# Hello Computer!



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## Daily Lesson Plans

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Know Your Computer
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 3 **Day:** 1

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- know about computer.
- understand the working of computer.
- know about data.
- know about different forms of data.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the unit name.<br>• Tell them the purpose which things they are going to read in this unit. | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of Unit 1: **"Know Your Computer"**, page no. **5, 6**.<br>• Complete the reading of the unit, translate into Urdu and explain it in simple words to the students.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. computer, electronic, receive, data, calculation, produces, results, energy, time, machines, collection, facts, figure, stores, works, words, symbols , images, audio, video, scenery, inserting, chatting, etc.<br>• Write the meanings of difficult words on board.<br>• Say aloud these words and their meanings.<br>• Learn these difficult words and their meanings to the students.<br><br>**Practice Activities**<br>**Activity 1:**<br>• Ask the students to look at the **"page no. 5"** pictures of computer and different types of machines and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about picture of computer and different types of machines.<br>**Activity 2:**<br>• Ask the students to look at the **"page no. 6"** pictures of different forms of data such as alphabet, calculation, images, audio and video and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about different forms of data such as alphabet, calculation, images, audio and video.<br>• Draw a computer picture on whiteboard and also label the parts of computer. | 30 Minutes |

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**Class:** 2 **Subject:** Computer

| | |
|---|---|
| **Assessment:**<br>• Ask different questions from the students to assess their learning:<br>➢ What is a computer?<br>➢ What can a computer do?<br>➢ How can we run our computer?<br>➢ Name the five electronic machines.<br>➢ What is data?<br>➢ What can do a computer with data?<br>➢ Name different forms of data. | 5 Minutes |
| **Homework:**<br>• Learn and revise important information of computer picture, different types of machines, and different forms of data such as alphabet, calculation, images, audio and video.<br>• Write difficult words and their meanings on notebook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Know Your Computer
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 3 **Day:** 2

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- know about data.
- know about different forms of data.
- understand where a computer stores its data.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the unit name.<br>• Tell them the purpose which things they are going to read in this unit.<br>• Check their previous knowledge by asking the following questions:<br>➢ What is a computer?<br>➢ Name five electronic machines. | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of Unit 1: **"Know your Computer"**, page no. **6, 7**.<br>• Complete the reading of the unit, translate into Urdu and explain it in simple words to the students.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. receive, data, calculation, produces, results, energy, time, machines, collection, facts, figure, stores, works, words, symbols , images, audio, video, scenery, inserting, chatting, remember, memory, stores, lots, name, etc.<br>• Write the meanings of difficult words on board.<br>• Say aloud these words and their meanings.<br>• Learn these difficult words and their meanings to the students.<br>**Practice Activities**<br>**Activity 1:**<br>• Ask the students to look at the **"page no. 6"** picture of different forms of data such as alphabet, calculation, images, audio and video and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about different forms of data such as alphabet, calculation, images, audio and video.<br>• Draw a computer picture on whiteboard and also label the parts of computer. | 30 Minutes |
| **Assessment:**<br>• Ask different questions from the students to assess their learning:<br>➢ What is data?<br>➢ What can do a computer with data? | 5 Minutes |

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**Class:** 2 **Subject:** Computer

| | |
|---|---|
| ➢ Name different forms of data.<br>➢ Where does a computer store data? | |
| **Homework:**<br>• Learn and revise important information of different forms of data such as alphabet, calculation, images, audio and video and computer memory.<br>• Write difficult words and their meanings on notebook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Lab Activity
**Period (s) / Time:** 1 / 25 min **Term:** 1st
**Week:** 3 **Day:** 3

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- identify computer and its parts.
- understand the different types of data.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster, Computer Lab | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the computer lab.<br>• Tell them that they are going to practise some lab activities.<br>• Check their previous knowledge by asking the following questions:<br>➢ Where does a computer store data?<br>➢ What does a computer do? | 5 Minutes |
| **Development**<br>**Practice Activities**<br>• Take the students to the computer lab.<br>• Show them computer and its different parts.<br>• Tell the students how we can enter different types of data.<br>• Show them different forms of data such as words, number, symbol, image, audio sound and video.<br>• Open MS Word and ask them to type your name one by one.<br>• Tell the students how we can insert image in MS Word. | 18 Minutes |
| **Assessment:**<br>In order to assess the students, ask them:<br>• Name different parts of a computer.<br>• How can we insert image in MS Word? | 2 Minutes |
| **Homework:**<br>Learn and revise today's topic. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Know Your Computer (Exercise)
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 4 **Day:** 1

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- answer the given questions of the exercise.
- solve true and false, fill in the blanks.
- solve MCQs and label the pictures.

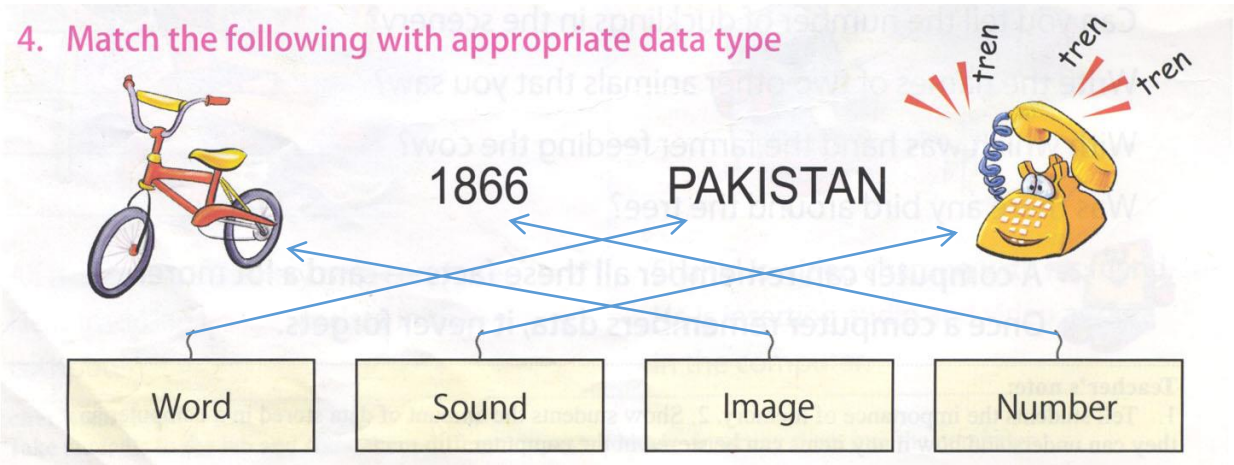
| | Time |
|---|---|
| **Equipment & Material Required:**<br>Textbook, Whiteboard, Board Marker, Duster | **Time** |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the exercise.<br>• Tell them they are going to solve the exercise.<br>• Check their previous knowledge by asking the following questions:<br>➢ What does a computer do?<br>➢ What is a computer? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of the questions of exercise in a loud voice.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms.<br>• Tell them the correct answers of the questions.<br>**Practice Activities**<br>**Solution of Exercise:**<br>Following are the answers/solutions of the Q # 1-3.<br>Solution Q # 1:<br>1. A computer is an electronic machine which receives data, makes quick calculations and produces results.<br>2. Collection of facts and figures is called data. A computer stores data in its memory.<br>3. Data can be in different forms, such as data can be words, numbers or symbols, images, audio and video.<br>Solution Q # 2:<br>**1.** T **2.** T **3.** F **4.** F **5.** T<br>Solution Q # 3:<br>**1.** remember **2.** Data **3.** forms **4.** energy **5.** forgets<br>Solution Q # 4:<br>Match the following appropriate data type: | 30 Minutes |

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**Assessment:** 5 Minutes

- Assess the students by asking different questions of the exercise.
  - What is a computer?
  - What does a computer do?
  - Where does a computer store data?
  - What is data?
  - Name different data forms.

**Homework:**

- Learn and write complete exercise in your notebooks.

**Evaluation of Learning:**

**Evaluation of Teaching:**

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**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Student's Worksheet
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 4 **Day:** 2

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- answer the given questions of the worksheet.
- fill the correct word in the blanks.
- tell the types of data and its uses.

**Equipment & Material Required:** **Time**
Textbook, Whiteboard, Board Marker, Duster

**Suggested Teaching Methodologies:** 5 Minutes
After warm greetings:

- Introduce the students with the student's worksheet.
- Tell them the purpose which things they are going to read in this worksheet.
- Check their previous knowledge by asking the following questions:
  - Where does a computer store data?
  - What is data?

**Development** 30 Minutes

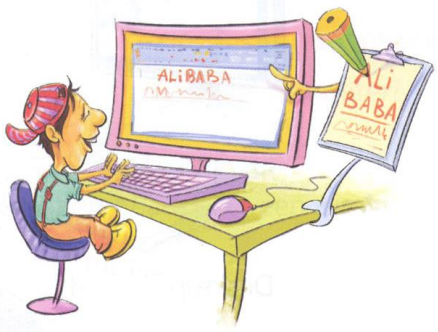
### Student's Worksheet

1. Complete the definition of the computer. (2)

A computer is an electronic machine which receives data, makes quick calculations and produces results.

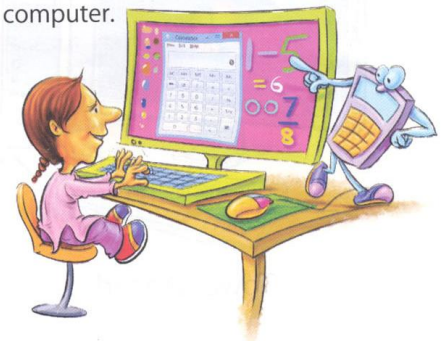
2. Identify the data type from the following. (8)

1. Zahid is typing a story on the computer.




What type of date is Zahid inserting in the computer? Words

2. Asma is solving a math problem on the computer.



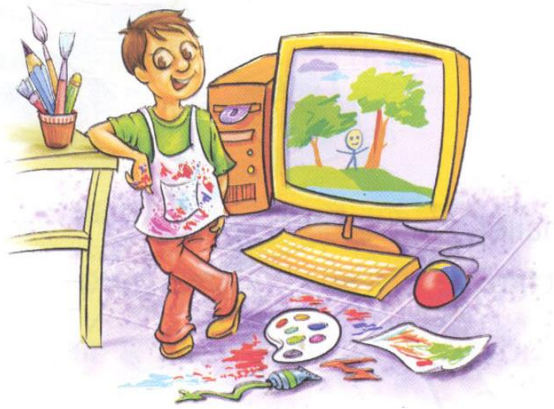
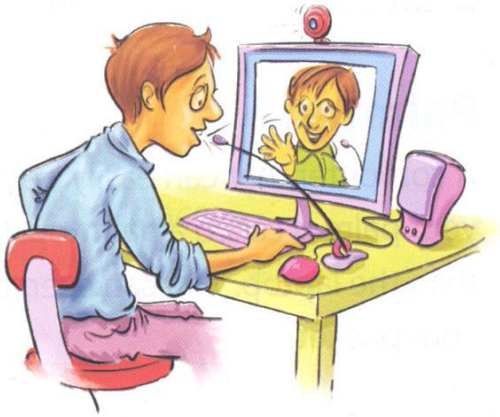
What type of date is Asma inserting in the computer? Numbers and Symbols

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|---|---|
| 3. Babar is drawing a scenery on the computer.<br><br>What type of date is Babar inserting in the computer? Image<br><br>4. Ali is video chatting with his friend on the computer.<br><br>What type of date is Ali inserting in the computer? Audio and video | |
| **Assessment:**<br>Ask different questions from the students to assess their learning:<br>• Which kind of data can we enter in a computer?<br>• Which kind of data Zahid is typing on computer?<br>• Which kind of data Amina is solving sums in computer?<br>• Which kind of data Ali is inserting on computer?<br>• Which kind of data Shahid's is inserting? | 5 Minutes |
| **Homework:**<br>• Learn and revise important information and data and its different forms. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Lab Activity
**Period (s) / Time:** 1 / 25 min **Term:** 1st
**Week:** 4 **Day:** 3

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- know about data.
- understand the different forms of data.
- know where a computer saves our data.
- know how we can save different data in a computer.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster, Computer Lab | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the computer lab.<br>• Tell them that they are going to practise some lab activities.<br>• Check their previous knowledge by asking the following questions:<br>➢ Define computer.<br>➢ What is data? | 5 Minutes |
| **Development**<br>**Practice Activities**<br>• Take the students to the computer lab.<br>• Show them different kinds of data we insert in a computer.<br>• Help the student to insert a story in MS Word and also tell them how we can save our story.<br>• Tell them how we can solve sums and drawing scenery.<br>• Show them how we can chatting (audio and video) with our friends.<br>• Ask the student to draw a beautiful natural scenery in MS Paint and save in the computer. | 18 Minutes |
| **Assessment:**<br>In order to assess the students, ask them:<br>• In which application can we type our story?<br>• In which application can we draw a scenery? | 2 Minutes |
| **Homework:**<br>Learn and revise today's topic. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Types of Computer
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 5 **Day:** 1

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- know about personal computer.
- understand the different types of personal computer.
- identify the desktop computer and laptop or notebook.
- recognize the palmtop and tablet.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the unit name.<br>• Tell them the purpose which things they are going to read in this unit.<br>• Check their previous knowledge by asking the following questions:<br>➢ What is the definition of a computer?<br>➢ Define data. | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of Unit 2: **"Types of Computer"**, page no. **10, 11**.<br>• Complete the reading of the unit, translate into Urdu and explain it in simple words to the students.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. person, personal computer, easily, placed, desk , desktop computer, shapes, laptop computer, carried, another, palmtop, smaller, pocket, accepts, directly, screen, tablet, fingers, etc.<br>• Write the meanings of difficult words on board.<br>• Say aloud these words and their meanings.<br>• Learn these difficult words and their meanings to the students.<br>**Practice Activities**<br>**Activity 1:**<br>• Ask the students to look at the **"page no. 10"** picture of different types of computer Such as desktop computer, laptop, and palmtop and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about different types of computer, such as desktop computer, laptop, and palmtop.<br>**Activity 2:**<br>• Ask the students to look at the **"page no. 11"** picture of tablet and ask what they can see.<br>• Get answers from the students and then tell them that they are going to tell you about | 30 Minutes |

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|---|---|
| tablet.<br>• Draw a computer picture on whiteboard and also label the parts of a computer. | |
| **Assessment:**<br>• Ask different questions from the students to assess their learning:<br>➢ What is a personal computer?<br>➢ How many types of a personal computer are there?<br>➢ What is a desktop computer?<br>➢ How many shapes of a desktop computer are there?<br>➢ Define laptop.<br>➢ What do you know about palmtop?<br>➢ Where can we carry the palmtop?<br>➢ What is a tablet?<br>➢ How can we work on a tablet? | 5 Minutes |
| **Homework:**<br>• Learn and revise important information of different types of computer, such as desktop computer, laptop, palmtop and tablet.<br>• Write difficult words and their meanings on notebook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Types of Computer (Exercise)
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 5 **Day:** 1

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- answer the given questions of the exercise.
- solve true and false, fill in the blanks.
- solve MCQs and label the following pictures.

| | Time |
|---|---|
| **Equipment & Material Required:**<br>Textbook, Whiteboard, Board Marker, Duster | **Time** |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the exercise.<br>• Tell them they are going to solve the exercise.<br>• Check their previous knowledge by asking the following questions:<br>➢ What is a desktop computer?<br>➢ What is a laptop? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of the questions of exercise in a loud voice.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms.<br>• Tell them the correct answers of the questions.<br>**Practice Activities**<br>**Solution of Exercise:**<br>Following are the answers/solutions of the Q # 1-3.<br>Solution Q # 1:<br>1. A computer which is used by only one person at a time is called a personal computer.<br>2. Following are different types of personal computer:<br>➢ Desktop computer<br>➢ Laptop or notebook<br>➢ Palmtop<br>➢ Tablet<br>3. Palmtop can easily be placed in your palmtop. You can carry it in your pocket.<br>Tablet can accepts input directly on its screen. You can work on a tablet by touching its screen with your fingers.<br>Solution Q # 2:<br>**1.** F **2.** F **3.** T **4.** T **5.** T<br>Solution Q # 3:<br>**1.** one **2.** lap **3.** palm **4.** screen **5.** shape | 30 Minutes |

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**Class:** 2 **Subject:** Computer

| | |
|---|---|
| **Assessment:**<br>• Assess the students by asking different questions of the exercise.<br>➢ What is a personal computer?<br>➢ Define desktop computer.<br>➢ How many shapes a desktop computer has?<br>➢ Define notebook.<br>➢ What is the palmtop?<br>➢ How can we work in a tablet? | 5 Minutes |
| **Homework:**<br>• Learn and write complete exercise in your notebooks. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Lab Activity
**Period (s) / Time:** 1 / 25 min **Term:** 1st
**Week:** 5 **Day:** 3

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- identify the different types of personal computer.
- know about laptop, palmtop.
- know about table and its work.

| | Time |
|---|---|
| **Equipment & Material Required:**<br>Textbook, Whiteboard, Board Marker, Duster, Computer Lab | **Time** |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the computer lab.<br>• Tell them that they are going to practise some lab activities.<br>• Check their previous knowledge by asking the following questions:<br>➢ What is a personal computer?<br>➢ Name the two shapes of a desktop computer? | 5 Minutes |
| **Development**<br>**Practice Activities**<br>• Take the students to the computer lab.<br>• Show them different types of a personal computer.<br>• Tell the students one by one the functions of a personal computer.<br>• Show them two different shapes of a desktop computer.<br>• Show them how laptop and palmtop computers work.<br>• Tell the students how we can use a tablet. | 18 Minutes |
| **Assessment:**<br>In order to assess the students, ask them:<br>• Name two shapes of a desktop computer.<br>• How can we work on a tablet? | 2 Minutes |
| **Homework:**<br>Learn and revise today's topic. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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## Daily Lesson Plan

**Topic(s):** Student's Worksheet
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 6 **Day:** 1

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- answer the given questions of the worksheet.
- match the word with correct definition.
- tell the correct range of cells.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Suggested Teaching Methodologies:**<br>After warm greetings:<br>• Introduce the students with the student's worksheet.<br>• Tell them the purpose which things they are going to read in this worksheet.<br>• Check their previous knowledge by asking the following questions:<br>➢ How many types of a computer are there?<br>➢ What do you know about a tablet? | 5 Minutes |
| **Development** | 30 Minutes |

**Student's Worksheet**

1. Who am I? (4)



1. Accepts input directly on the screen. **Tablet**
2. Place on a desl. **Desktop**
3. Placed on a lap. **Laptop**
4. Easily carried in a pocket. **Palmtop**

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**Class:** 2 **Subject:** Computer

**2.** Tick the right choice:

**1.** This computer is used by only one person at a time:

**a)** Personal Computer ● **b)** My computer **c)** Single Computer

**2.** This computer is kept on one place:

**a)** Desktop ● **b)** Laptop **c)** Palmtop

**3.** This computer accepts input directly on its screen:

**a)** Palmtop **b)** Desktop **c)** Tablet ●

**4.** A laptop can easily be palced in your:

**a)** Lap ● **b)** Hand **c)** Finger

**5.** A computer that can easily be carried in your pocket is a:

**a)** Laptop **b)** Desktop **c)** Palmtop ●

**Assessment:** 5 Minutes

Ask different questions from the students to assess their learning:

- What is the work of a palmtop?
- Is the palmtop bigger than the laptop?
- How can we work on a tablet?
- How many shapes a desktop computer has?
- What is a laptop?

**Homework:**

- Learn and revise important information and types of a computer and its works.

**Evaluation of Learning:**

**Evaluation of Teaching:**

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**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Parts of a Computer
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 6 **Day:** 2

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- identify the different parts of computer.
- know about input devices.
- know about the uses of keyboard, mouse and microphone.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the unit name.<br>• Tell them the purpose which things they are going to read in this unit.<br>• Check their previous knowledge by asking the following questions:<br>➢ What is a computer?<br>➢ Name five electronic machines. | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of Unit 3: **"Parts of a Computer"**, page no. **13, 14**.<br>• Complete the reading of the unit, translate into Urdu and explain it in simple words to the students.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. physical, see, called, hardware, includes, input, output, system unit, devices, data, keyboard, alphabet, numbers, symbols, small button, screen, generally, right, left, microphone, voice, audio, video, etc.<br>• Write the meanings of difficult words on board.<br>• Say aloud these words and their meanings.<br>• Learn these difficult words and their meanings to the students.<br>**Practice Activities**<br>**Activity 1:**<br>• Ask the students to look at the **"page no. 13"** picture of different parts of a computer and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about different parts of a computer.<br>• Ask the students to look at the **"page no. 14"** picture of different input devices, such as keyboard, mouse, and microphone and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about different input devices such as keyboard, mouse, and microphone.<br>• Draw a computer picture on whiteboard and also label the parts of computer. | 30 Minutes |

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**Class:** 2 **Subject:** Computer

| | |
|---|---|
| **Assessment:**<br>• Ask different questions from the students to assess their learning:<br>➢ What is hardware?<br>➢ Which things are included in hardware?<br>➢ Name different parts of a computer.<br>➢ Define input devices.<br>➢ What is a keyboard?<br>➢ Define keys.<br>➢ How many keys a keyboard has?<br>➢ Define mouse.<br>➢ How many buttons a mouse has?<br>➢ What do you know about microphone? | 5 Minutes |
| **Homework:**<br>• Learn and revise important information of different parts of a computer and different input devices such as keyboard, mouse, and microphone.<br>• Write difficult words and their meanings on notebook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Lab Activity
**Period (s) / Time:** 1 / 25 min **Term:** 1st
**Week:** 6 **Day:** 3

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- identify the different parts of a computer.
- know about input devices.
- know about the uses of keyboard, mouse and microphone.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster, Computer Lab | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the computer lab.<br>• Tell them that they are going to practise some lab activities.<br>• Check their previous knowledge by asking the following questions:<br>➢ How many keys a keyboard has?<br>➢ How many buttons a mouse has? | 5 Minutes |
| **Development**<br>**Practice Activities**<br>• Take the students to the computer lab.<br>• Show them different parts of a computer.<br>• Tell the students about the hardware.<br>• Show them the input devices.<br>• Tell the students about the uses of a keyboard. Also tell the different alphabets, letters, and symbol keys to them.<br>• Show them how we can use a mouse in a computer. Also tell them how we can open different applications with the help of a mouse.<br>• Tell the students how we can use microphone. | 18 Minutes |
| **Assessment:**<br>In order to assess the students, ask them:<br>• How can we use a microphone?<br>• What are the uses of a mouse? | 2 Minutes |
| **Homework:**<br>Learn and revise today's topic. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Parts of a Computer
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 7 **Day:** 1

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- know about output devices.
- know about the uses of monitor, printer and speaker.
- understand the system unit work.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the unit name.<br>• Tell them the purpose which things they are going to read in this unit.<br>• Check their previous knowledge by asking the following questions:<br>➢ What are the uses of a keyboard?<br>➢ What do you know about hardware? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of Unit 2: **"Parts of a Computer"**, page no. **14, 15**.<br>• Complete the reading of the unit, translate into Urdu and explain it in simple words to the students.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. devices, produce, results, output, learn, monitor, television, perform, computer, screen, printer, paper, printout, speaker, sounds, hear, attached, system unit, component, enclosed, contains, start button, etc.<br>• Write the meanings of difficult words on whiteboard.<br>• Say aloud these words and their meanings.<br>• Learn these difficult words and their meanings to the students.<br>**Practice Activities**<br>**Activity 1:**<br>• Ask the students to look at the **"page no. 14"** picture of output devices, such as monitor and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about output device such as monitor.<br>**Activity 2:**<br>• Ask the students to look at the **"page no. 15"** picture of printer, speakers and system unit and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about printer, speakers and system unit. | 30 Minutes |

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer

| | |
|---|---|
| • Draw a computer picture on whiteboard and also label the parts of computer. | |
| **Assessment:**<br>• Ask different questions from the students to assess their learning:<br>➢ What is an output device?<br>➢ What is a monitor?<br>➢ Where can we see all tasks we perform in a computer?<br>➢ Define printer.<br>➢ Where can we print our result?<br>➢ What is the use of speakers?<br>➢ How many speakers can attach to a computer?<br>➢ Define system unit.<br>➢ What is the main working component of a computer?<br>➢ Which button does run a computer? | 5 Minutes |
| **Homework:**<br>• Learn and revise important information of different output devices, such as monitor, printer, speaker and system unit.<br>• Write difficult words and their meanings on notebook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Parts of a Computer (Exercise + Worksheet)
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 7 **Day:** 2

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- answer the given questions of the exercise.
- solve true and false, fill in the blanks.
- solve MCQs and label the pictures.

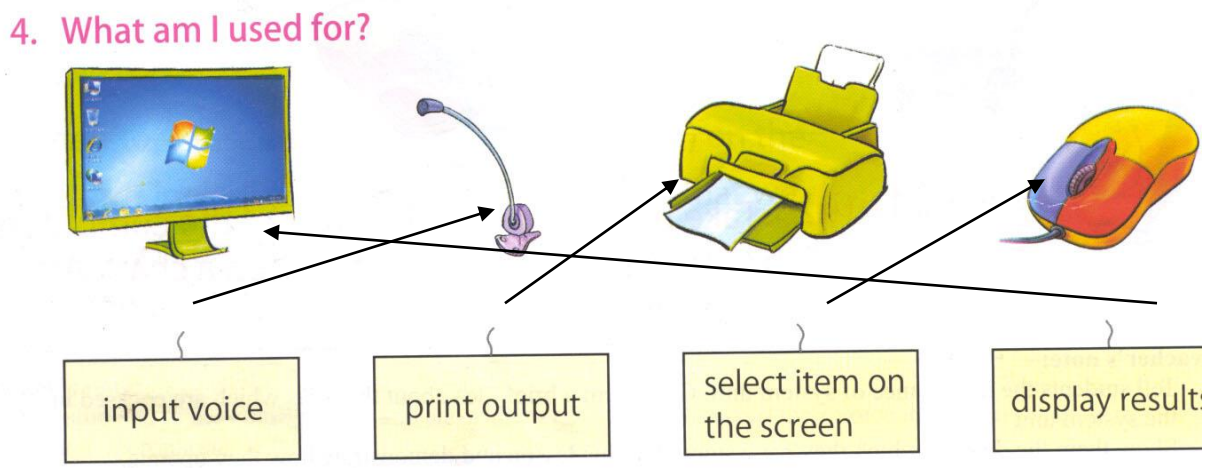
| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the exercise.<br>• Tell them they are going to solve the exercise.<br>• Check their previous knowledge by asking the following questions:<br>➢ Write the name of four basic parts of a computer.<br>➢ Define an input device. | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of the questions of exercise in a loud voice.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms.<br>• Tell them the correct answers of the questions.<br>**Practice Activities**<br>**Solution of Exercise:**<br>Following are the answers/solutions of the Q # 1-3.<br>Solution Q # 1:<br>**1.** Basic parts of a computer are CPU, monitor, keyboard and mouse.<br>**2.** Monitor: is used to produce (output) on the screen. It looks like a television.<br>Printer: is used to print result (output) of a computer on a paper.<br>**3.** Data can be in different forms, such as data can be words, numbers or symbols, images, audio and video.<br>Solution Q # 2:<br>**1.** F **2.** F **3.** F **4.** T **5.** T<br>Solution Q # 3:<br>**1.** working **2.** 104 **3.** mouse **4.** paper **5.** sound<br>Solution Q # 4:<br>**What am I used for?** | 30 Minutes |

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer




**Assessment:** 5 Minutes

- Assess the students by asking different questions of the exercise.
  - What is hardware?
  - Define input device.
  - What is output device?
  - Name three input devices.
  - Name three output devices.
  - What is the system unit?

**Homework:**

- Learn and write complete exercise in your notebooks.

**Evaluation of Learning:**

**Evaluation of Teaching:**

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Lab Activity
**Period (s) / Time:** 1 / 25 min **Term:** 1st
**Week:** 7 **Day:** 3

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- identify the different parts of a computer.
- know about the uses of output devices, such as monitor, printer and speakers.
- know about the uses of system unit.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster, Computer Lab | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the computer lab.<br>• Tell them that they are going to practise some lab activities.<br>• Check their previous knowledge by asking the following questions:<br>➢ What are output devices?<br>➢ What do you know about system unit? | 5 Minutes |
| **Development**<br>**Practice Activities**<br>• Take the students to the computer lab.<br>• Show them output devices of a computer.<br>• Tell the students about monitor and its different uses.<br>• Show them all the work that we can do on a computer we can see on a monitor.<br>• Show them a printer and its uses.<br>• Tell the students we can see result of a computer work on a paper by using printer.<br>• Show them how we can attach speakers with a computer and also tell them how we can control the volume of speakers.<br>• Show them the system unit and its all components. | 18 Minutes |
| **Assessment:**<br>In order to assess the students, ask them:<br>• Name output devices.<br>• How can we attach speakers with a computer? | 2 Minutes |
| **Homework:**<br>Learn and revise today's topic. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Parts of a Computer (Student's Worksheet)

**Period (s) / Time:** 1 / 40 min **Term:** 1st

**Week:** 8 **Day:** 2

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- answer the given questions of the worksheet.
- match the word with correct definition.
- tell the correct range of cells.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Suggested Teaching Methodologies:**<br>After warm greetings:<br>• Introduce the students with the student's worksheet.<br>• Tell them the purpose which things they are going to read in this worksheet.<br>• Check their previous knowledge by asking the following questions:<br>➢ What is a keyboard?<br>➢ What is a printer? | 5 Minutes |
| **Development** | 30 Minutes |

**Student's Worksheet**

1. In the picture below colour the: (4)

monitor ---------- blue
keyboard --------- green
printer----------orange
microphone ------ pink
mouse ---------- yellow
system unit -------- red
speakers ---------- brown

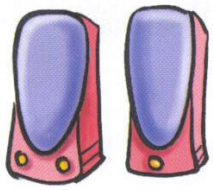
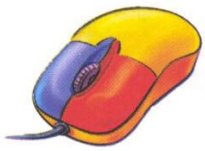
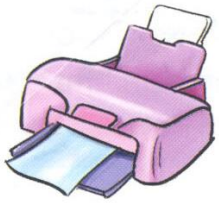


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**Class:** 2 **Subject:** Computer

| | |
|---|---|
| 2. Write the missing letters to complete the names of the computer parts. (6)<br>  <br>Monitor Keyboard Speakers<br>  <br>System Unit Mouse Printer | |
| **Assessment:**<br>Ask different questions from the students to assess their learning:<br>• What is a printer?<br>• What is the use of a monitor?<br>• What is a mouse?<br>• What is the use of a microphone?<br>• What is the system unit? | 5 Minutes |
| **Homework:**<br>• Learn and revise important information and data and its different forms. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Lab Activity
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 8 **Day:** 2

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- understand the use of a keyboard and a mouse.
- know about the basic work of a monitor and a printer.

| | |
|---|---|
| **Equipment & Material Required:**<br>Textbook, Whiteboard, Board Marker, Duster, Computer Lab | **Time** |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the computer lab.<br>• Tell them that they are going to practise some lab activities.<br>• Check their previous knowledge by asking the following questions:<br>➢ Define input device.<br>➢ Define output device. | 5 Minutes |
| **Development**<br>**Practice Activities**<br>• Take the students to the computer lab.<br>• Show them how we can enter data by using the keyboard keys.<br>• Tell the students to select the different objects and icons on the screen with the help of a mouse.<br>• Show them the two mouse buttons and their uses.<br>• Show them how we can see the result of our work on a monitor screen.<br>• Tell the students how can we attach a printer with a computer and also tell them about the print command. | 30 Minutes |
| **Assessment:**<br>In order to assess the students, ask them:<br>• How many keys a keyboard has?<br>• How many buttons a mouse has? | 5 Minutes |
| **Homework:**<br>Learn and revise today's topic. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Lab Activity
**Period (s) / Time:** 1 / 25 min **Term:** 1st
**Week:** 8 **Day:** 3

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- identify the output device.
- know the use of a monitor and a printer.
- know about the uses of the system unit.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster, Computer Lab | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the computer lab.<br>• Tell them that they are going to practise some lab activities.<br>• Check their previous knowledge by asking the following questions:<br>➢ What are output devices?<br>➢ What do you know about the system unit? | 5 Minutes |
| **Development**<br>**Practice Activities**<br>• Take the students to the computer lab.<br>• Show them output devices of a computer.<br>• Tell the students about a monitor and its uses.<br>• Show them all the work that we can do on a computer we can see on a monitor.<br>• Show them a printer and its uses.<br>• Tell the students we can see result of a computer work on paper by using printer.<br>• Show them how we can attach speakers with a computer and also tell them how we can control the volume of speakers.<br>• Show them the system unit and its all components. | 18 Minutes |
| **Assessment:**<br>In order to assess the students, ask them:<br>• Name output devices.<br>• How can we attach speakers with a computer? | 2 Minutes |
| **Homework:**<br>Learn and revise today's topic. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Mouse and Keyboard
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 9 **Day:** 1

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- know about a mouse.
- understand the uses of a mouse.
- identify the different mouse buttons.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the unit name.<br>• Tell them the purpose which things they are going to read in this unit.<br>• Check their previous knowledge by asking the following questions:<br>➢ Define speakers.<br>➢ Define microscope. | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of Unit 4: **"Mouse and Keyboard"**, page no. **18**.<br>• Complete the reading of the unit, translate into Urdu and explain it in simple words to the students.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. mouse, device, quickly, commands, perform, tasks, buttons, mouse pad, screen, pointer, pressing, releasing, shortcut menu, etc.<br>• Write the meanings of difficult words on board.<br>• Say aloud these words and their meanings.<br>• Learn these difficult words and their meanings to the students.<br>**Practice Activities**<br>**Activity 1:**<br>• Ask the students to look at the **"page no. 18"** picture of a mouse and its buttons, such as right, left mouse button, scroll wheel, mouse pointer and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about the picture of a mouse and its buttons, such as right, left mouse button, scroll wheel.<br>• Draw a mouse picture on whiteboard and also label its different buttons. | 30 Minutes |
| **Assessment:**<br>• Ask different questions from the students to assess their learning:<br>➢ What is a mouse?<br>➢ How many buttons a mouse has?<br>➢ Define pointer. | 5 Minutes |

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**Class:** 2 **Subject:** Computer

| | |
|---|---|
| ➢ What is a click?<br>➢ What is the function of left mouse button?<br>➢ What is the function of right mouse button? | |
| **Homework:**<br>• Learn and revise important information of a mouse pointer, mouse and its buttons, such as right, left mouse buttons, scroll wheel.<br>• Write difficult words and their meanings on notebook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Mouse and Keyboard
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 9 **Day:** 2

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- know about a mouse.
- understand the uses of a mouse.
- identify the different mouse buttons.
- know about the functions of click, double click, dragging and drop.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the unit name.<br>• Tell them the purpose which things they are going to read in this unit.<br>• Check their previous knowledge by asking the following questions:<br>➢ Define mouse.<br>➢ What is a pointer? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of Unit 4: **"Mouse and Keyboard"**, page no. **19**.<br>• Complete the reading of the unit, translate into Urdu and explain it in simple words to the students.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. double click, method, releasing, application, dragging, release, drop, left mouse, right mouse, press, another, etc.<br>• Write the meanings of difficult words on board.<br>• Say aloud these words and their meanings.<br>• Learn these difficult words and their meanings to the students.<br>**Practice Activities**<br>**Activity 1:**<br>• Ask the students to look at the **"page no. 19"** picture of double click, dragging, drop and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about double click, dragging, and drop.<br>• Draw a mouse picture on whiteboard and also label its different buttons. | 30 Minutes |
| **Assessment:**<br>• Ask different questions from the students to assess their learning:<br>➢ What is the function of left mouse button?<br>➢ What is the function of right mouse button? | 5 Minutes |

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| | |
|---|---|
| ➢ Define double click.<br>➢ What is dragging?<br>➢ What is drop? | |
| **Homework:**<br>• Learn and revise important information of a mouse pointer, mouse and its buttons, such as right, left mouse buttons, scroll wheel.<br>• Write difficult words and their meanings on notebook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Lab Activity
**Period (s) / Time:** 1 / 25 min **Term:** 1st
**Week:** 9 **Day:** 3

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- identify the mouse buttons.
- know about different uses of a mouse.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster, Computer Lab | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the computer lab.<br>• Tell them that they are going to practise some lab activities.<br>• Check their previous knowledge by asking the following questions:<br>➢ What do you know about double click?<br>➢ What is drop? | 5 Minutes |
| **Development**<br>**Practice Activities**<br>• Take the students to the computer lab.<br>• Show them a mouse and a keyboard.<br>• Tell the students about different keys of a mouse and a keyboard.<br>• Show them different uses of a mouse, such as select icon or object, scroll wheel, double click, dragging, and drop.<br>• Help the students that how a mouse can hold an icon or object properly.<br>• Ask them one by one to hold a mouse.<br>• Ask them to rearrange the desktop icons.<br>• Ask them to drag and drop the desktop icons. | 18 Minutes |
| **Assessment:**<br>In order to assess the students, ask them:<br>• How can we select an object or icon with the help of a mouse?<br>• What is a pointer? | 2 Minutes |
| **Homework:**<br>Learn and revise today's topic. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Mouse and Keyboard
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 10 **Day:** 1

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- know about a keyboard.
- know about different keys of a keyboard.
- understand the basic concept of a keyboard in computer operating.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the unit name.<br>• Tell them the purpose which things they are going to read in this unit.<br>• Check their previous knowledge by asking the following questions:<br>➢ What is a mouse?<br>➢ What do you know about click and drop? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of Unit 4: **"Mouser and Keyboard"**, page no. **20, 21**.<br>• Complete the reading of the unit, translate into Urdu and explain it in simple words to the students.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. keyboard, input device, words, numbers, symbols, computer, typewriter, alphabet, exactly, alphabetical order, row, letter, side, arrow, cursor, screen, etc.<br>• Write the meanings of difficult words on board.<br>• Say aloud these words and their meanings.<br>• Learn these difficult words and their meanings to the students.<br>**Practice Activities**<br>**Activity 1:**<br>• Ask the students to look at the **"page no. 20, 21"** picture of a keyboard and its keys, such as alphabet keys, number keys, arrow keys and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about the picture of a keyboard and its keys, such as alphabet keys, number keys, arrow keys.<br>• Draw a keyboard picture on whiteboard and also label its different keys. | 30 Minutes |
| **Assessment:**<br>• Ask different questions from the students to assess their learning:<br>➢ What is a keyboard?<br>➢ What is the use of a keyboard?<br>➢ How a keyboard looks like? | 5 Minutes |

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**Class:** 2 **Subject:** Computer

| | |
|---|---|
| ➢ Define keys.<br>➢ What are the number keys?<br>➢ What do you know about arrow keys? | |
| **Homework:**<br>• Learn and revise important information of keyboard and its keys, such as alphabet keys, number keys and arrow keys.<br>• Write difficult words and their meanings on notebook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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# Hello Computer

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**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Mouse and Keyboard
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 10 **Day:** 2

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- identify the all special keys of a keyboard.
- know about use of special keys on the keyboard.
- understand the basic concept of keyboard in computer operating.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the unit name.<br>• Tell them the purpose which things they are going to read in this unit.<br>• Check their previous knowledge by asking the following questions:<br>➢ What is a keyboard?<br>➢ What do you know about arrow keys? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of Unit 4: **"Mouser and Keyboard"**, page no. **22**.<br>• Complete the reading of the unit, translate into Urdu and explain it in simple words to the students.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. Keyboard, special keys, enter, key, looks, corner, paragraph, space bar, longest key, spaces, backspace key, shift keys, caps lock key, alt and ctrl keys, delete key, wrongly, etc.<br>• Write the meanings of difficult words on board.<br>• Say aloud these words and their meanings.<br>• Learn these difficult words and their meanings to the students.<br>**Practice Activities**<br>**Activity 1:**<br>• Ask the students to look at the **"page no. 22"** picture of a keyboard and special keys and ask what they can see.<br>• Get answers from the students and then tell them that they are going to tell you about the picture of a keyboard and special keys.<br>• Draw a picture of keyboard and special keys on whiteboard and also label it. | 30 Minutes |
| **Assessment:**<br>• Ask different questions from the students to assess their learning:<br>➢ Define keyboard.<br>➢ What are special keys? | 5 Minutes |

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| | |
|---|---|
| ➢ What is the function of space bar?<br>➢ What is backspace key?<br>➢ Define shift keys.<br>➢ What do you know about alt and ctrl keys?<br>➢ What is the shortcut key to save files?<br>➢ What is the shortcut key to close any program/ window?<br>➢ Name five special keys. | |
| **Homework:**<br>• Learn and revise important information of keyboard and its keys, such as alphabet keys, number keys, arrow keys and special keys.<br>• Write difficult words and their meanings on notebook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

| | |
|---|---|
| **Topic(s):** Lab Activity<br>**Period (s) / Time:** 1 / 25 min **Term:** 1st<br>**Week:** 10 **Day:** 3 | |
| **Students' Learning Objectives:**<br>By the end of the session, the students will be able to:<br>• identify the keyboard keys.<br>• know about different uses of a keyboard.<br>• understand all the special keys' function on a keyboard | |
| **Equipment & Material Required:**<br>Textbook, Whiteboard, Board Marker, Duster, Computer Lab | **Time** |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the computer lab.<br>• Tell them that they are going to practise some lab activities.<br>• Check their previous knowledge by asking the following questions:<br>➢ What is an entering key?<br>➢ What are the shortcut keys to save a file and to close any program? | 5 Minutes |
| **Development**<br>**Practice Activities**<br>• Take the students to the computer lab.<br>• Show them keyboard and its different keys.<br>• Tell the students about the different keys of a keyboard.<br>• Show them different uses of a keyboard such as to type a letter, number, symbol, to enter any data.<br>• Help the students to place the fingers on a keyboard.<br>• Ask them one by one to practise this.<br>• Tell the students about the functions of special keys on a keyboard.<br>• Ask them to write a letter and apply all the special keys in it. | 18 Minutes |
| **Assessment:**<br>In order to assess the students, ask them:<br>• How can we type a letter?<br>• What is the function of space bar and backspace keys? | 2 Minutes |
| **Homework:**<br>Learn and revise today's topic. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Mouse and Keyboard (Exercise)
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 11 **Day:** 1

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- answer the given questions of the exercise.
- solve true and false, fill in the blanks.
- solve MCQs and label the pictures.

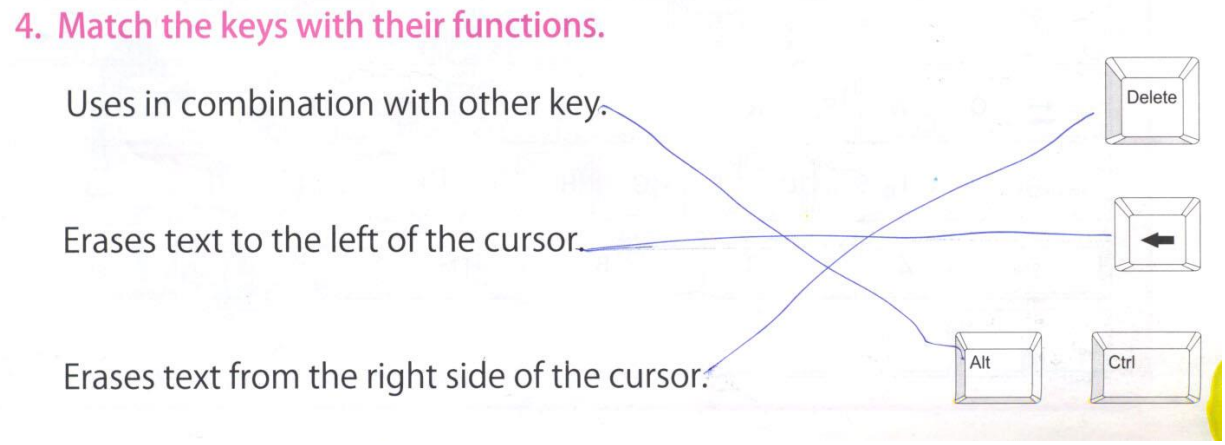
| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the exercise.<br>• Tell them they are going to solve the exercise.<br>• Check their previous knowledge by asking the following questions:<br>➢ Name the special keys on the keyboard?<br>➢ What is the function of arrow keys? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of the questions of exercise in a loud voice.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms.<br>• Tell them the correct answers of the questions.<br>**Practice Activities**<br>**Solution of Exercise:**<br>Following are the answers/solutions of the Q # 1-3.<br>Solution Q # 1:<br>**1.** The mouse is a hand-held device that lets you quickly select commands and performs tasks.<br>**2.** (i) To select any object, (ii) To drag any object, (iii) To drop any object.<br>**3.** The keyboard is an input device. It is used to input words, numbers and symbols to the computer. It looks like a typewriter. It has many small buttons called keys.<br>Solution Q # 2:<br>**1.** T **2.** T **3.** F **4.** T **5.** T<br>Solution Q # 3:<br>**1.** highlight **2.** shortcut **3.** move **4.** four **5.** input<br>Solution Q # 4:<br>Match the keys with their functions. | 30 Minutes |

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer

<table>
<tr><td>
</td><td></td></tr>
<tr><td>Assessment:<ul><li>Assess the students by asking different questions of the exercise.<ul><li>Define keyboard.</li><li>How a keyboard looks like?</li><li>What is a key?</li><li>What are the special function keys?</li><li>What are number keys?</li><li>What is the function of arrow keys?</li></ul></li></ul></td><td>5 Minutes</td></tr>
<tr><td>Homework:<ul><li>Learn and write complete exercise in your notebooks.</li></ul></td><td></td></tr>
<tr><td>Evaluation of Learning:</td><td></td></tr>
<tr><td>Evaluation of Teaching:</td><td></td></tr>
</table>

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Mouse and Keyboard (Student's Worksheet)
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 19 **Day:** 2

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- answer the given questions of the worksheet.
- match the word with correct definition.
- tell the correct range of cells.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |

**Suggested Teaching Methodologies:** — 5 Minutes

After warm greetings:

- Introduce the students with the student's worksheet.
- Tell them the purpose which things they are going to read in this worksheet.
- Check their previous knowledge by asking the following questions:
  - Define spreadsheet?
  - What do you know about cell?

**Development** — 30 Minutes

Student's Worksheet

**1. Define Drag and Drop.**

Drag: To press and continue to hold down the left mouse button as you move the mouse is called dragging of the mouse.

Drop: To release the left mouse button after dragging an item to move it from one place to another is called drop.

**2. Write the difference between delete and backspace keys.**

Delete Key: The delete key is used to erase a letter or number typed worngly form the right side of the cursor.

Backspace Key: Backspace key is used to erase a letter or number to the left of the cursor.

**3. Write the other keys in the blank which is used to complete the task.**

| | |
|---|---|
| To close a program | Alt + F4 |
| To open the program | Ctrl + O |
| To save the document | Ctrl + S |
| To type the $ sign | Shift + 4 |

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**Class:** 2 **Subject:** Computer

| | |
|---|---|
| **Assessment:**<br>Ask different questions from the students to assess their learning:<br>• What are alt and ctrl keys?<br>• What is a shift key? | 5 Minutes |
| **Homework:**<br>• Learn and revise important information Special function keys on a keyboard. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Lab Activity
**Period (s) / Time:** 1 / 25 min **Term:** 1st
**Week:** 11 **Day:** 3

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- identify the mouse buttons and keyboard keys.
- know about different uses of a mouse.
- know about different uses of a keyboard.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster, Computer Lab | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the computer lab.<br>• Tell them that they are going to practise some lab activities.<br>• Check their previous knowledge by asking the following questions:<br>➢ What is a keyboard?<br>➢ What is a mouse? | 5 Minutes |
| **Development**<br>**Practice Activities**<br>• Take the students to the computer lab.<br>• Show them mouse and keyboard.<br>• Tell the students about different buttons of a mouse and keys of a keyboard.<br>• Show them different uses of mouse, such as to select an icon or object, scroll wheel, double click, dragging, drop, apply different commands with keyboard, type letters, symbols and numbers.<br>• Help the students to hold a mouse properly.<br>• Help the students to place the fingers on keyboard.<br>• Ask them to rearrange the desktop icons.<br>• Ask them to write a letter and apply all special keys in it. | 18 Minutes |
| **Assessment:**<br>In order to assess the students, ask them:<br>• How can we select an object or icon with the help of a mouse?<br>• What are the shortcut keys to save file and to close a window? | 2 Minutes |
| **Homework:**<br>Learn and revise today's topic. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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# Hello Computer

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**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Computer Manners
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 12 **Day:** 1

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- know about computer manners.
- understand some specific etiquettes to use a computer.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the unit name.<br>• Tell them the purpose which things they are going to read in this unit.<br>• Check their previous knowledge by asking the following questions:<br>➢ Can we eat and drink while working on the computer?<br>➢ Does dust effect on computer? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of Unit 5: **"Computer Manners"**, page no. **25, 26**.<br>• Complete the reading of the unit, translate into Urdu and explain it in simple words to the students.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. Specific, manner, etiquettes, computer, properly, tidy, dust, affects, height, proper, distance, monitor, correct, posture, screen, pencil, needed, share, gently, force, damage, etc.<br>• Write the meanings of difficult words on board.<br>• Say aloud these words and their meanings.<br>• Learn these difficult words and their meanings to the students.<br>**Practice Activities**<br>**Activity 1:**<br>• Ask the students to look at the **"page no. 25"** picture of different computer manners, such as clean and tidy, do not eat and drink while working on computer, cover computer and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about different computer manners, such as clean and tidy, do not eat and drink while working on computer, cover computer.<br>**Activity 2:**<br>• Ask the students to look at the **"page no. 26"** picture of different computer manners, such as sit on correct posture, do not touch monitor screen, do not play with computer wires, and use of keyboard and mouse button gently and ask what they can see. | 30 Minutes |

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**Class:** 2 **Subject:** Computer

| | |
|---|---|
| • Get answers from the students and tell them that they are going to tell you about different computer manners, such as sit on correct posture, do not touch monitor screen, do not play with computer wires, and use of keyboard and mouse button gently. | |
| **Assessment:**<br>• Ask different questions from the students to assess their learning:<br>➢ What are some manners of using computer?<br>➢ How can we clean our computer?<br>➢ What should we do when the computer is not in use?<br>➢ Why should we cover a computer?<br>➢ How should we sit in front of a computer?<br>➢ Write four good habits to use a computer.<br>➢ How can we use keyboard? | 5 Minutes |
| **Homework:**<br>• Learn and revise important information of different computer manners, such as clean and tidy, do not eat and drink while working on computer, cover computer, different computer manners, such as sit on correct posture, do not touch monitor screen, do not play with computer wires, and use of keyboard and mouse button gently.<br>• Write difficult words and their meanings on notebook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Computer Manners (Exercise + worksheet)
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 12 **Day:** 1

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- answer the given questions of the exercise.
- solve true and false, fill in the blanks.
- solve MCQs and label the pictures.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the exercise.<br>• Tell them they are going to solve the exercise.<br>• Check their previous knowledge by asking the following questions:<br>➢ How can we save our computer from dust?<br>➢ What is the correct sitting method on computer? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of the questions of exercise in a loud voice.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms.<br>• Tell them the correct answers of the questions.<br>**Practice Activities**<br>**Solution of Exercise:**<br>Following are the answers/solutions of the Q # 1-3.<br>Solution Q # 1:<br>**1.** We should cover a computer because the dust affects the working of the computer.<br>**2.** Keep distance from the monitor and sit in a correct posture to avoid stress in your back and eyes:<br>**3.** Keep your computer clean and tidy.<br>➢ Do not touch the screen of the monitor with anything like your pencil, etc.<br>➢ Do not play with computer wires or its parts like mouse, etc.<br>Solution Q # 2:<br>**1.** T **2.** T **3.** T **4.** F **5.** F<br>Solution Q # 3:<br>**1.** distance **2.** screen **3.** mouse **4.** clean **5.** computer<br>Solution Q # 4: | 30 Minutes |

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4. Tick the correct posture to sit before a computer.

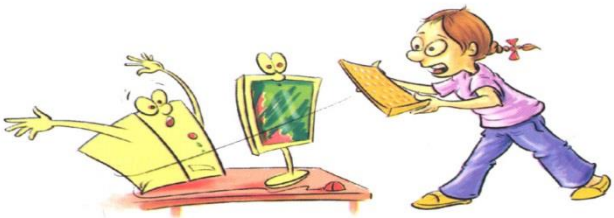


## Student's Worksheet

Total Marks: 10

Name: _____ Marks: _____

1. See the given pictures. Put a tick mark if it is a correct way to use a computer and put a cross if it is a wrong way. (10)



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# Hello Computer

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**Class:** 2 **Subject:** Computer

| | |
|---|---|
| **Assessment:**<br>• Assess the students by asking different questions of the exercise.<br>➢ What is the specific manner of computer?<br>➢ How can we secure our computer with dust?<br>➢ Where we keep our chair in front of a computer?<br>➢ How can we use keyboard and mouse button? | 5 Minutes |
| **Homework:**<br>• Learn and write complete exercise in your notebooks. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Lab Activity
**Period (s) / Time:** 1 / 25 min **Term:** 1st
**Week:** 12 **Day:** 3

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- identify the different manners of a computer.
- understand the basic warnings of using computer.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster, Computer Lab | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the computer lab.<br>• Tell them that they are going to practise some lab activities.<br>• Check their previous knowledge by asking the following questions:<br>➢ What is the correct posture of using computer screen?<br>➢ Can we play with computer wires? | 5 Minutes |
| **Development**<br>**Practice Activities**<br>• Take the students to the computer lab.<br>• Show them different manners of using computer.<br>• Tell the students do not play with compute wires.<br>• Show them how we can use keyboard and mouse buttons gently.<br>• Tell them do not touch monitor screen with pencil, ruler and any other things.<br>• Show them how we can sit in correct distance and position and posture. | 18 Minutes |
| **Assessment:**<br>In order to assess the students, ask them:<br>• How can we secure our computer from dust? | 2 Minutes |
| **Homework:**<br>Learn and revise today's topic. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Stepping into Windows
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 13 **Day:** 2

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- know about desktop.
- understand the different icons of windows.
- know about start button and start menu.
- identify the taskbar.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the unit name.<br>• Tell them the purpose which things they are going to read in this unit.<br>• Check their previous knowledge by asking the following questions:<br>➢ How should we sit in front of a computer?<br>➢ Why should you cover a computer? | 5 Minutes |
| **<u>Development</u>**<br>**Model Reading:**<br>• Do the model reading of Unit 6: **"Steeping into Windows"**, page no. **29, 30**.<br>• Complete the reading of the unit, translate into Urdu and explain it in simple words to the students.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. Microsoft, commonly, software, friendly, environment, taskbar, desktop, different, graphic, images, programs files, icons, recycle bin, internet explorer, network, start, located, corner, screen, appears, contains, list, programs, application, taskbar, life, middle, notification, etc.<br>• Write the meanings of difficult words on board.<br>• Say aloud these words and their meanings.<br>• Learn these difficult words and their meanings to the students.<br><br>**<u>Practice Activities</u>**<br>**Activity 1:**<br>• Ask the students to look at the **"page no. 29"** picture of desktop and different desktop icons, such as computer, recycle bin, internet explorer and network and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about desktop and different desktop icons, such as computer, recycle bin, internet explorer and network. | 30 Minutes |

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**Class:** 2 **Subject:** Computer

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|---|---|
| **Activity 2:**<br>• Ask the students to look at the **"page no. 30"** picture of start button, start menu and taskbar and ask what they can see.<br>• Get answers from the students and then tell them that they are going to tell you about start button, start menu and taskbar.<br>• Draw desktop icons on whiteboard and also label them. | |
| **Assessment:**<br>• Ask different questions from the students to assess their learning:<br>➢ What is Microsoft Windows?<br>➢ What is desktop?<br>➢ Which things are contained by desktop?<br>➢ Define icons.<br>➢ What happened when we click on an icon?<br>➢ Define start button.<br>➢ Where the start button is located?<br>➢ What is start menu?<br>➢ Where taskbar is located?<br>➢ How many sections taskbar has? | 5 Minutes |
| **Homework:**<br>• Learn and revise important information of desktop and different desktop icons, such as computer, recycle bin, internet explorer, network, start button, start menu and taskbar.<br>• Write difficult words and their meanings on notebook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Lab Activity
**Period (s) / Time:** 1 / 25 min **Term:** 1st
**Week:** 13 **Day:** 3

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- identify desktop and its different icons.
- know about the function of start button and start menu.
- know about taskbar.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster, Computer Lab | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the computer lab.<br>• Tell them that they are going to practise some lab activities.<br>• Check their previous knowledge by asking the following questions:<br>➢ What is desktop?<br>➢ Name three desktop icons. | 5 Minutes |
| **Development**<br>**Practice Activities**<br>• Take the students to the computer lab.<br>• Tell them about Microsoft Windows desktop.<br>• Show them desktop and its different icons.<br>• Tell the students one by one the function of every desktop icon, such as Computer, Recycle Bin, Internet Explorer and Network.<br>• Show them where the start button and start menu are located.<br>• Help the students to understand the importance of start menu list.<br>• Show them where taskbar is located and what the different functions of taskbar are. | 18 Minutes |
| **Assessment:**<br>In order to assess the students, ask them:<br>• Which kind of list start menu has?<br>• What is the function of taskbar? | 2 Minutes |
| **Homework:**<br>Learn and revise today's topic. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Stepping into Windows
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 14 **Day:** 1

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- know about window updates.
- know about Windows.
- understand how we can change the windows size, such as maximize and restore.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the unit name.<br>• Tell them the purpose which things they are going to read in this unit.<br>• Check their previous knowledge by asking the following questions:<br>➢ Where is start button located?<br>➢ What is start menu? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of Unit 6: **"Steeping into Windows"**, page no. **31, 32**.<br>• Complete the reading of the unit, translate into Urdu and explain it in simple words to the students.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. window, updates, version, changes, menu, replaced, programs, folders, elements, appears, desktop, typical, enlarge, entire, screen, maximize, restore, below, hidden, hidden, maximized, information, pervious, double, etc.<br>• Write the meanings of difficult words on board.<br>• Say aloud these words and their meanings.<br>• Learn these difficult words and their meanings to the students.<br>**Practice Activities**<br>**Activity 1:**<br>• Ask the students to look at the **"page no. 31"** picture of window updates and windows and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about window updates and windows.<br>**Activity 2:**<br>• Ask the students to look at the **"page no. 32"** picture of change the size of windows, such as maximize and restore and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about changing the size of windows, such as maximize and restore. | 30 Minutes |

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**Class:** 2 **Subject:** Computer

| | |
|---|---|
| **Assessment:**<br>• Ask different questions from the students to assess their learning:<br>➢ What do you know about window updates?<br>➢ What is windows?<br>➢ Where the window is appearing?<br>➢ How can we maximize our window?<br>➢ How can we return a window to its previous size?<br>➢ Where the maximize button is located on window?<br>➢ Where the restore button is located on window? | 5 Minutes |
| **Homework:**<br>• Learn and revise important information of window updates, windows, changing the size of windows, such as maximize and restore.<br>• Write difficult words and their meanings on notebook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Stepping into Windows
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 14 **Day:** 2

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- know how we can move windows.
- understand how we can change the window size, such as minimize.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the unit name.<br>• Tell them the purpose which things they are going to read in this unit.<br>• Check their previous knowledge by asking the following questions:<br>➢ What is windows?<br>➢ How can we restore our windows? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of Unit 6: **"Steeping into Windows"**, page no. **33, 34**.<br>• Complete the reading of the unit, translate into Urdu and explain it in simple words to the students.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. according, position, border, resize, larger, smaller, cover, different, location, title bar, release, minimize button, remove, screen, window, taskbar, remains, visible, disappears, screen, returns, previous, etc.<br>• Write the meanings of difficult words on board.<br>• Say aloud these words and their meanings.<br>• Learn these difficult words and their meanings to the students.<br><br>**Practice Activities**<br>**Activity 1:**<br>• Ask the students to look at the **"page no. 33"** picture of moving windows and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about moving windows.<br>**Activity 2:**<br>• Ask the students to look at the **"page no. 34"** picture of minimize windows and redisplay windows and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about minimize windows and redisplay windows. | 30 Minutes |

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**Class:** 2 **Subject:** Computer

| | |
|---|---|
| **Assessment:**<br>• Ask different questions from the students to assess their learning:<br>➢ How can we resize a window according to our need?<br>➢ How can we move our windows?<br>➢ How can we minimize our window?<br>➢ How can we redisplay windows on the screen? | 5 Minutes |
| **Homework:**<br>• Learn and revise important information of moving windows, minimize windows and redisplay windows.<br>• Write difficult words and their meanings on notebook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Lab Activity
**Period (s) / Time:** 1 / 25 min **Term:** 1st
**Week:** 14 **Day:** 3

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- know about windows.
- understand how we can change the size of windows such as maximize, restore, moving, and minimize.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster, Computer Lab | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the computer lab.<br>• Tell them that they are going to practise some lab activities.<br>• Check their previous knowledge by asking the following questions:<br>➢ How can we minimize our windows?<br>➢ How can we maximize our windows? | 5 Minutes |
| **Development**<br>**Practice Activities**<br>• Take the students to the computer lab.<br>• Tell them about Microsoft Windows updates.<br>• Open paint on the computer and show them about the different elements of a windows.<br>• Help the students to maximize, restore, minimize, and redisplay windows and also show them maximize, restore, and minimize buttons on the windows.<br>• Ask the student one by one to practise the use of maximize, restore, minimize, and redisplay the windows buttons.<br>• Help the students to understand the different elements of windows and its functions. | 18 Minutes |
| **Assessment:**<br>In order to assess the students, ask them:<br>• Name the windows elements?<br>• How can we redisplay the windows? | 2 Minutes |
| **Homework:**<br>Learn and revise today's topic. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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# Hello Computer

*Learning by Doing*

**Class:** 5 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Stepping into Windows (Exercise)
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 15 **Day:** 1

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- answer the given questions of the exercise.
- solve true and false, fill in the blanks.
- solve MCQs and label the pictures.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the exercise.<br>• Tell them they are going to solve the exercise.<br>• Check their previous knowledge by asking the following questions:<br>➢ What is windows?<br>➢ What is desktop? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of the questions of exercise in a loud voice.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms.<br>• Tell them the correct answers of the questions.<br>**Practice Activities**<br>**Solution of Exercise:**<br>Following are the answers/solutions of the Q # 1-3.<br>Solution Q # 1:<br>**1.** Microsoft Windows is the most commonly used software to run the computer.<br>**2.** The main working area of Microsoft Windows is called desktop.<br>**3.** Small graphic images of programs or files are called icons.<br>Solution Q # 2:<br>**1.** T **2.** T **3.** T **4.** F **5.** F<br>Solution Q # 3:<br>**1.** windows **2.** background **3.** menu **4.** minimize **5.** taskbar<br>Solution Q # 4:<br><br>What am I used for? | 30 Minutes |

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We can minimize the windows to remove it from the screen.

We can enlarge a windows to fill the entire screen.

We can also return a maximized windows to its previous size.

We can also close the windows.

**Assessment:** 5 Minutes

- Assess the students by asking different questions of the exercise.
  - What is Microsoft Windows?
  - Define desktop.
  - Describe icons.
  - How can we minimize our windows?
  - How can we maximize our windows?
  - How can we restore our windows?
  - How can we resize our windows?

**Homework:**

- Learn and write complete exercise in your notebooks.

**Evaluation of Learning:**

**Evaluation of Teaching:**

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# Hello Computer

*Learning by Doing*

**Class:** 5 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Stepping into Windows (Student Worksheet)
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 15 **Day:** 1

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- answer the given questions of the worksheet.
- fill the correct word in the blank.
- label the given picture.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Suggested Teaching Methodologies:**<br>After warm greetings:<br>• Introduce the students with the student's worksheet.<br>• Tell them the purpose which things they are going to read in this worksheet.<br>• Check their previous knowledge by asking the following questions:<br>➢ Describe icons.<br>➢ How can we minimize our windows? | 5 Minutes |
| **Development** | 30 Minutes |

**Student's Worksheet**

**1.** Define desktop.
The main working area of Microsoft Windows is called desktop.

**2.** Who am I?



Internet Explorer



Computer



Recycle Bin



Start Button
Windows 7

**3.** Write the differetn ways to change the size of a windows.

- Maximize Button
- Restore Button
- Minimizing Button

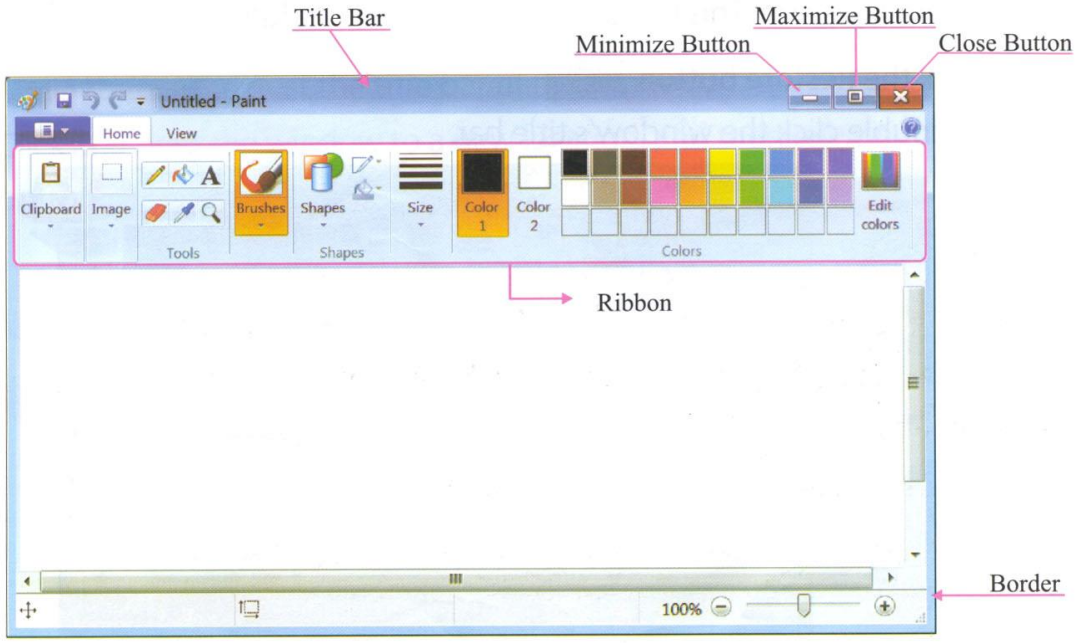
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**Class:** 5 **Subject:** Computer

**4.** Label me:




**Assessment:** 5 Minutes

- Assess the students by asking different questions of the exercise.
  - What is desktop?
  - Define icons.
  - What is start button?
  - What is start menu?
  - What do you know about taskbar?
  - What is a windows?
  - Name different sizes of a windows?

**Homework:**

- Learn and write complete exercise in your notebooks.

**Evaluation of Learning:**

**Evaluation of Teaching:**

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# Hello Computer

*Learning by Doing*

**Class:** 5 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Lab Activity
**Period (s) / Time:** 1 / 25 min **Term:** 1st
**Week:** 15 **Day:** 3

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- understand Microsoft Windows and its elements.
- know about desktop and icons.
- understand how to change window such as maximize, minimize, restore and resize.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster, Computer Lab | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the computer lab.<br>• Tell them that they are going to practise some lab activities.<br>• Check their previous knowledge by asking the following questions:<br>➢ What is windows?<br>➢ What do you know about icons? | 5 Minutes |
| **Development**<br>**Practice Activities**<br>• Take the students to the computer lab.<br>• Show them Microsoft Windows and its function.<br>• Tell the students the functions of start button and start menu.<br>• Ask the student to change the windows, such as maximize, restore, minimize and resize.<br>• Show them different elements of windows. | 18 Minutes |
| **Assessment:**<br>In order to assess the students, ask them:<br>• What is desktop?<br>• What do you know about start button and start menu? | 2 Minutes |
| **Homework:**<br>Learn and revise today's topic. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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# Hello Computer

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**Class:** 2 **Subject:** Computer

## Lesson Plan

**Topic(s):** Working with MS Paint
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 16 **Day:** 1

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- know about MS Paint.
- understand how to open MS Paint.
- identify the curve lines and know how to draw curve lines.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the unit name.<br>• Tell them the purpose which things they are going to read in this unit.<br>• Check their previous knowledge by asking the following questions:<br>➢ What is desktop?<br>➢ Write the definition of icons. | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of Unit 7: **"Working with MS Paint"**, page no. **37, 38**.<br>• Complete the reading of the unit, translate into Urdu and explain it in simple words to the students.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. Artists, tools, paint, drawing, easy, simple, program, accessories, menu, curve, line, shapes, choose, thickness, size, page, hold, pointer, release, repeat, second, oval, petals, purple, flower, etc.<br>• Write the meanings of difficult words on board.<br>• Say aloud these words and their meanings.<br>• Learn these difficult words and their meanings to the students.<br>**Practice Activities**<br>**Activity 1:**<br>• Ask the students to look at the **"page no. 37"** picture of MS Paint windows and curve line and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about picture of MS Paint windows and curved line.<br>**Activity 2:**<br>• Ask the students to look at the **"page no. 38"** picture of different lines' thickness size, curve tools and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about different lines' thickness size and curve tools. | 30 Minutes |

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|---|---|
| **Assessment:**<br>• Ask different questions from the students to assess their learning:<br>➢ What is MS Paint?<br>➢ How can we open MS Paint?<br>➢ How can we draw a curved line?<br>➢ Where can we choose the line thickness? | 5 Minutes |
| **Homework:**<br>• Learn and revise important information of MS Paint Windows and curve line, different lines' thickness size and curve tools.<br>• Write difficult words and their meanings on notebook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Working with MS Paint
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 16 **Day:** 2

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- know how we can draw a leaf.
- understand the use of select tool.
- know how to apply copy and paste commands.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the unit name.<br>• Tell them the purpose which things they are going to read in this unit.<br>• Check their previous knowledge by asking the following questions:<br>➢ What is MS Paint?<br>➢ How can we choose the thickness line? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of Unit 7: **"Working with MS Paint"**, page no. **39, 40**.<br>• Complete the reading of the unit, translate into Urdu and explain it in simple words to the students.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. leaf, curve, green, dark, veins, select tool, rectangular, section, option, free-from, irregular, part, background, transparent, copy, paste, clipboard, group, four, star, pattern, image near, check, drag, pointer, etc.<br>• Write the meanings of difficult words on board.<br>• Say aloud these words and their meanings.<br>• Learn these difficult words and their meanings to the students.<br>**Practice Activities**<br>**Activity 1:**<br>• Ask the students to look at the **"page no. 39"** draw a picture of leaf and select tool, such as rectangular selection, free-from selection, transparent and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about draw leaf and select tool, such as rectangular selection, free-from selection, transparent.<br>**Activity 2:**<br>• Ask the students to look at the **"page no. 40"** picture of copy and paste commands, its shortcut key and draw star pattern and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about copy and paste commands, its shortcut key and draw star pattern. | 30 Minutes |

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|---|---|
| **Assessment:**<br>• Ask different questions from the students to assess their learning:<br>➢ How can we draw green leaf?<br>➢ What is the use of select tool?<br>➢ How many options in select tool are there?<br>➢ What is rectangular selection?<br>➢ What is free-from selection?<br>➢ What is transparent selection?<br>➢ What is the use of copy and paste commands?<br>➢ What are the shortcut keys of copy and paste commands? | 5 Minutes |
| **Homework:**<br>• Learn and revise important information of drawing a leaf and select tool, such as rectangular selection, free-from selection, transparent, copy and paste commands, its shortcut keys and drawing star pattern.<br>• Write difficult words and their meanings on notebook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Lab Activity
**Period (s) / Time:** 1 / 25 min **Term:** 1st
**Week:** 16 **Day:** 3

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- know about open MS Paint.
- understand how we can draw curved line.
- know how to draw picture with the help of curved lines.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster, Computer Lab | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the computer lab.<br>• Tell them that they are going to practise some lab activities.<br>• Check their previous knowledge by asking the following questions:<br>➢ What is the select tool?<br>➢ What is the shortcut key of paste command? | 5 Minutes |
| **Development**<br>**Practice Activities**<br>• Take the students to the computer lab.<br>• Show them how we can open MS Paint.<br>• Ask the students one by one to open MS Paint.<br>• Tell them about curved line and its uses.<br>• Show them how we can draw a leaf and flower petals with the help of curved line.<br>• Help the students to understand the use of select tools and its different options.<br>• Ask them one by one to draw a leaf and flower petals.<br>• Help the students to understand the different elements of windows and its functions. | 18 Minutes |
| **Assessment:**<br>In order to assess the students, ask them:<br>• Where can we choose select the curve line?<br>• What is the shortcut key of copy command? | 2 Minutes |
| **Homework:**<br>Learn and revise today's topic. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** 2 **Subject:** Computer

## Lesson Plan

**Topic(s):** Working with MS Paint
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 17 **Day:** 1

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- know how to draw a birthday card.
- understand the use of copy and paste commands.
- know the use of different brushes.
- identify the different brush names.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the unit name.<br>• Tell them the purpose which things they are going to read in this unit.<br>• Check their previous knowledge by asking the following questions:<br>➢ What is the function of transparent tool?<br>➢ What is the function of selection tool? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of Unit 7: **"Working with MS Paint"**, page no. **41, 42**.<br>• Complete the reading of the unit, translate into Urdu and explain it in simple words to the students.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. Birthday card, clipboard, colour, inside, rectangle, place, near, around, drag, center Happy birthday, bushes, kinds, according, tooltip, gallery, calligraphy, airbrush, oil brush, crayon, marker natural pencil, water colour brush, etc.<br>• Write the meanings of difficult words on board.<br>• Say aloud these words and their meanings.<br>• Learn these difficult words and their meanings to the students.<br>**Practice Activities**<br>**Activity 1:**<br>• Ask the students to look at the **"page no. 41"** picture of drawing a birthday card and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about drawing a birthday card.<br>**Activity 2:**<br>• Ask the students to look at the **"page no. 42"** picture of different kinds of brushes, such as calligraphy, air brush, oil brush, crayon, marker, natural pencil and water colour brush and ask what they can see. | 30 Minutes |

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|---|---|
| • Get answers from the students and tell them that they are going to tell you about different kinds of brushes such as calligraphy, air brush, oil brush, crayon, marker, natural pencil and water colour brush. | |
| **Assessment:**<br>• Ask different questions from the students to assess their learning:<br>➢ How can we draw a birthday card?<br>➢ How many different kinds of brushes are there?<br>➢ Name different kinds of brushes.<br>➢ Where can we select the different kinds of brushes? | 5 Minutes |
| **Homework:**<br>• Learn and revise important information of drawing a birthday card, different kinds of brushes, such as calligraphy, air brush, oil brush, crayon, marker, natural pencil and water colour brush.<br>• Write difficult words and their meanings on notebook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Working with MS Paint
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 17 **Day:** 2

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- know how we can draw a flower and a tree.
- understand the uses of different kinds of brushes in drawing.
- know how we can use artistic background with different kinds of brushes.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the unit name.<br>• Tell them the purpose which things they are going to read in this unit.<br>• Check their previous knowledge by asking the following questions:<br>➢ Name three brushes names. | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of Unit 7: **"Working with MS Paint"**, page no. **43, 44**.<br>• Complete the reading of the unit, translate into Urdu and explain it in simple words to the students.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. draw, kinds, artistic, Paint, palette, oil brush, green, marker, Pakistan, brown, thick, spray, change, face, eyes, round, image, write calligraphy, etc.<br>• Write the meanings of difficult words on board.<br>• Say aloud these words and their meanings.<br>• Learn these difficult words and their meanings to the students.<br><br>**Practice Activities**<br>**Activity 1:**<br>• Ask the students to look at the **"page no. 43"** draw picture of a flower with leave, Pakistan's name and a tree and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about drawing a picture of a flower with leaves, Pakistan's name and a tree.<br>**Activity 2:**<br>• Ask the students to look at the **"page no. 44"** picture of drawing a face with hair style, artistic background and calligraphy and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about drawing a face with hair style, artistic background and calligraphy. | 30 Minutes |

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|---|---|
| **Assessment:**<br>• Ask different questions from the students to assess their learning:<br>➢ How can we draw a flower with leaves?<br>➢ Which brush tool is used to draw a tree?<br>➢ Which brush tool is uses to write Pakistan's name?<br>➢ Which brush tool is used to draw a flower with leaves?<br>➢ Which shape tool is used to draw a face? | 5 Minutes |
| **Homework:**<br>• Learn and revise important information of drawing a picture of flower with leave, Pakistan's name, a tree, drawing a face with hair style, artistic background and calligraphy.<br>• Write difficult words and their meanings on notebook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Lab Activity
**Period (s) / Time:** 1 / 25 min **Term:** 1st
**Week:** 17 **Day:** 3

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- know how we can make star shapes.
- know how we can draw a flower with leaves.
- understand how we can use different brushes in drawing a tree and a face with hair style.
- know how we can apply artistic background with different brushes.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster, Computer Lab | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the computer lab.<br>• Tell them that they are going to practise some lab activities.<br>• Check their previous knowledge by asking the following questions:<br>➢ Which shape tool is used to make a face?<br>➢ Which brush is used to make a tree? | 5 Minutes |
| **Development**<br>**Practice Activities**<br>• Take the students to the computer lab.<br>• Show them how we can draw a flower with leaves and a tree with different brushes.<br>• Ask the students to write Pakistan's name and apply marker brush on it.<br>• Tell the students how to draw a face with hair style with the help of different brushes.<br>• Show them how to apply artistic background.<br>• Ask the students one by one to draw a face with different hair style with the help of brushes.<br>• Ask the students one by one to apply artistic background with different colours. | 18 Minutes |
| **Assessment:**<br>In order to assess the students, ask them:<br>• Name three kinds of brushes.<br>• Which brush is used to draw a tree? | 2 Minutes |
| **Homework:**<br>Learn and revise today's topic. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Working with MS Paint
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 18 **Day:** 1

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- know how to draw hair and beard.
- know how to complete the project (Flag).
- identify the shapes which are used to make crescent.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the unit name.<br>• Tell them the purpose which things they are going to read in this unit.<br>• Check their previous knowledge by asking the following questions:<br>➢ What is MS Paint?<br>➢ What is the shortcut key of copy? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of Unit 7: **"Working with MS Paint"**, page no. **45**.<br>• Complete the reading of the unit, translate into Urdu and explain it in simple words to the students.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. Hair, bread, select, palette, face, eyes, nose, ears, round, dark brown, oval, shapes, group, another, circle, inside, rectangles, crescent, crayon, near, etc.<br>• Write the meanings of difficult words on board.<br>• Say aloud these words and their meanings.<br>• Learn these difficult words and their meanings to the students.<br>**Practice Activities**<br>**Activity 1:**<br>• Ask the students to look at the **"page no. 45"** picture of drawing hair and beard on face, project (Flag) and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about drawing hair and beard on face, and project (Flag). | 30 Minutes |
| **Assessment:**<br>• Ask different questions from the students to assess their learning:<br>➢ How can we draw a face with hair and beard?<br>➢ Which tool is used to make crescent?<br>➢ How can we make crescent?<br>➢ Where can we select five points star shape? | 5 Minutes |

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer

| | |
|---|---|
| **Homework:**<br>• Learn and revise important information of drawing hair and beard on face, and project (Flag).<br>• Write difficult words and their meanings on notebook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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# Hello Computer

*Learning by Doing*

**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Working with MS Paint (Exercise)
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 18 **Day:** 2

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- answer the given questions of the exercise.
- solve true and false, fill in the blanks.
- solve MCQs and label the pictures.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the exercise.<br>• Tell them they are going to solve the exercise.<br>• Check their previous knowledge by asking the following questions:<br>➢ What is windows?<br>➢ What is desktop? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of the questions of exercise in a loud voice.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms.<br>• Tell them the correct answers of the questions.<br>**Practice Activities**<br>**Solution of Exercise:**<br>Following are the answers/solutions of the Q # 1-3.<br>Solution Q # 1:<br>**1.** Oval tool is used to draw circles in MS Paint.<br>**2.** There are three main types of selection, such as rectangular selection, free-form selection, and transparent selection.<br>**3.** Using copy and paste commands, you can use one object many times in your picture.<br>**4.** +.<br>Solution Q # 2:<br>**1.** F **2.** T **3.** F **4.** T **5.** T<br>Solution Q # 3:<br>**1.** select **2.** form **3.** lines **4.** background **5.** brushes<br>Solution Q # 4:<br>For which command am I used?<br>Ctrl + S: Save the file in computer.<br>Ctrl + V: Paste command, pastes the contents of the copy.<br>Ctrl + C: Copy command, makes the copy of selected portion.<br>Ctrl + F4: Close the windows. | 30 Minutes |

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**Class:** 2 **Subject:** Computer

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|---|---|
| **Assessment:**<br>• Assess the students by asking different questions of the exercise.<br>➢ What is the shortcut key of save command?<br>➢ Which tool is used to draw a circle in MS Paint?<br>➢ What is select tool?<br>➢ What do you know about transparent selection?<br>➢ How many different kinds of artistic brushes are there?<br>➢ Name five artistic brushes. | 5 Minutes |
| **Homework:**<br>• Learn and write complete exercise in your notebooks. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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# Hello Computer

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**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Lab Activity
**Period (s) / Time:** 1 / 25 min **Term:** 1st
**Week:** 18 **Day:** 3

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- know how we can draw hair and beard on face.
- know how to make a project (Flag).

| | Time |
|---|---|
| **Equipment & Material Required:**<br>Textbook, Whiteboard, Board Marker, Duster, Computer Lab | **Time** |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the computer lab.<br>• Tell them that they are going to practise some lab activities.<br>• Check their previous knowledge by asking the following questions:<br>➢ Which tool is used to make crescent?<br>➢ Where can we select five point star shapes? | 5 Minutes |
| **Development**<br>**Practice Activities**<br>• Take the students to the computer lab.<br>• Show them how we can draw a hair and beard on face and colour it.<br>• Help them to make a project (Flag) and also show them how to make crescent and five point star.<br>• Ask the students one by one to draw hair and beard on face and colour it.<br>• Ask them one by one to draw a flag, crescent and five point star and colour it. | 18 Minutes |
| **Assessment:**<br>In order to assess the students, ask them:<br>• Which shape is used to make crescent?<br>• What is the colour of our flag? | 2 Minutes |
| **Homework:**<br>Learn and revise today's topic. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Working with MS Paint (Student's Worksheet)
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 19 **Day:** 1

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- answer the given questions of the worksheet.
- fill the correct word in the blank.
- match the icons with their functions.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Suggested Teaching Methodologies:**<br>After warm greetings:<br>• Introduce the students with the student's worksheet.<br>• Tell them the purpose which things they are going to read in this worksheet.<br>• Check their previous knowledge by asking the following questions:<br>➢ How can we open MS Paint?<br>➢ Which tool is used to make leaf? | 5 Minutes |
| **Development** | 30 Minutes |

**Student's Worksheet**

**1.** Rectangular selection option is used to select any rectangular part of the picture.
- ➢ Free-Form selection option is used to select an irregular part of the picture.
- ➢ Transparent selection option used to make a selection without background colour.

Different style of letters are called fonts.

**2.** Tick the right choice:

**1.** How many types of brushes are availbale in Paint:

**a)** 6 **b)** 9 ● **c)** 10

**2.** How many curves can be created for each line:

**a)** 3 **b)** 2 ● **c)** 1

**3.** It is used to select any rectangular part of a picutre:

**a)** ● Rectangualr selection **b)** Free-form selection **c)** Transparent selection

**4.** It is used to select irregualr part of a picture:

**a)** Rectangualr selection **b)** ● Free-form selection **c)** Transparent selection

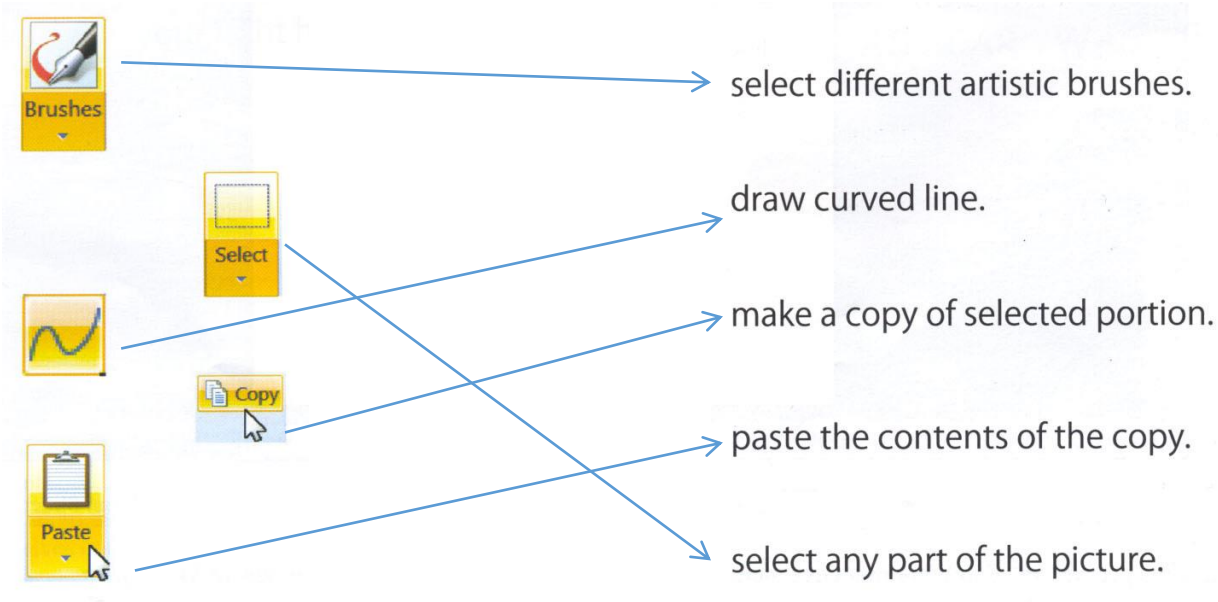
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**Class:** 2 **Subject:** Computer

**3.** Match the icons with their function:




**Assessment:** 5 Minutes

- Assess the students by asking different questions of the exercise.
  - What do you know about curved line?
  - Define MS Paint.
  - What is the shortcut key of copy command?
  - What is the shortcut key of paste command?
  - How can we change the text colour?
  - How many brushes in MS Paint are there?

**Homework:**

- Learn and write complete exercise in your notebooks.

**Evaluation of Learning:**

**Evaluation of Teaching:**

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**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Lab Activity
**Period (s) / Time:** 1 / 25 min **Term:** 1st
**Week:** 19 **Day:** 2

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- know about open MS Paint.
- understand how we can draw curved line.
- know how to draw a picture with the help of curved lines.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster, Computer Lab | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the computer lab.<br>• Tell them that they are going to practise some lab activities.<br>• Check their previous knowledge by asking the following questions:<br>➢ What is the select tool?<br>➢ What is the shortcut key of paste command? | 5 Minutes |
| **Development**<br>**Practice Activities**<br>• Take the students to the computer lab.<br>• Show them how we can open MS Paint.<br>• Ask the students one by one to open MS Paint.<br>• Tell them about curved line and its uses.<br>• Show them how we can draw a leaf and flower petals with the help of curved line.<br>• Help the students to understand the use of select tools and its different options.<br>• Ask the students one by one to draw a leaf and flower petals.<br>• Help the students to understand the different elements of windows and its functions. | 18 Minutes |
| **Assessment:**<br>In order to assess the students, ask them:<br>• Where can we choose select the curved line?<br>• What is the shortcut key of copy command? | 2 Minutes |
| **Homework:**<br>Learn and revise today's topic. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** 2 **Subject:** Computer

## Lesson Plan

**Topic(s):** Working with MS Word
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 20 **Day:** 1

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- know about MS Word.
- understand how to start MS Word.
- know how we can type with single hand and both hands.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the unit name.<br>• Tell them the purpose which things they are going to read in this unit.<br>• Check their previous knowledge by asking the following questions:<br>➢ Explain different types of selection in paint.<br>➢ What are the shortcut keys of copy and paste commands? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of Unit 8: **"Working with MS Word"**, page no. **48, 49**.<br>• Complete the reading of the unit, translate into Urdu and explain it in simple words to the students.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. Microsoft, word, popular, processing, software, market, poems, stories, document, menu, Ribbon, begin, boxes, level, mouse, foot, flat, floor, quicker, right, keyboard, left hand, words, etc.<br>• Write the meanings of difficult words on board.<br>• Say aloud these words and their meanings.<br>• Learn these difficult words and their meanings to the students.<br>**Practice Activities**<br>**Activity 1:**<br>• Ask the students to look at the **"page no. 48"** picture of MS Word windows and its elements and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about MS Word windows and its elements.<br>**Activity 2:**<br>• Ask the students to look at the **"page no. 49"** picture of sittimg correctly, typing keyboard with single hand and both hands and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about sitting correctly, typing keyboard with single hand and both hands. | 30 Minutes |

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|---|---|
| **Assessment:**<br>• Ask different questions from the students to assess their learning:<br>➢ Define MS Word.<br>➢ Which things can we insert in MS Word?<br>➢ What is text?<br>➢ Define document.<br>➢ Write the steps before you begin your work on computer.<br>➢ How can we type on computer? | 5 Minutes |
| **Homework:**<br>• Learn and revise important information of MS Word window and its elements, sitting correctly, typing keyboard with single hand and both hands.<br>• Write difficult words and their meanings on notebook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Working with MS Paint
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 17 **Day:** 2

**Students' Learning Objectives:**

By the end of the session, the students will be able to:

- know what the uses of caps lock, shift and enter keys are.
- understand how we can save our work.
- know how we can give space between two letters, and selecting the text.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the unit name.<br>• Tell them the purpose which things they are going to read in this unit.<br>• Check their previous knowledge by asking the following questions:<br>➢ Define text.<br>➢ What is MS Word? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of Unit 8: **"Working with MS Word"**, page no. **50, 51**.<br>• Complete the reading of the unit, translate into Urdu and explain it in simple words to the students.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. alphabet, revision, caps lock, hold, shift, enter, save, dialogue, documents, spacebar, stop, word, feature, sentence, yourself, highlight, arrow, select, ctrl, double click, etc.<br>• Write the meanings of difficult words on board.<br>• Say aloud these words and their meanings.<br>• Learn these difficult words and their meanings to the students.<br>**Practice Activities**<br>**Activity 1:**<br>• Ask the students to look at the **"page no. 50"** picture of revision of caps lock, shift and enter keys and learn how to save our document and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about revision of caps lock, shift and enter keys and learn how to save our document.<br>**Activity 2:**<br>• Ask the students to look at the **"page no. 51"** picture of revision of spacebar and selecting text, such as a word, a line, and a sentence and ask what they can see.<br>• Get answers from the students and then tell them that they are going to tell you about revision of spacebar and selecting text, such as a word, a line, and a sentence. | 30 Minutes |

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| | |
|---|---|
| **Assessment:**<br>• Ask different questions from the students to assess their learning:<br>➢ What is the use of enter key?<br>➢ What is the function of shift keys?<br>➢ What is the function of caps lock key?<br>➢ How can we save our document?<br>➢ What is the shortcut key of save command?<br>➢ How can we select text? | 5 Minutes |
| **Homework:**<br>• Learn and revise important information of revision of caps lock, shift and enter keys and learn how to save our document, revision of spacebar and selecting text, such as a word, a line, and a sentence.<br>• Write difficult words and their meanings on notebook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Lab Activity
**Period (s) / Time:** 1 / 25 min **Term:** 1st
**Week:** 20 **Day:** 3

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- know how to open MS Word.
- type, and save our document.
- understand the function of enter, shift, and caps lock keys.
- select text (a word, a line and a sentence).

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster, Computer Lab | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the computer lab.<br>• Tell them that they are going to practise some lab activities.<br>• Check their previous knowledge by asking the following questions:<br>➢ What is the function of enter key?<br>➢ What is the function of shift keys? | 5 Minutes |
| **Development**<br>**Practice Activities**<br>• Take the students to the computer lab.<br>• Show them how we can open MS Word and tell them about its windows elements.<br>• Tell the students how to sit properly in front of the computer.<br>• Help the students how we can type correctly a letter, story and words.<br>• Tell the students what is the basic function of enter, shift and caps lock keys.<br>• Tell them how we can save our documents.<br>• Ask the student one by one to type a story and words and then save it with your name. | 18 Minutes |
| **Assessment:**<br>In order to assess the students, ask them:<br>• What is the function of enter key?<br>• What is the shortcut key of save command? | 2 Minutes |
| **Homework:**<br>Learn and revise today's topic. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** 2 **Subject:** Computer

## Lesson Plan

**Topic(s):** Working with MS Word
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 21 **Day:** 1

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- know about cursor.
- understand how to use the arrow keys.
- know how to change the different sizes of text.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the unit name.<br>• Tell them the purpose which things they are going to read in this unit.<br>• Check their previous knowledge by asking the following questions:<br>➢ What is the shortcut key of save command?<br>➢ Define text. | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of Unit 8: **"Working with MS Word"**, page no. **52, 53**.<br>• Complete the reading of the unit, translate into Urdu and explain it in simple words to the students.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. cursor, line, blinks, monitor, text, type, appear, flashes, screen, around, arrow, times, size, text, letter, font, bigger and smaller, highlighted, etc.<br>• Write the meanings of difficult words on board.<br>• Say aloud these words and their meanings.<br>• Learn these difficult words and their meanings to the students.<br>**Practice Activities**<br>**Activity 1:**<br>• Ask the students to look at the **"page no. 52"** picture of cursor, arrow keys and sizes of text and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about cursor, arrow keys and sizes of text.<br>**Activity 2:**<br>• Ask the students to look at the **"page no. 53"** picture of different text sizes, bigger and smaller and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about different text sizes, bigger and smaller. | 30 Minutes |

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| | |
|---|---|
| **Assessment:**<br>• Ask different questions from the students to assess their learning:<br>➢ What is cursor?<br>➢ How can we move the cursor?<br>➢ How can we change the size of text?<br>➢ What are the uses of arrow keys? | 5 Minutes |
| **Homework:**<br>• Learn and revise important information of cursor, arrow keys and size of text, different text sizes, bigger and smaller.<br>• Write difficult words and their meanings on notebook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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## Daily Lesson Plan

**Topic(s):** Working with MS Paint
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 21 **Day:** 2

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- copy and paste text in MS Word.
- understand the shortcut keys of copy and paste commands.
- change the text colour.
- create a project 1 (week days) and project 2 (eye test).

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the unit name.<br>• Tell them the purpose which things they are going to read in this unit.<br>• Check their previous knowledge by asking the following questions:<br>➢ What is cursor?<br>➢ What is the function of arrow keys? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of Unit 8: **"Working with MS Word"**, page no. **54, 55**.<br>• Complete the reading of the unit, translate into Urdu and explain it in simple words to the students.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. Word, processing, save, Pakistan, minutes, computer, paste, copy, colour, activities, different, font group, etc.<br>• Write the meanings of difficult words on board.<br>• Say aloud these words and their meanings.<br>• Learn these difficult words and their meanings to the students.<br>**Practice Activities**<br>**Activity 1:**<br>• Ask the students to look at the **"page no. 54"** picture of copy and paste text in a document and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about copy and paste text in a document.<br>**Activity 2:**<br>• Ask the students to look at the **"page no. 55"** picture of change the text colour and project 1 (week days) and project 2 (eye test) and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about change the text colour and project 1 (week days) and project 2 (eye test). | 30 Minutes |

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| | |
|---|---|
| **Assessment:**<br>• Ask different questions from the students to assess their learning:<br>➢ What is copy and paste in MS Word?<br>➢ How can we copy and paste text in a document?<br>➢ How can we change the text colour? | 5 Minutes |
| **Homework:**<br>• Learn and revise important information of copy and paste text in a document, change the text colour and project 1 (week days) and project 2 (eye test).<br>• Write difficult words and their meanings on notebook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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## Daily Lesson Plan

**Topic(s):** Lab Activity
**Period (s) / Time:** 1 / 25 min **Term:** 1st
**Week:** 21 **Day:** 3

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- copy and paste text in a document.
- change the text colour.
- create a project 1 (week days) and project 2 (eye test).

| | Time |
|---|---|
| **Equipment & Material Required:**<br>Textbook, Whiteboard, Board Marker, Duster, computer Lab | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the computer lab.<br>• Tell them that they are going to practise some lab activities.<br>• Check their previous knowledge by asking the following questions:<br>➢ What are copy and paste commands? | 5 Minutes |
| **Development**<br>**Practice Activities**<br>• Take the students to the computer lab.<br>• Show them how we can use copy and paste commands in a document.<br>• Tell the students about the complete method of copy and paste commands.<br>• Help them how we can change the text colour.<br>• Ask the students to make a project 1 (week days) and project 2 (eye test). | 18 Minutes |
| **Assessment:**<br>In order to assess the students, ask them:<br>• What is the shortcut key of copy?<br>• What is the shortcut key of paste? | 2 Minutes |
| **Homework:**<br>Learn and revise today's topic. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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## Lesson Plan

**Topic(s):** Working with MS Word
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 22 **Day:** 1

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- know about font.
- understand how to create a project 3 (font chart).
- know how to edit a document and sentence.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the unit name.<br>• Tell them the purpose which things they are going to read in this unit.<br>• Check their previous knowledge by asking the following questions:<br>➢ How can we change the text colour? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of Unit 8: **"Working with MS Word"**, page no. **56, 57**.<br>• Complete the reading of the unit, translate into Urdu and explain it in simple words to the students.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. fonts, really, amazing, processing, change, letters, different, names, people, changing, example, angry, copy, paste, chart, fifteen, editing, document, removing, re-arrange, text, party, mistake, whole , again, etc.<br>• Write the meanings of difficult words on board.<br>• Say aloud these words and their meanings.<br>• Learn these difficult words and their meanings to the students.<br><br>**Practice Activities**<br>**Activity 1:**<br>• Ask the students to look at the **"page no. 56"** picture of different fonts and project 3 (font chart) and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about different fonts and project 3 (font chart).<br>**Activity 2:**<br>• Ask the students to look at the **"page no. 57"** picture of editing a document, adding, removing, re-arranging, and editing sentence and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about editing a document, adding, removing, re-arranging, and editing sentence. | 30 Minutes |

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| | |
|---|---|
| **Assessment:**<br>• Ask different questions from the students to assess their learning:<br>➢ What is font?<br>➢ What is the function of backspace key?<br>➢ What is the function of delete key?<br>➢ How can we select a sentence?<br>➢ How can we select a word?<br>➢ How can we select a line?<br>➢ How can we select any amount of text? | 5 Minutes |
| **Homework:**<br>• Learn and revise important information of different fonts and project 3 (font chart), editing a document, adding, removing, re-arranging, and editing sentence.<br>• Write difficult words and their meanings on notebook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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## Daily Lesson Plan

**Topic(s):** Working with MS Paint
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 22 **Day:** 2

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- create project 4 (things I am good at).
- create project 5 (dairy).

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the unit name.<br>• Tell them the purpose which things they are going to read in this unit.<br>• Check their previous knowledge by asking the following questions:<br>➢ What is the function of delete key?<br>➢ How can we select a sentence? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of Unit 8: **"Working with MS Word"**, page no. **58**.<br>• Complete the reading of the unit, translate into Urdu and explain it in simple words to the students.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. Project, things, cricket, drawing, good, size, choose, January, February, march, April, may, June, July, August, September, October, November, December, etc.<br>• Write the meanings of difficult words on board.<br>• Say aloud these words and their meanings.<br>• Learn these difficult words and their meanings to the students.<br>**Practice Activities**<br>**Activity 1:**<br>• Ask the students to look at the **"page no. 58"** picture of project 4 (things I am good at) and project 5 (dairy) and ask what they can see.<br>• Get answers from the students and tell them that they are going to tell you about project 4 (things I am good at) and project 5 (dairy). | 30 Minutes |
| **Assessment:**<br>• Ask different questions from the students to assess their learning:<br>➢ How can we type words and sentence in a document?<br>➢ How can we change the font size? | 5 Minutes |
| **Homework:**<br>• Learn and revise important information of project 4 (things I am good at) and project 5 | |

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| | |
|---|---|
| (dairy).<br>• Write difficult words and their meanings on notebook. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Lab Activity
**Period (s) / Time:** 1 / 25 min **Term:** 1st
**Week:** 22 **Day:** 3

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- create project 4 (things I am good at).
- create project 5 (dairy).

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster, Computer Lab | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the computer lab.<br>• Tell them that they are going to practise some lab activities.<br>• Check their previous knowledge by asking the following questions:<br>➢ How can we change the font size? | 5 Minutes |
| **Development**<br>**Practice Activities**<br>• Take the students to the computer lab.<br>• Show them how we can type text in a document.<br>• Ask them to create a project 4 (thing I am good at).<br>• Ask them to create a project 5 (dairy). | 18 Minutes |
| **Assessment:**<br>In order to assess the students, ask them:<br>• How can we change the text size?<br>• What is the shortcut key of paste? | 2 Minutes |
| **Homework:**<br>Learn and revise today's topic. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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## Daily Lesson Plan

**Topic(s):** Working with MS Word (Exercise)
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 23 **Day:** 1

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- answer the given questions of the exercise.
- solve true and false, fill in the blanks.
- solve MCQs and label the pictures.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the exercise.<br>• Tell them they are going to solve the exercise.<br>• Check their previous knowledge by asking the following questions:<br>➢ How can we type in a document?<br>➢ What is the function of shift key? | 5 Minutes |
| **Development**<br>**Model Reading:**<br>• Do the model reading of the questions of exercise in a loud voice.<br>• Instruct the students to listen carefully, especially the pronunciation of new terms.<br>• Tell them the correct answers of the questions.<br>**Practice Activities**<br>**Solution of Exercise:**<br>Following are the answers/solutions of the Q # 1-3.<br>Solution Q # 1:<br>**1.** Your back is straight. Your wrists are level with your elbow. You can reach your mouse. Your feet are flat on the floor or you have a foot rest.<br>**2.** Click the office button:<br>➢ Click Save or press Ctrl+S.<br>➢ The Save As dialogue box appears.<br>➢ Save in Documents.<br>➢ Type a name of your work in File name.<br>➢ Click the Save button.<br>**3.** Hold down Ctrl key and then click anywhere in the sentence.<br>Solution Q # 2:<br>**1.** T **2.** F **3.** F **4.** T **5.** F<br>Solution Q # 3:<br>**1.** test editing **2.** backspace **3.** copy **4.** spacebar **5.** ctrl | 30 Minutes |

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| | |
|---|---|
| **Assessment:**<br>• Assess the students by asking different questions of the exercise.<br>➢ What is Microsoft Windows?<br>➢ What is MS Word?<br>➢ How can we type text in a document?<br>➢ Write the steps to save a document in MS Word?<br>➢ What is the shortcut key of save command?<br>➢ How can we select a text?<br>➢ What is cursor?<br>➢ How can we change the size of text in a document?<br>➢ What are the shortcut keys of copy and paste command? | 5 Minutes |
| **Homework:**<br>• Learn and write complete exercise in your notebooks. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Working with MS Word (Student's Worksheet)
**Period (s) / Time:** 1 / 40 min **Term:** 1st
**Week:** 23 **Day:** 2

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- answer the given questions of the worksheet.
- fill the correct word in the blank.
- match the selection with its method.

**Equipment & Material Required:** | **Time**
Textbook, Whiteboard, Board Marker, Duster

**Suggested Teaching Methodologies:** | 5 Minutes
After warm greetings:

- Introduce the students with the student's worksheet.
- Tell them the purpose which things they are going to read in this worksheet.
- Check their previous knowledge by asking the following questions:
  - How can we open MS Word?
  - How can we change the font size?

**Development** | 30 Minutes

### Student's Worksheet

1. Cursor is a line that blinks on the monitor. The text we type will appear where the cursor flashes on the screen.
2. Different style of letters are called fonts.
3. Match the selection with its method.

| | |
|---|---|
| ➢ Select a sentence: | Click anywhere in the sentence while holding the Ctrl key. |
| ➢ Select a word: | Double click anywhere over the word. |
| ➢ Select a line: | Move the pointer to the left of the line until it changes to a right–pointing arrow, and then click. |
| ➢ Select any amount of text: | Drag the mouse pointer over the text. |

4. Tick the right choice:

1. It is known as different styles of type:
   **a)** Text **b)** Symbol **c)** Fonts ●
2. It is the shortcut key of copy command:
   **a)** Ctrl + C ● **b)** Ctrl + O **c)** Ctrl + S

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**Class:** 2 **Subject:** Computer

| | |
|---|---|
| **3.** To add remove and rearrange text is called:<br>**a)** Text editing ● **b)** Text inserting **c)** Text formatting | |
| **Assessment:**<br>• Assess the students by asking different questions of the exercise.<br>➢ What do you know about cursor?<br>➢ Define fonts.<br>➢ What is the shortcut key of copy?<br>➢ What is the shortcut key of paste?<br>➢ How can we change the text colour?<br>➢ How can we change the different text sizes? | 5 Minutes |
| **Homework:**<br>• Learn and write complete exercise in your notebooks. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class:** 2 **Subject:** Computer

## Daily Lesson Plan

**Topic(s):** Lab Activity
**Period (s) / Time:** 1 / 25 min **Term:** 1st
**Week:** 23 **Day:** 3

**Students' Learning Objectives:**
By the end of the session, the students will be able to:

- copy and paste text in a document.
- change the text colour.
- change the text size and fonts.

| **Equipment & Material Required:** | **Time** |
|---|---|
| Textbook, Whiteboard, Board Marker, Duster, Computer Lab | |
| **Pre-Reading Activities:**<br>After warm greetings:<br>• Introduce the students with the computer lab.<br>• Tell them that they are going to practise some lab activities.<br>• Check their previous knowledge by asking the following questions:<br>➢ What are copy and paste commands? | 5 Minutes |
| **Development**<br>**Practice Activities**<br>• Take the students to the computer lab.<br>• Show them how we can use copy and paste commands in a document.<br>• Tell the students about the complete method of copy and paste commands.<br>• Help them how we can change the text colour.<br>• Show them how we can change the size of text and also tell them how we can change the font's style.<br>• Ask the students to type an essay and apply some commands like copy, paste, text colour, change text size and different fonts. | 18 Minutes |
| **Assessment:**<br>In order to assess the students, ask them:<br>• What is the shortcut key of copy?<br>• What is the shortcut key of paste? | 2 Minutes |
| **Homework:**<br>Learn and revise today's topic. | |
| **Evaluation of Learning:** | |
| **Evaluation of Teaching:** | |

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**Class: 2** **Subject: Computer**

| Month | Academic Week | Date | No. of Working Days | Textbook: Hello Computer | |
|---|---|---|---|---|---|
| | | | | Topic | Page No. |
| March | 1st | 19th March – 22nd March | 4 | **Orientation Weeks** | |
| | 2nd | 26th March –30th March | 5 | | |
| April | 3rd | 2nd April –6th April | 5 | **Unit 1: Know your Computer**<br>• What does a computer do?<br>• Where dies a computer store date?<br>• Computer lab | 5–7 |
| | 4th | 9th April – 13th April | 5 | **Unit 1: Know your Computer**<br>• Exercise<br>• Student's Worksheet<br>• Computer lab | 8–9 |
| | 5th | 16th April – 20th April | 5 | **Unit 2: Types of Computer**<br>• Desktop computer<br>• Laptop or notebook<br>• Palmtop<br>• Tablet<br>• Exercise<br>• Computer lab | 10–11 |
| | 6th | 23rd April – 27th April | 5 | **Unit 2: Types of Computer**<br>• Student's Worksheet<br>**Unit 3: Parts of a computer**<br>• Input devices<br>• Computer lab | 12–14 |
| May | 7th | 30th April –4th May | 4 Labour Day | **Unit 3: Parts of a computer**<br>• Output devices<br>• System Unit<br>• Exercise<br>• Computer lab | 14–16 |
| | 8th | 7th May – 11th May | 5 | **Unit 3: Parts of a computer**<br>• Student's Worksheet<br>• Computer lab<br>• Computer lab | 17 |
| | 9th | 14th May – 18th May | 5 | **Revision** | |
| | 10th | 21st May – 26th May | 6 | **1st Term 1st Assessment** | |
| | 11th | 28th May – 31st May | 4 | **Unit 4: Mouse and Keyboard**<br>• Mouse<br>• Click,<br>• Double Click | 18–19 |

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| Month | Academic Week | Date | No. of Working Days | Textbook: Hello Computer | |
|---|---|---|---|---|---|
| | | | | **Topic** | **Page No.** |
| | | | | • Dragging<br>• Drop<br>• Computer lab | |
| 1st June – 14th August | | | **Summer Vacation** | | |
| August | 12th | 15th Aug – 17th Aug | 3 | **Unit 4: Mouse and Keyboard**<br>• Keyboard<br>• Number keys<br>• Arrow Keys<br>• Special Keys ( Enter key, space bar, Shift key, backspace key, Caps Lock key, Alt and Ctrl Keys, Delete Key)<br>• Computer labs | 20–22 |
| | 20th Aug – 25th Aug | | **Eid –ul –Adha** | | |
| | 13th | 27th Aug –31st Aug | 5 | **Unit 4: Mouse and Keyboard**<br>• Exercise<br>• Student's worksheet<br>• Computer lab | 23–24 |
| September | 14th | 3rd Sep –7th Sep | 5 | **Unit 5: Computer Manners**<br>• Computer Manners<br>• Exercise<br>• Student's worksheet<br>• Computer lab | 25 - 28 |
| | 15th | 10th Sep – 15th Sep | 6 | **1st Term 2nd Assessment** | |
| | 16th | 17th Sep – 21st Sep | 3<br>**Ashura** | **Unit :6 Stepping into Windows**<br>• Desktop<br>• Icon<br>• Start button and Start Menu<br>• Taskbar<br>• Computer lab | 29 - 30 |
| | 17th | 24th Sep – 28th Sep | 5 | **Unit :6 Stepping into Windows**<br>• What is a Window?<br>• Changing the size of a window<br>• Moving Window<br>• Minimizing a window<br>• Computer lab | 31–34 |
| October | 18th | 1st Oct –5th Oct | 5 | **Unit :6 Stepping into Windows**<br>• Exercise<br>• Student's Worksheet<br>• Computer lab | 35–36 |
| | 19th | 8th Oct – 12th Oct | 5 | **Unit :7 Working with MS Paint**<br>• Curved lines<br>• Curved shapes<br>• Flower<br>• Leaf<br>• Select Tool<br>• Copy and Paste commands<br>• Star Pattern<br>• Computer lab | 37–40 |

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| Month | Academic Week | Date | No. of Working Days | Textbook: Hello Computer | |
|---|---|---|---|---|---|
| | | | | Topic | Page No. |
| | 20th | 15th Oct –19th Oct | 5 | **Revision** | |
| | 21st, 22nd | 22nd Oct – 3rd Nov | 12 | **Mid Term Examination** | |
| November | 23rd | 5th Nov – 9th Nov | 5 | **Unit :7 Working with MS Paint**<br>• Birthday card<br>• Brushes<br>• Brushes' name<br>• Flower with leaves<br>• Brushes<br>• Tree<br>• Hair style<br>• Artistic background<br>• Calligraphy<br>• Computer lab | 41 –44 |
| | 24th | 12th Nov – 16th Nov | 5 | **Unit 7 Working with MS Paint**<br>• Hair and bread<br>• Project (Flag)<br>• Exercise<br>• Computer lab | 45 – 46 |
| | 25th | 19th Nov – 23rd Nov | **4 EidMilad -un-Nabi** | **Unit 7 Working with MS Paint**<br>• Student's Worksheet<br>• Computer lab | 47 |
| | 26th | 26th Nov –30th Nov | 5 | **Revision** | |
| December | 27th | 3rd Dec -8th Dec | **6** | **2nd Term 1st Assessment** | |
| | 28th | 10th Dec – 14th Dec | 5 | **Unit 8: Working with Microsoft Word**<br>• Starting MS Word<br>• Before you begin<br>• How to type?<br>• Single hand<br>• Both hands<br>• Letters of alphabet( Revision of Cap Lock, Shift and Enter keys)<br>• Learn to Save<br>• Letter of alphabet (Revision of spacebar)<br>• Selecting Text( A word, a line a and a sentence)<br>• Computer lab | 48 - 51 |

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| Month | Academic Week | Date | No. of Working Days | Textbook: Hello Computer | |
|---|---|---|---|---|---|
| | | | | Topic | Page No. |
| | 29th | 17h Dec – 21st Dec | 5 | **Unit 8: Working with Microsoft Word**<br>• Cursor<br>• Size Text<br>• Different text sizes<br>• Bigger and small<br>• Copying and pasting text<br>• Text colour<br>• Project 1( Week days)<br>• Project 2 ( Eye test)<br>• Computer lab | 52 –55 |
| 24th Dec – 31st Dec | | | | **Winter Vacation** | |
| January | 30th | 1st Jan –4th Jan | 4 | **Unit 8: Working with Microsoft Word**<br>• Fonts<br>• Different fonts<br>• Project 3( Font chart)<br>• Editing document<br>• Editing sentence<br>• Project 4 (Thing I am good at)<br>• Project 5 (Dairy)<br>• Computer lab | 56 - 58 |
| | 31st | 7th Jan – 11th Jan | 5 | **Unit 8: Working with Microsoft Word**<br>• Exercise<br>• Student's Worksheet<br>• Computer lab | 59 - 60 |
| | 32nd | 14th Jan – 19th Jan | 6 | **2nd Term 2nd Assessment** | |
| | 33rd | 21st Jan – 25th Jan | 5 | Unit 2:Types of Computer<br>Unit 3: Parts of a computer<br>**Complete Revision** | 10 – 17 |
| February | 34th | 28th Jan –1st Feb | 5 | Unit 4: Mouse and Keyboard<br>Unit 7: Working with MS Paint<br>**Complete Revision** | 18 – 24<br>37 – 47 |
| | 35th | 4th Feb –8th Feb | 5 | **Revision Week** | |
| | 36th | 11th Feb – 28th Feb | 16 | **Final Examination** | |
| 1st March – 9th March | | | | **Final Result + Annual Function** | |

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