Hello Computer!



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Daily Lesson Plans

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Hello Computer

Learning by Doing

Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): Networks and Communications
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 network.
- explain data, share resources devices, hardware, software and networking.
- describe and explain sending, receiving, communication devices.
- explain about transmission medium.
- know about the working of wire-based and wireless communication.

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: **"Networks and Communications",** page no. **5, 6**. • 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. computer network, collection, devices, connected, established software, internet, similarly, components, communication system, sending, messages, printer, dial-up, modem, interface card, routers, hubs switches, wire-based, wireless, infrared, radio signal, microwaves, twisted pair cable, coaxial cable, 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. 5"** picture of networking and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about networking. **Activity 2:** • Ask the students to look at the **"page no. 6"** picture of wire-based and wireless and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about transmission medium.	30 Minutes

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Class: 8 **Subject:** Computer

• Draw a computer network map around the world on whiteboard.	
Assessment: • Ask different questions from the students to assess their learning: ➢ What is data? ➢ What are share resources devices? ➢ What is hardware and software? ➢ What is network? ➢ What are the components of communication system? ➢ What is sending device? ➢ What is receiving device? ➢ What is communication device? ➢ What is transmission medium?	5 Minutes
Homework: • Learn and revise important information and definitions of networking, communication system and transmission medium. • Write difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): Networks and Communications
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 types of computer in a computer network.
- comprehend the concept of a server and a client in a computer network.
- know about types of computer network.
- recognize about how LAN is working.

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. • Check their previous knowledge by asking the following questions: ➢ How many types of transmission medium are there? ➢ What do you know about computer network?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 1: **"Networks and Communications",** page no. **7, 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. server, client, centralized, control, manages, resources provides, services device, document, generally, basis, covered, discussed, local area network, 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. 7"** picture of networking and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about networking. **Activity 2:** • Ask the students to look at the **"page no. 8"** picture of wire-based and wireless and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about transmission medium.	30 Minutes

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Class: 8 **Subject:** Computer

• Draw a computer server and client network map on board. Help them to understand this type of networks.	
Assessment: • Ask different questions from the students to assess their learning: ➢ Name the types of computer in a computer network. ➢ Define sever. ➢ Describe client. ➢ Name the types of computer network. ➢ What does LAN stand for? ➢ What is local area network? ➢ What is the simplest form of networking?	5 Minutes
Homework: • Learn and revise important information and definitions of server, client and LAN. • Write difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Daily Lesson Plan

Topic(s): Lab Activity **Period (s) / Time:** 1 / 25 min **Term:** 1st **Week:** 3 **Day:** 3	
Students' Learning Objectives: By the end of the session, the students will be able to: • understand how to make a simple networking between two computers. • identify the different transmission medium and their work.	
Equipment & Material Required: Textbook, Whiteboard, Board Marker, Duster	**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. • Check their previous knowledge by asking the following questions: ➢ How can we send and receive data? ➢ Name different types of Networks and Communications.	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to make a simple networking between two computers. • Tell the students how we can exchange the data from one device to another. • Show them the components of wire-based medium work (a twisted pair cable, coaxial cable, and fiber-optic cable). • Show them the components of wireless medium work (infrared, radio signal, microwaves). • Tell the students how a wire-based and wireless device work.	18 Minutes
Assessment: In order to assess the students, ask them: • What is the difference between wire-based and wireless device networking? • How can we make a simple networking?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): Computer Security Threats
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:

- define the following terms:
  - Virus
  - Worm
  - Adware
  - Hacker

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

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary**

Threats, Virus, Worm, Adware, Hacker, Illegally, Disrupt

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit and topic name. • Tell students about different computer security threats. • Explain the students that how these security threats damage the computer hardware and software.	5 Minutes
Development **Model Reading:** • Do the model reading of the Unit 2, Topic: Computer Security Threats (pg. # 22-24) before "Causes of Spreading Viruses, Worms, and Adware" in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. threats, virus, worm, adware, hacker, illegally, disrupt, 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. **Group:** Students will share their experiences about different security threats they have to face when they use computers in a group activity.	
Sum up: Sum up the lesson by retelling the important information and definitions of important terms about computer security threats.	3 Minutes
Assessment: Ask the students about the difference between different security threats.	2 Minutes
Homework: Learn and revise important information and definitions of important terms about computer security threats. **Online Assignment:** Students will find more information about different computer security threats.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): Causes of Spreading Viruses, Worms, and Adware

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:

- know that a virus, worm and adware can spread through:
  - Infected flash drives and floppy disks.
  - E-mail attachments.
  - Surfing insecure websites.
  - Installing pirated software.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Pirated Software, Simultaneously, Illegal Copy, Insecure Website

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Introduce the students with the topic name. • Tell the students about the causes of spreading viruses, worms, and adware. • Explain them about how these causes affect the computer working and data. • Give them demonstration on computer by using any infected flash drive.	5 Minutes
<u>Development</u> **Model Reading:** • Do the model reading of the Unit 2, Topic: Causes of Spreading Viruses, Worms, and Adware (pg. # 24-26) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. pirated software, simultaneously, illegal copy, insecure website, etc. • Explain the meanings of new terms.	30 Minutes

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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 retelling the important information and definitions of important terms about causes of spreading viruses, worms and adware.	3 Minutes
Assessment: Ask the students that what happens if we insert an infected flash drive to the computer.	2 Minutes
Homework: Learn and revise important information and definitions of important terms about causes of spreading viruses, worms and adware. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Daily Lesson Plan

Topic(s): Revision

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:

- recall the previously learned concepts.

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: • Tell the students that they are going to revise the lesson. • Ask them some questions to check their previous knowledge. ➢ What happens if we insert an infected flash drive to the computer?	5 Minutes
Development **Model Reading:** • Do the model reading of the unit in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms. • Explain the meanings of new terms. **Practice Activities** • Recall the concepts in which students are facing still difficulties.	15 Minutes
Sum up: Sum up the lesson by retelling all the concepts of the unit.	3 Minutes
Assessment: Assess the students by asking topic related questions.	2 Minutes

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Class: 8 **Subject:** Computer

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

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Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): Exercise
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:

- solve the 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 brainstorming activity: ➢ What is surfing? ➢ Define insecure websites.	5 Minutes
<u>Development</u> **Model Reading:** • Help the students to solve exercise questions 1, 2, and 6 on their textbooks, page # 32-34. **Group:** Students will perform Lab Activity (Antivirus Software) given on textbook page # 34 in the lab.	30 Minutes
Sum up: Sum up the lesson by retelling the answers of the questions.	3 Minutes
Assessment: Ask the students about the updating AVG Antivirus.	2 Minutes
Homework: Learn and write the exercise in their notebooks.	

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Class: 8 **Subject:** Computer

Online Assignment: Students will find more information about different computer security threats.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): Exercise
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:

- solve the 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 brainstorming activity: ➢ Why we scan the computer regularly to keep it safe from different types of viruses, worms, adware, etc.? ➢ What happens if we insert an infected flash drive to the computer?	5 Minutes
<u>Development</u> **Model Reading:** • Do the model reading of the questions 3, 4 and 5 of exercise in a loud voice. • Tell them the correct answers of the questions. **<u>Practice Activities</u>** • Recall the concepts in which students are facing still difficulties.	15 Minutes
Sum up: Sum up the lesson by retelling answers of the questions.	3 Minutes
Assessment: Assess the students by asking different questions of the exercise.	2 Minutes

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Class: 8 **Subject:** Computer

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

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Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): Work Sheet Elements Columns + Data Manipulation In Cells/Range of Cells

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:

- learn worksheet elements:
  - columns, rows, cells, cell address.
- know that a data manipulation in cells/range of cells:
  - entering data, editing ,sorting, deleting, etc.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary**

Columns, Rows, Cell, Cell Address, Data Manipulation Entering, Editing, Sorting, Deleting

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit and topic name. • Tell students about the column heading, rows, cell and cell address. • Explain the students that data manipulation performs different functions.	5 Minutes
Development **Model Reading:** • Do the model reading of the Unit 3, Topic: Work Sheet Elements Columns + Data Manipulation in Cells/Range of Cells (pg. # 41-43) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. columns, rows, cell, cell address, data manipulation entering, editing, sorting, deleting, etc. • Explain the meanings of new terms.	30 Minutes

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• Explain worksheet elements columns (column, rows, cell, and cell address). • Tell them about data manipulation to perform different operations. **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. **Group:** Students will practise in excel work book how to make columns, rows, cell and cell address.	
Sum up: Sum up the lesson by retelling the important information and definitions of important terms about worksheet elements and data manipulation in cells/range of cells.	3 Minutes
Assessment: Ask the students different questions to assess their learning: • What will do when text that you have typed is longer than the cell width? • Define range of cell.	2 Minutes
Homework: Learn and revise important information and definitions of important terms of today's lesson. **Online Assignment:** Students will find more about active cell and formula bar.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): Auto Filling Data + Auto Filling Data in a Series
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:

- know and explain auto filling data.
- define auto filling data in a series.

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

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Auto Fill, Fill Handle, Data, Series

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Introduce the students with the topic name. • Tell the students about entering data by using formula bar. • Give them demonstration on computer by using any excel workbook.	5 Minutes
Development **Model Reading:** • Do the model reading of the Unit 3, Topic: Auto Filling Data + Auto Filling Data in a Series (pg. # 44-45) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. Auto fill, fill handle, data, series, etc. • Explain the meanings of new terms. • Explain them auto filling data. • Tell them auto fill can also be used to create a series of numbers, dates or text based pattern.	30 Minutes

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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 retelling the important information and definitions of important terms about auto filling data and auto filling data in a series.	3 Minutes
Assessment: Ask the students that what we do if we want insert in the excel series like 2, 4, 6, 8 …….etc.	2 Minutes
Homework: Learn and revise important information and definitions of important terms about causes of spreading viruses, worms and adware. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): Revision
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:

- recall the previously learned concepts.

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: • Tell the students that they are going to revise the lesson. • Ask them some questions to check their previous knowledge. ➢ Define spread sheet. ➢ What is the difference between worksheet and workbook?	5 Minutes
Development **Model Reading:** • Do the model reading of the unit in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms. • Explain the meanings of new terms. **Practice Activities** • Recall the concepts in which students are facing still difficulties.	15 Minutes
Sum up: Sum up the lesson by retelling all the concepts of the unit.	3 Minutes

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Assessment: Assess the students by asking topic related questions.	2 Minutes
Homework: Learn and revise today's lesson. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): Formatting Worksheet Elements (Selecting Text, Cell/ Range of Cells and whole Worksheet)

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:

- learn how to select a cell/range of cells to cut/copy and paste 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:**

Cutting, Pasting, Copying, Home Tab, Clipboard

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit and topic name. • Tell students about what they are going to learn today.	5 Minutes
Development **Model Reading:** • Do the model reading of the Unit 3, Topic**:** Formatting Worksheet Elements (Selecting Text, Cell/ Range of Cells and whole Worksheet) • (pg. # 60-63) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. cutting, pasting, copying, home tab, clipboard etc. • Explain the meanings of new terms. • Explain how to select a cell/range of cells to cut/copy and paste text. • Tell them about the steps of how to select a cell/range of cells to cut/copy and paste text. **Practice Activities**	30 Minutes

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• 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. **Activity:** Students will use computer, Lab Activity given on textbook, pg. #60-63 in the lab.	
Sum up: • Sum up the lesson by retelling the important information formatting worksheet elements.	3 Minutes
Assessment: Ask the students different questions of today's lesson.	2 Minutes
Homework: Learn and revise important information and definitions of important terms of today's lesson. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): Formatting Text
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:

- learn how to format 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:**

Formatting Text, Font, Font Size, Font Style, Font Colour, Text Alignment,

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Introduce the students with the topic name. • Tell the students about format text. • Give them demonstration on computer by using different fonts, styles and colours in a text to make the appearance of the worksheet attractive and beautiful.	5 Minutes
<u>Development</u> **Model Reading:** • Do the model reading of the Unit 3, Topic: Formatting Text (pg. # 63-65) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. formatting text, font, font size, font style, font colour, text alignment etc. • Define and explain formatting text. • Define the steps of : ➢ Font and changing font ➢ Font size and changing font size	30 Minutes

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➢ Font style and changing font style ➢ Font colour and changing font colour ➢ Text alignment and changing text alignment **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. **Activity:** Students will use computer, Lab Activity given on textbook, pg. # 63-65 in the lab.	
Sum up Sum up the lesson by retelling the important information about formatting text.	3 Minutes
Assessment: Ask the students different questions to assess their learning: • What is the difference between font size and font style.	2 Minutes
Homework: Learn and revise today lesson. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): Borders and Shading- Inserting New Rows/Columns
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:

- explain how to apply borders and shading.
- learn to insert new rows/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:**

Border, Shading, Solid Colours, Specific Patterns, Theme Colours, Rows, Columns

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Introduce the students with the topic name. • Tell the students about • Give them demonstration on computer by using excel workbook how to apply borders and shading to cells by filling them with solid colours or specific patterns.	5 Minutes
Development **Model Reading:** • Do the model reading of the Unit 3, Topic: Borders and Shading- Inserting New Rows/Columns (pg. # 65-68) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. border, shading, solid colours, specific patterns, theme colours, rows, columns etc. • Explain them the steps of applying borders and shading. • Tell them how to insert rows/columns on a excel workbook. **Practice Activities**	15 Minutes

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• Recall the concepts in which students are facing still difficulties. **Activity:** • Students will use computer, Lab Activity given on textbook, pg. #65-68 in the lab.	
Sum up: Sum up the lesson by retelling all the concepts of the unit.	3 Minutes
Assessment: Assess the students by asking topic related questions.	2 Minutes
Homework: Learn and revise today's lesson. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): Inserting Charts
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:

- define and explain inserting chart and column chart.
- learn to know inserting column chart and line chart.

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

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary**

Charts, Visual, Representation, Data, Excel, Analyze, Apparent

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 font colour.	5 Minutes
<u>Development</u> **Model Reading:** • Do the model reading of the Unit 3, Topic: Inserting charts (pg. # 69-70) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. charts, visual, representation, data, excel, analyze, apparent etc. • Tell them the definitions of new terms. • **<u>Practice Activities:</u>** • After doing model reading of the topic. • Tell them to learn how to use chart to inset a column chart and line chart. • Explain them the steps of inserting charts and define line chart.	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 Inserting chart given on textbook, pg. # 69-70 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 inserting chart.	2 Minutes
Homework: Learn the today's work. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): Inserting Line Chart
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 inserting line chart.

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

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Line Chart, Design, Worksheet

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Brainstorm the students, ask the following questions. ➢ Define line chart. • 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 Line Chat (pg. # 71) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. line chart, design, worksheet etc. • Explain the meanings of new terms. **Practice Activities:** • After doing model reading of the topic. • Tell them to learn how to use chart wizard to insert a line chart. • Explain them the steps of inserting line chart. **Activity:** Students will perform Lab Activity Inserting Line Chart given on textbook, pg. # 71 in	30 Minutes

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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 are the steps of inserting line chart?	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: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): Pie Chart
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:

- know to learn inserting pie chart.

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 charts.	5 Minutes
Development • Do the model reading of the Unit 3, Topic: Inserting Pie Chart (pg. # 72) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms. **Activity:** Students will perform Lab Activity given on textbook, pg. # 71 in the lab	15 Minutes
Sum up: Sum up the lesson by revising the important points of pg # 69-72.	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:**	

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Class: 8 **Subject:** Computer

Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 3- Exercise
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:

- 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: • Introduce the students with the exercise. • Tell them they are going to solve the exercise. • Check their previous knowledge by asking the following questions: ➢ Define pie chart.	5 Minutes
Development **Model Reading:** • Do the model reading of the questions 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:** **Following are the answers/solutions of the Q # 1-3.** **Q # 1:** **i.** **a)** Excel **ii.** **b)** Row **iii. c)** Letter **iv. a)** Number **v. d)** Name Box **vi.** **c)** Top-left **vii.** **a)** Quick Access Toolbar **viii. c)** Ribbon **ix. b)** Group **x.** **a)** Excel **xi.** **b)** 16382 **xii c)** MIN (A2:A7) **xiii. b)** E8:F9 **xiv.** **a)** N1 to N50 **xv. d)**= Average (A1:A5)	30 Minutes

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Q # 2:

i. Cell **ii.** Active **iii.** Range
vi. Sheet Tabs **v.** Function **vi.** Maximum
vii. Sqrt **viii.** Chart **ix.** Font
x. Calculations

Q # 3:

i. **Spreadsheet:** is a file that stores data in horizontal rows and vertical columns.
ii. **Cell Address:** is the combination of column letter and row number.
iii. **Auto Filling Data:** feature copies content of a cell or range into an adjacent cell or range.
iv. **Function:** is a built-in-formula that comes with a spreadsheet program.
v. **Text Alignment:** is the way in which text is placed between the margins of a cell.
vi. **Data Manipulation:** means to perform different operations on data such as entering, editing, sorting, deleting, etc.
vii. **Formatting:** is used to enhance the appearance of spreadsheet.
viii. **Charts:** are used for the visual representation of data.

Activity:
Students will use computer, Lab Activity given on textbook, pg. # 65-68 in the lab.

Sum up: 3 Minutes
Sum up the lesson by retelling the important information about the exercise.

Assessment: 2 Minutes
In order to assess the students , ask them:

- Define the worksheet.

Homework:
Learn the today's work.

Online Assignment:

Evaluation of Learning:

Evaluation of Teaching:

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Learning by Doing

Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 3 -Exercise
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 16 **Day:** 2

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

- answer the given questions of 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. ➢ Define workbook. • 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 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:** **Following are the answers/solutions of the Q # 5, 6, 7.** **Q # 5:** **i.** **Worksheet:** is a grid of cells. It consists of rows and columns. **Workbook:** is an Excel file which is a collection of related worksheets. When we start Excel, a file opens that is called a workbook.	30 Minutes

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ii. E3

iii. Each worksheet consist of 16, 384 columns and 10, 48, 576 rows. We enter data into the worksheets. We can rename the sheet tabs. It helps to identify the information in the sheets.

iv. Ctrl+c, Ctrl+v and then del

v. Sum = sum(D4:E7)

Q # 6:

i. Spreadsheet: is an excel …….. Spreadsheet software. (Pg. 36 3.1.1-3.1.2).

ii. Pg. 60-61, 3.2.1

iv. Pg. 67, 3.2.5

v. Pie chart pg. 72.

Q # 7:

i. e **ii**. j **iii**. a **iv**. h **v**. c **vi**. B vii. d viii. f ix. g x. i

Activity: Students will perform Lab Activity given on textbook, pg. # 77 in the lab.

1. Cell A9 is where column ----------intersects Row
2. Cell H59 is where column ----------intersects Row
3. Cell K236 is where column ----------intersects Row
4. Cell GK6538 is where column ----------intersects Row
5. Cell AKG1048565 is where column ----------intersects Row
6. Cell AA 02354 is where column ----------intersects Row

Sum up: 3 Minutes

Sum up the lesson by retelling the information about the today's lesson.

Assessment: 2 Minutes

In order to assess the students, ask them:

- Define data manipulation.

Homework:

Learn and revise the today lesson.

Online Assignment:

Evaluation of Learning:

Evaluation of Teaching:

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Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): -Unit 4 Problem- Solving-*Problem- Solving, Make a clear Statement of the Problem (p# 82)*
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:

- make a clear statement of the problem.

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

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary**

Problem Solving, Thinking, Identifying, Analyzing, Thirsty Crow

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: ➢	5 Minutes
<u>Development</u> **Model Reading:** • Do the model reading of the Unit 3, Topic: Problem Solving (pg. # 82-83) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. problem solving, thinking, identifying, analyzing, thirsty crow etc. • Tell them the definitions of new terms. • Define and explain problem solving. • Describe the steps of problem solving. **<u>Practice Activities:</u>** • After doing model reading of the topic. • Explain them about problem solving with example of thirsty crow.	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:** • Divide them into group. • Discuss different stories and identify and understand the problem clearly.	
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 problem solving.	2 Minutes
Homework: Learn the today's lesson. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 4 Problem- Solving- *Extract the Input, Process And Output from the Problem Statement (p# 82-83)*

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:

- extract the following from the problem statement.
- what is given- the input.
- what is required- the output.
- the processing requirements.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Extracting, Decompose

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Brainstorm the students, ask the following questions. ➢ Define the different phases of problem solving. • 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 4, Topic: (pg. # 82-83) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. extracting, decompose etc. • Explain the meanings of new terms. • Explain extract the input, process and output from the problem statement.	30 Minutes

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Class: 8 **Subject:** Computer

Practice Activities: • After doing model reading of the topic. • Help them to learn the basic parts of the extracting a problem.	
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: • Differentiate between input and output. • Define processing requirements.	2 Minutes
Homework: Learn and revise extract the input, process and output from the problem statement. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 4 Problem- Solving- *Flowcharting, Flow chart, Standard Flow chart Symbols(p# 83-85)*

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:

- define the flowchart.
- Identify the standard flowcharts symbols.
  - Terminal symbol,
  - Input/output symbol.
  - processing symbol.
  - flow lines.
  - decision symbol.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Flowcharting, Symbols, Diagrams, Graphical, Symbolic, Standardized, Sequence, Execution, Appropriate

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 flow charts.	5 Minutes
Development • Do the model reading of the Unit 4, Topic: Inserting Pie Chart (pg. # 83-85) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. flowcharting, symbols, diagrams, graphical, symbolic, standardized, sequence, execution, appropriate etc. • Define and explain flowchart.	15 Minutes

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Class: 8 **Subject:** Computer

Activity: Students will perform Lab Activity given on textbook, pg. # 83-85 in the lab	
Sum up: Sum up the lesson by revising the important points of flowcharting.	3 Minutes
Assessment: In order to assess the students, ask them topic related questions. • Define the terminal, Input/output, processing, decision symbol.	2 Minutes
Homework: Perform the learnt practical-skills at home (if computer is available) **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): -Unit 4 Problem- Solving-*(p# 85-89)*
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:

- draw different flowcharts to solve the problems.

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: ➢ Define flow lines.	5 Minutes
Development **Model Reading:** • Do the model reading of the Unit 4, Topic: (pg. # 85-89) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms. • Define and explain drawing a flowchart to solve problem. • Describe the steps of a flow chart to find product of five given numbers and sum and average of given five numbers. • Explain a flowchart to make tea, make an omelet, to display the larger one unit out of the two given numbers, to find the result of a paper, to find the area of rectangular region with given length and width, to find the area of circular region with given length and width, to convert temperature from Celsius to Fahrenheit, to convert temperature from Fahrenheit to Celsius. •	30 Minutes

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Class: 8 **Subject:** Computer

Practice Activities: • 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 given on textbook, pg. # 85-86 in the lab. • Divide them into group. • Help them to learn the steps of different flowcharts to solve the problem.	
Sum up: Sum up the lesson by retelling the important information about the different flowcharts.	3 Minutes
Assessment: In order to assess the students , ask them: • Describe the steps of a flowchart to make tea. • Describe the steps of a flowchart to find the result of a paper.	2 Minutes
Homework: Learn the today's lesson. Perform the learnt practical-skills at home (if computer is available) **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 4 Problem- Solving- Exercise *(p# 90-92)*
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:

- solve MCQs and fill in the blanks.
- answer the given questions of 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: • Introduce the students with the exercise. • Tell them they are going to solve the exercise.	5 Minutes
Development **Model Reading:** • Do the model reading of the questions 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: 1-3** **Q#1** **i.** d **ii.** b **iii.** d **iv.** b **v.** a **vi.** b **vii.** c **viii.** b **ix.** b **x.** d **xi.** a **xii.** c **xiii.** d **xiv.** b **Q#2** **i.** solution ii. time iii. identify iv. parallelogram v. process vi. Output vii. direction viii. symbol ix. decision x.	30 Minutes

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flowcharting **Q#3** i. Problem Solving: is a thinking process that involves identifying, analyzing and solving problems. ii. Problem Statement: In problem- solving, we must identify and understand the problems clearly. It helps a user to make a clear statement of the problem. iii. Flowchart: is a graphical or symbolic representation of a problem. iv. Decision Symbol: is used to test a conditional statement. v. Processing: is used to indicate a process such as a mathematical computation. **Activity:** Students will use computer, Lab Activity given on textbook, pg. # 87 in the lab.	
Sum up: Sum up the lesson by retelling the information about the exercise.	3 Minutes
Assessment: In order to assess the students, ask them: • Define decision. • Define flowchart.	2 Minutes
Homework: Learn and revise the exercise questions. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 4 Problem- Solving- Exercise *(p#92-)*

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:

- answer the given questions of the exercise.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

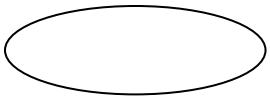
Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Brainstorm the students, ask the following questions. ➢ Define processing. • Praise the students appropriately whether the answer is correct or incorrect. • Motivate the students to trigger their contribution.	5 Minutes
Development • Do the model reading of the questions 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 4-6** **Q#4** **i.** **Pg 85.** **ii.** **Input:** is such element of the problem statement that we give to the computer as raw material to solve the problem. It is also data or known facts.	15 Minutes

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iii. Terminal Symbol:



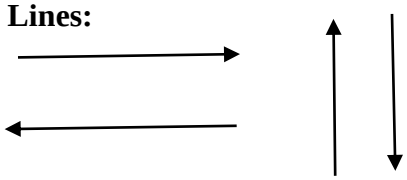
Input/ Output Symbol:



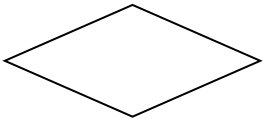
Processing Symbol:



Flow Lines:



Decision Symbol:



iv. Pg 82 -83

v. Flow lines are used to link together all flowchart symbols.
Flow lines also indicate the flow of operations.

Q#5

Pg. 94.

i. Problem can decompose it into three parts.

1. What is given in the problem statement-**Input**
2. What actions are required to get the results with the help of input- **Processing requirements**
3. What is required-**Output**

ii. **Problem Solving**: is a thinking process that involves identifying, analyzing and solving problems.

Phases of Problem Solving

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Step 1- Identify the problem
Step 2- Explore the information
Step 3- Select the best idea
Step 4- Build and test the idea
Step 5- Evaluate the results

iii. Advantages of flowchart

The following are some benefits of drawing flowcharts.
It helps in understanding the logic of the problem solving processes.
It gives the pictorial representation of the processes involved in the problem solution.
It shows the flow processes in a sequential manner.

iv. Pg 84

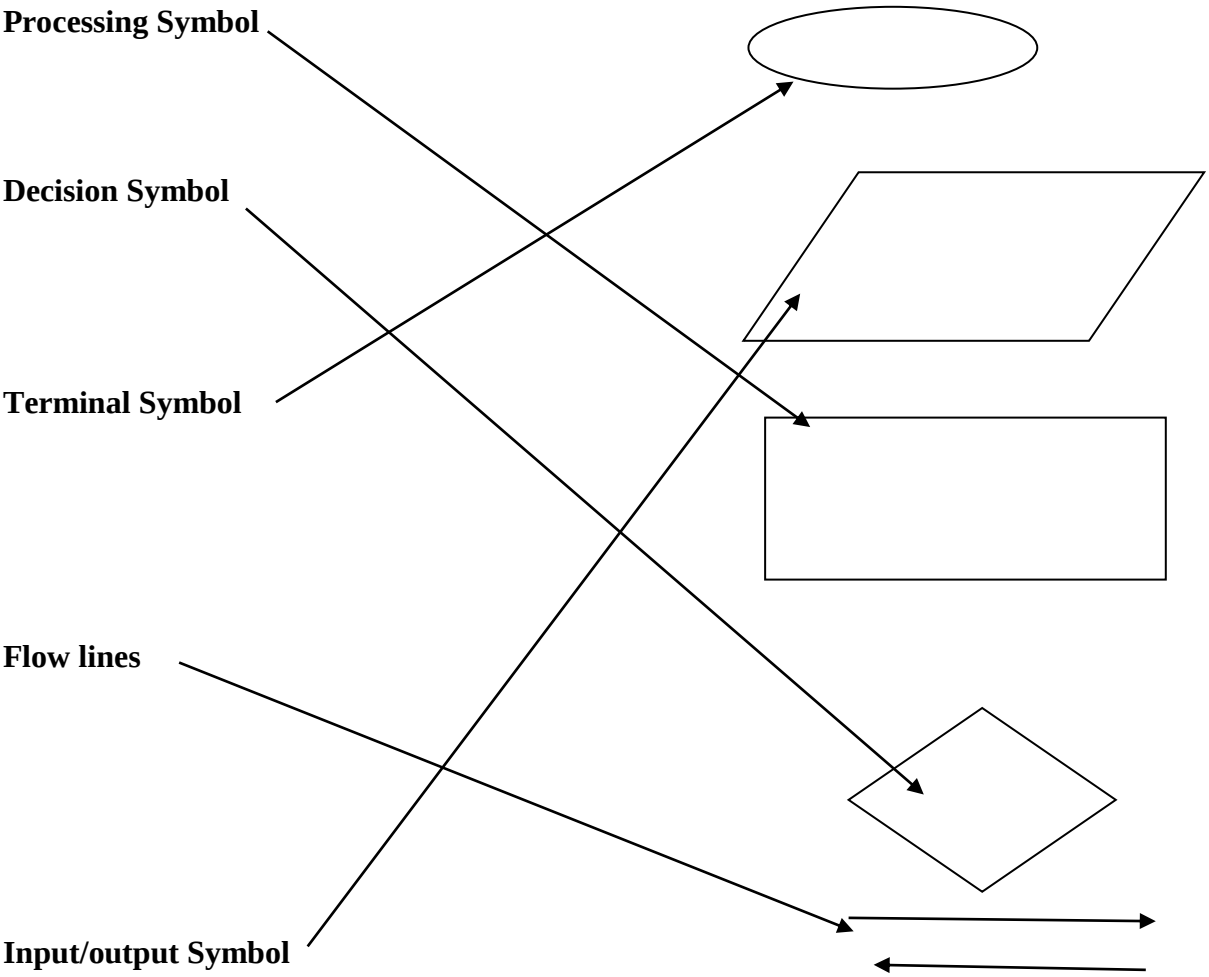
Terminal symbol----------decision symbol.

Q#6

i. d **ii.** a **iii.** b **iv**. j **v**. c **vi.** e **vii.** h **viii.** f **ix.** g **x.** i

Activity :Pg 94

Matching the statements with their names.



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flowcharting **Q#3** i. Problem Solving: is a thinking process that involves identifying, analyzing and solving problems. ii. Problem Statement: In problem- solving, we must identify and understand the problems clearly. It helps a user to make a clear statement of the problem. iii. Flowchart: is a graphical or symbolic representation of a problem. iv. Decision Symbol: is used to test a conditional statement. v. Processing: is used to indicate a process such as a mathematical computation. **Activity:** Students will use computer, Lab Activity given on textbook, pg. # 87 in the lab.	
Sum up: Sum up the lesson by retelling the information about the exercise.	3 Minutes
Assessment: In order to assess the students, ask them: • Define decision. • Define flowchart.	2 Minutes
Homework: Learn and revise the exercise questions. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): -Unit 5 Computer Programming- *Introduction to Programming***,** *What is a Program***?,** *Difference Between a Variable and a Constant, Difference Between Syntax and Logical Error (p# 98-100)*

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:

- define program and programming language.
- differentiate between:
  - Constant and Variable.
  - Syntax and Logical error.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary**

Programming, Programming Language, Variable, Constant, Syntax Error, Logical Error, Instructions

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 computer programming. • Ask the following questions from the students as their warm up activity: ➢ What is the difference between problem solving and problem statement?	5 Minutes
<u>Development</u> **Model Reading:** • Do the model reading of the Unit 5, Topic: Introduction to Programming (pg. # 98-100) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. Programming, programming language, variable, constant, syntax error, logical error, instructions etc.	30 Minutes

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Class: 8 **Subject:** Computer

• Define and explain Programming. • Explain what is a program? • Describe the difference between a variable and a constant. • Tell the student difference between syntax and logical error. **Practice Activities:** • 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:** • Divide them into group. • Help them to learn the difference between a variable and a constant and a difference between syntax and logical error.	
Sum up: Sum up the lesson by retelling the important information about introduction to programming.	3 Minutes
Assessment: In order to assess the students , ask them: • What is a variable? • Define a constant.	2 Minutes
Homework: Learn the today's lesson. Perform the learnt practical-skills at home (if computer is available) **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 8 **Subject:** Computer

sDaily Lesson Plan

Topic(s): Unit 5- Computer Programming- *Arithmetic Expression, Arithmetic Operators, Assignment Operators, Relational Operators (p# 100-102)*

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:

- recognize an arithmetic expression know:
  - Arithmetic Operators.
  - Assignment Operators.
  - Relational Operators.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Arithmetic Expression, Arithmetic Operators, Assignment Operators, Relational Operators, Order of Precedence

Suggested Teaching Methodologies: Lecture ☐ Direct Method ☐ Demonstration ☐	**Time**
Pre-Reading Activities: After warm greetings: • Brainstorm the students, ask the following questions. • Differentiate between syntax and logical error. • 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: Arithmetic Expression (pg. # 100-102) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. arithmetic expression, arithmetic operators, assignment operators, relational Operators,	30 Minutes

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order of precedence etc. • Explain the meanings of new terms. • Explain the arithmetic expression. • Describe the arithmetic operators, assignment operators and relational Operators. **Practice Activities:** • After doing model reading of the topic. • Help them to learn the tables of page 100, 101 and 102. Students will perform Lab Activity given on textbook, pg. # 100-102 in the lab	
Sum up: Sum up the lesson by retelling the information about arithmetic expression.	3 Minutes
Assessment: In order to assess the students, ask them: • What is arithmetic operators? • Define order of precedence.	2 Minutes
Homework: Learn and revise arithmetic expression, arithmetic operators, assignment operators and relational Operators. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 5 - Computer Programming- *Programming in Basic, Types of Variable, Types of Constants (p# 102-105)*

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:

- explain the programming in basic.
- define the types of variables.
  - Numeric variables
  - String variables
- define the types of constants.
  - Numeric constants.
  - String constants.

Equipment & Material Required:

Textbook, Whiteboard, Board Marker, Duster, Computer

- **Value Developed:**

Love ☐
Responsibility ☐
Happiness ☐
Friendship ☐
Care ☐

- **Skills Developed:**

Speaking ☐ Reading ☐ Writing ☐ Observational ☐ Exploration ☐

- **Vocabulary:**

Programming in Basic, Numeric Variables, String Variables, Numeric Constants, String Constants

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 assignment operator.	5 Minutes
Development • Do the model reading of the Unit 5, Topic: Programming in Basic (pg. # 102-105) in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms e.g. programming in basic, Numeric variables, String variables, Numeric constants, String constants etc. • Define and explain programming in basic.	15 Minutes

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• Describe the structure of a Basic program. • Explain types of variables. • Tell them types of constants. **Activity:** Students will perform Lab Activity given on textbook, pg. # 103 in the lab	
Sum up: Sum up the lesson by revising the important points of programming in basic.	3 Minutes
Assessment: In order to assess the students, ask the question. • Define the numeric variables, string variables, numeric constants and string constants.	2 Minutes
Homework: Learn and revise programming in basic, Numeric variables, String variables, Numeric constants, String constants. Perform the learnt practical-skills at home (if computer is available) **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): -Unit 5-Computer Programming- *Exercise P# 114-116*

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

Week: 21 **Day:** 1

Students' Learning Objectives:

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

- answer the given questions of the exercise.
- 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: • Introduce the students with the exercise. • Tell them they are going to solve the exercise. • Ask the following questions from the students as their warm up activity: ➢ Define commands.	5 Minutes
Development **Model Reading:** • Do the model reading of the questions 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:** Following are the answers/solutions of the Q # 1-2. Solution Q # 1: i) a ii) b iii) a iv) a v) c vi) a vii) b viii) b ix) c x) b xi) a xii) d xiii) a xvi) d xv) c Solution Q # 2:	30 Minutes

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i) constant ii) string iii) double iv) left v) syntax vi) power vii) beginners All-purpose Symbolic code viii) statement ix) separate x) Run **Activity:** Students will use computer, Lab Activity given on textbook, pg. # 117-118 in the lab. • Divide them into group. • Write a program in GWBASIC to put weight of your five friends with their names. Find the average weight and produce the output. • Measure the length and width of top of your desk. Write a program to input the length and the width and calculate the area of the top of your desk. Print the area as output.	
Sum up: Sum up the lesson by retelling the important information about the exercise questions.	3 Minutes
Assessment: In order to assess the students , ask them: • Define string variable. • What is programming?	2 Minutes
Homework: Learn and revise question 1 & 2. Perform the learnt practical-skills at home (if computer is available) **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 5-Computer Programming-Exercise *p# 116*

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

Week: 21 **Day:** 2

Students' Learning Objectives:

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

- answer the given questions of 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: • Introduce the students with the exercise. • Tell them they are going to solve the exercise. • Brainstorm the students, ask the following questions. ➢ Define Numeric variables.	5 Minutes
Development **Model Reading:** • Do the model reading of the questions 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**. **Program**: is a collection of instructions written in a computer language to perform a specific tasks. ii. **Arithmetic Expression**: An expression which contains constants, variables and arithmetic operators (+, -, *,/ , ^) called arithmetic expression. iii. **Programming Language**: is a mean of communication between a user and a computer. iv. **Statement**: Each instruction in GWBASIC program is called a statement.	30 Minutes

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v. **Assignment Operator:** (=) is used to assign a value to a variable or a constant. vi. **Variable:** is a location in memory where value is stored. vii. **Relational Expression:** An expression which may contains constants , variables and relational operators (>,<,=, < >, > =, < =) is called relational expression. viii. **LOAD command:** is used to load a file from the disk to memory and sometimes also called to run it. Q# i. **Program:** is a collection of instructions written in a computer language to perform a specific tasks. And **instruction** is the act or practice of imparting knowledge. ii. **Variable:** is a location in memory where value is stored and **Constant** is a quantity whose value does not change during the execution of a program. iii. CLS command is used to clear the screen. iv. An error which occurs due to writing an incorrect instruction is **syntax error.** The logical error occurs when the program follows a wrong logic though the syntax is correct. These are most difficult errors to locate. v. **READ** statement contains list of variables and **DATA** statement is used to assign values to the variables in READ statement. **Activity:** Students will use computer, Lab Activity given on textbook, pg. # 118-119 in the lab. • Write a program to read five variables using READ statements for five subjects i.e. English, Urdu, Maths. Science and Computer Education. Give data for these variables using DATA statement. Find the total of subject marks and print it.	
Sum up: Sum up the lesson by retelling the definition of important terms.	3 Minutes
Assessment: In order to assess the students, ask them: • What is LOAD command?	2 Minutes
Homework: Learn and revise questions 3 and 4. **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 8 **Subject:** Computer

Daily Lesson Plan

Topic(s): Unit 5-Computer Programming- Exercise *p# 116-117*

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

Week: 21 **Day:** 3

Students' Learning Objectives:

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

- answer the given questions of 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. ➢ Define Read and Data statements. • Praise the students appropriately whether the answer is correct or incorrect. • Motivate the students to trigger their contribution.	5 Minutes
Development • Do the model reading of the question 5 and 6 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# 5** i. pg 103 -104 ii. pg 101 iii. pg 103 iv. pg 105 v. pg 105 vi. a) pg 107, c) 107, e) 106, b) 107, d) 106	15 Minutes

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Q# 6 i. c ii. k iii. d iv. a v. b vi. h vii. c viii. b ix. f x. g **Activity:** Students will perform Lab Activity given on textbook, pg. # 116-117 in the lab.	
Sum up: Sum up the lesson by revising the important points of the computer programming.	3 Minutes
Assessment: In order to assess the students, ask them topic related questions. • What is the difference between a variable and a constant?	2 Minutes
Homework: Learn and revise : • Q 5 & 6. Perform the learnt practical-skills at home (if computer is available) **Online Assignment:**	
Evaluation of Learning:	
Evaluation of Teaching:	

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