Hello Computer!



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Daily Lesson Plans

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Hello Computer

Learning by Doing

Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Hardware Basics
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:

- define and explain a computer and its work.
- identify different components of computer.
- know about hardware such as input, output, storage and communication devices.
- Know about the software.
- explain about system unit and its different components such as motherboard, processor.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit.	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 1: **"Hardware Basics",** page no. **2 to 5.** • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. processes, meaningful information, hardware, software, input, output, storage, communication devices, permanently, connect, system unit, protects, internal electronic, damage, motherboard, plugged, attached, human brain, efficiently, accurately, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 2, 3"** picture of computer and its components of computer such as software and hardware and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about computer and its components of computer such as software and hardware. **Activity 2:** • Ask the students to look at the **"page no. 4, 5"** picture of system unit and its components and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about system unit and its components.	30 Minutes

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Class: 7 **Subject:** Computer

Assessment: • Ask different questions from the students to assess their learning: ➢ Hardware Basics? ➢ How many different types of computers are there? ➢ Name three different types of computers? ➢ Define hardware. ➢ What are input devices? ➢ What are output devices? ➢ What are storages devices? ➢ What do you know about communication device? ➢ Explain system Unit. ➢ Name the different components of system unit.	5 Minutes
Homework: • Learn and revise important information and definitions of computer and its components of computer such as software and hardware, system unit and its components. • Write difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Hardware Basics
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:

- understand the function of arithmetic and logic unit.
- define and explain memory such as ROM and RAM.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Suggested Teaching Methodologies: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit. • Check their previous knowledge by asking the following questions: ➢ Name the system unit components. ➢ How many types of hardware are there?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 1: **"Hardware Basics",** page no. **6 to 8** • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. Arithmetic and logic unit, control unit, addition, subtraction, multiplication, division, memory, electronic, temporary, instruction, processed, attached, motherboard, switched, ROM, RAM memory, removed, read, erased, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 6, 7"** picture of Arithmetic and logic unit, Control unit, memory such as RAM and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about Arithmetic and logic unit, control unit, memory such as RAM. **Activity 2:** • Ask the students to look at the **"page no. 8"** picture of memory such as ROM and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about memory such as ROM. • Solve some equations on white board. Help them to understand how a computer processor solve it.	30 Minutes

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Assessment: • Ask different questions from the students to assess their learning: ➢ What is Arithmetic and logic unit? ➢ Define Control Unit. ➢ Define memory. ➢ How many types of a memory has? Name them. ➢ What is the function of RAM? ➢ What is the function of ROM?	5 Minutes
Homework: • Learn and revise important information and definitions of Arithmetic and logic unit, control unit, memory such as RAM, ROM. • Write difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **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 the different parts of computer and its name.
- identify the physical parts of computer and its work.
- know about system unit and its components.
- understand the function of motherboard in computer.
- know about the processor work such as ALU and AU in computer.
- know about the memory and its types such as RAM and ROM in computer.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Pre-Reading Activity: After warm greetings: • Introduce the students with the computer lab. • Tell them that they are going to practise some lab activities. • Check their previous knowledge by asking the following question: ➢ Define system unit. ➢ Define processor. ➢ Name different components of motherboard.	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them computer. • Tell the students about the different hardware's of computer. • Show them the different parts of computer. • Show them the system unit of a computer and its components. • Tell the students about the importance of motherboard and show them how all computer components are plugged with it. • Tell the students about the silicon chip (Processor) and show them where processor is fixed on the motherboard. • Tell the students about the memory (RAM, ROM).	18 Minutes
Assessment: In order to assess the students, ask them: • Name some hardware of computer. • Name the components are with the motherboard?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Hardware Basics
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:

- Know about expansion cards such as graphic card, sounds card, network interface card and modem.
- Know about expansion slots like ISA, PCI, AGP, PCI express.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Suggested Teaching Methodologies: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit. • Check their previous knowledge by asking the following questions: ➢ What is RAM stand for? ➢ What is ROM stand for?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 1:**"Hardware Basics",** page no. **9, 10.** • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. expansion card, storage device, sound, digital, display, screen, interface, transmit, connections, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 9"** picture of expansion cards like sound, graphic, network interface and modem and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about expansion cards like sound, graphic, network interface and modem. **Activity 2:** • Ask the students to look at the **"page no.10"** picture of expansion slots like ISA, PCI, AGP, PCI express and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about expansion slots like ISA, PCI, AGP, PCI express.	30 Minutes
Assessment:	5 Minutes

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• Ask different questions from the students to assess their learning: ➢ Define expansion card. ➢ How many types of expansion cards are there? Name them. ➢ Define sound card. ➢ What is graphic card? ➢ Define network interface card. ➢ What is modem? ➢ Define expansion slots. ➢ How many types of expansion slots are there? Name them.	
Homework: • Learn and revise important information and definitions of expansion cards like sound, graphic, network interface and modem, expansion slots like ISA, PCI, AGP, PCI express. • Write difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Hardware Basics
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:

- Understand the cutting edge technology like barcode reader, fingerprint reader.
- Know about robot.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Suggested Teaching Methodologies: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit. • Check their previous knowledge by asking the following questions: ➢ ISA stand for? ➢ PIC express stand for?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 1:**"Hardware Basics",** page no. **11, 12,** and **13.** • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. memory, electronic, instructions data, RAM, ROM, temporary, accessible high speed, volatile, switched off, content, normally, performs, nonvolatile, connect, modem, network card, internal , external, plugged, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 11, 12"** picture of cutting edge technologies like barcode reader, fingerprint reader and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about cutting edge technologies like barcode reader, fingerprint reader. **Activity 2:** • Ask the students to look at the **"page no. 13"** picture of robots and its uses and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about robots and its uses.	30 Minutes
Assessment:	5 Minutes

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• Ask different questions from the students to assess their learning: ➢ Define robot. ➢ Define barcode reader. ➢ Define fingerprint reader? ➢ What is robot? ➢ Write two three uses of robot. ➢ Who called the mechanical agents?	
Homework: • Learn and revise important information and definitions of cutting edge technologies like barcode reader, fingerprint reader, robots and its uses. • Write difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **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:

- practise the activities on computer.
- enhance their understanding how to different expansion cards work in computer.
- know expansion slots and its works.
- Understand the cutting edge technologies like barcode reader fingerprint reader.
- Know about the robot.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster, Computer Lab	
Pre-Reading Activities: After warm greetings: • Introduce the students with the computer lab. • Tell them that they are going to practice some lab activities. • Check their previous knowledge by asking the following question: ➢ Define expansion cards. ➢ Define barcode reader.	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them the different expansion cards like sound, graphic, network interface and modem. • Tell the students how we can fix expansion cards in different expansion slots. • Tell the students about the cutting edge technologies like barcode reader and fingerprint reader. • Show them the different examples of robot.	18 Minutes
Assessment: In order to assess the students, ask them: • What is robot? • Define fingerprint reader.	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): 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:

- solve exercise questions.

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

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary**

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Ask the following questions from the students as their warm up activity: ➢ What is a computer? ➢ Is computer a useful device? Why? ➢ Name few components of a hardware.	5 Minutes
<u>Development</u> **Model Reading:** • Help the students to solve exercise questions 1, 2, 6, and 7 on their textbooks, pg. # 15-18. • Instruct the students to listen carefully, especially the pronunciation of new terms. • Tell them the correct answers of the questions.	30 Minutes
Sum up: Sum up the lesson by retelling the answers of the questions.	3 Minutes
Assessment: Provide a motherboard to students one by one and ask them to identify expansions slots on it and	2 Minutes

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tell the name of each expansion slot.	
Homework: Learn the today's work. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Exercise
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 5 **Day:** 2

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

- solve exercise questions.

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

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Ask the students to tell the names of components of system unit.	5 Minutes
Development **Model Reading:** • Do the model reading of the questions 3, 4 and 5 of exercise in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms. • Tell them the correct answers of the questions.	30 Minutes
Sum up: Sum up the lesson by retelling the answers of the questions.	3 Minutes
Assessment: Assess the students by asking different questions of the exercise.	2 Minutes
Homework: Learn and write the exercise in their notebooks. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Exercise (Lab Time)
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:

- perform lab activities.

Equipment & Material Required:
Textbook, Whiteboard, Board Marker, Duster, Computer Lab

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Introduce the students with the computer lab. • Tell them that they are going to practise some lab activities.	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • There, students will perform Lab Activity (Peripherals) and Lab Activity (Control Unit) given on textbook, pg. # 18. • Help the students in their work.	15 Minutes
Sum up: Sum up the lesson by revising the important points of Lab Activity.	3 Minutes
Assessment: In order to assess the students, ask them topic related questions.	2 Minutes
Homework: Learn and revise today's topic.	

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Class: 7 **Subject:** Computer

Online Assignment:	
Evaluation of Learning:	
Evaluation of Teaching:	

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Daily Lesson Plan

Topic(s): Application Software
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:

- define application software.
- distinguish among different kinds of application software.

Equipment & Material Required:
Textbook, Whiteboard, Board Marker

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary**

Documents, Graphics, Effectively, Efficiently, Word Processing Software, Spread Sheet Software

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**

Pre-Reading Activities:
After warm greetings:
• Introduce the students with the unit and topic name.
• Tell the students about application software and some of its varieties.
• Explain the students about entertainment and productivity software.
• Tell the students about popular types of productivity software.
  ➢ Word Processing Software
  ➢ Spreadsheet Software
	5 Minutes

<u>Development</u> **Model Reading:** • Do the model reading of the Unit 2, Topics: Application Software, Entertainment Software, productivity Software (page # 27-28 (before "Graphics Software")) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. documents, graphics, effectively, efficiently, word processing software, spread sheet software, etc.	30 Minutes

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• Explain the meanings of new terms. **Practice Activities** • After doing model reading of the topic, ask one sharp student to read a few lines of the text. • Then invite one or two mediocre students and finally the slow learners. • Give feedback / make corrections on the spot. • Don't forget to encourage the students and to motivate them to do better reading next time.	
Sum up: Sum up the lesson by recalling the important information and definitions of important terms about application software, entertainment software, productivity software.	3 Minutes
Assessment: Ask the students about important first two types of productivity software.	2 Minutes
Homework: Learn and revise important information and definitions of important terms about application software, entertainment software and productivity software. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s) Educational and Reference Software

Period (s) / Time: 1 / 25 min **Term:** 1st

Week: 7 **Day:** 2

Students' Learning Objectives:

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

- define educational and reference software.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Graphics Software, Corel Draw, Adobe Photoshop, Multimedia Software, Visual

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Introduce the students with the topic name. • Explain the students about other two types of productivity software. ➢ Graphics software ➢ Multimedia software • Tell the students about educational and reference software.	5 Minutes
Development **Model Reading:** • Do the model reading of the Unit 2, Topics: Educational and Reference Software (page # 29-30) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. graphics software, CorelDraw, Adobe Photoshop, multimedia software, visual, etc. • Explain the meanings of new terms. **Practice Activities** • After doing model reading of the topic, ask one sharp student to read a few lines of the text. • Then invite one or two mediocre students and finally the slow learners.	15 Minutes

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• Give feedback / make corrections on the spot. • Don't forget to encourage the students and to motivate them to do better reading next time.	
Sum up: Sum up the lesson by recalling the important information and definitions of important terms about educational and reference software.	3 Minutes
Assessment: Ask the students about the other two types of productivity software.	2 Minutes
Homework: Learn and revise important information and definitions of important terms about educational and reference software. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Exercise

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

Week: 8 **Day:** 1

Students' Learning Objectives:

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

- solve exercise questions.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary**

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Ask the following questions from the students as their warm up activity: ➢ Define application software. ➢ What is the difference between graphics and multimedia software?	5 Minutes
<u>Development</u> **Model Reading:** • Help the students to solve exercise questions 1, 2, and 5 on their textbooks, pg. # 31-33. • Instruct the students to listen carefully, especially the pronunciation of new terms. • Tell them the correct answers of the questions.	30 Minutes
Sum up: Sum up the lesson by retelling the answers of the questions.	3 Minutes
Assessment: In order to assess the students , ask them: • List the names of any five application software.	2 Minutes
Homework:	

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Class: 7 **Subject:** Computer

Learn the today's work. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Exercise
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:

- solve remaining exercise questions.

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

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Ask the students to tell the names of components of system unit.	5 Minutes
Development **Model Reading:** • Do the model reading of the questions 3 and 4 of exercise in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms. • Tell them the correct answers of the questions.	30 Minutes
Sum up: Sum up the lesson by retelling the answers of the remaining questions.	3 Minutes
Assessment: Assess the students by asking different questions of the exercise.	2 Minutes
Homework: Learn and write the exercise in their notebooks. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Exercise (Lab Time)
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:

- perform lab activities.

Equipment & Material Required:
Textbook, Whiteboard, Board Marker, Duster, Computer Lab

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Introduce the students with the computer lab. • Tell them that they are going to practice some lab activities.	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • There, students will perform Lab Activity (Device Driver) and Lab Activity (Recognizing Utility Programs) given on textbook, pg. # 34. • Help the students in their work.	15 Minutes
Sum up: Sum up the lesson by revising the important points of Lab Activity.	3 Minutes
Assessment: In order to assess the students, ask them topic related questions.	2 Minutes
Homework: Learn and revise today's topic. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Insert Current Date and Time-Count the Number of Words in a Document

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:

- insert current date and time in a document.
- count the number of words in a document.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary**

Automatically, Time Dialogue, Review Tab, Proofing Group, Word Count

Suggested Teaching Methodologies:	**Time**
Lecture ☐ Direct Method ☐ Demonstration ☐	
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell the students about how we can insert current date and time in a document. • Ask the following questions from the students as their warm up activity: ➢ Define redo feature.	5 Minutes
<u>Development</u> **Model Reading:** • Do the model reading of the Unit 3, Topic: Insert Current Date and Time-Count the Number of Words in a Document (pg. # 49-51) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. automatically, time dialogue, review tab, proofing group, word count etc. • Tell them the definitions of new terms. **Practice Activities:** • After doing model reading of the topic. • Tell them to learn how to count the number of words in a document. • Explain them the steps of insert current date and time in a document.	30 Minutes

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• Give feedback / make corrections on the spot. • Don't forget to encourage the students and to motivate them to do better reading next time. **Activity:** Students will use computer, Lab Activity (Insert Current Date and Time-Count the Number of Words in a Document) given on textbook, pg. # 49-51 in the lab.	
Sum up: Sum up the lesson by retelling the important information about the topic.	3 Minutes
Assessment: In order to assess the students , ask them: • Define the steps of counting words.	2 Minutes
Homework: Learn the today's work. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Find Text- Using the Thesaurus
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:

- find and replace a word or phrase in a document use the thesaurus.

Equipment & Material Required:
Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Command, Editing Group, Replace, Retrieve, Thesaurus, Synonyms, Antonyms

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Brainstorm the students, ask the following questions. ➢ Define the steps of insert current date and time in a document. • Praise the students appropriately whether the answer is correct or incorrect. • Motivate the students to trigger their contribution.	5 Minutes
<u>Development</u> **Model Reading:** • Do the model reading of the Unit 3, Find Text- Using the Thesaurus (pg. # 51-55) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. command, editing group, replace, retrieve, thesaurus, synonyms, antonyms etc. • Explain the meanings of new terms. **<u>Practice Activities:</u>** • After doing model reading of the topic. • Tell them to learn how to find and replace a word or phrase in a document use the thesaurus.	30 Minutes

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Learning by Doing

Class: 7 **Subject:** Computer

• Explain them the steps of: ➢ Finding text ➢ Replacing text ➢ Using the thesaurus **Activity:** Students will perform Lab Activity (Find Text- Using the Thesaurus) given on textbook, pg. # 51-55 in the lab.	
Sum up: Sum up the lesson by retelling the information about the today's lesson.	3 Minutes
Assessment: In order to assess the students, ask them: • What is Thesaurus?	2 Minutes
Homework: Learn and revise the today lesson. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Inserting Symbols -Adding a Comment
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:

- insert symbols and add a comment to text in the document.

Equipment & Material Required:
Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Symbols, Copyright, Trademark, Paragraph, Reviewing Pane, Web Layout View, Print Layout View

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Ask the following questions from the students as their warm up activity: • Define the steps of using Thesaurus.	5 Minutes
Development • Do the model reading of the Unit 3, (Inserting Symbols -Adding a Comment) Topic: (pg. # 55-58) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. symbols, copyright, trademark, paragraph, reviewing pane, web layout view, print layout view etc. • Explain how we can insert symbols in the document. ➢ Tell the students the steps of inserting symbols. • Describe how a comment about a selected text can be added in the document. • Tell them the steps of : ➢ Adding a comment. ➢ Deleting a comment. **Activity:**	15 Minutes

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Class: 7 **Subject:** Computer

Students will perform Lab Activity given on textbook, pg. # 55-58 in the lab	
Sum up: Sum up the lesson by revising the important points of	3 Minutes
Assessment: In order to assess the students, ask them topic related questions.	2 Minutes
Homework: Learn and revise today's topic. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Hello Coomputer

Learning by Doing

Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Formatting Text
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:

- know and define formatting text.
- ➢ define and explain methods to change fonts.
- ➢ learn three methods of changing fonts.

Equipment & Material Required:
Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary**

Formatting Text, Enhance, Fonts, Emphasize, Alignment, Ribbon, Mini Toolbar, Dialogue Box

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell the students about editing text. • Ask the following questions from the students as their warm up activity: ➢ What is Thesaurus?	5 Minutes
<u>Development</u> **Model Reading:** • Do the model reading of the Unit 3, Topic: Formatting Text (pg. # 58-61) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. formatting text, enhance, fonts, emphasize, alignment, ribbon, mini toolbar, dialogue box etc. • Tell them the definitions of new terms. • **<u>Practice Activities:</u>** • After doing model reading of the topic.	30 Minutes

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• Explain that formatting text can enhance the appearance of the document. • Tell them to learn how to change font. • Explain them the method of changing fonts. • Give feedback / make corrections on the spot. • Don't forget to encourage the students and to motivate them to do better reading next time. **Activity:** Students will use computer, Lab Activity Formatting Text (font) given on textbook, pg. # 58-61 in the lab.	
Sum up: Sum up the lesson by retelling the important information about the topic.	3 Minutes
Assessment: In order to assess the students , ask them: • Define font.	2 Minutes
Homework: Learn the today's work. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Font Styles
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 15 **Day:** 2

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

- define and explain font styles.
- know to learn changing font style

Equipment & Material Required:
Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Font Style, Bold, Underlined, Commands, Pakistan, India

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Brainstorm the students, ask the following questions. ➢ Define the methods of changing fonts. • Praise the students appropriately whether the answer is correct or incorrect. • Motivate the students to trigger their contribution.	5 Minutes
<u>Development</u> **Model Reading:** • Do the model reading of the Unit 3, Topic: Font style (pg. #61-62) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. font style, bold, underlined, commands, Pakistan, India etc. • Explain the meanings of new terms. **<u>Practice Activities:</u>** • After doing model reading of the topic. • Tell them to learn how to change font style. • Explain them the steps of changing font styles.	30 Minutes

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➢ **Activity:** Students will perform Lab Activity Changing font styles given on textbook, pg. # 61- 62 in the lab.	
Sum up: Sum up the lesson by retelling the information about the changing fonts style.	3 Minutes
Assessment: In order to assess the students, ask them: • What are the steps of changing font style?	2 Minutes
Homework: Learn and revise the today lesson. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Text Colour + Highlight Text
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:

- explain and define colour of the text..
- describe the highlight text in the document.

Equipment & Material Required:
Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Text Colour, Home Tab, Highlight Text, Dragging, Mouse

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Ask the following questions from the students as their warm up activity: • Ctrl + B and Ctrl + U sign used for?	5 Minutes
Development • Do the model reading of the Unit 3, Topic: Text Colour (pg. # 63-64) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. text colour, home tab, highlight text, dragging, mouse etc. • Explain how to change the colour of the text. • Tell the steps of highlight text. **Activity:** Students will perform Lab Activity given on textbook, pg. # 63-64 in the lab	15 Minutes
Sum up: Sum up the lesson by revising the important points of changing colour and how to highlight text.	3 Minutes
Assessment: In order to assess the students, ask them topic related questions.	2 Minutes

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Class: 7 **Subject:** Computer

Homework: Learn and revise today's topic. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Alignment of Text
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 and define alignment of text.
- change alignment of the text.

Equipment & Material Required:
Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary**

Alignment OF Text, Margins, Left Align, Right Align, Full Justification,

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell the students about alignment of ext. • Ask the following questions from the students as their warm up activity: ➢ What are the steps of changing text colour?	5 Minutes
Development **Model Reading:** • Do the model reading of the Unit 3, Topic: Alignment of Text (pg. # 65) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. alignment of text, margins, left align, right align, full justification etc. • Tell them the definitions of new terms. • **Practice Activities:** • After doing model reading of the topic. • Explain that text can be lined up at the left, center or right side of the page. • Tell them to learn how to type a short poem.	30 Minutes

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• Give feedback / make corrections on the spot. • Don't forget to encourage the students and to motivate them to do better reading next time. **Activity:** Students will use computer, Lab Activity Alignment of Text given on textbook, pg. # 65 in the lab.	
Sum up: Sum up the lesson by retelling the important information about the topic.	3 Minutes
Assessment: In order to assess the students , ask them: • Define full justification.	2 Minutes
Homework: Learn the today's work. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Change Line Spacing
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 15 **Day:** 2

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

- define and explain line spacing.
- know to learn line spacing of the text.

Equipment & Material Required:
Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Change Line Spacing, Home Tab, Line Spacing Button

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Brainstorm the students, ask the following questions. ➢ Define the center. • Praise the students appropriately whether the answer is correct or incorrect. • Motivate the students to trigger their contribution.	5 Minutes
Development **Model Reading:** • Do the model reading of the Unit 3, Topic: Change line spacing (pg. # 66) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. change line spacing, home tab, line spacing button etc. • Explain the meanings of new terms. **Practice Activities:** • After doing model reading of the topic. • Tell them to learn how to change single, 1.5 and 2.0 spacing.	30 Minutes

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• Explain them the steps of changing line spacing. ➢ **Activity:** Students will perform Lab Activity Changing line spacing given on textbook, pg. # 66 ins the lab.	
Sum up: Sum up the lesson by retelling the information about the changing line spacing.	3 Minutes
Assessment: In order to assess the students, ask them: • What are the steps of changing line spacing?	2 Minutes
Homework: Learn and revise the today lesson. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 3 Introduction to Word 2007-*Formatting Paragraphs, Bulleted or Numbered List (Adding Bullets, A Number List) (p# 67-69)*

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:

- create a bulleted or numbered list.
- ➢ make adding bullets (shopping list)
- ➢ create a number list (shopping list)

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary**

Formatting, Paragraph, Indentation, Bullet

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell the students about editing text. • Ask the following questions from the students as their warm up activity: ➢ Define the steps of changing line spacing.	5 Minutes
Development **Model Reading:** • Do the model reading of the Unit 3, Topic: Formatting Paragraph (pg. # 67-69) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. formatting, paragraph, indentation, bullet etc. • Tell them the definitions of new terms. • Explain how to format paragraph.	30 Minutes

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• Describe in detail bullets and numbered list. **Practice Activities:** • After doing model reading of the topic. • Explain that formatting text can enhance the appearance of the document. • Give feedback / make corrections on the spot. • Don't forget to encourage the students and to motivate them to do better reading next time. **Activity:** Students will use computer, Lab Activity Formatting Paragraph given on textbook, pg. # 67-69 in the lab.	
Sum up: Sum up the lesson by retelling the important information about the topic.	3 Minutes
Assessment: In order to assess the students , ask them: • How can make shopping list using adding bullets. • How can make sandwich recipe using a number list.	2 Minutes
Homework: Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 3 Introduction to Word 2007-*Indent Paragraphs- First Line Indent (p#70-71)*

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:

- indent text in a paragraph.
- create first line indent.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Indent Paragraphs, Width, Margins, Horizontal

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Brainstorm the students, ask the following questions. ➢ How you can create a bulleted or numbered list as you type. • Praise the students appropriately whether the answer is correct or incorrect. • Motivate the students to trigger their contribution.	5 Minutes
<u>Development</u> **Model Reading:** • Do the model reading of the Unit 3, Topic: Indent Paragraphs- First Line Indent (pg. #70-71) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. lndent paragraphs, width, margins, horizontal etc. • Explain the meanings of new terms. • Explain indent paragraph. • Describe first line indent. **<u>Practice Activities:</u>**	30 Minutes

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• After doing model reading of the topic. • Explain them which symbol shows where the first line of a paragraph begins. **Activity:** Students will perform Lab Activity given on textbook, pg. # 70-71 in the lab.	
Sum up: Sum up the lesson by retelling the information about the indent paragraph.	3 Minutes
Assessment: In order to assess the students, ask them: • Show first line indent, right line indent in the paragraph. • How to retrieve the document Jinnah.docx?	2 Minutes
Homework: Learn and revise the today lesson. Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 3 Introduction to Word 2007-*Hanging Indent – Indent Both Sides (p# 72-73)*

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:

- create hanging indent and indent both sides.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Hanging Indent

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Ask the following question from the students as their warm up activity: • How to indent text with extra precision.	5 Minutes
Development • Do the model reading of the Unit 3, Topic: (pg. # 72-73) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. hanging indent etc. • Explain how to use hanging indent. • Explain indent both sides. **Activity:** Students will perform Lab Activity given on textbook, pg. # 72-73 in the lab	15 Minutes
Sum up: Sum up the lesson by revising the important points of hanging indent and indent both sides.	3 Minutes
Assessment: In order to assess the students, ask them topic related questions.	2 Minutes
Homework:	

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Class: 7 **Subject:** Computer

Learn and revise today's topic. Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 3 Introduction to Word 2007- *Aligning Text With Tabs-Tab Stop (p# 74-76)*

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:

- use tabs to line up information in a document.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary**

Aligning, Tab, Specific, Spacebar, Vertically

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell the students about editing text. • Ask the following questions from the students as their warm up activity: ➢ What is indent both sides?	5 Minutes
Development **Model Reading:** • Do the model reading of the Unit 3, Topic: Aligning Text with Tabs (pg. # 74-76) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. aligning, tab, specific, spacebar, vertically etc. • Tell them the definitions of new terms. • Explain aligning text with tabs. • Describe in detail tab stop. **Practice Activities:** • After doing model reading of the topic. • Give feedback / make corrections on the spot.	30 Minutes

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Class: 7 **Subject:** Computer

• Don't forget to encourage the students and to motivate them to do better reading next time. **Activity:** Students will use computer, Lab Activity aligning text with tabs- tab stop given on textbook, pg. # 74-76 in the lab.	
Sum up: Sum up the lesson by retelling the important information about aligning text with tabs.	3 Minutes
Assessment: In order to assess the students , ask them: • Define tab. • What is the aligning text with tabs?	2 Minutes
Homework: Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 3 Introduction to Word 2007- *Add a Border (p#77-78)*
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:

- add border to text in the document.

Equipment & Material Required:
Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Borders, Paragraphs, Page Layout Tab

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Brainstorm the students, ask the following questions. ➢ What is the tab stop? • Praise the students appropriately whether the answer is correct or incorrect. • Motivate the students to trigger their contribution.	5 Minutes
Development **Model Reading:** • Do the model reading of the Unit 3, Topic: Add a Border (pg. #77-78) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. borders, paragraphs, page layout tab etc. • Explain the meanings of new terms. • Explain add a border. • Describe the steps of adding border. **Practice Activities:** • After doing model reading of the topic. • Explain them how to remove a border.	30 Minutes

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Class: 7 **Subject:** Computer

Activity: Students will perform Lab Activity Add a Border given on textbook, pg. # 77-78 in the lab.	
Sum up: Sum up the lesson by retelling the information about add a border.	3 Minutes
Assessment: In order to assess the students, ask them: • Define borders. • Describe the steps of adding border.	2 Minutes
Homework: Learn and revise the today lesson. Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 3 Introduction to Word 2007-*Add Shading (p# 79-80)*
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:

- use shading to text in the document.

Equipment & Material Required:
Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Shading, Transparent, Emphasize

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Ask the following question from the students as their warm up activity: • How to add a border in the documents.	5 Minutes
Development • Do the model reading of the Unit 3, Topic: (pg. # 79-80) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. shading, transparent, emphasize etc. • Explain the shading in the document. • Describe the steps of shading in the document. • Tell the students how to remove a shading. **Activity:** Students will perform Lab Activity Add Shading given on textbook, pg. # 79-80 in the lab	15 Minutes
Sum up: Sum up the lesson by revising the important points of shading in the document.	3 Minutes
Assessment: In order to assess the students, ask them topic related questions.	2 Minutes
Homework:	

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Learn and revise today's topic. Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Daily Lesson Plan

Topic(s): Unit 3 Introduction to Word 2007- *Formatting Pages, Page Break, Section Break (p# 81-84)*

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:

- insert a page break and section breaks in the document.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary**

Formatting Pages, Orientation, Document, Automatically, Soft Page Break, Automatic Page Break, Hard Page Break, Manual Page Break

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell the students about editing text. • Ask the following questions from the students as their warm up activity: ➢ Define shading.	5 Minutes
<u>Development</u> **Model Reading:** • Do the model reading of the Unit 3, Topic: Formatting Pages, Page Break, Section Break (pg. # 81-84) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. formatting pages, orientation, document, automatically, soft page break, automatic page break, hard page break, manual page break etc. • Tell them the definitions of new terms. • Explain the formatting pages. • Describe in detail page breaks and section break.	30 Minutes

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Class: 7 **Subject:** Computer

Practice Activities: • After doing model reading of the topic. • Give feedback / make corrections on the spot. • Don't forget to encourage the students and to motivate them to do better reading next time. **Activity:** Students will use computer, Lab Activity Formatting Pages, Page Break, Section Break given on textbook, pg. # 81-84 in the lab.	
Sum up: Sum up the lesson by retelling the important information about formatting pages, page break, and section break.	3 Minutes
Assessment: In order to assess the students , ask them: • Define soft page break. • What is hard page break?	2 Minutes
Homework: Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning By Doing

Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 3 Introduction to Word 2007- *Inserting Page Numbers, Inserting Headers and Footers (p# 85-88)*

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:

- add page numbers , header and footer in the document.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Header, Footer, Bottom of Page, Page Margins, Applications, Einstein

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Brainstorm the students, ask the following questions. ➢ What is the automatic page break? • Praise the students appropriately whether the answer is correct or incorrect. • Motivate the students to trigger their contribution.	5 Minutes
Development **Model Reading:** • Do the model reading of the Unit 3, Topic: Inserting Page Numbers, Inserting Headers and Footers (pg. #85-88) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. header, footer, bottom of page, page margins, applications, Einstein etc. • Explain the meanings of new terms. • Explain inserting page numbers. • Describe the steps of inserting headers and footers. **Practice Activities:**	30 Minutes

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Class: 7 **Subject:** Computer

• After doing model reading of the topic. • Explain them how to remove a border. **Activity:** Students will perform Lab Activity Inserting page numbers, Inserting headers and footers *given* on textbook, and pg. # 85-88 in the lab.	
Sum up: Sum up the lesson by retelling the information about Inserting page numbers, Inserting headers and footers.	3 Minutes
Assessment: In order to assess the students, ask them: • Define headers and footers. • Describe the steps of inserting page numbers.	2 Minutes
Homework: Learn and revise the today lesson. Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning By Doing

Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 3 Introduction to Word 2007- *Inserting Footnotes or Endnotes, Changing Margins (p# 88-90)*
Period (s) / Time: 1 / 25 min **Term:** 1st
Week: 19 **Day:** 3

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

- add footnote or endnotes in the document.
- change the margins in the document.

Equipment & Material Required:
Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Footnotes, Endnotes, Reference Tab, Margins

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Ask the following question from the students as their warm up activity: • How to add headers and footers in the documents.	5 Minutes
Development • Do the model reading of the Unit 3, Topic: Inserting Footnotes or Endnotes, Changing Margins (pg. # 88-90) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. footnotes, endnotes, reference tab, margins etc. • Explain the footnotes and endnotes in the document. • Describe the steps of changing margins. **Activity:** Students will perform Lab Activity: Inserting footnotes or endnotes, changing margins given on textbook, pg. # 88-90 in the lab	15 Minutes
Sum up: Sum up the lesson by revising the important points of Inserting footnotes or endnotes, changing margins.	3 Minutes

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Assessment: In order to assess the students, ask them topic related questions.	2 Minutes
Homework: Learn and revise today's topic. Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 3 Introduction to Word 2007- *Changing Margins, Centre Text on a Page P#91-93*

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 23 **Day:** 1

Students' Learning Objectives:

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

- change the margins in the document.
- centre vertically ,the text on a page.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary**

Retrieve, Print Layout View, Margins, Center Align, Launcher

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell the students about editing text. • Ask the following questions from the students as their warm up activity: ➢ Define margin.	5 Minutes
Development **Model Reading:** • Do the model reading of the Unit 3, Topic: Changing margins, centre text on a page (pg. # 91-93) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms, retrieve, print layout view, margins, center align, launcher e.g. etc. • Tell them the definitions of new terms. • Explain the changing margins. • Describe in detail centre text on a page. **Practice Activities:**	30 Minutes

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Class: 7 **Subject:** Computer

• After doing model reading of the topic. • Give feedback / make corrections on the spot. • Don't forget to encourage the students and to motivate them to do better reading next time. **Activity:** Students will use computer, Lab Activity Changing Margins, Centre text on a Page given on textbook, pg. # 91-93 in the lab.	
Sum up: Sum up the lesson by retelling the important information about changing margins and centre text on a page.	3 Minutes
Assessment: In order to assess the students , ask them: • Define the steps of changing margins. • What is centre text on a page?	2 Minutes
Homework: Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 3 Introduction to Word 2007-*Changing Page Orientation- Inserting Watermark P#94-96*

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 23 **Day:** 2

Students' Learning Objectives:

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

- change the orientation of page.
- add a watermark in the document.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Page Orientation, Vertically, Portrait, Horizontally, Landscape, Watermark

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Brainstorm the students, ask the following questions. ➢ What is the changing margins? • Praise the students appropriately whether the answer is correct or incorrect. • Motivate the students to trigger their contribution.	5 Minutes
Development **Model Reading:** • Do the model reading of the Unit 3, Topic: Changing Page Orientation- Inserting Watermark (pg. #94-96) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. page orientation, vertically, portrait, horizontally, landscape, watermark. etc. • Explain the meanings of new terms. • Explain changing page orientation. • Define watermarks.	30 Minutes

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Class: 7 **Subject:** Computer

• Describe the steps of inserting a watermark. **Practice Activities:** • After doing model reading of the topic. • Explain them how to create a page orientation. **Activity:** Students will perform Lab Activity Changing Page Orientation- Inserting Watermark *given* on textbook, and pg. # 94-96in the lab.	
Sum up: Sum up the lesson by retelling the information about changing page orientation- inserting watermark.	3 Minutes
Assessment: In order to assess the students, ask them: • Define page orientation. • Describe the steps of inserting a watermark.	2 Minutes
Homework: Learn and revise the today lesson. Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 3 Introduction to Word 2007- *Inserting a Watermark (Removing a Watermark)-Creating Columns P# 97-99*

Period (s) / Time: 1 / 25 min **Term:** 2nd

Week: 23 **Day:** 3

Students' Learning Objectives:

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

- add a watermark in the document.
- create newspaper columns.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Remove Watermark, Creating Columns, Multi-Column, Newspapers, Magazines

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Ask the following question from the students as their warm up activity: • How to add inserting a watermark.	5 Minutes
Development • Do the model reading of the Unit 3, Topic: Inserting a watermark (removing a watermark)-creating columns (pg. # 97-99) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. remove watermark, creating columns, multi-column, newspapers, magazines etc. • Explain the inserting a watermark and removing a watermark. • Describe the steps of creating columns. **Activity:** Students will perform Lab Activity: Inserting a watermark (removing a watermark)-creating	15 Minutes

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columns given on textbook, pg. # 97-99 in the lab	
Sum up: Sum up the lesson by revising the important points of Inserting a watermark (removing a watermark)-creating columns.	3 Minutes
Assessment: In order to assess the students, ask them topic related questions.	2 Minutes
Homework: Learn and revise today's topic. Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 3 Introduction to Word 2007- *Printing a Document P# 99- 100*

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 24 **Day:** 1

Students' Learning Objectives:

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

- preview a document before printing.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell the students about editing text. • Ask the following questions from the students as their warm up activity: ➢ What is one column and multi-column?	5 Minutes
Development **Model Reading:** • Do the model reading of the Unit 3, Topic: Printing a Document on a page (pg. # 99-100) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. etc. • Tell them the definitions of new terms. • Explain the printing a document. • Describe the preview a document before printing. **Practice Activities:** • After doing model reading of the topic. • Give feedback / make corrections on the spot.	30 Minutes

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• Don't forget to encourage the students and to motivate them to do better reading next time. **Activity:** Students will use computer, Lab Activity Printing a Document on a Page given on textbook, pg. # 99-100 in the lab.	
Sum up: Sum up the lesson by retelling the important information about printing a document.	3 Minutes
Assessment: In order to assess the students , ask them: • What is the printing a document? • What are the steps of preview a document before printing?	2 Minutes
Homework: Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 3 Introduction to Word 2007- *Printing Options P# 101-102*

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 24 **Day:** 2

Students' Learning Objectives:

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

- use different print options to print a document.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Letters, Magazines, Catalogues, Forms, Postcards, Eid Cards, Invitation Cards, Notepads

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Brainstorm the students, ask the following questions. • Praise the students appropriately whether the answer is correct or incorrect. • Motivate the students to trigger their contribution.	5 Minutes
Development **Model Reading:** • Do the model reading of the Unit 3, Topic: printing options (pg. #101-102) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. letters, magazines, catalogues, forms, postcards, eid cards, invitation cards, notepads etc. • Explain the meanings of new terms. • Explain the printing options. • Tell the students about the standard paper sizes of the document. • Describe the steps of print a document. **Practice Activities:**	30 Minutes

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Class: 7 **Subject:** Computer

• After doing model reading of the topic. • Explain them how to create a page orientation. **Activity:** Students will perform Lab Activity *given* on textbook, and pg. # 101-102 in the lab.	
Sum up: Sum up the lesson by retelling the information about changing page orientation- inserting watermark.	3 Minutes
Assessment: In order to assess the students, ask them: • What is the standard paper sizes of the document?	2 Minutes
Homework: Learn and revise the today lesson. Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 3 Introduction to Word 2007- *Changing Paper Size &Source P#103-104*
Period (s) / Time: 1 / 25 min **Term:** 2nd
Week: 24 **Day:** 3

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

- change paper size and source.

Equipment & Material Required:
Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Ask the following question from the students as their warm up activity: • How to print a document.	5 Minutes
Development • Do the model reading of the Unit 3, Topic: (pg. #103-104) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms. • Explain the changing paper size and source. • Describe the steps of paper size and source. **Activity:** Students will perform Lab Activity: Changing Paper Size &Source given on textbook, pg. # 103-14 in the lab	15 Minutes
Sum up: Sum up the lesson by revising the important points of the whole lesson.	3 Minutes
Assessment: In order to assess the students, ask them topic related questions.	2 Minutes

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Homework: Learn and revise today's topic. Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Exercise
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 25 **Day:** 1

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

- solve exercise questions.
- solve MCQs and fill in the blanks.

Equipment & Material Required:
Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary**

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Ask the following questions from the students as their warm up activity: ➢ Define file and folder. ➢ Define maximize button and minimize button.	5 Minutes
Development **Model Reading:** • Help the students to solve exercise questions 1 and 2 on their textbooks, pg. # 106-107 • Instruct the students to listen carefully, especially the pronunciation of new terms. • Tell them the correct answers of the questions. **Practice Activities** Solution of Exercise: **Q#1** i.b ii. c iii. c iv. a v. a vi. b vii. c viii. d ix. b x. c	30 Minutes

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xi. a xii. d xiii. d xiv. a xv. d **Q#2** i.enter ii. undo iii. Ctrl+X iv. clipboard v. full justification vi. watermark vii. hard viii. manual ix. single x. five **Activity:** Students will use computer, Lab Activity Time table given on textbook, pg. # 100 in the lab.	
Sum up: • Sum up the lesson by retelling the answers of the questions.	3 Minutes
Assessment: In order to assess the students, ask them: • Define print layout view. • What is deleting text?	2 Minutes
Homework: Learn and today's work. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Exercise

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

Week: 25 **Day:** 2

Students' Learning Objectives:

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

- solve exercise questions.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Brainstorm the students, ask the following questions. ➢ What are the steps of creating columns? • Praise the students appropriately whether the answer is correct or incorrect. • Motivate the students to trigger their contribution	5 Minutes
Development **Model Reading:** • Do the model reading of the questions 3 and 4 of exercise in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms. • Tell them the correct answers of the questions **Practice Activities:** Solution of Exercise: **Q#3** **i. Bullets** is a small symbol such as a circle or square etc. that marks an important line of information.	30 Minutes

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Class: 7 **Subject:** Computer

ii. Indentation: Changing the width of the line in a paragraph is known as Indentation.
iii. Draft Views: simplifies the page layout so a user can quickly type and edit the document.
iv. Dialogue Box: A window that appears on a computer screen, presenting information or requesting input is called Dialogue Box.
v. Page Border: Border are lines that a user can add to the top, bottom or sides of the paragraphs. Borders are used in the document to draw attention to important information.
vi. Drag and Drop: With a drag and drop, a user selects the text and drags it to a new location and then releases the mouse button.
vii. Shading is a transparent colour or pattern applied to a paragraph .Shading is used in the document to emphasize area of text.
viii. Section Break divides a document into more than one section.
Copy and Paste means to repeat information in the document without retyping it. When a user copies and pastes text, the text appears in both the original and new locations.

Q#4

i. Print Layout View and Web Layout View

Print Layout View is used to see how the document will appear on a printed page while Web Layout View is used when a user creating a web page.

ii. Header & Footer

Headers display information at the top of each page. Footers display information at the bottom of each page.

iii. Zoom In & Zoom Out

Zoom in is used to get close-up view of a document while Zoom out is used to see more of the page at a reduced.

iv. Page Break & Section Break

Page break divides the long document into pages with page breaks while Section break divides a document into more than one sections.

v. Cut & Copy

Cut means to remove text from the document and place it on the office clipboard while copy means to repeat information in the document without repeating it.

vi. Tab & Space

Tab is used to position the text at a specific location in the document while Space is a blank area between two characters or words.

vii. Undo & Redo

Undo & Redo Undo feature is used to discard last changes that have been made in the document while Redo feature is used to reverse the undo action.

viii. Alignment & Indentation

Alignment is the way in which text is placed between the margins of a page while changing the width of the lines in a paragraph is known as Indentation.

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Class: 7 **Subject:** Computer

Activity: Students will perform Lab Activity Designing a poster given on textbook, pg. # 110 in the lab.	
Sum up: Sum up the lesson by retelling the answers of the questions.	3 Minutes
Assessment: In order to assess the students, ask them: • Differentiate between Page Break & Section Break. • Differentiate between Cut & Copy.	2 Minutes
Homework: Learn the today's work. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

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

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

- solve exercise questions.
- answer the questions, match the columns and label the picture.

Equipment & Material Required:
Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Ask the following questions from the students as their warm up activity: ➢ What is draft View and dialogue box?	5 Minutes
Development **Model Reading:** • Help the students to solve exercise questions 5, 6 and 7 on their textbooks, pg. # 108-109. • Instruct the students to listen carefully, especially the pronunciation of new terms. • Tell them the correct answers of the questions. **Practice Activities:** Solution of Exercise: **Q#5** **i.** Pg. 37-38. **ii.** A comment about a selected text can be added in the document. A comment can be a note,	15 Minutes

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explanation or reminder that a user adds to document. Word displays the comment in a balloon. In the margin of the document or in the Reviewing Pane. **iii.** Thesaurus suggests other words with a similar meaning to the selected word. Using the Research task pane, a user can look up synonyms in the thesaurus. **iv.** A font is a set of characters (i.e. letters, numbers and symbols**)** with a specific design. Fonts are used to enhance the appearance of the document. Fonts have names such as Time New Roman, Arial, Verdana etc. **v.** Pg. 58-60 **vi.** Pg. 65 **vii.** An indent is the space between text and the margin. Indentation determines the width of lines in the paragraph. Within the margins, a user can increase or decrease the indentation of a paragraph or group of paragraphs. **Difference between first line and hanging indent.** *First line indent* indents only first line of the paragraph while *hanging indent* indents all but first line of a paragraph. **viii.**Pg. 75-76 **ix.** Pg. 81 **ix.** Pg. 85 **Q#6:** **i**. b **ii**. j **iii**. e **iv.** h **v.** i **vi**. d **vii**. g **viii.** f **ix.** c **x.** a **Q#7** **i**. f **ii**. g **iii**. i **iv.** j **v.** d **vi**. b **vii**. h **viii.** e **ix.** c **x.** a **Activity:** Students will perform Lab Activity Cricket Match given on textbook, 100 in the lab.	
Sum up: Sum up the lesson by retelling the answers of the questions.	3 Minutes
Assessment: Assess the students by asking different questions: • What do you know about font? • What is meant by comment in a Word Document?	2 Minutes
Homework: Learn and revise the today's lesson. Solve q# 8 as a home work.pg. 109. **Online Assignment:**	

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Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 3- Multimedia Presentations-*Introduction To Multimedia Presentations P# 112-113*
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 26 **Day:** 1

Students' Learning Objectives:
By the end of the session, the students will be able to:
- Define multimedia presentation and media elements.

Equipment & Material Required:
Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Multimedia, Visually, Interactive, Audience, Text, Graphics, Audio, Video, Animation, Adobe Flash

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell the students about editing text. • Ask the following questions from the students as their warm up activity: ➢ How many page breaks are there in word?	5 Minutes
<u>Development</u> **Model Reading:** • Do the model reading of the Unit 4, Topic: Introduction to Multimedia Presentations (pg. # 112-113) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. Multimedia, visually, interactive, audience, text, graphics, audio, video, animation, adobe flashetc. • Tell them the definitions of new terms. • Explain the Multimedia Presentations. • Tell the students about the element of multimedia. • Describe the MS PowerPoint is a software that helps a user to create attractive multimedia presentation using different media elements.	30 Minutes

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Class: 7 **Subject:** Computer

Practice Activities: • After doing model reading of the topic. • Give feedback / make corrections on the spot. • Don't forget to encourage the students and to motivate them to do better reading next time. **Activity:** Students will use computer, Lab Activity on a Page given on textbook, pg. # 113 in the lab.	
Sum up: Sum up the lesson by retelling the important information about multimedia presentation.	3 Minutes
Assessment: In order to assess the students , ask them: • Define the text element. • What is a PowerPoint presentation?	2 Minutes
Homework: Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Hello Computer

Learning by Doing

Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 4- Multimedia Presentation- *Slide & Slide Show- Blank Presentation P #114-116*

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 26 **Day:** 2

Students' Learning Objectives:

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

- define slide and slide show.
- create a new presentation.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Slide Show, Screen Mode, Transition Effects, Subtitle Placeholder

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Brainstorm the students, ask the following questions. ➢ Name the elements of multimedia presentation. • Praise the students appropriately whether the answer is correct or incorrect. • Motivate the students to trigger their contribution.	5 Minutes
<u>Development</u> **Model Reading:** • Do the model reading of the Unit 3, Topic: Slide & Slide Show- Blank Presentation (pg. #114-116) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. slide show, screen mode, transition effects, subtitle placeholder etc. • Explain the meanings of new terms. • Define and explain the slide and slideshow. • Tell the students about the blank presentation. • Describe the steps opening PowerPoint.	30 Minutes

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• Explain the steps of creating blank presentation. **Practice Activities:** • After doing model reading of the topic. • Explain them how to create a page orientation. **Activity:** Students will perform Lab Activity *given* on textbook, and pg. # 114-116 in the lab.	
Sum up: Sum up the lesson by retelling the information about changing page orientation- inserting watermark.	3 Minutes
Assessment: In order to assess the students, ask them: • What is slide? • Describe the steps of opening powerpoint.	2 Minutes
Homework: Learn and revise the today lesson. Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit-4- *Templates P # 116-117*

Period (s) / Time: 1 / 25 min **Term:** 2nd

Week: 26 **Day:** 3

Students' Learning Objectives:

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

- know the types of templates.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Templates, Beautifying, Office Online

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Ask the following question from the students as their warm up activity: • How to create a blank presentation.	5 Minutes
Development • Do the model reading of the Unit 4, Topic: Templates (pg. #116-117) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms. • Explain the templates. • Describe the steps of using installed templates. **Activity:** Students will perform Lab Activity: given on textbook, pg. # 116-117 in the lab	15 Minutes
Sum up: Sum up the lesson by revising the important points of the templates.	3 Minutes
Assessment: In order to assess the students, ask them topic related questions.	2 Minutes
Homework: Learn and revise today's topic.	

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Class: 7 **Subject:** Computer

• Templates. Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 3- Multimedia Presentations-*Themes – Collecting Contents For Presentation P# 118-119*
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 27 **Day:** 1

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

- define themes.
- use text and graphics in the presentation.

Equipment & Material Required:
Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Themes, Text, Images, Audio, Video Clips, Textual Data

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell the students about editing text. • Ask the following questions from the students as their warm up activity: ➢ Define templates.	5 Minutes
Development **Model Reading:** • Do the model reading of the Unit 4, Topic: Themes – Collecting contents for presentation (pg. # 118-119) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. themes, text, images, audio, video clips, textual data etc. • Tell them the definitions of new terms. • Explain the themes. • Tell the students about when we open a new presentation using a theme. • Describe the collecting contents for presentation. **Practice Activities:**	30 Minutes

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Class: 7 **Subject:** Computer

• After doing model reading of the topic. • Give feedback / make corrections on the spot. • Don't forget to encourage the students and to motivate them to do better reading next time. **Activity:** Students will use computer, Lab Activity on a Page given on textbook, pg. # 118-119 in the lab.	
Sum up: Sum up the lesson by retelling the important information themes.	3 Minutes
Assessment: In order to assess the students , ask them: • What are the steps of using themes?	2 Minutes
Homework: Learn and revise today's topics: • Themes • Collecting Contents For Presentation Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 4- Multimedia Presentation- *Adding Background Fill Effect P # 119-122*

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 27 **Day:** 2

Students' Learning Objectives:

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

- use gradient, texture, pattern and picture as a background fill effect.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Graphics, Solid Fill, Gradient Fill, Texture Fill, Picture Fill

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Brainstorm the students, ask the following questions. ➢ Describe collecting contents for presentation. • Praise the students appropriately whether the answer is correct or incorrect. • Motivate the students to trigger their contribution.	5 Minutes
Development **Model Reading:** • Do the model reading of the Unit 4, Topic: Adding Background Fill Effect (pg. #119-122) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. graphics, solid fill, gradient fill, texture fill, picture fill etc. • Explain the meanings of new terms. • Define and explain the adding background fill effect. • Tell the students about the background color and appearance of the slide can easily be modified with the following effects: solid fill, gradient fill, texture fill, picture fill. • Describe the steps of adding gradient fill.	30 Minutes

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• Explain the steps of adding texture fill. • Tell the students adding picture as background fill. **Practice Activities:** • After doing model reading of the topic. • Explain them how to create a page orientation. **Activity:** Students will perform Lab Activity *given* on textbook, and pg. # 119-122 in the lab.	
Sum up: Sum up the lesson by retelling the information about adding background fill effect.	3 Minutes
Assessment: In order to assess the students, ask them: • What are the steps of adding gradient fill?	2 Minutes
Homework: Learn and revise the today lesson. • Adding Background Fill Effect. Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit-4- *Slide Layout & Placeholders P# 123-125*

Period (s) / Time: 1 / 25 min **Term:** 2nd

Week: 27 **Day:** 3

Students' Learning Objectives:

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

- use an appropriate slide layout.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Slide Layout, Placeholders, Clip Art

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Ask the following question from the students as their warm up activity: • How to add picture as background fill.	5 Minutes
Development • Do the model reading of the Unit 4, Topic: Slide Layout & Placeholders (pg. #123-125) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. slide layout, placeholders, clip art etc. • Explain the slide layout and placeholders. • Describe the steps of using slide layout and placeholders. **Activity:** Students will perform Lab Activity: given on textbook, pg. # 123-125 in the lab	15 Minutes
Sum up: Sum up the lesson by revising the important points of the slide layout and placeholders.	3 Minutes
Assessment: In order to assess the students, ask them topic related questions.	2 Minutes

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Class: 7 **Subject:** Computer

Homework: Learn and revise today's topic. • Slide Layout & Placeholders. Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 3- Multimedia Presentations-*Themes – Adding Animations, Custom Animations P# 126-127*
Period (s) / Time: 1 / 40 min **Term:** 2nd
Week: 30 **Day:** 1

Students' Learning Objectives:
By the end of the session, the students will be able to:
- apply slide custom animations effect to the presentation.

Equipment & Material Required:
Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Animation, Custom

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell the students about editing text. • Ask the following questions from the students as their warm up activity: ➢ Define slide layout.	5 Minutes
Development **Model Reading:** • Do the model reading of the Unit 4, Topic: Adding animations & Custom Animations (pg. # 126-127) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. animation, custom etc. • Tell them the definitions of new terms. • Explain the adding animations. • Tell the students the steps of adding animations. **Practice Activities:** • After doing model reading of the topic. • Give feedback / make corrections on the spot.	30 Minutes

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• Don't forget to encourage the students and to motivate them to do better reading next time. **Activity:** Students will use computer, Lab Activity on a Page given on textbook, pg. # 126-127 in the lab.	
Sum up: Sum up the lesson by retelling the important information adding animations & custom animations.	3 Minutes
Assessment: In order to assess the students , ask them: • What are the steps of custom animation?	2 Minutes
Homework: Learn and revise today's topics: Adding Animations. Custom Animations. Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 4- Multimedia Presentation- Slide Transition *P # 127-128*

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 30 **Day:** 2

Students' Learning Objectives:

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

- apply slide transition effect to the presentation.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Slide Transition

Suggested Teaching Methodologies:	**Time**
Lecture ☐ Direct Method ☐ Demonstration ☐	
Pre-Reading Activities: After warm greetings: • Brainstorm the students, ask the following questions. ➢ Describe custom animation. • Praise the students appropriately whether the answer is correct or incorrect. • Motivate the students to trigger their contribution.	5 Minutes
Development **Model Reading:** • Do the model reading of the Unit 4, Topic: Slide Transition (pg. #127-128) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms. • Explain the meanings of new terms. • Define and explain the slide transition. • Tell the students about the steps of slide transition activity my house. **Practice Activities:** • After doing model reading of the topic. • Explain them how to create a page orientation.	30 Minutes

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Learning by Doing

Class: 7 **Subject:** Computer

Activity: Students will perform Lab Activity *given* on textbook, and pg. # 127-128 in the lab.	
Sum up: Sum up the lesson by retelling the information about adding background fill effect.	3 Minutes
Assessment: In order to assess the students, ask them: • What are the steps of slide transition?	2 Minutes
Homework: Learn and revise the today lesson. • Slide Transition.(My House) Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit-4-*Run A Slide Show P# 127-128*

Period (s) / Time: 1 / 25 min **Term:** 2nd

Week: 30 **Day:** 3

Students' Learning Objectives:

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

- run the slide show from view menu.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Ask the following question from the students as their warm up activity: • What is applying sound effects?	5 Minutes
Development • Do the model reading of the Unit 4, Topic: Run a slide show (pg. #128-129) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. slide layout, placeholders, clip art etc. • Explain the applying sound effects. • Describe the steps of run a slide show. **Activity:** Students will perform Lab Activity: given on textbook, pg. # 128-129 in the lab	15 Minutes
Sum up: Sum up the lesson by revising the important points of the whole unit.	3 Minutes
Assessment: In order to assess the students, ask them topic related questions.	2 Minutes
Homework: Learn and revise today's topic.	

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Class: 7 **Subject:** Computer

• Slide Transition (half) • Run A Slide Show. Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 4- Multimedia Presentations *Exercise P # 130-131 Q# 1.2*

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 31 **Day:** 1

Students' Learning Objectives:

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

- solve the exercise.
- solve the MCQs and fill in the blanks.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Suggested Teaching Methodologies:	**Time**
Lecture ☐ Direct Method ☐ Demonstration ☐	
Pre-Reading Activities: After warm greetings: • Introduce the students with the exercise questions. • Tell the correct answers.	5 Minutes
Development **Model Reading:** • Do the model reading of the questions (pg. # 130-131) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms. • Tell them the definitions of new terms. **Practice Activities:** **Solution OF Exercise:** **Q #1** i) b **ii)** c **iii)** c **iv)** a **v)** a **vi)** b **vii)** c **viii)** d **ix.** b **x) c** **xi)** a **xii)** d **xiii)** d **xiv)** a **xv)** d **Q #2** **i)** multimedia **ii)** Graphics **iii)** Texture **iv)** layout **v)** dotted **vi)** gradient **vii)** theme **viii)** signal **ix)** slide show **x.** sound **Activity:**	30 Minutes

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Students will use computer, Lab Activity on a Page given on textbook, (1) pg. # 133 in the lab.	
Sum up: Sum up the lesson by retelling the important information answer of the MCQs.	3 Minutes
Assessment: In order to assess the students , ask them: • Define Multimedia.	2 Minutes
Homework: Learn and revise today's work: Answers of the questions. Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 4- Multimedia Presentation- *Exercise P # 131-132 Q# 3, 4*

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 31 **Day:** 2

Students' Learning Objectives:

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

- Solve the exercise.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Brainstorm the students, ask the following questions. ➢ Describe run a slide show. • Praise the students appropriately whether the answer is correct or incorrect. • Motivate the students to trigger their contribution.	5 Minutes
Development **Model Reading:** • Do the model reading of the questions, 3& 4 *(*pg. # 131-33) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms. **Practice Activities:** **Solution OF Exercise:** **Q #3** **Multimedia:** is a combination of all or some of the media elements. **Placeholder:** All slide layouts contain boxes with dotted borders called placeholder. **Slide Layout:** is a readymade or pre –defined design of a slide available in Microsoft PowerPoint. **Custom Animation:** is the list of animated effects that a user can apply to different selected objects on the slide during the slide show. **Q #4**	30 Minutes

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Learning by Doing

Class: 7 **Subject:** Computer

1. Pg. 112 2. Pg. 114 3. Pg. 119-120 4. Pg. 127-128 5. The presentation of all the slides created in PowerPoint one after another is known as slide show. In the slide show, presentation is shown in the full screen mode. **Activity:** Students will perform Lab Activity *given* on textbook, and (2) pg. # 133 in the lab.	
Sum up: Sum up the lesson by retelling the information about	3 Minutes
Assessment: In order to assess the students, ask them: • What are the steps of slide transition?	2 Minutes
Homework: Learn and revise the today lesson. • Answer of the questions. Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit-4- *Exercise P # 132 Q # 5. 6*

Period (s) / Time: 1 / 25 min **Term:** 2nd

Week: 31 **Day:** 3

Students' Learning Objectives:

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

- solve the exercise.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Ask the following question from the students as their warm up activity: • What is applying sound effects?	5 Minutes
Development • Do the model reading of the Unit 4, questions 5, 6 in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms. **Practice Activities:** **Solution OF Exercise:** **Q # 5** Label the diagram. **Q # 6** i) c **ii)** f **iii)** g **iv)** i **v)** b **vi)** h **vii)** d **viii)** j **ix)** e **x)** a **Activity:** Students will perform Lab Activity: given on textbook, pg. # 134 in the lab	15 Minutes
Sum up: Sum up the lesson by revising the important points of the whole unit.	3 Minutes
Assessment: In order to assess the students, ask them topic related questions.	2 Minutes

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Class: 7 **Subject:** Computer

Homework: Learn and revise today's topic. • Answer of the questions. Solve Q# 5 Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 5- Electronic Mail- *Introduction To E-mail- Password P# 136-137*

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 32 **Day:** 1

Students' Learning Objectives:

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

- define e-mail.
- define e-mail account and e-mail address.
- define user name and password.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Electronically, E-mail, Storage Area, Hotmail, Yahoo, Gmail, Authentic

Suggested Teaching Methodologies:	**Time**
Lecture ☐ Direct Method ☐ Demonstration ☐	
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell the students about E-mail.	5 Minutes
Development **Model Reading:** • Do the model reading of the Unit 5, Topic: Introduction to E-mail (pg. # 136-137) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. Electronically, E-mail, Storage Area, Hotmail, Yahoo, Gmail, Authentic etc. • Tell them the definitions of new terms. • Explain the E-mail Account. • Tell the students the steps of opening E-mail account, address, username and password. **Practice Activities:** • After doing model reading of the topic. • Give feedback / make corrections on the spot.	30 Minutes

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• Don't forget to encourage the students and to motivate them to do better reading next time. **Activity:** Students will use computer, Lab Activity on a Page given on textbook, pg. # 137 in the lab.	
Sum up: Sum up the lesson by retelling the important information about e-mail.	3 Minutes
Assessment: In order to assess the students , ask them: • What are the steps of opening an e-mail account?	2 Minutes
Homework: Learn and revise today's topics: Introduction To E-mail. E-mail Account. E-mail Address. Username. Password Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 5- Electronic Mail- *Yahoo Mail, Hotmail, Sending & Receiving E-mail, Creating a Hotmail* Account *P # 137-139*

Period (s) / Time: 1 / 40 min **Term:** 2nd

Week: 32 **Day:** 2

Students' Learning Objectives:

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

- know that Yahoo mail & Hotmail offers web based e-mail services.
- create an e-mail account.
- sign-in an e-mail account.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Suggested Teaching Methodologies:	**Time**
Lecture ☐ Direct Method ☐ Demonstration ☐	
Pre-Reading Activities: After warm greetings: • Brainstorm the students, ask the following questions. ➢ Define e-mail. • Praise the students appropriately whether the answer is correct or incorrect. • Motivate the students to trigger their contribution.	5 Minutes
Development **Model Reading:** • Do the model reading of the Unit 5, Topic: Yahoo Mail, Hotmail, Sending & Receiving E-mail, Creating a Hotmail Account (pg. #137-139) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms. • Explain the meanings of new terms. • Define and explain the Yahoo Mail and Hotmail. • Tell the students about the steps of creating a Hotmail account.	30 Minutes

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Class: 7 **Subject:** Computer

Practice Activities: • After doing model reading of the topic. • Explain them how to create a page orientation. **Activity:** Students will perform Lab Activity *given* on textbook, and pg. # 138-139 in the lab.	
Sum up: Sum up the lesson by retelling the information about creating a Hotmail account.	3 Minutes
Assessment: In order to assess the students, ask them: • What are the sending and receiving e-mail?	2 Minutes
Homework: Learn and revise the today lesson. • Yahoo Mail, Hotmail, • Sending & Receiving E-mail • Creating a Hotmail Account Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 7 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit-5- Parts Of An E-mail Message *P# 140-141*
Period (s) / Time: 1 / 25 min **Term:** 2nd
Week: 32 **Day:** 3

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

- recognize the different parts of an e-mail messages.

Equipment & Material Required:
Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Ask the following question from the students as their warm up activity: • What is Yahoo mail?	5 Minutes
Development • Do the model reading of the Unit 5, Topic: (pg. #140-141) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. slide layout, placeholders, clip art etc. • Explain the parts of an E-mail message. • Describe the parts with the help of diagram. **Activity:** Students will perform Lab Activity: given on textbook, pg. # 140-141 in the lab	15 Minutes
Sum up: Sum up the lesson by revising the important points of the whole unit.	3 Minutes
Assessment: In order to assess the students, ask them topic related questions.	2 Minutes
Homework: Learn and revise today's topic. • Parts of an E-mail Message.	

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Hello Computer

Learning by Doing

Class: 7 **Subject:** Computer

Perform the learnt practical- skills at home (if computer facility is available). **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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