

Skillment Computer

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Multimedia Publishers
The Ultimate Resource

Based on NCF for
Foundational Stage
2022 and NIPUN
BHARAT 2021

A Multi-skill Activity Book on Computer Science

FS-4
Class-1



Artificial Intelligence

Coding

Computational Thinking

Experiential Learning

Multidisciplinary Approach

Subject Integration

Art Integration

Skill Formation

Linked with SDGs



Windows 10
WITH OFFICE 2016

LESSON PLAN

DATE (Date/Period of execution)			
CLASS - 1	SECTION _____ (To be filled by the teacher)	NO. OF STUDENTS (To be filled by the teacher)	_____ students
SUBJECT	Computer	DURATION OF PERIOD	35 to 40 minutes
THEME/CONTENT/CHAPTER	Computer: A Magic Machine	UNIT/SUB-UNIT	Chapter 1
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objective:

1. To develop the interest of students in learning computers.
2. To enable them to understand Computer as a machine.
3. To make them understand the types of machines based on their applications.

Specific Objective:

1. Students will acquire knowledge about natural and man-made things.
2. Students will learn about different kinds of machines.
3. Students will learn the characteristics of a computer.

Learning Outcomes:

1. Students can differentiate between natural things and man-made things.
2. Students can tell about machines.
3. Students can tell about a different kind of machine.
4. Students can tell about the characteristics of a computer.

Stage 2- Learning Plan

Teachers to Gauge Previous Knowledge of the Students/

Pre-Preparation Before taking the Session:

(Pls specify and add more points if need be as per the plan)

1. Teacher will ask students - Have they seen a computer?
2. Teacher will ask students - Where they have seen the computer?

Teaching Aids : (Pls specify as per the plan)

1. Stationery/TL Aids: Classroom objects like Pen, Pencil, Chalk, Duster, Projector, Pictorial Chart
2. Printed Material/Books: Book 1 Code AI
3. Worksheets/Workbook: Worksheet
4. Multimedia/Video link: Main book multimedia

Methodology :

Session/Period 1(Topic): Introduction to Computer, Natural things, Man-made things, Machines

Aim: To get the knowledge that a computer is a machine.

Strategy: By showing some pictures the teacher will explain how the computer is helpful in our life.

First, explain things around us.

In brief, explain about:

Natural things



Tree



Flower

Man-made things



Pencil



Chair

(Teacher can use chart/things available around like flowers, leaves, chalk, duster, etc.)

Now with the help of images, the teacher will explain - What is a machine and how it makes our work easy?



At the end of the session **(in the last 5 minutes)** teacher will give a quick recap about natural things, man-made things, and machines.

Expected Skills achieved by the learners: Cognitive Skills and Spatial Intelligence

HOMEWORK:

Tick the correct answer:

- _____ is a smart machine.
a. Computer b. Bicycle c. Human
(Chapter 1 / Topic: Introduction to Computer / Exercise: Tick the correct answer, Q1)
- Machines make our work _____.
a. boring b. easy c. difficult
(Chapter 1 / Topic: What is a machine? / Exercise: Tick the correct answer, Q2)

Write 'T' for True and 'F' for False statements.

- Nature has created natural things.
(Chapter 1 / Topic: Natural things/ Exercise: True or False, Q1)

Fill in the boxes.

- A computer is a M_C_I_E.
(Chapter 1 / Topic: Introduction to Computer / Exercise: Fill in the boxes, Q1)

Session/Period 2 (Topic): Kinds of Machines, Characteristics of a Computer

Aim: To get knowledge about manual and electronic machine, and computer characteristics.

Strategy: (in the first 5 minutes) The teacher will ask the students about man-made things and natural things and to define the machine.

Now the teacher will start the next topic:

Kinds of machines:

- manual machines
- electronic machines

Next, The teacher will explain different types of machines on the basis of their use or the way they helpful to us:

- Machines help us to move or travel faster. e.g., cycle, car, airplane, etc.

- Machines make our work easy at home. e.g., washing machine, vacuum cleaner, etc. by showing pictures or asking a question about the machines used at their home
- Machines are used for entertainment. e.g., television, music player, etc.

Now, the teacher will explain the characteristics of computers:

- can play games
- can play music and movies
- help to draw and paint
- can tell stories
- work faster
- never make mistakes
- never get tired
- remember many things for a long time

At end of the session **(in the last 5 minutes)** teacher will give a quick recap about manual and electronic machines as well as the characteristics of a computer.

Expected Skills achieved by the learners: Cognitive Skills and Spatial Intelligence

Homework:

Tick the correct answer:

- We can play _____ on a computer.
a. machines b. flowers c. games
(Chapter 1 / Topic: Characteristics of Computer / Exercise: Tick the correct answer, Q3)

Write 'T' for True and 'F' for 'False' statements.

- Manual machines run on electricity.
(Chapter 1 / Topic: Kinds of machines/ Exercise: True or False, Q2)
- A computer can do many things.
(Chapter 1 / Topic: Characteristics of Computer/ Exercise: True or False, Q3)

Fill in the boxes.

- A computer never makes M_ ST_KE_.
(Chapter 1 / Topic: Characteristics of Computer/ Exercise: Fill in the boxes, Q2)
- A computer can show you a M_V_E.
(Chapter 1 / Topic: Introduction to Computer / Exercise: Fill in the boxes, Q3)

Activities /Project /Integration/Research Work :

1. Integration
Integration is done with Art and Craft. Paste different parts of the computer on chart paper and color it.
2. **(Pls specify about project work/research work and details as per the activities)**
 - Prepare a chart to show the difference between man-made and natural things.
 - Prepare a chart of manual machine and electronic machine.
 - Prepare a flash card/chart on the characteristics of the computer.

(To be further elaborated by the teacher)

Classwork : (Pls specify the class work)

1. Read the chapter and solve the exercises.
(The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered as class work)

Reinforcement of Contents:

1. Computer is a smart machine.
2. There are two kinds of machines: manual and electronic
3. A computer is an electronic machine.

Revision:

1. Computer is a smart machine.
2. Nature has created natural things.
3. Things created by man are called man-made things.

Note: - Respective teacher to further plan the session based on the understanding **reflected** by the learners in the class. The teacher can also suggest the learners to **inquire** further.

Homework/ Assignment /Activity back Home: (Pls add more if need be as per the plan)

1. What is computer?

2. Identify natural things and man-made things.
3. Define machine.
4. Write three names of manual machines and electronic machines each.
5. Write the characteristics of the computer.

Assessment Means : (Pls add more if need be as per the plan)

1. Classroom quiz
2. Explanation of topic
3. Questions
4. Identification using flash card

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations :

(To be filled by the teacher for learners/class based on reflection, interaction, and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners' needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching-learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

PROJECTED LESSON PLAN

DATE (Date/Period of execution)			
CLASS - 1	SECTION _____ (To be filled by the teacher)	NO. OF STUDENTS (To be filled by the teacher)	_____ students
SUBJECT	Computer	DURATION OF PERIOD	35 to 40 minutes
THEME/CONTENT/CHAPTER	Computer - Its Parts and Uses	UNIT/SUB-UNIT	Chapter 2
NAME OF THE TEACHER(S) (To be filled by the teacher)			
Stage 1- Desired Results			
General Objective: 1. To develop the interest of students in learning computers. 2. To develop the interest of students in computer parts. 3. To enable them to identify the purpose of computer parts. 4. To make them understand different uses of a computer.		Specific Objective: 1. Students will acquire knowledge about four main parts of a computer. 2. Students will learn about function of different parts.	
Learning Outcomes: 1. Students can identify four main parts of a computer. 2. Students can tell about the function of the monitor, mouse, CPU, keyboard. 3. Students can tell the uses of a computer. 4. Students can explain how computer is helpful in drawing, coloring, entertainment, etc.			
Stage 2- Learning Plan			
Teachers to Gauge Previous Knowledge of the Students/ Pre-Preparation Before taking the Session: (Pls specify and add more points if need be as per the plan) 1. Teacher will ask students to explain- What is a computer? 2. Teacher will ask students -Do you use computer?		Teaching Aids 1. Stationery/TL Aids: Classroom objects like Pen, Pencil, Chalk, Duster, Projector, Pictorial Chart 2. Printed Material/Books: Book 1 Code AI 3. Worksheets/Workbook: Worksheet 4. Multi media / Video link: Main book multimedia	

Methodology :

Session/Period 1(Topic): Introduction to Parts of a Computer, Functions of Computer Parts.

Aim: To get knowledge of computer parts and their functions.

Strategy: With the help of chart/labeled diagram, give a brief recap of natural and man-made things and machines. Using pictorial representation gives a recall to characteristics of a computer.

First, explain about our body parts and ask students about special function of a body part like eyes, hands, legs, etc.

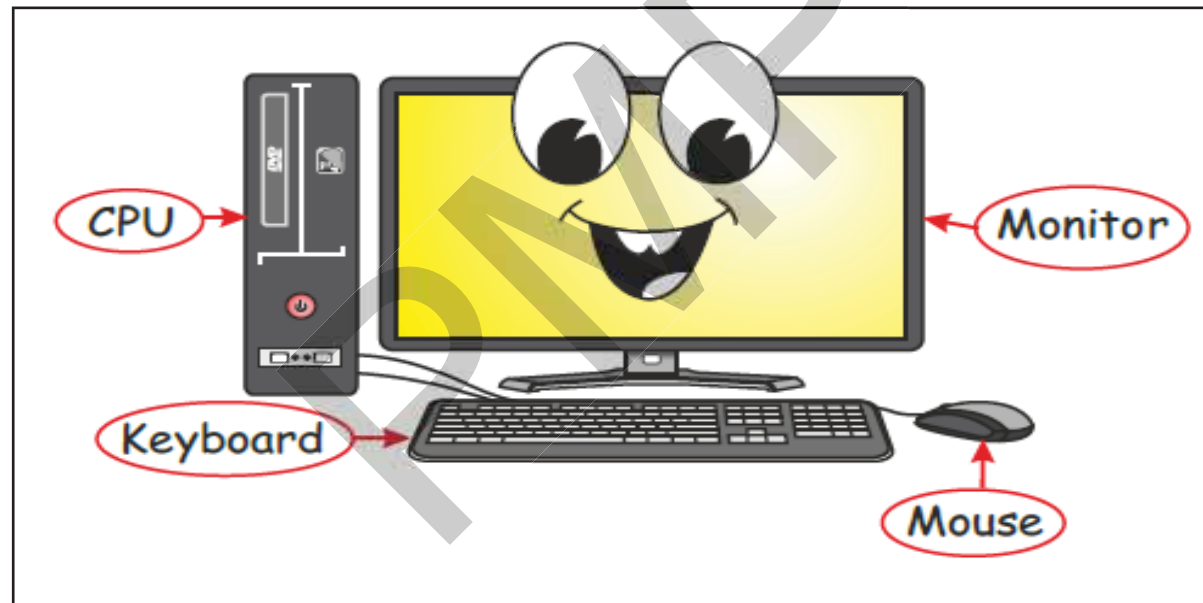
In brief, explain about four main parts of a computer:

CPU

Monitor

Keyboard

Mouse



The teacher will explain how these parts help a computer system to work.

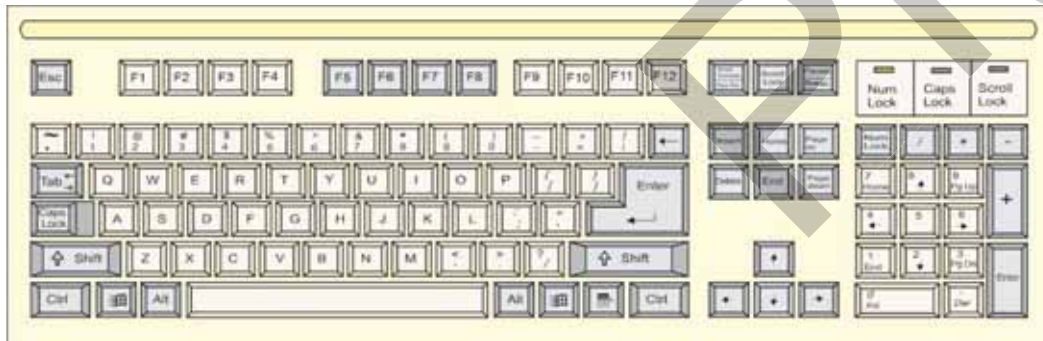
Now, the teacher will explain the functions of computer parts, one by one.

Monitor



I am Monitor. I look like a TV screen. I have few buttons to adjust my brightness and sharpness. I am used to show pictures, movies, texts, drawings and games.

Keyboard



I am Keyboard and I am used to type words and numbers on a computer.

CPU



I am Central Processing Unit.
I am the brain of a computer.
I can control all the parts of the
computer.

Mouse



I am the Computer Mouse. I
have two buttons and a scroll
wheel. I help you to draw, paint
and play games on a
computer.

At the end of the session, students will understand **(in the last 5 minutes)**:

- Parts of computer: monitor, keyboard, mouse, CPU
- Functions of computer parts.

Expected Skills achieved by the learners: Cognitive Skills and Observing Skills

HOMEWORK:

Tick the correct answer:

- The monitor looks like a _____ screen.
a. CPU b. mobile c. television
(Chapter 2 / Topic: Computer Part: Monitor / Exercise: Tick the correct answer, Q1)
- Keyboard is used to type _____ and numbers.
a. words b. songs c. videos
(Chapter 2 / Topic: Computer Part: Keyboard / Exercise: Tick the correct answer, Q2)
- A computer mouse has _____ buttons.
a. two b. three c. four
(Chapter 2 / Topic: Computer Part: Mouse / Exercise: Tick the correct answer, Q3)

Write 'T' for True and 'F' for False statements.

- A computer has three main parts.

(Chapter 2 / Topic: Parts of computer/ Exercise: True or False, Q1)
- The CPU has many buttons called keys.

(Chapter 2 / Topic: Parts of computer/ Exercise: True or False, Q2)

Who am I?

- I have many buttons which are used to type numbers and words.
____ Y ____ A ____ D
(Chapter 2 / Topic: Parts of Computer: Keyboard / Exercise: Who am I, Q1)
- I help you to draw lines, paint shapes and play games.
____ O ____ E
(Chapter 2 / Topic: Parts of Computer: Mouse / Exercise: Who am I, Q2)
- I am the brain of a computer.
____ P ____
(Chapter 2 / Topic: Parts of Computer: CPU / Exercise: Who am I, Q3)

Session/Period 2 (Topic): Uses of a Computer

Aim: To get knowledge about how the computer is useful to students.

Strategy: (In first 5 minutes) Ask students about parts of a computer and functions of the same they have learned in the previous session using presentation/chart.

Now the teacher will start next topic:

Uses of a computer:

- drawing and coloring
- playing games
- watching movies and cartoons
- playing music
- typing
- searching on the internet
- chatting
- saving

The teacher can explain uses by showing them on projector.

At the end of the session students will understand the uses of a computer.

Expected Skills achieved by the learners: Cognitive Skills, Fine Motor Skills

Homework:

Tick the correct answer:

- We can listen to songs with the help of _____.
a. keyboard b. speakers c. mouse

(Chapter 2 / Topic: Uses of a Computer / Exercise: Tick the correct answer, Q4)

Write 'T' for True and 'F' for False statements.

- We can play games on a computer.
(Chapter 2 / Topic: Uses of a Computer/ Exercise: True or False, Q3)

- A computer can help us in chatting.
(Chapter 2 / Topic: Uses of a Computer/ Exercise: True or False, Q4)
- A computer can store our work for future use.
(Chapter 2 / Topic: Uses of a Computer/ Exercise: True or False, Q5)

Fill in the boxes.

- We can watch M ___ V ___ S and cartoons on a computer.
(Chapter 2 / Topic: Uses of a Computer/ Exercise: Fill in the boxes, Q1)
- We can draw and P ___ I ___ T shapes using mouse.
(Chapter 2 / Topic: Uses of a Computer/ Exercise: Fill in the boxes, Q2)
- We can play many G ___ M ___ S on a computer.
(Chapter 2 / Topic: Uses of a Computer/ Exercise: Fill in the boxes, Q3)
- We can T ___ P ___ our name and class on a computer.
(Chapter 2 / Topic: Uses of a Computer/ Exercise: Fill in the boxes, Q4)
- We can S ___ A ___ C ___ information on a computer.
(Chapter 2 / Topic: Uses of a Computer/ Exercise: Fill in the boxes, Q5)
- Write the uses of a computer by looking at the picture.

Activities /Project /Integratıon/Research Work:

1. Integratıon

- Integratıon is done with art and craft. Paste different parts of computer on chart paper and color them.
- Draw a computer and color it.

2. **(Pls specify about project work / research work and details as per the activities)**

- Prepare a pictorial chart to show uses of computers.
- Prepare a model of computer using waste boxes, wires, etc.

(To be further elaborated by the teacher)

Class work: (Pls specify the class work)

1. Read the chapter and solve exercises.

(The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered, as class work)

Reinforcement of Contents:

1. A computer has four main parts that help it to work.
2. Monitor displays everything we do on a computer.
3. Keyboard is used to type numbers and words on a computer.
4. CPU controls all the parts of the computer.
5. We can draw and paint quickly and easily on a computer.
6. A computer can entertain us by showing movies and cartoons.
7. A computer can store work for future use.

Revision:

1. Parts of a computer: monitor, keyboard, mouse, CPU.
2. Functions of computer parts.
3. Uses of a computer:
 - drawing and coloring
 - playing games
 - watching movies and cartoons
 - playing music
 - typing
 - searching on the internet
 - chatting
 - saving

Note: - Respective teacher to further plan the session based on the understanding **reflected** by the learners in the class. Teacher can also suggest the learners to **inquire** further.

Homework/ Assignment /Activity back Home:

1. Write the name of the parts of a computer.

2. Write function of CPU.
3. Write three or four uses of a computer.

Assessment Means:

1. Classroom quiz
2. Explanation of topic
3. Questions
4. Identification using pictures

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
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5. Assessment schedule of the school
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PROJECTED LESSON PLAN

DATE (Date/Period of execution)			
CLASS - 1	SECTION _____ (To be filled by the teacher)	NO. OF STUDENTS (To be filled by the teacher)	_____ students
SUBJECT	Computer	DURATION OF PERIOD	35 to 40 minutes
THEME/CONTENT/CHAPTER	The Keyboard and Mouse	UNIT/SUB-UNIT	Chapter 3
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____
Stage 1- Desired Results			
General Objective : 1. To develop the interest of students in learning Computer. 2. To develop the interest of students in computer parts. 3. To enable them to identify the different types of keys of a keyboard. 4. To make them understand the functions of keys. 5. To make them understand the different functions of a mouse.		Specific Objective : 1. Students will acquire knowledge about features of a keyboard. 2. Students will learn about different parts of a mouse.	
Learning Outcomes: 1. Students can tell about the features of a keyboard. 2. Students can identify different keys of a keyboard. 3. Students can tell about the functions of different keys. 4. Students can tell about the different parts of a mouse.			
Stage 2- Learning Plan			
Teachers to Gauge Previous Knowledge of the Students/ Pre-Preparation Before taking the Session: (Pls specify and add more points if need be as per the plan) 1. Teacher will ask students for what purpose they use computer.		Teaching Aids : (Pls specify as per the plan) 1. Stationery/TL Aids: Classroom objects like Pen, Pencil, Chalk, Duster, Projector 2. Printed Material/Books: Book 1 Code AI 3. Worksheets/Workbook: Worksheet 4. Multi media/Video link: Main book multimedia	

2. Teacher will ask students about parts of a computer.

Methodology:

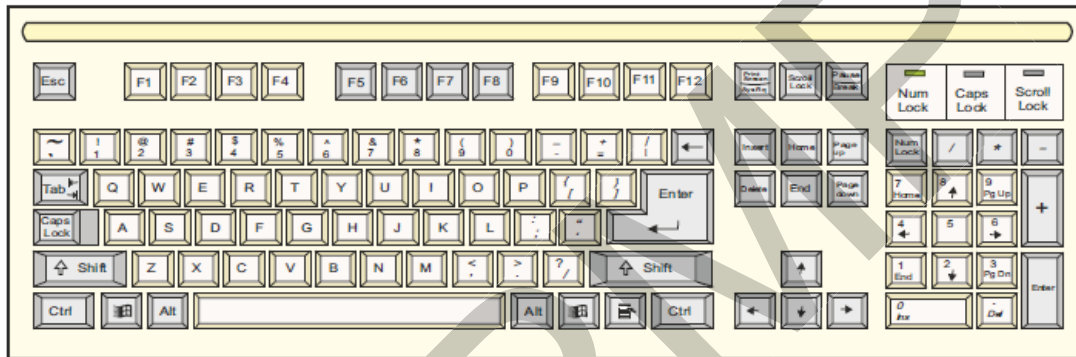
Session/Period 1(Topic): Introduction to Keyboard, Features of a Keyboard, Alphabet Keys, Number Keys

Aim: To get knowledge of computer keyboards and its features.

Strategy: With a labeled diagram, give a brief recap of parts of the computer and uses of the computer they have learnt in the last session.

First explain to students the way they use pencils to write in notebooks, the same way the keyboard is used to write on a computer.

Keyboard

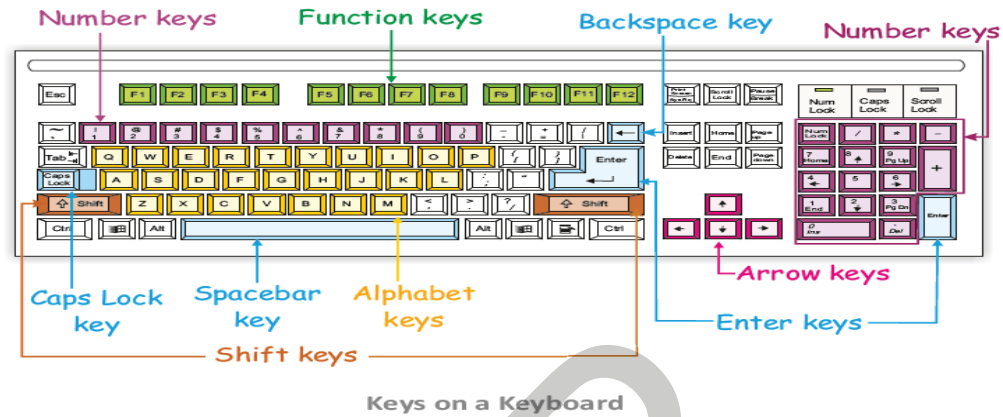


Writing on a computer using the keyboard is called typing.

Now, the teacher will start the next topic:

Features of a Keyboard:

- Keyboard is one of the main parts of the computer.
- Keyboard is used to type on computer.
- It has many buttons, which are called keys.
- There are 101 to 105 keys on the keyboard.
- The keys are mainly divided into five groups:
 - Alphabet Keys (A to Z)
 - Number Keys (0 to 9)
 - Special Keys (Enter, Spacebar, Caps Lock, Backspace etc.)
 - Function Keys (F1 to F12)
 - Arrow Keys (Up, Down, Left and Right)



Now, the teacher will explain about Alphabet keys:

- They are 26 in number (A to Z)
- They help you to type words and sentences.



Number keys:

- They are ten in number (0-9)
- They are used to type numbers and digits.
- Number keys are present at two places on the keyboard:
 1. Upper row of the Alphabet keys
 2. On the far right keyboard, Numeric keypad



At the end of the session, students will understand **(in the last 5 minutes)**:

- Keyboard
- Features of keyboard
- Alphabet keys
- Number keys

Expected Skills achieved by the learners: Cognitive Skills and Spatial Skills

HOMEWORK:

Tick the correct answer:

- A _____ is used to type into a computer.
a. keyboard b. printer c. mouse
(Chapter 3 Topic: Keyboard / Exercise: Tick the correct answer, Q1)
- There are _____ Alphabet keys on the keyboard.
a. 12 b. 20 c. 26
(Chapter 3 Topic: Alphabetic Keys / Exercise: Tick the correct answer, Q2)

Write 'T' for True and 'F' for False statements.

- Alphabet keys are used to type words.
(Chapter 3 Topic: Alphabetic Keys / Exercise: Tick the correct answer, Q1)

Guess and complete the name of the following keys

- We can type our names.
A ___ P ___ A ___ T K ___ YS
(Chapter 3 Topic: Alphabetic Keys / Exercise: Guess and Complete the name, Q1)

Session/Period 2 (Topic): Special Keys, Function Keys, Arrow Keys

Aim: To get knowledge about different keys and their functions.

Strategy: (in first 5 minutes) Using the keyboard diagram teacher will give a brief recap of the keyboard, features of keyboard, alphabetic keys and number keys.

Now, the teacher will start the next topic:

The teacher will first explain the special keys of a keyboard:

- Enter Key
- Spacebar Key

- Caps Lock Key
- Backspace Key
- Delete Key

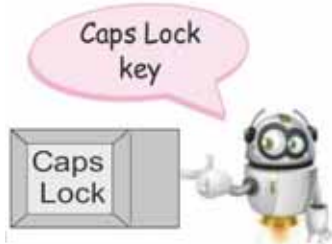
Explain one by one in detail:



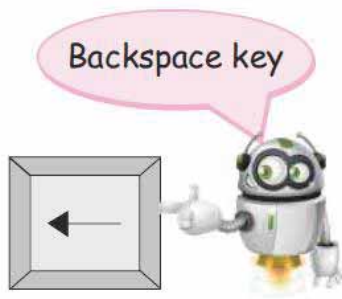
- Used to move the cursor to the next line while typing.
- It is also called Return key.
- There are two Enter keys.
- A cursor is a small blinking line on the monitor.



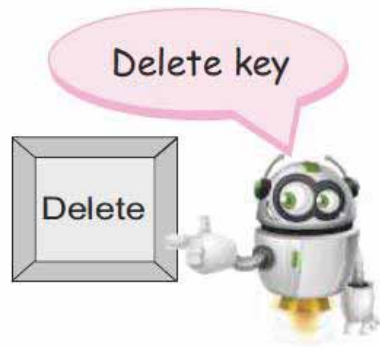
- **Longest** key on the keyboard.
- Used for giving a blank space to the right of a character.



- It is an On/Off key.
- If it is on, capital (A,B,C...) letters are typed.
- If it is off, small (a,b,c...) letters are typed.



- It is used to erase the letters or numbers to the left of the cursor.
- Last key in the row of Number keys, marked with backward arrow.



- It is used to erase the letters or numbers to the right of the cursor.

The teacher can explain the function of special keys using a projector.
Now, the teacher will explain function keys and arrow keys:



- There are twelve Function keys marked with F1 to F12.
- Located on the topmost row of the keyboard.



- There are four arrow keys on the keyboard.
- Used to move the cursor **up, down, left and right on the monitor.**

At the end of the session, students will understand:

- Special keys: Enter, Caps Lock, Backspace, Delete, Shift, etc.
- Function keys
- Arrow keys

Expected Skills achieved by the learners: Cognitive Skills

Homework:

Tick the correct answer:

- Enter key is also called _____ key.
a. exit b. return c. function

(Chapter 3 / Topic: Special Keys: Enter Key / Exercise: Tick the correct answer, Q3)

- Backspace key is used to erase the letters to the _____ of the cursor.
a. middle b. right c. left

(Chapter 3 / Topic: Special Keys: Backspace Key / Exercise: Tick the correct answer, Q4)

Write 'T' for True and 'F' for False statements.

- Spacebar is the shortest key on the keyboard.
(Chapter 3 / Topic: Special Keys: Spacebar key/ Exercise: True or False, Q2)
- There are ten function keys on the keyboard.
(Chapter 3 / Topic: Function Keys/ Exercise: True or False, Q3)

Guess and complete the name of the following key(s).

- When I am On, I type capital letters.
C ___ P ___ ___ ___ C ___
(Chapter 3 Topic: Special Keys: Caps Lock Key / Exercise: Guess and Complete the name, Q2)
- I can move the cursor to the next line.
E ___ T ___ R K ___ Y
(Chapter 3 Topic: Special Keys: Enter Key / Exercise: Guess and Complete the name, Q3)
- I can erase the letters and numbers from the left.
B ___ C ___ S ___ ___ C ___ K ___ Y
(Chapter 3 Topic: Special Keys: Backspace Key / Exercise: Guess and Complete the name, Q4)

Session/Period 3 (Topic): Mouse, Functions of a Mouse

Aim: To get knowledge about mouse, parts of a mouse and functions of a mouse.

Strategy: (in the first 5 minutes) Using a keyboard diagram/projector teacher will give a brief recap of keyboard, special keys, function keys, arrow keys which they have learnt in the last two sessions.

Now, the teacher will start explaining about mouse by showing mouse physically/ figure:

Parts of a Mouse



Holding a Mouse



The teacher will show practically the proper way of holding a mouse.

Now, the teacher will continue with the topic:

Functions of a mouse:

- Clicking: Pressing the mouse button is called **clicking**.
- Single-click: Pressing the left mouse button once is called **single-click**, used to select an item.
- Double-click: Pressing the left mouse button twice (two times) is called **double-click**, used to open a file.
- Right-click: Pressing the **right** mouse button is called **right-click**, used to open a pop-up menu.
- Dragging: Clicking and holding the left button while moving the mouse is called **dragging**.

- Scrolling: The scroll wheel is used for scrolling up and down on the monitor.

At the end of the session, students will understand:

- mouse
- parts of mouse
- holding a mouse
- functions of a mouse

Expected Skills achieved by the learners: Cognitive Skills and Fine Motor Skills

HOMEWORK:

Tick the correct answer:

- A mouse is a _____ device.
a. holding b. pointing c. typing
(Chapter 3 Topic: mouse / Exercise: Tick the correct answer, Q5)

Write 'T' for True and 'F' for False statements.

- We keep our index finger on the left mouse button.
(Chapter 3 Topic: Holding a mouse / Exercise: Tick the correct answer, Q4)
- We cannot drag pictures using a mouse.
(Chapter 3 Topic: Functions of a mouse / Exercise: Tick the correct answer, Q5)
- Pressing the left mouse button once is called a single click.

(Chapter 3 Topic: Functions of a mouse / Exercise: Tick the correct answer, Q6)

Activities /Project /Integration/Research Work:

1. Integration
 - Integration is done with Art and Craft. Draw a keyboard.
 - Use different colors for different keys e.g. blue for function keys, yellow for special keys, green for number keys, etc.
2. **(Pls specify about project work / research work and details as per the activities)**
 - Prepare a keyboard on chart paper/hardboard.
 - Prepare a drawing of a mouse (by joining dots).

(To be further elaborated by the teacher)

Class work:

1. Read the chapter and solve exercises.

(The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered, as class work)

Reinforcement of Contents: (Pls write the key points that teacher will reinforce)

1. A keyboard is used to type on the computer screen.
2. There are 26 Alphabet keys used to type words and sentences.
3. There are ten Number keys used to type numbers. Number keys are present at two places on the keyboard:
 1. Upper row of the Alphabet keys
 2. On the far right keyboard, Numeric Keypad
4. There are four arrow keys for moving the cursor.
5. Function keys are used to perform different functions.
6. Mouse is a pointing device that is used to draw paint, and play games.
7. A mouse has two buttons and a small wheel on it.
8. Single-click, double-click, right-click and dragging are different functions of the mouse.

Revision: (Pls write the key points that teacher will revise)

1. Keyboard:

- Keyboard is used to type on computer.
- It has many buttons, which are called keys.
- There are 101 to 105 keys on the keyboard.
- The keys are mainly divided into five groups:

- Alphabet Keys (A to Z)
- Number Keys (0 to 9)
- Special Keys (Enter, Spacebar, Caps Lock, Backspace, Delete, Shift)
- Function Keys (F1 to F12)
- Arrow keys (Up, Down, Left and Right)

2. Mouse

3. Parts of a mouse

4. Functions of a mouse.

Note: - Respective teacher to further plan the session based on the understanding **reflected** by the learners in the class. The teacher can also suggest the learners to **inquire** further.

Homework/ Assignment /Activity back Home: (Pls add more if need be as per the plan)

1. Write the name of special keys of a keyboard.
2. Write the functions of a mouse.
3. Write the use of arrow keys.
4. Write the use of a keyboard.

Assessment Means:

1. Classroom quiz
2. Explanation of topic
3. Questions
4. Group discussion

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

PROJECTED LESSON PLAN

DATE (Date/Period of execution)			
CLASS - 1	SECTION _____ (To be filled by the teacher)	NO. OF STUDENTS (To be filled by the teacher)	_____ students
SUBJECT	Computer	DURATION OF PERIOD	35 to 40 minutes
THEME/CONTENT/CHAPTER	Paint Introduction	UNIT/SUB-UNIT	Chapter 4
NAME OF THE TEACHER(S) (To be filled by the teacher)			
Stage 1- Desired Results			
General Objective: 1. To develop the interest of students in learning Computer. 2. To enable them to draw different shapes using Shapes group. 3. To make them understand how they can save their work for future use.		Specific Objective: 1. Students will learn how to start Paint program. 2. Students will acquire knowledge about various tools in the tools group. 3. Students will learn about the use of various tools.	
Learning Outcomes: 1. Students can tell how to start Paint program. 2. Students can tell about parts of Paint program. 3. Students can tell about colors group of Paint. 4. Students can tell about the different tools available in the Tools group. 5. Students can tell how to save drawings. 6. Students can tell about Ribbon. 7. Students can tell how one can add text to the drawing.			

Stage 2- Learning Plan

Teachers to Gauge Previous Knowledge of the Students/

Pre-Preparation Before taking the Session:

(Pls specify and add more points if need be as per the plan)

1. Teacher will ask students - Do you like drawing and coloring?
2. Teacher will ask students - Are you able to hold the mouse properly?

Teaching Aids: (Pls specify as per the plan)

1. Stationery/TL Aids: Classroom objects like Pen, Pencil, Chalk, Duster, Projector
2. Printed Material/Books: Book 1 CodeAI
3. Worksheets/Workbook: Worksheet
4. Multi media / Video link: Main book multimedia

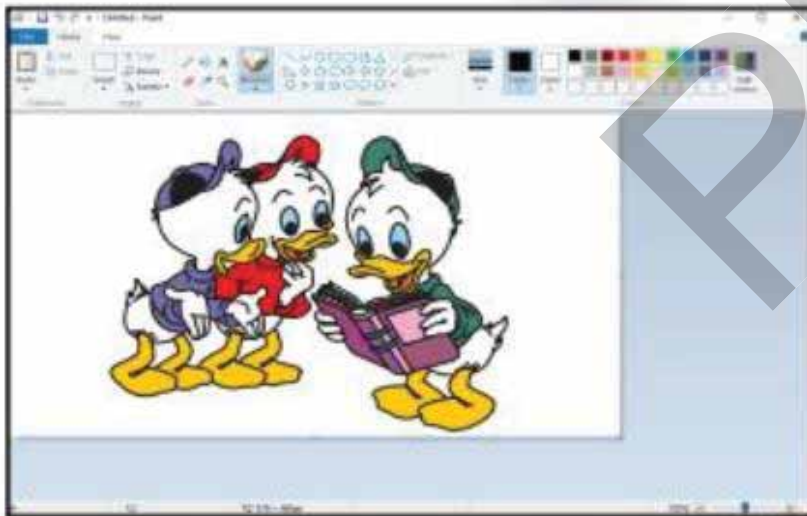
Methodology:

Session/Period 1(Topic): Introduction to Paint, Starting Paint Program, Parts of Paint Program.

Aim: To get the knowledge of Paint program and its screen (parts of Paint program)

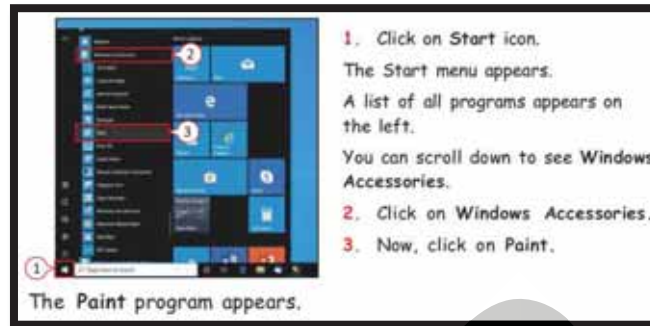
Strategy: With the help of a projector/physical mouse give a brief recap of functions of mouse. Practically show them how to hold the mouse properly.

First, give an introduction to Paint or MS-Paint program:



- Colorful drawing program
- Developed by **Microsoft**
- Used to draw, color and edit pictures and shapes.

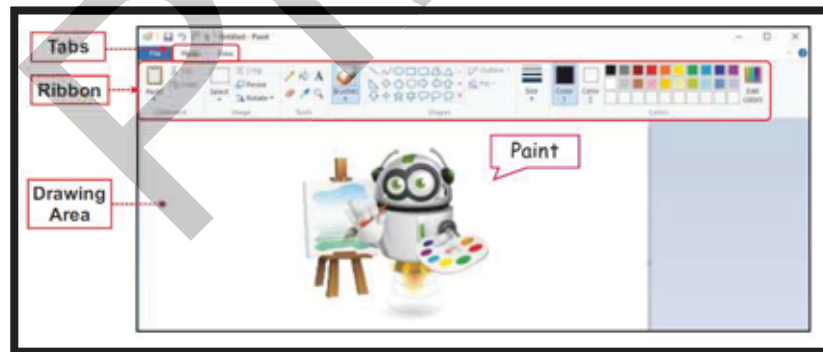
Now, explain how to start the Paint program by showing the steps on the projector:



In brief, explain parts of Paint program: (Teacher can show the Paint program window on projector)

- Tabs:
Home and **View** are two main tabs.
- Ribbon:
It contains different **groups**. Each group contains different **tools**. Tools are useful to make a drawing.
- Drawing area:
Blank area to draw and paint.

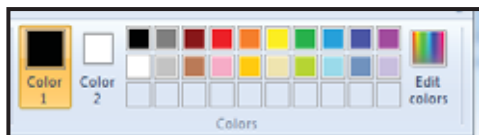
Parts of Paint Program



Ribbon of Home tab



Colors Group



- Colors group is in the right side of the Ribbon.
- It is used to select the color to fill in your drawing.

At the end of the session, students will understand **(In the last 5 minutes):**

- Introduction to Paint.
- How to start Paint program?
- Parts of Paint program.

Expected Skills achieved by the learners: Cognitive Skills

HOMEWORK:

Tick the correct answer:

- _____ program is used to draw and color objects.
a. Paint b. Notepad c. Calculator
(Chapter 4 / Topic: Introduction to Paint / Exercise: Tick the correct answer, Q1)
- _____ contains different groups.
a. Canvas b. Tab c. Ribbon
(Chapter 4 / Topic: Parts of Paint program: Ribbon / Exercise: Tick the correct answer, Q2)

Write 'T' for True and 'F' for False statements.

- Colors group is on the left side of the Ribbon.
(Chapter 4 / Topic: Parts of Paint program/ Exercise: True or False, Q1)

Answer the following questions

- What is the use of Paint program?

(Chapter 4 / Topic: Introduction to Paint Program / Exercise: Answer the following questions, Q1)

Session/Period 2 (Topic): Tools in the Tools Group, How To Save Drawing

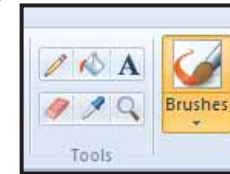
Aim: To get knowledge about different tools used to create a drawing and how students can save drawing for future work.

Strategy: (In first 5 minutes) Ask students to introduce the Paint program. Show parts of Paint program on a projector and give a brief recap of it.

Now, the teacher will start next topic:

Tools in the Tools Group:

- **Pencil Tool:** It is just like real pencil. You can draw straight, wavy or curved lines with it.
- **Eraser Tool:** It is just like real eraser, used to erase your drawings.
- **Brushes Tool:** It is used just like a real paint brush.
- **Shapes Group:** You can use the Shapes group to draw different shapes such as rectangle, oval, triangle, star etc.
- **Line Tool:** You can use Line Tool to draw straight and slant lines of varying thickness.
- **Rectangle Tool:** You can draw rectangle and square with this tool.
- **Oval Tool:** It is used to draw circle and oval shapes.
- **Fill with Color Tool:** This tool is used to fill color in drawing.
- **Polygon Tool:** This tool is used to make a shape with any number of sides.
- **Curve Tool:** You can draw curved lines with Curve tool.
- **Text Tool:** Suppose you need to add your name into your drawing. The text tool is helpful for that.

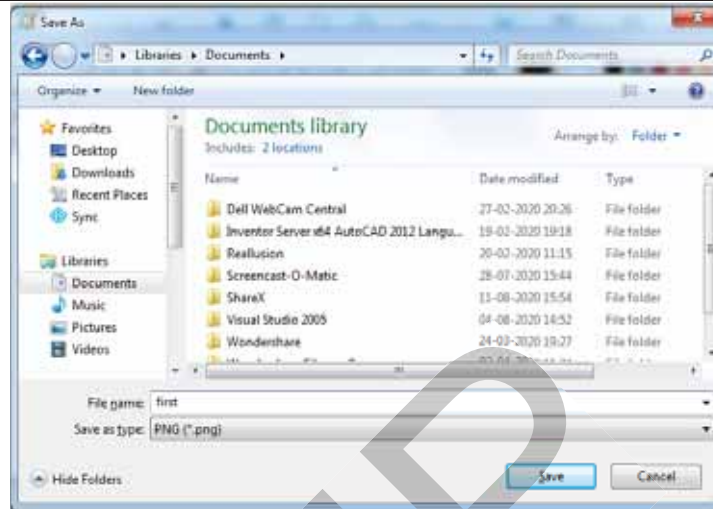
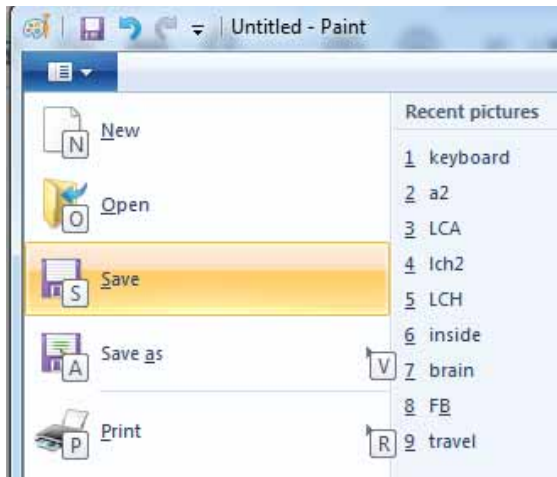


Now, the teacher can use projector to demonstrate how the tools are used in drawing.

Saving Your Drawing

Firstly, the teacher will explain why one should save the drawing/work.

Now, The teacher will demonstrate the steps to save the drawing:



- Click on **File menu**.
 - Select **Save** option. (File --> Save)
 - The **Save As** dialog box appears.
 - Type the name in **File Name** text box.
 - Click on **Save** button.
- Ctrl + S** is the shortcut key to save drawing.

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At the end of session, students will understand:

- tools of Tools group
- how to save drawing

Expected Skills achieved by the learners: Cognitive Skills, Fine Motor Skills

Homework:

Tick the correct answer:

- _____ tool is used to draw straight and slant lines.
a. Line b. Circle c. Brush
(Chapter 4 / Topic: Tools: Line Tool / Exercise: Tick the correct answer, Q3)
- _____ tool is used to type within a drawing.
a. b. c. A

(Chapter 4 / Topic: Tools: Text Tool / Exercise: Tick the correct answer, Q4)




Write 'T' for True and 'F' for False statements.

- Oval tool is used to delete drawings.
(Chapter 4 / Topic: Tools: Oval Tool/ Exercise: True or False, Q2)
- Curve tool is used to draw straight lines.
(Chapter 4 / Topic: Tools: Curve Tool / Exercise: True or False, Q3)
- We can type text in a Paint program.
(Chapter 4 / Topic: Tools: Text Tool / Exercise: True or False, Q4)

Fill in the boxes

- P ___ N ___ L tool is used to draw straight and wavy lines.
(Chapter 4 / Topic: Tools: Pencil Tool / Exercise: Fill in the boxes, Q1)
- E ___ S ___ R tool used to erase any part of the drawing.
(Chapter 4 / Topic: Tools: Eraser Tool / Exercise: Fill in the boxes, Q2)
- S ___ A ___ S group is used to draw different types of shapes.
(Chapter 4 / Topic: Tools: Shapes Tool / Exercise: Fill in the boxes, Q3)

Write the names of the following tools.

1.  _____
2.  _____
3.  _____

Answer the following questions.

- Which tool is used to make a shape with any number of sides?

(Chapter 4 / Topic: Tools: Polygon Tool / Exercise: Answer the following questions, Q2)

Activities /Project /Integratoin/Research Work:

1. Integration

- Integration is done with Art, Nature and Mathematics.
- Ask students to draw different shapes.
- Ask students to make a drawing by using basic shapes. (Sun, Temple, Tree, Boat etc.)

2. **(Pls specify about project work / research work and details as per the activities)**

- Prepare a pictorial chart to show the use of different tools of Paint program.
- Prepare a drawing using the Paint program and take a black and white printout and do color it.

(To be further elaborated by the teacher)

Class work:

1. Read the chapter and solve exercises.
2. Write the steps to open Paint.
3. Write the steps to save drawing.

(The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered, as class work)

Reinforcement of Contents: (Pls write the key points that teacher will reinforce)

1. Paint is a drawing program used to draw and edit objects.
2. **Ribbon** contains different groups, which contain different commands required to make a drawing.
3. **Colors** group is used to select the color to fill in the drawing.

4. **Pencil** tool is used to draw straight, wavy and curved lines.
5. **Shapes** group is used to draw different types of shapes.
6. **Text** tool is used to type in Paint.

Revision : (Pls write the key points that teacher will revise)

1. Introduction to Paint
2. Parts of the Paint program:
Tabs, Ribbons, Drawing area.
3. Colors Group
4. Tools in the Tools Group, Use of Paint
 - **Pencil Tool**
 - **Eraser Tool**
 - **Brushes Tool**
 - **Shapes Group**
 - **Line Tool**
 - **Rectangle Tool**
 - **Oval Tool**
 - **Fill with Color Tool**
 - **Polygon Tool**
 - **Curve Tool**
 - **Text Tool**
5. Saving a drawing for future use

Note: - Respective teacher to further plan the session based on the understanding **reflected** by the learners in the class. The teacher can also suggest the learners to **inquire** further.

Homework/ Assignment /Activity back Home: (Pls add more if need be as per the plan)

1. Write name of three different tools we use.
2. Write the steps to save a drawing.
3. Why we should save our drawing/work?

Assessment Means: (Pls add more if need be as per the plan)

1. Identification of tools using pictures

2. Classroom quiz
3. Explanation of topic
4. Discussion in group

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

PROJECTED LESSON

DATE (Date/Period of execution)			
CLASS - 5	SECTION _____ (To be filled by the teacher)	NO. OF STUDENTS (To be filled by the teacher)	_____ students
SUBJECT	Computer	DURATION OF PERIOD	35 to 40 minutes
THEME/CONTENT/CHAPTER	Data and Memory	UNIT/SUB-UNIT	Chapter 5
NAME OF THE TEACHER(S) (To be filled by the teacher)	_____		
Stage 1- Desired Results			
General Objective:		Specific Objective:	
<ol style="list-style-type: none"> 1. To develop the interest of students in learning Computer. 2. To enable them to understand the need for memory in a computer. 3. To make them understand the difference between human and computer memory. 		<ol style="list-style-type: none"> 1. Students will acquire knowledge about how a computer works. 2. Students will learn about data and information. 3. Students will learn about computer memory. 	
Learning Outcomes:			
<ol style="list-style-type: none"> 1. Students can tell how a computer works. 2. Students can tell about data and information. 3. Students now know why a computer needs memory. 4. Students can tell about computer memory. 5. Students can differentiate between human memory and computer memory. 			
Stage 2- Learning Plan			
Teachers to Gauge Previous Knowledge of the Students/ Pre-Preparation Before taking the Session: (Pls specify and add more points if need be as per the plan)		Teaching Aids: (Pls specify as per the plan)	
		<ol style="list-style-type: none"> 1. Stationery/TL Aids: Classroom objects like Pen, Pencil, Chalk, Duster, Projector, Pictorial Chart 2. Printed Material/Books: Book 1 CodeAI 3. Worksheets/Workbook: Worksheet 	

1. Teacher will ask students- How they saved their drawings in Paint program?
2. Teacher will ask students- How they remember general things?
3. Teacher will ask students- Do they follow their parent's instructions?

4. Multi media/Video link: Main book multimedia

Methodology :

Session/Period 1(Topic): How Computer Works, Data and Information, Memory

Aim: To get knowledge of how computer works, What data and information is, How computers store data and information in memory.

Strategy: By showing some pictures on the projector, the teacher will give a brief recap of the computer parts and how they can save their drawing in Paint.

Now, give students some common instructions like clap once, get up on your place, turn around, etc. In that way make them understand instructions.

The teacher will explain in the same way computer needs some kind of instructions from us to work. You need to give it some kind of data and instructions to get information.

- The instruction given by you to a computer is in the form of **data**. Data is a collection of unorganized words, numbers, and images.
- The computer follows those instructions, **processes** them and shows the final result.
- The final work done by the computer is in the form of **information**. Information is a meaningful and organized form of data.

Now, the teacher will start next topic:

Memory:

The teacher will ask students their Name, Address, etc., and make them understand such information is stored in their memory (brain).

Similarly, computer can also remember data and information by storing them in **memory**.

The computer has a larger memory than humans.

Computer does not forget anything.

At the end of a session (**in the last 5 minutes**) students will understand about:

- how computer works
- data
- information
- memory

Expected Skills achieved by the learners: Cognitive Skills and Spatial Intelligence.

HOMEWORK:

Tick the correct answer:

- _____ is a collection of unorganized words.
a. Data b. Memory c. Information
(Chapter 5 / Topic: Data / Exercise: Tick the correct answer, Q1)
- _____ has a larger memory than humans.
a. Computer b. Table c. Microwave
(Chapter 5 / Topic: Memory / Exercise: Tick the correct answer, Q2)

Write 'T' for True and 'F' for False statements.

- Data is used to store information in a computer.
(Chapter 5 / Topic: Memory/ Exercise: True or False, Q1)
- Information is the final work done by the computer.
(Chapter 5 / Topic: How Computer works? / Exercise: True or False, Q2)
- A computer does not forget anything.
(Chapter 5 / Topic: Memory/ Exercise: True or False, Q3)

Fill in the blanks after unscrambling the letters.

- organized form of data _____.
R F A I O M N I T N O
(Chapter 5 / Topic: Information / Exercise: Fill in the blanks, Q1)
- Used to remember things _____.
R M M O Y E
(Chapter 5 / Topic: Memory / Exercise: Fill in the blanks, Q2)

Activities /Project /Integration/Research Work:

1. Integration
Integration is done with Mathematics. Ask students to remember tables up to 3.
Integration with Art and Craft. Ask students to prepare a flash card memory game.
2. **(Pls specify about project work / research work and details as per the activities)**
 - Write step-by-step instructions to draw a hut.
 - Prepare a flash card/chart for the memory game.

(To be further elaborated by the teacher)

Class work:

1. Read the chapter and solve exercises.
2. Draw the figure of data, process, information.

(The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered, as class work)

Reinforcement of Contents:

1. Computer takes instructions from us in the form of data.
2. Data is a collection of unorganized words, numbers and images.
3. Information is a meaningful and organized form of data.
4. A computer remembers the data and information by storing them in its memory.

Revision:

1. How computer works?
2. What is data?
3. What is information?
4. Difference between data and information.
5. Why does computer need a memory?
6. What is Computer memory?
7. Difference between human memory and computer memory.

Note: - Respective teacher to further plan the session based on the understanding **reflected** by the learners in the class. The teacher can also suggest the learners to **inquire** further.

Homework/ Assignment /Activity back Home:

1. What is data?
2. What is information?
3. Draw a sun. Write steps to draw the same.

Assessment Means:

1. Classroom quiz
2. Explanation of topic
3. Questions
4. Memory game

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observation:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

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PROJECTED LESSON PLAN

DATE (Date/Period of execution)			
CLASS - 1	SECTION _____ (To be filled by the teacher)	NO. OF STUDENTS (To be filled by the teacher)	_____ students
SUBJECT	Computer	DURATION OF PERIOD	35 to 40 minutes
THEME/CONTENT/CHAPTER	Tux Paint - Introduction	UNIT/SUB-UNIT	Chapter 6
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____
Stage 1- Desired Results			
General Objective:		Specific Objective:	
<ol style="list-style-type: none"> 1. To develop the interest of students in learning Computer practically. 2. To enable them to make drawings on a computer using Tux Paint. 3. To enable them to Open, Save drawing. 4. To enable them to Quit Tux Paint. 		<ol style="list-style-type: none"> 1. Students will learn how to start Tux Paint program. 2. Students will acquire knowledge of various components of Tux Paint. 3. Students will learn about different tools to draw and color in Tux Paint. 	
Learning Outcomes:			
<ol style="list-style-type: none"> 1. Students can give an introduction to Tux Paint. 2. Students can tell how to start Tux Paint program? 3. Students can tell the components of Tux Paint Window. 4. Students can tell about different tools of Toolbar. 5. Students can tell how to quit from Tux Paint program. 6. Students can tell how drawing is saved in Tux Paint. 			

Stage 2- Learning Plan

Teachers to Gauge Previous Knowledge of the Students/

Pre-Preparation Before taking the Session:

(Pls specify and add more points if need be as per the plan)

1. Teacher will ask students - Do you like drawing and coloring?
2. Teacher will ask students - Do you use computer to draw and paint?
3. Teacher will ask students - Which computer program you use to draw and paint?

Teaching Aids: (Pls specify as per the plan)

1. Stationery/TL Aids: Classroom objects like Pen, Pencil, Chalk, Duster, Projector
2. Printed Material/Books: Book 1 CodeAI
3. Worksheets/Workbook: Worksheet
4. Multi media / Video link: Main book multimedia

Methodology:

Session/Period 1(Topic): Introduction to Tux Paint, Starting Tux Paint, Components of Tux Paint window

Aim: To get knowledge about Tux Paint and its components.

Strategy: The teacher will give a brief recap of MS Paint which they have learnt in chapter 4 by demonstrating it on a projector.

Now the teacher will start the topic:

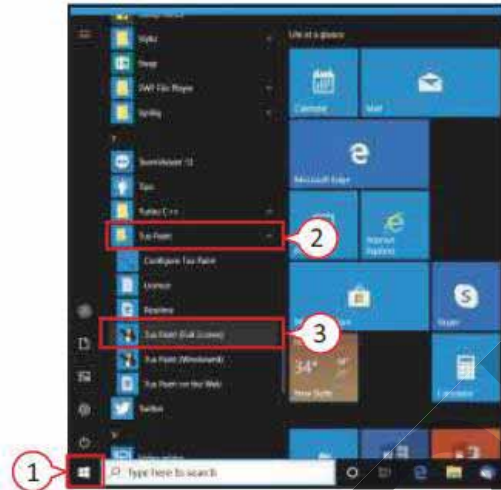
First, give an introduction to Tux Paint:

- It is a free drawing and coloring program.
- It is used to make colorful drawings.
- It has different **tools** to make colorful drawings.



Now, the teacher will explain how to start Tux Paint program: (The teacher can demonstrate the steps on a projector)

To start Tux Paint, follow the steps given below.



1. Click on Start icon.

The Start menu appears.

A list of all programs appears on the left.

Scroll down to see Tux Paint.

2. Click on Tux Paint.

A sub-menu appears.

3. Click on Tux Paint (Full Screen).

The Tux Paint program opens. You can now start working on it.

Teacher will start the next topic:

Components of Tux Paint Window:

- Toolbar: Contains all the drawing and coloring **tools**.
- Drawing Canvas: **The largest part** of the screen to draw
- Selector: Depending upon the selected tool, the **selector** shows different options.
- Color Palette: Helps to select and fill colors in drawing.

At the end of the session **(in the last 5 minutes)** students will understand about

- Tux Paint
- how to start Tux Paint program?
- components of Tux Paint Window

Expected Skills achieved by the learners: Cognitive Skills and Fine Motor Skills

HOMEWORK:

Tick the correct answer:

- _____ is a free drawing and coloring program.

a. Tux Paint b. MS-Word c. WordPad

(Chapter 6 / Topic: Introduction to Tux Paint / Exercise: Tick the correct answer, Q1)

Write 'T' for True and 'F' for False statements.

- Toolbar contains all the drawing and editing tools.

(Chapter 6 / Topic: Components of Tux Paint Window/ Exercise: True or False, Q1)

Fill in the boxes.

- D__A__I__G canvas is the largest part of the screen where we draw.

(Chapter 6 / Topic: Components of Tux Paint Window / Exercise: Fill in the boxes, Q1)

- The S__L__C__O__ shows different options, depending on the selected tool.

(Chapter 6 / Topic: Components of Tux Paint Window / Exercise: Fill in the boxes, Q2)

Answer the following questions.

- What is Tux Paint?

(Chapter 6 / Topic: Introduction to Tux Paint / Exercise: Answer the Question, Q1)

Session/Period 2 (Topic): Using Toolbar

Aim: To get knowledge about different tools of the toolbar to make colorful drawings in Tux Paint

Strategy: (In the first 5 minutes) Ask questions to the students about Tux Paint, how to start Tux Paint, components of Tux Paint window to give a brief recap of what they have learnt in the previous session.

Now, the teacher will start the next topic: (Teacher will demonstrate the use of all the tools on a projector. Teaching such topics practically, became easier for learners to understand)

Using **Toolbar:**

- **New Tool:** It is used to start a new drawing.
- **Paint Tool:** It is used to draw a **freehand** drawing of your choice.
- **Shapes Tool:** It is used to draw different **filled** or **unfilled** shapes like circle, triangle, square, etc.
- **Eraser Tool:** The Eraser tool is used to **erase** any part of drawing.
- **Lines Tool:** It is used to draw straight lines.
- **Stamp Tool:** It is like a **rubber stamp** or **sticker**. It is used to paste/add a pre-drawn picture such as a cat, a bird, a tree, etc. on your drawing canvas.
- **Magic Tool:** The Magic tool is used to add **special effects** to the drawing.
- **Fill Button:** The Fill button is used to fill color in a **closed shape**.
- **Quit Tool:** It is used to quit the program. By clicking on this tool, firstly it confirms "**Do you really want to quit?**" If you click on "**Yes, I'm done!**" then it will ask you to save your drawing. You can save your new image/drawing or replace it if it is an older/existing one.

At the end of a session (**in the last 5 minutes**) students will understand about using toolbar:

How one can create a new drawing?

How to use different tools like shapes, eraser, fill, lines, stamps etc.?

How to quit from Tux Paint program?

Expected Skills achieved by the learners: Fine Motor Skills, Development Concentration

Homework:

Tick the correct answer:

- _____ tool is used to draw different filled or unfilled shapes.

a. Paint b. Shapes c. Magic

(Chapter 6 / Topic: Using Toolbar: Shapes tool/ Exercise: Tick the correct answer, Q2)

- _____ tool is used to paste pre-drawn images on canvas.

a. Lines b. New c. Stamp

(Chapter 6 / Topic: Using Toolbar: Stamp tool/ Exercise: Tick the correct answer, Q3)

- Fill button is present in the _____ tool.

a. Paint b. Text c. Magic

(Chapter 6 / Topic: Using Toolbar: Fill tool / Exercise: Tick the correct answer, Q4)

Write 'T' for True and 'F' for False statements.

- Paint tool is used to draw shapes.

(Chapter 6 / Topic: Using Toolbar: Paint tool/ Exercise: True or False, Q2)

- Line tool is used to make freehand drawing.

(Chapter 6 / Topic: Using Toolbar: Line tool/ Exercise: True or False, Q3)

- Quit tool is used to close the program.
(Chapter 6 / Topic: Using Toolbar: Quit tool/ Exercise: True or False, Q4)

Fill in the boxes.

- M__G__C tool is used to add special effects.
(Chapter 6 / Topic: Using Toolbar: Magic tool/ Exercise: Fill in the boxes, Q3)
- F__L__ tool is used to fill color in any closed shapes.
(Chapter 6 / Topic: Using Toolbar: Fill tool/ Exercise: Fill in the boxes, Q4)

Answer the following questions.

- What is the use of the shape tool?

(Chapter 6 / Topic: Using Toolbar: Shape tool / Exercise: Answer the question, Q2)

Activities /Project /Integration/Research Work:

1. Integration

Integration is done with Art. Ask students to make a drawing by joining dots. To make a drawing using basic shapes / to make a drawing by creating stamps from potato, lady fingers and onion.

Ask to make the same drawing in Tux Paint.

2. **(Pls specify about project work / research work and details as per the activities)**

- Try to search/find out "Who first created Tux Paint?"
- Prepare a match of tool names with their symbols/tools.

(To be further elaborated by the teacher)

Class work: (Pls specify the class work)

1. Read the chapter and solve exercise.
2. Write the steps to start Tux Paint program.

(The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered, as class work)

Reinforcement of Contents: (Pls write the key points that teacher will reinforce)

1. Tux Paint is used to make colorful drawings with the help of different tools.
2. The New tool is used to start a new drawing.
3. Toolbar contains Paint tool, Shapes tool, Erase tool, Lines tool, Stamp tool and Magic tool.
4. Fill tool is used to fill color in any closed shape.
5. After finishing our work, we must quit the program.

Revision: (Pls write the key points that teacher will revise)

1. Introduction to Tux Paint program.
2. How to start Tux Paint program?
3. Components of Tux Paint window:
 - Toolbar
 - Drawing Canvas
 - Selector
 - Color Palette

4. Using Toolbar:

- New Tool
- Paint Tool
- Shapes Tool
- Eraser Tool
- Lines Tool
- Stamp Tool
- Magic Tool
- Fill Button Tool
- Quit Tool

Note: - Respective teacher to further plan the session based on the understanding **reflected** by the learners in the class. The teacher can also suggest the learners to **inquire** further.

Homework/ Assignment /Activity back Home: (Pls add more if need be as per the plan)

1. What is the use of Paint tool?
2. Draw a picture (nature scene/ village scene) in Tux Paint using different tools.
3. Write the name of the components of Tux Paint window.

Assessment Means: (Pls add more if need be as per the plan)

1. Classroom quiz
2. Questions
3. Identification of tools by showing picture/icon

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

PMP

PROJECTED LESSON PLAN

DATE (Date/Period of execution)			
CLASS - 1	SECTION _____ (To be filled by the teacher)	NO. OF STUDENTS (To be filled by the teacher)	_____students
SUBJECT	Computer	DURATION OF PERIOD	35 to 40 minutes
THEME/CONTENT/CHAPTER	Patterns and Puzzles	UNIT/SUB-UNIT	Chapter 7
NAME OF THE TEACHER(S) (To be filled by the teacher)			
Stage 1- Desired Results			
General Objective:		Specific Objective:	
<ol style="list-style-type: none"> 1. To develop the interest of students in learning Computer. 2. To enable them to make pattern using figures and shapes. 3. To enhance students' knowledge about lines, shapes, numbers and colors. 4. To enable them think logically. 		<ol style="list-style-type: none"> 1. Students will understand and identify the pattern. 2. Students will acquire knowledge of how a task is broken down into smaller parts. 3. Students will learn to arrange objects and data in a particular order. 	
Learning Outcomes:			
<ol style="list-style-type: none"> 1. Students can tell what pattern is. 2. Students can tell how a pattern is created. 3. Students can prepare a design using patterns. 4. Students can identify different patterns like color pattern, shape pattern, size pattern. 5. Students can tell what decomposition is. 6. Students can tell what arranging data/objects is. 			
Stage 2- Learning Plan			
Teachers to Gauge Previous Knowledge of the Students/		Teaching Aids: (Pls specify as per the plan)	

Pre-Preparation Before taking the Session:

(Pls specify and add more points if need be as per the plan)

1. Teacher will ask students - Do you like 'Rangoli' making on Diwali?
2. Teacher will ask students- How you arrange things in your school bags?

1. Stationery/TL Aids: Classroom objects like Pen, Pencil, Chalk, Duster, Drawing sheets, projector(optional)
2. Printed Material/Books: Book 1 CodeAI
3. Worksheets/Workbook: Worksheet
4. Multi media / Video link: Main book multimedia

Methodology:

Session/Period 1(Topic): Pattern, Design, Identification of Patterns, Decomposition, Arranging

Aim: To get knowledge about pattern, decomposition, arranging

Strategy: The teacher will give a brief recap of Tux Paint which they have learnt in the previous session by demonstrating it on projector.

Now, the teacher will start the topic:

Pattern: By showing some patterns teacher will explain how patterns are created when **figures or shapes are arranged in a design.**

Design: Design is the repetition of patterns of colors, shapes and lines.

By showing some design teacher will ask students to observe the pattern.

Teachers can explain different patterns by doing activities like:

- Which color comes next?
Fill in appropriate colors in the blank shapes to complete the picture.
- Which shape is next?
Draw the shape that comes next
- Which size is used next?
Circle the shape which comes next.

Now, the teacher will start next topic:

Decomposition: Decomposition means breaking up a problem into smaller parts. Decomposition of a problem makes it easy to solve.

The teacher can explain decomposition by showing how students can draw a hut easily step by step (using different shapes).

In the same way, decomposition helps us to solve a problem.

The teacher explains to the students how decomposition makes work easy and simple.

Arranging: By showing the classroom cupboard or desk, the teacher can explain to students "arranging things makes it easy to locate them in the future." Placing a group of things in a proper place or in a particular order is called arranging.

At the end of a session (in the last 5 minutes) students will understand about:

- Pattern
- Design
- Different types of pattern: Color, Shape, Size
- Decomposition
- Arranging

Expected Skills achieved by the learners: Observation Skills, Logical Thinking

HOMEWORK:

Write 'T' for True and 'F' for False statements.

- Patterns do not repeat over and over again.
(Chapter 7 / Topic: Pattern/ Exercise: True or False, Q1)
- Decomposition means breaking up a problem into smaller parts.
(Chapter 7 / Topic: Decomposition/ Exercise: True or False, Q2)
- Arranging things makes them look tidy.
(Chapter 7 / Topic: Arranging/ Exercise: True or False, Q3)

Fill in the boxes.

- P__T__E__N__S are created when figures or shapes are arranged in design.
(Chapter 7 / Topic: Pattern/ Exercise: Fill in the boxes, Q1)
- The repetition of patterns of colors, shapes and lines form a D__S__G__.

(Chapter 7 / Topic: Design/ Exercise: Fill in the boxes, Q2)

- Decomposition of a problem makes it easy to S__L__E.

(Chapter 7 / Topic: Decomposition/ Exercise: Fill in the boxes, Q3)

Activities /Project /Integration/Research Work:

1. Integration

Integration is done with Art. Ask students to make a pattern by using different shapes of different sizes. Do fill the color in the same.

Integration is done with Mathematics. Prepare a worksheet for the decomposition of numbers. (Decomposing a number means taking a whole number and breaking it into two smaller parts.)

2. (Pls specify about project work / research work and details as per the activities)

- Prepare a pattern by pasting different colored shapes on a chart to make a design.
- Prepare a decomposed picture of Pizza or your favorite food. (show in parts: base, toppings, cheese etc.)

(To be further elaborated by the teacher)

Class work:

1. Read the chapter and solve exercises.

(The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered, as class work)

Reinforcement of Contents:

1. Patterns are created when figures are arranged in design.
2. Design is a reputation of patterns of colors, shapes and lines.
3. Decomposition of a problem makes it easy to solve.
4. Placing a group of things in a proper place or in a particular order is called arranging.

Revision:

1. Identify patterns around us.
2. How patterns are made?
3. How design is made?

4. Different types of pattern: Color, Shape, Size.
5. Decomposition.
6. Arranging.
7. How decomposition is helpful in solving problem?

Note: - Respective teacher to further plan the session based on the understanding **reflected** by the learners in the class. The teacher can also suggest the learners to **inquire** further.

Homework/ Assignment /Activity back Home:

1. Draw a pattern of your choice.
2. What is decomposition?
3. What is the arranging of data or objects?

Assessment Means:

1. Give a simple drawing and ask students to decompose the same by its shapes.
2. Questions
3. Pattern matching

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

Note for Teachers to Modify the Lesson Plan Prototype Based on:

1. Learners needs and interests
2. Number of learners and facilitators/teachers in a class
3. Creative teaching and learning methods
4. List of vocabulary for reading and writing for practice for learners
5. Assessment schedule of the school
6. Holidays and events held in the school

PROJECTED LESSON PLAN

DATE (Date/Period of execution)			
CLASS - 1	SECTION _____ (To be filled by the teacher)	NO. OF STUDENTS (To be filled by the teacher)	_____ students
SUBJECT	Computer	DURATION OF PERIOD	35 to 40 minutes
THEME/CONTENT/CHAPTER	Let's Draw with AI	UNIT/SUB-UNIT	Chapter 8
NAME OF THE TEACHER(S) (To be filled by the teacher)			

Stage 1- Desired Results

General Objective:

1. To develop the interest of students in learning Computer.
2. To enable them to differentiate between natural and artificial things.
3. To make them understand how a computer can copy human behavior.
4. To enable them to draw using AutoDraw.
5. To make them understand what a computer can do through AI.

Specific Objective:

1. Students will learn about the term 'Artificial'.
2. Students will learn about the term 'Intelligence'.
3. Students will acquire knowledge about 'Artificial Intelligence - AI'.
4. Students will get basic knowledge of AutoDraw.

Learning Outcomes:

1. Students can tell about the term Artificial.
2. Students can differentiate between natural and artificial things.
3. Students can tell about the term Intelligence.
4. Students can tell about AI.
5. Students can tell what computer can do through Artificial Intelligence.
6. Students know how to start AutoDraw.

7. Students can draw shapes and pictures from incomplete, raw sketches on the screen.

Stage 2- Learning Plan

Teachers to Gauge Previous Knowledge of the Students/

Pre-Preparation Before taking the Session:

(Pls specify and add more points if need be as per the plan)

1. Teacher will ask students - Have you seen robots?
2. Teacher will ask students – Would you like it if your work is done automatically?

Teaching Aids: (Pls specify as per the plan)

1. Stationery/TL Aids: Classroom objects like Pen, Pencil, Chalk, Duster, projector, (internet connection)
2. Printed Material/Books: Book 1 CodeAI
3. Worksheets/Workbook: Worksheet
4. Multi media / Video link: Main book multimedia

Methodology :

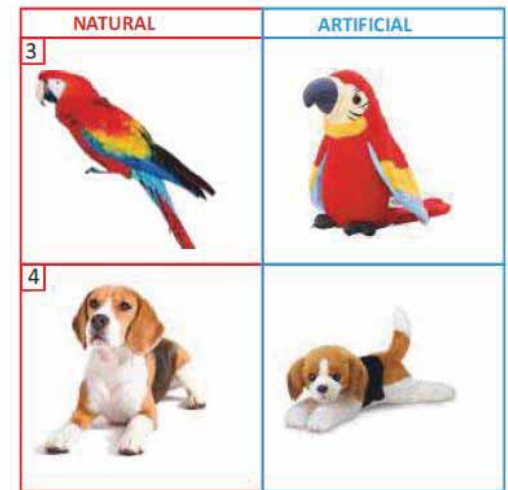
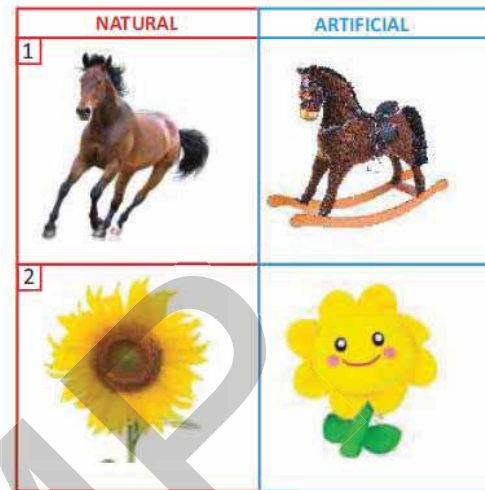
Session/Period 1(Topic): Artificial, Intelligence, AI, AutoDraw

Aim: To get knowledge about artificial and natural things, intelligence, AI and AutoDraw.

Strategy: The teacher will give a brief recap of Patterns and Puzzles they have learnt in the previous session by asking a few questions. Along with that teacher will give a recall to Tux Paint program.

Now the teacher will start the topic:

Artificial: By showing some pictures teacher will explain that **artificial things are not found naturally**. These things are made or produced by **human beings**.



Intelligence: By giving some real-life examples teacher will explain intelligence. For example, when you hold a glass of hot milk, if it hurts you put it down quickly. Next time before picking up the glass gently touch it and check whether it is hot or not. This is called an experience.

Intelligence is the ability to think, learn from past experience, and act according to a situation. You become intelligent when you start doing the correct things by yourself. This is known as human intelligence.

Artificial Intelligence: By giving some examples of automated cars, animation movies, robotics, teacher will make them understand how a computer becomes intelligent.

Artificial Intelligence is a way of making a computer, a robot or a machine think intelligently like humans.

The teacher can give examples of Siri, Alexa, Cortana, and Google Assistance.

Through AI a computer can:

- play
- talk
- draw, etc.

Now, the teacher will start next topic:

AutoDraw: Using a projector teacher will demonstrate how to start AutoDraw and give an introduction to AutoDraw.

The teacher can use Microsoft Edge, Google Chrome or any other browser.

The teacher will give a demonstration of AutoDraw and familiarize the students with its different tools.

At the end of the session (**in the last 5 minutes**) students will understand about:

- Artificial
- Intelligence
- Difference between natural and artificial things
- Artificial Intelligence
- AutoDraw

Expected Skills achieved by the learners: Cognitive Skill, Drawing Skill, Fine Motor Skill

HOMEWORK:

Tick the correct answer:

- Artificial things are made by _____.
a. Nature b. Humans c. Robots
(Chapter 8/ Topic: Artificial/ Exercise: Tick the correct answer, Q1)
- We become _____ when we start doing correct things on our own.
a. Young b. Old c. Intelligent
(Chapter 8 / Topic: Intelligence/ Exercise: Tick the correct answer, Q2)
- Through _____ Intelligence, a computer can play, talk and do many other things.
a. Natural b. Simple c. Artificial
(Chapter 8 / Topic: Artificial Intelligence/ Exercise: Tick the correct answer, Q3)

- AutoDraw program transforms our rough drawings or sketches into meaningful _____.
- a. Numbers b. Images c. Data

(Chapter 8 / Topic: AutoDraw/ Exercise: Tick the correct answer, Q4)

Write 'T' for True and 'F' for False statements.

- Artificial things are not found naturally.
(Chapter 8 / Topic: Artificial/ Exercise: True or False, Q1)
- We become ignorant when we start doing correct things by ourselves.
(Chapter 8 / Topic: Intelligence/ Exercise: True or False, Q2)
- AutoDraw is a free online program.
(Chapter 8 / Topic: AutoDraw/ Exercise: True or False, Q3)
- We do not need an Internet connection to open AutoDraw.
(Chapter 8 / Topic: AutoDraw/ Exercise: True or False, Q4)

Fill in the boxes.

- A ___ T ___ F ___ C ___ ___ L things are made or produced by a human being.
(Chapter 8 / Topic: Artificial/ Exercise: Fill in the boxes, Q1)
- I ___ T ___ L ___ I ___ E ___ C ___ is the ability to think, learn from experience and act accordingly.
(Chapter 8 / Topic: Intelligence/ Exercise: Fill in the boxes, Q2)
- AI makes a M ___ C ___ I ___ E think intelligently like humans.
(Chapter 8 / Topic: Artificial Intelligence/ Exercise: Fill in the boxes, Q3)
- For starting AutoDraw, we need a computer with I ___ T ___ R ___ E ___ connection.
(Chapter 8 / Topic: AutoDraw/ Exercise: Fill in the boxes, Q4)

Activities /Project /Integration/Research Work:

1. Integration

Integration is done with Art. Ask students to draw some doodles.

2. **(PIs specify about project work / research work and details as per the activities)**

- Prepare a drawing using AutoDraw.
- Prepare a chart showing Artificial and Natural things.

(To be further elaborated by the teacher)

Class work:

1. Read the chapter and solve exercises.

(The teacher may use the teaching aids and discussion to give repetition/practice of the contents delivered, as class work)

Reinforcement of Contents:

1. Artificial things are the copy of natural things.
2. Intelligence is a ability to think, learn from past experience and act according to a situation.
3. Artificial Intelligence makes a machine think intelligently live like humans.
4. AutoDraw is an AI-based drawing program that changes rough drawings or sketches into meaningful images.

Revision:

1. What is artificial?
2. Difference between Artificial and natural things.
3. What is human intelligence?
4. What is Artificial Intelligence?
5. How to start AutoDraw?
6. How to use AutoDraw?

Note: - Respective teacher to further plan the session based on the understanding **reflected** by the learners in the class. The teacher can also suggest the learners to **inquire** further.

Homework/ Assignment /Activity back Home:

1. Sketch/design your own cartoon character.
2. What is Artificial Intelligence?
3. Write an example of Artificial Intelligence.

Assessment Means:

1. Quiz
2. Questions
3. Show movie and ask questions

(To be further decided by the teacher to assess the learners by oral test/interactive session/activity)

Specific Observations:

(To be filled by the teacher for learners/class based on reflection, interaction and assessments conducted)

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