**EMERALD ROYAL INT’L SCHOOL**

**LESSON PLAN/NOTE FOR WEEK 4 ENDING: 26TH MAY, 2023**

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| **Term** | | 3rd | | |
| **Week** | | 4 | | |
| **Class** | | SS2 | | |
| **Date** | | 26/05/2023 | | |
| **Subject** | | Data Processing | | |
| **Topic** | | Object transformation | | |
| **Sub-Topic** | | Practical | | |
| **Period** | | 5th | | |
| **Time** | | 10:50 – 11:20 | | |
| **Duration** | | 30minutes | | |
| **Number in class** | | 4 | | |
| **Average age** | | 15years | | |
| **Sex** | | Mixed | | |
| **Specific Objectives** | | By the end of the lesson, students should be able to:   1. Draw an object using coreldraw software 2. Practice various object transform functions | | |
| **Rationale** | | To enable students know how to transform objects | | |
| **Previous knowledge** | | Students have been taught object transformation in their previous lesson | | |
| **Instructional material** | | Computer set, CorelDraw software | | |
| **Reference** | | Data Processing for Senior Secondary Education (SS1 – 3) by Hiit Plc | | |
| **STEPS** | **TEACHER’S ACTIVITIES** | | **STUDENTS’ ACTIVITIES** | **LEARNING POINTS** | |
| Introduction | The teacher introduces the lesson by asking the students to explain the common methods of transforming objects. | | Students participate in the class discussion. | To arouse the students interest for the lesson. | |
| Step I | *Teacher demonstrates how to draw an object as follows:*   1. Start CorelDRAW, and click ****New blank document**** on the Welcome screen. 2. Select the ****Freehand**** tool (****F5****). Draw a straight vertical line by holding down ****Ctrl****, clicking in the drawing window to start the line, and then clicking to end it. Do not drag to draw the line. 3. Select the ****Shape**** tool (****F10****). Click anywhere on the line, and click the ****Convert to curves**** button on the property bar 4. Click the third handle from top to bottom, and drag it to the left and slightly downwards. 5. Select the object by using the ****Pick**** tool IMG_256, and drag the middle left handle to the right while holding down ****Ctrl**** to create a perfectly mirrored object. Before releasing the left mouse button, right-click once to create a mirror duplicate 6. Select both objects, and click ****Arrange**** > ****Combine**** (or press ****Ctrl+L****). With the combined object still selected, click the ****Shape**** tool (****F10****). Marquee select the two top nodes, and click the ****Join two nodes**** button on the property bar. Next, marquee select and join the bottom nodes of the object.   You can then perform any of the transforamtion methods (skewing, scaling, rotating, stretching etc.)  {P R A C T I C A L } | | Students pay attention as the teacher demonstrates the steps. | To ensure proper understanding of the steps. | |
| Step II | *Teacher performs various functions of object transformation*  {P R A C T I C A L } | | Students practicalize the processes carried out by the teacher | To create a platform where all students are carried along. | |
| Summary | *Teacher summarizes the lesson by going over the procedure again.* | | Students pay attention and copy the note into their exercise books. | For reference purpose | |
| Evaluation | The teacher evaluates the lesson by asking the students to explain how they performed each transform function. | | Students answer the question orally | To ascertain the students level of understanding of the lesson | |
| Conclusion | The teacher corrects the students where necessary. | | Students take note of the correction(s) made. | To ensure proper understanding of the lesson | |
| Assignment | The teacher gives the students assignment below   1. Explain the components of object transformation | | Students copy the assignment in their exercise books | To encourage studying at a home. | |



25/5/2023

Principal Head Instuctor