8

TOUCHPAD®

PLUS Ver. 2.1

Teacher's Manual

Extended Support for Teachers

ORANGE™
www.orangeeducation.in
www.thetouchpad.com

Teacher's Time Table

Periods / Days	0	I	II	III	IV		V	VI	VII	VIII
Monday						B				
Tuesday						R				
Wednesday						E				
Thursday						A				
Friday						K				
Saturday										

Development Milestones in a Child

Development milestones are a set of functional skills or age-specific tasks that most children can do at a certain age. These milestones help the teacher to identify and understand how children differ in different age groups.

Age 5 - 8 Years	
Physical	• First permanent tooth erupts • Shows mature throwing and catching patterns • Writing is now smaller and more readable • Drawings are now more detailed, organised and have a sense of depth
Cognitive	• Attention continues to improve, becomes more selective and adaptable • Recall, scripted memory, and auto-biographical memory improves • Counts on and counts down, engaging in simple addition and subtraction • Thoughts are now more logical
Language	• Vocabulary reaches about 10,000 words • Vocabulary increases rapidly throughout middle childhood
Emotional/Social	• Ability to predict and interpret emotional reactions of others enhances • Relies more on language to express empathy • Self-conscious emotions of pride and guilt are governed by personal responsibility • Attends to facial and situational cues in interpreting another's feelings • Peer interaction is now more prosocial, and physical aggression declines

"If you cannot do great things, do small things in a great way."

Age 9 - 11 Years	
Physical	• Motor skills develop resulting enhanced reflexes
Cognitive	• Applies several memory strategies at once • Cognitive self-regulation is now improved
Language	• Ability to use complex grammatical constructions enhances • Conversational strategies are now more refined
Emotional/Social	• Self-esteem tends to rise • Peer groups emerge

Age 11 - 20 Years	
Physical	• If a girl, reaches peak of growth spurt • If a girl, motor performance gradually increases and then levels off • If a boy, reaches peak and then completes growth spurt • If a boy, motor performance increases dramatically
Cognitive	• Is now more self-conscious and self-focused • Becomes a better everyday planner and decision maker
Emotional/Social	• May show increased gender stereotyping of attitudes and behaviour • May have a conventional moral orientation

Managing the children's learning needs according to their developmental milestones is the key to a successful teaching-learning transaction in the classroom.

Teaching Pedagogies

Pedagogy is often described as the approach to teaching. It is the study of teaching methods including the aims of education and the ways in which such goals can be achieved.

Lesson Plans

A lesson plan is the instructor's road map which specifies what students needs to learn and how it can be done effectively during the class time. A lesson plan helps teachers in the classroom by providing a detailed outline to follow in each class.

A lesson plan addresses and integrates three key components:

- Learning objectives
- Learning activities
- Assessment to check the student's understanding

A lesson plan provides an outline of the teaching goals:

Before the class:

1. Identify the learning objectives.
2. Plan the lesson in an engaging and meaningful manner.
3. Plan to assess student's understanding.
4. Plan for a lesson closure.

↓

During the class:

Present the lesson plan.

↓

After the class:

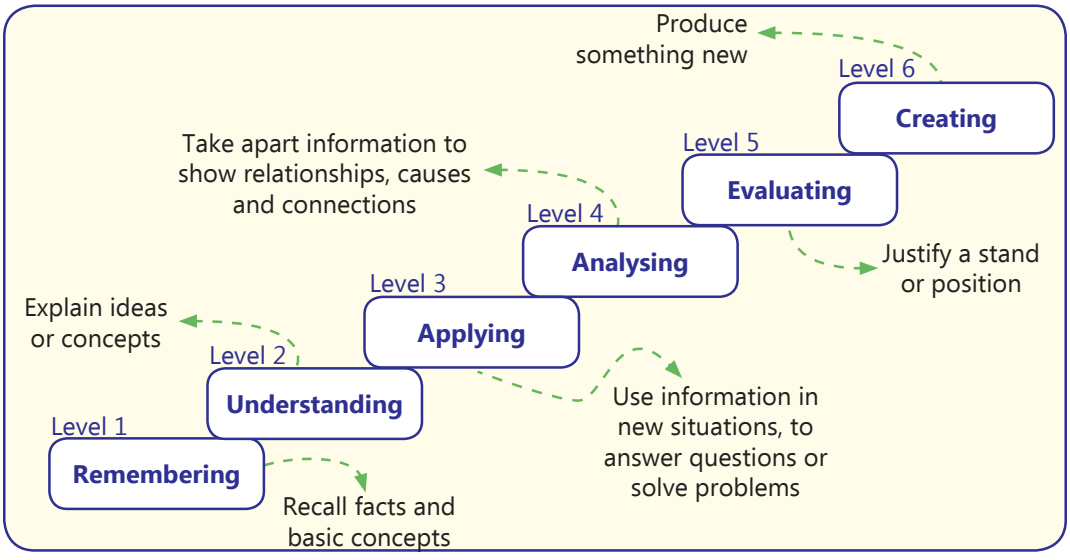
Reflect on what worked well and why. If needed, revise the lesson plan.

Teaching Strategies

Numerous strategies have evolved over the years to facilitate the teaching-learning process in the classrooms.

Bloom's Taxonomy

Bloom's Taxonomy was created by **Dr Benjamin Bloom** and several of his colleagues, to promote higher forms of thinking in education instead of rote learning. There are three domains of learning: cognitive (mental), affective (emotional), and psychomotor (physical). However, when we refer to Bloom's Taxonomy we speak of the cognitive domain. Bloom's Taxonomy is a list of cognitive skills that is used by teachers to determine the level of thinking their students have achieved. As a teacher, one should attempt to move students up the taxonomy as they progress in their knowledge.



Teachers should focus on helping students to remember information before expecting them to understand it, helping them understand it before expecting them to apply it to a new situation, and so on.

Class 8

LESSON PLAN

Touchpad Ver 2.1

1. Computer Networking

Teaching Objectives

Students will learn about

- Computer Network
- Need for Computer Network
- Advantages of Computer Network
- Network Terminology
- Components Required for a Network
- Types of Network
- Topology
- Network Architecture
- Wireless Networking Technology
- Protocol

Number of Periods	
Theory	Practical
3	1

Teaching Plan

Before starting the chapter, ask the students to solve the question in Let's Plug-In given on Page 7 of the main course book.

While teaching this chapter, tell the students that the process of connecting computers and peripheral devices with each other to exchange data is called computer networking.

Tell the students about the meaning and basics of computer network.

Share with the students the need for computer network – for resource sharing and for communication.

Discuss with the students the advantages of a computer network.

Introduce network terms like Server (host computer) and Client (dependent on server).

Explain the different types of servers to the students covering dedicated server, print server, database server, network server and web server.

Tell the students about the components required for a network covering NIC, hub/switch, router, modem and networking cable.

Share with the students that on the basis of geographical area covered, the networks can be classified into LAN (Local Area Network), MAN (Metropolitan Area Network), WAN (Wide Area Network), PAN (Personal Area Network) and CAN (Campus Area Network).

Introduce Topology as geometric arrangement of computers or nodes in a network.

Explain the difference between different types of topologies covering bus topology, ring topology, star topology, tree topology and mesh topology (Refer Suggested Activity also).

Tell the students that the network architecture defines the overall design of the computer network.

Share with the students the two types of network architectures as Peer-to-Peer network and Client-Server network.

Share with the students about the wireless networking technologies detailing about Wi-Fi and Bluetooth.

Introduce Protocol as a set of rules that govern the communication between the computers on a network.

Discuss briefly about the different types of protocols explaining about HTTP, HTTPS, FTP, TC/IP, POP3, IMAP and SMTP.

Ask the student to solve the exercise Let's Catch Up given on page number 11, 16 and 18.

Extension

Ask the students some oral questions based on this chapter.

Q. Define computer network.
Q. What is the need for a computer network?
Q. What are the advantages of a computer network?
Q. Define server / client.
Q. What are the different types of computer servers?
Q. What are the components required for a network?
Q. Define LAN / MAN / WAN / PAN / CAN.
Q. Define Topology.
Q. Name different types of topologies.
Q. What is meant by protocol?

Evaluation

After explaining the chapter, let the students do the exercises given on Pages 19 and 20 in the main course book as Test Your Skills. Tell the students to try sections under Fun Zone– Let's Solve, Let's Explore and Let's Get Better given on Pages 20 and 21 in the main course book.

Take the students to the computer lab and let them practice the activity given in the Tech Practice section on Page 21 in the main course book. This will enhance the ability of the students and serve as a Subject Enrichment activity.

Suggested Activity

Ask the students to make models of different types of topologies using marbles and used wire pieces / straws.

2. Introduction to Adobe Photoshop CC

Teaching Objectives

Students will learn about

- Features of Adobe Photoshop CC
- Opening Adobe Photoshop CC 2018
- Creating a New Document
- Adobe Photoshop CC 2018 Interface
- Opening an Image in Photoshop
- Placing an Image in an Existing Document
- Tools in Photoshop
- Move and Selection Tools
- Cropping Tools
- Painting Tools
- Inserting Text
- Transform Tool
- Saving a File in Photoshop
- Closing a File and Exiting Photoshop

Number of Periods	
Theory	Practical
2	3

Teaching Plan

Before starting the chapter, ask the students to solve the question in Let's Plug-In given on Page 22 of the main course book.

While teaching this chapter, tell the students that Photoshop is a designing software developed in 1988.

Introduce student with Adobe Photoshop CC using examples.

Explain the features of Photoshop to the students in detail.

Demonstrate to the students the steps involved in opening Photoshop CC 2018.

Demonstrate to the students the steps involved in creating a new document in Photoshop.

Explain all the components of Photoshop interface with proper labeled pictures.

Tell the students the steps to open an image in Photoshop.

Demonstrate to the students the steps involved in placing an image in an existing document in Photoshop.

Explain to the students the following tools of Photoshop and explain them in details with steps:

a. Move and Selection tools
   - Rounded Marquee tool
   - Elliptical Marquee tool
   - Lasso tool
   - Polygonal Lasso tool
   - Magnetic Lasso tool
   - Quick Selection tool
   - Magic Wand tool

b. Cropping tools
   - Crop tool
   - Perspective Crop tool
   - Slice tool and Slice Select tool

c. Painting tools
   - Brush tool
   - Pencil tool
   - Color Replacement tool

- Mixer Brush tool
- History Brush tool
- Gradient tool
- Paint Bucket tool
- 3D Material Drop tool

d. Inserting Text
- Using Horizontal Type Tool
- Using Horizontal Type Mask Tool

e. Transform Tool

Tell the students the steps to save a file and closing a file in Photoshop along with exiting Photoshop.

Ask the student to solve the exercise Let's Catch Up given on page number 31.

Extension

Ask the students some oral questions based on this chapter.

Q. What is the role of Adobe Photoshop?
Q. What are the features of Photoshop?
Q. What is the use of Move tool?
Q. What is the use of Selection tool?
Q. What is the use of Cropping tool?
Q. What is the use of Inserting text tool?
Q. What is the use of transform tool?

Evaluation

After explaining the chapter, let the students do the exercises given on Pages 42 and 43 in the main course book as Test Your Skills. Tell the students to try sections under Fun Zone– Let's Solve and Let's Explore given on Pages 43 and 44 in the main course book.

Take the students to the computer lab and let them practice the activity given in the Tech Practice section on Page 44 in the main course book. This will enhance the ability of the students and serve as a Subject Enrichment activity.

Suggested Activity

Ask the students to crop two images and make them one using proper Photoshop tools taught in this chapter.

3. More on Photoshop CC

Teaching Objectives

Students will learn about

- ☞ Layers in Photoshop
- ☞ Painting Tools in Photoshop
- ☞ Retouching Tools
- ☞ Drawing Tools
- ☞ Shape Tools
- ☞ Navigation Tools
- ☞ Image Menu
- ☞ Layer as a Smart Object

Number of Periods	
Theory	Practical
2	2

Teaching Plan

Before starting the chapter, ask the students to solve the question in Let's Plug-In given on Page 45 of the main course book.

While teaching this chapter, revise the features and tools of Photoshop CC for the students taught in the earlier chapter.

Demonstrate to the students the Layers in Photoshop CC 2018 and explain the step involved in creating a new layer.

Explain all the components of Photoshop interface with proper labeled pictures.

Tell the students the steps to open an image in Photoshop.

Demonstrate to the students the steps involved in placing an image in an existing document in Photoshop.

Explain to the students the following tools of Photoshop and explain them in details with steps:

a. Painting tools
   - Eye Dropper tool
   - 3D Material Eyedropper tool
   - Color Sample tool
   - Ruler tool
   - Note tool
   - Eraser tool
   - Background Eraser tool
   - Magic Eraser tool

b. Retouching tools
   - Healing Brush tool
   - Patch tool
   - Content Aware Move tool
   - Red Eye tool
   - Clone Stamp tool
   - Pattern Stamp tool
   - Blur, Sharpen and Smudge tool
   - Dodge, Burn and Sponge tool

c. Drawing tools
   - Pen tool

d. Shape tools
   - Custom Shapes

e. Navigation Tools
   - Hand tool
   - Rotate View tool
   - Zoom tool

Tell the students the image menu options along with the description of each.

Teach the students about Layers as an object with steps involved in it.

Ask the student to solve the exercise Let's Catch Up given on page number 57.

Extension

Ask the students some oral questions based on this chapter.

Q. What is the use of Painting tool?

Q. What is the use of Retouching tool?

Q. What is the use of Navigation tool?

Q. What is the use of Drawing tool?

Q. What is the use of Shapes tool?

Evaluation

After explaining the chapter, let the students do the exercises given on Pages 60 and 61 in the main course book as Test Your Skills. Tell the students to try sections under Fun Zone– Let's Solve and Let's Explore given on Page 61 in the main course book.

Take the students to the computer lab and let them practice the activity given in the Tech Practice section on Page 61 in the main course book. This will enhance the ability of the students and serve as a Subject Enrichment activity.

Suggested Activity

Ask the students to download and edit an image and make them one using proper tools.

4. Computer Safety and Security

Teaching Objectives

Students will learn about

- How to Keep your Computer Physically Fit?
- Protecting your Computer from Illegal Access
- How to Backup your Important Files?
- Other Maintenance Techniques
- Malware
- Antivirus
- Firewall

Number of Periods	
Theory	Practical
2	1

Teaching Plan

Before starting the chapter, ask the students to solve the question in Let's Plug-In given on Page 63 of the main course book.

While teaching this chapter, tell the students that computer safety refers to the protection of computer-based resources against unauthorized use or physical damage.

Tell the students the method of physically cleaning computer parts like keyboard, mouse and monitor.

Share with the students the method to protect the computer from illegal access by reference to terms like authentication (verifying user's identity) and covering:

- Password protection
- Biometric authentication including face recognition, iris biometrics, retina biometrics and voice recognition
- Encryption (converting data into cypher text)

Explain the need, importance and process of backing up important files using external hard disk drives and online backup services.

Share with the students some information about some other maintenance techniques like deleting files, defragmenting hard disk drive and disk cleanup.

Introduce malware as programs designed to damage or carry out unwanted actions on a computer system.

Explain to the students information about different types of malware like virus, worms, Trojan horses, spyware, zombie, ransomware, rootkits and backdoors.

Explain the importance of antivirus and firewall in maintain computer safety and security.

Ask the student to solve the exercise Let's Catch Up given on page number 65 and 70.

Extension

Ask the students some oral questions based on this chapter.

Q. Define authentication.

Q. Where is elastic graph matching technique used?

Q. What is the difference between encryption and decryption?

Q. What is malware?

Q. Define virus / worm / rootkit / backdoor / ransomware.

Q. What is an anti-virus?

Q. Name some commonly used anti-virus software.

Evaluation

After explaining the chapter, let the students do the exercises given on Pages 71 in the main course book as Test Your Skills. Tell the students to try sections under Fun Zone– Let's Solve, Let's Explore and Let's Get Better given on Page 72 in the main course book.

Take the students to the computer lab and let them practice the activity given in the Tech Practice section on Page 72 in the main course book. This will enhance the ability of the students and serve as a Subject Enrichment activity.

Suggested Activity

Ask the students to prepare a detailed project on any anti-virus software on an A3 sheet.

5. Google Apps

Teaching Objectives

Students will learn about

- Google
- Apps of Google

Number of Periods	
Theory	Practical
2	2

Teaching Plan

Before starting the chapter, ask the students to solve the question in Let's Plug-In given on Page 73 of the main course book.

While teaching this chapter, brief the students about Google and mobile apps.

Introduce Google to the students along with the history.

Explain the Google Apps to the students in detail like Gmail, Google Drive, Google Maps, Google Docs, Google Sheets, Google Slides and YouTube.

Explain the following components of Google Drive to the students along with the steps involved in:

- What can you store in Google Drive?
- How much can you store in Google Drive?
- How does it work?
- Features of Google Drive

Demonstrate the features of Google Maps to the students along with the steps involved in it.

Demonstrate the opening/ importing an existing word document for editing in Google Docs to the students along with the steps involved in it.

Explain the following components of Google Sheets to the students along with the steps involved in:

- PFeatures of Google Sheets
- PCreating and Saving a New Google Sheet
- PSharing and Protecting Data in Google Sheets
- PSharing a File
- PProtecting Data

Explain the following components of Google Slides to the students along with the steps involved in:

- PFeatures of Google Slides
- PCreating a New Presentation

Explain the following components of YouTube to the students along with the steps involved in:

- PFeatures of YouTube
- PHow to Create YouTube Account
- PUploading a Video on YouTube

Ask the student to solve the exercise Let's Catch Up given on page number 77 and 85.

Extension

Ask the students some oral questions based on this chapter.

Q. What are Google Apps?

Q. What is Gmail?

Q. What is Google Drive?

Q. What is Google Maps?

Q. What is Google Docs?

Q. What is Google Sheets?

Q. What is Google Slides?

Q. What is YouTube?

Evaluation

After explaining the chapter, let the students do the exercises given on Pages 88 and 89 in the main course book as Test Your Skills. Tell the students to try sections under Fun Zone– Let's Solve, Let's Explore and Let's Get Better given on Pages 89 and 90 in the main course book.

Take the students to the computer lab and let them practice the activity given in the Tech Practice section on Page 90 in the main course book. This will enhance the ability of the students and serve as a Subject Enrichment activity.

Suggested Activity

Ask the students to create a document in Google Docs and a presentation in Google Slides on 'Environment Day'.

6. Latest Technological Development

Teaching Objectives

Students will learn about

- ☞ Artificial Intelligence
- ☞ Augmented Reality and Virtual Reality
- ☞ Internet of Things
- ☞ 3D Printing
- ☞ RPA (Robotic Process Automation)

Number of Periods	
Theory	Practical
2	1

Teaching Plan

Before starting the chapter, ask the students to solve the question in Let's Plug-In given on Page 94 of the main course book.

Demonstrate Artificial Intelligence to the students along with the main areas of AI:

- Expert system
- Intelligent agents
- Robotics
- Natural Language processing
- Pattern recognition
- Intelligent Apps (I-Apps)

Explain the following to the students along with the examples in detail:

- Augmented Reality
- PInternet of Things (IOT)
- PRPA (Robotics Process Automation)
- Virtual Reality
- P3D Printing

Ask the student to solve the exercise Let's Catch Up given on page number 95.

Extension

Ask the students some oral questions based on this chapter.

Q. What is an Artificial Intelligence?

Q. What is an Augmented Reality?

Q. What is an Virtual Reality?

Q. What is an Internet of Things?

Q. What is an 3D Printing?

Q. What is an RPA?

Evaluation

After explaining the chapter, let the students do the exercises given on Pages 102 and 103 in the main course book as Test Your Skills. Tell the students to try sections under Fun Zone– Let's Solve and Let's Explore given on Page 103 in the main course book.

Take the students to the computer lab and let them practice the activity given in the Tech Practice section on Page 103 in the main course book. This will enhance the ability of the students and serve as a Subject Enrichment activity.

Suggested Activity

Ask the students to try any digital assistant like Alexa or Siri and ask "What is Virtual Reality?".

7. Images, Links and Frames in HTML

Teaching Objectives

Students will learn about

- ☞ Inserting Images
- ☞ Creating Marquee
- ☞ Linking Web Pages
- ☞ Frames

Number of Periods	
Theory	Practical
2	3

Teaching Plan

Before starting the chapter, ask the students to solve the question in Let's Plug-In given on Page 105 of the main course book.

While teaching this chapter, tell the students that HTML allows inserting images and frames on web pages as well as interlinking them.

Tell the students that HTML supports JPEG, GIF and PNG image formats.

Tell the students that <IMG> tag is used to insert images and it takes the attributes as SRC, WIDTH, HEIGHT, ALIGN, BORDER and ALT.

Demonstrate to the students the use of <IMG> tag and its attributes.

Introduce Marquee as the moving objects on a web page to get special attention of the users.

Explain the use of <MARQUEE> tag and its attributes as BEHAVIOUR, DIRECTION and SCROLLAMOUNT.

Make the students understand that a hyperlink is an underlined text or an image which when clicked takes the user to some other location.

Share with the students that <A> is used to create links and the attributes that this tag can take are – LINK, ALINK and VLINK.

Demonstrate the use of <A> tag and its attributes to hyperlink web pages (See Suggested Activity also).

Introduce Frames as a feature to display more than one web page on a single screen of the web browser.

Explain the use of <FRAMESET> tag and <FRAME> tag to create and define frames on a web page.

Tell the students that the <FRAME> tag can take FRAMEBORDER, NORESIZE and SRC as attributes.

Demonstrate the use of <FRAMESET> and <FRAME> tags to create frames on a web page.

Ask the student to solve the exercise Let's Catch Up given on page number 123.

Extension

Ask the students some oral questions based on this chapter.

Q. Which tag is used to insert images on a web page?

Q. State the use of SRC / WIDTH / ALIGN /ALT attribute of IMG tag.

Q. Which image formats are supported by HTML?

Q. What is the use of MARQUEE tag?

Q. Which tag is used to link web pages?

Q. Name the attributes that can be taken by FRAME tag.

Evaluation

After explaining the chapter, let the students do the exercises given on Pages 124 and 125 in the main course book as Test Your Skills. Tell the students to try sections under Fun Zone– Let's Solve and Let's Explore given on Page 125 in the main course book.

Take the students to the computer lab and let them practice the activity given in the Tech Practice section on Page 126 in the main course book. This will enhance the ability of the students and serve as a Subject Enrichment activity.

Suggested Activity

Ask the students to create an e-shopping web site listing categories of items on home page and details of items on separate category pages.

8. Loops in Python

Teaching Objectives

Students will learn about

- The FOR Statement
- The WHILE Statement
- Jump Statements
- Some More Programs

Number of Periods	
Theory	Practical
2	2

Teaching Plan

Before starting the chapter, ask the students to solve the question in Let's Plug-In given on Page 128 of the main course book.

While teaching this chapter revise Python for the students and repeat the features of Python from the earlier class.

While teaching this chapter, tell the students about Python has some looping statements.

Demonstrate to the students the steps involved in using these statements using programs and syntax are:

a. FOR statement
   - using the range() statement

b. WHILE statement
   - infinite loop
   - while loop using else statement

c. JUMP statement
   - break statement
   - continue statement

Demonstrate to the students the steps involved in using the FUNCTIONS using programs and syntax.

Ask the student to solve the exercise Let's Catch Up given on page number 135.

Extension

Ask the students some oral questions based on this chapter.

Q. What are looping statement?

Q. What is the function of FOR statement?

Q. What is the function of WHILE statement?

Q. What is the function of JUMP statement?

Q. What is a FUNCTION?

Evaluation

After explaining the chapter, let the students do the exercises given on Pages 137 and 138 in the main course book as Test Your Skills. Tell the students to try sections under Fun Zone– Let's Solve and Let's Explore given on Pages 138 and 139 in the main course book.

Take the students to the computer lab and let them practice the activity given in the Tech Practice section on Page 139 in the main course book. This will enhance the ability of the students and serve as a Subject Enrichment activity.

Suggested Activity

Ask the students to make a list of series where you can apply the FOR and JUMP statements.

9. Functions and String in Python

Teaching Objectives

Students will learn about

- ☞ FunctionsString
- ☞ Some More Programs

Number of Periods	
Theory	Practical
2	2

Teaching Plan

Before starting the chapter, ask the students to solve the question in Let's Plug-In given on Page 140 of the main course book.

Define the meaning of functions in python to the students along with:

- Features
- Components

Explain the types of Functions in Python to the students:

- Built-in
- User-defined

Tell the students about creating a function and define the ways for:

- Defining a function
- Naming a function
- Supply Parameters
- Body of the function

Also, tell the students about how to call a function.

Tell the meaning of string to the students and define the following:

- Creating Strings
- Multiline Strings
- Using Escape Sequences with Strings
- Traversing a String
- String Operators
- String Built-in Functions

Ask the students to solve the exercise Let's Catch Up given on page number 147.

Extension

Ask the students some oral questions based on this chapter.

Q. What is a function?

Q. What are the components of a function?

Q. What are the types of a function?

Q. Explain the following:

a. Defining a function

b. Calling a function

c. Naming a function

d. Creating a function

Q. What is a String?

Q. Explain the following:

a. Defining a string

b. Traversing a string

Evaluation

After explaining the chapter, let the students do the exercises given on Page 149 and 150 in the main course book as Test Your Skills. Tell the students to try sections under Fun Zone– Let's Solve and Let's Explore given on Pages 150 and 151 in the main course book.

Take the students to the computer lab and let them practice the activity given in the Tech Practice section on Page 151 in the main course book. This will enhance the ability of the students and serve as a Subject Enrichment activity.

Suggested Activity

Ask the students create a program in Python using functions.

10. Domains of AI

Teaching Objectives

Students will learn about

- ☞ FunctionsString
- ☞ Big Data
- ☞ Advantages of Artificial Intelligence
- ☞ Natural Language Processing (NLP)
- ☞ Computer Vision (CV)

Number of Periods	
Theory	Practical
2	1

Teaching Plan

Before starting the chapter, ask the students to solve the question in Let's Plug-In given on Page 152 of the main course book.

Define the following to the students along with proper examples:

- Natural Language Processing (NLP)
- Big Data
- Computer Vision (CV)

Also, tell the advantages, applications and usage of these point.

Explain the advantages of Artificial Intelligence along with:

- Process Automation
- Quick Decision Making
- Accuracy
- Quicker Data Analysis

- Take Decisions Rationally
- Ability to Complete Dangerous Tasks

Ask the students to solve the exercise Let's Catch Up given on page number 147.

Extension

Ask the students some oral questions based on this chapter.

Q. What is NLP?

Q. What is Big Data?

Q. Explain Computer Vision.

Q. What is AI?

Q. Explain the advantages of AI.

Evaluation

After explaining the chapter, let the students do the exercises given on Page 159 in the main course book as Test Your Skills. Tell the students to try sections under Fun Zone– Let's Solve and Let's Explore given on Pages 159 in the main course book.

Take the students to the computer lab and let them practice the activity given in the Tech Practice section on Page 160 in the main course book. This will enhance the ability of the students and serve as a Subject Enrichment activity.