Skillment
Computer

PMP **Planet**
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The Ultimate Resource

A Multi-skill Activity Book on Computer Science

Based on NCF for Foundational Stage 2022 and NIPUN BHARAT 2021

FS-5
Class-2

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

PROJECTED LESSON PLAN

DATE (Date/Period of execution)			
CLASS - 2	**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 at Various Places	**UNIT/SUB-UNIT**	Chapter 1
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results	

General Objective:	**Specific Objective:**
1. To develop the interest of students in learning computers. 2. To enable them to identify the different types of computers. 3. To make them understand how useful computer is in real life.	1. Students will acquire knowledge about the features of computers. 2. Students will understand the uses of computers in different places.

Learning Outcomes:

1. Students can define Computer
2. Students can tell the features of a computer.
3. Students can tell about different types of computers.
4. Students can tell the uses of computers at different places.
5. Students can tell how a computer is useful in real life.
6. Students can tell which type of computer is more useful at the school level.

Stage 2- Learning Plan	

Teachers to Gauge Previous Knowledge of the Students/ **Pre-Preparation Before taking the Session:**	**Teaching Aids:**
1. Teacher will ask students - Where have you seen the computer? 2. Teacher will ask students – For which purpose do your parent use the computer?	1. Stationery/TL Aids: Classroom objects like Pen, Pencil, Chalk, Duster, Projector 2. Printed Material/Books: Book 2 CodeAI 3. Worksheets/Workbook: Worksheet 4. Multimedia/Video link: Main book multimedia

Methodology:

Session/Period 1(Topic): What is a Computer, Features of a Computer, and Different Types of Computers

Aim: To get knowledge about features and different types of computers.

Strategy: By showing some pictures on a projector, the teacher will give a brief recap of the parts and uses of computers that they have learned in previous grades.

Now, the teacher will give a recall to the students that how we provide instructions to the computer to get things done.

Now, the teacher will start a new topic:

What is Computer?

A **computer** is an **electronic device** that takes **instructions** from us and gives us the **result** after **processing.**

Now, the teacher will start the next topic:
Features of Computer:
 - ➤ **Fast**: Computer works very fast.
 - ➤ **Accurate**: Computers do not make any mistakes.
 - ➤ **Multi-Tasking**: Computer can do many things – helps play games, watch movies, etc.

Types of Computers:

Different types of computers are used in different places. They are varied in size. Some are big, others are small in size:

SuperComputer   Desktop Computer   Laptop Computer   Tablet PC   SmartPhone

3

1. **Supercomputer:**
   - very **big** and **powerful**
   - works very **fast**
   - can store a **huge amount** of information
   - used for **weather forecasting** and **research** purpose
2. **Desktop Computer:**
   - **small** in size
   - placed on a desk
   - used in **homes, schools,** and **offices**
3. **Laptop Computer:**
   - **smaller** in size
   - **lightweight**
   - **portable**
   - can be placed on the **lap**
   - works on **batteries** as well as the main power supply
4. **Tablet PC (Tablet Computer):**
   - **very small** in size
   - Equipped with a **digital camera, microphone,** and **touchscreen**
   - used by touching the screen with a finger
5. **SmartPhone:**
   - A mobile phone provides extra facilities with basic phone facilities
   - has a **built-in digital camera** and a **touchscreen**
   - size is **smaller** than a tablet PC

At the end of a session (**in the last 5 minutes**) students will understand about features of computers and different types of computers.

Expected Skills achieved by the learners: Cognitive Skills, Visual-Spatial Skills

HOMEWORK:

Tick (✔) the correct answer:

- A computer is a/an _____ device.
  a. Manual   b. Natural   c. Electronics
  (Chapter 1 / Topic: What is Computer? / Exercise: Tick the correct answer, Q1)
- _____ is designed to be placed conveniently on our lap.
  a. Desktop   b. Laptop   c. Tablet PC
  (Chapter 1 / Topic: Laptop / Exercise: Tick the correct answer, Q2)

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

- Computers can do only one type of work.
  (Chapter 1 / Topic: Features of computer/ Exercise: True or False, Q1)

- Supercomputers can easily be carried from one place to another.
  (Chapter 1 / Topic: Different types of computers: Super Computer/ Exercise: True or False, Q2)

- Laptops are very big in size.
  (Chapter 1 / Topic: Different types of computers: Laptop/ Exercise: True or False, Q3)

Fill in the blanks with the help of words given in the box.

Laptop	Supercomputer	Desktop

- _____ works very fast and stores a huge amount of information.
  (Chapter 1 / Topic: Types of Computers: Super Computers/ Exercise: Fill in the blanks, Q1)

Answer the following questions.

- What is a computer?
  _____

  _____

  (Chapter 1 / Topic: What is Computer? / Exercise: Answer the questions, Q1)

- Name the different types of computers.
  _____

  _____

  (Chapter 2 / Topic: Types of Computers/ Exercise: Answer the questions, Q2)

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

Aim: To get knowledge about the application area of Computers.

Strategy: (in the first 5 minutes) Give a brief recap by asking students about the uses of computers that they have learned in the previous grade.

Now, the teacher will start the next topic:

A computer is a very useful machine and it is used in several places such as schools, homes, banks, hospitals, airports, and railway stations.

You can do many things with this wonderful machine – a computer.

Let us study the different uses of computers: (by showing different pictures teacher will explain the uses of computers)

Uses of Computer:

1. **Computers in School:** (Teacher can ask students for which purpose they use computers in school)
   - Teaching
   - Learning and studying in Lab
   - Sending reports and circulars
   - Keeping records
   - Preparing question papers
   - Preparing the results
     The teacher can show some educational movies/videos on the computer.
2. **Computers in Office:**
   - Keeping records
   - Typing and printing documents
   - Sending and receiving e-mails
3. **Computers in Bank:**
   - Withdrawing money from an ATM
   - Maintaining accounts
   - Keeping records
4. **Computers at Home:**
   - Playing games
   - Watching movies
   - Maintaining monthly expenses
   - Listening songs
   - Doing homework
5. **Computers at Railway Stations and Airports:**
   - Reservation and cancellation of tickets
   - Keeping records of the arrival and departure of trains and flights
6. **Computers in Hospital:**
   - Diagnosing diseases

> ➢ Preparing medical reports
> ➢ Keeping records

At the end of the session (**in the last 5 minutes**) students will understand the uses of a computer.

Expected Skills achieved by the learners: Cognitive Skills, Visual-Spatial Skills

Homework:

Tick (✔) the correct answer.

- In _____, computers are used for preparing exam results.
  a. school   b. office   c. bank
  (Chapter 1 / Topic: Uses of Computer/ Exercise: Tick the correct answer, Q3)
- In office, computers help in _____ documents.
  a. playing   b. drawing   c. printing

  (Chapter 1 / Topic: Uses of Computer / Exercise: Tick the correct answer, Q4)

- At railway station, computers help in booking _____.
  a. fees   b. tickets   c. recording

  (Chapter 1 / Topic: Uses of Computer / Exercise: Tick the correct answer, Q5)

Write 'T' for True and 'F' for False statements.
- In banks, computers are used for playing games.

  (Chapter 1 / Topic: Uses of computer/ Exercise: True or False, Q4)

Fill in the blanks with the help of words given in the box.

Laptop	Supercomputer	Desktop

- _____ computers are used in schools.
  (Chapter 1 / Topic: Use of Computer / Exercise: Fill in the blanks, Q2)
- _____ works on batteries as well as the main power supply.
  (Chapter 1 / Topic: Uses of Computer / Exercise: Fill in the blanks, Q3)

Fill in the blanks by unscrambling the letters.
- In school, computer is used for _____.
  E C I G T H A N

(Chapter 1 / Topic: Uses of Computer / Exercise: Fill in the blanks, Q1)

- Computer is used for booking tickets at _____.
  R R A P T I O

(Chapter 1 / Topic: Uses of Computer / Exercise: Fill in the blanks, Q2)

- Computer helps a doctor to diagnose _____.
  A S E D S I E

(Chapter 1 / Topic: Uses of Computer / Exercise: Fill in the blanks, Q3)

Answer the following questions.
- What is the use of computers in a bank?
  _____
  _____

(Chapter 1 / Topic: Uses of Computer / Exercise: Answer the questions, Q3)

Activities /Project /Integration/Research Work:

1. Integration
   Integration is done with Art and Craft. Ask students to prepare a chart of uses of the computer by pasting pictures. (or draw and color)

2. **(Pls specify about project work/research work and details as per the activities)**
   - Ask students to visit ATM with an elder family member.
   - Ask parents to show computerized train or plane tickets.
(To be further elaborated by the teacher)

Classwork:

1. Read the chapter and solve the exercises.
2. Note down the uses of computers in school.
(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 is an electronic device that takes instructions from us and gives the result after processing them.
2. Supercomputers, desktop computers, laptop computers, tablet PC, and smartphones are different types of computers.
3. We can do many things using a computer.
4. Computers are used in schools, offices, banks, homes, hospitals, shops, airports, and railway stations.

Revision:

1. What is a computer?

2. Features of a computer.

3. Different types of Computers:

    ➢ Supercomputer

    ➢ Desktop Computer

    ➢ Laptop Computer

    ➢ Tablet PC

    ➢ Smartphone

4. Uses of Computers:

    In school

    In office

    In bank

    At home

    At the railway station and airport

    In hospital

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. Write features of the computer.

2. Write the characteristics of laptop computers.

3. What is the use of computers in hospitals?

Assessment Means:

1. Explanation of topic

2. Questions

3. Quiz

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. Learner's 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 - 2	**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 Devices	**UNIT/SUB-UNIT**	Chapter 2
NAME OF THE TEACHER(S) (To be filled by the teacher)			

Stage 1- Desired Results

General Objective:	**Specific Objective:**
1. To develop the interest of students in learning computers. 2. To enable them to understand the uses of computer devices. 3. To make them understand a computer can store work for future use.	1. Students will learn about some basic input devices. 2. Students will learn about some basic output devices. 3. Students will learn about commonly used storage devices.

Learning Outcomes:

1. Students can tell about computer devices.
2. Students can tell about basic input devices like keyboard, mouse, joystick, etc.
3. Students can tell about basic output devices like monitors, printers, speakers, etc.
4. Students can tell why we should save our work.
5. Students can tell about explaining commonly used storage devices like hard disks, CD-ROMs, etc.

Stage 2- Learning Plan

| **Teachers to Gauge Previous Knowledge of the Students/**

 Pre-Preparation Before taking the Session:

 1.   Teacher will ask students about parts of a computer.
 2.   Teacher will ask students – How you remember things? | **Teaching Aids:**

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

Methodology:

Session/Period 1(Topic): Input Devices, Output Devices, Storage Devices

Aim: To get knowledge about Input Devices, Output Devices, and Storage Devices.

Strategy: By showing some pictures on a projector (or actual computer), the teacher will give a brief recap of computer devices and memory which they have learned in the previous class.

First, the teacher will give an introduction to computer devices by showing the computer itself or on a projector.

Computer devices are divided into three groups:

- Input Devices
- Output Devices
- Storage Devices

Now, the teacher will start the next topic:

(Teacher can explain this topic by showing some pictures or actual devices, if possible)

Input Device: The d**ata** and **instructions** we give to the computer are called **inputs.** The devices that help to enter these data and instructions are called **input devices.**

Basic input devices are:

➢ Keyboard:
   Used to type words and numbers.
➢ Mouse:
   Known as a pointing device used to select objects on the monitor and to draw pictures.
➢ Joystick:
   Used to play games.
➢ Microphone:
   Used to record voice and send it to a computer.
➢ Scanner:
   Used to scan the images and send them to a computer.

Keyboard

Mouse

Joystick

Scanner

Now, the teacher will start the next topic:

(Teacher can explain this topic by showing some pictures or actual devices-if possible)

Output Devices: The **result** we get after processing the instructions is called **output.** The devices that help in getting and viewing results (output) are called **output devices.**

Basic output devices are:

➢ Monitor:
   Used to display the output (soft copy) on its screen.
➢ Printer:
   Used to take output (hard copy/printout) on paper.
➢ Speakers:
   Used to give output in the form of sound.

Monitor

Printer

Speakers

Now the teacher will start the next topic:
(Teacher can play a memory game with students to start this topic)
Storage Devices: We need our work for **future** use. Computers can store our work in different **storage devices.**

Common storage devices are:

➢ Hard Disk:
  It is a main storage device. Stores a **large** amount of data and information very **fast**.
➢ CD-ROM:
  CD-ROM stands for **C**ompact **D**isc - **R**ead **O**nly **M**emory.
  It is circular in shape.
  It is used to store data.
➢ DVD:
  DVD stands for **D**igital **V**ideo **D**isc.
  It is circular in shape. It has a **larger** storage capacity.
➢ Pen Drive (Flash Drive):
  It is Portable in size.

CD-ROM

Hard Disk

DVD

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

- ➢ Introduction to computer devices
- ➢ Input devices
- ➢ Output devices
- ➢ Storage devices

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

HOMEWORK:

Tick (✔) the correct answer:

- Keyboard is an example of _____ device.
  a. input   b. output   c. storage
  (Chapter 2 / Topic: Input Devices/ Exercise: Tick the correct answer, Q1)

- A _____ is used to play games on a computer.
  a. scanner   b. printer   c. joystick
  (Chapter 2 / Topic: Input Devices / Exercise: Tick the correct answer, Q2)

- A _____ is used to give output on a paper.
  a. printer   b. speaker   c. scanner
  (Chapter 2 / Topic: Output Devices/ Exercise: Tick the correct answer, Q3)

- _____ is the main storage device in a computer.
  a. Hard disk   b. DVD   c. Pen drive

  (Chapter 2 / Topic: Storage Devices / Exercise: Tick the correct answer, Q4)

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

- Input devices are used to enter instructions.
  (Chapter 2 / Topic: Input Devices / Exercise: True or False, Q1)
- A mouse is also known as a pointing device.
  (Chapter 2 / Topic: Input Devices / Exercise: True or False, Q2)
- A microphone is an output device.
  (Chapter 2 / Topic: Input Devices / Exercise: True or False, Q3)
- The output we get on paper is called a soft copy.
  (Chapter 2 / Topic: Output Devices/ Exercise: True or False, Q4)
- Storage allows us to save our work for future use.
  (Chapter 2 / Topic: Storage Devices/ Exercise: True or False, Q5)

Fill in the blanks by unscrambling the letters.

- _____ is used to type words.
  E B K A R O D Y

  (Chapter 2 / Topic: Input Devices / Exercise: Fill in the blanks, Q1)

- A CD-ROM is _____ in shape.
  I C R L U C A R

  (Chapter 2 / Topic: Storage Devices/ Exercise: Fill in the blanks, Q2)

- _____ is a portable data storage device.
  N P E I R E D V

  (Chapter 2 / Topic: Storage Devices / Exercise: Fill in the blanks, Q3)

Answer the following questions.

- What are computer devices?
  _____
  _____

  (Chapter 2 / Topic: Introduction/ Exercise: Answer the questions, Q1)

- Name any one input and one output device.
  _____
  _____

  (Chapter 2 / Topic: Input-Output Devices / Exercise: Answer the questions, Q2)

- What is the use of a storage device?
  _____
  _____

  (Chapter 2 / Topic: Storage Devices/ Exercise: Answer the questions, Q3)

Activities /Project /Integration/Research Work:

1. Integration
   Integration is done with Art and Craft. Ask students to prepare an artifact using an old CD-like hanging.

2. **(Pls specify about project work/research work and details as per the activities)**
   - ➢ Ask students to make a Memory Book (Friends' names, birth dates, address, etc.)
   - ➢ Ask students to make a pen drive or speakers from cardboard.

(To be further elaborated by the teacher)

Classwork:

1. Read the chapter and exercise.
2. Note down the full form of CD-ROM, DVD.

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

Reinforcement of Contents:

1. Keyboard, mouse, joystick, microphone, and scanner are input devices through which we enter data and instructions into a computer.
2. Monitor, printer, and speakers are output devices through which we get the result or output.
3. Hard disk, CD-ROM, DVD, and pen drive are storage devices in which we can save our work.

Revision:

1. Introduction to computer devices.
2. Input Devices:
   - ● Keyboard ● Mouse ● Joystick ● Microphone ● Scanner ● Touch Screen
3. Output Devices:
   - ● Monitor ● Printer ● Speakers ● Smartboard
4. Storage Devices:
   - ● Hard Disk ● CD ● DVD ● Pen Drive

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 the use of a joystick?
2. Name any two storage devices.

Assessment Means:

1. Explanation of topic
2. Questions
3. Quiz
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 - 2	**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	Fun with Tux Paint	**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 computers. 2. To enable them to draw different shapes and drawings. 3. To enable them to use various tools to draw and paint.	Specific Objective: 1. Students will acquire knowledge of various tools of Tux Paint. 2. Students will understand the use of slide shows.

Learning Outcomes:

1. Students can tell how to draw different shapes and drawings.
2. Students can tell about the tools of Tux Paint.
3. Students can tell how to open a new drawing in Tux Paint.
4. Students can tell how to save drawings.
5. Students can tell what a Slide Show is.
6. Students can tell how to make a slide show.
7. Students can tell the use of slide show.

Stage 2- Learning Plan

Teachers to Gauge Previous Knowledge of the Students/ **Pre-Preparation Before taking the Session:** 1. Teacher will ask students – Do you like to draw using a computer?	Teaching Aids: 1. Stationery/TL Aids: Classroom objects like Pen, Pencil, Chalk, Duster, Projector, Drawing Sheets 2. Printed Material/Books: Book 2 CodeAI

2. Teacher will ask students – Have you done painting using stamps?	3. Worksheets/Workbook: Worksheet 4. Multimedia/Video link: Main book multimedia

Methodology:

Session/Period 1(Topic): Tux Paint, Create Scenery using Tools like Lines tool, Paint tool, Fill tool, Stamp Tool, Magic tool

Aim: To get knowledge about different tools of Tux Paint to draw and paint.

Strategy: By showing the Tux Paint program on the projector, the teacher will give a brief recap of the Tux Paint window and its components which they have learned in the previous class.

Tux Paint:

It is a free drawing program that was created by **Bill Kendrick** in the year 2002.

The teacher will demonstrate how to open a new drawing using a projector or computer.

Now, the teacher will demonstrate (on the projector) to students how they can make a colorful drawing using various tools of Tux Paint

(Students do have basic knowledge of tools as they have learned in a previous class).

- ➤ **Lines Tool:**
  It is used to draw straight lines. You can draw a hut, mountains, etc.

- ➤ **Paint Tool:**
  It is used to draw freehand drawings. You can create flowers, clouds, rivers, etc.

- ➤ **Fill Tool:**
  It is used to fill color in any closed shape.

- ➤ **Stamp Tool:**
  It is just like a rubber stamp or sticker. It is used to paste pre-drawn or photographic images. Some stamps even have sound effects.

- ➤ **Magic Tool:**
  It is used to add some special effects.

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

- ➤ How to start a new drawing in Tux Paint?
- ➤ Create a colorful drawing using different tools.
- • Lines Tool
- • Paint Tool

- Fill Tool
- Stamp Tool
- Magic Tool

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

HOMEWORK:

Tick (✔) the correct answer:

- _____ tool is used to make freehand drawings.
  a. Erase   b. Paint   c. Lines
  (Chapter 3 / Topic: Paint Tool/ Exercise: Tick the correct answer, Q1)
- _____ tool is found in the Magic tool.
  a. Paint   b. Fill   c. Lines
  (Chapter 3 / Topic: Fill Tool/ Exercise: Tick the correct answer, Q2)
- _____ tool is used as a sticker.
  a. Stamp   b. Text   c. Lines

  (Chapter 3 / Topic: Stamp Tool/ Exercise: Tick the correct answer, Q3)

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

- Tux Paint is a paid drawing program.

  (Chapter 3 / Introduction to Tux Paint/ Exercise: True or False, Q1)

- We can fill color in a closed shape.

  (Chapter 3 / Topic: Fill Tool/ Exercise: True or False, Q2)

- We can apply only one stamp on the canvas.

  (Chapter 3 / Topic: Stamp Tool/ Exercise: True or False, Q3)

- The magic tool is used to add special effects to the drawing.

  (Chapter 3 / Topic: Magic Tool/ Exercise: True or False, Q4)

Match the following tools with their effects.

Fill in the blanks.

- T__X P__I__T is a free drawing program used to draw different shapes and drawings.

  (Chapter 3 / Topic: Introduction to Tux Paint/ Exercise: Fill in the blanks, Q1)

- S__A__P tool is used to paste pre-drawn images.

  (Chapter 3 / Topic: Stamp Tool/ Exercise: Fill in the blanks, Q2)

- S__U__D effect can be disabled and enabled by pressing Alt + S key from the keyboard.

  (Chapter 3 / Topic: Stamp Tool: Sound Effect/ Exercise: Fill in the blanks, Q3)

Answer the following questions.

- What is the use of the Stamp tool?

  _____

  _____

  (Chapter 3 / Topic: Stamp Tool/ Exercise: Answer the questions: Q1)

- What is the use of the Magic tool?

  _____

  _____

  (Chapter 3 / Topic: Magic Tool/ Exercise: Answer the questions, Q2)

Session/Period 2(Topic): Text Tool, Save Tool, Slide Show

Aim: To get knowledge about different tools of Tux Paint to draw and paint (continue), and use of Slide Show.

Strategy: Using the Tux Paint program, the teacher will give a brief recap of Tux Paint tools that they have learned in the previous session.

Now, the teacher will start the next topic. (Teacher should demonstrate on the projector. Learning a program practically makes it easier to understand for students.)

 The teacher can continue with the same drawing (project) which is done in the previous session to demonstrate other tools:

> ➢ **Text Tool:**
> It is used to type text and numbers. You can add your name or give a heading to the drawing.

> ➢ **Save Tool:**
> Click the **Save** tool from the toolbar. Save your file. It will help you to create different files for the project.

Now, the teacher will start the next topic: (The teacher can explain the slide show by showing a pictorial storybook)

Slide Show:

 Slide show helps to run all the scenes of a story or text one after another.

Using a projector, the teacher will demonstrate to create a slide show. Using the **Sliding Scale** we can adjust the speed of the slide show. Each slide has two buttons, **Next** and **Back.**

At the end of the session, students will understand:

- Text Tool
- Save Tool
- Slide Show

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

HOMEWORK:

Tick (✔) the correct answer.

- _____ tool is used to add text and numbers.

    a.   ☐   b.   ☐   c.   ☐

    (Chapter 3 / Topic: Text Tool/ Exercise: Tick the correct answer, Q4)

Fill in the blanks.

- S__I__E__H__W helps to run all the scenes one after another.
(Chapter 3 / Topic: Slide Show/ Exercise: Fill in the blanks, Q4)

Answer the following questions.

- Why do we use slide show in Tux Paint?

  _____
  _____
  _____ _____

(Chapter 3 / Topic: Parts of Computer: Mouse / Exercise: Answer the questions, Q3)

Activities /Project /Integration/Research Work:

Integration
Integration is done with Art and Craft. Ask students to prepare a story by drawing/pasting different pictures.
Ask students to make their own stamp from potato and prepare one drawing.

1. **(Pls specify about project work/research work and details as per the activities)**
   ➤ Ask students to make a slide show on their favorite festivals
(To be further elaborated by the teacher)

Classwork:

1. Read the chapter and do 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. Tux Paint is used to draw different shapes and drawings.
2. Paint tool is used to make freehand drawings.
3. Stamp tool is like a rubber stamp or sticker.
4. Magic tool is used to add special effects in the drawing.
5. Text tool is used to type text and numbers in the drawing.
6. Slide show helps to run all the scenes of a story or text, one after another.

Revision:

1. Introduction to Tux Paint
2. Create a drawing using Tux Paint tools
➢ Lines Tool
➢ Paint Tool
➢ Fill Tool
➢ Stamp Tool
➢ Magic Tool
➢ Text Tool
➢ Save Tool
3. Slide Show

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 **inquire** further.

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

1. What is the use of Text tools?
2. What is the use of Save tool?

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

1. Explanation of topic
2. Questions
3. Quiz
4. Group discussion
5. 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 - 2	**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	Word 2016	**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 computers. 2.　To enable them to identify various components of the Word window. 3.　To enable them to type some text and select the text. 4.　To enable them to save documents for future use.	**Specific Objective:** 1.　Students will acquire knowledge of word processing. 2.　Students will understand the word processing program and Word. 3.　Students will acquire knowledge about changing the style, size, and color of fonts.

Learning Outcomes:

1. Students can tell what is word processing.
2. Students can tell the use of word processing.
3. Students can tell how to start Word 2016 program.
4. Students can tell about the components of the Word window.
5. Students can tell how to select text.
6. Students can tell how to change font style, size, and color.
7. Students can explain how to save a document.

Stage 2- Learning Plan	
Teachers to Gauge Previous Knowledge of the Students/	**Teaching Aids:**

Pre-Preparation Before taking the Session:	1. Stationery/TL Aids: Classroom objects like Pen, Pencil, Chalk, Duster, Projector
1. Teacher will ask students - Have you seen a letter, postcard, or report card? 2. Teacher will ask students - Have you written a letter to anyone?	2. Printed Material/Books: Book 2 CodeAI 3. Worksheets/Workbook: Worksheet 4. Multimedia / Video link: Main book multimedia

Methodology:

Session/Period 1(Topic): Introduction to Word Processing, Starting Word 2016, Word window

Aim: To get knowledge about word processing, Word 2016, and components of the Word 2016 Window.

Strategy: By showing the keyboard, the teacher will give a brief recap of the keyboard and its keys which they have learned in the previous classes. We can create our document on a computer using a keyboard (typing using a keyboard), and we can play music by pressing the keys of the Keyboard (instrument) of piano.

Now, the teacher will start a new topic:

Introduction:

Word processing means using a computer to create, edit, save, and print documents. (Teacher can show the textbook and explain how a document is created.)

Word processing program is used to create a document. Using Word, we can create beautiful and attractive documents.

Now, the teacher will demonstrate how to start **Word 2016** program on a projector.

By clicking on **Blank Document,** empty document titled **Document1** appears on the screen.

Now, the teacher will explain Word 2016 window on the projector:

Now, the teacher will demonstrate how to start **Word 2016** program on the projector:

Word 2016 Window

The teacher will explain the components one by one:

> **Title bar:**
> It is the topmost line of the Window. It shows the name of the current document.

> **Quick Access Toolbar:**
> It displays **Save, Undo,** and **Redo** buttons for quick access.

> **File Tab:**
> It displays a drop-down menu of file commands such as **New, Open,** and **Save.**

> **Tabs:**
> It also displays a drop-down menu of related commands – Insert Tab, Design Tab, etc.

> **Ribbon:**
> It displays groups of related commands in tabs.

> **Cursor:**
> It is a small vertical flashing line on the screen.
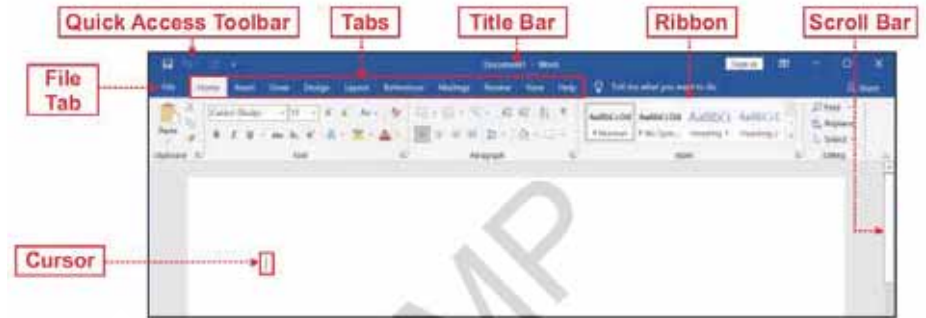
At the end of the session (**in the last 5 minutes**) students will understand about

> What is word processing?
> Use of word processor Program.
> How to start Word 2016.
> Components of Word 2016 window.

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

HOMEWORK:

Tick (✓) the correct answer.

- _____ program is used to type letters, words and sentences.
  a. Word   b. Paint   c. Tux Paint
  (Chapter 4 / Topic: Introduction/ Exercise: Tick the correct answer, Q1)
- _____ bar displays the name of the current document.
  a. Title   b. Menu   c. Status

  (Chapter 4 / Topic: Components of Word 2016: Title bar / Exercise: Tick the correct answer, Q2)

Write 'T' for True and 'F' for False statements.
- Ribbon display groups of related commands in Tabs.
  (Chapter 4 / Topic: Components of Word 2016: Ribbon/ Exercise: True or False, Q1)

Fill in the blanks.
- T__T__E__A__ is the topmost bar in Word window.
  (Chapter 4 / Topic: Components of Word 2016: Title bar / Exercise: Fill in the blanks, Q1)
- C__R__O__ is a small vertical flashing line on the screen.
  (Chapter 4 / Topic: Components of Word 2016: Cursor/ Exercise: Fill in the blanks, Q2)
- K__Y__O__ __ D is used to type letters, words, numbers, etc. on a computer.
  (Chapter 4 / Topic: Introduction/ Exercise: Fill in the blanks, Q3)

Answer the following questions.
- What do you mean by Word?
  _____
  _____
  _____

  (Chapter 4 / Topic: Introduction / Exercise: Answer the questions, Q1)

Session/Period 2(Topic): Working with Word 2016

Aim: To get knowledge about creating a document using Word 2016 program.

Strategy: First, the teacher will give a brief recap of Word window components by showing the screen which they have learned in the previous session.

Now, the teacher will start the next topic: (Teacher should demonstrate on the projector. Learn a program that practically makes it easier to understand for students.)

Entering Text Using Keyboard:

As we write in notebooks, we can enter text into documents using a keyboard.

The teacher should demonstrate on the projector how one can type using a keyboard.

Selecting Text:

To make any changes in typed text, one needs to select it first. Selected text appears **highlighted** on the screen.

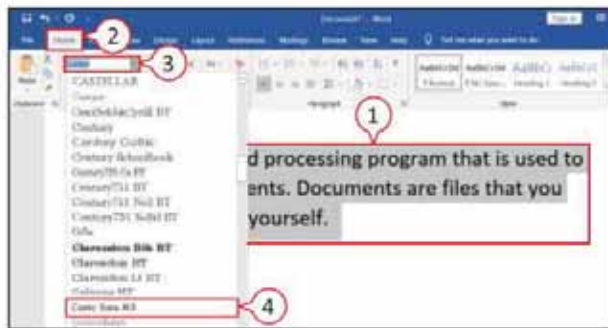The teacher will demonstrate how to select **a word, a line, a paragraph, or a long selection**.

Formatting Text:

As you write some words with underlining or highlight them with different colors, the same way you can format text in Word program.

Bold, Italic, and Underline Text:

- **Bold** – to make text **dark**
- **Italic** – to make text **slant**
- **Underline** – to make the text **underlined**

Bold B

Italic I

Underline U

Ctrl + B == **Bold**

Ctrl + I == *Italic*

Ctrl + U == Underline

Changing Font Style:

1. Select the text.
2. Click on Home tab.
3. Click on Font option.

A list of Fonts appears.

4. Click on the desired Font.

Changing Font Size:

It **increases or decreases** the size of the text.

Changing Font Color:

It will make your text more attractive and eye-catching.

Now the teacher will start the next topic:

Saving a Document:

As you note down points in our notebook for future use, you must save your text on the computer for future use.

The teacher will give a recall to storage devices.

Storage is the process of saving work **permanently** in a storage device like a **hard disk.**

The teacher will demonstrate on the projector how one can save the document.

Ctrl + S is the shortcut key for save.

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

- ➢ Working with Word 2016
- ➢ Selecting Text
- ➢ Bold, Italic, Underline Text
- ➢ Changing Font Style
- ➢ Changing Font Size
- ➢ Changing Font Color
- ➢ Saving a Document

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

HOMEWORK:

Tick (✔) the correct answer.

- The text appears darker if we select the _____ option.
  a. Italic   b. Bold   c. Underline

(Chapter 4 / Topic: Bold Text / Exercise: Tick the correct answer, Q3)

- Shortcut key for saving a document is _____.
    a. Ctrl+Z   b. Ctrl+R   c. Ctrl+S

(Chapter 4 / Topic: Bold Text / Exercise: Tick the correct answer, Q3)

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

- To select a word, triple-click on it.
  (Chapter 4 / Topic: Selecting Text/ Exercise: True or False, Q2)
- The text appears slanted when we select the bold option.
  (Chapter 4 / Topic: Italic Text/ Exercise: True or False, Q3)
- Storage is the process of saving work permanently.
  (Chapter 4 / Topic: Save a Document/ Exercise: True or False, Q4)

Answer the following questions.

- What happens if you click on the Bold and Italic options?

  _____

  _____

  _____

  (Chapter 4 / Topic: Bold, Italic Text/ Exercise: Answer the questions, Q2)

- Why do we change font color?

  _____

  _____

  (Chapter 4 / Topic: change the font color / Exercise: Answer the questions, Q3)

Activities /Project /Integration/Research Work:

1. Integration
   Integration is done with the English language. Students will be able to complete a few lines about themselves/school and then type the same.

2. **(Pls specify about project work/research work and details as per the activities)**
   - Ask students to prepare a chart of shortcut keys with pictorial representation/keys of the same.
     For e.g. Ctrl + B – **Bold**, Ctrl + I – *Italics,* etc.

   Bold   **B**
   Italic *I*

(To be further elaborated by the teacher)

Classwork:

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. Word is a word processing program used for creating documents.
2. We can enter text in Word with the help of a keyboard.
3. The text must be selected before making any changes to it.
4. We can use Bold, Italic, or Underlined features to make text dark, slanted, or underlined.
5. We can change the style size and color of the text in Word.
6. Work should be saved on the computer for future use.

Revision:

- What is word processing?
- Use of word processor program.
- How to start Word 2016?
- Components of Word 2016 window.
- Working with Word 2016
- Selecting Text
- Bold, Italic, Underline Text
- Changing Font Style
- Changing Font Size
- Changing Font Color
- Saving a Document

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 **inquire** further.

Homework/ Assignment /Activity back Home:

1. What is the use of the Scrollbar?
2. How can one do a long selection of text?

Assessment Means:

1. Explanation of topic
2. Questions
3. Quiz
4. Group discussion
5. Memory Game

(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 - 2	**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	More on Paint	**UNIT/SUB-UNIT**	Chapter 5
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 identify various components of the Paint window. 3. To make them understand to save drawings for future use.	**Specific Objective:** 1. Students will learn about various options and tools in Paint. 2. Students will learn to save drawings. 3. Students will get knowledge about saving drawings with different file formats.

Learning Outcomes:

1. Students can tell about Paint program.
2. Students can tell how to start the Paint program.
3. Students can tell about Paint window.
4. Students can explain the use of various options and tools of Paint.
5. Students can differentiate between cut-paste and copy-paste.
6. Students can tell how to save drawings.
7. Students can tell how to save drawing in different file formats.

Stage 2- Learning Plan

Teachers to Gauge Previous Knowledge of the Students/	**Teaching Aids:**

Pre-Preparation Before taking the Session: **(Pls specify and add more points if need be as per the plan)** 1. Teacher will ask students if they like to make drawings using a computer. 2. The teacher will ask students if they remember how to start the Paint program?	1. Stationery/TL Aids: Classroom objects like Pen, Pencil, Chalk, Duster, Projector 2. Printed Material/Books: Book 2 CodeAI 3. Worksheets/Workbook: Worksheet 4. Multimedia / Video link: Main book multimedia

Methodology:

Session/Period 1(Topic): Introduction, Starting Paint, Paint Window Components, Various Options like Select Option, Resize Option, Skew Option

Aim: To get knowledge about Paint, its components, and options like select, resize, and skew.

Strategy: By using a projector, the teacher will give a brief recap of the Paint program which they have learned in the previous classes.

First, the teacher will give an introduction to the Paint program using a projector:

Introduction:

Paint is a drawing program. After drawing the objects, one can edit them by using different features. (Teacher can demonstrate one/two features)

Now, the teacher will demonstrate how to start the Paint program.

Now the teacher will start the next topic:

Paint Window:

➢ **Quick Access Toolbar:**
   It is placed in the top left corner having some most important buttons like **Save, Undo,** and **Redo.**
➢ **File Menu:**
   It is the first button under Quick Access Toolbar which opens the main menu.
➢ **Tab:**

There are two tabs
1. Home Tab: All the main image editing tools.
2. View Tab: Options for **Zoom in/out** or **Full-screen mode.**
➢ **Color Palette:**
It is used to select **Foreground** and **Background** colors.

Now the teacher will start the next topic:

Using various options in Paint:

Select Option:

This option is used to select a drawing or a part of it. After selecting the drawing, one can **move** it from one place to another in the Paint window. One can drag and drop objects in a new location.

Resize Option:

Re-size means changing the size of an object/drawing. Resize option is used to change the size of the drawing by making it smaller or bigger.

Skew Option:

This option is used to stretch an image from one end while the other end remains fixed.

(Teacher will demonstrate options on the projector)

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

➢ Introduction to the Paint Program
➢ Paint Window Components
➢ Various Options:
Select Option
Resize Option
Skew Option

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

HOMEWORK:

Tick (✔) the correct answer.

- _____ is a program used to draw and color objects.
  a. Paint   b. WordPad   c. Windows
  (Chapter 5 / Topic: Introduction / Exercise: Tick the correct answer, Q1)
- _____ tool is used to select a part or whole drawing.
  a. Resize   b. Select   c. Flip

  (Chapter 5 / Topic: Various Option: Select Option / Exercise: Tick the correct answer, Q2)

- Dotted _____ shows that the object has been selected.
  a. circle   b. triangle   c. rectangle

  (Chapter 5 / Topic: Various Option: Select Option / Exercise: Tick the correct answer, Q3)

  Write 'T' for True and 'F' for False statements.
- View tab contains the main image editing tools.
  (Chapter 5 / Topic: Tabs / Exercise: True or False, Q1)
- Skew command is used to stretch an image.
  (Chapter 5 / Topic: Various Options: Skew / Exercise: True or False, Q2)
- We cannot move the selected image.
  (Chapter 5 / Topic: Various Options: Select/ Exercise: True or False, Q4)
  Fill in the blanks.
- H___ M ___ and V ___ E ___ are the two tabs in Paint.
  (Chapter 5 / Topic: Tabs / Exercise: Fill in the blanks, Q1)
- Default foreground color of Paint is B___A___K and Default background color is W___I___E.
  (Chapter 5 / Topic: Color Palette / Exercise: Fill in the blanks, Q2)

  Answer the following questions.
- What is the use of Paint program?
  _____
  _____
  _____

(Chapter 5 / Topic: Introduction to Paint Program / Exercise: Answer the questions, Q1)

- Name the buttons present on Quick Access Toolbar.

  _____

  _____

  _____

(Chapter 5 / Topic: Quick Access Toolbar/ Exercise: Answer the questions, Q2)

Session/Period 2(Topic): Various options (continue) Rotate and Flip, Copy-Paste, Cut-Paste, Crop Image, Color Picker Tool and How to Save Drawing

Aim: To get knowledge about various options - Rotate and Flip, Copy-Paste, Cut-Paste, Crop, Color Picker, and how to save drawing for future use.

Strategy: By demonstrating on the projector teacher will give a brief recap of Paint components, Select, Resize, and Skew options.

Now, the teacher will continue with other options of the Paint program:

Rotate and Flip Option:

Rotate option changes the position of the picture to different angles. The flip feature creates a mirror image of the picture horizontally or vertically.

Copy and Paste:

Instead of repeatedly drawing the same image, one can use the **Copy and Paste** option. One can copy an image from one place and paste it into another place.

Cut and Paste:

It is used to remove the drawing from its original place and paste it into another place.

Crop Image:

After cropping, only the selected part of the image is visible.

Ctrl + C = copy
Ctrl + X = cut
Ctrl + V = paste

Select Color using Color Picker Tool:

Sometimes you need to use the same color as in the existing drawing/image. This tool enables to paint using a color already present in an image/drawing.

Now, the teacher will start the next topic:

Saving:

To view or modify the drawing in the future, one needs to save the drawing.

Select **File menu --> Save** option. Give the filename in the **Save As** dialog box.

Saving Drawings in Different File Formats:

Paint can save drawings in multiple file formats such as **JPEG, PNG, BMP, TIFF,** etc.

Select the desired file format in the **Save As** dialog box.

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

➢ Various options:
  Rotate and Flip
  Copy and Paste
  Cut and Paste
  Crop Image
  Select Color using Color Picker Tool
➢ Saving drawing

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

HOMEWORK:

Tick the correct answer.

- _____ feature creates a mirror image of the picture.
  a. Rotate   b. Flip   c. Copy

  (Chapter 5 / Topic: Flip Option/ Exercise: Tick the correct answer, Q4)

- Use _____ feature to see only the selected part of the image.
  a. Crop   b. Resize   c. Skew

  (Chapter 5 / Topic: Crop Image/ Exercise: Tick the correct answer, Q5)

  Write 'T' for True and 'F' for False statements.
- Rotate feature creates a mirror image of the picture.
  (Chapter 5 / Topic: Rotate Feature/ Exercise: True or False, Q3)

- Paint file can only be saved in PNG format.
  (Chapter 5 / Topic: Saving Drawing in Different file formats/ Exercise: True or False, Q5)
  Fill in the blanks.
- C___L___R P___C___E___ tool picks a color from a colored drawing.
  (Chapter 5 / Topic: Color Picker Tool/ Exercise: Fill in the blanks, Q3)

  Answer the following questions.
- Why do we use copy and paste option?
  _____
  _____
  _____
  (Chapter 5 / Topic: Copy and Paste option/ Exercise: Answer the questions, Q3)

- Write the different file formats for saving a drawing in Paint.
  _____
  _____
  _____
  (Chapter 5 / Topic: Saving Drawing in different file formats/ Exercise: Answer the questions, Q4)

Activities /Project /Integration/Research Work:

1. Integration
   Integration is done with Art. Students will learn to create a drawing and color it using different tools of Paint.

2. **(Pls specify about project work/research work and details as per the activities)**
   ➢ Ask students to make a chart of the use of various options available in the Paint program.

(To be further elaborated by the teacher)

Class work:

1. Read the chapter and solve exercises.
2. Draw Paint program window and label it.

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

Reinforcement of Contents:

1. Paint program is used to draw shapes, figures, and cartoons.
2. Skew option is used to stretch an image only from one end.
3. Rotate command is used to change the position of the image to different angles.
4. Flip command is used to create a mirror image of the picture.
5. Crop feature lets us see only the selected part of the image.
6. Color Picker tool is used to pick a color from an open image or colored drawing.

Revision:

1. Introduction to the Paint program
2. Components of Paint window:
   - Quick Access Toolbar
   - File menu
   - Tabs: Home and View tab
   - Color Palette
3. Various options available in Paint:
   - Select
   - Resize
   - Skew
   - Copy and Paste
   - Cut and Paste
   - Rotate and Flip
   - Crop Image
4. Save drawing
5. Saving drawing in different file formats like JPEG, PNG, BMP, TIFF.

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. What is the difference between Copy-Paste and Cut-Paste?
2. What is the use of Rotate and Flip tools?

Assessment Means:

1. Explanation of topic
2. Questions
3. Quiz
4. Group discussion
5. Identification from given figure

(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

DATE (Date/Period of execution)			
CLASS - 2	**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	Arrangement of Patterns	**UNIT/SUB-UNIT**	Chapter 6
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objective:	**Specific Objective :**
1. To develop the interest of students in learning computers. 2. To enable them to think logically. 3. To enable them to solve the instructions more efficiently. 4. To enable them to understand the workflow of the communication process.	1. Students will acquire knowledge about growing and repeating patterns. 2. Students will understand decomposition. 3. Students will learn to code-decode using secret codes.

Learning Outcomes:

1. Students can tell about growing and repeating patterns.
2. Students can tell about decomposition.
3. Students can tell how larger tasks became easier after decomposition.
4. Students can define coding.
5. Students can define decoding.
6. Students can tell how to code-decode using secret code.

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:** 1. Stationery/TL Aids: Classroom objects like Pen, Pencil, Chalk, Duster, Stickers/symbols, drawing sheets/plain paper 2. Printed Material/Books: Book 2 CodeAI

1. Teacher will ask students if they have observed any pattern on their cloth/bed sheets. 2. Teacher will ask students if they like Rangoli and Mandala Art.	3. Worksheets/Workbook: Worksheet 4. Multimedia / Video link: Main book multimedia

Methodology :

Session/Period 1(Topic): Pattern, Growing and Repeating, Decomposition, Code-Decode

Aim: To get knowledge about Patterns, Growing and Repeating Patterns, Decomposition, and Code-Decode.

Strategy: By showing some drawings/patterns, the teacher will give a brief recap of Patterns that they have learned in the previous classes.

(For the teacher: Pattern recognition as part of computational thinking is **the process of identifying patterns in a data set to categorize, process and resolve the information more effectively**.)
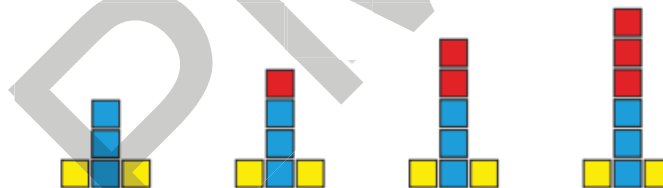
Now, the teacher will explain more about Patterns: (Teacher can demonstrate on board/projector or give students drawing sheets to draw their own patterns.)

Pattern:

Patterns are regular arrangements of lines, shapes and colors.

Growing Pattern:

When something is added to a pattern every time, it is called growing pattern.

Repeating Pattern:

Pattern that repeats itself over and over again according to a certain rule is called repeating pattern. It does not add anything new.

By understanding patterns, students become more efficient and quicker in solving instructions.

Now, the teacher will start the next topic:

Decomposition:

Decomposition means breaking down a task/problem into smaller parts, to make it easier to understand.

A teacher can give an example of daily life like brushing teeth, taking bath, drawing a hut/sun, etc.

Code-Decode:

A teacher can explain this topic with a color code game.

When we represent information using symbols/pictures/codes, it is called **coding.**

When we convert the information back to its original form, it is called **decoding.**

Make students understand how the information is secured.

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

- ➢ What is Pattern?
- ➢ Growing Pattern
- ➢ Repeating Pattern
- ➢ Composition
- ➢ Coding
- ➢ Decoding

Expected Skills achieved by the learners: Computational Thinking, Logical Reasoning

HOMEWORK:

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

- Growing pattern does not add anything to itself.
  (Chapter 6 / Topic: Pattern/ Exercise: True or False, Q1)
- We use decomposition in our daily lives too.
  (Chapter 6 / Topic: Decomposition/ Exercise: True or False, Q2)
- Coding represents information using symbols.
  (Chapter 6 / Topic: Coding/ Exercise: True or False, Q3)

Fill in the boxes.

- R___P___A___ ___I___G pattern does not add anything to itself.
(Chapter 6 / Topic: Pattern / Exercise: Fill in the boxes, Q1)
- D__C___M___O___I___I___N makes things easier to understand.
(Chapter 6 / Topic: Decomposition/ Exercise: Fill in the boxes, Q2)
- When we represent information using symbols for pictures, it is called C___D___N___.
(Chapter 6 / Topic: Coding/ Exercise: Fill in the boxes, Q3)

Activities /Project /Integration/Research Work:

1. Integration
   Integration is done with Mathematics. Ask students to prepare their own patterns using geometric shapes.
   Art Integration. Students will understand the concept of color coding.

2. **(Pls specify about project work/research work and details as per the activities)**
   ➢ Ask students to prepare their own code for alphabets/names with some symbols like smiley, shapes, sun, etc.
   ➢ Ask students to break down the task "draw a sun" and write its steps.
(To be further elaborated by the teacher)

Classwork:

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. Patterns are regular arrangements of lines, shapes, and colors.
2. Growing patterns and repeating patterns are two types of patterns.
3. Decomposition is breaking down a problem into smaller parts.
4. Coding is the representation of information using symbols or pictures.
5. Decoding is converting the information back to its original form.

Revision:

1. What is Pattern?
2. Growing Pattern

3. Repeating Pattern
4. Composition
5. Coding
6. Decoding

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. What is decomposition?
2. What is code and decode?

Assessment Means:

1. Explanation of topic
2. Questions
3. Quiz
4. Group discussion
5. Pattern making

(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 - 2	**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	Fun with ScratchJr	**UNIT/SUB-UNIT**	Chapter 7
NAME OF THE TEACHER(S) (To be filled by the teacher)			_____

Stage 1- Desired Results

General Objective:	Specific Objective:
1. To develop the interest of students in learning computers. 2. To enable them to identify various components of the SaratchJr screen. 3. To enable them to change the sprite character and background of the stage. 4. To enable them to create a program on ScratchJr.	1. Students will understand the SaratchJr program and its working. 2. Students will acquire knowledge about motion block to move sprites.

Learning Outcomes:

1. Students can tell about an ScratchJr.
2. Students can define coding.
3. Students can tell how to download ScratchJr.
4. Students can tell about the components of ScratchJr screen.
5. Students can tell how to move sprite.
6. Students can tell how to change background.
7. Students can tell how to add another character/sprite.
8. Students can tell how to create a program or script.

Stage 2- Learning Plan

Teachers to Gauge Previous Knowledge of the Students/	Teaching Aids:

Pre-Preparation Before taking the Session:	1. Stationery/TL Aids: Classroom objects like Pen, Pencil, Chalk, Duster, Projector
	2. Printed Material/Books: Book 2 CodeAI
1. Teacher will ask students – Do you like watching animation/cartoons? 2. Teacher will ask students – Have you seen a flip book?	3. Worksheets/Workbook: worksheet 4. Multimedia / Video link: main book multimedia

Methodology:

Session/Period 1(Topic): Introduction to ScratchJr, Working on ScratchJr, Downloading ScratchJr, Starting ScratchJr, ScratchJr screen.

Aim: To get the basic knowledge about downloading, starting ScratchJr and ScratchJr screen.

Strategy: By showing a code-decode worksheet, the teacher will give a brief recap of coding which they have learnt in the previous session.

The teacher will ask students if they would like to create their program/script.

Now, the teacher will give an **Introduction to ScratchJr.**

ScratchJr is a fun-based programming language for kids.

The teacher will now explain coding which they have already learned in previous sessions.

Coding:

Coding, sometimes called computer programming, is **how we communicate with computers**. Code tells a computer what actions to take, and writing code is like creating a set of instructions. By learning to write code, you can tell computers what to do or how to behave in a much faster way.

Working on ScratchJr:

Like students play a Lego game and board game, in a similar way they can work on ScratchJr by snapping the blocks together to make characters move, jump or dance. Students can add a new character, change background, and add voice effects and sounds.

Now, the teacher will demonstrate how to download ScratchJr.

ScratchJr is a free app that runs on **tablet (Android and iOS).** One can download it from the store or directly from the website.

Now, the teacher will start the next topic:

Starting ScratchJr:

 The teacher should demonstrate on projector so students will be clearer.

By default, ScratchJr is not installed on your device. You have to download it from the Internet and install it on your device.
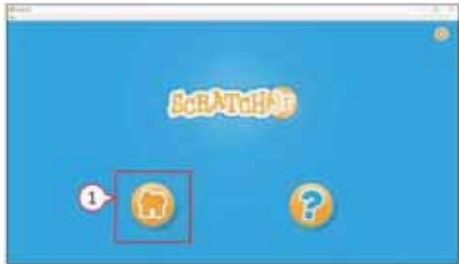
This is the first screen you see when you open the ScratchJr app.

1. Click the Home 🏠 button.

The ScratchJr window appears on the screen.

The home screen shows all of your saved ScratchJr projects.

2. Click the plus sign [●] to make a new project.

Now, the teacher will explain **ScratchJr Screen** by demonstrating on projector:

1. Sprite:
   The main character that performs all the actions.

2. Stage:
   A place for your program/script/animation.

3. Sprite list:
   Shows available sprites, you can add more sprites to the project.

4. Background:
   To change background.

5. Flag:
   Click on the green flag to start main program.

6. Pages:
   To add new pages in the project.

7. Script/Program:
   Step-by-step instructions are given to the sprite in the form of a stack of blocks.

8. Script Area:
   A place to make programs by assembling blocks.

9. Blocks Palette:
   Shows all the available blocks.

10. Block Category:
Lists the six categories of color-coded blocks:

- Triggering
- Motion
- Looks
- Sounds
- Control
- End

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

➢ ScratchJr
➢ How to download ScratchJr
➢ How to start ScratchJr
➢ Components of ScratchJr screen

- **Expected Skills achieved by the learners:** Logical Thinking, Creativity, Problem-Solving

HOMEWORK:

Tick (✓) the correct answer.

- We can download the ScratchJr app for an iOS from _____.
  a. BlueStacks   b. Google Play   c. App Store

  (Chapter 7 / Topic: Downloading ScratchJr/ Exercise: Tick the correct answer, Q1)

- Script is also known as a _____.
  a. page   b. program   c. character

  (Chapter 7 / Topic: Components of scratch/ Exercise: Tick the correct answer, Q2)

- _____ is the place where we make our program by assembling blocks.
  a. Script Area   b. Stage   c. Sprite

  (Chapter 7 / Topic: Components of scratch/ Exercise: Tick the correct answer, Q3)

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

- ScratchJr can only run on Tablets.
  (Chapter 7 / Topic: Downloading ScratchJr/ Exercise: True or False, Q1)
- By default, ScratchJr is installed on our device.
  (Chapter 7 / Topic: Starting ScratchJr/ Exercise: True or False, Q2)
- Blocks category lists the six categories of color-coded blocks.
  (Chapter 7 / Topic: ScratchJr Screen/ Exercise: True or False, Q3)

Fill in the boxes.
- On desktop, B_U_S_A_K_ software is used to run ScratchJr.
  (Chapter 7 / Topic: Using ScratchJr on Desktop/ Exercise: Fill in the boxes, Q1)
- S___A___E is the place where the sprite moves.
  (Chapter 7 / Topic: ScratchJr Screen/ Exercise: Fill in the boxes, Q2)

Answer the following questions.
- What is ScratchJr?

  _____

  _____

  _____

  (Chapter 7 / Topic: Introduction ScratchJr/ Exercise: Answer the questions., Q1)

- List the name of color-coded blocks available in Block category.

  _____

  _____

  _____

  (Chapter 7 / Topic: ScratchJr Screen/ Exercise: Answer the questions, Q2)

Session/Period 2(Topic): Moving the Sprite, Changing Background, Adding Another Character or Sprite, Creating a Program

Aim: To get the basic knowledge of ScratchJr, and make students able to create their own program.

Strategy: By demonstrating on the projector, the teacher will give a brief recap on how to download ScratchJr, and use ScratchJr and ScratchJr screen which they have learned in the previous sessions.

Now, the teacher will start the next topic:

Moving Sprite:

Use the **motion blocks** to make the Sprite move. (Teacher will demonstrate on the projector)

Changing Background:

By default, the stage has white background. To make the stage more interesting and lively, change the background.

The background shows available options for the same. Click on the desired background and then click on the check mark.

Adding Another Character or Sprite:

Tic, is the main character. Sometimes we like to add different characters to the project. Click on the **+** sign. It shows available characters. Select a new character and click on the check mark.

The new character always appears in the **middle of the stage.**

Creating a Program:

As we play a board game and follow step-by-step instructions, this is called a script or program in ScratchJr.

Drag more blocks to the Script Area and snap them together to make a sequence of actions. This sequence of actions is called a **script or program.**

The teacher will demonstrate how one can create a program/script using ScratchJr using Projector.

(The script runs from the beginning and each block is highlighted as it runs.)

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

➢ Moving sprite
➢ Changing background
➢ Adding another character or sprite
➢ Creating a program

• **Expected Skills achieved by the learners:** Logical Thinking, Creativity, Problem-Solving

HOMEWORK:

Tick (✔) the correct answer.

- To make the sprite move, use the _____ blocks.
  a. motion   b.looks   c. control

  (Chapter 7 / Topic: Moving Sprite/ Exercise: Tick the correct answer, Q4)

  Write 'T' for True and 'F' for False statements.
- When the script runs, each block is highlighted.
  (Chapter 7 / Topic: Creating a Program/ Exercise: True or False, Q4)

  Fill in the boxes.
- By default, the background of the stage is W___I___E.
  (Chapter 7 / Topic: Changing Background/ Exercise: Fill in the boxes, Q3)
- The sequence of actions is called S___R___P___.
  (Chapter 7 / Topic: Creating a Program/ Exercise: Fill in the boxes, Q4)
  Answer the following questions.
- How do we make a sequence of actions?

  _____

  _____

  _____

  (Chapter 7 / Topic: Creating a Program/ Exercise: Answer the questions, Q3)

Activities /Project /Integration/Research Work:

1. Integration
   Art Integration. Students will use scripts for the selected sprites to make them move and talk on the stage.

2. **(Pls specify about project work / research work and details as per the activities)**
   - Ask students to prepare a flip book which shows a flying balloon.

(To be further elaborated by the teacher)

Class work:

1. Read the chapter and solve exercises.

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

Reinforcement of Contents:

1. ScratchJr is a fun-based programming language for kids.
2. We can work on ScratchJr by snapping the blocks together to make characters move, jump or dance.
3. Sprite is a character that performs all the actions.
4. Sprite is a collective instruction given to a sprite in the form of a stack of blocks.
5. We can change the background of the stage to make it more interesting and livelier.
6. We can add more characters to the projects.

Revision:

1. ScratchJr
2. How to download ScratchJr?
3. How to start ScratchJr?
4. Components of ScratchJr screen:
   - Sprite
   - Stage
   - Sprite list
   - Background
   - Flag
   - Pages
   - Script/Program
   - Script Area
   - Blocks Palette
   - Block Category
5. Moving sprite
6. Changing background
7. Adding another character or sprite
8. Creating a program

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. What is a program/script?

Assessment Means:

1. Explanation of topic
2. Questions
3. Quiz
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 - 2	**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	Understanding 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 AI machine and normal machine. 3. To enable them to work with Petalica Paint.	**Specific Objective:** 1. Students will understand the concept of AI. 2. Students will acquire knowledge about the Applications of AI.

Learning Outcomes:

1. Students can tell about the concept of Artificial Intelligence.
2. Students can tell about AI in today's world.
3. Students can differentiate between AI machine and normal machine.
4. Students can tell about the applications of AI.
5. Students can tell how to start Petalica Paint.
6. Students can tell how to use Petalica Paint for coloring.

Stage 2- Learning Plan

Teachers to Gauge Previous Knowledge of the Students/	**Teaching Aids:**

Pre-Preparation Before taking the Session:	1. Stationery/TL Aids: Classroom objects like Pen, Pencil, Chalk, Duster, Projector, Internet connection
(Pls specify and add more points if need be as per the plan) 1. Teacher will ask students – Have you seen or heard about the movie Terminator? 2. Teacher will ask students – Do you know about Alexa or Siri?	2. Printed Material/Books: Book 2 CodeAI 3. Worksheets/Workbook: Worksheet 4. Multimedia / Video link: Main book multimedia

Methodology:

Session/Period 1(Topic): Concept of AI, AI in Today's World, AI Machine and Normal Machine , AI Around Us

Aim: To get the knowledge of AI, difference between AI and normal machine, AI applications around us.

Strategy: By showing some examples of AI, teacher will give a brief recap of AI which they have already introduced in previous classes.

AI is when you make a computer like a little brain. **You help it to learn by giving it a lot of words and pictures and numbers**.

Now, the teacher will start explaining the **concept of Artificial Intelligence**:

Artificial intelligence or AI:

 It is the ability of a machine to copy human intelligence.

The goal of AI is to make computers take **intelligent decisions.**

Using a general register or any book, the teacher can explain about the intelligent decision: it's a sound decision based on **data** collected from experiences.

Now, the teacher will start the next topic:

AI in Today's World:

The teacher can give an example of Terminator or any other AI-based movie. In reality, we have not received this level of AI (which is shown in the movie Terminator).

AI Machine and Normal Machine:

A normal machine is fed with instructions. It just follows the instructions.

When a machine is programmed with AI, it develops human understanding and behavior.

For example, a normal music system plays music through CD or a DVD, or a flash drive. On the other hand, a smart music system plays music through human voice commands.

Now, the teacher will explain:

Artificial Intelligence around us:

AI makes life easier.

AI in Digital Assistants:

You might have seen **Apple's Siri** and **Amazon's Alexa,** these two are the most famous AI personal assistants. They help users to make a call or search for information on web by understanding voice commands.

AI in YouTube Video Recommendations:

By showing some learning videos on YouTube, Teacher can demonstrate how YouTube suggests similar kinds of videos. It is with the help of AI.

AI in Games:

Playing games is a favorite activity for children. The majority of video games such as racing, shooting, etc. are powered by AI.

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

- ➢ Concept of AI
- ➢ AI machine and normal machine
- ➢ AI in today's world
- ➢ AI around us
- ➢ AI in digital assistants
- ➢ AI in YouTube video recommendations
- ➢ AI in games
- • **Expected Skills achieved by the learners:** Logical Thinking, Decision Making

HOMEWORK:

    Tick (✔) the correct answer.

- • Artificial Intelligence is a machine's ability to _____ human intelligence.
  a. destroy   b. copy   c. increase
  (Chapter 8 / Topic: Concept of AI / Exercise: Tick the correct answer, Q1)
- • An AI-programmed machine develops human understanding and _____.
  a. emotion   b. behavior   c. voice
  (Chapter 8 / Topic: AI machine/ Exercise: Tick the correct answer, Q2)
- • AI-powered games maintain the _____ of the players.

a. interest   b. relations   c. balance
(Chapter 8 / Topic: AI in games/ Exercise: Tick the correct answer, Q3)

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

- There is no difference between a normal machine and an AI-enabled machine.
(Chapter 8 / Topic: Normal Machine and AI/ Exercise: True or False, Q1)
- A music system gives output in the form of text.
(Chapter 8 / Topic: AI around us/ Exercise: True or False, Q2)
- Siri and Alexa are famous AI personal assistants.
(Chapter 8 / Topic: AI in Digital Assistants/ Exercise: True or False, Q3)
- Majority of video games are powered by Artificial Intelligence.
(Chapter 8 / Topic: AI in Gaming/ Exercise: True or False, Q4)

Fill in the boxes.

- The skill or ability to deal with changing situations is called I___T___L___I___E___C___.
(Chapter 8 / Topic: Concept of Intelligence / Exercise: Fill in the boxes, Q1)
- A normal electronic machine is fed with I___S___R___C___I__N___.
(Chapter 8 / Topic: AI Machine / Exercise: Fill in the boxes, Q2)
- Smart music system with AI plays music through human voice C___M___A___ ___S.
(Chapter 8 / Topic: AI around us / Exercise: Fill in the boxes, Q3)
- YouTube suggests similar kind of V___D___O___.
(Chapter 8 / Topic: AI in YouTube Video Recommendations / Exercise: Fill in the boxes, Q4)

Answer the following questions.

- What is the goal of Artificial Intelligence?

_____

_____

_____

(Chapter 8 / Topic: Concept of AI/ Exercise: Answer the questions**.**, Q1)

- Give two examples of AI in our daily life.

_____

_____

_____

(Chapter 8 / Topic: AI around us/ Exercise: Answer the questions, Q2)

Session/Period 2(Topic): AI Lab: Petalica Paint (Practical)

Aim: To get the basic knowledge of Petalica Paint, starting Petalica Paint.

Strategy: By discussing/demonstrating teacher will give a brief recap of AI, AI around us which they have learnt in previous session.

Now, the teacher will start a new topic:

AI Lab:

Students will enjoy coloring based on AI technology.

Petalica Paint (Internet connection required):

It is a free online AI-based coloring program.

Starting Petalica Paint:

The teacher will demonstrate how to start Petalica Paint on projector.

The ways to work in Petalica Paint:

1. Upload any line drawing to Petalica Paint:

   As soon as image is uploaded, AI will process the image and start coloring automatically.

   Three rules to play the game.

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

 ➢ Petalica Paint
 ➢ Two ways to work in Petalica Paint
 ➢ Three rules to play rock,paper and scissor

 • **Expected Skills achieved by the learners:** Creativity, Situation-based Decision-Making

HOMEWORK:

Tick (✔) the correct answer.

- In Rock, Paper and Scissors game, _____ beats Rock by covering it.
  a. Scissors   b. Wood   c. Paper

  (Chapter 8 / Topic: Rock, Paper and scissors/ Exercise: Tick the correct answer, Q4)

Write 'T' for True and 'F' for False statements.
- Rock, Paper and Scissors game teaches the basic principles of AI technology.
  (Chapter 8 / Topic: Rock, Paper, Scissors / Exercise: True or False, Q5)
  Answer the following questions.
- What does the game Rock, Paper and Scissors depend on?,

  _____

  _____

  _____

  (Chapter 8 / Topic: Rock, paper and Scissors/ Exercise: Answer the questions, Q3)

Activities /Project /Integration/Research Work:

1. Integration
   Art Integration. Students will learn to color line drawing and raw sketches on the screen with the help of AI.

2. **(Pls specify about project work / research work and details as per the activities)**
   ➢ Ask students to prepare a list of AI machines around them.

 (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. Intelligence is the ability to deal with changing situations.
2. The goal of AI is to make computers take intelligent decisions.
3. Siri and Alexa are the most famous AI personal assistants.
4. AI video games create close to reality gaming environment.
5. Petalica Paint is free online AI-based coloring program.

Revision:

1. Concept of AI
2. AI machine and normal machine
3. AI in today's world
4. AI around us:

    AI in digital assistants

    AI in YouTube video recommendations

    AI in games

5. Petalica Paint
6. Two ways to work in Petalica Paint
7. Three coloring styles: Canna, Satsuki, Tanpopo
8. How more attractive, colorful drawing is made by adding color hints?

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. Name the coloring styles available in Petalica Paint.

Assessment Means:

1. Questions
2. Quiz
3. Group discussion
4. Topic explanation

(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