Aquiline

Teacher Resource Book

LEARNING BY DOING

A COMPUTER BOOK FOR KIDS

4

Hello Computer!



Based on Bloom's Taxonomy:

Aquiline aims at developing **Hello Computer** catering with all educational theories and Bloom's Taxonomy. That refers remembering, understanding, applying, analyzing, evaluating and creating in children's early years at school. For respectable reviewers, we have inculcated all salient features of our product as follows:

The authors of the revised Bloom's Taxonomy suggest some clarifying points:

1. Objectives (learning goals) are important to establish in a pedagogical interchange so that teachers and students alike understand the purpose of that interchange.
2. Teachers can benefit from using frameworks to organize objectives.
3. Organizing objectives helps to clarify objectives for themselves and for students.
4. Having an organized set of objectives helps teachers to:
    - plan and deliver appropriate instruction.
    - design valid assessment tasks and strategies.
    - ensure that instruction and assessment are aligned with the objectives.

Based on Integrated Curriculum:

An **integrated curriculum** is described as one that connects different areas of study by cutting across subject-matter lines and emphasizing unifying concepts. Integration focuses on making connections for students, allowing them to engage in relevant, meaningful activities that can be connected to real life. **Can you imagine how an integrated curriculum can benefit your students?** Understanding the benefits and how to effectively integrate curriculum can help teachers and students become more successful in the classroom.

Hello Computer is well-integrated in all terms of curriculum development and makes it a display of author's skills and company's deep concern in imparting relevant but connected series of knowledge based on previous learning and experience.

Based on Illustrative Approach:

Dr. Healy (Your Childs' Growing Mind) explains that a unique aspect of picture books is the child's physical participation in the story via page turn. The words and illustration allow the child to experience what is happening on any particular page; however, advancing the story—physically turning the page—requires action on his part. This type of participation sets up an interactive experience between the child and the story.

Aquiline ensures relevant illustrations in **Hello Computer** to make the child absorbing and more inquisitive in learning new things about knowledge. It is an undeniable fact that picture books can help a child increase his attention span, going beyond an interesting text because of their unique structure, (which is common to all genres).

Based on Effective Brain Storming and Interesting Activities:

Early reading for toddlers helps them view books as a tolerance, not a chore. Kids who are exposed to reading are much more likely to choose books having interesting activities,

cartoon characters, brain storming activities like choosing an appropriate option, puzzle games etc. as they grow older. These activities involve the children in their academic interest and excellence. **Hello Computer** is based on:

- Lab Activities: To ensure practical interest and skills among children
- Do You Know Segments: To enhance the children's knowledge about certain text
- Students' Worksheets: To revise and perform the pre-equipped knowledge
- Glossary: To understand difficult word items and terminologies

Aquiline works out a plan to incorporate text material with relevant activities in developing **Hello Computer** that are meant to revise the learnt material and apply the pre-gathered knowledge in doing exercises in the most comforting zone.

Based on Age-Appropriate Language:

In Pakistan, the standard of speaking and comprehending English language is not encouraging. Especially, kids going to any school come of an environment where they are not well equipped with English language. Hence, it becomes a grave issue for English medium school teachers to make the child understand and learn their lesson items in the second language.

Aquiline has put an enormous effort to make English an easy medium of education and learning in **Hello Computer**. Words and phrases selection has been executed carefully so that children may not confuse while they are in early years of learning. Integrated curriculum gradually leads to better vocabulary and comprehensive language items that furnishes excellent results in the children's academic career.

Based on simple sentence formation:

Long and complex sentences lead the children to the state of confusion and inferiority because all minds don't possess similarly tendency to learn in the second language. Hence, **Aquiline** has developed **Hello Computer** keeping in mind this grave issue. Sentences are neither too short not noticeably difficult. Moreover, all sentences in a given topic are well-connected and precise.

Last Words:

You are undoubtedly our esteemed teacher. We do have great expectations with you. The only thing we emphasize is to select a syllabus that caters with all foundations of an Islamic state. We do expect your special concern in recommending textual material that focuses merely on developing our children into really good Muslims, human beings and learners. If you succeed in this practically proven service to the nation, you are supposed to play your enthusiastic role in nation building programme.

May ALLAH bless you with sound health, honesty of purpose, staunch Faith and true spirit of patriotism! Amen

Jazak Allah

Hello Computer

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): What Is a Computer

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

Week: 1 **Day:** 1

Students' Learning Objectives:

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

- define and explain a computer and its work.
- identify different shapes of computer.
- know about hardware.
- explain about system unit.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Suggested Teaching Methodologies: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit.	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 1: **"What is a computer",** page no. **5, 6, 7.** • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. computer, electronic, machine, accepts data, processes, according, future, tablet PC, palmtop, Notebook, laptop, desktop computer, smart phone, physical, microphone, scanner, printer, headphone, instructions, permanently, flash drive, communication, rectangular, contains, components, storage, encased protects, damage, system units, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 5, 6"** picture of different computer shapes and hardware components and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about different computer shapes and hardware components. **Activity 2:** • Ask the students to look at the **"page no. 7"** picture of system unit and its components and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about system unit and its components.	30 Minutes

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Class: 4 **Subject:** Computer

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

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): What Is a Computer

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

Week: 1 **Day:** 2

Students' Learning Objectives:

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

- understand the function of motherboard.
- define and explain a processor and its different components.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Suggested Teaching Methodologies: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit. • Check their previous knowledge by asking the following questions: ➢ What is a computer? ➢ How many types of hardware are there?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 1: **"What is a computer",** page no. **8, 9, 10.** • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. motherboard, system board, components, attached, processor, expansion slot, storage devices, silicon chip, calculations, decisions, central processing unit, arithmetic and logic unit, mathematical, problems, control unit, maintain, sequence, traffic policeman, backbone, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 8"** picture of motherboard and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about motherboard. **Activity 2:** • Ask the students to look at the **"page no. 9, 10"** picture of processor and Control unit and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about processor and Control unit.	30 Minutes

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• Solve some equations on white board. Help them to understand how a computer processor solve it.	
Assessment: • Ask different questions from the students to assess their learning: ➢ Name the types of computer in a computer network. ➢ What is a motherboard? ➢ How many components of computer are attached to the motherboard? ➢ Define processor. ➢ How many components a processor has? Name them. ➢ What is the function of ALU? ➢ What is the function of CU?	5 Minutes
Homework: • Learn and revise important information and definitions of motherboard, processor and its components. • Write difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

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

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

- identify the different shapes of computers and its name.
- identify the physical parts of computer and its work.
- know about system unit and its components.
- understand the function of motherboard in computer.
- know about the processor work in computer.

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

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): What Is a Computer

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

Week: 2 **Day:** 1

Students' Learning Objectives:

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

- define memory and its
- explain different types of memory like RAM and ROM.
- know and define a modem and a network card.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Suggested Teaching Methodologies: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit. • Check their previous knowledge by asking the following questions: ➢ Name the main circuit board of the computer. ➢ How many components of a processor? Name them.	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 1:**"What is a computer",** page no. **10, 11, 12,** and **13.** • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. memory, electronic, instructions data, RAM, ROM, temporary, accessible high speed, volatile, switched off, content, normally, performs, nonvolatile, connect, modem, network card, internal , external, plugged, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 10, 11"** picture of Memory and RAM and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about Memory and RAM. **Activity 2:** • Ask the students to look at the **"page no.12, 13"** picture of ROM, modem and network card and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about ROM, modem and network card.	30 Minutes

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Assessment: • Ask different questions from the students to assess their learning: ➢ Define memory. ➢ How many kinds of memory are there? Name them. ➢ Define RAM. ➢ What does RAM stand for? ➢ Define ROM. ➢ What does ROM stand for? ➢ Name some communication devices. ➢ What is the function of modem? ➢ How does network card work?	5 Minutes
Homework: • Learn and revise important information and definitions of memory (RAM, ROM) and communication devices (Modem, Network Card). • Write difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): What Is a Computer (Exercise)

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

Week: 2 **Day:** 2

Students' Learning Objectives:

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

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

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Suggested Teaching Methodologies: After warm greetings: • Introduce the students with the exercise. • Tell them they are going to solve the exercise. • Check their previous knowledge by asking the following questions: ➢ What does RAM stand for? ➢ Define control unit.	5 Minutes
Development **Model Reading:** • Do the model reading of the questions of exercise in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms. • Tell them the correct answers of the questions. **Practice Activities** **Solution of Exercise:** Following are the answers/solutions of the Q # 1-5. Solution Q # 1: 1. Pg. no. 6. The physical parts …….. system unit. Following are the names of five different hardware devices: ➢ Keyboard ➢ Mouse ➢ Printer ➢ Scanner ➢ Speaker 2. Pg. no. 8. A motherboard ……. in the system unit. Following are some of the computer components attached to the motherboard: ➢ Memory Chips (RAM, ROM) ➢ Input/output devices ➢ Storage devices 3. Pg. no. 9. A processor is the brain…….. and logic unit. 4. **RAM** is a temporary storage area. It holds data before and after processing. RAM is a volatile memory because information is lost when the power is switched off.	30 Minutes

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ROM normally contains instructions that computer performs automatically whenever it is switched on. It stores data permanently. ROM is nonvolatile. ➢ Local Area Network (LAN) ➢ Metropolitan (LAN) ➢ Wide Area Network (WAN) 5. Pg. no. 7. System unit is a …….dust and damages. ➢ Pg. no 13 A modem is a …… the system Unit. ➢ Pg. no 13 A network card is a small…… of a computer. Solution Q # 2: **1.** F **2.** T **3.** T **4.** F Solution Q # 3: **1.** connect **2.** motherboard **3.** electronic **4.** random Solution Q # 4: **1.** a **2.** b **3.** c **4.** a **5.** c	
Assessment: • Assess the students by asking different questions of the exercise. ➢ Explain system unit. ➢ How many different shapes of computer are there? Name them. ➢ What do you know about memory? ➢ Define RAM. ➢ What does ROM stand for? ➢ What do you know about modem? ➢ How does network card work?	5 Minutes
Homework: • Learn and write complete exercise in your notebooks.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Lab Activity

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

Week: 2 **Day:** 3

Students' Learning Objectives:

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

- practise the activities on computer.
- enhance their understanding how to RAM and ROM work in computer.
- know how a modem work.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster, Computer Lab	
Pre-Reading Activities: After warm greetings: • Introduce the students with the computer lab. • Tell them that they are going to practice some lab activities. • Check their previous knowledge by asking the following question: ➢ Define system unit. ➢ Define processor. ➢ Name different components of motherboard.	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them the memory of computer. • Tell the students how we can find processor and memory size of the computer. • Open the system unit and show them where RAM and ROM are plugged on the motherboard. • Open the system unit and show them where the internal modem is plugged on the motherboard. • Tell the students about the Network card and show them how they can work.	18 Minutes
Assessment: In order to assess the students, ask them: • Where RAM is attached on motherboard? • How is network working?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Introduction of Software

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

Week: 3 **Day:** 1

Students' Learning Objectives:

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

- explain the basic operations of a computer.
- enlist main types of software.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Suggested Teaching Methodologies: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit. • Check their previous knowledge by asking the following questions: ➢ What does RAM and ROM stand for? ➢ What is the function of modem?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 2:**"Introduction of Software,** page no.**15, 16,** and **17.** • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. similar, problems, operations, processing, questions, accepts data, microphone, digital camera, results, produced, speakers, information, perform, requires, instruction, documents, painting, software essential, device drivers, utilities, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no.15"** picture of basic operations performed by a computer and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about basic operations performed by a computer. **Activity 2:** • Ask the students to look at the **"page no.16"** picture of software and its types and ask what they can see.	30 Minutes

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• Get answers from the students and then tell them that they are going to tell you about software and its types.	
Assessment: • Ask different questions from the students to assess their learning: ➢ How does a computer work? ➢ How many types of basic operations of a computer are there? ➢ Name the basic operations of a computer. ➢ Define input operation. ➢ Explain processing operation. ➢ What is output operation? ➢ Describe the storage operation. ➢ What is a software? ➢ How many types of software are there? ➢ Define system software.	5 Minutes
Homework: • Learn and revise important information and definitions of computer operations, software and operating system. • Write difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Introduction of Software

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

Week: 3 **Day:** 2

Students' Learning Objectives:

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

- define and explain an operating system.
- explain important functions of an operating system.
- know about application software.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Suggested Teaching Methodologies: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit. • Check their previous knowledge by asking the following questions: ➢ How does a computer work? ➢ How many types of software? Name them.	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 2:**"Introduction of Software,** page no.**17, 18,** and **19.** • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. operating system, software, function, applications, between, widely, personal, functions, performed, specific task, create graphics, calculations, play games, movies, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 18"** picture of function of an operating system and ask what they can see. • Get answers from the students and then tell them that they are going to tell you function of an operating system. **Activity 2:** • Ask the students to look at the **"page no. 19"** picture of application software and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about application software.	30 Minutes

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Class: 4 **Subject:** Computer

Assessment: • Ask different questions from the students to assess their learning: ➢ What is an operating system? ➢ What is the most widely used operating system for personal computer? Give examples. ➢ What are the important functions of an operating system? ➢ Define application software. ➢ What can we do with application software?	5 Minutes
Homework: • Learn and revise important information and definitions of Operating system, important functions of an operating system and application software. • Write difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Lab Activity **Period (s) / Time:** 1 / 25 min **Term:** 1st **Week:** 3 **Day:** 3	
Students' Learning Objectives: By the end of the session, the students will be able to: • understand how does a computer work. • understand how can we calculate the sums. • identify the input, processing, output and storage operations. • understand the different application software installed in a computer.	
Equipment & Material Required: Textbook, Whiteboard, Board Marker, Duster	**Time**
Pre-Reading Activity: After warm greetings: • Introduce the students with the computer lab. • Tell them that they are going to practise some lab activities. • Check their previous knowledge by asking the following questions: ➢ Who is the main circuit board of the computer? ➢ Name some of the computer components are attached to the motherboard.	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how we can solve the different sums in a very short time. • Ask the student to solve different sums by yourself. • Show the students different application software and tell them how we can install in it. • Tell the students how we can install MS Word in computer.	18 Minutes
Assessment: In order to assess the students, ask them: • How can we enter numbers in computer?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Introduction to Software (Exercise)

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

Week: 4 **Day:** 2

Students' Learning Objectives:

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

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

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Suggested Teaching Methodologies: After warm greetings: • Introduce the students with the exercise. • Tell them they are going to solve the exercise. • Check their previous knowledge by asking the following questions: ➢ Define operating system. ➢ What do you know about application software?	5 Minutes
Development **Model Reading:** • Do the model reading of the questions of exercise in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms. • Tell them the correct answers of the questions. **Practice Activities** **Solution of Exercise:** Following are the answers/solutions of the Q # 1-5. Solution Q # 1: 1. A computer cannot perform any task with the hardware alone. It requires instructions to perform a task. These instructions are called software. 2. There are two main types of software: ➢ System Software ➢ Applications Software 3. **System Software** is a set programme that controls and directs the operations of a computer. ➢ **Application Software** is used to perform a specific task on a computer is called application software. 4. Pg. no. 17. An operating system…….. computer is useless. 5. Pg. no. 16. There are four basic operations…….. and flash memory. Solution Q # 2: **1.** T **2.** T **3.** F **4.** T **5.** T Solution Q # 3: **1.** instructions **2.** link **3.** specific **4.** application	30 Minutes

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Solution Q # 4: **1.** b **2.** c **3.** a **4.** a **5.** b	
Assessment: Assess the students by asking different questions of the exercise. • What is an operating system? • Define input operation.	5 Minutes
Homework: • Learn and write complete exercise in your notebooks.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Student's Worksheet

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

Week: 4 **Day:** 2

Students' Learning Objectives:

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

- answer the given questions of worksheet.
- match the pictures with their names.
- tell what an operating system can do.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Suggested Teaching Methodologies: After warm greetings: • Introduce the students with student's worksheet. • Tell them the purpose which things they are going to read in this worksheet. • Check their previous knowledge by asking the following questions: ➢ Explain the types of software. ➢ Describe the basic operation of a computer.	5 Minutes
Development	30 Minutes

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Class: 4 **Subject:** Computer

Student's Worksheet

Total Marks: 10

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

1. Identify who is acting as CU in the following. (3)

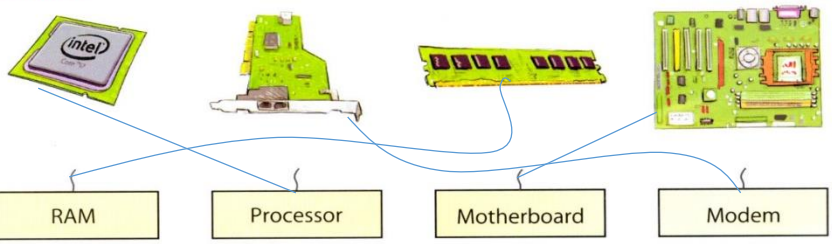
   I. In the traffic system who is the control unit?... Computer

   What does he do?..... He controls traffic

   ii. In the school assembly who is the control unit?... Assembly in charge

   What does he do?..... He controls and conducts the school

2. Who am I?



3. What does an operating system do? (5)

Starts a computer and makes it ready for the work.

Manages files/ folders and operations such as saving, opening deleting files, etc.



Controls the input, process, output and storage operations and also helps to install the other devices in the computer.

Helps a user to work with multiple programmes. Works with multiple programmes and applications at the same time.

Assessment: • Ask different questions from the students to assess their learning: ➢ What does an operating system can do? ➢ Who controls the traffic signal?	5 Minutes
Homework: • Learn and revise important information and definitions of e-mail, e-mail address and e-mail service provider.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

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

Students' Learning Objectives:

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

- understand how to install operating system like windows in a computer.
- know about the important functions of an operating system.
- know about different application software.

Equipment & Material Required: Textbook, Whiteboard, Board Marker, Duster	**Time**
Pre-Reading Activity: After warm greetings: • Introduce the students with the computer lab. • Tell them that they are going to practise some lab activities. • Check their previous knowledge by asking the following question: ➢ What can we do with the application software?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to installed operating system like windows in computer. • Show the student different application software. • Ask the student to open MS Paint and draw painting by yourself and save it with your name.	18 Minutes
Assessment: In order to assess the students, ask them: • Name the important functions of an operating system. • Define storage operation. Give some examples.	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): The Internet and World Wide Web

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

Week: 5 **Day:** 1

Students' Learning Objectives:

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

- define the Internet.
- know the Internet services.
- explain World Wide Web.
- define and explain about a web page and a website.
- describe and recognize different web browsers.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Suggested Teaching Methodologies: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit. • Check their previous knowledge by asking the following questions: ➢ What is the most widely operating system for persona computer? ➢ Define application software.	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 3: **"The Internet and world wide web,** page no.**22, 23,** and **24.** • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. internet, network, connect, million, education, shopping, chatting, services, purpose, variety, world wide web, collection, contains, graphic, videos, related, web page, access, web browser, friendly, available, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 22, 23"** picture of internet, internet services, world wide web, web page and website and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about internet, internet services, World Wide Web, web page and website. **Activity 2:**	30 Minutes

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Class: 4 **Subject:** Computer

• Ask the students to look at the **"page no. 24"** picture of web browser and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about Web browser. • Make a list of sign out an e-mail account steps on whiteboard.	
Assessment: • Ask different questions from the students to assess their learning: ➢ What is internet? ➢ Name different internet services. ➢ What is the World Wide Web? ➢ Define web page. ➢ Define website. ➢ What do you know about web browser? ➢ Name different web browsers.	5 Minutes
Homework: • Learn and revise important information and definitions of internet, internet services, World Wide Web, web page, website and Web browser. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): The Internet and World Wide Web

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

Week: 5 **Day:** 2

Students' Learning Objectives:

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

- know the use of internet explorer.
- recognize how to access different websites.
- define and recognize different search engine.
- identify how to search websites and web pages.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Suggested Teaching Methodologies: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit. • Check their previous knowledge by asking the following questions: ➢ Name different internet services. ➢ Define World Wide Web.	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 3: **"The Internet and world wide web,** page no. **25, 26,** and **27.** • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. Microsoft window, icons, buttons, address bar, search bar, accessing, information, searching, specific, topic, section, phrase, popular, against , related, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 25, 26"** picture of Internet explorer, accessing different web pages, search engine and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about Internet explorer, accessing different web pages and search engine. **Activity 2:** • Ask the students to look at the **"page no. 27"** picture of searching websites and web pages and ask what they can see.	30 Minutes

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Class: 4 **Subject:** Computer

• Get answers from the students and then tell them that they are going to tell you about searching websites and web pages.	
Assessment: • Ask different questions from the students to assess their learning: ➢ Define internet explorer. ➢ What is the function of address bar? ➢ What is the function of search bar? ➢ What is web searching? ➢ What do you know about search engine? ➢ Name some most popular search engines.	5 Minutes
Homework: • Learn and revise important information and definitions of Internet explorer, web searching and search engine. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

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

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

- know about the importance of internet.
- understand the different internet service.
- understand how to open websites.
- identify the web browser.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Pre-Reading Activity: After warm greetings: • Introduce the students with the computer lab. • Tell them that they are going to practise some lab activities. • Check their previous knowledge by asking the following questions: ➢ Name five different application software. ➢ What is an operating system?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to use start internet on computer. • Tell the student about the different internet services. • Tell the student about the basic concept of World Wide Web. • Show them how open different websites on computer. • Show the student web page and different website for games and poems. • Tell the student about different web browser. • Show them address bar where we can type different website address.	18 Minutes
Assessment: In order to assess the students, ask them: • What can we do with internet? • Where we can write website address?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4

Subject: Computer

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): The Internet and World Wide Web (Exercise)

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

Week: 6 **Day:** 1

Students' Learning Objectives:

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

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

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Suggested Teaching Methodologies: After warm greetings: • Introduce the students with the exercise. • Tell them they are going to solve the exercise. • Check their previous knowledge by asking the following questions: ➢ What does MAN stand for? ➢ What is wide area network?	5 Minutes
Development **Model Reading:** • Do the model reading of the questions of exercise in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms. • Tell them the correct answers of the questions. **Practice Activities** **Solution of Exercise:** Following are the answers/solutions of the Q # 1-5. Solution Q # 1: 1. A worldwide computer network is called the internet. Internet is the largest computer network that connects millions of computers around the world. The most commonly used internet services are shown: Education Shopping E-mail Chatting News Gaming 2. Pg. no. 23. The world Wide Web……. over the world. 3. Pg. no. 23. A documents on the …… other pages. ➢ Pg. no. 23. A websites is …….. of the websites. 4. Pg. no. 24. A web browser…….. web browsers available. 5. Pg. no. 26. Searching information…….. search engine. ➢ Pg. no. 24. A Search engine…… related information. Solution Q # 2: **1.** T **2.** T **3.** F **4.** T **5.** T Solution Q # 3: **1.** network **2.** collection **3.** document **4.** address **5.** browser	30 Minutes

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Class: 4 **Subject:** Computer

Solution Q # 4:
Write the names of the following icons.

4. \ FireFox s of the I Internet Explorer : Chrome Opera

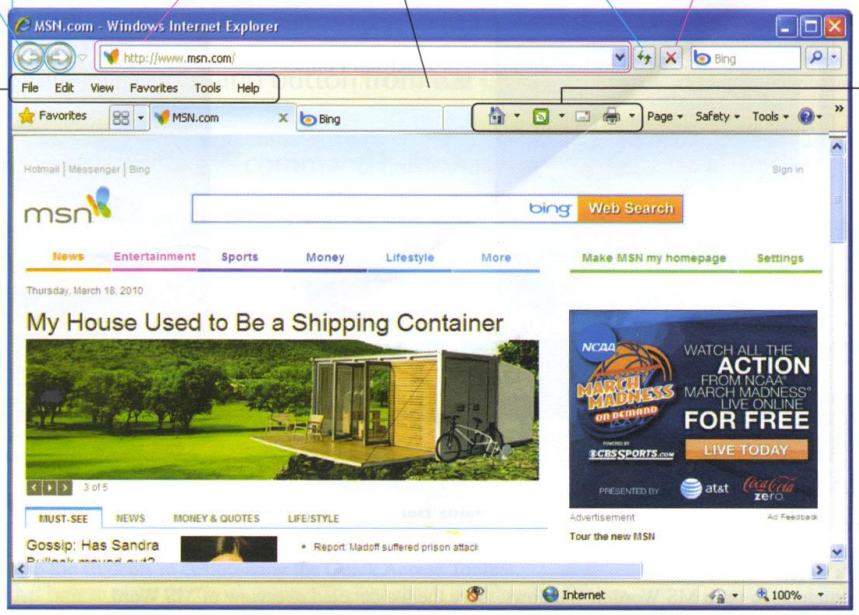





Solution Q # 5:
1. a **2.** b **3.** c **4.** a **5.** c **6.** b **7.** b **8.** a

Solution Q # 6:
Label me.

6. Label me.



Assessment: 5 Minutes

- Assess the students by asking different questions of the exercise.
  - Name the types of computer in a computer network.
  - Define Internet.

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Class: 4 **Subject:** Computer

➢ What is web? ➢ Name famous web browsers.	
Homework: • Learn and write complete exercise in your notebooks.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Lab Activity

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

Week: 6 **Day:** 2 / 3

Students' Learning Objectives:

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

- know about the internet explorer.
- identify internet explorer different buttons, menu and their functions.
- understand the different internet service.
- recognize the search engine.
- comprehend how to search specific to topic form search engine.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Pre-Reading Activity: After warm greetings: • Introduce the students with the computer lab. • Tell them that they are going to practise some lab activities. • Check their previous knowledge by asking the following questions: ➢ Where can we write website address? ➢ What do you know about web page?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to start internet explorer. • Tell the student about the different buttons, menus and icons. • Ask the student to access different website like www.e-learningforkids.com , www.kidsknowit.com and www.funbrain.com. • Show them different search engines like Bing: www.bing.com, Google: www.google.com and Yahoo: www.yahoo.com. • Find the following information using Google search engine: ➢ Total area of Pakistan ➢ Total population of Pakistan ➢ Neighbours of Pakistan ➢ Ten big cities of Pakistan ➢ National food, dress and animals of Pakistan	18 Minutes
Assessment: In order to assess the students, ask them: • How many different search engines are available on the internet? Name them. • How can we access different web pages?	2 Minutes

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Class: 4 **Subject:** Computer

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

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): The Internet and World Wide Web
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 7 **Day:** 1

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

- define the Internet.
- know the Internet services.
- explain World Wide Web.
- define and explain about a web page and a website.
- describe and recognize different web browsers.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Suggested Teaching Methodologies: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit. • Check their previous knowledge by asking the following questions: ➢ What is the most widely operating system for persona computer? ➢ Define application software.	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 3: **"The Internet and world wide web,** page no.**22, 23,** and **24.** • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. internet, network, connect, million, education, shopping, chatting, services, purpose, variety, world wide web, collection, contains, graphic, videos, related, web page, access, web browser, friendly, available, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 22, 23"** picture of internet, internet services, world wide web, web page and website and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about internet, internet services, World Wide Web, web page and website. **Activity 2:** • Ask the students to look at the **"page no. 24"** picture of web browser and ask what they	30 Minutes

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can see. • Get answers from the students and then tell them that they are going to tell you about Web browser. • Make a list of sign out an e-mail account steps on whiteboard.	
Assessment: • Ask different questions from the students to assess their learning: ➢ What is internet? ➢ Name different internet services. ➢ What is the World Wide Web? ➢ Define web page. ➢ Define website. ➢ What do you know about web browser? ➢ Name different web browsers.	5 Minutes
Homework: • Learn and revise important information and definitions of internet, internet services, World Wide Web, web page, website and Web browser. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): The Internet and World Wide Web
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 7 **Day:** 2

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

- know the use of internet explorer.
- recognize how to access different websites.
- define and recognize different search engine.
- identify how to search websites and web pages.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Suggested Teaching Methodologies: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit. • Check their previous knowledge by asking the following questions: ➢ Name different internet services. ➢ Define World Wide Web.	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 3: **"The Internet and world wide web,** page no. **25, 26,** and **27.** • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. Microsoft window, icons, buttons, address bar, search bar, accessing, information, searching, specific, topic, section, phrase, popular, against , related, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 25, 26"** picture of Internet explorer, accessing different web pages, search engine and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about Internet explorer, accessing different web pages and search engine. **Activity 2:** • Ask the students to look at the **"page no. 27"** picture of searching websites and web pages and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about	30 Minutes

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Class: 4 **Subject:** Computer

searching websites and web pages.	
Assessment: • Ask different questions from the students to assess their learning: ➢ Define internet explorer. ➢ What is the function of address bar? ➢ What is the function of search bar? ➢ What is web searching? ➢ What do you know about search engine? ➢ Name some most popular search engines.	5 Minutes
Homework: • Learn and revise important information and definitions of Internet explorer, web searching and search engine. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 4 **Subject:** Computer

Daily Lesson Plan

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

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

- know about the importance of internet.
- understand the different internet service.
- understand how to open websites.
- identify the web browser.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Pre-Reading Activity: After warm greetings: • Introduce the students with the computer lab. • Tell them that they are going to practise some lab activities. • Check their previous knowledge by asking the following questions: ➢ Name five different application software. ➢ What is an operating system?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to use start internet on computer. • Tell the student about the different internet services. • Tell the student about the basic concept of World Wide Web. • Show them how open different websites on computer. • Show the student web page and different website for games and poems. • Tell the student about different web browser. • Show them address bar where we can type different website address.	18 Minutes
Assessment: In order to assess the students, ask them: • What can we do with internet? • Where we can write website address?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): The Internet and World Wide Web (Exercise)
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 8 **Day:** 1

Students' Learning Objectives:

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

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

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Suggested Teaching Methodologies: After warm greetings: • Introduce the students with the exercise. • Tell them they are going to solve the exercise. • Check their previous knowledge by asking the following questions: ➢ What does MAN stand for? ➢ What is wide area network?	5 Minutes
Development **Model Reading:** • Do the model reading of the questions of exercise in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms. • Tell them the correct answers of the questions. **Practice Activities** **Solution of Exercise:** Following are the answers/solutions of the Q # 1-5. Solution Q # 1: 1. A worldwide computer network is called the internet. Internet is the largest computer network that connects millions of computers around the world. The most commonly used internet services are shown: Education Shopping E-mail Chatting News Gaming 2. Pg. no. 23. The world Wide Web……. over the world. 3. Pg. no. 23. A documents on the …… other pages. ➢ Pg. no. 23. A websites is …….. of the websites. 4. Pg. no. 24. A web browser…….. web browsers available. 5. Pg. no. 26. Searching information…….. search engine. ➢ Pg. no. 24. A Search engine…… related information. Solution Q # 2: **1.** T **2.** T **3.** F **4.** T **5.** T Solution Q # 3: **1.** network **2.** collection **3.** document **4.** address **5.** browser	30 Minutes

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Solution Q # 4:
Write the names of the following icons.

4. Write the names of the following icons:



FireFox



Internet Explorer



Chrome

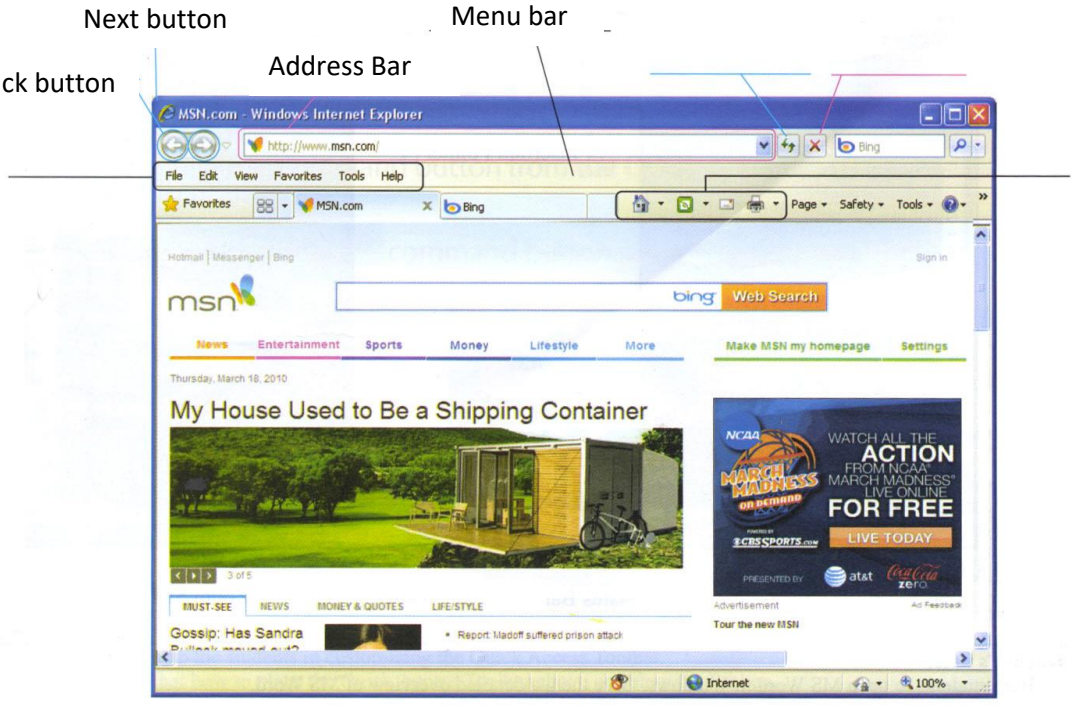


Opera

Solution Q # 5:
1. a **2.** b **3.** c **4.** a **5.** c **6.** b **7.** b **8.** a

Solution Q # 6:
Label me.

6. Label me.



Assessment: 5 Minutes

- Assess the students by asking different questions of the exercise.
  - Name the types of computer in a computer network.
  - Define Internet.

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Class: 4 **Subject:** Computer

➢ What is web? ➢ Name famous web browsers.	
Homework: • Learn and write complete exercise in your notebooks.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Lab Activity
Period (s) / Time: 1 / 25 min **Term:** 1st
Week: 8 **Day:** 2 / 3

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

- know about the internet explorer.
- identify internet explorer different buttons, menu and their functions.
- understand the different internet service.
- recognize the search engine.
- comprehend how to search specific to topic form search engine.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Pre-Reading Activity: After warm greetings: • Introduce the students with the computer lab. • Tell them that they are going to practise some lab activities. • Check their previous knowledge by asking the following questions: ➢ Where can we write website address? ➢ What do you know about web page?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to start internet explorer. • Tell the student about the different buttons, menus and icons. • Ask the student to access different website like www.e-learningforkids.com , www.kidsknowit.com and www.funbrain.com. • Show them different search engines like Bing: www.bing.com, Google: www.google.com and Yahoo: www.yahoo.com. • Find the following information using Google search engine: ➢ Total area of Pakistan ➢ Total population of Pakistan ➢ Neighbours of Pakistan ➢ Ten big cities of Pakistan ➢ National food, dress and animals of Pakistan	18 Minutes
Assessment: In order to assess the students, ask them: • How many different search engines are available on the internet? Name them. • How can we access different web pages?	2 Minutes

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Class: 4 **Subject:** Computer

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

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Working with Microsoft Word
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 9 **Day:** 1

Students' Learning Objectives:

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

- know MS office, office button, quick access toolbar and ribbon.
- recognize how we can start MS Word in windows.
- identify the ribbon and its works.
- know how we can a document zoom in and out.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit. • Check their previous knowledge by asking the following questions: ➢ Define internet. ➢ What do you know about web searching?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 4: **"Working with Microsoft Word"**, page no. **30, 31, 32,** and **33**. • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. Microsoft, popular, processing, stories, document, outline, draft, ribbon, view, status, Microsoft Word, popular, processing, software, appears, status, view, zoom, Quick access, corner, create, command, again, toolbar, ribbon, present, collection, several, dialog, window, enlarge, reduce, particular, page, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 30, 31"** picture of MS Word overview, quick access tool bar and ask what they can see. Get answers from the students and then tell them that they are going to tell you about MS Word in detail and quick access toolbar. **Activity 2:** • Ask the students to look at the **"page no. 32, 33"** picture of ribbon and its function, zoom in and zoom out of a document and ask what they can see. Get answers from the students and then tell them that they are going to tell you about ribbon and its function	30 Minutes

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zoom in and zoom out of a document. • Make a list of different MS Word functions on whiteboard.	
Assessment: Ask different questions from the students to assess their learning: • What is MS Word? • How can we start MS Word? • What do you know about office button? • What is the usage of quick access toolbar? • What do you know about ribbon? • Define command buttons. • What is tab? • What is the function of dialog box launcher? • How can we zoom in and zoom out a document?	5 Minutes
Homework: • Learn and revise important information of MS Word overview, quick access toolbar, ribbon functions and zoom in / out of a document. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Working with Microsoft Word
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 9 **Day:** 2

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

- know how to insert current date and time.
- insert symbol and clip art in a document.
- understand how we can use Word Art in different purposes.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit. • Check their previous knowledge by asking the following questions: ➢ What do you know about MS Word? ➢ What is the function of quick access toolbar? ➢ What is the function of zoom in /out of a document?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 4: **"Working with Microsoft Word"**, page no. **34, 35, 36** and **37**. • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. date, time, current, updated, automatically, group, application, symbols, present, paragraph, marks, Insert, image, documents, clip art, task pane, rotate, adjust, position, illustration, search, required, resizing, word art, specially, formatted, text, certificates, brochures, invitation card, dialog, want, remaining, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 34, 35"** picture of date and time dialog box, inserting symbol, dialog box and ask what they can see. Get answers from the students and then tell them that they are going to tell you about date and time dialog box, inserting symbol, dialog box. **Activity 2:** • Ask the students to look at the **"page no. 36, 37"** picture of inserting clip art, word art	30 Minutes

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method and ask what they can see. Get answers from the students and then tell them that they are going to tell you about inserting clip art, word art method.	
Assessment: Ask different questions from the students to assess their learning: • How can we insert date and time in a document? • Are symbols present on a keyboard? • Tell the three symbol names. • How can we use clip art inserting? • Define word art. • Which things we use to create the word art formatting text? • What is the shortcut key for inserting time? • What is the shortcut key for inserting date?	5 Minutes
Homework: • Learn and revise important information date and time dialog box, inserting symbol, dialog box, inserting clip art and word art methods. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

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

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

- know how to start MS Word.
- understand adding and removing commands in quick access toolbar.
- identify the name of each group in ribbon tab.
- recognize how we can zoom in/out and insert current date and time in a document.
- know about inserting clip art and word art.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster, Computer Lab	
Pre-Reading Activities: After warm greetings: • Introduce the students with the computer lab. • Tell them that they are going to practise some lab activities. • Check their previous knowledge by asking the following question: ➢ How can we insert date and time in a document? ➢ Define symbols.	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to start MS Word. • Tell the students about the different commands in quick access toolbar offered by MS Word. • Show them how we can zoom in and zoom out of a document. • Tell the students about inserting date and time using different formats in a document. • Show them where we can insert symbols in a document. And tell them which symbol is used when and where. • Tell the students about inserting clip art and different styles of word art. • Show them where we can use these word art.	18 Minutes
Assessment: In order to assess the students, ask them: • How can we zoom in and out of a document? • How can we insert clip art in a document?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Working with Microsoft Word
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 10 **Day:** 1

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

- know how to use lines and curves for drawing.
- know how to use scribble to draw.
- understand how to use freeform to draw.
- identify how to make house drawing and birthday card.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit. • Check their previous knowledge by asking the following questions: ➢ What is word art? ➢ Name three inserting symbols of a document. ➢ What is the shortcut key for inserting date and time?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 4: **"Working with Microsoft Word"**, page no. **38, 39, 40** and **41**. • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. lines, draw, shapes, illustration, category, appears, pointer, scribble, pointer, free-from, stop, drawing, direction, curve, rectangle, shift, birthday, respectively, page, another, oval, building, price, stamp, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 38, 39"** picture of different lines, curves, scribble, freeform line, curves and ask what they can see. Get answers from the students and then tell them that they are going to tell you about different lines, curves, scribble, free form line, curves. **Activity 2:** • Ask the students to look at the **"page no. 40, 41"** picture of making house drawing,	30 Minutes

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birthday card, playa game (tic-tac-toe) method and project of (stamp drawing) and ask what they can see. Get answers from the students and then tell them that they are going to tell you about making house drawing, birthday card, playa game (tic-tac-toe) method and project of (stamp drawing).	
Assessment: Ask different questions from the students to assess their learning: • What are the uses of lines and curves in a document? • Where can we find the different shapes list? • What shapes we use to curve drawing? • What is the use of freeform lines? • How can we draw straight lines? • How can we draw curve lines?	5 Minutes
Homework: • Learn and revise important information different lines, curves, scribble, freeform line, curves, making house drawing, birthday card, playa game (tic-tac-toe) method and project of (stamp drawing). • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Hello Computer

Learning by Doing

Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Lab Activity	
Period (s) / Time: 1 / 25 min	**Term:** 1st
Week: 10	**Day:** 2

Students' Learning Objectives:

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

- know how we can use lines for drawing.
- understand the use of curves, scribble and freeform of a document.
- identify how we can draw a house, create different styles of birthday cards and play tic-tac-toe game.
- know how to make a project 1 (stamp drawing).

Equipment & Material Required: Textbook, Whiteboard, Board Marker, Duster, Computer Lab	**Time**
Pre-Reading Activities: After warm greetings: • Introduce the students with the computer lab. • Tell them that they are going to practise some lab activities. • Check their previous knowledge by asking the following question: ➢ How can we draw straight lines? ➢ Which shapes we use for curve drawing?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Tell the students about the lines for drawing. • Help them how we can use line in different purpose or making drawing. • Show them how we can use curves for making curve shapes. • Help the students to make curve shapes drawing. • Also tell them the use of scribbles and freeform. • Tell the students how to compose a list of animals. • Show them how to draw a house and make birthday card. • Tell them how to play a game (tic-tac-toe) and make project 1 (stamp drawing).	18 Minutes
Assessment: In order to assess the students, ask them: • How can we use line for drawing? • How can we draw a house?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Working with Microsoft Word
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 11 **Day:** 1

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

- know about using bullets and numbers.
- understand how to create a food list in a document.
- identify the different bullets shapes and their names.

	Time
Equipment & Material Required: Textbook, Whiteboard, Board Marker, Duster	**Time**
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit. • Check their previous knowledge by asking the following questions: ➢ What are the uses of lines and curves in a document? ➢ What is the use of draw free hand with fine details?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit4: **"Working with Microsoft Word"**, page no. **42, 43**. • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. bullets, numbers, making, symbol, star, circle, square, important, information, sequence, flower, list, appears, none, according, likeness, want, recipe, except, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 42"** picture of different symbols of bullets and numbers its name and ask what they can see. Get answers from the students and then tell them that they are going to tell you about different symbols of bullets and numbers its name.	30 Minutes
Assessment: Ask different questions from the students to assess their learning: • What are bullets? • What are the uses of bullets and numbers? • Name some bullets we apply ion a document.	5 Minutes

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Class: 4 **Subject:** Computer

• How to make a food list in a document? • How can we insert bullets and numbers in a document?	
Homework: • Learn and revise important information of different symbols of bullets and numbers its name and their uses. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Working with Microsoft Word
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 11 **Day:** 2

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

- know how we can sort bullets and number lists in an alphabetical order.
- understand the function of space bar key and tab key.
- know how to make a timetable of different subjects of a week.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit. • Check their previous knowledge by asking the following questions: ➢ What are the uses of bullets and numbers in a document? ➢ Name some bullets we use in a document.	5 Minutes
Development **Model Reading:** • Do the model reading of Unit4: **"Working with Microsoft Word"**, page no. **44, 45**. • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. quick sort, alphabetical order, colours, paragraph, group, space bar, tab key, again, twice, font size, continue, subject, period, until, underline, bold, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 44"** picture of sorting the bullets and numbers list in an alphabetical order dialog box, tab key, its use and ask what they can see. Get answers from the students and then tell them that they are going to tell you about picture of sorting the bullets and numbers list in an alphabetical order dialog box, tab key, its use. **Activity 2:** • Ask the students to look at the **"page no. 45"** picture of using tab to create columns and make a project 2, timetable of different subjects in a week and ask what they can see. Get answers from the students and tell them that they are going to tell you about using tab to create columns and make a project 2, timetable of different subjects in a week.	30 Minutes

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Assessment: Ask different questions from the students to assess their learning: • How can we sort bullets and number lists in an alphabetical order? • Where the sort button is located in MS Word? • Define space bar key function. • Define tab key function. • How can we change the font size? • Is tab key use to create columns? • What is the shortcut key of bold text? • What is the shortcut key of underline text?	5 Minutes
Homework: • Learn and revise important information of sorting the bullets and numbers list in an alphabetical tab key using to create columns and make a project 2 timetable of different subjects in a week. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Lab Activity

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

Week: 11 **Day:** 3

Students' Learning Objectives:

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

- know the use of bullets and numbers in a paragraph.
- know about making food list, friends list and numbering of sandwich recipe.
- understand how to sort a list in alphabetical order.
- know about the uses of tab key in a paragraph and to create a new column.
- recognize how to make project 2 (timetable).

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Pre-Reading Activities: After warm greetings: • Introduce the students with the computer lab. • Tell them that they are going to practise some lab activities. • Check their previous knowledge by asking the following question: ➢ Where can we use scribble? ➢ Where we use lines and curves?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Ask them to create a list of fruits and apply bullets and numbering in it. • Show them how we can change the bullets symbols and numbering format. • Ask them to make a food list, best friends list and sandwich recipe. • Show them how we can sort a list in alphabetical order. • Tell the students about the uses of tab key and how we can create a column with the help of tab key. • Ask them to make a project 2 (timetable).	18 Minutes
Assessment: In order to assess the students, ask them: • Define tab key? • Where the sort button is located in MS Word?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Working with Microsoft Word
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 12 **Day:** 1

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

- apply header and footer.
- understand the uses of header and footer.
- know how to create column in a document.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit. • Check their previous knowledge by asking the following questions: ➢ How can we quick sort the bullets and numbers list in an alphabetical order? ➢ What is the function of tab key?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit4: **"Working with Microsoft Word"**, page no. **46, 47**. • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. header, information, page, information, footer, information, insert, text, graphic, blank, posters, organize, magazines, layout tab, columns, designed, gallery, delete, newspaper, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 46"** picture of header and footer and ask what they can see. Get answers from the students and then tell them that they are going to tell you about header and footer. **Activity 1:** • Ask the students to look at the **"page no. 47"** picture of different projects of greeting cards, and create columns for newspapers and magazines and ask what they can see. Get answers from the students and then tell them that they are going to tell you about the picture of different projects of greeting cards, and create columns for newspapers and magazines.	30 Minutes

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Class: 4 **Subject:** Computer

Assessment: Ask different questions from the students to assess their learning: • Where does header show of each page? • Where does footer show of each page? • What things we insert in header and footer? • Which layout view display header and footer? • How can we apply word Art effects on the headers? • How can we organize text in columns? • Where we use multi-column layouts? • What is the shortcut key of select all text?	5 Minutes
Homework: • Learn and revise important information of header and footer, picture of different project of greeting card, and create columns for newspaper and magazines. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Working with Microsoft Word
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 12 **Day:** 2

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

- know how we can make greeting card.
- understand how to make a shopping list.
- comprehend how to make a project (football match).
- recognize how to make a project (letterhead, newsletter and poster).

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit. • Check their previous knowledge by asking the following questions: ➢ Where can we see header and footer in a document? ➢ What is the shortcut key of select all text?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit4: **"Working with Microsoft Word"**, page no. **48, 49**. • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. create, document, header, page, types, view tab, shopping, list, extra, close, return, family, buy, close, return, beginning, clip, below, requirement, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 48"** picture of making greeting card, shopping list and ask what they can see. Get answers from the students and then tell them that they are going to tell you about making greeting card, shopping list. **Activity 2:** • Ask the students to look at the **"page no. 49"** picture of making project (football match), project 5 (letterhead, newsletter and poster) and ask what they can see. Get answers from the students and then tell them that they are going to tell you about picture of making project (football match), project 5 (letterhead, newsletter and poster).	30 Minutes

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Class: 4 **Subject:** Computer

Assessment: Ask different questions from the students to assess their learning: • How can we sort bullets and numbers list in an alphabetical order? • Where the sort button is located in MS Word? • Define space bar key function. • Define tab key function? • How can we change the font size? • Can we use tab key to create columns? • What is the shortcut key of bold text? • What is the shortcut key of underline text?	5 Minutes
Homework: • Learn and revise important information of making greeting card, shopping list, picture of making project (football match), project 5 (letterhead, newsletter and poster). • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 4 **Subject:** Computer

Daily Lesson Plan

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

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

- know how we can insert header and footer and its uses.
- identify how to make a project 3 (posters).
- understand how to create columns in MS Word.
- know how to make greeting card, shopping list, project 4 (football match) and project 5 (letterhead, newsletter and poster).

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Pre-Reading Activities: After warm greetings: • Introduce the students with the computer lab. • Tell them that they are going to practise some lab activities. • Check their previous knowledge by asking the following question: ➢ What is the shortcut key of underline text? ➢ Can we use tab key to create columns?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Ask them to create an attractive greeting card. • Ask them to create a shopping list. • Ask them to complete the project 3 of posters. • Ask them to complete the project 4 of football match. • Ask them to complete the project 5 of letterhead, newsletter and poster.	18 Minutes
Assessment: In order to assess the students, ask them: • How can we insert word art? • How can we insert clip art in a document?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Working with Microsoft Word (Exercise)
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 13 **Day:** 1

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

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

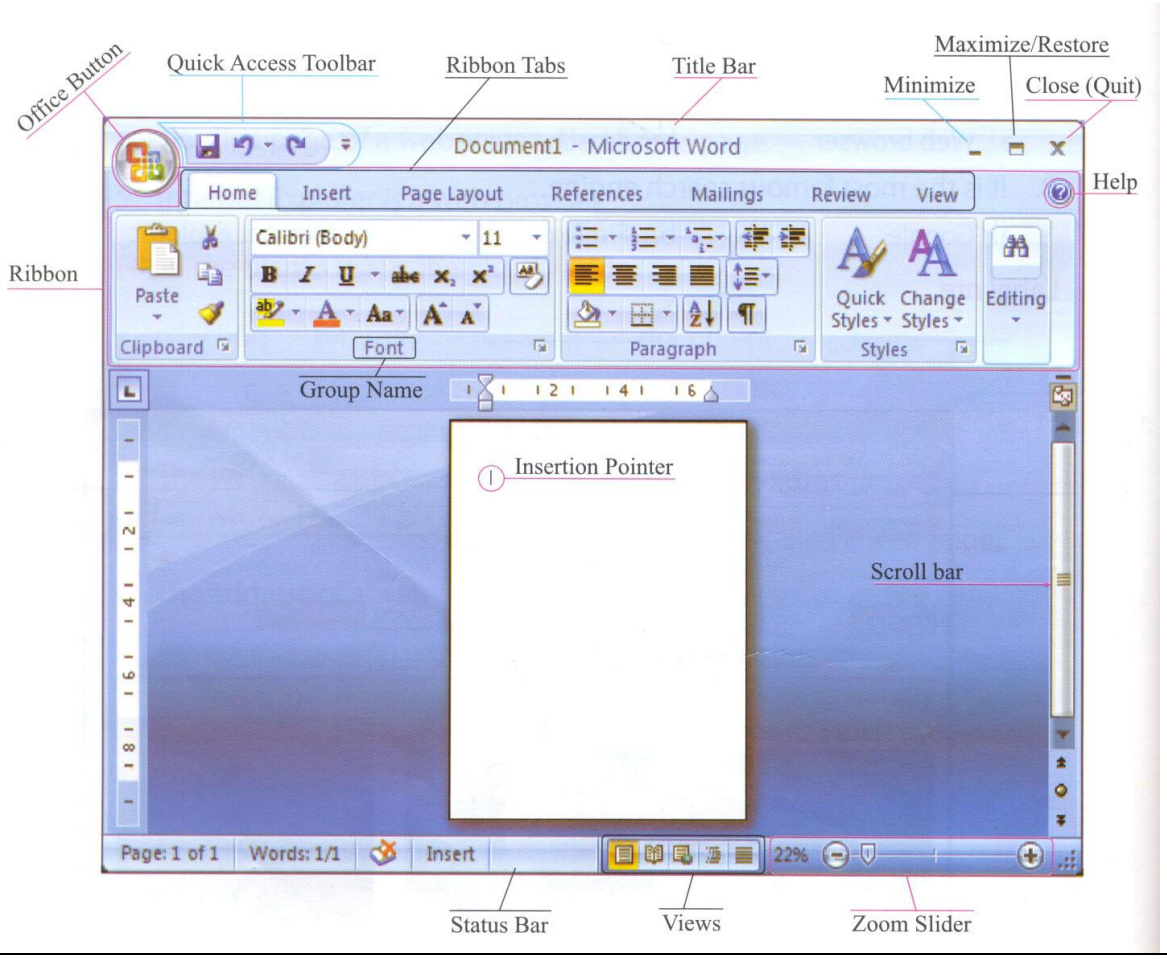
Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Pre-Reading Activities: After warm greetings: • Introduce the students with the exercise. • Tell them they are going to solve the exercise. • Check their previous knowledge by asking the following questions: ➢ What is the shortcut key of delete text? ➢ What is the shortcut key of select all text? ➢ Which things we insert in header and footer?	5 Minutes
Development **Model Reading:** • Do the model reading of the questions of exercise in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms. • Tell them the correct answers of the questions. **Practice Activities** **Solution of Exercise:** Following are the answers/solutions of the Q # 1-5. Solution Q # 1: 1. Pg. no. 31 The quick access toolbar is located next to the office button. It holds the commands which are used over and over again like save, Undo, Redo, etc. 2. Pg. no. 34 Inserting current date and time…… save as application. docx. 3. Pg. no. 37 WordArt is a specially formatted text which is used to create certificates, brochures and invitation cards, etc. 4. Pg. no.42. Bullets and numbers are …… information in a sequence. 5. Pg. no. 45. Using tab to create columns…… name are long. Solution Q # 2: **1.** F **2.** F **3.** T **4.** T **5.** T Solution Q # 3: **1.** group **2.** formatted **3.** line **4.** top **5.** column Solution Q # 4: **1.** a **2.** b **3.** c **4.** b **5.** a **6.** b **7.** c **8.** c Solution Q # 5: Label the following picture.	30 Minutes

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Class: 4 **Subject:** Computer



Assessment: Assess the students by asking different questions of the exercise. • What do you know about quick access toolbar? • How can we create multi-column document? • What do you know about WordArt?	5 Minutes
Homework: • Learn and write complete exercise in your notebooks.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Student's Worksheet
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 13 **Day:** 2

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

- answer the given questions of worksheet.
- match the word with correct definition.
- tell the correct picture names.

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

Pre-Reading Activities: 5 Minutes
After warm greetings:

- Introduce the students with student's worksheet.
- Tell them the purpose which things they are going to read in this worksheet.
- Check their previous knowledge by asking the following questions:
  - Which size of paper is used in MS Word by default?
  - What do you know about page orientation?

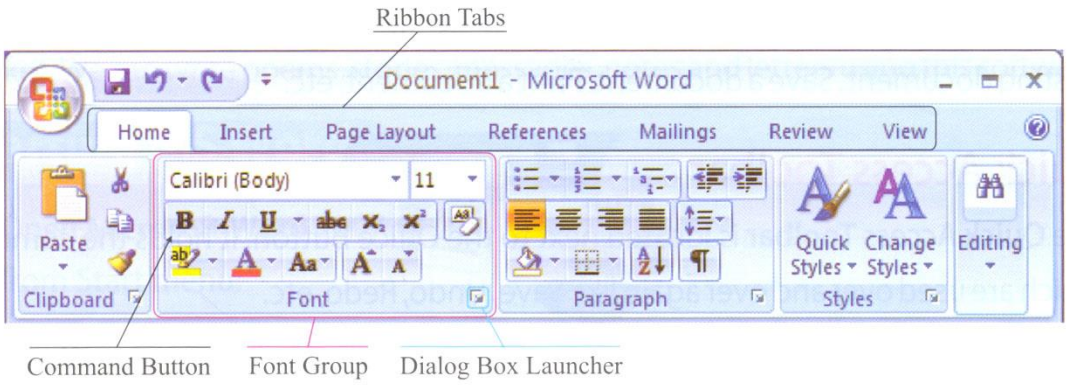
Development 30 Minutes

Student's Worksheet

1. Match the following.

1. Header		Shows similar command together.
2. WordArt		displays information at the bottom of each page
3. Footer		is a collection of several groups
4. Group		displays information at the top of each page.
5. Tab		is a spectially formatted text.

2. Label the following.



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3. Complete the sentences.

1. Space bar is used to put a space between words.
2. Tab key is used to move the cursor more than one space at a time.
3. Bullets and numbers are used for making lists.
4. Zoom in to get a close-up view of the document.
5. Zoom out to see more of the page at a reduced size.

4. Who am I?



Curve



Line



Shape Outline



Free-from



Scribble



Shape Fill

Assessment: 5 Minutes

Ask different questions from the students to assess their learning:

- Name the indent option offered by MS Word?
- Define zoom in and out.
- What do you know about WordArt?
- Define header and footer.

Homework:

- Learn and revise important information and definitions of header, WordArt, footer, tab, space bar, zoom in and out, bullets and numbers in MS Word.

Evaluation of Learning:

Evaluation of Teaching:

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Class: 4 **Subject:** Computer

Daily Lesson Plan

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

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

- understand how to make a project (letterhead).
- know about how to create newsletter and poster.
- understand how we can insert WordArt and make columns.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster, Computer Lab	
Pre-Reading Activities: After warm greetings: • Introduce the students with the computer lab. • Tell them that they are going to practise some lab activities. • Check their previous knowledge by asking the following questions: ➢ How can we sort our list in alphabetical order? ➢ Define MS Word.	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Divide the students into groups and ask them to prepare a project letterhead, newsletter and poster. • Ask one group of the students to make letterhead, other make newsletter and the other will make poster. • Give some instructions about these projects such as how to enter data about the project, change font style, colour and size. • Also apply bullets and WordArt in different and attractive styles. • Ask them to insert header and footer also. • Ask them to insert clip art in the projects.	18 Minutes
Assessment: In order to assess the students, ask them: • How can we insert clipart in a document? • How can we change font size, and colour in a document?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Working with Microsoft PowerPoint
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 14 **Day:** 1

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

- know how to run MS PowerPoint.
- understand how to resize and enter text in placeholder.
- know about how to move the text and rotate a text placeholder.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit. • Check their previous knowledge by asking the following questions: ➢ Define space bar. ➢ What is the function of zoom in and out?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 5: **"Working with Microsoft PowerPoint"**, page no. **53, 54**. • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. Power point, systematic , visual, text, images, sounds, movies, animations, presentation, consists, series, slides, insert, movies, slide, corner, ribbon, contain, object, rotate, resize, delete, insertion, begin, border, rectangles, location, desired, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 53"** starting picture of power point dialog box and ask what they can see. Get answers from the students and then tell them that they are going to tell you about starting picture of power point dialog box. **Activity 2:** • Ask the students to look at the **"page no. 54"** picture of different work with text placeholder and ask what they can see. Get answers from the students and then tell them that they are going to tell you about different work with text placeholder.	30 Minutes

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Class: 4 **Subject:** Computer

Assessment: Ask different questions from the students to assess their learning: • Define MS PowerPoint. • How can we open power point? • How can we exist power point window? • Define text placeholder. • What is the use of text placeholder in PowerPoint? • Which things can we do in text placeholder?	5 Minutes
Homework: • Learn and revise important information starting picture of power point dialog box, picture of different work with text placeholder. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Working with Microsoft PowerPoint
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 14 **Day:** 2

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

- know how to create blank presentation.
- identify title and subtitle placeholder in presentation.
- understand how to insert new slide in a presentation.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit. • Check their previous knowledge by asking the following questions: ➢ How can we enter text in placeholder? ➢ How can we rotate a text placeholder?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 5: **"Working with Microsoft PowerPoint"**, page no. **55, 56**. • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. start, new, presentation, begins, automatically, slide, appears, recent, title, subtitle, insert, presentation, theme, sentence, family, similarly, save, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 55"** picture of create blank presentation, title, subtitle of a presentation, and ask what they can see. Get answers from the students and then tell them that they are going to tell you about how to create a blank presentation, title, subtitle of a presentation. **Activity 2:** • Ask the students to look at the **"page no. 56"**insert new slide in a presentation, and different types of presentation theme ask what they can see. Get answers from the students and then tell them that they are going to tell you about insert new slide in a presentation, and different types of presentation theme.	30 Minutes

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Class: 4 **Subject:** Computer

Assessment: Ask different questions from the students to assess their learning: • How can we add texture fill in a background? • How can we insert picture in a presentation? • How can we save downloaded image in our computer? • What is the shortcut key of slide show?	5 Minutes
Homework: • Learn and revise important information about how to create a blank presentation, title, subtitle of a presentation and different types of presentation theme. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 4 **Subject:** Computer

Daily Lesson Plan

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

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

- know how to start MS PowerPoint.
- understand how to enter text in text placeholder, resize the placeholder.
- know how to move, rotate and move text placeholder.
- understand how to create a blank presentation and insert new slides.

	Time
Equipment & Material Required: Textbook, Whiteboard, Board Marker, Duster, Computer Lab	**Time**
Pre-Reading Activities: After warm greetings: • Introduce the students with the computer lab. • Tell them that they are going to practise some lab activities. • Check their previous knowledge by asking the following questions: ➢ How can we apply bullets in a list? ➢ What is the use of tab key in a document?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to start MS PowerPoint. • Tell the students how to enter text in a text placeholder. • Show them how we can resize, move and rotate text placeholder. • Tell them about create a blank presentation and insert new slides. • Ask them to practise of entering text, resizing, moving and rotating text placeholder.	18 Minutes
Assessment: In order to assess the students, ask them: • How can we create a blank presentation? • How can we insert new slide?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Working with Microsoft PowerPoint

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

Week: 15 **Day:** 1

Students' Learning Objectives:

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

- know how to run a slide show.
- understand how to make project 1 (computer hardware).
- understand how to create a presentation by using theme.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit. • Check their previous knowledge by asking the following questions: ➢ How can we insert new slide in a presentation? ➢ What is the shortcut key of new blank presentation?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 5: **"**Working **with Microsoft PowerPoint"**, page no. **57, 58**. • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. slide, show, full screen, mode, document, start, beginning, computer hardware, consist, slides, themes, contains, per-defined, appears, installed, subtitle placeholder, design, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 57"** picture of slide show, create project 1 (computer hardware) and ask what they can see. Get answers from the students and then tell them that they are going to tell you about the picture of a slide show, create project 1 (computer hardware). • Ask the students to look at the **"page no. 58"** picture of applying new presentation themes and ask what they can see. Get answers from the students and then tell them that they are going to tell you about the picture of apply new presentation themes.	30 Minutes
Assessment: Ask different questions from the students to assess their learning:	5 Minutes

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Class: 4 **Subject:** Computer

• What is a slide show? • What is the shortcut key to run a slide show? • How can we start a slide show? • Define themes. • How can we apply new presentation theme? • From where we can apply themes on a presentation?	
Homework: • Learn and revise important information of slide show, create project 1 (computer hardware), apply new presentation theme. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Working with Microsoft PowerPoint
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 13 **Day:** 2

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

- know how to insert image (clip art) in a presentation.
- know how to create project 2 (prayer timings).
- understand how to make project 3 (four seasons).

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit. • Check their previous knowledge by asking the following questions: ➢ What do you know about themes? ➢ How we can change the speed of slide transition	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 5: **"Working with Microsoft PowerPoint"**, page no. **59, 60,** and **61**. • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. Inserting, image, clip art, required, select, image, needed, edit, task pane, illustration, prayer timing, slide, appropriate, according, present, slide, below, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 59, 60, 61"** picture of insert images (clip art), in the slide, Project 2 (prayer timings), project 3 (four seasons and ask what they can see. Get answers from the students and then tell them that they are going to tell you about the picture of insert images (clip art), in the slide, project 2 (prayer timings), project 3 (four seasons).	30 Minutes
Assessment: Ask different questions from the students to assess their learning: • What can we insert objects in our presentation? • Where we get clip art option in the MS PowerPoint?	5 Minutes

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Class: 4 **Subject:** Computer

• How can we write text in a presentation?	
Homework: • Learn and revise important information about the picture of insert images (clip art), in the slide, project 2 (prayer timings), project 3 (four seasons). • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 4 **Subject:** Computer

Daily Lesson Plan

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

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

- know how to run a slide show and inset a clip art in a presentation.
- know how to create project 1 (computer hardware).
- understand how to apply a theme in a presentation.
- understand how to make project 2 (prayer timings) and project 3 (four seasons).

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster, Computer Lab	
Pre-Reading Activities: After warm greetings: • Introduce the students with the computer lab. • Tell them that they are going to practise some lab activities. • Check their previous knowledge by asking the following questions: ➢ How can we write text in a presentation? ➢ Where we get clip art option in the MS PowerPoint?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to run a slide show and also tell the shortcut key of it. • Ask the student to make project 1 (computer hardware). • Show them how we can apply theme in our presentation. And also tell them how to insert clip arts in a presentation. • Ask the students to make project 2 (prayer timings). • Ask the student to make project 3 (four seasons).	18 Minutes
Assessment: In order to assess the students, ask them: • What is the shortcut key to run a slide show? • How can we apply a theme in a presentation?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Working with Microsoft PowerPoint (Exercise)
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 16 **Day:** 1

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

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

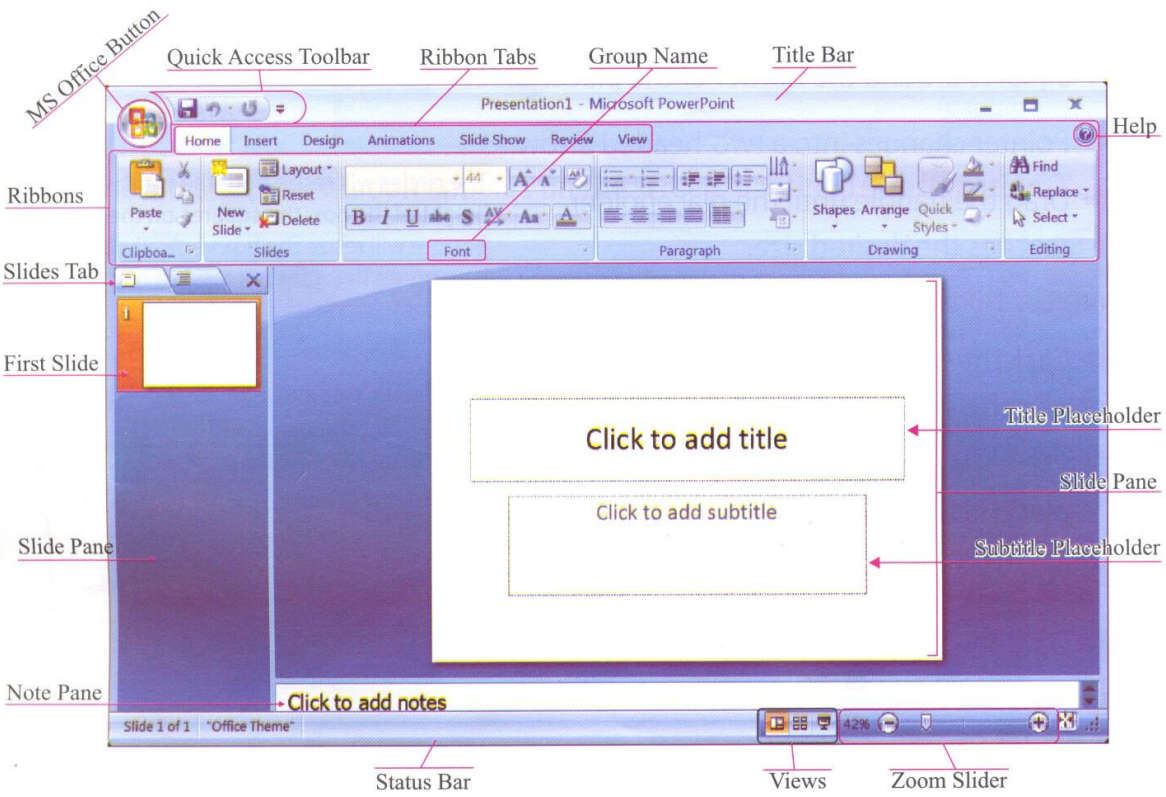
Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Pre-Reading Activities: After warm greetings: • Introduce the students with the exercise. • Tell them they are going to solve the exercise. • Check their previous knowledge by asking the following questions: ➢ How can we insert images in a presentation? ➢ Define themes.	5 Minutes
Development **Model Reading:** • Do the model reading of the questions of exercise in a loud voice. • Instruct the students to listen carefully, especially the pronunciation of new terms. • Tell them the correct answers of the questions. **Practice Activities** **Solution of Exercise:** Following are the answers/solutions of the Q # 1-3. Solution Q # 1: **1.** A presentation is a visual and systematic display of information on a specific topic. **2.** Pg. no. 54 Text placeholders are text boxes that contain text and other objects, we can move, rotate, resize and delete these text placeholders. Resize a test placeholder…… the desired size. **3.** A slide show is the presentation…… from the first slide. Solution Q # 2: **1.** T **2.** T **3.** F **4.** T **5.** F Solution Q # 3: **1.** series **2.** placeholder **3.** themes **4.** illustration **5.** full screen Solution Q # 4: **1.** b **2.** a **3.** b **4.** c **5.** b **6.** a Solution Q # 5: Label the following picture.	30 Minutes

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Class: 4 **Subject:** Computer



Assessment: 5 Minutes

Assess the students by asking different questions of the exercise.

- Define presentation.
- What do you know about placeholder?
- What do you know about themes?

Homework:

- Learn and write complete exercise in your notebooks.

Evaluation of Learning:

Evaluation of Teaching:

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Lab Activity
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 16 **Day:** 2

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

- understand how to start MS PowerPoint.
- understand how to enter text in text placeholder.
- know about the resize a placeholder.
- know how to rotate and move text placeholder.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster, Computer Lab	
Pre-Reading Activities: After warm greetings: • Introduce the students with the computer lab. • Tell them that they are going to practise some lab activities. • Check their previous knowledge by asking the following questions: ➢ How can we create a blank presentation? ➢ How can we start MS PowerPoint?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Ask them to start the computer and run MS PowerPoint. • Ask them to create a blank presentation and enter some new slides and enter text in placeholders. • Ask them to resize the text in text placeholder. • Ask them to move some text to another slide. • Ask them to rotate the text in different angles and then colour it.	18 Minutes
Assessment: In order to assess the students, ask them: • How can we enter text in MS PowerPoint? • How can we rotate our text?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

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

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

- understand how to inset new slide and run a slide show.
- know about how to make a project (cities of Pakistan).
- understand how to apply a theme in a presentation.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Pre-Reading Activities: After warm greetings: • Introduce the students with the computer lab. • Tell them that they are going to practise some lab activities. • Check their previous knowledge by asking the following question: ➢ Define MS PowerPoint presentations.	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Divide students into groups and ask them to prepare a PowerPoint presentation. • Ask them to insert new slides. • Ask the student to make a project of (cities of Pakistan). • Ask them to insert some slides and enter project data of (cities of Pakistan) in different fonts. • Ask the students to apply an attractive theme from the design tab to make a beautiful presentation. • Ask them to complete presentation and run a slide show.	18 Minutes
Assessment: In order to assess the students, ask them: • Where can we apply theme? • What is the shortcut key of slide show?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

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

Students' Learning Objectives:

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

- know how to start MS Excel.
- distinguish between a worksheet and a workbook.
- know about columns and rows.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit. • Check their previous knowledge by asking the following questions: ➢ What do you know about MS PowerPoint? ➢ What is the shortcut key to enter a new slide?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 6: **"Working with Microsoft Excel"**, page no. **63, 64**. • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. Microsoft Excel, helps, user, analyze, numerical arranged, rows, columns, graphs,, visually, financial, records, window, application, workbook, worksheet, organize, calculation, columns, rows, appears, horizontal, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 63"** picture of MS Excel overview window, and ask what they can see. Get answers from the students and then tell them that they are going to tell you about the picture of MS Excel overview window. **Activity 2:** • Ask the students to look at the **"page no. 64"** pictures of worksheet, workbook, columns, and rows and ask what they can see. Get answers from the students and then tell them that they are going to tell you about the pictures of worksheet, workbook, columns, and rows.	30 Minutes

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Class: 4 **Subject:** Computer

Assessment: Ask different questions from the students to assess their learning: • Define MS Excel. • What can we do in MS Excel? • What is a worksheet? • What is a workbook? • What do you know about book 1? • Define columns. • What is a column heading? • How many columns are Excel has? • What do you know about rows? • How many rows are Excel has?	5 Minutes
Homework: • Learn and revise important information and definitions of MS Excel overview window, worksheet, workbook, columns, and rows. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

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

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

- identify cell and cell address.
- recognize name box, formula bar and their works.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit. • Check their previous knowledge by asking the following questions: ➢ What is a workbook? ➢ Define cell.	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 6: **"Working with Microsoft Excel"**, page no. **65, 66**. • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. intersection, dark border, heading, assigned, intersects, letters, address, formula, active cell, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 67"** picture of cell and cell address, active cell, name box, and formula bar and ask what they can see. Get answers from the students and then tell them that they are going to tell you cell and cell address, active cell, name box, and formula bar.	30 Minutes
Assessment: Ask different questions from the students to assess their learning: • Define cell. • What is cell address? • What do you know about name box? • Define formula bar.	5 Minutes

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Class: 4 **Subject:** Computer

• Where can we type data in a worksheet? • Where the name box is located in MS Excel? • Where the formula bar is located in MS Excel?	
Homework: • Learn and revise important information of cell and cell address, active cell, name box, and formula bar. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Lab Activity

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

Week: 17 **Day:** 3

Students' Learning Objectives:

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

- know about starting MS Excel.
- identify worksheet, and workbook.
- know about columns and rows and their work.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster, Computer Lab	
Pre-Reading Activities: After warm greetings: • Introduce the students with the computer lab. • Tell them that they are going to practise some lab activities. • Check their previous knowledge by asking the following questions: ➢ Define MS Excel. ➢ What do you know about rows and columns?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to start MS Excel on a computer. • Help the students to show overview of MS Excel Windows. • Tell them about worksheet and workbook. • Help them to identify the rows and columns in a worksheet. • Tell them the number of columns and rows in a worksheet.	18 Minutes
Assessment: In order to assess the students, ask them: • How many rows are there in a worksheet? • How many columns are there in a worksheet?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 4 **Subject:** Computer

Daily Lesson Plan

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

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

- understand how to enter data in an active cell.
- know how to create a phone book in MS Excel.
- know about the adding machine.
- understand how to create project 1 (subtraction machine), project 2 (multiplication).

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Pre-Reading Activities: After warm greetings: • Introduce the students with the unit name. • Tell them the purpose which things they are going to read in this unit. • Check their previous knowledge by asking the following questions: ➢ Define columns. ➢ What is a workbook? ➢ Define cell.	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 6: **"Working with Microsoft Excel"**, page no. **66, 67, 68,** and **69**. • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. data, enter, active cell, worksheet, formula, workbook, numbers, button, mouse, enter, begins equal, written, symbol, values, stored, return, balloons, calculation, appears, click, subtract, machine, and multiplication, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 66, 67"** picture of entering data, phonebook and ask what they can see. Get answers from the students and then tell them that they are going to tell you about the picture of entering data and phonebook. **Activity 2:** • Ask the students to look at the **"page no. 68, 69"** picture of entering formula, adding machine, project 1 (subtracting machine), project 2 (multiplication) and ask what they	30 Minutes

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can see. Get answers from the students and then tell them that they are going to tell you about entering formula, adding machine, project 1 (subtracting machine), project 2 (multiplication).	
Assessment: Ask different questions from the students to assess their learning: • Define editing data. • Write the steps of editing the contents of a cell. • How can we move the contents of a cell? • What is the method of moving the range of cells? • How can we inserting a row and column? • What is the shortcut key of cut? • What is the shortcut key of copy? • What is the shortcut key of paste?	5 Minutes
Homework: • Learn and revise important information of entering data, phonebook, entering formula, and adding machine project 1 (subtracting machine), project 2 (multiplication). • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Lab Activity
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 18 **Day:** 2

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

- know about cell and cell address.
- know about name box and formula bar.
- understand how we can enter data in an active cell.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster, Computer Lab	
Pre-Reading Activities: After warm greetings: • Introduce the students with the computer lab. • Tell them that they are going to practise some lab activities. • Check their previous knowledge by asking the following questions: ➢ Define cell address. ➢ What do you know about active cell?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them cell and cell address in the worksheet. • Tell them about the active cell. • Show them name box and formula bar and its work. • Tell them about the entering data in an active cell.	18 Minutes
Assessment: In order to assess the students, ask them: • What do you know about rows? • What is a workbook?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

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

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

- know how to make a phonebook.
- know about formula and also know where we enter a formula.
- understand how to add a sum in MS Excel.

	Time
Equipment & Material Required: Textbook, Whiteboard, Board Marker, Duster, Computer Lab	**Time**
Pre-Reading Activities: After warm greetings: • Introduce the students with the computer lab. • Tell them that they are going to practise some lab activities. • Check their previous knowledge by asking the following questions: ➢ What are columns? ➢ Define MS Excel.	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to create a phonebook in a worksheet. • Tell the students about formula. • Tell them where the formula begins and also tell them where we enter formula. • Show them how we can add different numbers.	18 Minutes
Assessment: In order to assess the students, ask them: • What is the function of tab key? • What is the function of enter key?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Working with Microsoft Excel (Exercise)
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 19 **Day:** 1

Students' Learning Objectives:

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

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

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

Pre-Reading Activities: — 5 Minutes

After warm greetings:

- Introduce the students with the exercise.
- Tell them they are going to solve the exercise.
- Check their previous knowledge by asking the following questions:
  - How can we start formula?
  - What things can we do in MS Excel?

Development — 30 Minutes

Model Reading:

- Do the model reading of the questions of exercise in a loud voice.
- Instruct the students to listen carefully, especially the pronunciation of new terms.
- Tell them the correct answers of the questions.

Practice Activities

Solution of Exercise:

Following are the answers/solutions of the Q # 1-5.

Solution Q # 1:

1. Pg. no. 63 A spreadsheet software……..present data visually.
2. Pg. no. 64 MS Excel uses a worksheet…… in a workbook.
3. Pg. no. 64 Columns is a vertical…… total of 1,048,576 rows.
4. Pg. no. 65. The intersection of a row…… the cell address "B3".
5. Pg. no. 66. We can enter data by typing…… in the active cell.

Solution Q # 2:

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

Solution Q # 3:

1. spreadsheet **2.** calculations **3.** numbers **4.** intersection **5.** active

Solution Q # 4:

1. c **2.** a **3.** a **4.** b

Assessment: — 5 Minutes

Assess the students by asking different questions of the exercise.

- What is a worksheet?
- What do you know about rows and columns?

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Class: 4 **Subject:** Computer

Homework: • Learn and write complete exercise in your notebooks.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 4 **Subject:** Computer

Daily Lesson Plan

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

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

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

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

Pre-Reading Activities: 5 Minutes
After warm greetings:

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

Development 30 Minutes

Student's Worksheet

1. Match the following.

1. Slide		contains predefined settings of fonts and colours.
2. Text placeholder		the presentation all slides in full screen mode.
3. Slide show		a single page of a PowerPoint presentation.
4. Theme		a text box that contains text and other ojects.

2. Enter the letters in the given cell addresses. (4)

Y	L	T	O	M	U	I	N	Y	V	C	O	E	R
G4	A2	E4	B2	A3	C4	A1	D4	B3	C2	A4	B4	D2	F4

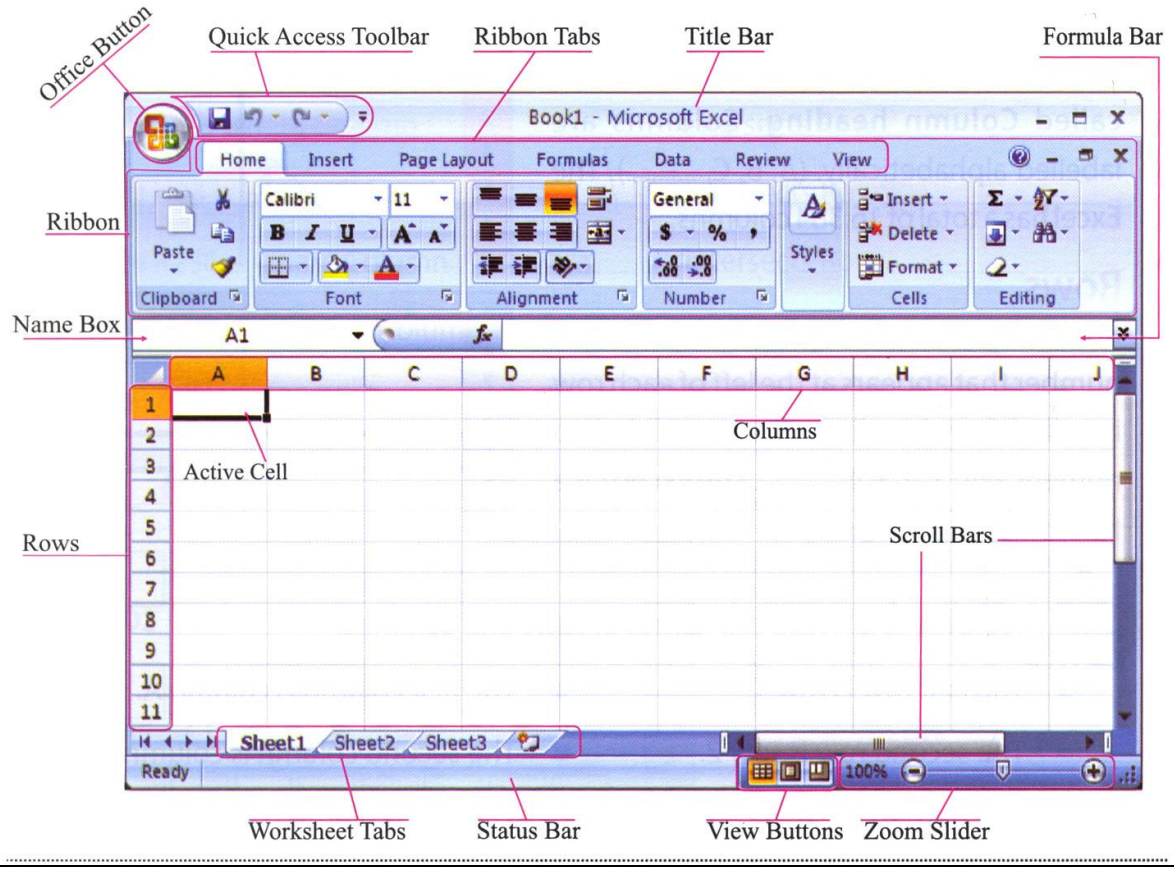
	A	B	C	D	E	F	G
1	I						
2	L	O	V	E			
3	M	L					
4	C	O	U	N	T	R	Y

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Class: 4 **Subject:** Computer



Assessment: 5 Minutes

Ask different questions from the students to assess their learning:

- What do you know about theme?
- What do you know about placeholder?

Homework:

- Learn and revise important information and definitions of slide, text placeholder, slide show, theme, cell address, etc.

Evaluation of Learning:

Evaluation of Teaching:

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Class: 4 **Subject:** Computer

Daily Lesson Plan

Topic(s): Lab Activity

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

Week: 19 **Day:** 3

Students' Learning Objectives:

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

- understand create a project 1 (subtracting machine).
- know about how to create a project 1 (multiplication).

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster, Computer Lab	
Pre-Reading Activities: After warm greetings: • Introduce the students with the computer lab. • Tell them that they are going to practise some lab activities. • Check their previous knowledge by asking the following question: ➢ How can we enter formula? ➢ What do you know about cell and cell address?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Divide students into groups and ask them to create a project 1 (subtract machine) and project 2 (multiplication). • Ask them to enter the number lists. • Ask them to enter the formulas of subtraction and multiplication. • Help them to select one cell where you find the answer. • Enter the cell address which you want to subtract or multiply. • Then press enter and show the answer in the selected cell.	18 Minutes
Assessment: In order to assess the students, ask them: • What is the formula of subtraction? • What is the formula of multiplication?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning By Doing

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Class: 4 Term Planning 2018-19 **Subject:** Computer

Month	Academic Week	Date	No. of Working Days	Textbook: Hello Computer	
				Topic	Page No.
March	1st	19th March – 22nd March	4	**Orientation Weeks**	
	2nd	26th March –30th March	5		
April	3rd	2nd April –6th April	5	**Unit 1: What is a Computer** • Computer, Hardware, System Unit, • Motherboard, Processor, • Arithmetic and Logic Unit, Control Unit • Computer lab	5–10
	4th	9th April – 13th April	5	**Unit 1: What is a Computer** • Memory, RAM, ROM, • Communication Devices, • Modem, Network card • Exercise • Computer lab	10–14
	5th	16th April – 20th April	5	**Unit 2:Introduction to Software** • How does a Computer work? • Input, Processing, Output, Storage Operation • Software, System software, • Operating System, • Important functions of an operating system • Application Software • Computer lab	15–19
	6th	23rd April – 27th April	5	**Unit 2:Introduction to Software** • Exercise • Student's worksheet • Computer lab	20–21
May	7th	30th April –4th May	4 Labour Day	**Unit 3:The Internet and world wide web** • Internet • Internet services • World Wide Web • Web Browser • Internet explorer • Web Searching • Search engine • Searching websites/ web pages • Computer lab	22–27
	8th	7th May – 11th May	5	**Unit 3:The Internet and world wide web** • Exercise • Computer lab	28–29
	9th	14th May – 18th May	5	**Revision**	
	10th	21st May – 26th May	6	**1st Term 1st Assessment**	

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Class: 4 Term Planning 2018-19 **Subject:** Computer

Month	Academic Week	Date	No. of Working Days	Textbook: Hello Computer	
				Topic	**Page No.**
	11th	28th May – 31st May	4	**Unit 4: Working with Microsoft Word** • Starting MS Word • Office button, Quick Access Toolbar • Ribbon , Zoom in/ Zoom out of a document • Computer lab	30–33
1st June – 14th August			**Summer Vacation**		
August	12th	15th Aug – 17th Aug	3	**Unit 4: Working with Microsoft Word** • Inserting current date and time • Insert symbols, insert Clip art • Word Art • Computer labs	34–37
	20th Aug – 25th Aug		**Eid –ul –Adha**		
	13th	27th Aug –31st Aug	5	**Unit 4: Working with Microsoft Word** • Lines • Scribble, free from line and curves • House , Birthday card, play a game • Computer lab	38–41
September	14th	3rd Sep –7th Sep	5	**Unit 4: Working with Microsoft Word** • Bullets and numbering • Food list, My best friend, Sandwich recipe • Alphabetical order, Tab, • Using to create a columns • Computer lab	42 - 45
	15th	10th Sep – 15th Sep	6	**1st Term 2nd Assessment**	
	16th	17th Sep – 21st Sep	3 **Ashura**	• Computer lab Project 1 (stamp Drawing) • Computer lab Project 2 (Timetable)	41, 45
	17th	24th Sep – 28th Sep	5	**Unit :5 Working with Microsoft Word** • Header and Footer • Create columns • Greeting card, Shopping list • Project 3 (Posters) • Project 4 (Football match) • Project 5 (letterhead, newsletter and poster) • Computer lab	46–49
October	18th	1st Oct –5th Oct	5	**Unit :5 Working with Microsoft Word** • Exercise • Student's worksheet • Computer lab	50–52
	19th	8th Oct – 12th Oct	5	**Unit :5 Working with Microsoft PowerPoint** • Starting MS PowerPoint 2007 • Working with text placeholders • Create a blank presentation • Inserting new slides • Project 1 (Computer hardware) • Computer lab	53-56
	20th	15th Oct –19th Oct	**5**	**Revision**	

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Class: 4 Term Planning 2018-19 **Subject:** Computer

Month	Academic Week	Date	No. of Working Days	Textbook: Hello Computer	
				Topic	**Page No.**
	21st, 22nd	22nd Oct – 3rd Nov	**12**	**Mid Term Examination**	
November	23rd	5th Nov – 9th Nov	5	**Unit 6: Working with Microsoft PowerPoint** • Slide show • Themes, Insert Image (clip art) • Project 2 (prayer timings) • Computer lab	57–61
	24th	12th Nov – 16th Nov	5	**Unit 6: Working with Microsoft PowerPoint** • Exercise • Project 3 (four seasons) • Computer lab	61 - 62
	25th	19th Nov – 23rd Nov	**4 EidMilad -un-Nabi**	**Unit 6: Working with Microsoft Excel** • Starting MS Excel • Worksheet, Workbook, • Columns, Rows • Cell, Cell address • Name box, Formula bar • Computer lab	63- 66
	26th	26th Nov –30th Nov	5	**Revision**	
December	27th	3rd Dec -8th Dec	**6**	**2nd Term 1st Assessment**	
	28th	10th Dec – 14th Dec	5	**Unit 6: Working with Microsoft Excel** • Enter data • Phone book • Entering a Formula • Adding machine • Computer lab	66 – 69
	29th	17h Dec – 21st Dec	5	**Unit 6: Working with Microsoft Excel** • Exercise • Student's worksheet • Computer lab	70 –71
24th Dec – 31st Dec			**Winter Vacation**		
January	30th	1st Jan –4th Jan	4	• Projects 1 • Projects 2	69
	31st	7th Jan – 11th Jan	5	Unit 1: What is a Computer **Complete Revision**	5 - 14
	32nd	14th Jan – 19th Jan	6	**2nd Term 2nd Assessment**	
	33rd	21st Jan – 25th Jan	5	Unit 2: Introduction to Software **Complete Revision**	15 - 21
February	34th	28th Jan –1st Feb	5	Unit 4: Working with Microsoft Word **Complete Revision**	30 - 52
	35th	4th Feb –8th Feb	5	**Revision Week**	
	36th	11th Feb – 28th Feb	16	**Final Examination**	
1st March – 9th March			**Final Result + Annual Function**		

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Date: _____

Campus: _____

1st Term 1st Assessment (2018-19)

Name: _____ **Roll No:** _____ **Obtained Marks:** _____

Class: Four	Subject: Computer	Total Marks: 25	Time Allowed: 40 minutes

Q. No.	1	2	3	4	Total
Max. Marks	5	5	5	10	25
Obtained Marks					

Q:1. Fill in the blanks with the help of given words: **5**

(hardware random connect application network)

1. A modem is used to _____ a computer with other computers.
2. RAM stands for _____ access memory.
3. A software is a set of _____ that are given to a computer.
4. MS Word is a type of _____ software.
5. A _____ is a collection of computer that are connected together.

Q:2. Write "T" for True and "F" for False statement: **5**

1. Mouse is a communication device.
2. Motherboard is the main circuit board of a computer.
3. Operating system is a type of application software.
4. In input operation a computer accepts data.
5. Internet Explorer is a web browser.

Q:3. Tick the right choice: **5**

1. The physical parts of a computer that we can see and touch are called:

   a) hardware b) software c) Firmware

2. All mathematical problem are solved in this portion of the processor.

   a) AU b) LU c) CU

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3. A computer is useless without a (n).

   a) operation system b) Application software c) utilities

4. In this operation a computer produces results.

   a) input operation b) output operation c) storage operation

5. It is the most famous search engine.

   a) Google b) Firefox c) internet explorer

Q:4. Answer the following questions: **10**

1. What is motherboard?

Ans: _____

_____

2. Define processor and write about its components.

Ans: _____

_____

3. Write the definition of software.

Ans: _____

_____

4. What is an operating system?

Ans: _____

_____

5. What is web browser?

Ans: _____

_____

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Date: _____

Campus: _____

1st Term 2nd Assessment (2018-19)

Name: _____ **Roll No:** _____ **Obtained Marks:** _____

Class: Four	Subject: Computer	Total Marks: 25	Time Allowed: 40 minutes

Q. No.	1	2	3	4	Total
Max. Marks	5	5	5	10	25
Obtained Marks					

Q:1. Fill in the blanks with the help of given words: **5**

(groups formatted lines top column)

1. A tab is a section of several _____ of related commands.
2. WordArt is a specially _____ text.
3. We can use curves and _____ to draw shapes in document.
4. Header displays the information at the _____ of each page.
5. Multi-_____ layout is used in newspapers.

Q:2. Write "T" for True and "F" for False statement: **5**

1. A group shows similar commands together.
2. You can zoom out to take a close up view of a document.
3. We can insert a clip art in a document.
4. Scribble is used to draw freehand shapes with details.
5. Tab key is used to put more than one space in the text.

Q:3. Tick the right choice: **5**

1. It is divided into seven tab:

   a) Ribbon b) Group c) Office button

2. It holds the commands which are used over and over again.

   a) Office button b) Groups c) Quick access toolbar

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3. We can insert a clip art from:

   a) Zoom group b) Font group c) Illustration group

4. It is used to draw free hand with fine details:

   a) Scribble b) Free form c) Curve

5. It is known as a specially formatted text:

   a) Fonts b) WordArt c) Font style

Q:4. Answer the following questions: **10**

1. What is the usage of quick access toolbar?

Ans: _____

_____

2. What do you know about WordArt?

Ans: _____

_____

3. Explain the usage of bullets and numbers in a document.

Ans: _____

_____

4. How can we create column document?

Ans: _____

_____

5. Define Microsoft Word?

Ans: _____

_____

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Learning by Doing

Date: _____

Campus: _____

Mid Term Assessment (2018-19)

Name: _____ **Roll No:** _____ **Obtained Marks:** _____

Class: Four	Subject: Computer	Total Marks: 25	Time Allowed: 2 hours

Q. No.	1	2	3	4	5	Total
Max. Marks	**8**	**7**	**5**	**15**	**15**	**50**
Obtained Marks						

Q:1. Fill in the blanks with the help of given words: **8**

(groups formatted lines top series column full screen illustration)

1. A tab is a section of several _____ of related commands.
2. WordArt is a specially _____ text.
3. A power point presentation consists of _____ of slides.
4. We can use curves and _____ to draw shapes in document.
5. We can insert a clip art from _____ group.
6. Header displays the information at the _____ of each page.
7. Slide show is the presentation of all slides in _____ mode.
8. Multi-_____ layout is used in newspapers.

Q:2. Write "T" for True and "F" for False statement: **7**

1. A group shows similar commands together.
2. You can zoom out to take a close up view of a document.
3. We can insert a new slide from Design tab.
4. We can insert a clip art in a document.
5. Scribble is used to draw freehand shapes with details.
6. We cannot inset a clip art in a presentation.
7. Tab key is used to put more than one space in the text.

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Q:3. Tick the right choice: **5**

1. It is divided into seven tab:

   a) Ribbon b) Group c) Office button

2. It holds the commands which are used over and over again.

   a) Office button b) Groups c) Quick access toolbar

3. We can insert a clip art from:

   a) Zoom group b) Font group c) Illustration group

4. It is used to draw free hand with fine details:

   a) Scribble b) Free form c) Curve

5. It is known as a specially formatted text:

   a) Fonts b) WordArt c) Font style

Q:4. Answer the following questions: **15**

1. What is presentation?

Ans: _____

_____

2. What do you know about WordArt?

Ans: _____

_____

3. Explain the usage of bullets and numbers in a document.

Ans: _____

_____

4. What is slide show? Write the steps to run a slide show.

Ans: _____

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_____

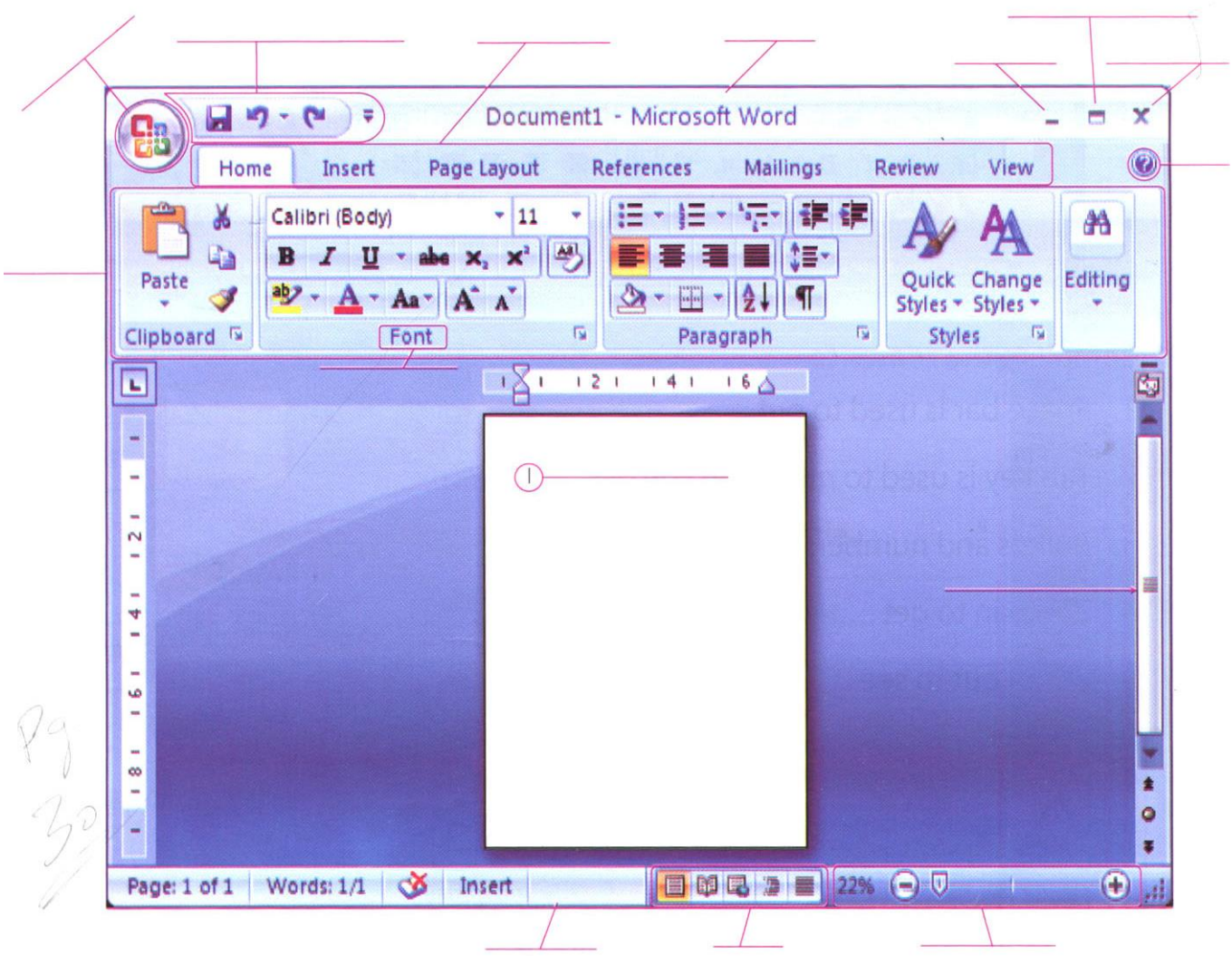
_____

5. Define Microsoft Word?

Ans: _____

_____

Q:5. Label the following: **15**



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Date: _____

Campus: _____

2nd Term 1st Assessment (2018-19)

Name: _____ **Roll No:** _____ **Obtained Marks:** _____

Class: Four	Subject: Computer	Total Marks: 25	Time Allowed: 40 minutes

Q. No.	1	2	3	4	Total
Max. Marks	5	5	5	10	25
Obtained Marks					

Q:1. Fill in the blanks with the help of given words: **5**

(Spreadsheet calculations numbers intersection active)

1. MS Excel is a very popular _____ software.
2. We enter data and perform _____ in a worksheet.
3. Rows are labeled with _____.
4. The _____ of a row and a column is called a cell.
5. We can enter data only in an _____cell.

Q:2. Write "T" for True and "F" for False statement: **5**

1. MS Excel is a word processing software. ☐
2. A worksheet is a file of MS Excel. ☐
3. Each new workbook has three worksheets. ☐
4. Column headings consists of numbers. ☐
5. The contents of an active cell appear in the formula bar. ☐

Q:3. Tick the right choice: **5**

1. A software that is used to analyze numerical data is known as:

   a) MS power point b) MS Word c) MS Excel

2. It consists of cell in the form of rows and columns.

   a) Worksheet b) Workbook c) Cell address

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3. The cell with a dark border is called a(n):

   a) active cell b) dark cell c) shaded cell

4. It is the horizontal group of cells:

   a) columns b) rows c) cell group

5. It is the shortcut key to run a slide show:

   a) Ctrl + N b) F5 c) Ctrl + M

Q:4. Answer the following questions: **10**

1. Define spreadsheet software?

Ans: _____

_____

2. Explain a worksheet and a workbook in MS Excel?

Ans: _____

_____

3. Differentiate between rows and columns.

Ans: _____

_____

4. What do you know about cell and cell address?

Ans: _____

_____

5. How can we enter data in a cell?

Ans: _____

_____

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Learning by Doing

Date: _____

Campus: _____

2nd Term 2nd Assessment (2018-19)

Name: _____ **Roll No:** _____ **Obtained Marks:** _____

Class: Four	Subject: Computer	Total Marks: 25	Time Allowed: 40 minutes

Q. No.	1	2	3	4	Total
Max. Marks	5	5	5	10	25
Obtained Marks					

Q:1. Fill in the blanks with the help of given words: **5**

(Motherboard random)

1. A processor is fixed on the _____.
2. WordArt is a specially _____ text.
3. RAM stand for _____ access memory.
4. A software is a set of _____ that are given to a computer.
5. A _____ is a collection of computers that are connected together.

Q:2. Write "T" for True and "F" for False statement: **5**

1. The first page can contain only text. ☐
2. System unit contains different parts of a computer. ☐
3. Internet explorer is a web browser. ☐
4. Computer games are types of application software. ☐
5. Tab key is used to put more than one space in the text. ☐

Q:3. Tick the right choice: **5**

1. In this operation a computer produces results:

   a) input operation b) output operation c) storage operation

2. All mathematical problem are solved in this portion of the processor:

   a) AU b) LU c) CU

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3. The largest computer network around the world is called :

   a) the internet b) intranet c) network

4. The address of a web browser:

   a) Manu bar b) address bar c) search bar

5. We can insert a clip art form:

   a) Zoom group b) Font group c) illustration group

Q:4. Answer the following questions: **10**

1. Differentiate between RAM and ROM?

Ans: _____

_____

2. Write the definition of software?

Ans: _____

_____

3. Define the internet and write the names of different internet services.

Ans: _____

_____

4. Explain the usage of bullets and numbers in documents?

Ans: _____

_____

5. Explain the basic operations of a computer?

Ans: _____

_____

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Date: _____

Campus: _____

Final Term Assessment (2018-19)

Name: _____ **Roll No:** _____ **Obtained Marks:** _____

Class: Four	**Subject: Computer**	**Total Marks: 100**	**Time Allowed: 3 hours**

Q. No.	1	2	3	4	5	6	Total
Max. Marks	**10**	**10**	**10**	**20**	**25**	**25**	**100**
Obtained Marks							

Q:1. Fill in the blanks with the help of given words: **10**

(line collection motherboard address illustration full screen top numbers lines intersection)

1. An operating system creates a _____ between a user and a computer.
2. A processor is fixed on the _____.
3. The web is a _____ of web pages on the internet.
4. The address of a web page is typed in _____ bar.
5. We can user curves and _____ to draw shapes in a document.
6. We can insert clip art from _____ group.
7. Header displays the information at the _____ of each page.
8. Slide show is the presentation of all slides in_____ mode.
9. We enter data and perform _____ in a worksheet.
10. The _____ of a row and a column is called a cell.

Q:2. Write "T" for True and "F" for False statement: **10**

1. Operating system is a type of application software.
2. Mouse is a communication device.
3. A web page can contain only text.

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4. Internet Explorer is a web browser.
5. You can zoon out to take a closer up view of a document.
6. We can insert a new slide form design tab.
7. Tab key is used to put more than one space in the text.
8. We can create a presentation using a theme.
9. Column heading s consists of numbers.
10. The contents of an active cell appear in the formula bar.

Q:3. Tick the right choice: **10**

1. It controls and directs the operations of a computer:

   a) hardware b) application software c) system software

2. The first page of a website is called:

   a) Home page b) first page c) intro page

3. We can insert a new slide from:

   a) font group b) slide group c) illustration group

4. The physical parts of a computer that we can see and touch are called:

   a) hardware b) software c) firmware

5. What helps to find a web page / website?

   a) web browser b) search engine c) search browser

6. All the computer components are plugged or connected with it.

   a) keyboard b) Modem c) motherboard

7. It is known as a specially formatted text.

   a) fonts b) WordArt c) Font Style

8. These are used to make lists:

   a) header and footer b) bullets and numbers c) columns

9. It is the shortcut key to insert a new slide.

   a) Ctrl + M b) Ctrl + S c) Ctrl + N

10. It consists of cells in the form of rows and columns.

    a) Worksheet b) workbook c) Cell address

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Q:4. Answer the following questions: (any five) 20

1. Differentiate between system software and application software.

Ans: _____

_____

2. Differentiate between RAM and ROM.

Ans: _____

_____

3. Define the internet and write the names of different internet services.

Ans: _____

_____

4. What do you know about WordArt?

Ans: _____

_____

_____

5. Explain the usage of bullets and numbers in a document.

Ans: _____

_____

6. Define a text placeholder and also write the steps to resize it.

Ans: _____

_____

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7. Differentiate between rows and columns.

Ans: _____

_____

8. How we enter data in a cell

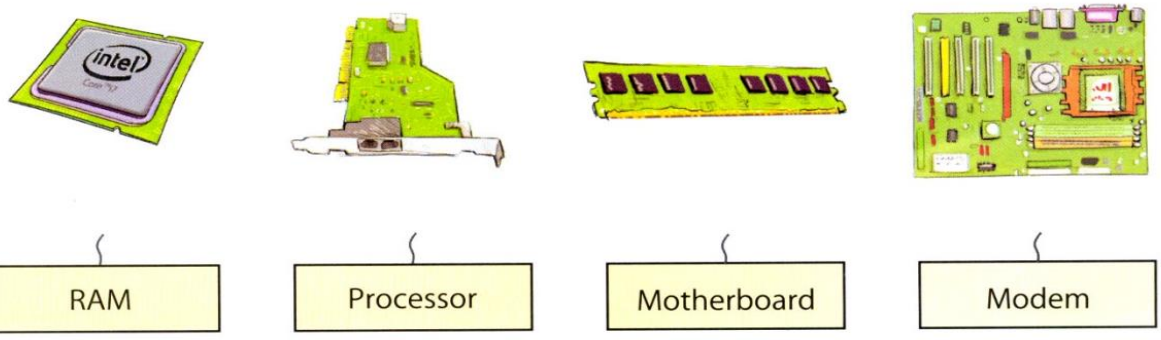
Ans: _____

_____

Q:5(a.Label the following: **6**

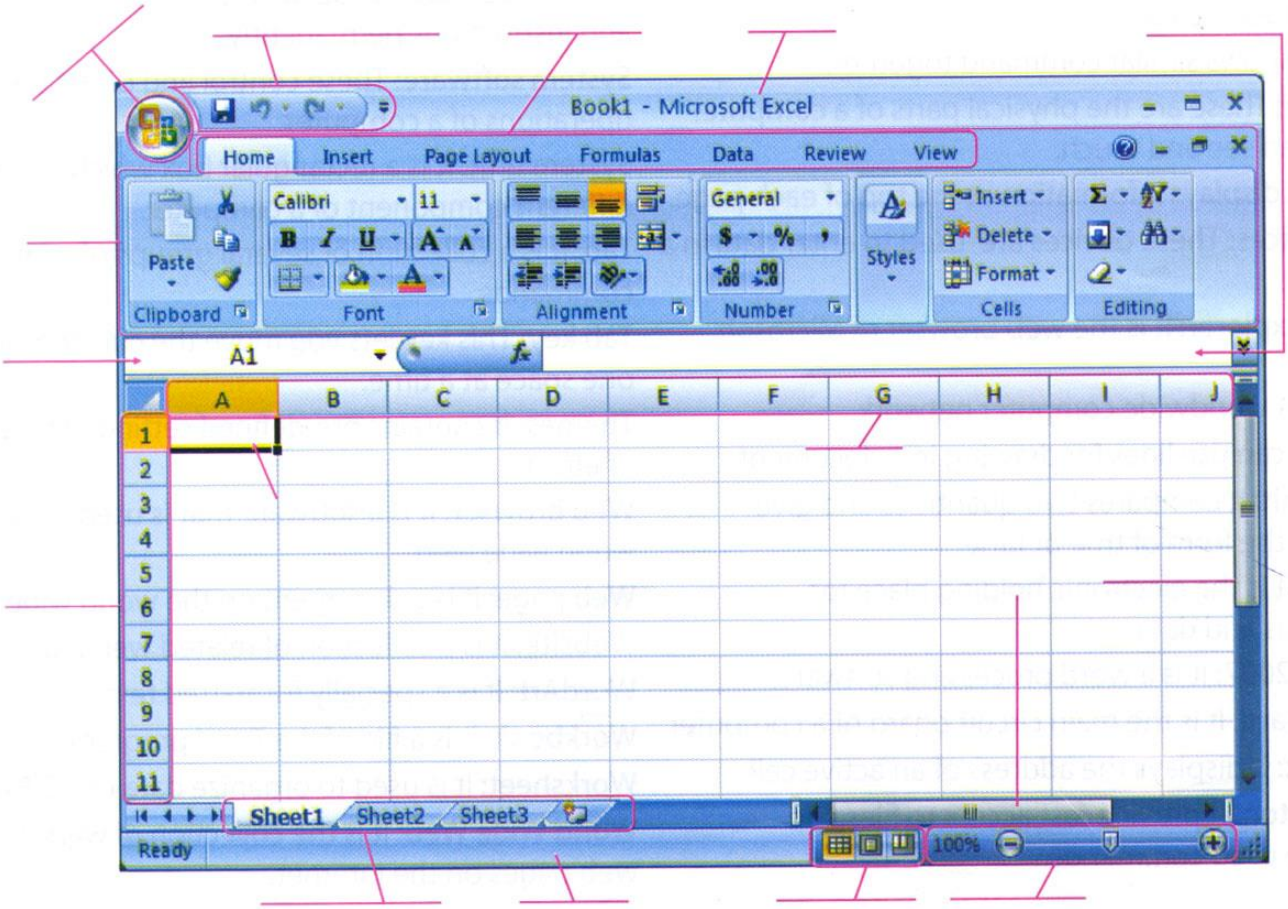


Q:5(b.Match the correct name with its picture: **4**



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Q:5(c. Label the following picture: **15**



Q:6. Practical: **25**

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