Aquiline

Teacher Resource Book

A COMPUTER BOOK FOR KIDS

5

LEARNING BY DOING

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

Learning By Doing

Aquiline Publishers

Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Computer Networks

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 network.
- explain data, share resources devices, hardware, software and networking.
- describe and explain sending, receiving, communication devices.
- explain about transmission medium.
- know about the working of wire-based and wireless communication.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
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: **"Computer Networks",** page no. **5, 6**. • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. computer network, collection, devices, connected, established software, internet, similarly, components, communication system, sending, messages, printer, dial-up, modem, interface card, routers, hubs switches, wire-based, wireless, infrared, radio signal, microwaves, twisted pair cable, coaxial cable, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 5"** picture of networking and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about networking. **Activity 2:** • Ask the students to look at the **"page no. 6"** picture of wire-based and wireless and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about transmission medium.	30 Minutes

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Class: 5 **Subject:** Computer

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

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Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Computer Networks

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 types of computer in a computer network.
- comprehend the concept of a server and a client in a computer network.
- know about types of computer network.
- recognize about how LAN is working.

Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
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 many types of transmission medium are there? ➢ What do you know about computer network?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 1: **"Computer Networks",** page no. **7, 8**. • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. server, client, centralized, control, manages, resources provides, services device, document, generally, basis, covered, discussed, local area network, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 7"** picture of networking and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about networking. **Activity 2:** • Ask the students to look at the **"page no. 8"** picture of wire-based and wireless and ask what they can see.	30 Minutes

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

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Class: 5 **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:

- understand how to make a simple networking between two computers.
- identify the different transmission medium and their work.

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: ➢ How can we send and receive data? ➢ Name different types of computer networks.	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to make a simple networking between two computers. • Tell the students how we can exchange the data from one device to another. • Show them the components of wire-based medium work (a twisted pair cable, coaxial cable, and fiber-optic cable). • Show them the components of wireless medium work (infrared, radio signal, microwaves). • Tell the students how a wire-based and wireless device work.	18 Minutes
Assessment: In order to assess the students, ask them: • What is the difference between wire-based and wireless device networking? • How can we make a simple networking?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Computer Networks
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 and explain a computer network.
- explain the types of computer networks, i.e. MAN, WAN.
- describe metropolitan area network.
- explain wide area network.

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 many types of transmission medium are there? ➢ What do you know about server and client?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 1:**"Computer Networks",** page no. **9, 10**. • Complete the reading of the unit, translate into Urdu and explain it in simple words to the students. • Instruct the students to listen carefully, especially the pronunciation of new terms, e.g. metropolitan, cover, entire, large, designed, resources, transmission, communication, operators, business, organization, provide, connect, branches, geographical, location, office, internet, wide, etc. • Write the meanings of difficult words on board. • Say aloud these words and their meanings. • Learn these difficult words and their meanings to the students. **Practice Activities** **Activity 1:** • Ask the students to look at the **"page no. 9"** picture of networking and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about metropolitan area networking. **Activity 2:** • Ask the students to look at the **"page no. 10"** picture of networking and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about wide area networking. • Draw a metropolitan area network map around the city on whiteboard.	30 Minutes

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Assessment: • Ask different questions from the students to assess their learning: ➢ Name the types of computer in a computer network. ➢ Name the types of computer network. ➢ What does MAN stand for? ➢ What is metropolitan area network? ➢ What kind of MAN is designed? ➢ What does WAN stand for? ➢ What is wide area network? ➢ Write the name of shared resources.	5 Minutes
Homework: • Learn and revise important information and definitions of MAN and WAN. • Write difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **Subject:** Computer

Daily Lesson Plan

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

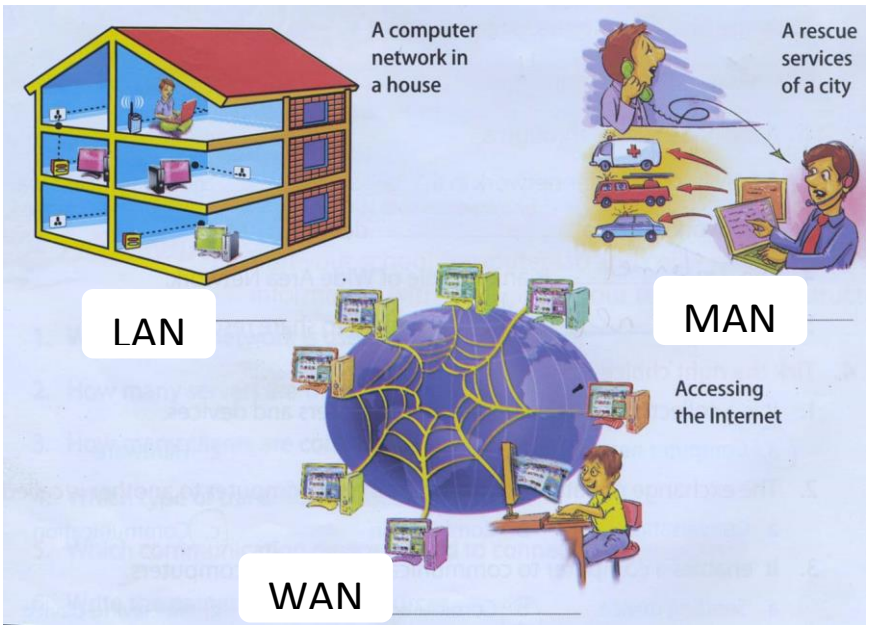
Students' Learning Objectives:
By the end of the session, the students will be able to:

- 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 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. Pg. no. 5. Computer Network: A computer network……. the internet, etc. 2. Following four components are required for communication: ➢ Sending Device ➢ Receiving Device ➢ Communication Device ➢ Transmission Medium 3. There are three main types of computer networks which are discussed below: ➢ Local Area Network (LAN) ➢ Metropolitan (LAN) ➢ Wide Area Network (WAN) 4. Pg. no. 7. Server: A server is the ……..computer network. ➢ Pg. no. 7. Client: A client is a ……..in a computer network. 5. Pg. no. 8. LAN: LAN stands for …….. laboratory and office. 6. Pg. no. 8. MAN: MAN stands for …….. LANs together. 7. Pg. no. 8. WAN: WAN stands for …….. around the world. Solution Q # 2: **1.** T **2.** T **3.** F **4.** T **5.** F Solution Q # 3:	30 Minutes

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Class: 5 **Subject:** Computer

1. transmission **2.** limited **3.** communication **4.** internet **5.** network Solution Q # 4: **1.** a **2.** c **3.** b **4.** b **5.** c **6.** a **7.** b **8.** a **9.** a **10.** a Solution Q # 5: Identify the types of a network from the following pictures.  	
Assessment: • Assess the students by asking different questions of the exercise. ➢ Name the types of computer in a computer network. ➢ Define network. ➢ Describe client. ➢ Name the types of computer network. ➢ What does LAN stand for? ➢ What does MAN stand for? ➢ What does WAN stand for?	5 Minutes
Homework: • Learn and write complete exercise in your notebooks.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **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:

- understand two types of computers in a computer network.
- understand how a server can control and manage a computer network.
- understand how client share resources with server in a computer network.
- identify the local area networking.

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: ➢ How does a wireless work to share data? ➢ How can we receive data from other computer?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to make a simple server and client networking between computers. • Tell the students how a server and client networking work. • Tell them how the functionality of LAN is. • Show them an established LAN. • Tell the students about the concept of MAN and WAN. Give them real examples of MAN and WAN.	18 Minutes
Assessment: In order to assess the students, ask them: • What is the difference between LAN and WAN? • How can we make a simple server and client networking?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Computer Security Threats

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

Week: 3 **Day:** 1

Students' Learning Objectives:

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

- define and explain a computer security threats.
- define virus, worm and adware.
- describe Trojan and hacker.

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 many components of communication? ➢ What are the different between LAN and WAN.	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 2: **"Computer Security Threat,** page no.**13, 14,** and **15**. • 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. Computers , facing, different, security threats, hardware, damage, software, data, information, processing, capabilities, virus, worm, adware, Trojan, hacker, malicious software, designed, permission, modify, performance, interaction, displays, advertisements, legal, install, backdoor, access, gaining, authorization, illegally, 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. 13"** picture of virus and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about virus. **Activity 2:** • Ask the students to look at the **"page no. 14, 15"** picture of worm, adware, Trojan and hacker and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about worm, adware, Trojan and hacker.	30 Minutes

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Class: 5 **Subject:** Computer

Assessment: • Ask different questions from the students to assess their learning: ➢ Name the major computer security threats. ➢ Define virus. ➢ What are the virus effects on computer? ➢ What kind of worm software is? ➢ Which programmes disrupt the privacy of a user? ➢ What is hacker? ➢ Which computer security threat is hidden in a legal software?	5 Minutes
Homework: • Learn and revise important information and definitions of virus, worm, adware, Trojan and hacker. • Write difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Computer Security Threats
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:

- explain causes of spreading Malware.
- know infected flash drives, e-mail attachments and installing pirated software.
- explain surfing insecure websites.
- know and explain an antivirus.

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 many computer security threats are there? ➢ What do you know about virus?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 2: **"Computer Security Threat,** page no.**16, 17,** and **18**. • 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. causes, spreading, infected flash drive, easily transferring data, attached, contain, hidden, starts, infecting, person, simultaneously, pirated software, internet, activate damage, websites, proper, insecure, antivirus, prevents, detects, reliable, regular, Avast, Symantec, McAfee, AVG, Kaspersky and NOD32, 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.16, 17"** picture of infected flash drive, e-mail attachment, installing pirated software and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about infected flash drive, e-mail attachment, installing pirated software. **Activity 2:** • Ask the students to look at the **"page no. 17, 18"** picture of surfing insecure websites and ask what they can see.	30 Minutes

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Class: 5 **Subject:** Computer

• Get answers from the students and then tell them that they are going to tell you about surfing insecure websites.	
Assessment: • Ask different questions from the students to assess their learning: ➢ Name the major computer security threats. ➢ Define virus. ➢ Who infects a computer? ➢ What are the major sources of spreading viruses? ➢ What is pirated software? ➢ Name causes of spreading Malware. ➢ Define insecure website.	5 Minutes
Homework: • Learn and revise important information and definitions of causing and spreading Malware. • Write difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **Subject:** Computer

Daily Lesson Plan

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

Students' Learning Objectives:

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

- identify the metropolitan area networking.
- understand the wide area networking.
- understand the difference between MAN and WAN.
- identify the different security threats of computer.
- understand how to scan computer with the help of antivirus.

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: ➢ How many types of computers are there in a computer networking? Give examples. ➢ Define LAN.	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how MAN is different from WAN. • Tell the students real life examples of MAN and WAN. • Tell them how the functionality of LAN is. • Show them different security threats of computers. • Tell the students how we can scan virus from our computer with the help of antivirus.	18 Minutes
Assessment: In order to assess the students, ask them: • What is the difference between LAN and WAN? • How can we scan our computer with the help of an antivirus?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **Subject:** Computer

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Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Computer Security Threats (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 antivirus. ➢ How infected flash drives spread virus in a computer?	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. Some of the most harmful and damaging threats are discussed below: Virus worm Adware Trojan Hacker 2. Virus: A virus is a malicious software that infects a file/program or the computer system ➢ Worms: A worm is malicious software that copies itself from one computer to another without human interaction. ➢ Trojan: A Trojan horse is malicious software that looks like a legal software. ➢ Adware: An adware is malicious software that automatically displays or downloads advertisements on a computer. 3. He/she can steal or modify secret data from the computer. He/she can also jam the entire functioning or the computer system. 4. Pg. no. 18. Antivirus: We use an antivirus ……..famous antivirus. 5. Infected flash drive: Pg. no. 16. The malicious software……drive is attached. ➢ Infected e-mail: Pg. no. 16. E-mail attachments are…….. infecting it. ➢ Surfing insecure website: Pg. no. 17 A website which ……. secured.	30 Minutes

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Solution Q # 2:

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

Solution Q # 3:

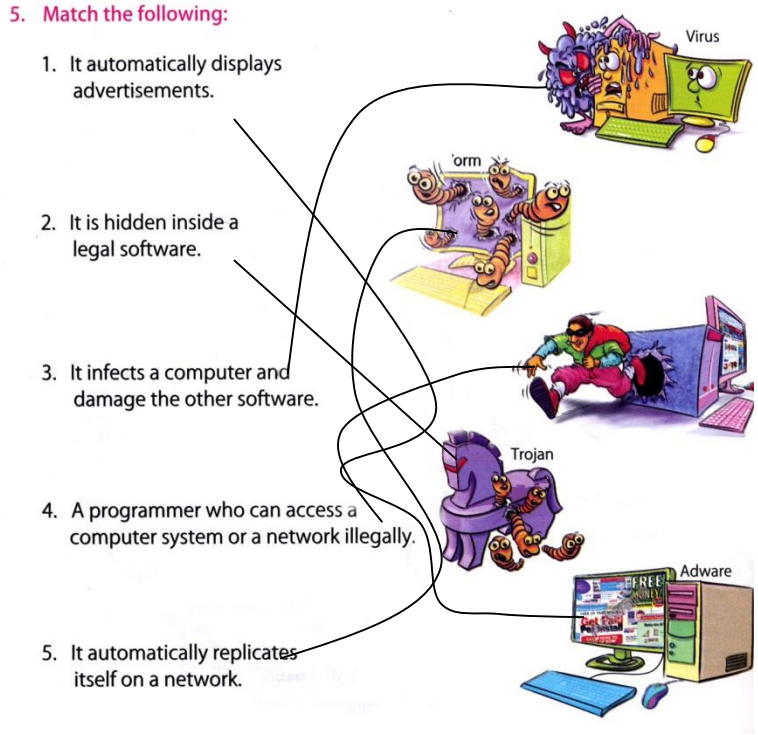
1. delete **2.** worm **3.** hacker **4.** software **5.** scan

Solution Q # 4:

1. a **2.** a **3.** b **4.** c **5.** a **6.** a **7.** a **8.** a

Solution Q # 5:

Identify the types of a network from the following pictures.



Assessment: 5 Minutes

- Assess the students by asking different questions of the exercise.
  - Define virus.
  - Describe Trojan.
  - Name different causes of spreading malware.
  - What do you know about e-mail attachments?
  - What is surfing insecure websites?

Homework:

- Learn and write complete exercise in your notebooks.

Evaluation of Learning:

Evaluation of Teaching:

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Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Electronic Mail (E-mail)

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:

- define an e-mail.
- know and define an e-mail account.
- explain the composition of an e-mail address.
- define e-mail service provider.
- recognize how can create a Hotmail account.
- identify compose and send an e-mail.

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: ➢ Explain about an antivirus. ➢ What do you know about surfing insecure website?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 3: **"Electronic Mail (E-mail)",** page no. **21, 22, 23**. • 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. exchanging, messages, files, internet, electronic mail, receive, computer, attach, storage, provide, registering, service, unique, domain, usually, companies, facility, MSN Hotmail, Yahoo, Gmail, easily, Google, compose, inbox, new, 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"** picture of creating a Hotmail account and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about metropolitan area networking. **Activity 2:**	30 Minutes

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Class: 5 **Subject:** Computer

• Ask the students to look at the **"page no.23"** picture of compose and send an e-mail and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about wide area networking. • Make a list of creating a Hotmail account steps on whiteboard.	
Assessment: • Ask different questions from the students to assess their learning: ➢ Define an e-mail. ➢ What can we do with an e-mail account? ➢ What is an e-mail address? ➢ What is an e-mail service provider? ➢ Name some popular e-mail service provider? ➢ How can we create a Hotmail account? ➢ How can we compose and send an e-mail?	5 Minutes
Homework: • Learn and revise important information and definitions of e-mail, e-mail address and e-mail service provider. • Write definitions and difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning By Doing

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Class: 5 **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 a worm spreads automatically over a computer network.
- know about hackers and what they can do.
- understand the importance of scanning a flash drive.
- know how to install software in our 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: ➢ How can we scan computer with the help of an antivirus?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how viruses spread in our computers with different resources. • Tell the students how infected flash drives damage our widows. • Tell them how hackers can jam the entire functioning of the computer system. • Show them different antivirus software. • Tell them how we can install different antivirus and scan our computer.	18 Minutes
Assessment: In order to assess the students, ask them: • How a virus spreads in our computer? • How can we install an antivirus in our computer?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Electronic Mail (E-mail)

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:

- know how we can attach a file with an e-mail.
- recognize reply to an e-mail.
- identify how to sign out an e-mail account.

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 an e-mail? ➢ Name popular e-mail service providers.	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 3: **"Electronic Mail (E-mail),** page no. **24, 25, 26**. • 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. send, attaching file, allow, include, desktop, Notepad, choose, upload, select, clicking, button, receive, message, starting, recipient, reading, inbox, editor, appears, address, system sign out, 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. 24, 25"** picture of e-mail editor, attached a files with an e-mail and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about virus. **Activity 2:** • Ask the students to look at the **"page no. 26"** picture of reply to an e-mail, sign out an e-mail account and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about worm, adware, Trojan and hacker.	30 Minutes

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Class: 5 **Subject:** Computer

• Make a list of sign out an e-mail account steps on whiteboard.	
Assessment: • Ask different questions from the students to assess their learning: ➢ How can we edit an e-mail? ➢ How can we attach a file with an e-mail? ➢ Which button we click when we attach a file? ➢ Where we can receive message? ➢ How can we reply an e-mail? ➢ How can we read an e-mail? ➢ How can we sign out an e-mail account?	5 Minutes
Homework: • Learn and revise important information and definitions of e-mail editor, attach a file, reply to an e-mail and sign out an e-mail account. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Electronic Mail (E-mail)

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:

- identify inbox, deleted e-mails.
- know sent and junk folders.

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 can we attach a file with an e-mail? ➢ How can we sign out an e-mail account?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 3: **"Electronic Mail (E-mail),** page no. **27, 28**. • 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. inbox, contains, incoming, message, arranged, respect, time, date, deleted, stored, change, mind, sent, outgoing, maintains,, record, persons, junk, unknown, stored folder, 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. 27"** picture of inbox, deleted and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about infected flash drive, e-mail attachment, installing pirated software. **Activity 2:** • Ask the students to look at the **"page no. 28"** picture of sent, junk and ask what they can see.	30 Minutes

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Class: 5 **Subject:** Computer

• Get answers from the students and then tell them that they are going to tell you about surfing insecure websites.	
Assessment: • Ask different questions from the students to assess their learning: ➢ Define inbox. ➢ Define sent box. ➢ What is deleted e-mail? ➢ How can we delete e-mails? ➢ What is the function of sent? ➢ What do you know about junk?	5 Minutes
Homework: • Learn and revise important information and definitions of inbox, deleted, sent and junk. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **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 the importance of an e-mail nowadays. • know how to create an e-mail account. • understand how to compose and send e-mail. • identify the different e-mail accounts.	
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: ➢ How can we install software in our computer? ➢ Name different famous antivirus.	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to create an e-mail account. • Tell the students different websites where they can create an e-mail account. • Tell them how to compose and send an e-mail. • Tell the students about the e-mail editor and its different options.	18 Minutes
Assessment: In order to assess the students, ask them: • How can we create an e-mail account? • How can we compose and send an e-mail?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Electronic Mail (E-mail) (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 do you know about junk e-mails? ➢ What is sent folder?	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. Exchanging massages and files using Internet is known as electronic mail (e-mail). 2. A unique address of an e-mail account is called e-mail address. An e-mail address consists of two parts ➢ User name or ID. ➢ Domain (The name of the computer that stores the e-mail messages, usually the e-mail service provider) ➢ For example: name@hotmail.com 3. There are popular and reliable e-mail service providers are given below: ➢ MSN Hotmail ➢ Yahoo ➢ Gmail 4. Pg. no. 22, 23. Creating a Hotmail account…….. of the system. 5. Pg. no. 24, 25. Attaching a file with an e-mail…….. to the recipient. Solution Q # 2: **1.** T **2.** T **3.** F **4.** T **5.** F	30 Minutes

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Class: 5 **Subject:** Computer

Solution Q # 3: **1.** attach **2.** two **3.** sign in **4.** close **5.** sent Solution Q # 4: **1.** b **2.** a **3.** a **4.** a **5.** b **6.** c **7.** a **8.** b	
Assessment: Assess the students by asking different questions of the exercise. • What is e-mail editor? • Define e-mail. • Describe inbox.	5 Minutes
Homework: • Learn and write complete exercise in your notebooks.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Lab Activity

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

Week: 6 **Day:** 3

Students' Learning Objectives:

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

- know how to create an e-mail account.
- understand how to attach a file with an e-mail.
- know how to reply an e-mail.
- identify how to sign an e-mail account.
- recognize about inbox, delete, send and junk.

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: ➢ How can we attach a file with an e-mail?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to reply an e-mail. • Tell the students how to sign an e-mail account. • Show the different folders of e-mail account. • Show them how we can delete e-mail.	18 Minutes
Assessment: In order to assess the students, ask them: • What is the difference between delete and junk folder? • How can we reply to an e-mail?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Electronic Mail (E-mail)
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:

- know how we can attach a file with an e-mail.
- recognize reply to an e-mail.
- identify how to sign out an e-mail account.

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 an e-mail? ➢ Name popular e-mail service providers.	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 3: **"Electronic Mail (E-mail),** page no. **24, 25, 26**. • 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. send, attaching file, allow, include, desktop, Notepad, choose, upload, select, clicking, button, receive, message, starting, recipient, reading, inbox, editor, appears, address, system sign out, 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. 24, 25"** picture of e-mail editor, attached a files with an e-mail and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about virus. **Activity 2:** • Ask the students to look at the **"page no. 26"** picture of reply to an e-mail, sign out an e-mail account and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about worm, adware, Trojan and hacker.	30 Minutes

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Class: 5 **Subject:** Computer

• Make a list of sign out an e-mail account steps on whiteboard.	
Assessment: • Ask different questions from the students to assess their learning: ➢ How can we edit an e-mail? ➢ How can we attach a file with an e-mail? ➢ Which button we click when we attach a file? ➢ Where we can receive message? ➢ How can we reply an e-mail? ➢ How can we read an e-mail? ➢ How can we sign out an e-mail account?	5 Minutes
Homework: • Learn and revise important information and definitions of e-mail editor, attach a file, reply to an e-mail and sign out an e-mail account. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Electronic Mail (E-mail)
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:

- identify inbox, deleted e-mails.
- know sent and junk folders.

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 attach a file with an e-mail? ➢ How can we sign out an e-mail account?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 3: **"Electronic Mail (E-mail),** page no. **27, 28**. • 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. inbox, contains, incoming, message, arranged, respect, time, date, deleted, stored, change, mind, sent, outgoing, maintains,, record, persons, junk, unknown, stored folder, 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. 27"** picture of inbox, deleted and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about infected flash drive, e-mail attachment, installing pirated software. **Activity 2:** • Ask the students to look at the **"page no. 28"** picture of sent, junk and ask what they can see. • Get answers from the students and then tell them that they are going to tell you about surfing insecure websites.	30 Minutes

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Class: 5 **Subject:** Computer

Assessment: • Ask different questions from the students to assess their learning: ➢ Define inbox. ➢ Define sent box. ➢ What is deleted e-mail? ➢ How can we delete e-mails? ➢ What is the function of sent? ➢ What do you know about junk?	5 Minutes
Homework: • Learn and revise important information and definitions of inbox, deleted, sent and junk. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **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 the importance of an e-mail nowadays.
- know how to create an e-mail account.
- understand how to compose and send e-mail.
- identify the different e-mail accounts.

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: ➢ How can we install software in our computer? ➢ Name different famous antivirus.	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to create an e-mail account. • Tell the students different websites where they can create an e-mail account. • Tell them how to compose and send an e-mail. • Tell the students about the e-mail editor and its different options.	18 Minutes
Assessment: In order to assess the students, ask them: • How can we create an e-mail account? • How can we compose and send an e-mail?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Electronic Mail (E-mail) (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	
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 do you know about junk e-mails? ➢ What is sent folder?	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. Exchanging massages and files using Internet is known as electronic mail (e-mail). 2. A unique address of an e-mail account is called e-mail address. An e-mail address consists of two parts ➢ User name or ID. ➢ Domain (The name of the computer that stores the e-mail messages, usually the e-mail service provider) ➢ For example: name@hotmail.com 3. There are popular and reliable e-mail service providers are given below: ➢ MSN Hotmail ➢ Yahoo ➢ Gmail 4. Pg. no. 22, 23. Creating a Hotmail account…….. of the system. 5. Pg. no. 24, 25. Attaching a file with an e-mail…….. to the recipient. Solution Q # 2: **1.** T **2.** T **3.** F **4.** T **5.** F	30 Minutes

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Class: 5 **Subject:** Computer

Solution Q # 3: **1.** attach **2.** two **3.** sign in **4.** close **5.** sent Solution Q # 4: **1.** b **2.** a **3.** a **4.** a **5.** b **6.** c **7.** a **8.** b	
Assessment: Assess the students by asking different questions of the exercise. • What is e-mail editor? • Define e-mail. • Describe inbox.	5 Minutes
Homework: • Learn and write complete exercise in your notebooks.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **Subject:** Computer

Daily Lesson Plan

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

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

- know how to create an e-mail account.
- understand how to attach a file with an e-mail.
- know how to reply an e-mail.
- identify how to sign an e-mail account.
- recognize about inbox, delete, send and junk.

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: ➢ How can we attach a file with an e-mail?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to reply an e-mail. • Tell the students how to sign an e-mail account. • Show the different folders of e-mail account. • Show them how we can delete e-mail.	18 Minutes
Assessment: In order to assess the students, ask them: • What is the difference between delete and junk folder? • How can we reply to an e-mail?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **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:

- understand how to change a display of a document.
- know about the different pages size.
- understand the orientation of a page.
- know how to change margins 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: ➢ What is an e-mail? ➢ Name popular e-mail service providers.	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, legal, page, paper, width, height, orientation, reports, memos, invitation cards, wrapping, tight, landscape, blank, margin, top, bottom, left, right, default, according, requirements, custom, 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 different view of a document, different page sizes and ask what they can see. Get answers from the students and then tell them that they are going to tell you about different view of a document and different page sizes. **Activity 2:** • Ask the students to look at the **"page no. 32, 33"** picture of page orientation, changing	30 Minutes

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Class: 5 **Subject:** Computer

text margins and ask what they can see. Get answers from the students and then tell them that they are going to tell you about page orientation, changing text margins. • Making a list of different pages, its size and their applications on whiteboard.	
Assessment: Ask different questions from the students to assess their learning: • How many views of MS Word have? • How many standard page sizes of our document are there? Name them. • How we can change the size of paper in our document? • How many types of page orientation are there? • Define portrait. • Which types of orientation is used in certificates and invitation cards? • What are margins? • Define web layout? • What is print lay out view?	5 Minutes
Homework: • Learn and revise important information and definitions of changing display of a document, setting of page size, page orientation and change margins. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **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 about indent paragraph.
- identify the different indent options.
- understand the uses of hanging indent.

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? ➢ How many views of MS Word have?	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. indent space, between, indentation, determines, width, paragraph, position, several, option, group, button, animals, previous, recipe, House, manner, border, shading, line style, view, appear, hanging, 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 several indent options, list of animals and ask what they can see. Get answers from the students and then tell them that they are going to tell you about several indent options, list of animals. **Activity 2:** • Ask the students to look at the **"page no. 36, 37"** picture of computer manners, indenting paragraphs and ask what they can see. Get answers from the students and then tell them that they are going to tell you about computer manners, indenting paragraphs.	30 Minutes

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Class: 5 **Subject:** Computer

Assessment: Ask different questions from the students to assess their learning: • Define indent. • Name indent options offered by MS Word. • What do you know about right indent? • Define hanging indent. • How can we apply indent on both sides in a document?	5 Minutes
Homework: • Learn and revise important information and definitions of several indent options, list of animals, computer manners and indenting paragraphs. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **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 the importance of MS Word.
- know how to change display of a document.
- understand how to change the orientation of a document.

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 we can apply indent on both sides in a document? ➢ Define hanging indent.	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to change the display of a document. • Tell the student about the different views of a document offered by MS Word. • Show them different page sizes of our document. • Tell the students about the different paper sizes used in different purpose. • Show them the type's page orientation.	18 Minutes
Assessment: In order to assess the students, ask them: • How we change the display of our document? • How can we change the page size of our document?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 5 **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 change line spacing.
- know how to apply watermark on a document.
- understand the different line spacing in paragraph.
- know about the check spellings and grammar 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: ➢ Define indent. ➢ Name indent options offered by MS Word.	5 Minutes
Development **Model Reading:** • Do the model reading of Unit4: **"Working with Microsoft Word"**, page no. **38, 39,** and **40**. • 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. line spacing, amount vertical, between, paragraph, view, watermark, appear, behind, printed, style, background, underline, grammatical, document, spelling errors, dialog, mistakes, review, 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 line spacing and insert watermark and ask what they can see. Get answers from the students and then tell them that they are going to tell you about different line spacing and insert watermark. **Activity 2:** • Ask the students to look at the **"page no. 40"** picture of spelling check and grammar check and ask what they can see. Get answers from the students and then tell them that they are going to tell you about spelling check and grammar check.	30 Minutes

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Learning by Doing

Class: 5 **Subject:** Computer

Assessment: Ask different questions from the students to assess their learning: • What is line spacing? • What is watermark? • How can we apply watermark in a document? • How can we check spelling errors and grammatical errors in a word document? • Where does watermark appear in a document? • How can we access spelling and grammar icon?	5 Minutes
Homework: • Learn and revise important information and definitions of line spacing and insert watermark, spelling check and grammar check • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Working with Microsoft Word
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 10 **Day:** 2

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

- identify inbox, deleted.
- know sent and junk folders.

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 watermark? ➢ Differentiate between spelling error and a grammar error in a word document?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit4: **"Working with Microsoft Word"**, page no. **41, 42, 43,** and **44**. • 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. find, replace, command, enter, dialog, letterhead, illustrations, insert, view, picture, Tools, arrange, document, name, address, school, visited card, text book, shadow, effect, point, bottom, flip, rotate, size, images, freeform, arrow, drawing, vertical, group, shift, 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. 41, 42"** picture of find and replace command, letterhead, style of pictures and ask what they can see. Get answers from the students and then tell them that they are going to tell you about find and replace command, letterhead, and style of pictures. **Activity 2:** • Ask the students to look at the **"page no.43, 44"** picture of apply shadow and 3D effect, flipping and rotating and ask what they can see. Get answers from the students and then tell them that they are going to tell you about apply shadow and 3D effect, flipping and rotating.	30 Minutes

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Class: 5 **Subject:** Computer

Assessment: Ask different questions from the students to assess their learning: • How can we replace text in our document? • How can we replace text in long document? • How can we insert picture in a document? • How can we add shadow to the shapes in a document? • How can we add 3-D effects to the shapes in a document? • How can we draw, flip, rotate, and change the size of the image?	5 Minutes
Homework: • Learn and revise important information and definitions of find and replace command, letterhead, style of pictures, apply shadow and 3D effect, flipping and rotating. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **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 the importance of margins in our document.
- understand the important of indent and also know when and where to use an indent.
- identify the several indent options.
- know how to make a list of animals.

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 add 3-D effects to the shapes in a document? ➢ How can we replace text in long document?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Tell the student about the importance of margin. • Help them to adjust the margin of a document. • Tell the student about the importance of indents. • Also tell them when and where to use an indent. • Tell the students how to compose a list of animals.	18 Minutes
Assessment: In order to assess the students, ask them: • How can we adjust a margin? • What is the importance of indents 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: 5 **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 symmetrical shapes.
- know how to insert tables in a document.
- understand how to apply border shading to a table.

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 replace text in our document? ➢ How can we add shadow to the shapes in a document?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit4: **"Working with Microsoft Word"**, page no. **45, 46, 47,** and **48**. • 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. shapes, fill tool, symmetrical shapes, image, circles, drawing, pattern, organize, rows, columns, insert, friends, improve, appearance, border, shading, number, design, style, desired, position, cursor, horizontally, vertically, 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. 45, 46"** picture of different symmetrical shapes, its different styles and inserting tables, rows and columns and ask what they can see. Get answers from the students and then tell them that they are going to tell you about different symmetrical shapes, its different styles and inserting tables, rows and columns. **Activity 2:** • Ask the students to look at the **"page no. 47"** picture of table borders and shading, different table designs and its different colour patterns, and ask what they can see. Get	30 Minutes

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answers from the students and then tell them that they are going to tell you about table borders and shading, different table designs and its different colours pattern.	
Assessment: Ask different questions from the students to assess their learning: • What are symmetrical shapes? • What is freeform tool? • What are the uses of tables? • How can we insert a table in a document? • What is the importance of tables in a document? • How can we apply borders and shading in a table?	5 Minutes
Homework: • Learn and revise important information and definitions of different symmetrical shapes, its different styles, inserting tables, rows, columns, table borders and shading, different table designs and its different colour patterns. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 5 **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:

- understand how to make a list of favourite things.
- know how to make a calendar.

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 are the uses of tables? ➢ What is the importance of tables in a document?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit4: **"Working with Microsoft Word"**, page no. **49, 50, 51,** and **52**. • 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. document, table, select, layout, favourite things, alignment, group, table style, center, bold, light computer, none, puzzle, complete, provinces, Pakistan, style, below, calendar, information, images, header, footer, internet, 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. 49, 50"** picture of table tools, different table styles, alignment group 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 table tools, different table styles, alignment group.	30 Minutes
Assessment: Ask different questions from the students to assess their learning: • How can we selected cells merge into one cell? • How can we align text horizontally and vertically? • What is the shortcut key of bold?	5 Minutes

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Class: 5 **Subject:** Computer

• What is the shortcut key of copy? • What is the shortcut key of paste? • What is the shortcut key of cut?	
Homework: • Learn and revise important information of table tools, different table styles, alignment group. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **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 to create banner.
- know about indenting paragraphs.
- understand how to change the line spacing.

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: ➢ How can we selected cells merge into one cell? ➢ How can we align text horizontally and vertically?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Ask them to complete the project of MY HOUSE. • Ask them to create an attractive computer banner. • Tell the students about the indenting paragraphs in a document. • Show them how to change the line spacing in different paragraphs. • Tell the students where we use line spacing in a document.	18 Minutes
Assessment: In order to assess the students, ask them: • How many different types of line spacing are there? • What is the default line spacing in a paragraph?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Working with Microsoft Word (Exercise)
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:

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

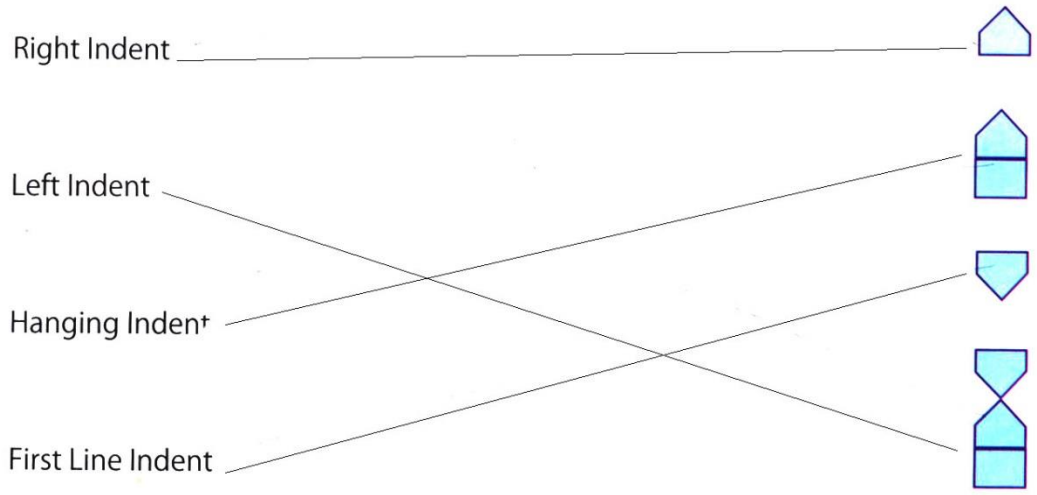
Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Pre-Reading Activities: After warm greetings: • Introduce the students with the exercise. • Tell them they are going to solve the exercise. • Check their previous knowledge by asking the following questions: ➢ What is the shortcut key of bold? ➢ What is the shortcut key of copy ➢ How can we align text horizontally and vertically?	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 # 1-7. Solution Q # 1: 1. Pg. no. 31 By default, MS Word…… Click OK to confirm the changes. 2. Pg. no. 30 MS Word displays a document…… of a text in a document. 3. Pg. no. 32 Page orientation…… cards and table. 4. Pg. no. 33. Changing margins…… Click OK to confirm the changes. 5. Pg. no. 34. Indent is the space between …… left indent, Hanging Indent. 6. Pg. no. 39. Inserting a watermark ……... A document with a watermark appears. 7. Pg. no. 40. MS Word underline ……... green wave line. Solution Q # 2: **1.** T **2.** F **3.** F **4.** T **5.** T **6.** F Solution Q # 3: **1.** layout **2.** space **3.** first **4.** spacing **5.** behind **6.** insert Solution Q # 4: **1.** b **2.** a **3.** b **4.** a **5.** b **6.** b **7.** a **8.** c **9.** a **10.** b	30 Minutes

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5. Match the following:  	
Assessment: Assess the students by asking different questions of the exercise. • What do you know about margins of a document? • What is page orientation? • How can we apply watermark in a document?	5 Minutes
Homework: • Learn and write complete exercise in your notebooks.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Student's Worksheet
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:

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

Pre-Reading Activities: **Time**
Textbook, Whiteboard, Board Marker, Duster

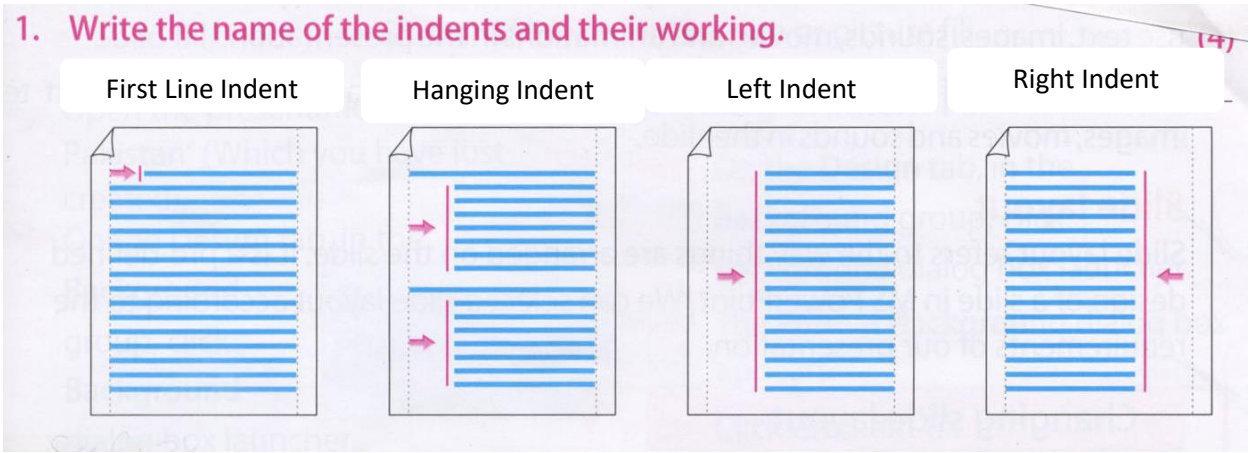
Suggested Teaching Methodologies: 5 Minutes
After warm greetings:

- 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. Write the name of the indents and their working. (4)



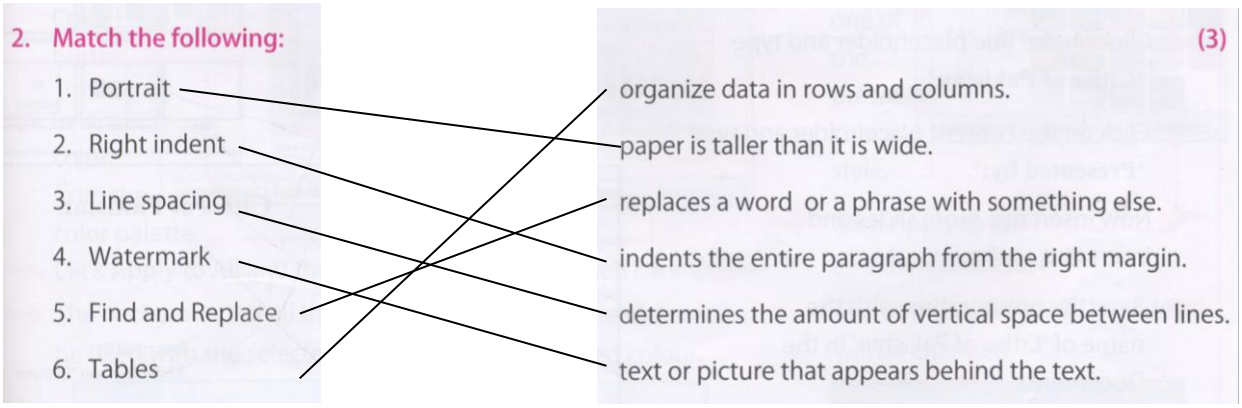
Indents only the first line of a paragraph.	Indents all lines after the first line of a paragraph.	Indents the entire paragraph from the left margin.	Indents the entire paragraph from the right margin.

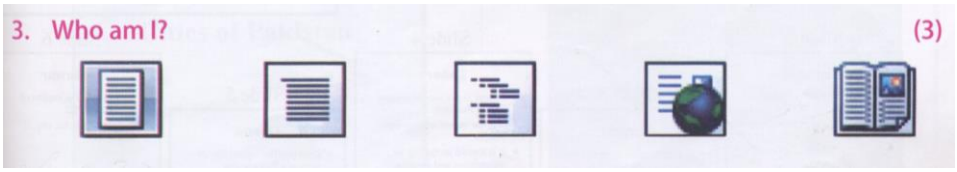
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Class: 5 **Subject:** Computer





Print Layout View | Full Screen Reading Layout View | Web Layout View | Outline View | Draft View

Assessment: 5 Minutes

Ask different questions from the students to assess their learning:

- Name the indent option offered by MS Word?
- Define watermark.
- What is right indent?
- Define tables.

Homework:

- Learn and revise important information and definitions of several indent option, tables, watermark, find and replace and different views offered by MS Word.

Evaluation of Learning:

Evaluation of Teaching:

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Learning by Doing

Class: 5 **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:

- understand how to insert a watermark in a document.
- know about checking spellings and grammar.
- know about how to replace text in a long document.

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 find and replace command. ➢ Define tables.	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to inset a watermark in a document. • Tell the students we should insert pictures as watermark in a document. • Show them how we can check spelling and grammatical error in a document. • Ask the students to insert some other watermarks in a document. • Ask them to check spelling and grammatical errors in a document. • Tell the students how we can find and replacing text in documents. • Ask them to find and replace text in a document.	18 Minutes
Assessment: In order to assess the students, ask them: • How can we insert watermark in a document? • How can we find and replace text in a document.	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Lab Activity

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

Week: 13 **Day:** 1

Students' Learning Objectives:

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

- understand how to create a letterhead visiting card.
- know how to flipping and rotating different shapes.
- know how to apply shadow and 3D effect.

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: ➢ What is right indent? ➢ What are the functions of indents in documents?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to create a letterhead and visiting card. • Ask them to make a letterhead, apply shadow and insert pictures in it. • Ask them to create visiting card with different patterns and apply shadow and 3D effects on it. • Show the students how to draw different shapes, flipping and rotating them in different angles. • Ask them to draw different shapes and fill colour in it. After that flip and rotate them in different angles.	18 Minutes
Assessment: In order to assess the students, ask them: • How can we apply 3D effect on an image? • How can we draw different shapes and fill colour in them?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Lab Activity
Period (s) / Time: 1 / 25 min **Term:** 1st
Week: 13 **Day:** 2

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

- understand how to inset tables in a document.
- know how to apply border and shading to a table.
- know how to make list of favourite things.
- understand how to make puzzle project and acrostic puzzle.

	Time
Equipment & Material Required: 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 Word. ➢ How many views MS Word has? Name them.	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to insert a table in a document and tell them about column and row. • Show the students how to insert a table with different columns and rows. • Tell them how we can apply borders and shading with different colours in a table. • Ask them to create a table with 12 columns, 5 rows and make a list of your favourite things. After that apply border and shading in it. • Ask the students to create puzzle and Acrostic Puzzle project.	18 Minutes
Assessment: In order to assess the students, ask them: • How can we insert a table in a document? • How can we insert shading and border in a table?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): PowerPoint Presentations
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 change different slide layouts for the presentation.
- understand how to add background fill in a slide.
- know about solid fill and gradient fill.

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 right indent? ➢ Define tables.	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 5: **"PowerPoint Presentations"**, page no. **56,** and **57**. • 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, software, attractive presentations, images, sounds, movies, slide, insert, select, according, title, content, text, document, background, solid fill, gradient fill, Texture fill, format, dialog box, palette, close, present colour, apply, 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. 56"** picture of different slide layouts 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 different slide layouts. **Activity 2:** • Ask the students to look at the **"page no. 57"** picture of add fill different effect such as solid fill, gradient fill 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 add fill different effect such as solid fill, gradient fill.	30 Minutes

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Class: 5 **Subject:** Computer

Assessment: Ask different questions from the students to assess their learning: • Define MS PowerPoint Presentations? • What is slide? • Which thing we can insert in a slide? • What do you know about slide layout? • Define background? • How many effects we can apply in the background of a slide? Name them. • How can we add gradient fill in a background?	5 Minutes
Homework: • Learn and revise important information and definitions of line spacing and insert watermark, spelling check and grammar check. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): PowerPoint Presentations
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 about how to add texture fill.
- know how to insert picture in a slide layout.

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 MS PowerPoint Presentations? ➢ What is slide?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 5: **"PowerPoint Presentations"**, page no. **58,** and **59**. • 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. design, background, picture, appears, button, texture, blank, slides, effects, download, caption, flag, Pakistan, illustrations, remaining, dialog, presentation, 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. 58"** picture of different texture fill 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 texture fill. **Activity 2:** • Ask the students to look at the **"page no. 59"** insert different pictures in 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 insert different pictures in a presentation.	30 Minutes
Assessment: Ask different questions from the students to assess their learning: • How can we add texture fill in a background?	5 Minutes

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Class: 5 **Subject:** Computer

• 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?	
Homework: • Learn and revise important information about picture of different texture fill and insert different pictures in a presentation. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **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 change slide layout.
- understand how to add gradient fill, texture fill on the slide.
- know about how to make project (Our Pakistan).
- know how to insert picture in a presentation.

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 background. ➢ What is the shortcut key of a slide show?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to change slide layout. • Tell the students about adding background fill effects such as texture fill, solid fill and gradient fill. • Tell the students how to make project (Our Pakistan). • Tell them about inserting pictures in a presentation. • Ask them to make a slide and adding different background effect and insert different picture in it.	18 Minutes
Assessment: In order to assess the students, ask them: • How can we change slide layout? • How can we insert pictures in a presentation?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): PowerPoint Presentations
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 apply slide transition on the slides.
- understand how to apply sound effect on the slide.
- know about change the speed of slide transition.

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 the shortcut key of a slide show? ➢ How can we insert a picture in a presentation?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 5: **"PowerPoint Presentations"**, page no. **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. slide transition, special, visual, audio, introduce, screen dissolve, fades, split screen, cities, group, appears, list, whole, presentation, slide show theme, front, traffic, signs, presented by, shapes, word art, 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. 60"** picture of slide transition, apply sound effects and control the speed of slide transition 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 slide transition, apply sound effect and control the speed of slide transition.	30 Minutes
Assessment: Ask different questions from the students to assess their learning: • What is a slide transition? • Name the different transition effects apply on a slide offered by MS PowerPoint. • How can we apply sound effect on slides?	5 Minutes

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Class: 5 **Subject:** Computer

• How can we change the speed of slide transition?	
Homework: • Learn and revise important information of slide transition, apply sound effect and control the speed of slide transition. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): PowerPoint Presentations
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 about how to apply different animation effects on the objects of the slides.
- know how modify an animation effect.

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 slide transition? ➢ How we can change the speed of slide transition	5 Minutes
Development **Model Reading:** • Do the model reading of Unit 5: **"PowerPoint Presentations"**, page no. **62,** and **63**. • 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. custom, animation, effect, apply images, text, button, entrance, box, direction, speed, modify task, remove, appropriate, more, required, insert, different, task pane, 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. 62"** picture of apply different animations, modify the animation effects on the slide 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 different animations, modify the animation effects on the slide.	30 Minutes
Assessment: Ask different questions from the students to assess their learning: • What is custom animation? • What are the uses of custom animation? • How can we modify the animation effects on the slide? • How can we start animation?	5 Minutes

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• How can we remove the animation effect from the slide?	
Homework: • Learn and revise important information about the picture of apply different animations, modify the animation effects on the slide. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 5 **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 apply transition on the slides.
- know how to apply sound and control the speed of slide transition.
- understand how to make the project (Cities of Pakistan).

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: ➢ What is custom animation? ➢ How can we start animation?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to apply transition on slides. • Tell the students about different animation styles. • Show them how we can apply sound effect on the slide and control the speed of slide transition. • Ask the students to apply different transition effects one by one. • Ask the student to make project (Cities of Pakistan).	18 Minutes
Assessment: In order to assess the students, ask them: • How can we apply slide transition? • How can we control the speed of slide transition?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): PowerPoint Presentations (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 match the following.

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:
  - What is custom animation?
  - How can we modify the animation effects on the slide?

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 # 1-7.

Solution Q # 1:

1. Pg. no. 56 Slide layout refers……. in the documents.
2. Pg. no. 58 Adding texture fill……. Then click close.
3. Pg. no. 60 Slide transition is a special……. on each slide.
4. Pg. no. 60. Applying sound effects……. Transition sound.
5. Pg. no. 62. Custom animation is the……. effects during a slide show.

Solution Q # 2:

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

Solution Q # 3:

1. page **2.** background **3.** download **4.** animation

Solution Q # 4:

1. a **2.** c **3.** a **4.** a **5.** a

Assessment: 5 Minutes

Assess the students by asking different questions of the exercise.

- Define slide.
- What is a slide transition?

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• What do you know about custom animation?	
Homework: • Learn and write complete exercise in your notebooks.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Lab Activity
Period (s) / Time: 1 / 25 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 create a presentation 'traffic signs'.
- know about applying animation on the contents.
- know about how to create project (my favourites).

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: ➢ What is a slide transition? ➢ What do you know about custom animation?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Ask the student to add some more slides about traffic signs in the traffic signs presentation. • Show them how to apply custom animation of an object on the slide. • Tell the students how we can modify the animation effect on the slide. • Ask the students to make a project (my favourites).	18 Minutes
Assessment: In order to assess the students, ask them: • How can we apply custom animation on the slide? • How to insert more slides in a presentation?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 5 **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 modifying animation effects on the slides.
- know about how to make a project (festivals of Pakistan).

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. • Show them how to modify the animation effect on the slide. • Tell the students how we can modify task, start animation, direction, and speed of animation and remove animation. • Ask the students to make a project (festivals of Pakistan).	18 Minutes
Assessment: In order to assess the students, ask them: • How can we start animation? • How can we remove animation?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 5 **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 about the use of MS Excel.
- identify cell and cell address.
- understand how to explain and working with range of cells.

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 custom animation. ➢ How can we start and remove animation?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit4: **"Working with Microsoft Excel"**, page no. **65,** and **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. Microsoft Excel, popular, spreadsheet, software, helps, analyze, numerical, columns, subtract, multiply, divide, create, graphs, intersection, cell, heading, assigned, range, rectangular, easily, address, corner, 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. 65"** picture of cell and cell address, active cell 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 cell and cell address, active cell. **Activity 2:** • Ask the students to look at the **"page no. 66"** picture of range of cells 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 range of cells.	30 Minutes
Assessment: Ask different questions from the students to assess their learning:	5 Minutes

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Class: 5 **Subject:** Computer

• Define MS Excel. • Define cell and cell address. • Write down the three uses of spreadsheet software. • What is cell range? Explain with example. • Which kind of data we enter in spreadsheet? • Define active cell.	
Homework: • Learn and revise important information and definitions of cell and cell address, active cell and range of cells. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 5 **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:

- understand how to make a list of favourite things.
- know how to make a calendar.

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 MS Excel. ➢ Define active cell.	5 Minutes
Development **Model Reading:** • Do the model reading of Unit4: **"Working with Microsoft Excel"**, page no. **67**. • 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, spreadsheet, worksheet, types, combination, spaces, non-numeric, characters, labels, name, calculations, aligned, decimals, percentages, fractions, default, mathematical, expression, formula, operators, function, single cell, contents, drag, shift, across, 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 different types of data used in spreadsheet, selecting text, cell, range of cells and whole worksheet 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 different types of data used in spreadsheet, selecting text, cell, range of cells and whole worksheet.	30 Minutes
Assessment: Ask different questions from the students to assess their learning: • How many types of data we enter in worksheet of MS Excel? • What do you know about text?	5 Minutes

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Class: 5 **Subject:** Computer

• Explain numeric data. • What are formulas and functions? • How can we select a single cell? • How can we select a range of cell? • How can we select the contents of a cell? • What is shortcut key of select all cells?	
Homework: • Learn and revise important information of different types of data used in spreadsheet, selecting text, cell, range of cells and whole worksheet. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **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 the MS Excel.
- identify and write the range of cells.
- understand the types of data and its uses.

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: ➢ What are formulas and functions? ➢ Explain numeric data.	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to open MS Excel in computer. • Tell the students about the function of cell and cell address in MS Excel. • Tell them about active cell and range of different cells. • State the students about the different types of data in spreadsheet. • Ask them to identify the range of different cells. • Ask the students to enter different types of data in spreadsheet.	18 Minutes
Assessment: In order to assess the students, ask them: • What is active cell? • How can we enter data in spreadsheet?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **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:

- know about the use of MS Excel.
- identify cell and cell address.
- understand how to explain and working with range of cells.

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 select a range of cell? ➢ How can we select the contents of a cell? ➢ What is the shortcut key of select all cells?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit4: **"Working with Microsoft Excel"**, page no. **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. editing data, re-arrange, editing workbook, arrangement, suppose, sitting, student, mistake, clipboard, friend,, type, button, delete, wrong, mouse pointer, edge, section, release, file, heading, Home, insert, become, previous, assigned, 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. 68"** picture of editing the contents of a cell, moving the contents of a cell 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 editing the contents of a cell, moving the contents of a cell. **Activity 2:** • Ask the students to look at the **"page no. 69"** picture of moving a range of cells, inserting a new row, column 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 moving a range of	30 Minutes

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cells, inserting a new row, column.	
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 editing the contents of a cell, moving the contents of a cell, moving a range of cells and inserting a new row, column. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Working with Microsoft Excel
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:

- understand how to make a list of favourite things.
- know how to make a calendar.

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 editing data. ➢ How can we move the contents of a cell?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit4: **"Working with Microsoft Excel"**, page no. **70,** and **71**. • 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. using, feature, content, adjacent, cell, fill handle, plus symbol, copied, selected, filling, series, create, series, number, text based, sign, table, drag, 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. 71"** picture of auto fill data, auto filling data in a series 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 Auto fill data, auto filling data in a series.	30 Minutes
Assessment: Ask different questions from the students to assess their learning: • Define auto filling data. • Define auto filling data in a series. • Where is the fill handle point in a cell? • How a pointer change to a plus sign?	5 Minutes

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Homework: • Learn and revise important information of auto fill data and auto filling data in a series. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **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 editing content in cell.
- know how to move contents of a cell.
- understand how to moving range of cells.
- know about inserting new row and column.

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 auto filling data. ➢ How a pointer change to a plus sign?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to edit contents in a cell. • Tell the students how to move contents of a cell. • Tell them how to move range of cells. • State them how to insert row and column.	18 Minutes
Assessment: In order to assess the students, ask them: • How can we edit content in a cell? • Which types of data we can enter in a spreadsheet?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Working with Microsoft Excel
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:

- know about the use of MS Excel.
- identify cell and cell address.
- understand how to explain and work with range of cells.

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 auto filling data in a series. ➢ Where is the fill handle point in a cell?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit4: **"Working with Microsoft Excel"**, page no. **72,** and **73**. • 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. auto fill, home, date sheet, subject, heading, align, merge, center, appears, font, border, setting, spend, calculate, total, spending, weekly, amount, saving, bills, 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. 72"** picture of create a date sheet 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 create a date sheet. **Activity 2:** • Ask the students to look at the **"page no. 73"** picture of weekly spending, weekly saving and bill calculator 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 weekly spending, weekly saving, and bill calculator.	30 Minutes
Assessment: Ask different questions from the students to assess their learning:	5 Minutes

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Class: 5 **Subject:** Computer

• How can we alignment of a text? • How can we merge cell? • How can we save a file?	
Homework: • Learn and revise important information of create a date sheet, weekly spending, weekly saving, and bill calculator. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Working with Microsoft Excel
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:

- understand how to make a list of favourite things.
- know how to make a calendar.

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 merge cell? ➢ How can we save a file?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit4: **"Working with Microsoft Excel"**, page no. **74,** and **75**. • 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. conduct, survey, weekly spending, below, home, highlight, totaled, copies, formula, cell, total, children, number of legs, table, invited, sandwich, party budget, multiplication, formula, information, table, setting, required, table, choose, 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. 74"** picture of conduct a survey on a weekly spending 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 conduct a survey on a weekly spending. **Activity 2:** • Ask the students to look at the **"page no. 75"** picture to create a party budget and ask what they can see. Get answers from the students and then tell them that they are going to tell you about create a party budget.	30 Minutes
Assessment: Ask different questions from the students to assess their learning: • Define survey.	5 Minutes

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• How can we make a planer of our party?	
Homework: • Learn and revise important information of conduct a survey on a weekly spending, create a party budget. • Write definitions, difficult words and their meanings on notebook.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Daily Lesson Plan

Topic(s): Lab Activity
Period (s) / Time: 1 / 25 min **Term:** 1st
Week: 19 **Day:** 3

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

- know the use of auto fill data and auto filling data in a series.
- understand how to create a 2 times table and project (date sheet).
- know how to create a worksheet to calculate the monthly bills.

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 make a planer of our party?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how we can use the auto fill data and auto filling data in a series. • Ask the students to create 2 times table. • Ask them to make the project (date sheet). • Ask the students to create a worksheet to calculate the monthly bills.	18 Minutes
Assessment: In order to assess the students, ask them: • How can we make a date sheet? • What is the use of auto fill data?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Working with Microsoft Excel
Period (s) / Time: 1 / 40 min **Term:** 1st
Week:20 **Day:** 1

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

- know about the use of MS Excel.
- identify cell and cell address.
- understand how to explain and work with range of cells.

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 align a text? ➢ How can we save a file?	5 Minutes
Development **Model Reading:** • Do the model reading of Unit4: **"Working with Microsoft Excel"**, page no. **76,** and **77**. • 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. Shazia, sweets, distribute, among, friends, formula, person, setting, colour, table, area, Perimeter, rectangle, length, width, respectively, conduct, survey, pocket, workbook, function, average, appear, spreadsheet, hours, 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. 76"** picture of distribution of sweets, area and perimeter of rectangles and ask what they can see. Get answers from the students and then tell them that they are going to tell you about distribution of sweets, area and perimeter of rectangles. **Activity 2:** • Ask the students to look at the **"page no. 77"** picture of average pocket money, TV watching time and ask what they can see. Get answers from the students and then tell them that they are going to tell you about average pocket money, TV watching time.	30 Minutes

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Learning by Doing

Class: 5 **Subject:** Computer

Assessment: Ask different questions from the students to assess their learning: • How can we handle distribution of sweets? • How can we survey on daily pocket money? • How can we find average?	5 Minutes
Homework: • Learn and revise important information of distribution of sweets, area and perimeter of rectangles, average pocket money, and TV watching time. • 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: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Lab Activity
Period (s) / Time: 1 / 25 min **Term:** 1st
Week: 20 **Day:** 2

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

- know to create a worksheet to conduct a survey on a weekly spending of your friends.
- understand how to create a worksheet to count the total legs of all students in the classroom.
- know how to create a worksheet to plan a party and buy items within a budget.

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 survey on daily pocket money? ➢ How can we find average?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to make a worksheet to conduct a survey on a weekly spending of your friends. • Ask the students to make a worksheet to count the total legs of all students in the classroom. • Also ask them to create worksheet to plan a party. • Ask them to make worksheet to buy items within a budget.	18 Minutes
Assessment: In order to assess the students, ask them: • How can we make worksheet to count the total legs of all students? • Define survey.	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Lab Activity

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

Week: 20 **Day:** 3

Students' Learning Objectives:

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

- know how to create a worksheet to evenly distribute candies among friends.
- know how to create a worksheet to find area and perimeter of rectangles.
- understand how to create a worksheet to find out the average pocket money of your class fellows.

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: ➢ Define MS Excel. ➢ Which kind of data we enter in MS Excel?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to create a worksheet to evenly distribute candies among friends. • Ask the students to create a worksheet to find area and perimeter of rectangles. • Ask them to create a worksheet to find out the average pocket money of your class fellows.	18 Minutes
Assessment: In order to assess the students, ask them: • How can we create a worksheet? • How can we find out the average of an amount?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Working with Microsoft Excel (Exercise)
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 21 **Day:** 1

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

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

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: ➢ Define cell. ➢ What do you know about active cell?	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 # 1-7. Solution Q # 1: 1. We can add, subtract, multiply and divide numbers in a spreadsheet software. 2. Pg. no. 66 Range of cells……. Range of cells= B2:D4. 3. Click in cell which you want to some function and type an equal sign (=) to begin the formula. For example, type the formula as: "=B1+B2+B3" 4. Pg. no. 67. Types of data used in spreadsheet……available in Excel. 5. Pg. no. 70. Auto filling data…… worksheet. Pg. no. 70. Auto filling data in a series …… two cells. Solution Q # 2: **1.** F **2.** F **3.** T **4.** T Solution Q # 3: **1.** spreadsheet **2.** intersection **3.** function **4.** fill Solution Q # 4: **1.** a **2.** a **3.** c **4.** b **5.** a	30 Minutes
Assessment: Assess the students by asking different questions of the exercise.	5 Minutes

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Learning by Doing

Class: 5 **Subject:** Computer

• Define cell? • What is the range of cell? • How many types of data we can enter in MS Excel?	
Homework: • Learn and write complete exercise in your notebooks.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Student's Worksheet
Period (s) / Time: 1 / 40 min **Term:** 1st
Week: 21 **Day:** 2

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

- answer the given questions of the worksheet.
- match the word with correct definition.
- tell the following correct range of cells.

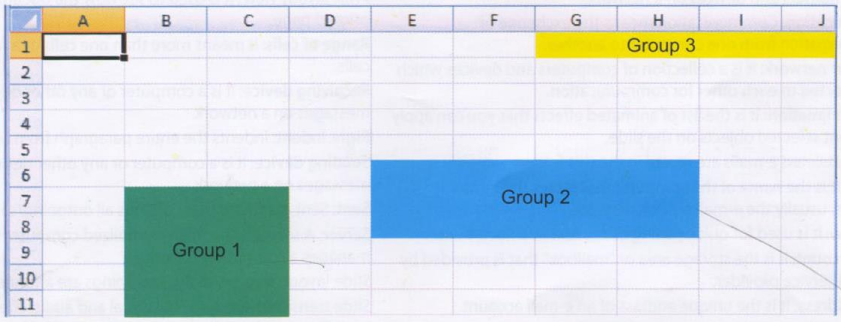
Equipment & Material Required:	**Time**
Textbook, Whiteboard, Board Marker, Duster	
Pre-Reading Activities: After warm greetings: • Introduce the students with the student's worksheet. • Tell them the purpose which things they are going to read in this worksheet. • Check their previous knowledge by asking the following questions: ➢ What is the range of cell? ➢ How many types of data we can enter in MS Excel?	5 Minutes
Development	30 Minutes

Student's Worksheet

1. Match the following:

1. Slide	refers to the way contents are arranged on a slide.
2. Slide layout	visual and audio effect that are used to introduce a slide.
3. Background	the area behind the text and other objects on a slide.
4. Slide transition	the effects that create movement in the contents of a slide
5. Custom animation	a single page of PowerPoint presentation.

2. Write the range that identifies each of the following group of cells. (3)



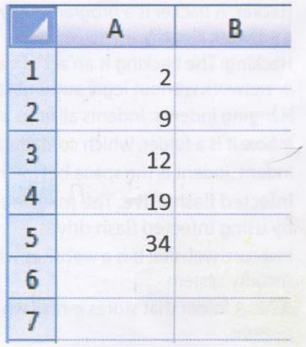
Range

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Class: 5 **Subject:** Computer

Range Group 1 B7:C11 Group 2 E6:H8 Group 3 G1:J1 3. Write the function for the following range of cells. (3) Sum function (cell A6): =SUM(A1:A5) Average function (cell A7): =AVG(A1:A5) Sum: 76 Average: 15.2  	
Assessment: Ask different questions from the students to assess their learning: • What is rang of cells? • What is slide transition?	5 Minutes
Homework: • Learn and revise important information and definitions of range of cells, sum, average function and different word definition.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Learning by Doing

Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Lab Activity
Period (s) / Time: 1 / 25 min **Term:** 1st
Week: 21 **Day:** 3

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

- understand create a project (average TV watching time).
- know about how to make a date sheet of their school.
- know how to create a project of buying cupcakes within the budget.

	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 question: ➢ What is the range of cell? ➢ How many types of data we can enter in MS Excel?	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to create a project (average TV watching time). • Ask them to make their own (average TV watching time) sheet. • Ask to make a date sheet of their school. • Ask them to create a project of buying cupcakes within the budget.	18 Minutes
Assessment: In order to assess the students, ask them: • How can we make an area and perimeter of rectangles? • How can we insert table in a spread sheet?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Lab Activity
Period (s) / Time: 1 / 25 min **Term:** 1st
Week: 22 **Day:** 3

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

- understand create a project (calendar).
- know about how to make a project of (provinces of Pakistan).

	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.	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to create a project (calendar). • Ask them to make this type of a calendar by themselves. • Show them how to make a project of (provinces of Pakistan). • Ask them to make this types of project provinces of Pakistan by themselves.	18 Minutes
Assessment: In order to assess the students, ask them: • Which kind of data we can enter in project (province of Pakistan)? • Define MS Word.	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 **Subject:** Computer

Daily Lesson Plan

Topic(s): Lab Activity
Period (s) / Time: 1 / 25 min **Term:** 1st
Week: 22 **Day:** 2

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

- understand to create a project (a page of a magazine).

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.	5 Minutes
Development **Practice Activities** • Take the students to the computer lab. • Show them how to create a project (a page of a magazine). • Ask them to make this type of a page of a magazine by themselves. • Ask the students to create another newsletter about the heroes of Pakistan.	18 Minutes
Assessment: In order to assess the students, ask them: • How can we insert a table in MS Word? • How can we insert a picture in MS Word?	2 Minutes
Homework: Learn and revise today's topic.	
Evaluation of Learning:	
Evaluation of Teaching:	

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Class: 5 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: Computer networks** • Components of a communication system • Sending device , Receiving device • Communication device, Transmission medium ,Server and client • Types of computer network, • Local area network • Computer lab	5–8
	4th	9th April – 13th April	5	**Unit 1: Computer networks** • Metropolitan Area network • Wide Area Network • Exercise • Computer lab	9–12
	5th	16th April – 20th April	5	**Unit 2: Computer security threats** • Computer security threats • Virus, Worm, Adware, Trojan, Hacker • Causes of spreading malware • Infected flash drives, E-mail attachments • Installing pirated software • Surfing insecure websites, Antivirus • Computer lab	13–18
	6th	23rd April – 27th April	5	**Unit 2: Computer security threats** • Exercise **Unit 3: Electronic Mail** • E-mail account, E-mail address • E-mail service provider, Creating a Hotmail account , Compose and send an e-mail • Computer lab	19–23
May	7th	30th April –4th May	4 Labour Day	**Unit 3: Electronic Mail** • E-mail editor, Attaching a file with an e-mail • Reply to an e-mail, Sign out an e-mail inbox, deleted, Sent, Junk • Computer lab	24–28
	8th	7th May – 11th May	5	**Unit 3: Electronic Mail** • 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: 5 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** • Changing display of a document • Setting the page size, Page orientation • Changing margins, Indent, list of animal, project house, Computer manners, Indenting paragraphs • Computer lab	30–37
1st June – 14th August			**Summer Vacation**		
August	12th	15th Aug – 17th Aug	3	**Unit 4: Working with Microsoft Word** • Line spacing, Inserting a watermark • Spell check, Grammar check, Find and replace text, Flip and rotate, Letterhead • Visiting card, Draw (flipping rotating) • Computer labs	38–44
	20th Aug – 25th Aug		**Eid –ul –Adha**		
	13th	27th Aug –31st Aug	5	**Unit 4: Working with Microsoft Word** • Project, • Symmetrical shapes, Table • Table border and shading, Time table • List of favourite things, Project (puzzle) • Acrostic puzzle, Project calendar • Computer lab	45–52
September	14th	3rd Sep –7th Sep	5	**Unit 4: Working with Microsoft Word** • Exercise • Student's worksheet • Computer lab	53 - 55
	15th	10th Sep – 15th Sep	6	**1st Term 2nd Assessment**	
	16th	17th Sep – 21st Sep	3 **Ashura**	• Computer lab • Computer lab	
	17th	24th Sep – 28th Sep	5	**Unit :5 Working with Microsoft PowerPoint** • MS PowerPoint • Slide layout, Changing slide layout • Adding background fill effect, Adding gradients fill, Adding texture fill, Inserting pictures • Computer lab	56–59
October	18th	1st Oct –5th Oct	5	**Unit :5 Working with Microsoft PowerPoint** • Side transition • Applying sound effects • Changing the speed of slide • Custom animation • Computer lab	60–63
	19th	8th Oct – 12th Oct	5	**Unit :5 Working with Microsoft PowerPoint** • Exercise • Computer lab	64
	20th	15th Oct –19th Oct	**5**	**Revision**	

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Class: 5 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 Excel** • Cell and cell address, Range of cells • Types of data used in a spreadsheet, Selecting text, cell/range of cells and whole worksheet • Computer lab	65 –67
	24th	12th Nov – 16th Nov	5	**Unit 6: Working with Microsoft Excel** • Editing data, Auto fill data, Auto filling data in a series, 2 time tables • Computer lab	68 - 71
	25th	19th Nov – 23rd Nov	**4 EidMilad -un-Nabi**	**Unit 6: Working with Microsoft Excel** • Date sheet, Weekly spending , Weekly saving, Bill Calculator, Survey, Party Planner • Computer lab	72- 75
	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** • Distributions of sweets • Area and perimeter of rectangles • Average (pocket money) • Average (TV watching time) • Computer lab	76 - 77
	29th	17h Dec – 21st Dec	5	**Unit 6: Working with Microsoft Excel** • Exercise • Student's worksheet • Computer lab	78 –79
24th Dec – 31st Dec			**Winter Vacation**		
January	30th	1st Jan –4th Jan	4	• Projects	
	31st	7th Jan – 11th Jan	5	Unit 1: Computer networks **Complete Revision**	5 - 12
	32nd	14th Jan – 19th Jan	6	**2nd Term 2nd Assessment**	
	33rd	21st Jan – 25th Jan	5	Unit 2:Computer security threats **Complete Revision**	13 - 20
February	34th	28th Jan –1st Feb	5	Unit 4: Working with Microsoft Word **Complete Revision**	30 - 55
	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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Class: 5 Term Planning 2018 -19 **Subject:** Computer

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Learning by Doing

Date: _____

Campus: _____

1st Term 1st Assessment (2018-19)

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

Class: Five	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**

(scan transmission Worm Close internet)

1. A message travels through a _____ medium.
2. We should regularly_____ our computer.
3. The _____ is an example of Wide Area Network.
4. A_____ can automatically copies itself in a computer.
5. Sign out means to _____ an e-mail account.

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

1. A computer network is established to share resources.
2. A hacker is a software that shows advertisements.
3. An antivirus is a harmful software.
4. Domain refers to the name of your computer.
5. Junk folder stores deleted e-mails.

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

1. The exchange of data/ information from one computer to another is called:

   a) conversation b) combination c) communication

2. It is designed to share resources of different LANs in a city.

   a) MAN b) WAN c) LAN

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3. It infects a computer.

   a) virus b) Antivirus c) Flash memory

4. It is hidden in a legal software.

   a) Trojan b) Worm c) Virus

5. We can compose an e-mail by clicking on this button.

   a) New b) open c) E-mail

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

1. Define a computer network?

Ans: _____

_____

2. What do you know about server and a client?

Ans: _____

_____

3. Explain about an Antivirus.

Ans: _____

_____

4. Every e-mail account has a unique address?

Ans: _____

_____

5. All received e-mails are stored in inbox?

Ans: _____

_____

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Learning by Doing

Date: _____

Campus: _____

1st Term 2nd Assessment (2018-19)

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

Class: Five	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**

(layout behind insert spacing first)

1. We can change the size of paper from page _____ tab.
2. Hanging indent, indents all lines after the _____ line of a paragraph.
3. Water marks are text or pictures that appear _____ the text.
4. We can add a table in a document form _____ tab.
5. Line_____ determines the vertical space between the lines.

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

1. A4 is a paper size.
2. Portrait means paper is wider than it is tall.
3. Tables are used to organize data in rows and columns.
4. Find and Replace command can be found in Home tab.
5. A page has four margins.

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

1. We can adjust the margins of a document form:

   a) page setup group b) font group c) illustration group

2. It indents only the first line of a paragraph.

   a) hanging indent b) first line indent c) left indent

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3. This type of orientation is used in certificates and invitation cards .

   a) landscape b) portrait c) ports cape

4. It determines the vertical space between the lines of a paragraph.

   a) line margins b) line spacing c) line indent

5. By default in MS Word lines are.

   a) Double-spaced b) single-spaced c) triple-spaced

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

1. What do you know about page orientation?

Ans: _____

_____

2. Explain about different views of a document in MS Word.

Ans: _____

_____

3. Explain about different indents in MS Word.

Ans: _____

_____

4. Explain about the margins of a document?

Ans: _____

_____

5. How we can differentiate between a spelling error and a grammar error in a word document?

Ans: _____

_____

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Learning by Doing

.Date: _____

Campus: _____

Mid Term Assessment (2018-19)

Name: _____ Roll No: _____ Obtained Marks: _____

Class: Five	**Subject: Computer**	**Total Marks: 25**	**Time Allowed: 2 hours**

Q. No.	1	2	3	4	5	6	Total
Max. Marks	**8**	**7**	**5**	**10**	**10**	**10**	**50**
Obtained Marks							

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

(software limited space background sent two first scan)

1. A LAN is a computer network in a _____ geographical area.
2. A pirated_____ can be a source of spreading a virus.
3. An e-mail address consist of _____ part.
4. We should regularly_____ our computer.
5. All outgoing e-mails are stored in _____folder.
6. A margin is the blank _____between text and edges of a paper.
7. The _____is the area behind text and graphics.
8. Hanging indent, indents all lines after the _____ line of a paragraph.

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

1. A simple network can be formed with two computer. ☐
2. A Trojan is hidden in some other legal software. ☐
3. Domain refers to the name of your computer. ☐
4. An antivirus is a harmful software. ☐
5. Junk folder stored deleted e-mails. ☐
6. Portrait means paper is wider than it is tall. ☐
7. We cannot insert a picture in a slide. ☐

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Learning by Doing

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

1. The exchange of data/ information form one computer to another is called:

   a) conversation b) combination c) communication

2. It fills the entire disk and occupy space in the memory.

   a) worm b) virus c) adware

3. We can compose an e-mail by clicking on this button:

   a) new b) open c) e-mail

4. By default MS Word uses this size of paper:

   a) A4 b) letter c) legal

5. The way things are arranged on a slide is called:

   a) Slide layout b) slide transition c) slide animation

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

1. Define computer network.

Ans: _____

_____

2. Explain about Antivirus.

Ans: _____

_____

3. What is an e-mail?

Ans: _____

_____

4. What do you know about page orientation?

Ans: _____

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5. What is a slide transition?

Ans: _____

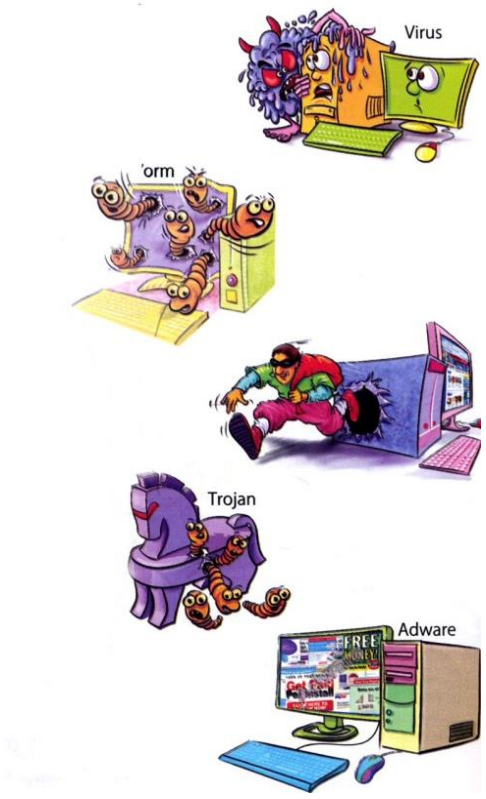
_____

Q:5. Label the following: **10**



Q:6. Match the following: **10**

1. It automatically diplays Advertisements.
2. It is hidden inside a Legal software.
3. It indects a computer and Damage the other software.
4. A programer who can access a Computer system or a network Illegally.
5. It automatically replicates Itself on a network.



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Learning by Doing

Date: _____

Campus: _____

2nd Term 1st Assessment (2018-19)

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

Class: Five	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**

(Animation page background download layout)

1. We can change the size of paper from page_____ tab.
2. A slide is a single _____ of Power Point.
3. The _____ is the area behind text and graphics.
4. We can _____ images form the internet for the presentation.
5. We can apply transition to a slide from _____tab.

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

1. We can insert texture as a background fill.
2. Animation effects are applied on selected objects.
3. A single page of a power point is called a slide.
4. We cannot insert a picture in a slide.
5. Portrait means paper is wider than it is tall.

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

1. These effects are used to create movement in the objects of a slide:

   a) custom animation b) slide layout c) slide transition

2. This transition effect can be controlled by a user.

   a) speed b) sound c) height

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3. Which one of the following is a transition effects.

   a) dissolve b) float in c) appear

4. It is the visual and audio effects that are used to introduce a slide in a slide show.

   a) Background fill b) custom animation c) slide transition

5. The way things are arrange on a slide is called.

   a) Slide layout b) Slide transition c) slide animation

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

1. Define slide layout.

Ans: _____

_____

2. What is a slide transition?

Ans: _____

_____

3. What do you know about custom animation?

Ans: _____

_____

4. Write the steps to apply sound effects on a slide.

Ans: _____

_____

5. Define MS Word.

Ans: _____

_____

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Learning by Doing

Date: _____

Campus: _____

2nd Term 2nd Assessment (2018-19)

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

Class: Five	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**

(function spreadsheet fill intersection download)

1. MS Excel is a very popular _____ software.
2. A cell is an _____ of a row and a column.
3. A _____ is a mathematical expression already available in Excel.
4. Auto_____ is used to copy the contents of a cell into the adjacent cells.
5. We can _____ images from the internet for the presentation.

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

1. We can select a complete row by clicking its heading.
2. A range of cells refers to a group of cells.
3. An active cell has a coloured border.
4. Text is used for calculation in MS Excel.
5. We can insert texture as a background fill.

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

1. This function "sum(C2:C8)" will give the sum from cell:

   a) C2 to C8 b) C3 to C7 c) C2 to C7

2. It consists of numbers, decimals, fractions and percentage.

   a) text b) numeric data c) numerical text

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3. Which one of the following in a range of cells.

   a) B1.C7 b) B1-C7 c) B1:B7

4. When we insert a new row it appears:

   a) Below the select row b) above the selected row

   c) In front of the selected row

5. It is the intersection of a row and a column:

   a) Cell b) cell address c) range of cells

Q:4. Answer the following questions: 10

1. Write down the three uses of spreadsheet software?

Ans: _____

_____

2. What is a range of cells?

Ans: _____

_____

3. Write the steps to insert a sum function in a cell.

Ans: _____

_____

4. Explain the different types of data in MS Excel?

Ans: _____

_____

5. What do you know about auto filling data?

Ans: _____

_____

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Learning by Doing

Date: _____

Campus: _____

Final Term Assessment (2018-19)

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

Class: Five	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**

(intersection communication fill Worm network function Internet delete behind insert)

1. A cell is an _____ of a row and a column.
2. A_____ is a mathematical expression already available in Excel.
3. Auto _____ is used to copy the contents of a cell into the adjacent cell.
4. A virus can modify, damage and _____ files on a computer.
5. The _____ us an example of Wide Area Network.
6. A_____ can automatically copy itself over a network.
7. Watermarks are text or pictures that appear_____ the text.
8. A computer _____ is formed to share resources.
9. We can add a table in a document form _____ tab.
10. A network card is a _____ device.

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

1. An active cell has a coloured border.
2. Text is used for calculations in MS Excel.
3. A range of cells refers to a group of cells.

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4. A4 is a paper size.

5. Find and replace command can be found in Home tab.
6. A page has four margins.
7. A sending device revives messages on a network.
8. In a wireless communication signals travel through air.
9. A virus protects a computer form security threats.
10. A worm automatically copies itself in a computer.

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

1. Which one of the following is a range of cells:

   a) B1.C7 b) B1-C7 c) B1:C7

2. It consists of numbers, decimals, fractions and percentage:

   a) text b) numeric data c) numerical text

3. This function "Sum(C2:C8)" will give the sum from cells:

   a) C2 to C8 b) C3 to C7 c) C2 to C7

4. The software are also one of the cause of spreading viruses:

   a) pirated software b) system software c) application software

5. We can access spelling and grammar icon form:

   a) home tab b) insert tab c) review tab

6. It is used to protect a computer form malicious software:

   a) Antivirus b) MS Word c) MS Excel

7. Internet in an example of :

   a) MAN b) WAN c) LAN

8. Shadow effect is available in:

   a) format tab b) review tab c) home tab

9. It is designed to share resources of different LANs in a city:

   a) MAN b) WAN c) LAN

10. It is used to organize data in rows and columns:

    a) column b) table c) text box

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

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

Ans: _____

_____

2. Explain different components of communication.

Ans: _____

_____

3. Explain about the margin of a document.

Ans: _____

_____

4. Explain about the different indent in MS Word.

Ans: _____

_____

_____

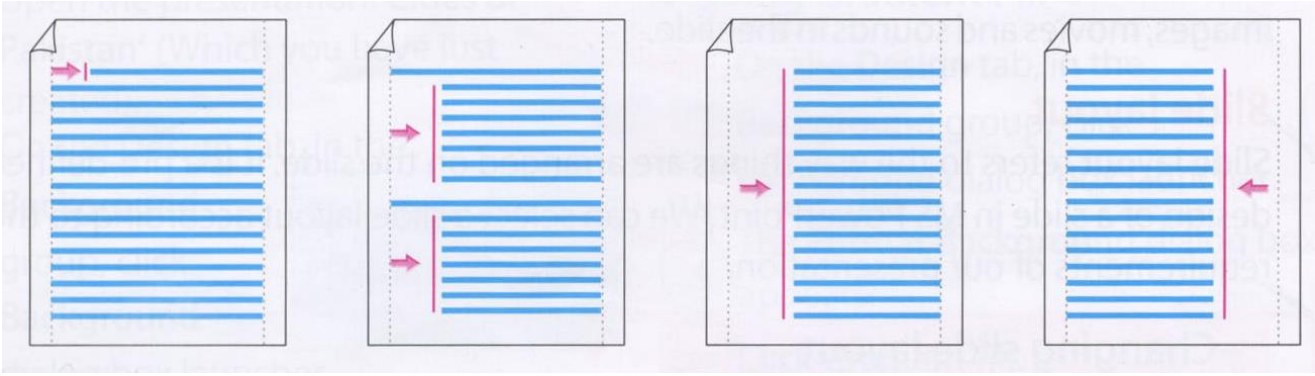
5. Define Microsoft Excel?

Ans: _____

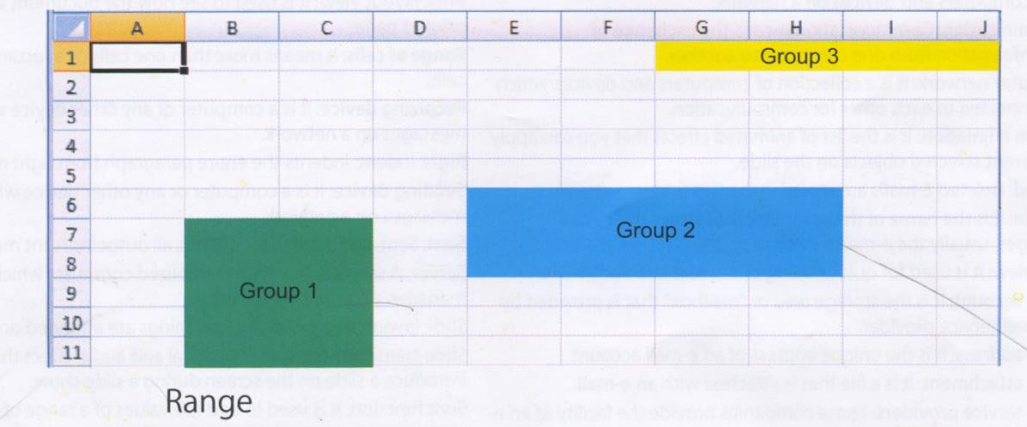
_____

Q:5(a. Write the name of the indents and their working: 15

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Q:5 (b. Write the range that identifies each of the following group of cells: 10



Group 1 _____

Group 2 _____

Group 3 _____

Q:6. Practical: 25

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