6

TRACKPAD

iPro Ver. 4.0

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	BREAK	V	VI	VII	VIII
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										
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 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.

"Family is the most important thing in the world."

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 need 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.

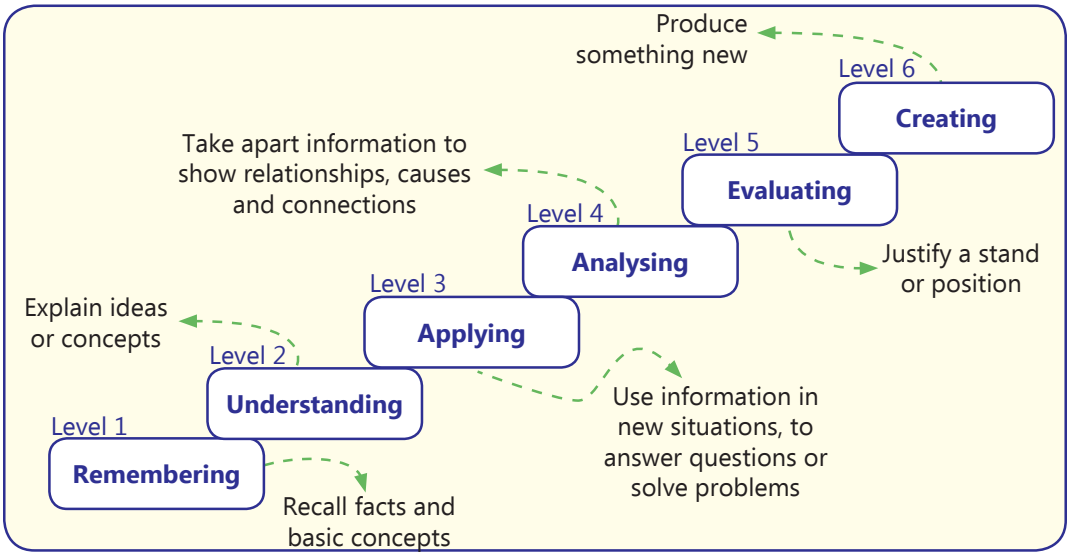
"Knowing yourself is the beginning of all wisdom."

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 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.

"If you have no confidence in self, you are twice defeated in the race of life."

LESSON PLAN

Touchpad iPRO Ver 4.0

Class-6

1. Categories of Computers and Computer Languages

Teaching Objectives

Students will learn about

- ☞ Categories of computers
- ☞ Computer languages
- ☞ Working of language translators
- ☞ Some other special computers
- ☞ Language translator

Number of Periods

2

Teaching Plan

While teaching this chapter, tell the students that how computers are classified on basis of their

- Type
- Purpose
- Size, speed, processing power and price

Tell the students about classification of computers on basis of their type or functioning:

- Analog Computers
- Digital computers
- Hybrid computers

Explain to the students about classification of computers on basis of their purpose:

- General purpose computers
- Special purpose computers

Tell the students about classification of computers on basis of their size, speed and processing power:

- Microcomputers such as Desktop, Laptop, Tablet, etc.
- Minicomputer like PDP-11, PDP-8, HP-3000 etc.
- Mainframe computer such as IBM zSeries, IBM 4381, ICL 39, etc.
- Supercomputers like Pace, Titan, Sunway TaihuLight, Mihir, etc.

Share with the students the importance and usefulness of some other special computers:

- Embedded computers like Digital camera, ATM, Microwave, etc.
- Handheld computers like Smartphone, PDA, Smart watch, Gaming consoles, etc.

Give a brief account of different computer languages:

- Low level languages such as Machine language and Assembly language.
- High level language such as 3GL, 4GL and 5GL.

Tell the students about advantages and disadvantages of HLL.

Explain to the students about the concept of language translator and its working.

Explain to the students that assembler, compiler and interpreter are three main types of language translator.

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 ways in which computers are classified.
Q. What is a minicomputer?
Q. What is a microcomputer?
Q. Differentiate between analog and digital computers?
Q. What are mainframe computers? What are they used for?
Q. How many generations of computers languages are there?
Q. Give three characteristic features of Third / Fourth / Fifth generation of computer languages.
Q. What is a computer language?
Q. What are three main types of language translator?

Evaluation

After explaining the chapter, let the students do the course book exercises given on pages 15 and 16 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 16 and 17 of the main course book. Help the students to solve these questions.

In Creative Assignment, activity like Fun in Lab given on page 17 of the main course book will enhance the ability of the students and serve as a digital literacy activity.

Suggested Activity

Ask the students to prepare a collage of different models of computers classified on the basis of size, speed and processing power.

2. File Management—Organisation of Data

Teaching Objectives

Students will learn about

- Copying or Moving Files /Folders
- Searching for files or folders
- Different file formats
- Sorting of files
- Using multiple applications

Number of Periods
4

Teaching Plan

While teaching this chapter, tell the students that how computers work on data and how data in a computer can be arranged in the form of files or folders.

- Copying files/folders from one drive to another drive
- Moving files/folders from one drive to another drive
- Copying files/folders from one device to another device
- Copying file or folder from a pen drive to computer

Tell the students about sorting of files and different ways in which files and folders can be arranged in a computer.

- Sorting of files – Sorting by name, Sorting by size, Sorting by type, Sorting by date of creation or modification.

Explain to the students about searching of files or folders:

- Searching of files using windows explorer
- Searching for a file using wildcard characters – Searching of files using asterisk (*), Searching of files using question mark (?)

Tell the students about using multiple applications in windows.

Explain to the students about different file formats used in windows.

- JPEG
- MP4
- MP3
- DOCX
- XLSX
- PPTX

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. Explain how data can be arranged in a computer.

Q. What is the procedure to copy files from one drive to another drive?

Q. What is the difference between copying and moving a file/folder?

Q. What is the procedure to copy file/folder using a pen drive to computer?

Q. What do you mean by sorting of files? What are some ways in which data can be sorted?

Q. How many ways are there to search a file or folder using wildcard characters?

Q. Explain following file formats:

- JPEG
- MP4
- DOCX
- XLSX
- PPTX

Evaluation

After explaining the chapter, let the students do the course book exercises given on pages 27 and 28 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 28 and 29 of the main course book. Help the students to solve these questions.

In Creative Assignment, activity like Fun in Lab given on page 29 of the main course book will enhance the ability of the students and serve as a digital literacy, collaboration and teamwork activity.

Suggested Activity

Ask the students to explore different drives in their computers (under teachers or parents supervision) and sort files according to:

- File type
- Date
- Name

3. Word Processor—Tabular Representation

Teaching Objectives

Students will learn about

- ☞ Inserting a table
- ☞ Selecting cells, rows, columns and table
- ☞ Deleting rows or columns
- ☞ Merging cells
- ☞ Moving and resizing tables
- ☞ Table styles
- ☞ Entering data in a table
- ☞ Inserting rows or columns
- ☞ Changing column width and row height
- ☞ Splitting cells
- ☞ Applying border and shading
- ☞ Aligning text in a table

Number of Periods

5

Teaching Plan

While teaching this chapter, tell the students that a table is an arrangement of text in the form of columns and rows.

Also tell them that an intersection of a row and a column is called a cell.

Demonstrate to the students the method of inserting a table and entering data in a table in a Word document.

Show to the students how to select a cell, a group of cells, a row, a column or the whole table.

Demonstrate to the students the steps to:

- Add more rows to a table
- Delete rows from a table
- Add more columns to a table
- Delete columns from a table
- Change width of a column
- Change height of a row

Introduce merging of cells as combining two or more cells in the same row or the same column into a single cell.

Show to the students the steps to merge two or more cells. Introduce splitting of cells as dividing one cell into two or more cells, Show to the students the steps to split a cell.

Demonstrate to the students the steps to move a table and resize a table. Tell the students that Word 2019 allows to apply borders to tables and cells as well as to shade the cells and table.

Make the students understand that Word offers some built-in formats as Table Styles to apply to a table.

Make the students understand how to align the text in a table.

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 table?

Q. Define a cell.

Q. What is the shape of the mouse pointer selecting a cell / row / column / table?

Q. Can more rows or columns be added to a table?

Q. Define merging/splitting of cells.

Q. What is the difference between moving a table and resizing a table?

Q. What is the use of Table Styles feature of Word 2019?

Q. What is text alignment?

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. After solving the course book exercises, tell the students to solve Crack the Code activity given on page 39 of the main course book. Help the students to solve these questions.

In Creative Assignment, activity like Fun in Lab given on page 39 of the main course book will enhance the ability of the students and serve as a creativity and innovativeness, experiential learning activity.

Encourage the students to do Project Work given at end of the main course book.

Suggested Activity

Ask the students to create a comparative mark sheet for your marks in different subjects for last three classes.

4. Word Processor—Mail Merge

Teaching Objectives

Students will learn about

- ☞ Mail Merge
- ☞ Creating a data source
- ☞ Creating the main document
- ☞ Merging the main document and data source

Number of Periods

4

Teaching Plan

While teaching this chapter, tell the students introduce to the students Mail Merge as the feature used to create personalized letters to be sent to many persons.

Explain the advantages of mail merge and how it helpful in creating personalized letters to be sent to many persons.

Explain the components of mail merge. Tell them the various steps involved in creating a mail merge.

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 do you mean by Mail Merge?

Q. How is mail merge helpful?

Evaluation

After explaining the chapter, let the students do the course book exercises given on pages 43 and 44 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 page 45. Help the students to solve these question.

In Creative Assignment, activity like Fun in Lab given on page 45 will enhance the ability of the students and serve as Subject Enrichment activities.

Suggested Activity

Ask the students to create an electronic invitation (personalized) for inviting middle school teachers to a thank you performance organized by Grade 6-8 students.

5. Presentation—Visual Effects

Teaching Objectives

Students will learn about

- ☞ Slide views
- ☞ Animation
- ☞ Importing data from other applications
- ☞ Slide transition
- ☞ Uses of media clips and action buttons

Number of Periods

3

Teaching Plan

While teaching this chapter, tell the students that PowerPoint 2019 is used to create electronic presentations.

Tell the students that a theme is a set of predefined layouts that can be used to add a professional touch to the presentations.

Demonstrate the steps to choose a theme, change theme colours, fonts and backgrounds.

Show to the students how sound and audio files can be inserted into a presentation.

Demonstrate the steps involved in inserting a video file into a presentation.

Explain to the students that transitions are used to determine how the presentation moves from one slide to the next.

Tell the students about the various categories of slide transitions available in PowerPoint.

Demonstrate the application of transitions to slides in a presentation.

Introduce animation as the feature that gives a moving effect to text and other objects on the slide.

Show to the students the steps involved in applying custom animation to various objects on a slide.

Tell the students the animation effects applied to different objects on a slide can be reordered.

Share with the students that running a presentation is called Slide Show.

Demonstrate to the students the various steps involved in running a slide show.

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 theme?
Q. What do you mean by customizing a theme?
Q. Can you change background, colour, fonts, etc. of a theme?
Q. What type of audio files can be inserted into a presentation?
Q. Can we add video files on a slide?
Q. Define transition.
Q. How many transitions can be applied to a slide?
Q. What happens if more than one slide transitions are added to a slide?
Q. What is meant by animation in PowerPoint?
Q. Can we reorder the animations applied to different objects on a slide?
Q. What is a Slide Show?

Evaluation

After explaining the chapter, let the students do the course book exercises given on pages 57 and 58 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 59. Help the students to solve these questions.

In Creative Assignment, activity like Fun in Lab given on pages 59 and 60 will enhance the ability of the students and serve as Subject Enrichment activities.

Suggested Activity

Divide the class into two teams. Ask one team to prepare charts on various types of pollution. Ask the other team to prepare a PowerPoint presentation on the same topic. Make the students share the benefits enjoyed and limitations faced by each team while working on their project.

6. Scratch Programming—Game Creation

Teaching Objectives

Students will learn about

- Starting scratch
- Resizing a sprite
- Choosing a backdrop
- Choosing a sprite
- Deleting the sprite
- Sprite's direction

- ☞ Understanding blocks
- ☞ Working with two sprites
- ☞ Drawing a polygon
- ☞ Drawing patterns
- ☞ Creating some more programs
- ☞ Use of forever and forever-if blocks
- ☞ The pen block
- ☞ Drawing a square
- ☞ Use of conditional control blocks

Teaching Plan

Number of Periods
5

While teaching this chapter, tell the students that Scratch is a block-based programming language.

Demonstrate to the students the steps to start Scratch 3.27.0.

Make the students understand the features of Scratch.

Familiarize the students with the various components of Scratch window covering Sprite, Stage, Blocks palette, Scripts Area, Duplicate, Delete, Grow, Shrink, Green Flag, Stop button and Menu bar.

Show to the students the steps to:

- Choose a sprite from the Library
- Resize a sprite
- Delete a sprite

Make the students recall backdrop as background of the stage.

Tell the students the steps to change the backdrop in Scratch.

Introduce Scratch blocks as puzzle-piece shapes that are used to create code in Scratch.

Introduce Motion Blocks for changing placement, direction, rotation and movement of sprites.

Tell the students the method of identifying Motion Blocks which are colour coded as blue.

Demonstrate the use of Motion Blocks by developing My First Script.

Explain the use of Events Blocks as used to sense events that run the script and their identifying colour code as brown.

Share the use of Control Blocks as used to control the scripts and their identifying colour code as gold.

Tell the students about the use of Sound Blocks as used to control sound, its playback and volume and their identifying colour code as pink.

Tell the students that Scratch allows changing the appearance of the selected sprite.

Share with the students the various blocks present under Looks category.

Demonstrate to the students the steps to change appearance of a selected sprite.

Tell the students that Scratch allows drawing shapes.

Share with the students the various blocks present under Pen category.

Demonstrate to the students the steps to draw shapes on the stage with the help of a sprite.

Tell the students that decision making can be done by using If...then...Else Control block.

Share with the students that Forever Control block is used to repeat a script continuously.

Make the students understand that Variable blocks are used to store values and strings.

Demonstrate to the students the steps to create variables.

Explain the use and purpose of various Operator blocks under the categories Arithmetic operators (+, -, *, /), Relational operators (<, >, =) and Logical operators (AND, OR, NOT).

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 Scratch?
Q. What are the features of Scratch?
Q. Name the various components of Scratch window.
Q. Define Sprite / Stage / Scripts Area / Green Flag / Stop button.
Q. Which buttons icons are used to resize a sprite?
Q. What is a backdrop in Scratch?
Q. What are Scratch blocks?
Q. What is the use of Motion / Events / Control / Sound blocks?
Q. What is the colour code for Motion / Events / Control / Sound blocks?
Q. Define Sprite / Stage / Scripts Area / Green Flag / Stop button.
Q. What are Looks blocks?
Q. What is the use of Pen blocks?
Q. What is the use of Operators blocks?

Evaluation

After explaining the chapter, let the students do the course book exercises given on pages 78 and 79 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 page 80 of the main course book. Help the students to solve these questions.

In Creative Assignment, activity like Fun in Lab given on page 80 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 develop the story of Rabbit and Tortoise in Scratch.

7. HTML—An Introduction

Teaching Objectives

Students will learn about

- Introducing HTML
- Rules for writing HTML Codes
- HTML tags and attributes
- HTML document structure

- ☞ Creating and saving an HTML document
- ☞ Designing a web page
- ☞ Basic HTML tags
- ☞ Editing an existing HTML document

Teaching Plan

Number of Periods
5

While teaching this chapter, tell the students that websites consist of millions of pages called web pages which contain text, graphics, audios, videos and links to other pages.

Introduce Hypertext Markup Language (HTML) as language that describes the structure of a web page.

Make the students understand the meaning of the terms like hypertext and markup language.

Tell the students about the tools needed for working with HTML.

Make the students aware about the different types of HTML editors – WYSIWYG editor and Text editor.

Familiarise the students with basic HTML terms like tags, container tags, empty tags, block level tags, text level tags and attributes.

Tell the students about the concept of nesting of tags.

Share with the students the general rules followed for writing HTML codes.

Show to the students a HTML document and make them understand and identify the various sections and structure of the HTML document.

Demonstrate to the students the steps involved in:

- Creating a HTML document
- Saving a HTML document
- Previewing a web page

Tell the students about the meaning and use of basic HTML tags covering <HTML>, <HEAD>, <TITLE> and <BODY> tags alone with their attributes.

Tell the students about some more HTML tags like Heading, Paragraph, Line Break, Horizontal Ruler (and its attributes), Bold, Italic, Underline, Superscript and Subscript tags.

Share with the students about the use of <FONT> tag and its attributes.

Demonstrate to the students the steps involved in designing a web page using the various HTML tags discussed.

Show the students the method of editing an existing HTML document.

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 HTML?

Q. Define hypertext and Markup language.

Q. Name the different types of HTML editors.

Q. What are tags and attributes?

Q. State the rules followed while writing HTML codes.

Q. Name the text editor most commonly used to write HTML codes.

Q. State the use of <HTML> / <HEAD> / <BODY> / <TITLE> tags?

Q. What is the difference between container tags and empty tags?

Q. What attributes can be taken by the <FONT> tag?

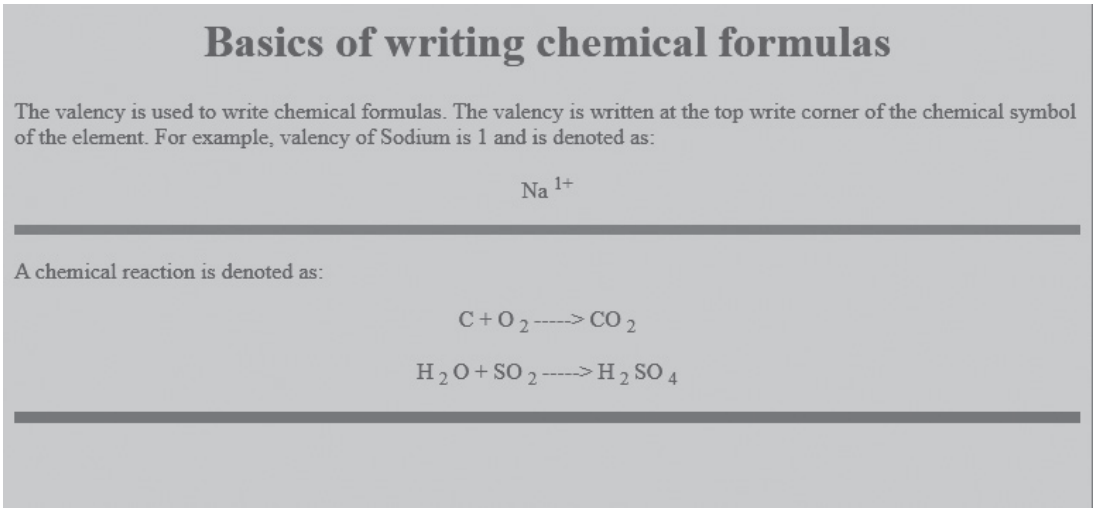
Evaluation

After explaining the chapter, let the students do the course book exercises given on pages 91 and 92 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 92 and 93. Help the students to solve these questions.

In Creative Assignment, activity like Fun in Lab given on page 93 will enhance the ability of the students and serve as Subject Enrichment activity.

Suggested Activity

Ask the students to develop a similar web page in HTML.



Basics of writing chemical formulas

The valency is used to write chemical formulas. The valency is written at the top write corner of the chemical symbol of the element. For example, valency of Sodium is 1 and is denoted as:

Na^{1+}

A chemical reaction is denoted as:

$C + O_2 \text{-----} > CO_2$

$H_2O + SO_2 \text{-----} > H_2SO_4$

8. Online Surfing and Cyber Security

Teaching Objectives

Students will learn about

- ☞ Internet services
- ☞ Cyber threats
- ☞ Netiquettes
- ☞ Cyber security

Number of Periods

3

Teaching Plan

While teaching this chapter, tell the students that internet is used for a wide variety of services including communication, shopping and banking.

Tell the students that internet services allow us to perform different types of operations over the internet.

Explain how internet plays an important role in communication through e-mails, video conferences, voice-over-internet protocol, chat, social network, newsgroup and blogs.

Demonstrate the steps to use:

- VoIP services
- Blogging

Share with the students how internet is used to:

- Send greetings in the form of e-greetings.
- Send and receive money through e-banking.
- Store data and information through cloud storage.

Introduce Cyber Security as the process of protecting computer resources such as networks, devices, programs and data from unauthorized access, damage or attack.

Share with the students the reasons for increase in cyber-crimes.

Introduce cyber-crime as a criminal activity in which computers are used to do crimes.

Explain the different types of cyber-crimes covering data diddling, phreaking, cloning and carding.

Make the students understand the difference between hacking (practice of modifying computer hardware and software for legal purposes) and cracking (practice of modifying computer hardware and software for illegal purposes).

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 internet services.

Q. Define Video Conferencing / VoIP.

Q. What are the advantages and disadvantages of VoIP?

Q. Define chatting / social networking / blogging.

Q. What is meant by cloud storage?

Q. What are the different types of cyber-crimes?

Q. Differentiate between hackers and crackers.

Evaluation

After explaining the chapter, let the students do the course book exercises given on pages 102, 103 and 104 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 page 104 of the main course book. Help the students to solve these questions.

In Creative Assignment, activity like Fun in Lab given on pages 104 and 105 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 different types of major cyber-crimes committed in last one year.

9. E-mail an Introduction

Teaching Objectives

Students will learn about

- ☞ E-mail
- ☞ Emoticons and Acronyms

Teaching Plan

Number of Periods
4

While teaching this chapter, make the students recall E-mail as the process of exchanging messages electronically through communications network by using a computer.

Share with the students the advantages and disadvantages of e-mail.

Explain the components of an e-mail address to the students.

Demonstrate in detail the steps involved in:

- Creating an e-mail account
- Signing in to an e-mail account
- Sending an e-mail (with reference to fields like To, Cc, Bcc and Subject)
- Attaching files to an e-mail
- Reading a received e-mail
- Signing out from the e-mail account (tell them the importance of this step)

Introduce the terms emoticons (representation of facial expressions), acronyms (word formed from initial letters of a multi-word name) and netiquettes (set of rules to be followed for internet communication).

Write some commonly used emoticons and acronyms on the class board to elaborate the concept.

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. Define an e-mail.

Q. What do you understand by emoticons?

Q. What is an acronym?

Q. What are netiquettes?

Q. State any three netiquettes.

Evaluation

After explaining the chapter, let the students do the course book exercises given on pages 113 and 114 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 page 115. Help the students to solve these questions.

In Creative Assignment, activity like Fun in Lab given on page 115 will enhance the ability of the students and serve as a Subject Enrichment activity.

Suggested Activity

Ask the students to create an e-mail account. Tell them to design a birthday invitation card and send this card as an attachment to ten friends and/or relatives.

10. More on Internet

Teaching Objectives

Students will learn about

- ☞ Google drive
- ☞ Blogging
- ☞ E-commerce
- ☞ Podcasting

Teaching Plan

Number of Periods
3

While teaching this chapter, tell the students about advanced features of internet such as:

- cloud storage
- E-commerce
- Blogging
- podcasting

Tell the students about E-commerce and different modes of payment available at different E-commerce platforms

- Debit or credit cards
- Net banking
- E-wallet
- Cash on delivery

Demonstrate the steps to shop online on any e- commerce website

Show to the students what is a blog and explain blogging

Demonstrate the steps to create a blog on blogger.com

Explain to the students what is podcasting

Tell the students about the various cloud storage services

Demonstrate the application of Google drive

Show to the students the steps involved in organizing files and folders in Google drive.

- Creating a folder
- Moving a file to a folder
- Duplicating a file
- Removing a file

- Opening a file to work on it
- Sharing a file or folder

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 e-commerce?

Q. What do you mean by cash on delivery?

Q. What is a blog?

Q. Who is a blogger?

Q. What do you mean by a podcast?

Q. Define cloud storage service.

Q. What is Google docs?

Evaluation

After explaining the chapter, let the students do the course book exercises given on pages 126 and 127 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 127 and 128. Help the students to solve these questions.

In Creative Assignment, activity like Fun in Lab given on page 128 will enhance the ability of the students and serve as Subject Enrichment activities.

Suggested Activity

Divide the class into two teams. Ask one team to prepare charts on various e-commerce websites. Ask the other team to prepare a online blog on the same topic. Make the students share the benefits enjoyed and limitations faced by each team while working on their project.