

LESSON PLAN

Touchpad PLAY Ver 1.0

Class-2

1. Know Your Computer

Teaching Objectives~

Students will learn about

☞ Advantages of a Computer

☞ Uses of a Computer

☞ Disadvantages 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.

Extension

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 10 and 11 of the main course book as One Touch Learn and Let's Do It.

In Creative Assignment, activities like Fun in Lab given on Page 11 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:

- | | |
|--|---|
|  At Home |  In Shops and Restaurants |
|  In Offices |  In Schools |
|  At Railway Stations and Airports |  In Hospitals |
|  In Banks |  In Designing |
|  In Publishing |  In Space Research and Science Lab |
|  In 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 'a satellite' or 'satellites' 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.

Extension

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 16 and 17 of the main course book as One Touch Learn and Let's Do It.

In Creative Assignment, activities like Hands-On and Fun in Lab given on Page 17 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

Working of a Computer

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:

‘Juicer’ will come first then ‘washing machine’

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.

Extension

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 21 and 22 of the main course book as One Touch Learn and Let’s Do It.

In Creative Assignment, activities like Fun in Lab given on Page 22 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.



4. Human Vs Computers

Teaching Objectives

Students will learn about

👁 Human Vs Computers

Teaching Plan

Number of periods: 1

While teaching this chapter, tell the students that a computer cannot work on its own. It needs instructions to perform a task.

Tell the students about the difference between a computer and human.

Share the features like a computer:

- can never make any mistake.
- can store a large amount of information and never forget it.
- can never get tired and can work for long hours.
- can work at a very high speed.
- do not have any feelings. If you pinch me, I will not react.
- can work on your instructions
- cannot take my own decisions.

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

Extension

Ask the students some oral questions based on this chapter.

Q. How is a computer different from human in following matter:

- | | | |
|--------------------|------------------------|-----------------|
| a. Making mistakes | b. Storing information | c. Tiredness |
| d. Speed | e. Feelings | f. Instructions |
| g. Decision making | | |

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.

In Creative Assignment, activities like Fun in Lab given on Page 26 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 do these activities and encourage the students to share the names of some machines similar to computer with the class.

5. Computer Devices

Teaching Objectives

Students will learn about

- 🖨 Input devices
- 🖨 Output devices
- 🖨 Storage devices

Teaching Plan

Number of periods: 3

While teaching this chapter, tell the students that a computer is made up of many devices which are categorized as input devices, output devices and storage devices.

Introduce input devices as the parts that are used to give commands or instructions to the computer or tell the computer what to do.

Share with them pictures / models of some input devices like:

- **Keyboard** – used for typing text and numbers through keys
- **Mouse** – used for drawing pictures and selecting objects through click
- **Scanner** – used to send document or images from paper to computer
- **Microphone** – used to record voice, music and sounds.

Introduce output devices as the parts that are used to show result or output after processing.

Share with them pictures / models of some output devices like:

- **Monitor or Visual Display Unit (VDU)** – used to show the data that is input and its result after computer process through its front portion, screen.
- **Printer** – used to print the work done by computer on paper
 - ◆ Tell the students about the types of printers as Inkjet printers and Laser printers
- **Speakers** – used to listening to music, sound and voice on a computer
- **Headphones** – work as small speaker and used to hear sound without disturbing others
- **Headset** – used as a combination of microphone and headphones
 - ◆ Introduce storage devices as the parts that are used to store our work in the computer.
 - ◆ Share with them pictures / models of some storage devices like:
- **Hard Disk** – rectangular in shape and fixed inside the CPU box
- **Compact Disc (CD)** – circular in shape and portable storage device
- **Digital Versatile Disc (DVD)** – circular in shape but with more storage capacity than CD
- **Pen Drive or USB Flash Drive** – having more storage capacity than DVD but less than Hard Disk

Show to the students CD/DVD Drive and USB ports used to read the files stored in CD/DVD and Pen Drive respectively.

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

Extension

Ask the students some oral questions based on this chapter.

Q. What are the parts of a computer?



- Q. What are input / output / storage devices?
- Q. Give two examples of input / output / storage devices.
- Q. What is a USB port used for?
- Q. What is the name given to the combination of microphone and headphones?
- Q. Expand CD / DVD.
- Q. Which has more storage capacity: CD or DVD?
- Q. Arrange in increasing order of storage capacity:
CD DVD Pen Drive Hard Disk

Evaluation

After explaining the chapter, let the students do the course book exercises given on Pages 31 and 32 of the main course book as One Touch Learn and Let's Do It.

In Creative Assignment, activities like Hands-On and Fun in Lab given on Page 32 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 collect information about a modern storage device – Blue Ray Disc which looks like a CD/DVD but has much more storage capacity than the two.

6. The Keyboard and The Mouse

Teaching Objectives

Students will learn about

 Keyboard

 Mouse

Teaching Plan

Number of periods: 2

While teaching this chapter, tell the students that keyboard and mouse are used to perform various functions.

Show the students a keyboard and demonstrate:

- A keyboard has 104 keys
- **Shift key** – used with other keys for different purposes like with alphabet keys to type in capital letters with caps Lock turned off and with number keys and symbol keys to type the symbols in the upper row of that key.
- **Symbol keys** – used to type special signs like @, \$, %, *, etc. and punctuation marks like ?, !, ;, " , etc.
- **Function keys** – 12 in number from F1 to F12 and used to perform a different function like F1 for Help, etc.
- **Caps Lock key** – used to type in capital letters
- **Tab key** – used to move cursor several spaces forward at once
- **Escape or Esc key** – used to cancel a task

Show to the students a mouse and demonstrate:

- A mouse has buttons to click and wheel to scroll
- Displays an arrow called pointer on the screen
- **Click or Single-click** – used to select an item
- **Double-click** – used to open the selected item
- **Right-click** – used to display list of properties of the selected item
- **Drag** – used to move an item from one location to another

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

Extension

Ask the students some oral questions based on this chapter.

- Q. Name the two commonly used input devices.
- Q. How many keys are there on a standard keyboard?
- Q. State one use of Shift key.
- Q. What is Escape / Tab / Caps Lock key used for?
- Q. How many Shift / Function keys are there on a keyboard?
- Q. What is the use of Function / Symbol keys?
- Q. What is a mouse?
- Q. What is pointer?
- Q. What is single-click / double-click / right-click / drag used for?

Evaluation

After explaining the chapter, let the students do the course book exercises given on Pages 38 and 39 of the main course book as One Touch Learn and Let's Do It.

In Creative Assignment, activities like Hands-On and Fun in Lab given on Page 40 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 draw a keyboard on an A4 sheet of paper and label these keys:

- Shift keys
- Escape key
- Symbol keys
- Keys to spell the name of the student
- Enter key
- Tab key
- Function keys



7. Operating a Computer

Teaching Objectives

Students will learn about

- ☞ How to Start a Computer
- ☞ How to Shut Down a Computer

Teaching Plan

Number of periods: 2

While teaching this chapter, tell the students that we need to follow proper steps to switch on and shut down a computer.

Share with the students the steps to switch on a computer as:

- (i) Switch on main power supply button
- (ii) Switch on UPS (inverter of the computer) button
- (iii) Switch on power supply button of CPU
- (iv) Switch on monitor

Explain to the students that:

- The first screen that appears on the monitor is called desktop.
- Small pictures on the desktop are icons.
- Long bar at the bottom of the desktop is called Taskbar.
- Start button is on the left corner of the taskbar and used to open different programs.
- Start menu has Shut Down button which is used to shut down the computer.
- Clock is on the right corner of the taskbar.
- Rectangular box that opens when we start a program is called Window.
- Control buttons on every window include Maximize and Minimize buttons to resize the window and Close button to close the window.

Share with the students the steps to shut down a computer as:

- (i) Click on Start button.
- (ii) Click on Shut Down button and wait.
- (iii) Switch off monitor button.
- (iv) Switch off UPS button.
- (v) Switch off main power supply button.

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

Extension

Ask the students some oral questions based on this chapter.

- Q. What is the first step to switch on a computer?
- Q. What is the first step to shut down a computer?
- Q. What is the last step to shut down a computer?

- Q. What are icons?
- Q. Where is taskbar located?
- Q. Where is Start button / Clock located on the taskbar?
- Q. Which part is called inverter of the UPS?
- Q. Do we need to switch off the CPU button while shutting down a computer?
- Q. Which menu is used to shut down a computer?

Evaluation

After explaining the chapter, let the students do the course book exercises given on Pages 45 and 46 of the main course book as One Touch Learn and Let's Do It.

In Creative Assignment, activities like Hands-On and Fun in Lab given on Page 46 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 draw images showing the steps to switch on a computer and to shut down a computer in their computer notebook.

8. Fun with Tux Paint

Teaching Objectives

Students will learn about

- | | | |
|---|--|---|
|  New Tool |  Open Tool |  Stamp Tool |
|  Text Tool |  Magic Tool | |

Teaching

Number of periods: 4

While teaching this chapter, tell the students that Tux Paint has a lot of tools, animations and effects to enhance your creativity in drawing.

Tell the students that the Tux mascot, that is, a penguin guides you while working in Tux Paint.

Make the students recall the components of the Tux Paint window covering Toolbar, Colors Palette, Help Area, Selector, Up and Down Arrows and Drawing Area or Canvas.

Introduce New tool as the tool used to open a new page for drawing.

Demonstrate to the students the steps involved in use of New tool.

Make the students understand that Open tool is used to open an existing drawing in Tux Paint.

Show to the students the method to use Open tool.

Introduce Stamp tool as the tool used to insert different stamps or images from the Selector.

Explain the steps involved in the use of Stamp tool to the students.

Tell the students that just like in Paint, Text tool is used in tux Paint to type some text in the drawing area or canvas.

Demonstrate to the students the steps involved in using Text tool in Tux Paint.



Tell the students that Magic tool in Tux Paint is used to add special effects to a drawing. Show to the students some of the Magic tool effects which can be added to a drawing. Ensure that the scope of Teacher's Corner given at the end of the chapter has been covered.

Extension

Ask the students some oral questions based on this chapter.

- Q. What is the use of Text / Magic / Stamp / New / Open tool?
- Q. When is New tool used?
- Q. Can Open tool be used to open a drawing which was not saved earlier?
- Q. What is the use of Selector in Tux Paint?

Evaluation

After explaining the chapter, let the students do the course book exercises given on Pages 52 and 53 of the main course book as One Touch Learn and Let's Do It.

In Creative Assignment, activities like Fun in Lab given on Page 53 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 draw a jungle scene in Tux Paint.

9. Introduction to Paint

Teaching Objectives

Students will learn about

- | | |
|------------------------|----------------------|
| ☞ Steps to Start Paint | ☞ Tools Group |
| ☞ Colors Group | ☞ Shapes Group |
| ☞ Drawing Lines | ☞ Drawing Rectangles |
| ☞ Filling Colours | ☞ Drawing Freehand |

Teaching Plan

Number of periods: 3

While teaching this chapter, tell the students that Paint is a program used to draw and colour.

Familiarize the students with Paint window showing Tools group, Shapes group, Colors group and Drawing Area.

Demonstrate to the students the steps to start Paint.

Tell the students about the uses of Tools group (contains tools), Colors group (contains colour options) and Shapes group (contains shapes).

Demonstrate the steps to:

- Draw straight lines using Line shape.
- Draw rectangles using Rectangle shape.

- Fill colours in closed shapes using Fill with Color tool.
- Make freehand drawing using Brushes tool.

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

Extension

Ask the students some oral questions based on this chapter.

- Q. What is Paint?
- Q. What is the use of Line / Rectangle shape?
- Q. What is the use of Brushes / Fill with Color tool?
- Q. How can the width of the Brush be changed?
- Q. Under which category is the Paint program listed?
- Q. Name the groups present on Paint window.
- Q. What does the Colors / Shapes / Tools group contain?

Evaluation

After explaining the chapter, let the students do the course book exercises given on Pages 57 and 58 of the main course book as One Touch Learn and Let's Do It.

In Creative Assignment, activities like Fun in Lab given on Page 58 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 draw the following shapes in Paint.

