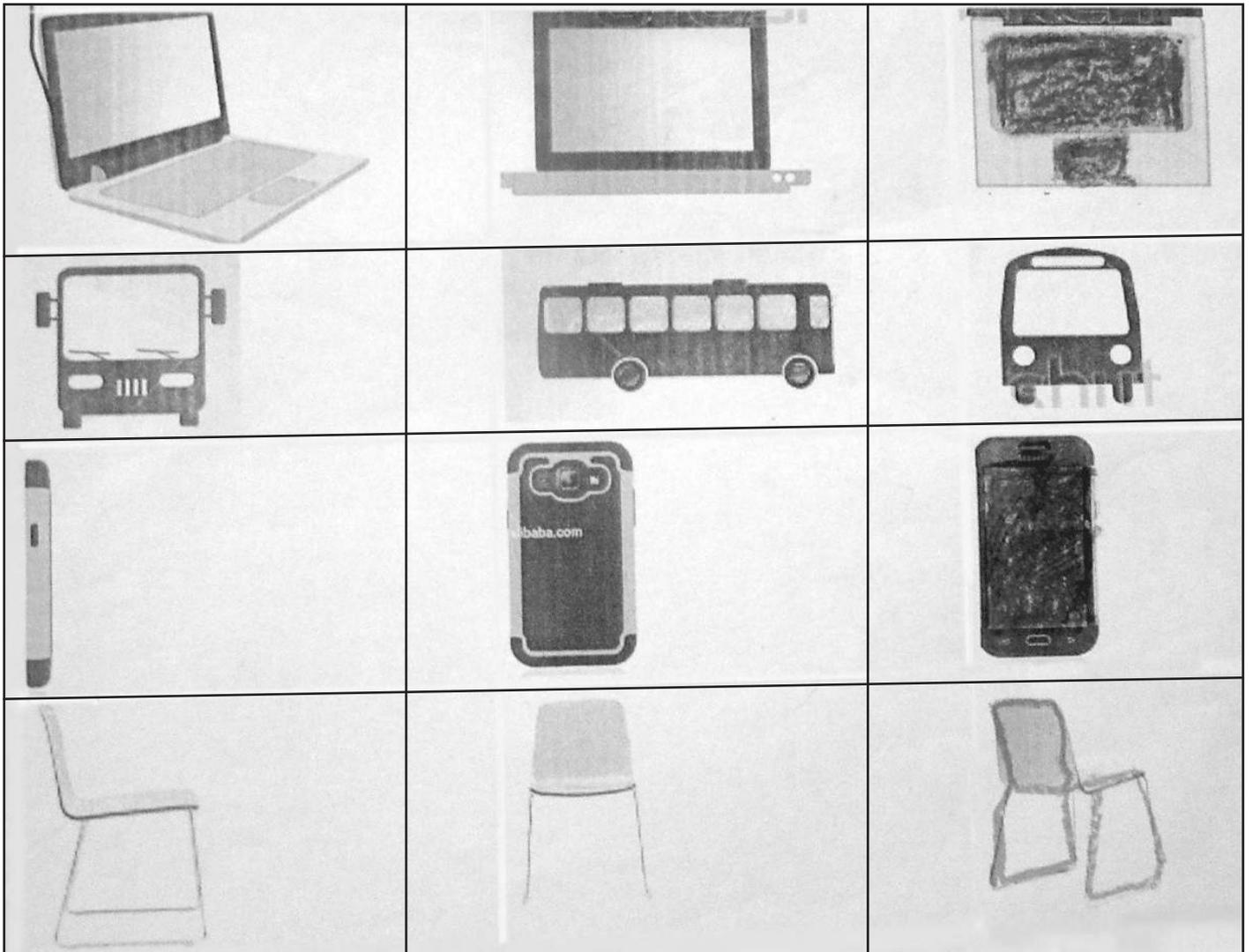
I gave a worksheet containing different views of various objects. Here students had to observe the picture to find out its name and the view from

## Evaluation

### Coloring the correct view

#### Worksheet - Different view of objects

Worksheet - Different view of objects ( color - top view of computer, side view of bus, front view of mobile & bus



### Student artefact 5: Identifying and coloring specific view

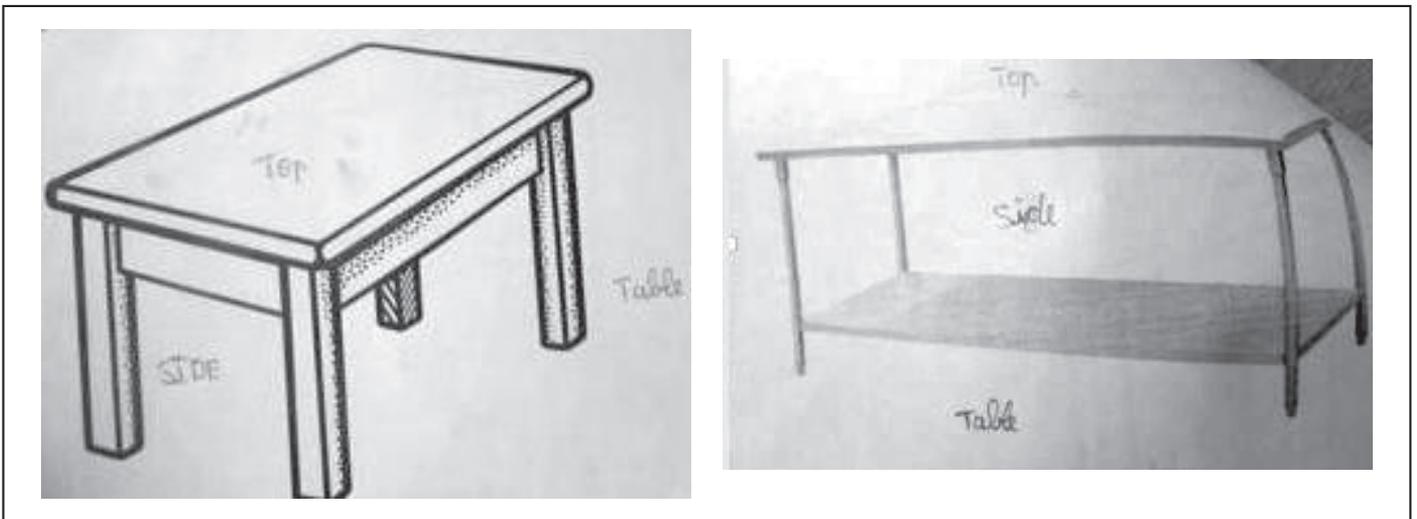
which it is drawn.

In this activity students were able to label the different sides but made mistakes while trying to

identify the view. The pictures must be carefully chosen such that it is easy for them to identify the view and avoid creating a misconception in them.



*Figure 1: Picture cards used to assess the different views*



*Student artefact 6: common mistake made by students*



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