LESSON PLAN

1. Know Your Computer

Teaching Objectives

Students will learn about

- ☞ Features of a computer
- ☞ Types of computers
- ☞ Uses of a computer

Teaching Plan

Number of periods: 2

While teaching this chapter, tell the students that a computer is an electronic machine which helps us to solve many problems.

Tell them that the word 'computer' has been derived from the word 'compute' which means 'to calculate'.

Share with the students the features of a computer covering:

- Accuracy – does not make mistake
- Storage – stores information and does not forget it
- Work Process – does not get tired and work for long hours
- Speed –works at a very high speed

Make the students understand that there are certain things which man can do better than computers covering:

- Feelings – computer does not have feelings and does not understand emotions
- Instruction – computer cannot work without our instructions
- Decision – computer cannot take its own decisions

Explain to the students about the different types of computers covering:

- Desktop computer – kept on desk or table
- Laptop computer – can be kept on lap also and is portable
- Tablet computer – smaller than a laptop and has a touchscreen
- Smartphone – mobile phone which has computer facilities

Tell the students that all these types of computers are called Personal Computers or PCs.

Share with the students the various uses of a computer covering drawing, painting, doing homework, doing sums, watching movies, listening to music, playing games, writing letters and stories, etc.

Ensure that the scope of Teacher's Corner given at the end of the chapter has been covered.

Ask the students some oral questions based on this chapter.

Q. What is a computer?

Q. How has the word 'computer' been derived?
Q. State any two features of a computer.
Q. Name two things which man can do better than computers.
Q. Name any two types of computers.
Q. Which is the largest type of computer?
Q. Which is the smallest type of computer?
Q. Can we keep all computers in our pocket?
Q. Name two computers which we can keep in our pocket.
Q. Name the computer which we keep on a desk or a table.

Evaluation

After explaining the chapter, let the students do the course book exercises given on Pages 12 and 13 of the main course book as One Touch Learn and Let's Do It. After solving the course book exercises, tell the students to solve Crack the Code activity given on Pages 13 and 14 of the main coursebook. Help the students to solve these questions.

In Creative Assignment, activities like Hands-On and Fun in Lab given on Page 14 of the main course book will enhance the ability of the students and serve as a Subject Enrichment activity.

Suggested Activity

Show the pictures of different types of computers to the students and ask the name of each type of computer.

2. Applications of a Computer

Teaching Objectives

Students will learn about

☞ Different places where computers are used –home, shops and restaurants, offices, schools, railway stations and airports, hospitals, banks, designing, publishing, space research and science labs, police station

Teaching Plan

Number of periods: 2

While teaching this chapter, tell the students that some machines like washing machine, air conditioner, television and ATM work smartly because these machines have a computer in them.

Share with the students the names of the places where computers are used and the reason the computers are used there covering:

- At home – to play games, watch movies, listen to music, send e-mails, search information, etc.
- In shops and restaurants – to make bills, keep a record of items bought and sold, etc.
- In offices – to type and print documents
- In schools – to make time tables and report cards, teach students, keep fee records, keep record of library books, etc.

- At railway stations and airports – to reserve and cancel tickets, maintain train and flight timings, etc.
- In hospitals – to maintain records of patients, detect diseases, prepare medical reports, perform operations, etc.
- In banks – to maintain customer details, withdraw money (using ATMs), etc.
- In designing – to design clothes, buildings, cars, aeroplanes, other machines, etc.
- In publishing – to design and print newspapers, books, magazines, etc.
- In space research and science labs – to launch and control movement of satellite in space, forecasting weather, etc.
- In police station – to track the record of criminals, draw their sketches, maintain record of complaints, etc.

Ensure that the scope of Teacher's Corner given at the end of the chapter has been covered.

Ask the students some oral questions based on this chapter.

Q. Name some smart machines.

Q. Why are some machines smart?

Q. State any two uses of computers at home / railway station / airport.

Q. State any two uses of computers in a school / bank / shop / office / hospital.

Evaluation

After explaining the chapter, let the students do the course book exercises given on Pages 19 and 20 of the main course book as One Touch Learn and Let's Do It. After solving the course book exercises, tell the students to solve Crack the Code activity given on Pages 20 and 21 of the main coursebook. Help the students to solve these questions.

In Creative Assignment, activities like Hands-On and Fun in Lab given on Page 21 of the main course book will enhance the ability of the students and serve as a Subject Enrichment activity.

Suggested Activity

Ask the students to discuss with their parents and elders to learn more about the machines used by them which have a computer inside. Encourage the students to share the names of such machines with the class.

3. Working of a Computer

Teaching Objectives

Students will learn about

- ☞ Working of machines
- ☞ Input
- ☞ Process
- ☞ Output

Teaching Plan

Number of periods: 3

While teaching this chapter, tell the students that a computer works according to the commands or instructions given by us.

Tell the students about the working of some machines like:

- Washing machines – we put dirty clothes inside it, the machines washes them and gives out clean clothes.
- Juicer – we put fruit pieces inside it, the juicer squashes the fruits and gives out fresh juice.

Share with the students that in both these cases, the first step is input, the second step is process and the third step is output.

Tell the students that similarly computer takes instructions (2, 3, +), adds them (2+3) and gives the result (5).

Share with the students that this cycle of working of machines is called Input-Process-Output cycle or IPO cycle.

Introduce the term Input as giving instructions to the computer.

Tell the students that keyboard and mouse are used as input devices in a computer.

Introduce the term Process as action performed by computer on the instructions given by us.

Tell the students that Central Processing Unit (CPU) is processing device of a computer and is called Brain of the computer.

Introduce the term Output as result given by the computer after processing.

Tell the students that monitor and printer are used as output devices in a computer.

Ensure that the scope of Teacher's Corner given at the end of the chapter has been covered.

Ask the students some oral questions based on this chapter.

Q. What does IPO stand for?

Q. What is Input-Process-Output cycle?

Q. Define Input / Process/ Output.

Q. Name two input / output devices.

Q. Which part of the computer is called Brain of the computer?

Q. Why is CPU called brain of the computer?

Evaluation

After explaining the chapter, let the students do the course book exercises given on Pages 25 and 26 of the main course book as One Touch Learn and Let's Do It. After solving the course book exercises, tell the students to solve Crack the Code activity given on Pages 26 and 27 of the main coursebook. Help the students to solve these questions.

In Creative Assignment, activities like Fun in Lab given on Page 27 of the main course book will enhance the ability of the students and serve as a Subject Enrichment activity.

Suggested Activity

Show some more machines with input and output to the students and ask the students to arrange these in correct order of the IPO cycle.