Hello Computer!



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Daily Lesson Plans

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CLASS ONE

UNIT 1

"Know Your Computer"

Resources Required: Board, marker, duster, book, computer

Suggested Periods: 8 (40× 8 = 320 minutes)

SYNOPSIS

PERIODS	CLASS WORK	HOME WORK
1 + 2	Brain storming + reading of page # 5	Draw/Paste the pictures of different machines on note books
3+4+5	Brain storming + Activities of page # 6, 7, 8, 9	Draw a computer on note books
6+7	Exercises	Revise Unit 1 for test
8	Written Evaluation	

Learning Outcomes: The students will be able to understand that machines especially computers make our work easy and we should use machines very carefully.

Period 1 + 2

Suggested Time: (40 x 2 = 80)

Objective:

To enable the students to understand what is a machine and how it is useful.

Methodology:

a) Introduction:

The teacher will encourage the students to raise their hands and share what they do with their hands. He/She will draw a big hand on the board and encourage the students to write what they do with their hands and how their hands make their work easy.



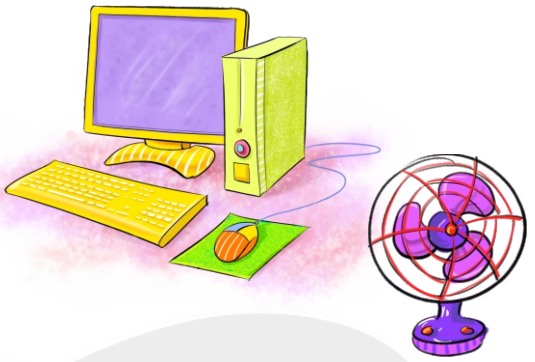
b) Development:

The teacher will encourage the students to imagine life without hands. He/She will now show them a rim of paper and ask them to cut or tear it with their hands. He/She will ask them if they do this task without using anything? He/She will elicit the responses on the board. The teacher will show them a nail an ask them to can they fix it in the wall by using their hands only or they need something for this purpose.

The teacher will elicit encourage the students to elicit their responses on the board. He/She will encourage the students to look around and name the things which make their work easy and are useful for them.

The teacher will tell the students that things which make our work easy are called machine.

He/She will draw two columns on the board and paste different picture in these columns. Nme the colums as “Mechanical Machines” Electronic Machines”.

Mechanical Machines	Electronic Machines
	

He/She will tell the students that mechanical machines are those which work with human or animals power, whereas electronic machines are those which work with electricity or fuel.

Now the teacher will encourage the students to name some mechanical and electronic machines.

Activity: (Role Play)

The students will be encouraged to do role play of the different machines. The teacher will encourage the students to name their favourite machine and share its uses. e.g.

Student 1:

Hello! I am a car. I run fast.

Student 2:

Hello! I am an aeroplane. I can fly.

Evaluation: From questioning

Q1: Have you seen that machines make our work easy?
Q2: Have you noticed different machines do different tasks?
Q3: Is computer a machine?
Q4: Different machines have different shapes. Comment.

Homework:

Draw/Paste the pictures of different machines on the notebook.

Wrap-up:

With the recap of the main points.

Message:

We should be thankful to Allah for enabling us to be creative and innovative. Man has made different machines to make his life comfortable. we should use machines carefully to avoid any accidents

Period 3 + 4 + 5

Suggested Time: (40 x 3 = 120)

Objective:

- To enable the students to understand that a computer is a useful machine.

Methodology:

a) Introduction:

The teacher will encourage the students to share what is a machine and how is it useful. He/She will also encourage them to write trhe names of some mechanical and elctronic machines.

b) Development:

The teacher will now show a computer or a picture of a comuter to the students and ask them is this a machine? He/She will encourage them to share why is it a machine? He/She will elicit the responses of the students on the board. He/She will tell the students that a comuter is ana electronic machine which can draw pictures, soolve sums, play games and send messages.

The teacher will write different numbers on the board

325, 141. 200, 52, 965, 421, 500, 900, 450, 50, 950, 32

He/She will cover the numbers ad ask the students to add these within a second. He/She will tell them that we cannot do that but a computer can do it. He/She will tell them that ac computer is also called a Personal Computer or PC.

Reading of page # 6 will be done.

Activities:

1. Activities given on page # 6, 7, 8, 9 will be done.
2. Comparison of human with T. Chart.

Human		Computer
• Get tired • Make mistakes		• Never get tired • Never make mistakes

Evaluation: From questioning

Homework:

Try to draw a computer on your notebook.

Wrap up:

With the recap of the main points:

A computer is an electronic machine.

A computer can draw pictures.

A computer can add numbers.

A computer can send messages.

Message:

We should know how to operate a computer as it is the fastest and easiest way to learn new things.

Solution of Activities:



Activity 1 (page 7)

The above activity and earlier discussion on machines and non machines should lead the students comfortably to the activity given on page 7 regarding machines and non machines, This activity can now be done by the students individually.

Tick ( ) machines and cross ( ) non machines in the following scene.

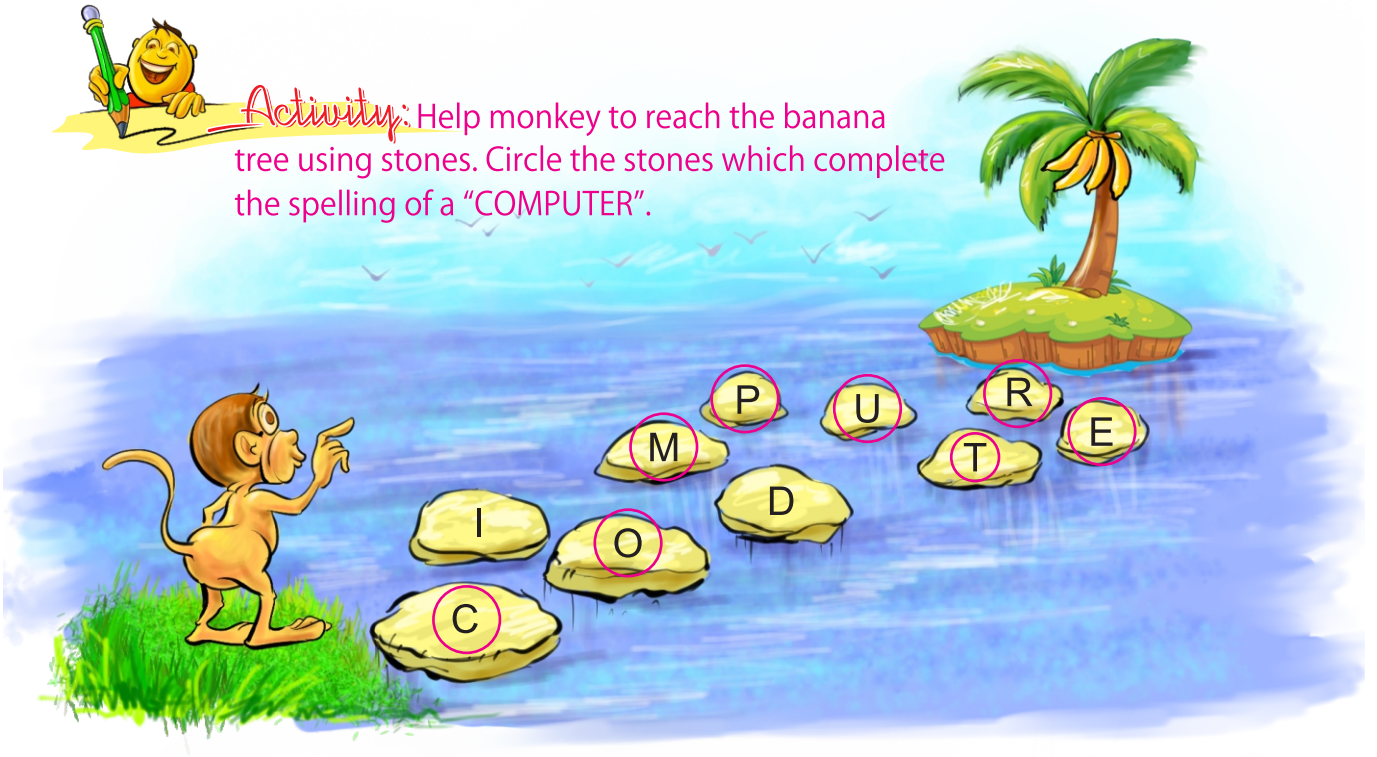
Machines

Fan, Air Conditioner, Computer, Television, Telephone, Vacuum cleaner, Refrigerator, Clock

Non machines

Computer table, Cabinet, Books, Plant, Plant container, Kid, Window, Walls, Floor

Activity 2 (Page 8)



Activity 3 (Page 8)



Period 6 + 7

Suggested Time: (40 x 2 = 80 minutes)

Objective:

To enable the students to exhibit their learning in writing.

Methodology:

a) Introduction:

The teacher will encourage the students to share their learning regarding the lesson..

b) Development:

The teacher will introduce Q1, Q2, and Q3 given on page # 9 of the book on the board and encourage the students to answer these questions. After correction, they will complete their book page.

Evaluation:

From the written work.

Home work:

Prepare unit for test.

Activity:

The first one to complete the task will be declared as the teacher aid and the leader of the class.

Wrap-up:

With the display of most neatly done work.

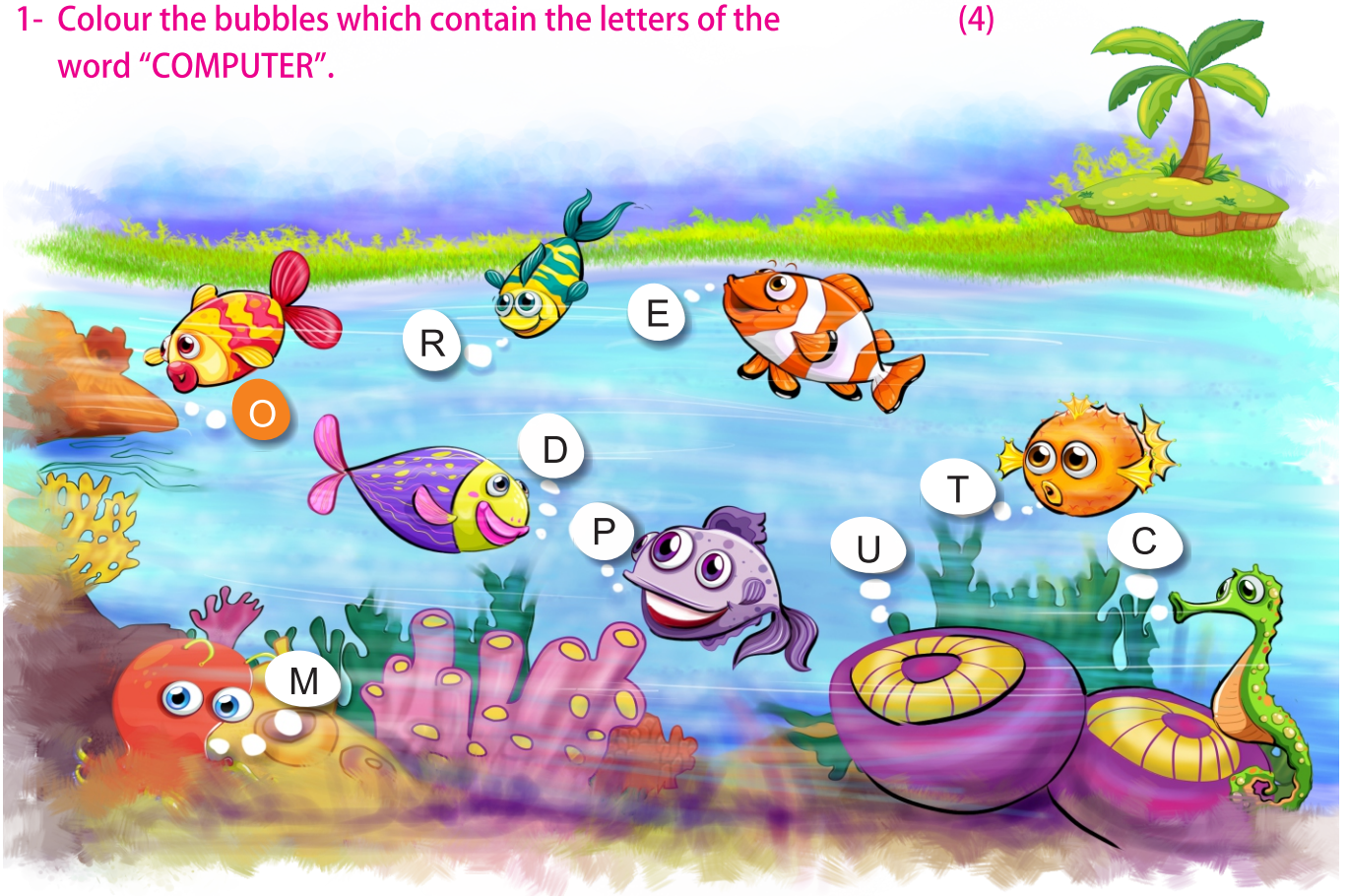
Period 8

Suggested Time: (40 minutes)

Objective:

will be utilized for written evaluation.

1- Colour the bubbles which contain the letters of the word "COMPUTER". (4)



2 - Complete the dialogues with the appropriate words. (6)



Teacher: What is it?

Student: It is a television.

It is a machine.



Teacher: What is it?

Student: It is .....

.....



Teacher: What is it?

Student: It is .....

.....

Solution of exercise page # 9:

Q1: Write T for true and F for the false statement.

a. F

b. F

c. T

d. F

Q2: Fill in the blanks using the given words.

a. time

b. electronic

c. runs

d. computer.

Q3: Colour the machines and name them.

a. Juicer/Blender

b. Computer

c. Refrigerator

CLASS ONE

UNIT 2

"Uses of a Computer"

Resources Required: Board, marker, duster, book, computer

Suggested Periods: 7 (40× 7 = 280 minutes)

SYNOPSIS

PERIODS	CLASS WORK	HOME WORK
1 + 2	Brain storming + reading of page # 12+13 Activities of page 12+13	Read page # 12 and 13
3+4	Brain storming + Activities of page # 13+14	Draw a computer and write its uses on its screen.
5+6	Exercises	Prepare unit for the written evaluation
7	Written Evaluation	

Learning Outcomes: The students will be able to understand that they can use the computer for writing texts, playing games, sending messages, solving mathematical problems and enjoying music and movies.

Period 1 + 2

Suggested Time: (40 x 2 = 80 minutes)

Objective:

To enable the students to understand the uses of a computer.

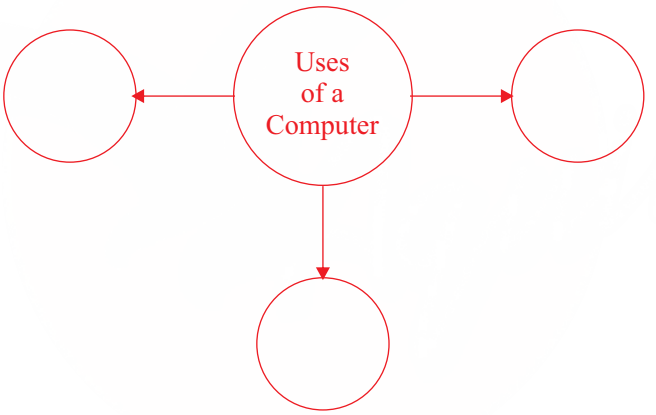
To enable the students to play a game on a computer

To enable the students to draw a picture on a computer.

Methodology:

a) Introduction:

The teacher will write the word "Computer" on the board and encourage the students to share what can they do with the help of a computer. He/She will draw a bubble mao an ask the students to write the uses of a computer in the bubble map.



b) Development:

The teacher will ask different students about their favourite games and elicit their respones on the board.

He/She will now ask them have they played games on a computer. He/She will tell them they can play variety of games on a computer. For example cricket, football, car racing, chess, etc.

He/She will display some games on a computer. He/She will ask the students do they like to draw pictures. Ask the students to draw anything they like on their notebook. Now the teacher will tell the students they can also draw the same picture on a computer too. He/She will display the drawing on a computer.

Activities:

1. Perform the activities given on page # 11 and 12.

2. The teacher will hold a drawing competition and encourage the students to draw a colourful computer.

3. The teacher will encourage the students to compare hand made drawing with the computer drawing. It will be done on the board with the help of T-Chart.

Hand made Drawing	Computer made Drawing

Evaluation:

From activities.

Homework:

Revise page # 11 and 12.

Wrap up:

With the main points of the lesson.

We can play different games on a computer.

We can draw different pictures on a computer.

Period 3 + 4

Suggested Time: (40 x 2 = 80 minutes)

Objective:

To enable the students to understand that a computer can solve mathematical problems and they can write letters, poems, and stories on it.

To enable the students to understand that they can send and receive messages on a computer and can listen music and watch moves on it.

Methodology:

a) Introduction:

The teacher will show a calculator to the students and encourage them to share what they can do with it. He/She will also show them a picture of a typewriter and the students have they seen it.

b) Development:

The teacher will tell the students that a computer is a refined form of a calculator and typewriter.
We can solve mathematical problems, we can write letters, poems, and stories on it. The teacher will ask the students what they know about text messages and e-mail. He/She will tell the students that a computer also helps us in sending and receiving messages. Now He/She will encourage the students to share what they can do more with a computer. He/She will play some music on his/her mobile and tell the students that they can listen music and watch movies on a computer.

Activities:

The teacher will take the students in the computer lab and will have practical demonstration of the uses of a computer.
The teacher will go through page # 13 and 14 of the book and encourage the students to solve short activity cards.

Role Play:

The students will do the role play. They will act like a computer and explain what can they do.

Evaluation:

From practical activities.

Homework:

The teacher will encourage the students to draw a computer on their notebooks and write on its screen what they can do with it.

Wrap up:

With the main points of the lesson.
A computr can be used to play different games.
We cab draw and colour pictures on a computer.
We can solve mathematical problems on a computer.
We can write letters, poems, and stories on a computer.
We can send and receive messages on a comoputer.
We can listen music and watch movies on a computer.

Message:

The teacher will motivate the students to understand that a computer is a useful machine. We can take bebgfits from it, if use it properly.

Period 5 + 6

Suggested Time: (40 x 2 = 80 minutes)

Objective:

To enable the students to exhibit their learning in writing.

Methodology:

a) Introduction:

The teacher will encourage the students to share their learning regarding the lesson.

b) Development:

One by one the teacher will introduce Q1, Q2, and Q3 given on page # 15 of the book on the board and encourage the students to answer these. After correction they will complete their book page.

Evaluation:

From the written.

b) Homework:

Prepare unit for test.

Activities:

The first one to compete the task will be declared as “the teacher aid and leader of the class.”

Wrap up:

With the main points of the lesson.

With the display of the most neatly done work.

Period 7

Suggested Time: (40 minutes)

Objective:

will be utilized for written evaluation.

Student's Worksheet

Total Marks: 10

Name:..... Marks:.....

1. What are the students doing on the computer. (8)



What is Aslam doing on the computer?

Aslam is .....



What is Amina doing on the computer?

Amina is .....



What is Ali doing on the computer?

Ali is .....



What is Shahid doing on the computer?

Shahid is .....

2. Match the words which show a use of the computer. (2)

1.	play	music
2.	draw	stories
3.	listen	games
4.	write	pictures

Solution of exercise page # 15:

Q1: Write T for true and F for the false statement.

a. T

b. F

c. F

d. T

e. T

Q2: Fill in the blanks using the given words.

a. type

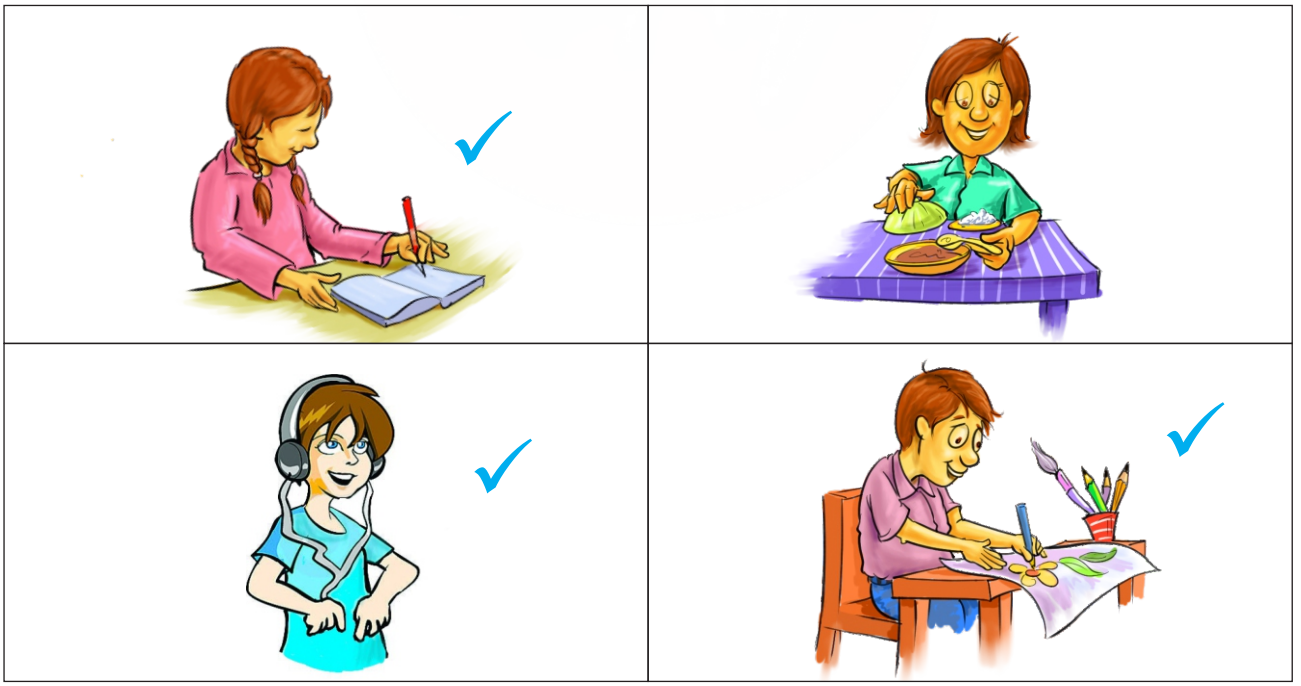
b. message

c. book

d. calculator

e. solve

Q2: Tick the boxes next to the tasks which you can do using a computer.



CLASS ONE

UNIT 3

"Parts of a Computer"

Resources Required: board, marker, duster, book, computer
Suggested Periods: 5 (40× 5 = 200 minutes)

SYNOPSIS

PERIODS	CLASS WORK	HOME WORK
1 + 2	Brain storming + reading	Cut different parts of a computer with the help of coloured papers and paste on notebooks.
3+4	Book Work	Prepare unit formation evaluation
5	Written Evaluation	

Learning Outcomes: The students will be able to recognize different parts of a computer and understand their uses.

Period 1 + 2

Suggested Time: (40 x 2 = 80 minutes)

Objective:

To enable the students to recognize the different parts of a computer and their uses.

Methodology:

a) Introduction:

The teacher will encourage the students to name different parts of their body and also name their uses.

b) Development:

The teacher will tell the students that like our body a computer also consisted of different parts and all the parts have different jobs or functions to do.

He/She will show them a monitor and encourage them to share what does a monitor looks like. He/She will tell the students that a monitor looks like a T.V and they can see movies, pictures, words and numbers on it.

The teacher will show them a keyboard and encourage them to describe its shape. The teacher will ask them to touch its buttons. He/She will tell them that these buttons are called keys and these keys are used to type words and numbers.

The teacher will show the system unit to the students and encourage them to describe its shape.

He/She will tell the students that this box helps a computer to work. It also contains the buttons that enables a computer to get start working. The teacher will also tell them it is the brain of a computer.

The teacher will now show a mouse to the students and encourage them to compare it with a real mouse.

He/She will tell and show them that a mouse is used to move a pointer and select icon on the screen.

Reading of page # 17 will be done.

Activities:

Page # 18 will be done by the students.

The students will do the role play of the different parts of a computer.

Evaluation:

From Activities

Home Work:

Cut different parts of a computer with the help of a coloured paper and paste these on your note book.

Wrape-up:

The students will be encouraged to recap the lesson.

PERIOD 3+4

Time required: (40×2=80)

Objective:

To enable the students to express their learning regarding the unit in writing.

Methodology:

a) Introduction:

The teacher will encourage the students to share their experience regarding different shapes and sizes of the computers.

b) Development:

The teacher will introduce book exercise on the bord and encourage the students to solve it on the board. After correction, the students will complete their book page.

Activity:

The first one to complete the task will be declared as "the teacher aid."

Evaluation:

From the written work.

Homework:

Prepare unit for evaluation.

Wrap up:

With the main points of the lesson.

With the display of the most neatly done work.

Period 5

Suggested Time: (40 minutes)

Objective: Will be utilized for written evaluation.

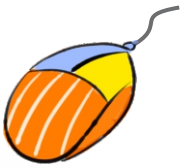
Student's Worksheet

Total Marks: 10

Name: ..... Marks: .....

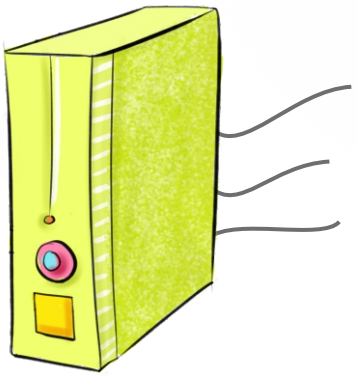
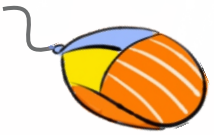
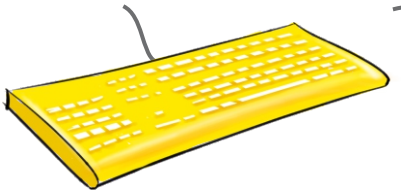
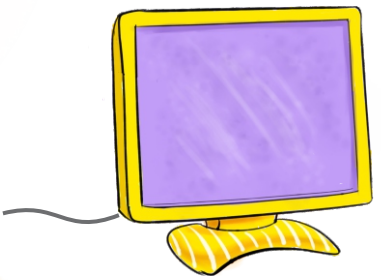
1. Complete the spellings of the computer parts and match them with their pictures. (4)



_S_ystem Unit	M_ou_s_e	M_o_ni_t_or	K_ey_b_oard

2. Join the wires to the correct place. (4)

3. Circle the parts of the computer from the words in the box below. (2)

Candy	Key	Rat	Cup	Board
Cat	Mouse	Blackboard	Phone	Monitor
Keyboard	Peacock	Cupboard	System unit	Pen

Solution of exercise page # 19:

Q1: Write T for true and F for the false statement.

a. T
b. F
c. F
d. T

Q2: Write T for true and F for the false statement.

a. Four
b. Words
c. Picture
d. Monitor

Q3: Write T for true and F for the false statement.

a. Keyboard
b Monitor
c Mouse
d. System unit

CLASS ONE

UNIT 4

"Mouse and Keyboard"

Resources Required: board, marker, duster, book, computer

Suggested Periods: 10 (40× 10 = 400 minutes)

SYNOPSIS

PERIODS	CLASS WORK	HOME WORK
1	Brain storming + reading of page # 5	Draw/Paste the pictures of different machines on note books
2+3	Brain storming + Activities of page # 6, 7, 8, 9	Draw a computer on note books
4+5	Exercises	Revise Unit 1 for test
6	Written Work	Do Q.4 for notebooks.
7+8	Brains Storming + reading of page # 26+27 and practical use of keyboard	Do Q.6 of page 30 of book.
9	Book Exercises	Prepare unit for evaluation
10	Written Evaluation	

Learning Outcomes: The students will be able to hold a mouse properly and use it for clicking, double clicking and dragging. They will be able to understand the use of a keyboard.

UNIT 4 : PERIOD 1

Time required: 40 min

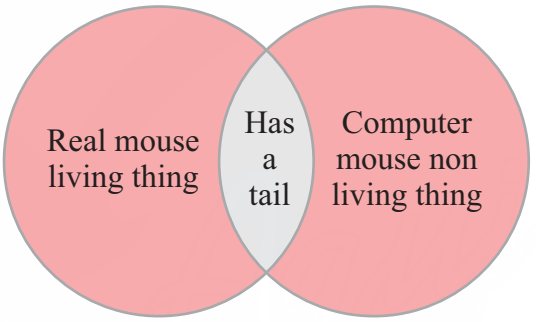
Objective:

To enable the students to understand of what is a mouse for what purpose is used for and how is it used.

Methodology:

a) Introduction:

The teacher will show a picture of a real mouse and a computer mouse to the students and encourage them to compare these. He/She will encourage them to find out the similarities and differences between the real mouse and the mouse of the computer with the help of a Venn diagram.



b) Development:

The teacher will encourage the students to understand that some parts of a computer mouse look like a real mouse i.e. the tail of the real mouse. look like the cable of the computer mouse. The ears of the real mouse of a computer.

The teacher will encourage the sudents to share why does a computer mouse is called a mouse. The teacher will show the students thata mouse is used to move a pointer and select icons on the screen.

Activity:

The teacher will encourage the students to hold a mouse in their hands and learn the names of its different parts.

He/She will also encourage them to do activity given on page # 21.

Evaluation:

From questioning.

Home work:

Draw a computer mouse on your note book and colour it.

Wrap-up:

With the recap of the main points.

- A mouse is used to move a pointer and select icons on the screen.
- A computer mouse is called a mouse because i looks like a real mouse.

PERIOD 2+3

Time required: 40 min

Objective:

To enable the students to hold and use a computer mouse properly.

To enable the students to understand the function of different of different parts of a mouse.

To enable the students to learn mouse movement skills.

Methodology:

a) Introduction:

The teacher will encourage the students to share what they know about computer mouse.

b) Development:

The teacher will guide the students to hold the mouse between thumb, ring finger and little ginger.

The teacher will guide the students to put index finger on left button and middle finger on the right button.

He/She will tell the students to move the mouse to move the arrow on the scree. The teacher will tell the students that the arrow that moves on the screen is calleda mouse pointer. It moves with the moement of he mouse.

Activities:

I) The teacher will placer her finger on the screen and ask the students to move the cursor is her finger, she will giggle and say “That Tickles”! or “you got me”!. He/She will then place her finger in a new position and ask the students to try again.

II) The eacher will the tell the students that quickly pressing and releasing the left mouse buton once is called “Click”. He/She tell the students that click is used to highlight or select an icon. The teacher will encourage the students to go the wndows desktop and position the mouse pointer over the computer icon.

He/She will encourage them to click the left mouse button and observe the icon and the text below it will be highlighted. He/She will ow ell the students to click over where else on the background of the windows desktop to deselect computer icon.

The teacher will encourage the students to explain verbally how they can highlight or select an icon by clicking.

Reading of page # 22+23 will be done.

Evaluation:

From activity

Homework:

Learn the definition of click from page # 23 of the book.

Wrap-up:

With the recap of the main points.

- The arrow that moves on the screen is called a mouse pointer.
- Quickly pressing and relearing the left mouse button once is called "Click".
- Click is used to highlight or select an icon.

PERIOD 4+5

Time required: 40 min

Objective:

To enable the students to understand what is double click and dragging.

Methodology:

a) Introduction:

The teacher will encourage the students to share the uses of a mouse and their knowledge regarding "Click".

b) Development:

The teacher will able the students to think what would happen if they quickly press and release the left mouse button twice.

He/She will tell the students that it will open an application and this process is called "Double Click".

The teacher will ask them to go to the windows desktop and position the mouse pointer over the computer icon. He/She will tell them to double click the left mouse button and find that computer window is opened. The teacher will encourage the students what type of windows they have in their homes and for what purpose they use it. He/She will integrate the purpose and the concept of home window with the computer window.

Now the teacher will drag the chair on the floor and ask the students what he/she is doing. He/She will also encourage them to share the effets of this act. The teacher will tell the students that he/she was dragging he chair.

The teacher will tell the students as dragging of a chair produces noice, dragging of a mouse also bring some changes. He/he will tell them that pressing and continusely hold down the left mouse button as we move the mouse is called dragging the mouse.

Activity:

He/She will ask the students to position the mouse pointer over any icon on the desktop, then press and hold down the left mouse button. He/She will ask the students to start dragging the icon and drag the icon to another position on the desktop and release the mouse button.

The teacher will encourage the students to place all the icons around the edges of the screen of their computer.

Reading of page # 24 and 25 will be done.

Evaluation:

From activity

Wrap-up:

The students will be encouraged to share what they have learnt today.

PERIOD 6

Time = 40 minutes

Objective:

To enable the students to express their learning about a computer mouse in writing.

Methodology:

a) Introduction:

The teacher will encourage the students to share what they know about the uses of computer mouse.

b) Development:

One by one the teacher will introduce Q3, Q4 given on page # 29 and 30 of the book and encourage the students to save these on the board. After correction, they will solve Q3, Q4 on their books.

Activity:

The first one to complete the task will be declared as “the leader of the class” and help the other students in their task.

Evaluation:

From the written work.

Homework:

Do Q4 of page # 30 on your note books.

Wrap-up:

With the display of the most neatly done work.

PERIOD 7+8

Time = 40 x 2 = 80 minutes

Objective:

To enable the students to understand the uses of a keyboard and to recognize different keys.

Methodology:

a) Introduction:

The teacher will show a key to the students and encourage them to share what is it and for what purpose is it used for.

b) Development:

The teacher will now show a keyboard to the students and tell the students that like a key, a keyboard is also used to get into a computer. It is used to input words and numbers to the computer.

The teacher will encourage the students to hold a keyboard and try to describe it in their own words. He/She will encourage them to speak about its shape, colour, structure etc.

The teacher will show a picture of a typewriter to the students and tell them that a typewriter is used for writing purpose and a keyboard looks like a typewriter.

The teacher will tell the students that the button on the keyboard are called keys. He/She will tell them about the use of enter key, backspace key, space bar, shift key and caps lock key.

Reading of page # 26, 27 and 28 will be done.

Activity:

Activities given on page 26, 27 will be done by the students.
The teacher will help the students to go through the partical usage of the special keys.

Evaluation:

I) From activity II) From questioning

Q1. What does a keyboard look like?

Q2. What is the use of a keyboard?

Q3. What are the buttons given on a keyboard called?

Q4. What is the name of the longest key on the keyboard?

Q5. Which key is used to start a new line?

Q6. Which key is used to make capital letters?

Q7. Which key is used to erase a letter or number to the left of the cursor?

Homework:

Do Q4 of page # 6 of page # 30.

Wrap-up:

The students will be encouraged to come infront of the class and share their learning about a keyboard.

PERIOD 9

Objective:

To enable the students to explain their learning about a keyboard in writing.

Methodology:

a) Introduction:

The teacher will encourage the students to name different keys of a keyboard.

b) Development:

One by one the teacher will introduce Q1, Q2 and Q5 of page # 29 and 30 on the board and encourage the students to solve these on the board. After correction, they will be asked to complete their exercises on their books.

Activity:

The first one to complete the task will work as "the teacher aid" and help the other students in completing their work task.

Evaluation:

From board practice.

Homework:

Do question # q of page # 29 on your note books and prepare the unit for written evaluation.

Wrap-up:

By displaying the most neatly done work.

Period 10 Suggested Time: (40 minutes)

Objective: Will be utilized for written evaluation.

Student's Worksheet

Total Marks: 10

Name:..... Marks:.....

1. Which finger will you place on the left mouse button? (1)

   Ans:.....

2. Which finger will you place on the right mouse button? (1)

   Ans:.....

3. Explain the following terms. (2)

   Click .....

   Double Click.....

4. Match the following. (4)

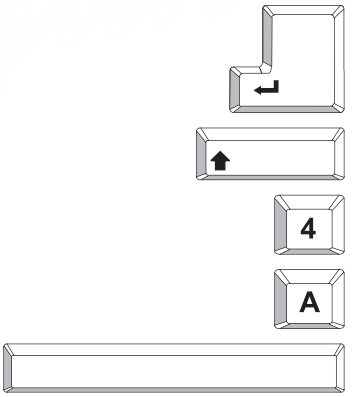
   Letter key

   Number key

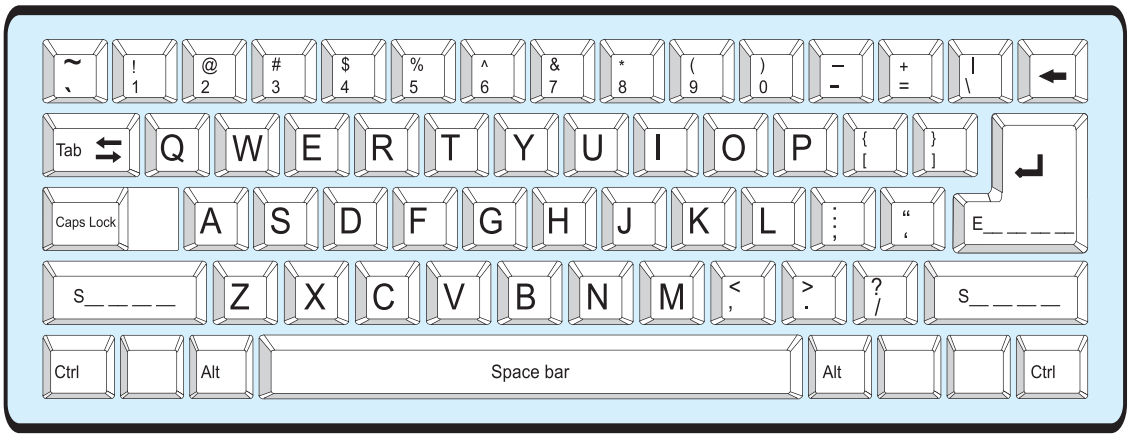
   Space bar

   Enter key

   Shift key



5 Trace the upper case letters on the keyboard. Complete the missing letters on the keys. (2)



Solution of exercise page # 29:

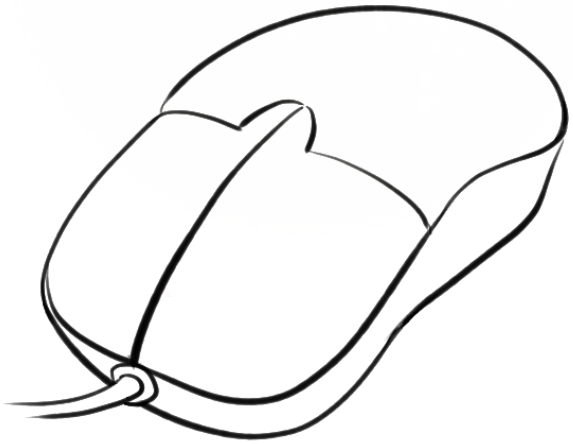
Q1: Write T for true and F for the false statement.

a. T
b. F
c. T
d. T
e. F

Q2: Write T for true and F for the false statement.

a. index
b. select
c. click
d. typewriter
e. new

Q3: Colour the left mouse button green and right mouse button red , and the rest of the mouse yellow.



4. Match the following.

Click	Highlights an icon.
Double Click	Opens an application.
Mouse Pointer	Moves with the mouse on the screen
Dragging	Moves an item on the screen.

5. Match the keys with their functions.

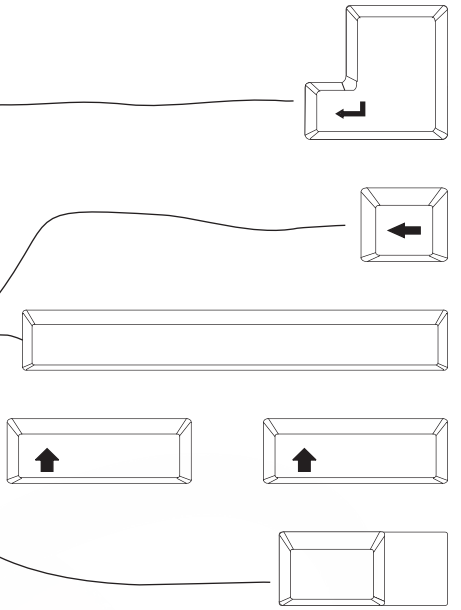
Makes spaces.

Writes words in capital letters.

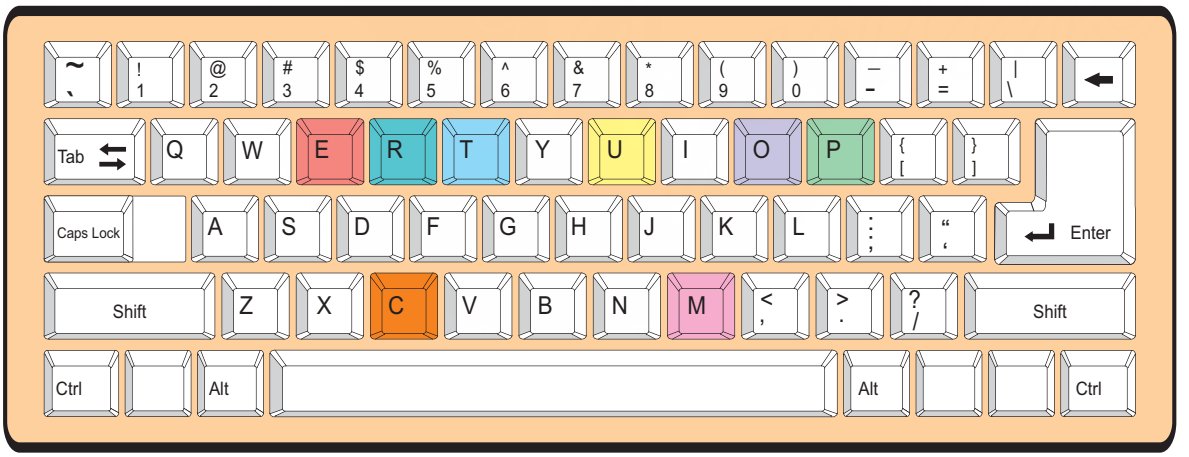
Erases to the left of the cursor.

Starts a new line.

Makes capital letters and insert symbols.



6. Colour the alphabet in the word 'COMPUTER'.



CLASS ONE

UNIT 5

"Working with Wordpad"

Resources Required: board, marker, duster, book, computer
Suggested Periods: 7 (40× 7 = 280 minutes)

SYNOPSIS

PERIODS	CLASS WORK	HOME WORK
1+2	Brain storming + Practical	
3+4+5	Practical	
6	Book Exercises	Prepare unit for written evaluation.
7	Written Evaluation	

Learning Outcomes: The students will be able to type text of different sizes. They will be able to change the font style. They will be able to name their work, delete it and save it.

UNIT 5 : PERIOD 1+2

Time (40 x 3) = 120 minutes

Objective:

- To enable the students to understand the use of Wordpad.
- To enable the students to type numbers and alphabet.
- To enable the students to understand to use delete key.
- To enable the students to save a document.

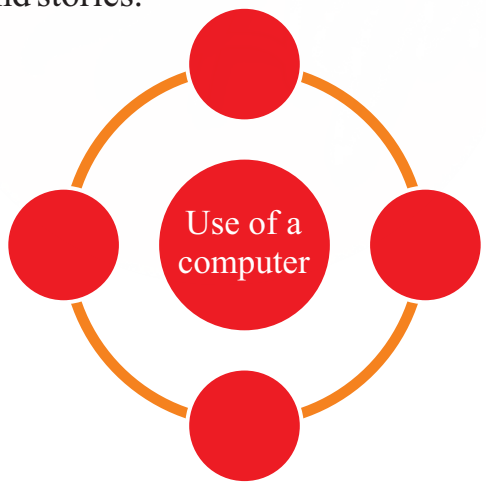
Methodology:

a) Introduction:

The teacher will encourage the students to share the uses of a computer with the help of a bubble map.

He/She will ask them to share how they can make a glass of tang and lemonade. He will tell them that they need "mixing" to have a glass of tang or lemonade.

The teacher will encourage the students to share what they need to write letter. The teacher tells the students that a computer uses different word processing software to write letters, poem and stories.



b) Development:

The teacher will tell the students that we are going to use Microsoft Word pad for writing. He/She tell the students that writing letters, poem and stories on a computer is called "word processing. Whereas word are "text" and the whole text is called "document."

The teacher will ensure the accurate sitting posture of the students. He/She will ensure that their back is straight, wrists are bended with their elbows, feet are flat on the floor or they have a foot rest. They can reach their mouse easily.

The teacher will now ask the students to go the Acessories menu and open Microsoft WordPad. He/She will tell them that tapping a key inserts a letter, a number or a symbol on the screen.

Activity:

The teacher will ask them to press letter "a" once then press enter key. He/She will ask them to press letter "P" three times and then press enter.

He/She will guide the students how to create a pattern.

The teacher will tell the students to use backspace key if they have typed wrong letter.

He/She will ask them to type alphabet from a to z and then numbers from 0 to 9.

He/She will tell the students that a cursor is a line which blinks on the computer screen. It tells us where we are on the computer screen. He/She will ask them to point out cursor.

He/She will guide them tap "a" and press enter key. He/She will ask them to tap b, c, d and e and press enter key. He/She will ask them to use a mouse and click the cursor next to letter a. He/She will ask them to tap backspace to delete the letter. Next He/She will ask them to delete all letters.

The teacher will encourage the students to type their names four times. He/She will ask the students to type the name of their family members. He/She will ask them to press enter key after typing every name. In the same way the teacher will guide the students to make a list of their friends , name favourite food, favourite animals etc.

The teacher will now tell them that after finishing the work, it should be saved for future use. He/She will show them that by clicking the Word pad button and save, the save as dialogue box appears. Name of the work is to be typed and save button needs to be clicked. In this way, work gets saved into the Document library. The teacher will tell the students that name of the contents of document. Secondly the name should be simple and short.

Evaluation:

From questioning.

Q1. What is the use of backspace key?

Q2. Why should we save the file after completing our work?

Wrap-up:

The teacher will encourage the students to explain how can they prepare lists and save it.

PERIOD 3+4+5

Time (40 x 3) = 120 minutes

Objective:

To enable the students to exit Word Pad.

To enable the students to use shift and Caps lock key.

To enable them to know and change fonts and their sizes.

Methodology:

a) Introduction:

The teacher will encourage the students what do they know about word processing and documents. He/She will also encourage them to recall the process of creativity and saving s file.

b) Development:

The teacher will tell the students that after saving the file we can exit the program. He/She will show them that by moving a courser over here in the window, they have to click the left mouse button. Doing this the window disappears from the screen.

He/She will tell them that for opening the document they have to click Word Pad button, then have to click open. The open dialogue box will appears. Clicking on the file has to be done then open button has to be click.

The teacher will show the students how can they make patterns with capital and small letters by typing a letter once, holding down a shift key and typing it again. The teacher will show the students that by using shift keys they can make different patterns.

Activity:

The teacher will help the students to change writing fonts, to change font size.

He/She will also help the students to complete the projects 1,2 and 3.

Evaluation:

From activity

Wrap-up:

The teacher will encourage the students to describe their work.

PERIOD 6

Time = 40 minutes

Objective:

To enable the students to express their learning regarding word pad in writing.

Methodology:

a) Introduction:

The teacher will encourage the students to share their knowledge regarding Word Pad.

b) Development:

The teacher will introduce ex given on page 41 and ask the students to solve it on the board. After correction, the students will complete their book page.

Activity:

He first one to complete task will work as "the teacher aid."

Evaluation:

From activity

Wrap-up:

With the display of the most neatly done work.

Period 7 Suggested Time: (40 minutes)

Student's Worksheet

Total Marks: 10

Name: ..... Marks: .....

1. Choose the right choice. (4)

1- The longest key on the keyboard is:

a) Space bar b) Enter c) Shift

2- Ali typed his name after pressing Caps Lock key. How will it appear on the screen?

a) ALI b) Ali c) ali

3- Which key is used to insert a new line?

a) Backspace b) Enter c) Space bar

4- Shazia has typed her name as ShazzIia. Which key she should press to correct it?

a) Shift b) Backspace c) Space bar

2. Write the definition of fonts. (2)

.....

.....

3. How can we type different symbols on the screen? . (2)

.....

.....

4. Draw lines where spaces should be. Write the sentence again. (2)

1- I readinclassone.

.....

2- MynameisUsman.

.....

Solution of exercise page # 41:

Q1: Write T for true and F for the false statement.

a. T
b. F
c. T
d. F
e. T

Q2: Fill in the blanks using given words.

a. word
b. straight
c. line
d. backspace
e. symbols

CLASS THREE

UNIT 6

"Working with MS Paint"

Resources Required: board, marker, duster, book, computer

Suggested Periods: 13

SYNOPSIS

PERIODS	CLASS WORK	HOME WORK
1+2	Brain storming + reading + Practical	
3+4	Practical	
5+6		
7+8		
9+10	+ Project Work	
11+12	Book Exercises	Do Q # of page # 52 on note book Preparation of unit for evaluation
13	Written Evaluation	

Learning Outcomes: The students will be able to know and open MS Paint. They will be able to use lines

PERIOD 1+2

Time = 40×2=80 minutes

Objective:

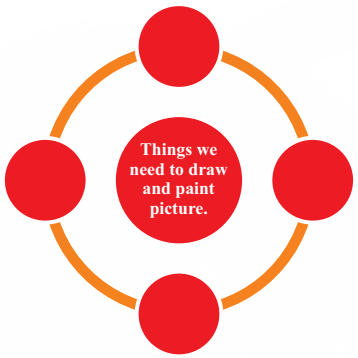
To enable the students to understand that they can create simple drawing by using Microsoft Paint.

To enable than to draw different lines by using Microsoft Paint.

Methodology:

a) Introduction:

The teacher will encourage the students to share do they like drawing and painting. He/She will encourage them to enlist the things they need to draw and paint a picture on the board with the help of a bubble map.



b) Development:

The teacher will show a computerized drawing to the student. He/She will tell them that it is drawn by a computer.

He/She will encourage the students to compare a computer drawing with the human drawing by using T-Chart (board activity).

The teacher will tell the students that we use Microsoft Paint for creating simple drawing and it is simple and easy to use.

Activities:

a) The teacher will guide the students to open paint program from Accessories menu. He/She will guide them to go to the shapes group and select line from it. Then move the mouse point in the drawing area. He/She will guide them to press the left mouse button and drag the mouse to draw a line.

b) The teacher will encourage the students to draw lines all over the screen.

c) He/She will ask them to draw a line and click the colour from colour palette.

d) He/She will also guide them to hold down shift key while dragging for drawing a perfectly horizontal, vertical and diagonal lines.

e) Now the teacher will encourage the students to draw a line and change its colour to the teacher's instruction.

f) The teacher will encourage the students to draw a line and close the line thicker from the size. He/She will encourage them to draw lines of different thickers.

Reading of page # 42,43,44 will be done.

Evaluation:

I) From practical activities

II) The students will be encouraged to describe how to open MS Paint.

Wrap-up:

With the key prints of the lesson.

MS Paints is used to make simple drawing.

To draw lines we have to select the shape group.

PERIOD 3+4

Time = 40×2=80 minutes

Objective:

- To enable the students to draw basic shapes on the computer.
- To enable them to save the drawing.
- To enable them to exit MS Point.

Methodology:

a) Introduction:

The teacher will encourage the students to share the steps for opening MS Paint.

b) Development:

The teacher will encourage the students to draw different shapes on the board and write their names.

The teacher will tell the students that by using a line tool, they can draw different shapes also on a computer.

Activities:

a) The teacher will help the students to draw different shapes on the computer.

b) He/She will ask the students what they have to do if they want to use drawing in future. He/She will tell them that for using drawings in future they have to save these. He/She will guide them to click the paint button, they will be asked to click save option or press Ctrl+S. He/She will ask them to observe the save as dialogue box and type the name of their work in file name. He/She will ask them to click the save button to save their work into the pictures library.

c) The teacher will encourage the students to share the benefits of saving work and the risk of not saving files.

d) The teacher will now ask the students what they should do after finishing their work. He/She will tell the students to exit the program..

He/She will tell the students to move their mouse over in the window (X), click the left mouse button or press Alt+F4 and observe that the windows have disappeared.

mouse button and click the last file this

Evaluation:

1. From activities
2. From Questioning

Q1. Describe how we can draw different shapes on the computer?

Q2. What we should do to save the drawing?

Q3. What we should do to Exit MS Paint?

Wrap-up:

The students will be encouraged to explain their learning regarding drawing on computers.

PERIOD 5+6

Time = 40×2=80 minutes

Objective:

- To enable the students to draw rectangles of different sizes on the computers and fill them different colours.

Methodology:

a) Introduction:

The teacher will ask the students to name the things of rectangular

The teacher will encourage the students to share how can they draw rectangles on the computers.

b) Development:

The teacher will tell the students that for drawing rectangle from the shapes group then have to move the mouse pointer in the drawing area. After this they have to press and drag the mouse to draw a rectangle. Then the mouse button has to be released.

Activities:

a) The teacher will ask the students to draw a rectangular shape on the computer. He/She will encourage them to make rectangles all over the screen.

b) The teacher will guide the students how to fill shapes with colours. He/She will tell them to select fill with colour tool from tools group and then select colour from the colour box. He/She will ask them to click inside the shape. He/She will encourage the students to colour each rectangle separately.

c) Practical work given on page # 46 will be done by the students.

d) The teacher will encourage the students to draw squares by holding down SHIFT Key while dragging.

Evaluation:

1. From activities 2. From Questioning

Q1. Name three different things of rectangular shapes?

Q2. From where rectangle shapes has to be selected?

Q3. How can we draw a square from rectangle shapes?

Wrap-up:

The teacher will encourage students to share learning regarding and colouring of rectangular shapes.

PERIOD 7+8

Time = 40×2= 80 minutes

Objective:

- To enable the students to draw oval shape with different colours on a computer.

Methodology:

a) Introduction:

The teacher will encourage the students to name the things of oval and circular shapes. He/She will encourage them to enlist the name in T-Chart (board activity).

Oval Shaped things	Circle Shaped things

b) Development:

The teacher will show the students that to draw an oval on a computer we have to select an oval shape from the shapes group. After selecting the oval they have to move the mouse pointer in the drawing area. Now they can draw an oval by dragging and dropping the mouse on the drawing area..

Activities:

a) The teacher will encourage the students to draw ovals of different sizes on a computer and to colour them with different colours.

b) The teacher will help the students to draw a perfect circle by holding down SHIFT key while dragging.

c) The teacher will encourage the students to do project 1 given on page # 47. He/She will help the students to get points of their project work and to paste it on their notebooks.

Evaluation:

From activities and practical

Wrap-up:

With the display of the prints of the project work.

PERIOD 9+10

Time = 40×2= 80 minutes

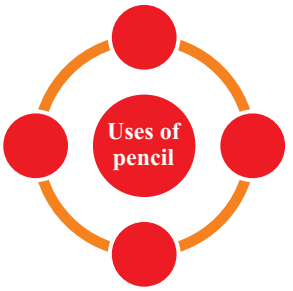
Objective:

- To enable the students to use pencil tools for drawing different pictures.
- To enable the students to use magnifier tools.
- To enable the students to erase and wallpaper.
- To enable the students to do project 2+3 given in the book on page # 50 and 51.

Methodology:

a) Introduction:

The teacher will show a pencil to the students and encourage them to enlist its uses on the board in a bubble map.



He/She will also encourage them to share what pictures they can draw by using oval shapes.

b) Development:

The teacher will show the students how to select pencil tool from the tools group and to draw a long twisted line over the page. He/She will help them to understand that they can use pencil tool freely to draw different images.

Activities:

a) The teacher will encourage the students to use pencil tool freely and draw different images.

b) The teacher will ask the students to use the pencil tool and draw different flowers. He/She will guide them to click magnifier tool to zoom in. He/She will ask them to click magnifier tool again and click the page the page to zoom out. He/She will guide them to use Eraser tool to run out mistakes.

The teacher will encourage the students to draw the flower with different number of petals and to colour the petals.

c) The teacher will encourage the students to draw a face with the help of oval shape and pencil tool. He/She will guide them to hold control button and tap Z to undo

the last thing they done mistakenly.

d) The teacher will encourage the students to share the advantage of the use of an eraser. He/She will also encourage the students to tell the benefits of undo command and magnifier tool.

e) The teacher will now ask the students to go to the tool group and click text tool A.

He/She will ask them to create a text fame by holding down the left mouse button and dragging the printer diagonally to the size.

The students will complete the projects given in the lesson.

Evaluation:

From practical.

Wrap-up:

By displaying the project work.

PERIOD 11+12

Time = 40×2= 80 minutes

Objective:

- To enable the students to express their learning in writing regarding the lesson.

Methodology:

a) Introduction:

The teacher will ask the students to share what have they learnt through this unit.

b) Development:

The teacher will introduce Q1 on the board and ask the students to write answers. After correction the students will write answers on their notebooks.

Activities:

The students will do Q2,3 and 4 in pairs. The teacher will provide answers and they will done their work.

Evaluation:

From written work.

Wrap up:

By displaying the most neatly done work. Show it to the whole classroom.

Solution of exercise page # 41:

Q1: Write T for true and F for the false statement.

a. T
b. F
c. T
d. T
e. F

Q2: Fill in the blanks using given words.

a. magnifier
b. enclosed
c. shapes
d. eraser
e. pencil

3. Match the following icons with their functions.

a. Erases a mistake.



b. Fills colour in an enclosed area.



c. Writes text.



d. Magnifies a part of the picture.



e. Draws a long twisted line.

