

COMPUTER ALPHABETS



Teaching Objectives:

The objectives of this unit are to:

- Learn the spellings of computer-related vocabulary.

Learning Outcomes:

After completing the unit, students will be able to:

- Spell the computer-related vocabulary

Number of allocated periods: 4

Period 1:

Sample lesson plan for a 40- minute period

- Reading and explanation (35 minutes)
Ask students to repeat any six computer alphabets and their vocabulary.
If possible, show the devices like keyboard, mouse etc.
- Homework assignment (5 minutes)
Revise and learn the computer alphabets

Period 2:

- Reading and explanation (35 minutes)
Ask students to repeat any six alphabets and their vocabulary.
- Homework assignment (5 minutes)
Revise and learn the alphabets

Period 3:

- Reading and explanation (25 minutes)
Ask students to repeat any seven alphabets and their vocabulary.
- Classroom activity (10 minutes)
Attempt Ex. A pg. 5
- Homework assignment (5 minutes)
Revise and learn the alphabets

Period 4:

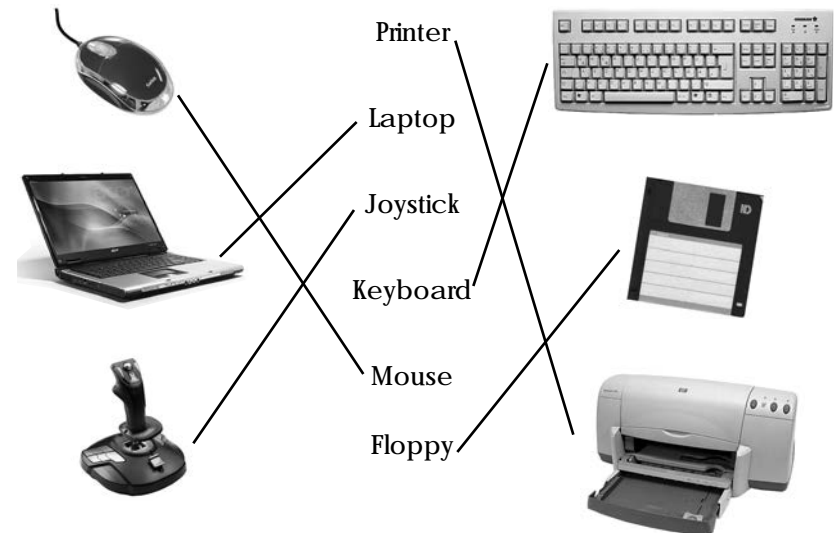
- Reading and explanation (25 minutes)
Ask students to repeat seven alphabets and their vocabulary.
- Classroom activity (10 minutes)
Attempt Ex. B pg. 5
- Homework assignment (5 minutes)
Revise and learn the alphabets



Computer Alphabets

EXERCISE-1

A. Match the word with the picture.

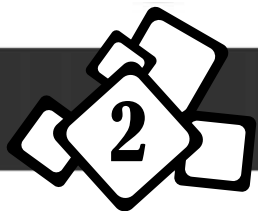


B. Fill in the missing letters:

- | | |
|----------------------------|---------------------|
| 1. Com _ p _ u _ t _ e _ r | 2. Flo _ p _ p _ y |
| 3. Bu _ t _ t _ on | 4. Ga _ m _ e _ s _ |
| 5. Ou _ t _ pu _ t _ | 6. Z _ o _ o _ m |

Activity / Test sheet based on Unit 1

- 1) Ask the students to learn spellings of the keys words.
- 2) Prepare worksheets similar to question B.



Machines



Teaching Objectives:

The objectives of this unit are to:

- Explain the concept of machines and their names
- Explain the use of different machines like iron, washing machine, chair etc.

Learning Outcomes:

After completing the unit, students will be able to:

- Explain what machines are.
- Explain the use of different machines like iron, washing machine, chair etc.

Number of allocated periods: 4

Period 1:

Sample lesson plan for a 40- minute period

- Reading and explanation (35 minutes)

Ask students what they think machines are. Then read pg 6 where machines are explained and the use of different machines.

- Homework assignment (5 minutes)

Revise pg 6.

Period 2:

- Reading and explanation (20 minutes)

Ask students to read the advantages of machines on pg 7.

- Classroom activity (15 minutes)

Attempt Ex. A, B pgs. 8-9

- Homework assignment (5 minutes)

Revise the topic.

Period 3:

- Reading and explanation (25 minutes)

Read and explain the working of machines on pg 7.

- Classroom activity (10 minutes)

Attempt Ex. C (1-2) pg. 9

- Homework assignment (5 minutes)

Revise the topic

Period 4:

- Classroom activity (35 minutes)

Attempt Ex. D pg. 10

- Homework assignment (5 minutes)

Revise the chapter.



Machines

EXERCISE - 2

A. Tick (✓) the machines which use electricity:

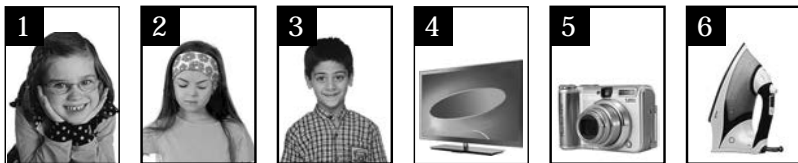


B. Complete these statements:

1. My mother uses a washing machine to
My mother uses a washing machine to wash clothes.
2. The tailor uses a sewing machine for
The tailor uses a sewing machine for sewing clothes.
3. My brother uses a bicycle to
My brother uses a bicycle to go to different places.
4. My sister uses an iron for
My sister uses an iron for ironing clothes.
5. My father uses a calculator for
My father uses a calculator for doing calculations.



C. Look at the pictures and make sentences:



1. A **1** is watching **4**

A girl is watching television.

2. A **3** is using a **5**

A boy is using a camera.

3. A **2** is using an **6**

A girl is using an iron.

4. **4**, **5** and **6** are machines.

Television, camera and iron are machines.

D. Answer the following questions:

1. Where do we see machines?

We see machines all around.

2. Do machines work fast?

Yes. Machines work fast.

3. How do machines help us to save time?

Machines help us to do our work quickly and easily.

4. Does a washing machine need electricity to wash the clothes?

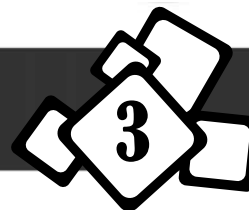
Yes. A washing machine needs electricity to wash the clothes.

5. Is your body also a machine?

Yes. Our body is also a machine.

Activity / Test sheet based on Unit 2

- 1) Ask the students to name the different machines seen at home or at other places.
- 2) Prepare worksheets similar to Ex. A.



Teaching Objectives:

The objectives of this unit are to:

- Learn the definition and features of a computer
- List the applications of a computer

Learning Outcomes:

After completing the unit, students will be able to:

- Explain the definition and features of a computer
- List the applications of a computer

Number of allocated periods: 4

Period 1:

Sample lesson plan for a 40- minute period

- Reading and explanation (20 minutes)

Explain the features of a computer given on page 11.

- Classroom activity (15 minutes)

Attempt Ex. F pg. 15

- Homework assignment (5 minutes)

Revise pg 11

Period 2:

- Reading and explanation (20 minutes)

Ask students to read pg 12.

- Classroom activity (15 minutes)

Attempt Ex. B pg. 13

- Homework assignment (5 minutes)

Revise pg 12.

Period 3:

- Classroom activity (35 minutes)

Attempt Ex. A, C, D pgs. 13-14

- Homework assignment (5 minutes)

Revise the whole chapter.

Period 4:

- Classroom activity (35 minutes)

Attempt Ex. E pg. 14-15.

- Homework assignment (5 minutes)

Revise the whole chapter.

**EXERCISE-3**

A. Complete the following sentences:

- I can draw pictures on a computer.
- I can do sums on a computer.
- I can play games on a computer.
- I can read stories on a computer.
- I can write letters on a computer.

B. Write True or False:

- Computers are slow. False
- Computers do not make mistakes. True
- You cannot draw pictures on a computer. False
- We can listen music on a computer. True
- A computer is an electronic machine. True

C. Fill in the blanks:

mistakes quickly electricity computer

- We can depend on a computer.
- A computer needs electricity to work.
- Computer does not make mistakes.
- A computer helps us to do our work quickly.



D. Complete the word puzzle and circle the word computer in it:

• The name of an animal	→	C	A	T			
• The name of a fruit	→	O	R	A	N	G	E
• You eat with this	→	M	O	U	T	H	
• You write on this	→	P	A	P	E	R	
• Opposite of down	→	U	P				
• You travel on this	→	T	R	A	I	N	
• You hear with these	→	E	A	R	S		
• The king of flowers	→	R	O	S	E		

E. Answer the following questions:

1. What is a computer?

A computer is an electronic machine.

2. How is a computer useful?

A computer helps us to do our work easily.

It works very fast. It does not make mistakes.

3. Write any two activities that you can do on a computer.

1. I can draw pictures on a computer.

2. I can do sums on a computer.

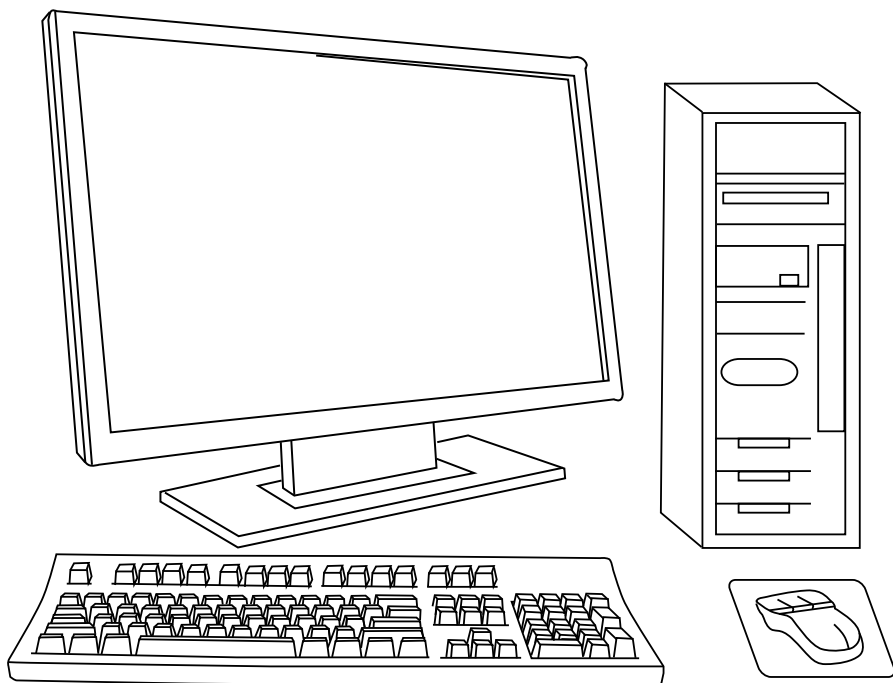
3. I can play games on a computer.

4. I can read stories on a computer.

5. I can write letters on a computer.

Note for teachers: The students can write any activity.

F. Color the given picture:



Activity / Test sheet based on Unit 3

1) Fill in the blanks:

- a. COMPUTER
- b. MACHINE
- c. STORIES
- d. LETTER
- e. CARTOQN

- 2) Ask the students to think and tell other tasks performed by a computer.
- 3) Name the parts of a computer.



Teaching Objectives:

The objectives of this unit are to:

- Explain the differences between a human and a computer.
- Explain what a computer can do.

Learning Outcomes:

After completing the unit, students will be able to:

- Differentiate between a human and a computer
- Explain what a computer can do

Number of allocated periods: 4

Period 1:

Sample lesson plan for a 40- minute period

- Reading and explanation (35 minutes)
Ask the students to think and tell the differences between the humans and the computer. Then read pg. 16
- Homework assignment (5 minutes)
Revise page 16

Period 2:

- Reading and explanation (25 minutes)
Read pg 17.
- Classroom activity (10 minutes)

Attempt Ex. B pg. 20

- Homework assignment (5 minutes)
Revise page 17

Period 3:

- Reading and explanation (25 minutes)

Read pg 18.

- Classroom activity (10 minutes)

Attempt Ex. A pg. 19

- Homework assignment (5 minutes)
Revise page 18

Period 4:

- Reading and explanation (25 minutes)

Read pg 19.

- Classroom activity (10 minutes)

Attempt Ex. C pg. 20

- Homework assignment (5 minutes)

Revise the whole chapter.

**EXERCISE-4****A. Fill in the blanks:**

1. Computer is a _____ machine .
2. Machines work _____ faster _____ .
3. Computer can count _____ numbers _____ .

B. Write the words with the correct spelling in the given space:

- | | |
|--------------------|------------------|
| 1. U T E R C O M P | 2. M A I N E C H |
| <u>COMPUTER</u> | <u>MACHINE</u> |
| 3. U S E M O | 4. O R Y M E M |
| <u>MOUSE</u> | <u>MEMORY</u> |

C. Complete the words:

M E M O R Y

M A C H I N E

C O M P U T E R

C A L C U L A T O R

H A R D D I S K

**Activity / Test sheet based on Unit 4**

- 1) Write True or False.
 - a. Computer is an electronic machine. (True)
 - b. Humans do not need food. (False)
 - c. Computer needs electricity to work. (True)
 - d. Computer can work faster than humans. (True)
 - e. Computer can make mistakes. (False)

2) Answer the following questions.

- a. What can a computer do?

Ans. The computer can:

1. Keep things in memory.
2. Calculate numbers.
3. Does not get tired.

b. List the things that we can do on the computer.

1. We can write letters.
2. We can make pictures or cartoons.
3. We can see pictures and movies.
4. we can send messages to our friends.



Parts of a Computer



Teaching Objectives:

The objectives of this unit are to:

- Explain the parts of a computer.

Learning Outcomes:

After completing the unit, students will be able to:

- Name and explain the purpose of the five senses of human beings.
- Name and spell the parts of a computer.

Number of allocated periods: 4

Period 1:

Sample lesson plan for a 40- minute period

- Reading and explanation (35 minutes)

Ask students to name the parts of the human body shown on pg. 21. They can learn the purpose of these parts.

- Homework assignment (5 minutes)

Learn the five senses of human beings.

Period 2:

- Reading and explanation (35 minutes)

The students will learn the parts of a computer.

- Homework assignment (5 minutes)

Learn the spellings of the parts of a computer.

Period 3:

- Classroom activity (35 minutes)

Attempt Ex. B pg. 22, C pg. 23

- Homework assignment (5 minutes)

Attempt Ex. A pg. 22.

Period 4:

- Classroom activity (35 minutes)

Attempt Ex. D,E pg. 24

- Homework assignment (5 minutes)

Revise the chapter.



Parts of a Computer

EXERCISE - 5

A. Trace and write:



Mouse

Mouse

Mouse

Mouse



CPU

CPU

CPU

CPU



Monitor

Monitor

Monitor

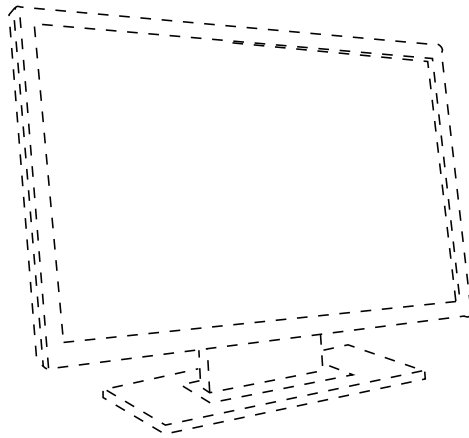
Monitor

B. Colour the keys in red which you can use to type your name:

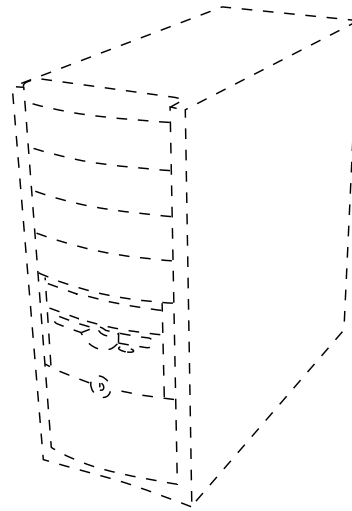
Note for teachers: Students can colour those keys with red which have the letters in their name.



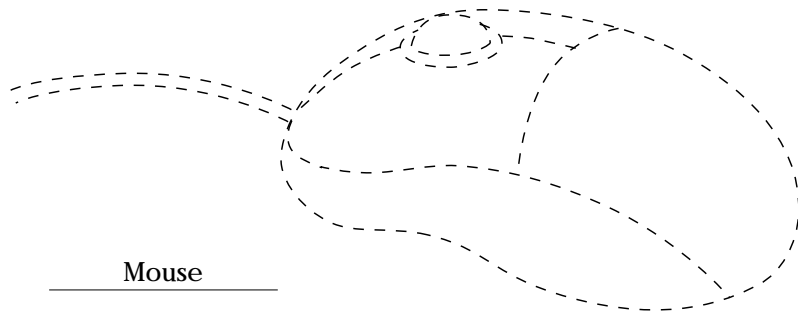
C. Say what these pictures are, then join the dots and colour them:



Monitor

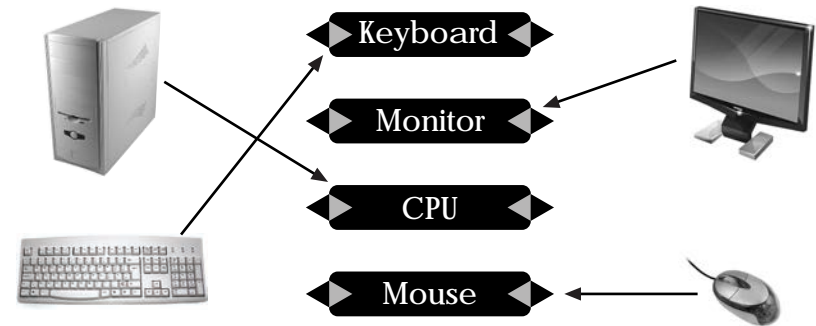


CPU



Mouse

D. Join the following parts with their names:



E. Circle the correct picture:

Do you hear with your mouth?
No! I hear with my ears.



Do you think with your eyes?
No! I think with my brain.

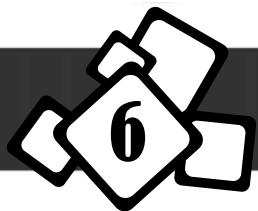


Do you speak with your nose?
No! I speak with my mouth.



Do you write with your feet?
No! I write with my hand.



**Teaching Objectives:**

The objectives of this unit are to:

- Explain output and output device.
- Explain monitor and its types.

Learning Outcomes:

After completing the unit, students will be able to:

- Explain output and output device.
- Explain monitor and its types.

Number of allocated periods: 4

Period 1:

Sample lesson plan for a 40- minute period

- Reading and explanation (35 minutes)

Ask students what they use to watch cartoons. Tell them the use of TV and monitor. Read pg. 25.

- Homework assignment (5 minutes)

Read pg. 25 and learn spellings of television and monitor.

Period 2:

- Reading and explanation (25 minutes)

Explain the types of monitor.

- Classroom activity (10 minutes)

Attempt Ex. D pg. 28

- Homework assignment (5 minutes)

Revise the types of monitor.

Period 3:

- Reading and explanation (25 minutes)

Explain output and output device, use of switch. Read page 26

- Classroom activity (10 minutes)

Attempt Ex. A pg. 27

- Homework assignment (5 minutes)

Attempt Ex. B pg. 27.

Period 4:

- Classroom activity (35 minutes)

Attempt Ex. C pg. 27-28

- Homework assignment (5 minutes)

Revise and learn the difficult words.

**EXERCISE-6****A. Fill in the blanks:**

1. The monitor looks like a _____ television _____.
2. The front part of the monitor is called _____ screen _____.
3. The monitor has an _____ ON/OFF _____ switch.
4. An output device shows the result of work done
by the _____ computer _____.
5. The color of my monitor screen is _____ black _____.

B. Fill in the missing letters:

1. Tel e vi s io n
2. O ut p ut
3. S c r e e n
4. A r r o w
5. S w i t c h
6. D i s k
7. Co n t r ol
8. Typ e
9. Res u l t

C. Answer the following questions:

1. What is a monitor?

A monitor is an output device.

2. What is the name of the front part of a monitor?

The front part of the monitor is called screen.

3. Write types of monitor

1. _____ CRT Monitor _____
2. _____ LCD Monitor _____



D. Circle the correct answer:

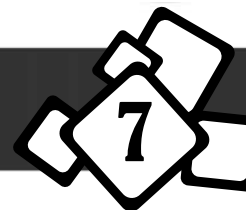
1. These monitors are heavy. LCD / CRT
2. These monitors are costly. LCD / CRT
3. It stores information. Monitor / CPU
4. It has a screen. Monitor / CPU

Activity / Test sheet based on Unit 6

- 1) Ask the students to learn the spellings of monitor, television, screen, arrow or any other difficult words.
- 2) Answer the following questions.
 - a. What does the monitor look like?
Ans. Monitor looks like a television screen.

- b. What is output?
Ans. Calculated result is called output.

- c. What is an output device?
Ans. An output device gives the result of work done by the computer.



Teaching Objectives:

The objectives of this unit are to:

- Explain keyboard and the purpose of its keys.
- Demonstrate the typing of letters and numbers.

Learning Outcomes:

After completing the unit, students will be able to:

- Explain keyboard and the purpose of its keys.
- Type letters and numbers.

Number of allocated periods: 4

Period 1:

Sample lesson plan for a 40- minute period

- Reading and explanation (25 minutes)

Show keyboard to the students and explain pg. 29.

- Classroom activity (10 minutes)

Attempt Ex. A pg. 37

- Homework assignment (5 minutes)

Read pg. 29

Period 2:

- Reading and explanation (20 minutes)

Explain pg. 30

- Classroom activity (15 minutes)

Open any application (Notepad, WordPad) and show how to type letters and numbers. Attempt Ex. E pg. 39

- Homework assignment (5 minutes)

Attempt activity pg. 32.

Period 3:

- Reading and explanation (15 minutes)

Explain the purpose of the keys on pgs. 33 and 35.

- Classroom activity (20 minutes)

Attempt activity pg. 34

- Homework assignment (5 minutes)

Attempt Ex. C pgs. 37-38.



Period 4:

- Reading and explanation (10 minutes)

Explain the purpose of the keys on pg. 36.

- Classroom activity (25 minutes)

Attempt Ex. D (1) pg. 38

- Homework assignment (5 minutes)

Attempt Ex., D (2) pg. 38

EXERCISE-7

A. Count the keys on the keyboard of your computer:

Tick (✓) the correct answer:

1. The keyboard has 107 keys. _____
2. The keyboard has 104 keys. _____
3. The keyboard has 101 keys. ✓
4. The keyboard has 105 keys. _____
5. None of these. _____

B. Answer the following questions:

1. Which key will you press to remove your name after typing?
Backspace or Delete key will be pressed to remove my name after typing.
2. After finishing a line, which key will be pressed for the next line?
After finishing a line, Enter key will be pressed for the next line.
3. Which key will be pressed to stop the execution of a program?
Esc key will be pressed to stop the execution of a program.

C. Unjumble these words:

- | | | | |
|------------|----------------|------------|----------------|
| 1. yke | <u>key</u> | 2. lettsre | <u>letters</u> |
| 3. italcap | <u>capital</u> | 4. shfit | <u>shift</u> |
| 5. teren | <u>enter</u> | 6. arwo | <u>arrow</u> |



7. spaceback backspace 8. delet delete

9. allsm small 10. cklo lock

D. Type your Name, Class and Roll Number on the computer:

1. Print it and paste it in the following screen using gum.



Note for teachers: Let the students do this exercise in their books.

2. Write the steps that you will take to remove your name.

- a. Move cursor to the place where the name ends.
- b. Press Backspace to delete the name.

E. Teacher should open the program NOTEPAD for students and ask them to:

1. Write your name in small letters.

Note for teachers: Let the students type their name in small letters.

2. Write your name in capital letters.

Note for teachers: Press CapsLock key and let the students type their name in capital letters.



3. Suppose, the keyboard is typing small letters and you want to type capital letters, which key will you press to change the alphabets from small to capital letters ?

CapsLock.

Activity / Test sheet based on Unit 7

- 1) Ask the students to open WordPad or Notepad. Type the names of their friends.

- 2) Attempt the following questions.

- a. Which keys are used to delete a character?

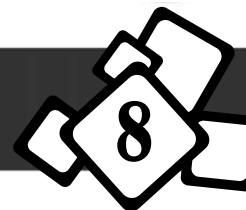
Ans. Delete and Backspace keys are used to delete a character.

- b. Which key is used to type letters in capital?

Ans. Caps Lock key is used to type letters in capital.

- c. What is the short form of Escape?

Ans. The short form of Escape is Esc.



Teaching Objectives:

The objectives of this unit are to:

- Explain the purpose of CPU.
- Explain the types of casing.

Learning Outcomes:

After completing the unit, students will be able to:

- Explain the purpose of CPU
- Explain the types of casing

Number of allocated periods: 4

Period 1:

Sample lesson plan for a 40- minute period

- Reading and explanation (35 minutes)

Ask students what they do when they want to solve a question. Read and explain the first paragraph of pg. 40.

- Homework assignment (5 minutes)

Learn spellings of processing, casing, lower and desktop

Period 2:

- Reading and explanation (25 minutes)

Read and explain the second paragraph of pg. 40.

- Classroom activity (10 minutes)

Attempt Ex. C pg. 42

- Homework assignment (5 minutes)

Read pg. 40

Period 3:

- Classroom activity (35 minutes)

Attempt Ex. A and B pg. 41

- Homework assignment (5 minutes)

Revise the chapter.

Period 4:

The teacher can utilize this period to take the students to computer lab.

There he should open the calculator program and let the student do some additions sums.

**EXERCISE-8**

A. Tick (✓) the correct answer:

1. The short form of "Central Processing Unit" is
 - a. CUP. ____
 - b. CPU. ✓
2. CPU is present inside the
 - a. Monitor. ____
 - b. Casing. ✓
3. CPU is the brain of a
 - a. Computer. ✓
 - b. Calculator. ____
4. A CPU has a power
 - a. Button. ✓
 - b. Machine. ____

B. Answer the following questions:

1. What does CPU stand for ?

CPU stands for Central Processing Unit.

2. What is a CPU casing ?

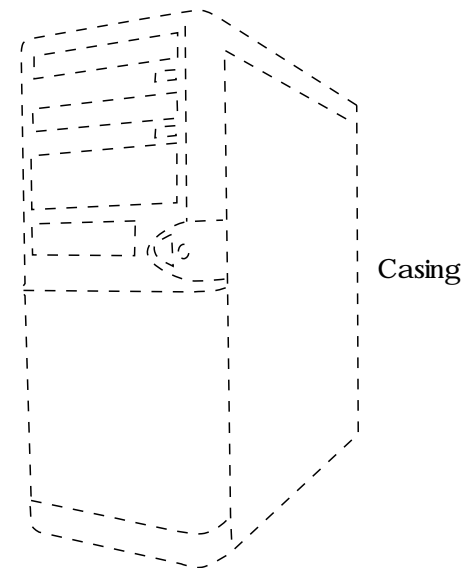
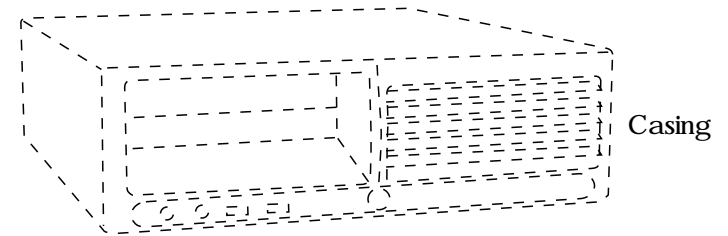
A CPU is present inside a casing which looks like a box.

3. What does a CPU do?

A CPU can remember many things. It helps the computer to do all the calculations, play videos and get information from the Internet.



C. Join the dots, colour and write their names:



Activity / Test sheet based on Unit 8

1. Answer the following questions:

- a. What is inside the casing?

Ans. The casing contains all the major parts of a computer.

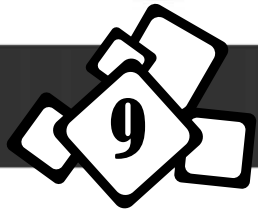
- b. What are the two types of casing?

Ans. The two types of casing are

- i. Tower casing ii. Desktop casing

- c. What is another name for CPU?

Ans. CPU is also called the brain of computer.



Teaching Objectives:

The objectives of this unit are to:

- Explain mouse and its parts.
- Explain the mouse actions.

Learning Outcomes:

After completing the unit, students will be able to:

- Explain mouse and its parts
- Explain the mouse actions

Number of allocated periods: 4

Period 1:

Sample lesson plan for a 40- minute period

- Reading and explanation (35 minutes)

Show mouse to the students and explain pg. 43

- Homework assignment (5 minutes)

Read pg. 43

Period 2:

- Reading and explanation (35 minutes)

Explain pg. 44

- Homework assignment (5 minutes)

Attempt Ex. C pg. 47

Period 3:

- Reading and explanation (25 minutes)

Explain mouse actions on pg. 45.

- Classroom activity (10 minutes)

Attempt Ex. A pg. 46

- Homework assignment (5 minutes)

Attempt Ex. B pg. 46

Period 4:

- Classroom activity (35 minutes)

Attempt Ex. E, F pgs. 48, 49.

- Homework assignment (5 minutes)

Attempt Ex. D pg. 47.



EXERCISE-9

A. Draw a Mouse pad:



B. Fill in the blanks with a suitable word from the box:

mouse pad

device

screen

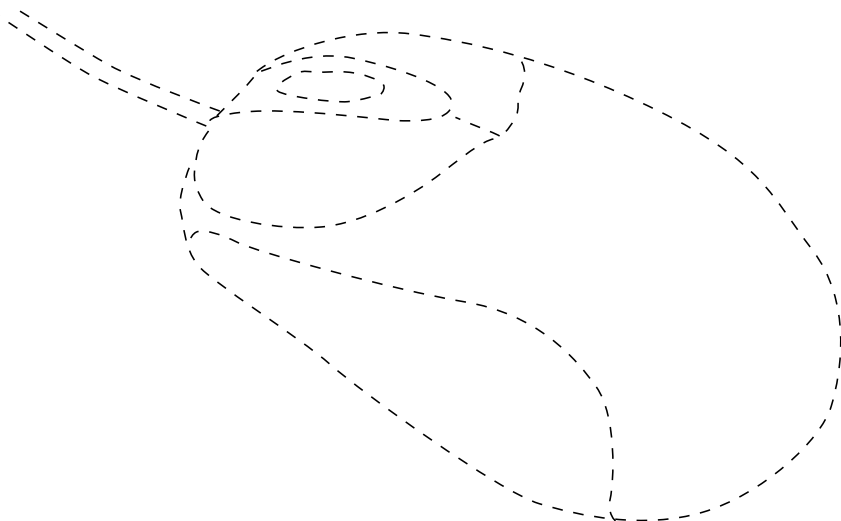
1. A Mouse is a hand operated _____ device _____ .

2. Mouse is kept on a _____ mouse pad _____ .

3. Mouse can also be used to draw pictures on _____ screen _____ .



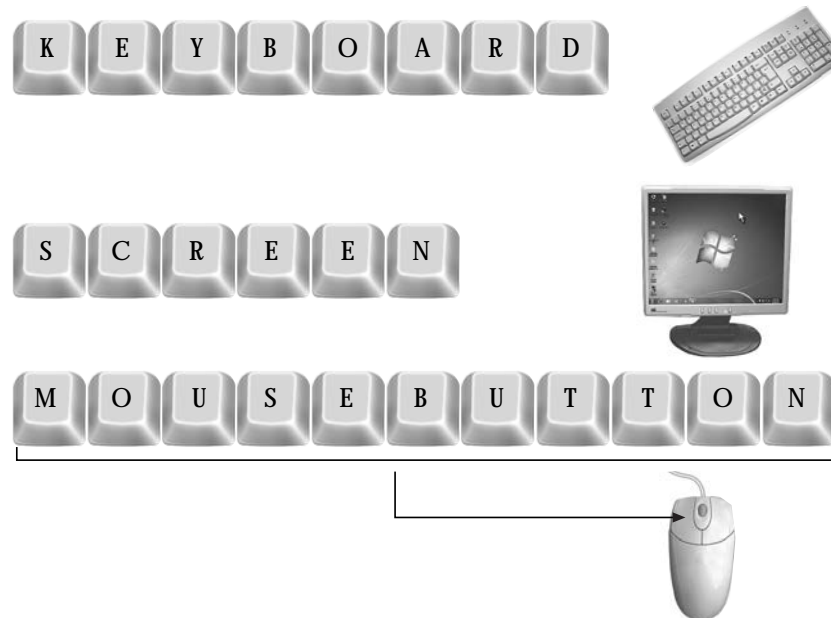
C. Trace and colour the picture:



D. Circle the correct word:

1. A mouse is a part of computer / TV.
2. A mouse has three / four / two buttons.
3. A mouse is used to give instructions to the mousepad / computer.
4. A mouse is an Input device / Output device.
5. A mouse is hand / feet operated.

E. Name the following:



F. Answer the following questions:

1. What is a mouse ?

A mouse is a hand operated input device.

2. How many buttons does a mouse have?

A mouse has two buttons.

3. What do you use to draw an object on the computer screen?

We use a mouse to draw an object on the computer screen.

4. A small vertical line on the screen which is always blinking is called?

A small vertical line on the screen which is always blinking is called a cursor.

5. Which mouse action is used to open a program on the computer?

Double click is used to open a program on the computer.



Activity / Test sheet based on Unit 9

1) Answer the following questions.

a. What does a computer mouse look like?

Ans. A computer mouse looks like a living mouse.

b. Name the actions of mouse.

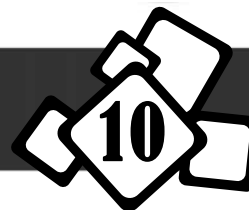
Ans. i. Click ii. Double click iii. Drag and drop

c. Which finger is placed on the left mouse button?

Ans. Index finger is placed on the left mouse button.

d. What is the purpose of left and right mouse buttons?

Ans. Left and right mouse buttons are used to select and open the items, or programs.



Teaching Objectives:

The objectives of this unit are to:

- Make the students learn the rules to be followed while coming to the lab.
- Make the students learn the rules to be followed while using the computer system.

Learning Outcomes:

After completing the unit, students will be able to:

- Learn the rules to be followed while coming to the lab
- Learn the rules to be followed while using the computer system

Number of allocated periods: 4

Period 1:

Sample lesson plan for a 40- minute period

- Reading and explanation (35 minutes)

Ask students how they should enter and use the lab. Read and discuss first five points on pages 50-51.

- Homework assignment (5 minutes)

Read the points 1-5.

Period 2:

- Reading and explanation (35 minutes)

Read and discuss the remaining five points on pages 51-52.

- Homework assignment (5 minutes)

Read the revise all 10 points.

Period 3:

- Classroom activity (35 minutes)

Attempt Ex. A, B and C pgs. 53-54.

- Homework assignment (5 minutes)

Revise the chapter.

Period 4:

Revise the chapter (30 minutes)

Home work assignment (10 minutes)

Attempt Ex : D pg 54.

EXERCISE-10

A. Tick (✓) the correct pictures and cross (✗) the wrong ones:



B. Where should Rehan eat his breakfast? Tick (✓) the correct table:



C. Fill in the boxes with YES or NO:

1. We should go to computer lab in a queue.
2. We play in the computer lab.

YES

NO

3. We should not touch the wires of the computer system.
4. We should press the keys gently.
5. We should handle the computer with dirty hands.

YES

YES

NO

D. Tick (✓) the correct answer:

1. In the computer lab, I can't
 - a. Eat ✓
 - b. Type ____
2. With my partner, I should
 - a. Share the computer system ✓
 - b. Fight over the system ____

Activity / Test sheet based on Unit 10

1) Answer the following questions.

- a. Where do we go to work on the computer system?

Ans. We go to the computer lab to work on the computer system.

- b. Write five rules of using computers.

Ans.

- i. We must use the computer with clean hands.
- ii. We must sit straight.
- iii. We must press the keys gently.
- iv. We must never eat or drink near the computer.
- v. We must not play around with the wires.



Teaching Objectives:

The objectives of this unit are to:

- Explain how to open Paint.
- Explain the parts of Paint window.
- Explain the use of various tools of Paint.

Learning Outcomes:

After completing the unit, students will be able to:

- Open Paint
- Explain the parts of Paint window
- Draw using various tools of Paint

Number of allocated periods: 4

Period 1:

Sample lesson plan for a 40- minute period

- Reading and explanation (15 minutes)

Tell students that we use Paint to draw any shape. Explain the purpose of different parts of Paint window.

- Classroom activity (20 minutes)

Ask the students to open Paint and learn the parts of Paint screen. They can explore on their own.

- Homework assignment (5 minutes)

Attempt activity on pg. 56.

Period 2:

- Reading and explanation (10 minutes)

Teach the use of shapes and colours pg. 57

- Classroom activity (25 minutes)

Activity pg. 58

- Homework assignment (5 minutes)

Attempt Ex. A pg. 61 and Ex. B pg. 62

Period 3:

- Reading and explanation (10 minutes)

Draw any picture e.g. house. pg. 59

- Classroom activity (25 minutes)

Ask the students to draw a house.

- Homework assignment (5 minutes)

Attempt Ex. C, D pg. 62



Period 4:

- Reading and explanation (10 minutes)

Explain the use of Fill with color tool, Pg. 60

- Classroom activity (25 minutes)

Draw shapes and use Fill with color tool.

- Homework assignment (5 minutes)

Practise Paint. Draw lines of different thicknesses.

EXERCISE-11

A. Tick (✓) the correct answer:

1. The ribbon in Paint has a

a. Color box. ✓

b. Chocolate box. _____

2. To draw a circle, we use the

a. Line tool. _____

b. Ellipse tool. ✓

3. We can find the Rectangle tool in the

a. Shapes group. ✓

b. Colors group. _____

B. Write True or False:

1. The Paint program is used to do sum.

False

2. The Paint screen has four main parts.

True


3. You can draw a rectangle using the Ellipse tool.


False

4. The Shapes group on the Ribbon has many shapes.

True

C. Name the tools.

1.  Ellipse _____

2.  Fill with color _____





D. Answer the following questions:

1. Which tool do we use to fill in colors?

We use Fill with color tool to fill in colors.

2. Which tool do we use to draw a circle in Paint?

We use Ellipse tool to draw a circle in Paint.

3. Which part of the Paint screen do we use to draw pictures?

We use Drawing Area to draw pictures.

4. Which tool do we use to draw a line in Paint?

We use Line tool to draw a line.

Activity / Test sheet based on Unit 11

1) Ask the students to draw these shapes.

- a. Vegetables like potato, carrot
- b. A robot
- c. Caterpillar
- d. Bowl with fruits