Hello Computer!





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CLASS THREE

UNIT 1

"What is 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	
3+4	Book exercises	Prepare Unit for Evaluation
5	Evaluation	

Learning Outcomes: The students will be able to define computer. They will be able to explain data and information. They will be able to understand how a computer works and explain input, output and process.

Period 1 + 2 Suggested Time: (40 x 2 = 80 min)

Objectives:

- To enable the students to understand what is a computer?
- To enable the students to understand what is data and information.
- To enable the students to understand what are input and how does a computer work?

Methodology:

a) Introduction:

The teacher will write the word "Computer" on the board and encourage the students to share what they know about it.

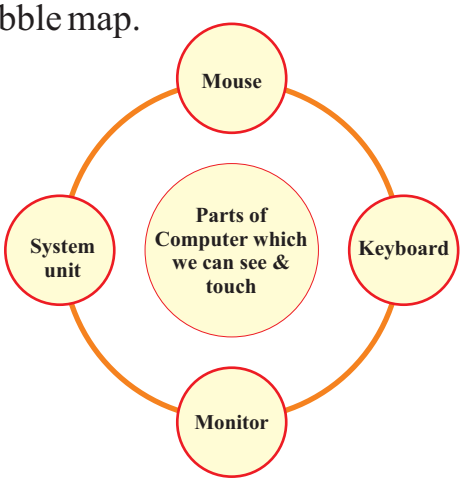
b) Development:

The teacher will encourage the students to share the different kinds/shapes of a computer. The teacher will encourage the students to share the uses of computers. The teacher will write the word "data" on the board and ask the students to share what they know about it.

He/She will tell the students that data is a collection of facts and figure. It is the raw material for a computer to work with also tell them that the meaningful data is called information.

The teacher will ask the students to name the things they need to make limewater. He/She will ask them to explain how can they make limewater. He/She will tell the students that lemon juice, water, ice and sugar are input, mixing is the process and limewater is the product i.e output.

The teacher will now ask the students to name those parts of a computer which they can see and touch in a bubble map.



He/She will encourage them to share their knowledge regarding hardware. The teacher will now ask about the parts they cannot see.

He/She will ask the students about input. He/She will guide the students that input means what we put in a computer. He/She will encourage the students to name different input devices on the board.

He/She will ask them to share what do they know about output and output devices. He/She will guide the students that the result produced by computers are called output and output devices are used to have the result on a computer. He/She will ask them to name the forms of data. The teacher will tell the students that a meaningful data is called information. The teacher will ask the students about making process. He/She will integrate it with the working of the students reading of the unit will be done.

Activity:

The students will solve the activity given on the page no 5 in the book.

The students will enlist different processes in which input and output are involved.

Evaluation:

From questioning what is input?

What is output?

How does a computer work?

How is computer better than human beings?

Wrap-up:

The students will asked to share what they have learnt?

PERIOD 3+4 Time = 40×2=80 minutes

Objectives:

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

Methodology:

a) Introduction:

The teacher will encourage the students to recap the lesson.

b) Development:

The teacher will introduce Q1 on the board and encourage the students to give answers. After correction, the students will write Q/A on their notebooks, Q2, Q3 and 4 will be discuss and the students will complete their book page.

Activity:

The teacher will ask the students to solve the activity given on the page 8 and 9 of the book.

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

Homework:

Prepare unit for written evaluation.

Wrap-up:

With the display of the neat work.

PERIOD 5 Time: 40 minutes

Will be utilized for written evaluation.

Student's Worksheet

Total Marks: 10

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

1. Differentiate between data and information. **(3)**

.....

.....

.....

2. Write T for true and F for false statement. **(2)**

1. A computer never gets tired. .....
2. The work that is done by a computer is called Process. .....

3. Fill in the blanks. **(2)**

1. A computer ..... information for later use.
2. The results produced by a computer is called ..... .

4. Identify the input, process and output to make a cake. **(3)**







Input	Process	Output

Solution of Exercise

1. Answer the following questions briefly on your notebook.

1. A computer is an electronic machine which processes data and turns it into meaningful information and also stores it for later use.

2. A collection of facts and figure is called data. It is the raw material for a computer to work with. Data can be in the form of text, numbers, pictures, audio and video. It is also known as input.

   A meaningful data is called information. A computer processes raw data and turns it into meaningful information. This information is also known as output.

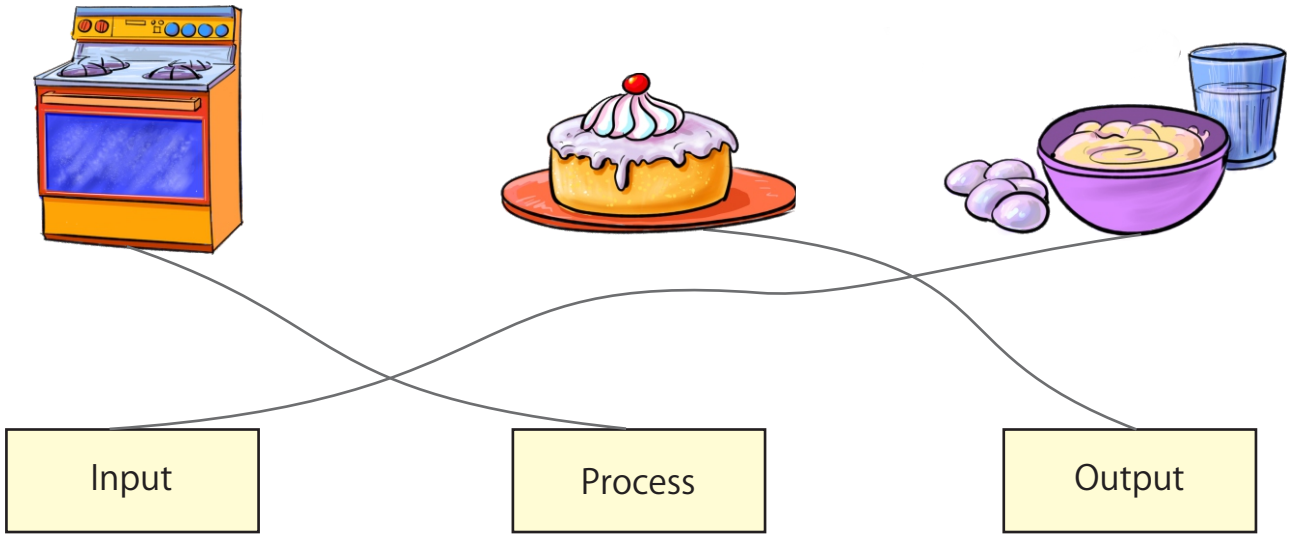
2. Write T for true and F for false statement.

1. F
2. T
3. T
4. T
5. T

3. Fill in the blanks using the given words.

1. stores
2. pictures
3. input
4. process
5. output

4. Identify the input, process and output to make a cake.



CLASS THREE

UNIT 2

"Characteristics of 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	Draw a computer and write its characteristics on notebooks.
3+4	Book exercises	Prepare Unit for written Evaluation
5	Written Evaluation	

Learning Outcomes: The students will be able to define computer. They will be able to explain data and information. They will be able to understand how a computer works and explain input, output and process.

PERIOD 1+2 Time = 40×2=80 minutes

Objectives:

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

Methodology:

a) Introduction:

The teacher will encourage the students to share the uses of a computer in a bubble map (board activity).

b) Development:

The teacher will encourage the students to compare human beings with computer in a T.chart (board activity)

Human beings	Computer
• can forget	• never forgets
• can be tired	• never tired
• can make mistakes	• never makes mistakes

The teacher will ask the students to explain the characteristics of different animals. He/She will also encourage the students to integrate the animals with computers e.g. A computer is as fast as a cheetah computer never forgets like an elephant. A computer never gets board like an ant.

The teacher will now encourage the students to enlist the characteristics of a computer on the board. He/She will tell the students that a computer works fast. It is easy to use. It never gets bored. It has a very strong memory. It can perform multiple task. It never mistakes. It is as relaible as a best friend.

Reading of page # 11+12 will be done.

Activity:

The students will do the roleplay of a computer and describe its characteristics.

The students will solve the activity given on page 12 of the book.

Homework:

Draw a computer on the notebooks and enlist its characteristics.

Evaluation:

From Questioning.

Q1. Comment "A computer can never make a mistake."

Q2. Can a computer forget the things?

Q3. Can a computer get bored?

Wrap-up:

The teacher will encourage the students to recap the main points of the lesson.

PERIOD 3+4 Time = 40×2=80 minutes

Objectives:

- To enable the students to know the charactersitics of a computer

  To enable student to express their learning about the characteristics of a computer in a written form.

Methodology:

a) Introduction:

The teacher will ask the students to explain the characteristics of a computer.

b) Development:

The teacher will introduce Q1 on the board and encourage the students to answer these on the board. After correction they will write answers of Q1on their note books.

Q2,3 and 4 page # 13 will be introduce and discussed with the students. They will be encouraged to complete their book page.

Activity:

The students will be encouraged to check the work of their partners.

Evaluation:

From the written work.

Homework:

Prepare unit for evaluation.

Wrap-up:

With the display of the written work.

Solution for Exercise

1. Answer the following questions briefly on your notebook.

1. Fast
   Easy to use
   Diligence
   Strong memory
   Versatile
   Reliable

2.

Fast
A computer can process data very fast. It can perform millions of calculations in a fraction of a second.

Easy to use
The usage of a computer is so easy that even a child can operate it. It is a user friendly machine.

Storage
A computer can store a very large amount of data in its memory. It remembers everything and never forgets.

3. A computer can perform multiple tasks such as drawing pictures, writing stories, playing games, listening music, solving sums, watching movies and sending messages, etc.

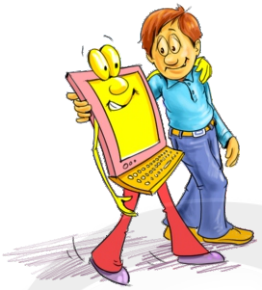
2. Write T for true and F for false statement.

1. F
2. T
3. F
4. T
5. F

3. Fill in the blanks using the given words.

1. friendly
2. multiple
3. large
4. interval and rest
5. accurate

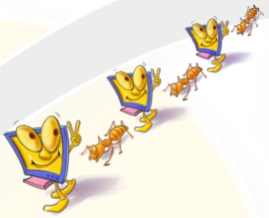
4. Identify the characteristics of a computer from the given pictures.



Reliable



Easy to use



Diligence



Versatility

CLASS THREE

UNIT 3

"What is Hardware?"

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

Suggested Periods: 6 (40× 6 = 240 minutes)

SYNOPSIS

PERIODS	CLASS WORK	HOME WORK
1+2+3	Brain storming + reading of the unit	Drawing of some input and output devices on notebooks
4+5	Book exercises	Q2+3 of page #20 will be done on the notebooks Prepare Unit for written Evaluation
6	Written Evaluation	

Learning Outcomes: The students will be able to know and recognize different computer hardware like input devices, output devices, storage devices and system unit.

PERIOD 1+2+3 Time = 40×2=80 minutes

Objectives:

To enable the students to understand the term hardware.

To enable the students to know and explain input devices, output devices, storage devices and system unit.

Methodology:

a) Introduction:

The teacher will show cotton and brick to the students and ask them to touch it and find the difference. He/She will tell them that cotton is soft whereas brick is hard.

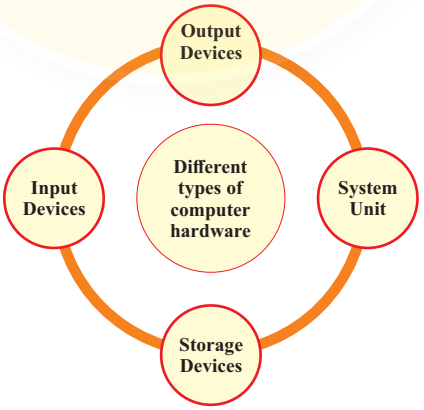
b) Development:

The teacher will ask the students to name the parts of the computer which they can see and touch in the bubble map (board activity).

He/She will now encourage the students to name those parts of a computer which they cannot see or touch.

The teacher will encourage the students to share all parts of a computer which they can see or touch do same type of work.

He/She will tell the students that the computer parts which they can see or touch refer to hardware. He/She will tell the students that there are four types of computer hardware.With the help of the bubble map he/she will introduce different types of computer hardware.



The teacher will introduce the word “Input devices” on the board and encourage the students to share what they know about it. The teacher will tell the students that input devices are those which are used to put data into the computers. The teacher will encourage the students to name input devices on the board.

Now the teacher will introduce the word output devices on the board and encourage the students to share what they know about those devices.

He/She will tell the students that the result after processing are known as output devices on the board and share the use of these devices.

The teacher will now ask the students to share what they know about the devices which are used to store data and information. He/She will then show them storage devices or their pictures and tell them about their uses.

The teacher will encourage the students to share what they know about system unit. The teacher will tell the students that a system unit is a rectangular box which contains different components of a computer e.g. motherboard, processor and storage devices.

Reading of unit will be done.

Activities:

a) The students will be encouraged to do the role play of different types of computer hardware.

b) The teacher will draw four.

c) Columns on the board and encourage the students to fill in the columns.

Input Devices	Output Devices	Storage Devices	System Unit

d) The teacher will encourage the students to compare input devices with output devices with the help of T-Chart (board activity).

Input Devices	Output Devices

e) The teacher will encourage the students to work in the lab to experience the use of the output devices.

Evaluation:

i. By Activities ii. From Questioning

1. What is hardware?
2. How many types of hardware devices are there?
3. Which input devices work like a photocopy machine?

4. What is soft copy?
5. Where do mostly games, movies and songs are stored.

Homework:

Draw some input and output devices on the notebooks.

Wrap-up:

The students will be encouraged to recap the main points of the lesson.

PERIOD 4+5

Time = 40×2=80 minutes

Objectives:

- To enable the students to express their learning about hardware in writing.

Methodology:

a) Introduction:

The teacher will encourage the names to different hardware devices on the board.

b) Development:

The teacher will introduce Q1 of page # 20 on the board and encourage the students to answer these questions on the board. After to write Q1 on the notebooks.

The teacher will introduce Q2, 3, 4 and the students will be encouraged to solve these on their books after discussion.

Activity:

The students will solve the activity given on page 18 of the book.

The first one to complete the task will be declared as the teacher aid and help the other students in completing their written tasks.

Evaluation:

From the written work.

Homework:

Do Q2+3 of page # 20 on the note books + prepare lesson for written evaluation.

Wrap-up:

With the display of the written work.

Solution for Exercise

1. Answer the following questions briefly on your notebook.

1. Hardware

Hardware refers to the physical parts of a computer that we can see and touch. These consist of input, output, processing, storage devices as well as system unit.

There are different types of harware.

Input Devices

The devices which are used to put data into the computer are called input devices.

Output Devices

The devices which are used to show the results (output) after processing are known as output devices.

Storage Devices

The devices which are used to store data and information are known as storage devices.

System Unit

A system unit is a rectangular box which contains different components of a computer. For example motherboard, processor, and storage devices, etc. are encased in system unit. It protects the parts of the computer from dust and ages.

2. Difference between input devices and output devices.

Input Devices

The devices which are used to put data into the computer are called input devices.

Examples:

Mouse, Keyboard, microphone, scanner, web cam, digital camera, etc.

Output Devices

The devices which are used to show the results (output) after processing are known as output devices.

Examples:

Monitor, Printer, Speakers, etc.

3. Storage Devices

The devices which are used to store data and information are known as storage devices. The names of some commonly iused storage devices are given below:

i) Hard disk

ii) CD/DVD

iii) Flash drive

Scanner

A scanner is used to copy pages and images into a computer. It turns the pages or pictures into a digital file which can be displayed and saved in a computer.

Digital Camera

A digital camera is also used to input pictures and videos in a computer. It has its own memory to store images and videos. We can easily transfer these images into a computer.

Headphones

Headphones are also used to hear sounds from a computer. These are used to listen music and other sounds without disturbing others.

Hard disk

A hard disk is the main storage device of a computer. It is fixed in the system unit. We can save large amount of data and information in the hard disk.

2. Write T for true and F for false statement.

1. F
2. T
3. F
4. T
5. T

3. Fill in the blanks using the given words.

1. physical
2. scanner
3. small
4. storage
5. audio

4. Which type of device I am and what is my name?



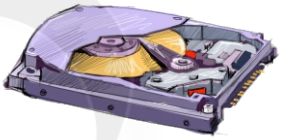
Headpone



Web cam



Scanner



Hard disk

PERIOD 6 Time = 40 minutes

Student's Worksheet

Total Marks: 10

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

1. Write the definition of the computer. (1)

.....

.....

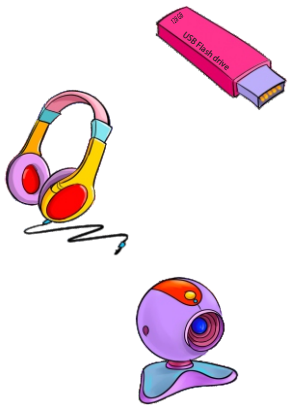
2. Find the information after applying the given process on the following data. (1)

	Data	Process	Information
1.	=, +, 6, 2	Addition	.....
2.	name, Ali, is, my	Arrange in order	.....

3. Tick the right choice. (5)

1. It is the collection of facts and figures.
   a. Data b. Information c. Date
2. The meaningful information is also knows as:
   a. Input b. Process c. Output
3. It is not a characteristic of a computer.
   a. Strong memory b. Diligence c. Tiredness
4. The devices which are used to store data in a computer are called:
   a. Input devices b. Output devices c. Storage devices
5. It protects the parts of a computer from dust and damage.
   a. System unit b. Hard disk c. Flash drive

4. What am I used for? (3)



You use me for video chatting.

You use me to transfer data from one computer to another.

You use me to hear sounds on a computer without disturbing others.

CLASS THREE

UNIT 4

"The Keyboard"

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	Completion of page # 22
3+4	Practical related to typing	Drawing of a keyboard on the notebooks and writing a note about it.
5+6	Book Exercises	Prepare unit for written evaluation.
7	Written Evaluation	

Learning Outcomes: The students will be able to know and use keyboard and its different keys. They will be able to know how to type using home keys on QWERTY keyboard.

PERIOD 1+2 Time = 40×2=80 minutes

Objectives:

- To enable the students to understand the uses of a keyboard.
- To enable the students to understand the uses of different keys.
- To enable the students to type on the keyboard.

Methodology:

a) Introduction:

The teacher will show a keyboard to the students and encourage them to share what kind of device is it. He/She will also encourage the students to describe the shape and structure of a keyboard.

b) Development:

The teacher will give a keyboard to the students and ask them to share what they know about its different keys.

The teacher will encourage the students to count the letter keys in the top row of the keys. He/She will also ask them to count the keys in the middle row of the letter keys.

\The teacher will now tell the students that a keyboard has special keys used for special purposes.

The teacher will show the students that a keyboard has two shifts keys on the keyboard and these are used for making letters capital and inserting symbols into computer. The teacher will also show them the use of enter key to start a new paragraph and to send a command.

The teacher will show the students that the space bar is used to make spaces. He/She will show them the use of escape keys, caps lock key, Delete key, Backspace key, Control and Alt key, Home key, End key, Arrow keys and Function keys.

Reading of page 22, 23 and 24 will be done.

Activity:

The students will experience practical use of all special keys. They will also do activity related to shift keys (page of # 23).

Evaluation:

From activity.

Homework:

Complete page # 22.

Wrap-up:

The students will be encouraged to recap the main points of the lesson.

PERIOD 3+4

Time = 40×2=80 minutes

Objectives:

- To enable the students to understand the importance of typing.
- To enable the students to learn important things to remember while typing.
- To enable the students to have a practical experience of typing.

Methodology:

a) Introduction:

The teacher will encourage the students to share what they know about typing. He/She will encourage the students to share where can they find typed words/meterial.

b) Development:

The teacher will encourage the students to share what they should do while typing. He/She will tell the students that they should not look at the keys while typing. They should not move their hands all over the keyboard. The teacher will guide the students to always rest their wrists on the desk and to use the correct fingers.

The teachers will tell the students that A S D F and J K L are called home keys and in touch keyboard they should always start from home keys and always return to them.

Activity:

Activity given on page # 26 will be done.

Evaluation:

From activity

Homework:

Draw a keyboard on notebook and write about it.

Wrap-up:

The teacher will encourage the students to recap the main points of lesson.

PERIOD 5+6

Time = 40×2=80 minutes

Objectives:

- To enable the students to express their learning about keyboard in writing.

Methodology:

a) Introduction:

The teacher will encourage the students to share their knowledge regarding the use of keyboard.

b) Development:

The teacher will introduce Q1 of page # 22 on the board and encourage the students to write answers. After correction they will write Q1 on their note book.

The teacher will introduce Q2,3 and 4 and encourage the students to complete these in pairs.

The teacher will provide the correct answers and encourage the students to check their work.

Evaluation:

From activity

Homework:

Prepare unit for evaluation

Wrap-up:

With the display of the neat work.

PERIOD 7

Will be utilized for the written evaluation.

Student's Worksheet

Total Marks: 10

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

1. Explain function keys. (2)

.....

.....

2. What am I used for? (3)



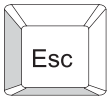
You use me to move the cursor to the left side of the screen



You use me to exit a scree or a program.



You use me to open a help screen.



You use me to move the cursor to the right side of the screen

3. Fill in the blanks. (2)

1. Enter key is used to send a ..... .
2. Backspace key is used to erase a letter from the _____ of the cursor.

3. Tick the right choice. (3)

1. Which is type of device keyboard?

   a. Input b. Output c. Storage

2. Letter keys are divided into:

   a. One row b. Three rows c. Two rows

3. ASDF are the home keys for the:

   a. Right hand b. Thumbs c. Left hand

Solution of Exercise

1. Answer the following questions briefly on your notebook.

1. Keyboard

A keyboard is used to communicate with a computer. It is an input device. It looks like a typewriter. It has many small buttons called keys. We press the keys on the keyboard to tell the computer what to do.

2. Function keys

Function keys are a set of keys on the top row of the keyboard. The effect of these keys is based on the software that you are using. For example pressing the F1 key can open the Help screen. You will learn about these in higher classes.

3. Difference between home key and end key

Home key: Home key moves the cursor to the left side of the screen.

End key: End key moves the cursor to the right side of the screen.

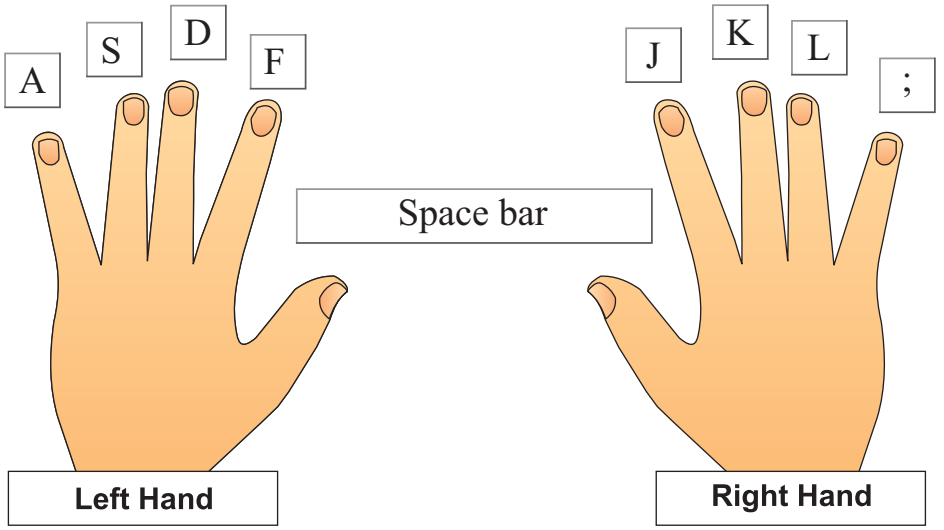
2. Write T for true and F for false statement.

1. T 2. T 3. F 4. F 5. T

3. Fill in the blanks using the given words.

1. escape 2. right 3. command
4. help 5. left

4. Write the home keys for both hands.



CLASS THREE

UNIT 5

"Managing Files and Folder"

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

Suggested Periods: 9 (40× 9 = 360 minutes)

SYNOPSIS

PERIODS	CLASS WORK	HOME WORK
1 + 2	Brain Storming + Reading + Practical	Completion of page # 22
3+4		
5+6	Practical	
7+8	Book exercise	Do Q2+3 of page # 40 on notebooks Prepare of unit for evaluation
9	Written Evaluation	

Learning Outcomes: The students will be able to mange files and folders. They will be able to know importance of folder. They will be able to create, delete, copy and move a file or folder.

PERIOD 1+2

Time = 40×2=80 minutes

Objectives:

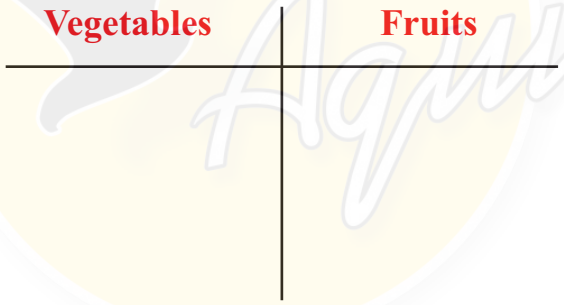
- To enable the students to manage files and folders.
- Define a file and recognize a file type.

Methodology:

a) Introduction:

The teacher will ask the students how do they keep their home and room. Do they keep the things at the proper place or not. He/She will encourage them to share why putting things at proper place is important in life.

Now the teacher will show the pictures of some fruits and vegetable to the class and divide the pictures among the student. He/She will draw to columns on the board.



b) Development:

And ask the students to paste the picture in the concerned column. He/She will then write some numbers draw some pictures on the board and after drawing two columns there invite the students to put the figures and drawing in the right column.

The teacher will encourage the students to share what have they done. He/She will tell them that they have organized the pictures and data by grouping similar things together.

Page # 28 of the book will be introduced. Its reading will be done and the students will be asked to do activity. Now the teacher will encourage them to think does computer organize data.

The teacher will tell the students that a computer always organizes data in the form of the data that is stored in a computer. He/She will encourage them to share why data organization is necessary.

The teacher will ask the students about CD and DVD and tell them that like Cd's and DVD's we can store file in the Hard disk and trash memory drive also.

He/She will encourage them to share can files be of different types. He/She will elicit their responses on the board and tell them that files are of different types such as text files, Sound files and Program files.

Activities:

The teacher will take the students to the computer lab to exhibit different files and clarify that a file is consisted of two parts i.e., name and type. He/She will tell them if they want to save the picture of their friend they can give it a name "Picture". Computer will save it as picture. Jpg. He/She will tell the students that last three or four letters are called extension. He/She will show them some common file extension related to graphics and text.

Activity given on page # 29.

Evaluation:

From practical activity and questioning.

Q1. Why we need to organize data?

Q2. What is file?

Q3. What is extension?

Q4. Name different types o file.

Wrap-up:

With the recap of the main points.

- Organization of data is needed to handle data easily.
- A file is collection of data that is stored in a computer.
- Files are of different types.
- File can be stored in various devices.

PERIOD 3+4

Time = 40×2=80 minutes

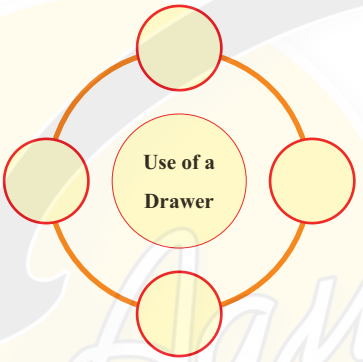
Objectives:

- To enable the students to understand the importance of folder.
- To enable the students to know and explain a drive.

Methodology:

a) Introduction:

The teacher will show the students an envelope and ask them to share what is it and for what purpose is it used for. He/She will also encourage them to share the use of drawer with the help of the bubble map.



The teacher will tell the students that a computer also has something used for placing the data and it is called a folder.

The teacher will ask the students if they have visted a library and how books are organized in a library. He/She will tell them that Ali has the file of books. He has book shelves also. All of his books are mixed up and he needs to find math books. Suggest him what to do. He/She will tell them that Ali should organize books in different categories. This will help him to find book easily. Similarly the organized data is kept in folders to have an easy access.

The teacher will now draw a chart on the board and encourage the students to elicit their responses.

Organized Data	Unorganized Data
• Safe properly	• Not safe properly
• Can't be mixed	• Can be mixed up
• Handled easily	• Difficult to be handled

He/She will now ask the students to share the name of the storage devices. He/She will ask them to share what helps us in viewing, remanity, moving, copying and deleting files and folders? He/She will tell the students that windows explorer is a program that helps us in managing files/folders.

Activities:

a) The teacher will take the students to the lab and help them to create different folders. He/She will also help them to open the "Computer window" to find and view different drives.

He/She will also tell the students that a storage area in any storage device is known as drive. Drives are named by a letter and used a colon. (Such as C:)

b) The students will do activity given on the page # 31.

Evaluation:

From Questioning

- With the recap of the main points.
- A folder is like an envelop or drawer in which we can place our data.
- A storage area is any storage device is known as drive.

PERIOD 5+6+7

Time = 40×2=80 minutes

Period 5+6+7 will be used for the practical purpose.

The teacher will help the students how to have an access to window explorer and to observe the windows explorer screen is divided into two panes the left panes displays file and folders in current folders.

By following the procedure given in the book, the teacher will teach the students to create a folder, to create a folder in "Documents" library, to create a blank file by using right-click menu, to copy, move, drag and delete a file/folder.

PERIOD 8+9

Time = 40×2=80 minutes

Objective:

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

Methodology:

a) Introduction:

The teacher will encourage the students to share what have they learnt about managing files and folders.

b) Development:

One by one teacher will introduce Q2,3 and 4 of page # 40 on the board and encourage the students to solve them. After correction the students will be encouraged to complete their book page.

Q1 will be introduced and discussed the students will be encouraged to given answers. Then the teacher will do correction and the students will write Q1 on their note boks.

Evaluation:

From the written work.

Homework:

Write Q # 2+3 of page # 40 on the note books.

Wrap-up:

With the display of the written work.

Solution of Exercise

1. Answer the following questions briefly on your notebook.

1. Windows Explorer

Windows Explorer is a program that helps in managing files/folders. We can view, rename, move, copy and delete files and folders in Windows Explorer.

➔ Click Start Button ➔ All Programs ➔ Accessories ➔ Windows Explorer

Or

➔ Open Windows Explorer from taskbar.

➔ The Windows Explorer window appears.

2. Difference between copy a file/folder and cut a file/folder

Copy a file/folder

Copy a file/folder means to reproduce it at another location (destination) without removing it from its original location.

Cut a file/folder

Moving a file/folder means to shift a file/folder from one location to another.

3. File

A file is a collection of data that is stored in a computer. There are different types of files such as text files, graphic files, sound files and program files etc.

Folder

A folder is like an envelop or drawer in which we can place our data. It can contain files and even other folders. Folders are used to organize data.

Importance of folders

Suppose, Ali is looking for his math book from a big pile of books. He will have to go through the pile of books to find math book. The same thing can happen if someone does not use folders to store data.

When Ali wants to look for a particular book, it is now much easier to find because they have been organized into several categories. Similarly, data in a computer can be organized in the same way with the help of folders.

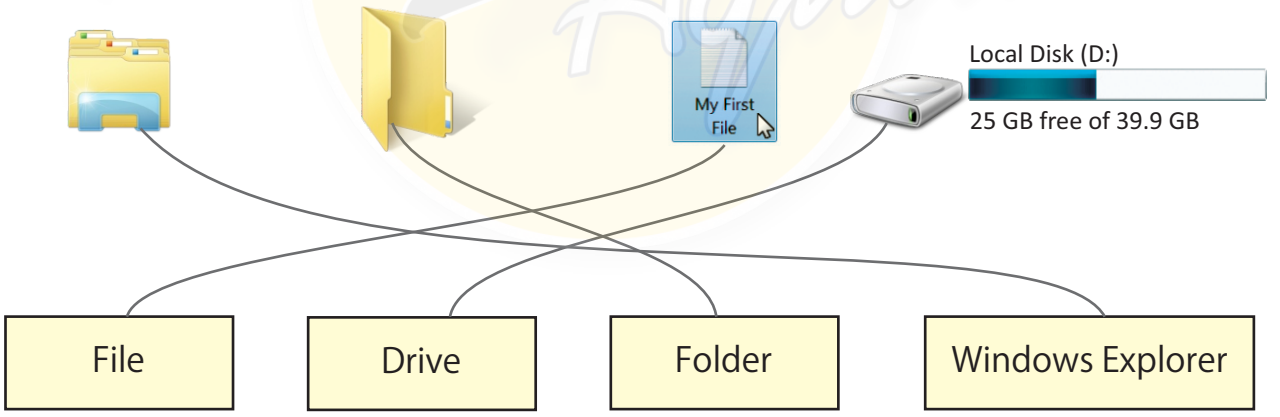
2. Write T for true and F for false statement.

1. F
2. F
3. T
4. F
5. T

3. Fill in the blanks using the given words.

1. two
2. file
3. extension
4. letter
5. cut

4. Who am I?



CLASS THREE
UNIT 6
"Working with MS Paint"

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

Suggested Periods: 19

SYNOPSIS

PERIODS	CLASS WORK	HOME WORK
1+2	Brain storming + reading + Practical	
3+4	Practical	
5+6	Practical	
7+8	Practical	
9+10	Practical	
11+12	Project Work	
13+14	Project + Practical	
15+16	Practical + Project	
17+18	Book Exercises	Do exercise page # 50 on notebook Preparation of unit for evaluation
19	Written Evaluation	

Learning Outcomes: The students will be able to use different tools in MS Paint. They will be able to use shapes to draw images. They will be able to use skew, resize, flip and rotate commands to draw images in Paint.

UNIT 6 : PERIOD 1+2

Time (40 x 2) = 80 minutes

Objective:

- To enable the students to recognize different tools in MS Paint.
- To enable the students to know the use of different tools in MS Paint.

Methodology:

a) Introduction:

The teacher will ask the students which software is used to draw the pictures on a computer. He/Shw will tell the students MS Paint is a drawing tool which is used to create simple drawings on a computer.

b) Development:

The teacher will tell the students that today we are going to learn about different tools in MS Paint. He/She will open the paint and show the different icons of tools to the students. The teacher will tell the students that pencil tool is used draw thin wavy lines.

He/She will tell the students that text tool is used to write text in Paint.

The teacher will tell the students that colour picker tool is used to choose a colour from the canvas.

Fill with colour tool is used to fill the screen or an enclosed shape with foreground colour.

Eraser tool is used erase the drawing. Magnifier tool is used to zoom in and get a detailed view of the work.

Activities:

The teacher will ask the students to perform some activities so they can get familiar with the tools and their uses.

Ask the students to open MS Paint.

Ask the students to select pencil tool and draw some line on the drawing area.

Ask the students to select the text tool and type their name.

Ask the students draw a circle and colour it green using fill with colour tool.

Tell the students to erase the some part of the circle using eraser tool.

The teacher will ask the students to perform some activities so they can get familiar

with the tools and their uses.

Ask the students to open MS Paint.

Ask the students to select pencil tool and draw some line on the drawing area.

Ask the students to select the text tool and type their name.

Ask the students draw a circle and colour it green using fill with colour tool.

Tell the students to erase the some part of the circle using eraser tool.

Now pick the colour from the circle with colour picker tool and colour your name that you typed earlier.

Magnify your name with magnifier tool.

Evaluation:

Evaluation with the help of activity.

Wrap up:

The teacher will wrap up with the main points of the lesson.

MS Pint is a drawing tool.

It is used to create simple drawings.

There are different tools in MS Paint like, pencil tool, Fill with color Tool, colour picker tool, text tol, eraser tool, magnifier tool.

UNIT 6 : PERIOD 3+4

Time (40 x 2) = 80 minutes

Objective:

- To enable the students to know and use different types brushes in Paint.
- To enable the students to know to know and use color 1 and color 2 in Paint

Methodology:

a) Introduction:

The teacher will ask the students that how do we paint the walls?

Now the teacher will tell the students that today we will learn about the brushes and colours in MS Paint.

b) Development:

The teacher will tell the students that there are different kinds of brushes in MS Paint. We can use them to draw different types of pattern and textures. Show the students the icons of the different brushes in the Paint.

Now the teacher will tell that there are two types of colour in Paint i.e. Color 1 and Color 2.

Color 1 is the foreground colour. It is used by the pencil or brush to draw. He/She will tell them this colour is always black but we can select any other colour from the colour pallette.

Color 2 is the background colour. It is always white but we can change it accordingly.

Activities:

The teacher will ask the students to perform some activities so they can get familiar with the brushes and colours in Paint.

Ask the students to move the cursor on the different brushes one by one and note their names.

Now select one brush and draw a stroke with it type its name under it.

Similarly select all brushes and type their names under their strokes.

Tell the students that they ca see the name of the brush while moving the pointer to its icon.

Now ask the students to select one brush then choose a colour for it from color 1 and draw strokes on the drawing area.

Ask the studensts to apply different colours to different brushes and draw strokes.

Evaluation:

Evaluate on the basis of activities.

Wrap up:

The teacher will wrap up with the main points of the lesson.

There are nine different kinds of brushes in MS Paint.

Brushes are used to create different pattersn and textures.

There are two kinds of colors in Paint i.e. Color 1 and Color2.

UNIT 6 : PERIOD 5+6

Time (40 x 2) = 80 minutes

Objective:

- To enable the students to know and recognize basic shapes used in Paint.
- To enable the students to use basic shapes to draw a clown face and a window.

Methodology:

a) Introduction:

The teacher will tell the students we can draw different basic shapes like, line, oval, circle, rectangle and rounded rectangles, etc in Paint.

He/She will tell the students that we will draw a clown face and a window.

b) Development:

The teacher will tell the students that there are different basic built in shapes in Paint. He/She will tell the students that we can access these basic shapes from the Shapes group.

The teacher will tell the students to open the page no 44 of their books.

Now he/she will tell them that today we will draw a clown face and a window using basic shapes.

Draw the clown face and window as shown in the book in forn t of the class so they can learn the steps to draw these shapes.

Activities:

The teacher will help the students to draw the clown face and window.

He/She will ask the students to select an oval from the shapes group.

Now ask them to draw a circle.

Ask the students to select line from the shapes and draw two line over the circle as shown in the book.

Tell the students to select brush tool now and draw the ears and decorate the cap as shown in the book.

The teacher will ask the students to select oval tool again and draw eyes and nose as shown in the book.

Encourage the students to draw eyes and decorate the cap on their own.

Now ask the students to use eraser tool to delete all the extra lines.

Tell them to select the colors and fill the face and cap with brown and green respectively as shown in the book.

Ask the students to select the yellow air brush now and add details in the face as shown in the book.

Now ask the students to give a name to their clown face and type it under or draw it with brush.

The teacher will tell the students that we can different shapes in Paint. He/She will tell them let us draw a window with curtain in Paint now.

Ask the students to select rectangle shape from shape group. Now ask them to draw three squares as shown in the book.

Tell them that they can use magnifier tool add extra details in their design. Help all the students to draw the squares.

Now ask the students to draw four more squares as shown in the book.

Click curve from the shapes and draw the curtain as shown in the book.

Now add some bricks on the both sides of the window. Help the students to draw these bricks. Tell them they can draw two bricks one large and one small and then they can easily copy paste them easily to draw a wall.

Ask the students to colour the windows with fill with color tool and colour the brinks with brush tool.

Ask each students to colour the window, and curtain as they desired.

Evaluation:

Evaluate on the basis of activities.

Wrap up:

The teacher will wrap up with the main points of the lesson.

We can use different basic shape as oval, rectangle, polygon and start, etc to draw images in Paint.

UNIT 6 : PERIOD 7+8

Time (40 x 2) = 80 minutes

Objective:

- To enable the students to know the resize and skew commands.
- To enable the students to use resize and skew commands in Paint.

Methodology:

a) Introduction:

The teacher will ask the students that can we resize and slant an image in MS Paint.

He/She will encourage the students to give the answer.

Write the answers given by the students on the board. The teacher will tell the students that today we are going to learn to resize and skew an image or drawing in MS Paint.

b) Development:

The teacher will open the Paint on the computer.

Ask the students to open the page no 45 of the book.

The teacher will ask a student to read the lesson of resize and skew in a loud voice.

Now tell the students difference between horizontal and vertical.

Draw any image in Paint and show the students to resize it vertically and horizontally.

Also tell them that how can we open resize dialogue box.

Now tell the students we can also slant a drawing in Paint using skew option.

Demonstrate both vertical and horizontal skew in front of the class.

Activities:

Ask students to draw grapes as shown on page 45.

Help students to select oval and resize button from image group.

Help the students to complete the grapes activity.

Encourage the students during this activity.

After the students have completed this activity ask them to draw red grapes with different pattern.

Help the students to draw red grapes.

Evaluation:

Evaluate the students on the basis of activities and work done.

Wrap Up:

Wrap up with the main points of the lesson.

We can resize any image in the paint.

We can also skew an image vertically or horizontally.

UNIT 6 : PERIOD 9+10

Time (40 x 2) = 80 minutes

Objective:

- To enable the students to know rotate and flip commands in Paint.
- To enable the students to use rotate and flip commands in their drawings.

Methodology:

a) Introduction:

The teacher will ask the students that what is the meanings of rotate and flip?

Write the answers given by the students on the board.

Tell the students that in today's lesson we will learn how to rotate and flip an image/drawing in Paint.

b) Development:

The teacher will open the Paint on the computer.

Ask the students to open the page no 46 of the book.

The teacher will ask a student to read the lesson of rotate and flip in a loud voice.

Now the teacher will tell the students we can rotate an image or drawing in paint in different angles like 90 angle towards left and 90 towards right.

We can also rotate it to 180 degree angle.

The teacher will also tell the students that we can flip the image horizontally or vertically.

Demonstrate both rotate and flip commands in front of the class.

Activities:

Ask students to draw apples as shown on page 46.

Help students to select rotate command from image group.

Encourage the students during this activity.

Help students to draw the stem and leaf of the apple.

After the students have completed this activity ask them to draw apple with two leaves.

Help the students to perform this activity.

Evaluation:

Evaluate the students on the basis of activities and work done.

Wrap Up:

Wrap up with the main points of the lesson.

We can rotate any image in the paint to 90 degree angle left or right.

We can also rotate an image to 180 degree angle.

We can also flip an image vertically or horizontally.

UNIT 6 : PERIOD 11+1 2

Time (40 x 2) = 80 minutes

Objective:

- To enable the students to draw a stained glass window in Paint.

Methodology:

a) Introduction:

The teacher will tell the students today we will perform the project 1 in the class room. He/She will tell the students that In this project we will use different tools of MS Paint which we have learnt so far.

b) Development:

The teacher will open the Paint on the computer.

Ask the students to open the page no 47 of the book.

The teacher will recap the tools of MS Paint used in this project to the students.

The teacher will give an overview of the project to the students so they can easily understand how to draw a stained glass window in MS Paint.

Activities:

The teacher will ask draw an oval and rectangle as shown in the book. He/She will guide the students to draw shapes.

The teacher will now ask the students to draw a line in the center of the shapes as shown in the book.

Now He/She will ask the students to erase the one side of the shape.

Ask students to draw patterns using pencil tool. Encourage them to draw freely which ever pattern they want to draw..

The teacher will ask the students to fill the shape with different Colour randomly.

Encourage the students to use Colour of their own choice.

Now ask the student to select the whole image and copy paste it.

Ask students to flip the copied image. Tell them they can select the flip option from the image group. Now ask the students to drag the flipped image to the side of the first image.

Evaluation:

Evaluate the students on the basis of project. Take the print out of three best drawing and display at the notice board.

Wrap Up:

Wrap up with the main points of the lesson.

We can use flip option from rote menu in Image group.

UNIT 6 : PERIOD 13+14

Time (40 x 2) = 80 minutes

Objective:

- To enable the students to draw a beautiful floral design.
- To enable the students to draw a beautiful scenery.

Methodology:

a) Introduction:

The teacher will tell the students that today we will perform the project 2 in the class room.

He/She will tell the students that we will also draw a scenery using brushes in Paint.

b) Development:

The teacher will ask the students to open the page no 48 of their textbook.

He/She will open MS Paint.

Now the teacher will show the students how to draw a leaf and flower in Paint?

Step by step draw the floral design so that the students can learn to draw floral design.The teacher will tell the students that we will learn to draw a beautiful scenery in Paint.

He/She will demonstrate the steps to draw the scenery in front of the class as shown in the book.

Activities:

a) The teacher will ask to draw a long curve on the drawing area of MS Paint as shown in the book. He/She will guide the students to draw the curve. The teacher will now ask the students to draw a flower and a leaf.

Ask the students to select the leaf and copy paste it. Now He/She will ask the students to flip the leaf horizontally. Ask students to draw patterns using pencil tool.

Encourage them to draw freely which ever pattern they want to draw. The teacher will ask the students to fill the shape with different colour randomly.

Encourage the students to use colour of their own choice. Now ask the student to select the whole image and copy paste it. Ask the students to paste these leaves on the curved line and paste the flowers on the line too as shown in the book.

b) The teacher will ask the students to select brush from Brushes group. Ask them to select the size of brush 8 pixel thick. Now ask the students to draw the stem of the tree first as shown in the book. Tell the students to create leaves using green colour. Help the students to draw one more tree. Ask the students to draw mountains, sun, river, fence and water as shown in the book. Tell the students to use magnifier tool to add extra details in the drawing.

c) The teacher will ask the students to draw some more trees and hills in the scenery. Help them to perform this activity.

Evaluation:

Evaluate the students on the basis of project. Take the print out of three best drawing and display them on the notice board.

Wrap Up:

Wrap up with the main points of the lesson.

UNIT 6 : PERIOD 15+16

Time (40 x 2) = 80 minutes

Objective:

- To enable the students to draw a mango.
- To enable the students to complete project 3 (draw brinjal and tomato)

Methodology:

a) Introduction:

The teacher will ask the students that raise your hands who can draw a mango. The teacher will now tell the students that we will draw a mango in MS Paint today.

The teacher will tell the students that we will also draw a brinjal and tomato using spray tool in Paint.

b) Development:

The teacher will ask the students to open the page no 49 of their textbook. He/She will ask the students to draw a mango on their notebooks. Ask the students to draw brinjal and tomato on their notebooks.

Encourage the students regarding their designs.

The teacher will show the students that to draw the mango we need to draw to circles first as shown in the book. The teacher will draw the mango step by step as shown in the book.

Now the teacher will tell the students we can draw brinjal and tomato using oval shape. Draw a brinjal and tomato in Paint in front of class so the students can learn the steps to draw them.

Activities:

a) The teacher will ask the students to draw two circles as shown in the book. He/She will guide the students to draw the circles. The teacher will now ask the students to join the circles using brush tool. Now ask them to erase the unwanted lines of the mango. The teacher will tell the students to colour the mango yellow using spray tool. Tell the students to use magnifier tool to colour the mango properly. Now ask the students to draw the leaf and stem of the mango with brush tool.

b) Help the students to draw the brinjal and tomato. Ask the students draw an oval and then from shapes as shown in the book and draw the stem of the brinjal with the brush tool. Ask the students to colour the brinjal purple and its stem green with spray tool.

Similarly ask the students to draw another oval for the tomato and create its stem with brush tool. Now ask them to colour the tomato red and its stem green with spray tool.

c) Help the students to draw some more vegetables like banana and carrot, etc.

Evaluation:

Evaluate the students on the basis of activities and project. Take the print out of three best drawing and display them on the notice board.

Wrap Up:

Wrap up with the main points of the lesson.

UNIT 6 : PERIOD 17+18

Time (40 x 2) = 80 minutes

Objective:

- To enable the students to draw a mango.
- To enable the students to complete project 3 (draw brinjal and tomato)

Methodology:

a) Introduction:

The teacher will ask the students that raise your hands who can draw a mango. The teacher will now tell the students that we will draw a mango in MS Paint today.

The teacher will tell the students that we will also draw a brinjal and tomato using spray tool in Paint.

b) Development:

The teacher will ask the students to open the page no 49 of their textbook.

He/She will ask the students to draw a mango on their notebooks. Ask the students to draw brinjal and tomato on their notebooks.

Encourage the students regarding their designs.

The teacher will show the students that to draw the mango we need to draw to circles first as shown in the book. The teacher will draw the mango step by step as shown in the book.

Now the teacher will tell the students we can draw brinjal and tomato using oval shape. Draw a brinjal and tomato in Paint in front of class so the students can learn the steps to draw them.

Activities:

a) The teacher will ask the students to draw two circles as shown in the book. He/She will guide the students to draw the circles. The teacher will now ask the students to join the circles using brush tool. Now ask them to erase the unwanted lines of the mango.

The teacher will tell the students to colour the mango yellow using spray tool. Tell the students to use magnifier tool to colour the mango properly. Now ask the students to draw the leaf and stem of the mango with brush tool.

b) Help the students to draw the brinjal and tomato. Ask the students draw an oval and then from shapes as shown in the book and draw the stem of the brinjal with the brush tool. Ask the students to colour the brinjal purple and its stem green with spray tool. Similarly ask the students to draw another oval for the tomato and create its stem with brush tool. Now ask them to colour the tomato red and its stem green with spray tool.

c) Help the students to draw some more vegetables like banana and carrot, etc.

Evaluation:

Evaluate the students on the basis of activities and project. Take the print out of three best drawing and display them on the notice board.

Wrap Up:

Wrap up with the main points of the lesson.

Solution of Exercise

1. Answer the following questions briefly on your notebook.

1. Difference between foreground colour and background colour

Foreground colour

Foreground color is the color that the pencil draw with. It is always black when you open Paint or open a different Paint page.

Background colour

Background color is the color of the background. It is always white when you open Paint or open a different Paint page.

2. Brushes of MS Paint

There are nine types of brushes in MS Paint.

3. Difference between Fill with colour tool and Color picker tool.

Fill with colour tool

Fill with colour tool fills the screen or an enclosed shape with a foreground colour (colour 1).

Colour picker tool

Colour picker tool is used to choose a colour from the canvas.

2. Write T for true and F for false statement.

1. F
2. F
3. T
4. F
5. T

3. Fill in the blanks using the given words.

1. simple
2. picker
3. three
4. home
5. flip

4. Tick the right choice.

1. a. Magnifier tool
2. a. Crayon
3. a. Image group
4. c. Brush tool

CLASS THREE
UNIT 7
"Working with MS Word"

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

Suggested Periods: 19

SYNOPSIS

PERIODS	CLASS WORK	HOME WORK
1+2	Brain storming + reading + Practical	
3+4	Practical	
5+6	Practical	
7+8	Practical	
9+10	Practical	
11+12	Project Work	
13+14	Project + Practical	
15+16	Practical + Project	
17+18	Project 4, Project 5	Do exercise page # 63 on notebook Preparation of unit for evaluation
19	Written Evaluation	

Learning Outcomes: The students will be able to know office button and ribbon. They will be able select text in a document. They will be able to use font styles, change of case , text alignment, text box and move text in a Word document.

UNIT 7 : PERIOD 1+2

Time (40 x 2) = 80 minutes

Objective:

- To enable the students to understand the use of MS Word
- To enable the students to open MS Word on a computer.
- To enable the students to get familiar with the interface of the MS Word.

Methodology:

a) Introduction:

The teacher will encourage the students to share their view about how can they write different stories, poems, letters, notes, etc using a computer?

The teacher will write the answers given by the students on the board and will encourage the students.

The teacher will tell the students that we need a specific software to perform a specific task on a computer.

b) Development:

The teacher will tell the students that today we are going to learn about the most popular word processing software in the world, i.e MS Word. He/She will tell the students that we can write poems, stories, messages, notes and letters, etc using MS Word.

The teacher will tell the steps of opening MS word on a computer to the students. He/She will perform the steps of opening the MS Word infront of the class. The teacher will repeat these steps again and again so the students can learn it properly. The teacher will tell the students when we open MS Word, it appears with a blank document.

After opening the MS Word teacher will give a detailed overview of MS Word interface. He/She will introduce the students with basic parts of MS Word window such as Office button, Office menu and Ribbon.

The teacher will tell the students that Office button is located at the top-left corner of the Word window. He/She will tell them it is used to access frequently used commands.

The teacher will now click the office button to show its menu and commands. He/She will tell the students that we can create a new document, open an existing document, save a document, print a document, etc by clicking office button.

He/She will also tell the students that recently used documents are also listed in the right side of the office button menu.

The teacher will also tell the students that a panel below the title bar of the Word window is called ribbon. He/She will tell them all the MS Word commands are organized in a set of tabs in this ribbon and these set of tabs are known as 'Ribbon Tabs'. Now the teacher will tell the students that there are seven tabs in the ribbon and each tab hold groups of related commands.

Now show the different ribbon tabs and their groups one by one to the students.

Activities:

The teacher will ask the students to come one by one and open the MS word on a computer.

He/She will ask the students to write the steps of opening MS Word in their notebooks.

The teacher will open the MS Word window and ask the students to point out the Office button on it. Now ask the students to tell the commands used in office button in a loud voice.

The teacher will show the student home tab and ask them to count the number of groups in home tab.

The teacher will ask the students to click on the different ribbon tabs of the MS Word one by one and write the names of groups of their respective groups.

Evaluation:

From activities.

Wrap-up:

With the main point of the lesson.

UNIT 7 : PERIOD 3+4

Time (40 x 2) = 80 minutes

Objective:

- To enable the students to learn the selection of different amount of text in Word.
- To enable the students to select a word, a line, a sentence and a paragraph.

Methodology:

a) Introduction:

The teacher will ask the students how can we apply different features to text in MS Word?

He/She will tell them before applying any Word feature we should select it first. The teacher will tell the students that today we will learn about the selection of text, i.e. a word, a line, a sentence or a paragraph in Word.

b) Development:

The teacher will tell the students that selection of text is very important in Word because we can apply features of Word only on selected text. So he/she will tell the importance of the selection of the text to the students and will make sure that they learn it properly.

The teacher will type a paragraph in Word and demonstrate the selection of the text for the students.

Activities:

The teacher will ask the students to type the paragraph as shown in the book. Now ask them to select any amount of text by dragging the mouse over the text.

Now ask the students to select a word. Tell them to move the cursor to the word and double click on it.

Ask the students to select the sentence as shown in the book. Ask them to hold down the Ctrl key and then click any where in the sentence which they want to select.

Ask the students to select a line. Tell them to move the cursor to the left of the line until it changes to an arrow and then click.

To select a paragraph ask the students to move the pointer to the left of the paragraph until it changes to a right pointing arrow then double click or ask them to

triple click any where in the paragraph.

Ask the students to select the whole document to select the whole document press Ctrl + A.

Evaluation:

From activities.

Wrap-up:

With the main point of the lesson.

UNIT 7 : PERIOD 5+6

Time (40 x 2) = 80 minutes

Objective:

- To enable the students to make text bold, italic and underlined.
- To enable the students to practice bold, italic and underline commands.

Methodology:

a) Introduction:

The teacher will tell the students that we are going to learn about bold, italic and underline commands today. Tell the students that bold, italic and underline are three commands are known as font styles.

b) Development:

The teacher will ask the students that how can we make headings in a document. He/She will encourage the students to share their answers with the class.

Now the teacher will tell the students that if we want to emphasis on an important text in our document we can make it bold, italic or underline.

Ask the students to open the page no 54 of the book.

The teacher will show the students that we can access the bold, italic and underline command from font group.

Type something on a blank document and demonstrate the bold, italic and underline commands in front of the class.

Activities:

Ask student to open MS Word. Now tell them to type the text as shown in their textbooks. Now ask them to bold the name 'She Khan Lion'.

Now ask the students to select Lahore Zoo and make it italic.

Ask the students to select 'The Mall Road' and underline it.

Now ask the students to select the word Pakistan and make it bold and italic too.

The teacher will ask the students to type their names and addresses and apply bold, italic and underline on different words and lines.

The teacher will ask the students to open a blank document and type the poem given in the book on page no 54.

The teacher will ask the students to do as directed in the book.

Help the students to perform the activity.

Evaluation:

From activities.

Wrap-up:

With the main point of the lesson.

UNIT 7 : PERIOD 7+8

Time (40 x 2) = 80 minutes

Objective:

- To enable the students to use undo and redo commands
- To enable the students to change the case of the text.

Methodology:

a) Introduction:

The teacher will tell the students that today we are going to learn undo and red commands. Undo command is used to reverse the last action and redo command is used to reverse the undo action. Tell the students there are five cases of text in MS Word. We will learn to change case of text in this lesson.

b) Development:

The teacher will ask the students if we make mistakes on our notebook how can we correct it. Tell them we can correct our mistakes using undo command in Word. We can use undo command as many times as we want. It is used when we mistakenly delete something or used any feature. By using undo command we reverse the last action. Tell the students that the Ctrl + Z is the shortcut key of Undo command.

The teacher will tell the we can also use redo command to reverse the undo command.

Now tell the students we can also change the case of text without retyping it, He/She will tell the students that there are five case options in Word. Now tell the students about the five cases as:

Sentence case:	First letter in the sentence is in uppercase and the rest are in lowercase.
lower case:	All characters are in lower case.
UPPER CASE:	All characters are in Upper case.
Title Case:	First letter of each word is capital and the rest are small.
tOGGLE cASE:	First character of each word is small and the rest are capital.

The teacher will type his/her name and change its case to all five options.

Tell the students wee can access change case command from font group.

The teacher will demonstrate the all five case options in front of the class.

Tell them the steps to access the change of case command.

Activities:

a) Ask the students to open a blank document in MS Word. Now tell them to type the list of their friends. Now ask them the select the first name of their friend and change the size of font to 72. Now deselect the name and click undo. Now click redo.

Let the students practice undo and redo command.

b) Ask the students to type their name. Now tell them to select it and access the change of case command on the Home tab, in the font group, click Change of case icon. Now Ask them to select the UPPERCASE from the menu. Now ask the students to copy their name four times in four line and change the case of their name in all other options.

Evaluation:

From activities.

Wrap-up:

With the main point of the lesson.

UNIT 7 : PERIOD 9+10

Time (40 x 2) = 80 minutes

Objective:

- To enable the students to insert and use a text box in a document.
- To enable the students to change the alignment of text.
- To enable the students to create a visiting card.

Methodology:

a) Introduction:

The teacher will tell the students that we can also add a text box in the document. He/She will tell them we place this text box anywhere in the document. Tell the students we can format it as well with shading and borders.

The teacher will tell the students that we can change the position of text by changing its alignment.

b) Development:

The teacher will tell the students that today we are going to learn about how to insert a text box in a document. The teacher will ask the students to open the page no 56 of textbook.

The teacher will tell the students we can insert a text box in a document from insert tab.

He/She will click the insert tab and show the student 'Text group'. The teacher will ask the students to point out text box button in text group. After that he/she will click the text box button. Now the teacher will show the students that a window appears with different text box styles and there are some button is also given at the end of the window from where we can draw a text box on our own. The teacher will insert a text box and type his/her name in it and move it on different places in the document.

The teacher will introduce the students to the different alignments in Word. Tell the students that there are four types of alignment in Word.

Left Align: Aligns text with the left margin. This is the default settings. It is used in most document.

Right Align: Aligns text with the right margin. This can be used for addresses.

Center: The text is centralized on a line. It can be used in a card, on an envelop and in a listing.

Full justification: The text is justified on both sides. It can be seen in books, news papers and magazines.

Activities:

a) The teacher will show the students the steps to insert a text box in a Word document.
He/She will ask the students to open the page # 56 of the textbook.
Ask the students to draw textbook and type their name in it. Also ask them to move the text box in the different places in the document.

b) Ask the students to type the short poem which is given on the page no 57 of the book. Now select the whole document by pressing Ctrl + A. Now apply the all four alignments to the poem one by one.

c) Ask the students to see the steps to create a visiting card on page 57. Following the steps create . Insert a text box from Text Group. Select simple text box style. Click center alignment icon. Ask the students to type their name and address. Now using the enter key adjust the words as shown in the book. Now ask the students select the text box. Tell them to colour the text box by clicking the shape fill tool. Help the students to select the shape fill tool.
Now ask them colour the outline of the card and select its thickness.

Evaluation:

From activities.

Wrap-up:

With the main point of the lesson.

UNIT 7 : PERIOD 11 + 12

Time (40 x 2) = 80 minutes

Objective:

To enable the students to create a birthday card in Word.

Methodology:

a) Introduction:

The teacher will tell the students we can also create graphical documents like birthday card in Word. He/She will tell the students we will learn to create a birthday card today.

b) Development:

The teacher will ask the students to open the page no 58 of the book. He/she will tell the students that we will use a text box to create the birthday card. Demonstrate the all steps to create the birthday card in front of the class so that the students can learn them.

Activities:

Ask the students to draw a simple text box from the text group. Now change the size of the text box to 4.5 x 3.0 inches.

Now ask the students to select a text box style from the format tab, text box style as shown in the book.

Ask the students to add the lines in the text box press enter key from top to the bottom of the text box. Ask them to change the alignment of the text box to the full justification. Tell the students that they can access the full justification command from the paragraph group.

Ask the students to type “Happy Birthday to you” in the first line of the text box. Now ask them to select appropriate font and colour.

Copy and paste it as shown in the book. Tell the students to give different color to each line.

After the birthday card ask the students to create an Eid greeting card. Tell them they can write "Eid Mubarak" on the card. Help the students to create the greeting card.

Evaluation:

From activities.

Wrap-up:

With the main point of the lesson.

UNIT 7 : PERIOD 13 + 14

Time (40 x 2) = 80 minutes

Objective:

To enable the students to create labels and badges in Word.

To enable the students to complete project 2.

Methodology:

a) Introduction:

The teacher will tell the students that today we will learn to create labels and badges in Word.

b) Development:

The teacher will tell the students that we can create different labels and badges using ready-made shapes like circles arrows, stars and banners in Word. Tell the students we can access different shapes from the illustration group. The teacher will show the students list of shapes. Now demonstrate the steps of the label given in the book in front of the class.

Activities:

Ask the students to follow the steps to create label from the book. Ask the students to create an oval. Tell them to change the color and weight of the oval from Shape outline.

Now ask the students to right click anywhere in the oval and select add text to insert text in the oval. Tell the students that we can add text in any shape like this. Now ask the students to type their names inside the oval shape.

Format the name with different font and size. Apply a color to it. Ask the students to change the alignment of their name to Center.

Ask the students to create their school badge. Tell them to select rectangle shape from the shapes and write their name, class and school name in it. Help the students to create their school badge.

Hello Computer Book 3 Aquiline Publishers

Now ask the students to create the labels and banners as shown on the page no 60 of the book and complete the project 2 of the shapes. Help the students to complete this project. Encourage them to change the colour of font colour as they desire.

Evaluation:

From activities.

Wrap-up:

With the main point of the lesson.

UNIT 7 : PERIOD 15 + 16

Time (40 x 2) = 80 minutes

Objective:

- To enable the students to move text in a document.
- To enable the students to move text in a document by drag and drop and cut and paste.
- To enable the students to complete the project 3.

Methodology:

a) Introduction:

The teacher will tell the students that we can easily move text in Word document. He/She will tell them today we are going to learn about two methods of moving text, i.e. drag and drop and cut and paste.

b) Development:

The teacher will ask the students to open the page no 60 of their textbook. The teacher will tell the students we use drag and drop method to change the position f text within a line or list. He/She will tell them in this method we drag the selected text to a new location and then release the mouse button.

The teacher will demonstrate the drag and drop method in front of the class so the students can understand this method properly.

Now the teacher will tell the students we can use cut and paste commands to move text as well. He/She will tell them cut and paste command can be used to change the position of text within a line or list and to a new location as well.

The teacher will tell the students that the cut command deletes the from original location and paste it to clipboard and paste command then place this text at the insertion point.

Tell the students that the clipboard is a temporary area in a computer memory for storage.

Activities:

Ask the students to type the list of numbers as shown on the page no 60 in the book.

Ask them to write these numbers in words in font of each number. Ask the students to drag the number and place it at the top.

Now ask the students to arrange these numbers in ascending order.

After the students finished this activity ask them to arrange these numbers in descending order too.

Now ask the students to type the text as shown on the page no 61 and maintain a list of their daily routine. Ask the students to move the thing they do first at the top of list using cut and paste command. Tell them to arrange the list in chronological order.

Ask the students to types the question and answers given in front of the questions as shown in the book on page no 61 (Project 3).

Now ask the students to cut and paste the answers so that the right answer comes it in front of its question.

Evaluation:

From activities and project.

Wrap-up:

With the main point of the lesson.

There are two methods of moving text in Word.

In drag and drop we can move the text within a line or list.

In cut and paste we can move the text within a line or list and to a new location as well.

UNIT 7 : PERIOD 17 + 18

Time (40 x 2) = 80 minutes

Objective:

- To enable the students to complete the project 4.
- To enable the students to complete the project 5.

Methodology:

a) Introduction:

The teacher will tell the students that we will complete the project 4 and project 5. He/she will tell them the purpose of these project is to enable the students to learn moving text completely.

b) Development:

The teacher will tell the students that cut and paste command is used to change the position of text within a line or list and to a new location as well. He/she will tell the students that the cut command removes the text from the original location and paste it to a new location. The teacher will perform cut and paste in front of the class.

The teacher will also tell the students we can move the text by drag and drop too.

Activities:

Ask the students to create a new word document and type the names of their friends.

Now ask them to arrange these names as the name of their best friend's name comes at top. Hold a competition to see which students perform this activity first. Whoever ends first ask the rest of class to clap for him/her.

Now ask the students to reverse the list of their friends.

Now the teacher will ask the students to create a list of their favourite top 5 TV shows. Now ask the students to arrange them as their favourite show comes at the top.

Now ask them to arrange these shows in reverse order i.e starting from the least favourite.

Ask the students to create a new document in Word and insert a text box in it.

Draw a small text box as shown in the book on page 62.

Now ask the students to type the first letter 'C' of word "COMPUTER". Choose the font size 48. Now ask the students to copy this text box seven times.

Ask the students to type all letters of word "COMPUTER".

Now ask the students to drag the letters to form more words from the spellings of computer.

Evaluation:

From activities and project.

Wrap-up:

With the main point of the lesson.

There are two methods of moving text in Word.

In drag and drop we can move the text within a line or list.

In cut and paste we can move the text within a line or list and to a new location as well.

UNIT 7 : PERIOD 19

Student's Worksheet

Total Marks: 10

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

1. Write " I love Pakistan" in the following cases of text. (2.5)

Sentence case: _____

Lower case: _____

Upper case: _____

Title case: _____

Toggle case: _____

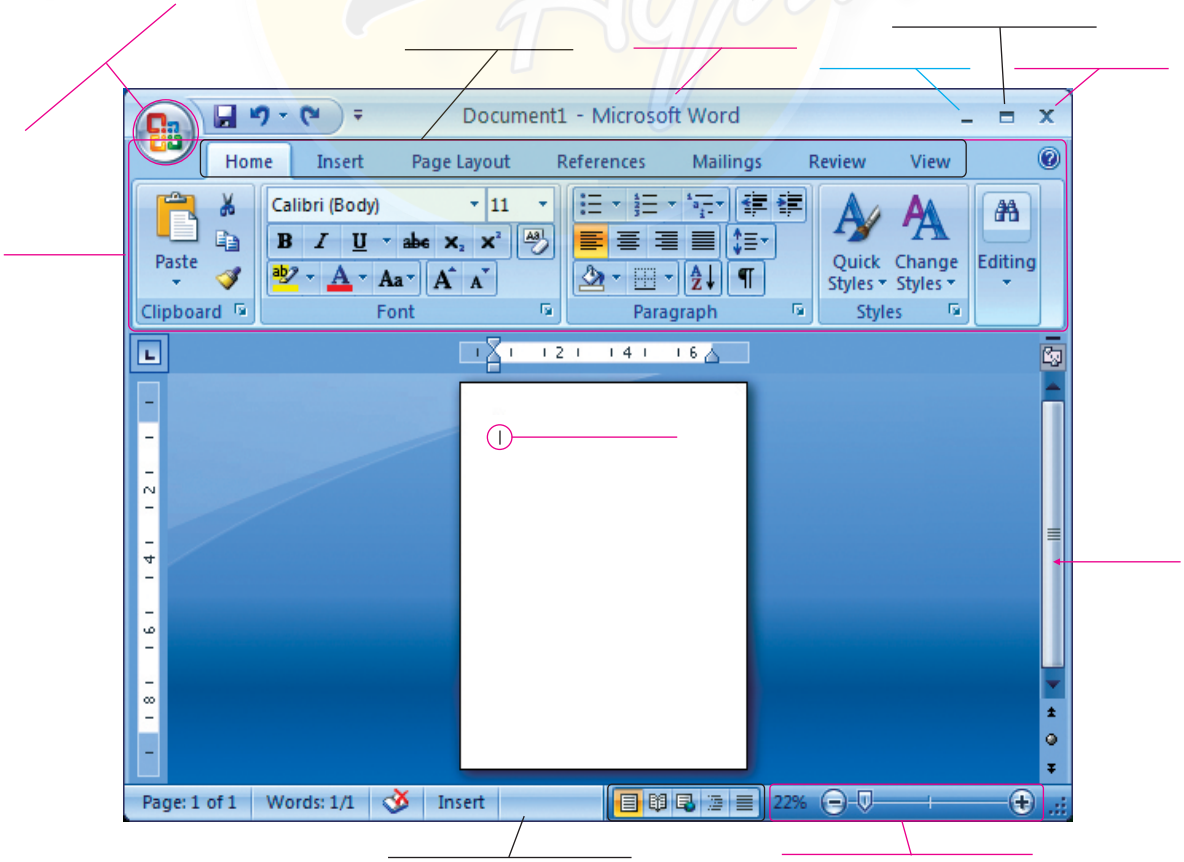
2. Identify the type of alignment. (2)






_____ _____ _____ _____

3. Label me. (5.5)



Solution for Exercise

1. Answer the following questions briefly on your notebook.

1. Office Button and Ribbon

Office Button

Office button is at the top left corner of the MS Word window. It provides fast access to files and frequently used commands such as create a new document, open an existing document, print, and save, etc.

Ribbon

Ribbon is a panel below the title bar. It presents commands organized into a set of tabs called ribbon tabs.

2. Font Styles

The names of different font styles are:

Bold

Italic

Underline

3. Text Alignment

There are four types of text alignments in MS Word.

Left Align

Right Align

Center Align

Full Justification

2. Write T for true and F for false statement.

1. T
2. F
3. F
4. T

3. Fill in the blanks using the given words.

1. button
2. font
3. reverse
4. selected

4. Fill in the blanks using the given words.

1. a. Word window
2. a. any amount of text
3. b. toggle case
4. c. Ctrl + Z
5. a. Text box