TOUCHPAD

Ver. 2.2

1

Teacher's Manual

Extended Support for Teachers

ORANGE
www.orangeeducation.in

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."

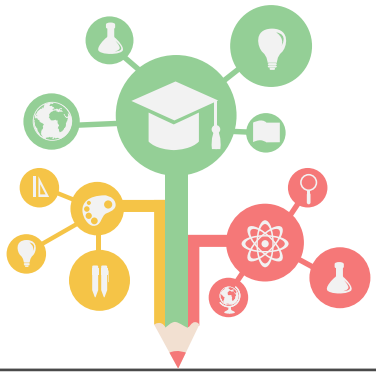
Age 9 - 11 Years	
Physical	• Motor skills develop resulting in enhanced reflexes
Cognitive	• Applies several memory strategies at once • Cognitive self-regulation is now improved
Language	• Ability to use complex grammatical constructions enhances • Conversational strategies are now more refined
Emotional/ 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.

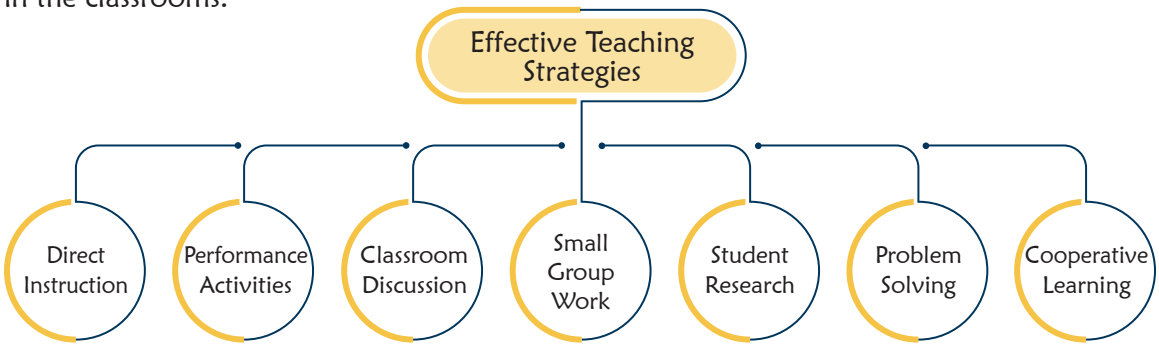
After the class

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

"Knowing yourself is the beginning of all wisdom."

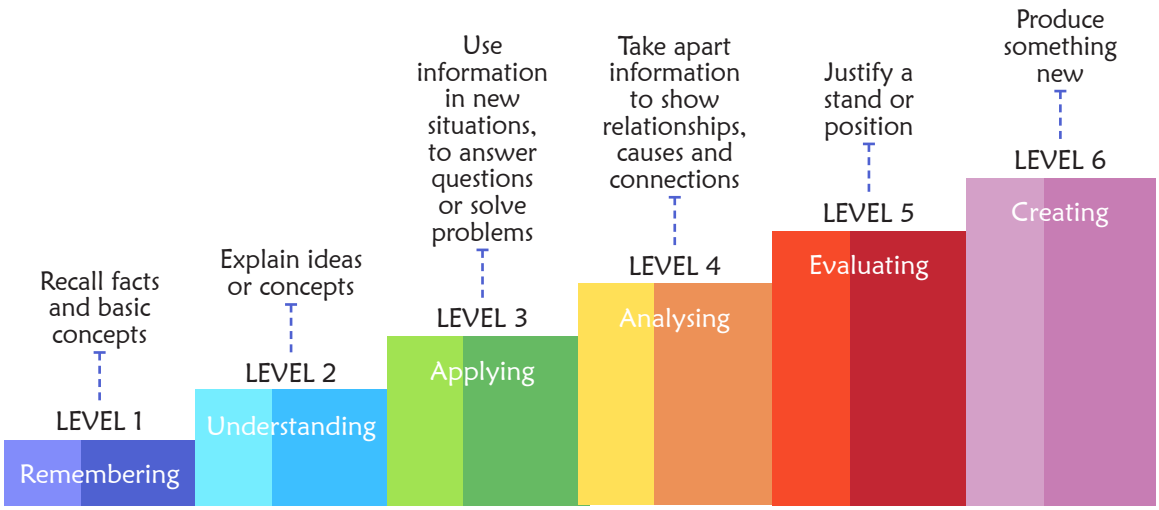
Teaching Strategies

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 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.

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

CLASS 1

Lesson Plan

1 Computer—A WonderFul Machine

Teaching Objectives

Students will learn about

- Natural and Human-made things
- Computer—A machine
- Features of computers
- What are machines?
- Difference between computers and machines
- Types of computers

Number of Periods	
Theory	Practical
2	1

Teaching Plan

Encourage the students to name some things which they see around themselves.

Make them understand some of these things are natural like sun, moon, star, mountains, cat, dog, tree, boy, girl, etc. The other things are human-made like chair, table, TV, fan, pencil, eraser, board, building, washing machine, mobile, etc.

Explain to the students that machines are made by man.

Give examples of some machines around us like refrigerator, air conditioner, television, mobile, car, etc. and their use.

Share with them that computer is also a machine.

Tell them the various things we can do with the computer like doing sums, drawing, listening to music, watching movies, learning, etc.

Encourage them to tell why computer is different from other machines (other machines can only do the work for which they are made but computer can do many kinds of work).

Share with them that computer is also a machine.

Encourage them to tell why computer is different from other machines (other machines can only do the work for which they are made but computer can do many kinds of work).

Make the students understand that computer can do various things like:

Speed – Computer works very fast

Accuracy – computer does not make mistake

Multitasking – computer can do many kinds of work at the same time

Diligence – computers never get tired or bored. They can work non-stop for many hours.

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 – smaller than a laptop and has a touchscreen

Smartphone – A mobile phone that provides computer facilities is called smartphone.

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

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. Is a computer a machine?

Q. Name some natural things.

Q. Name some human-made things.

Q. Who makes machines?

Q. Are machines natural?

Q. What is the use of an air conditioner / refrigerator / washing machine / television / mobile / car?

Q. What does a computer need to run?

Q. How is a computer different from other machines?

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, 13 and 14 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 15 of the main course book. Help the students to solve these questions.

In Creative Assignment, activities like Hands-On and Fun in Lab given on Page 16 of the main course book will enhance the ability of the students and serve as a Subject Enrichment activity.

Suggested Activity

Show pictures of some machines (calculator, fan, sewing machine, set top box, cycle, clock, microwave, stapler, electronic toy, etc.) and ask the students what they are used for?

2 Uses of Computer

Teaching Objectives

Students will learn about

- Features of a computer
- Places where computers are used
- What computers cannot do?

Number of Periods	
Theory	Practical
1	1

Teaching Plan

While teaching this chapter, tell the students about the various uses of the computer and places where computers are used.

Explain to the students the features of a computer covering:

Fast, No mistakes, Search information, Do many types of works, Non-tiredness, Large storage.

Tell the students about various functions of a computer covering:

Type letters, words and sentences

- Calculate sums
- Draw and colour images
- Play games
- Watch cartoons and movies
- Play songs

Share with the students that there are some things which computers cannot do like:

Think, Dance, Walk, Swim, Breathe

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

Tell the students why the computer is used:

- At home (watch movies, play games, make school projects, online shopping, etc.)
- In schools (store student records, library books record)

- In offices (maintain records) In banks (keep record of money)
- In hospitals (make medical reports, controlling machines while doing surgeries)
- In shops (make bills, storing details of items)
- At railway stations and airports (book tickets, record of passenger information, information about arrival and departure of trains and airplanes.

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. State two features of a computer.

Q. Does a computer get tired?

Q. Do computers make mistakes?

Q. Why do we use computers?

Q. Name two things that a computer cannot do.

Q. Are computers used only in schools and at homes?

Q. Name two places other than home and school where computers are used.

Q. Why do we use computers at home / in schools / at railway stations / in shops / in offices / in hospitals?

Evaluation

After explaining the chapter, let the students do the course book exercises given on Pages 21, 22 and 23 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 23 of the main course book. Help the students to solve these questions.

In Creative Assignment, activities like Hands-On and Fun in Lab given on Page 24 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 the use of computers for:

- Controlling movement of metro trains
- Launching satellites
- Weather forecasting
- Making robots
- Making animations

3 Using Computers—Do's & Dont's

Teaching Objectives

Students will learn about

- Things to do in a computer lab
- Things not to do in a computer lab

Number of Periods	
Theory	Practical
2	1

Teaching Plan

While teaching this chapter, tell the students that a computer is a wonderful machine and can perform a variety of tasks. But, you must take care of your computer otherwise a computer won't be able to perform properly.

Introduce things to do in a computer lab and how to conduct properly near a computer.

Also explain things no to do in a computer lab.

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. Which are the things to avoid in a computer lab?

Evaluation

After explaining the chapter, let the students do the course book exercises given on Pages 28, 29 and 30 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 30 and 31 of the main course book. Help the students to solve these questions.

In Creative Assignment, activities like Fun in Lab given on Page 31 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 prepare a chart of things to do and not to do in a computer lab.

4 Parts of a Computers

Teaching Objectives

Students will learn about

- Main parts of a computer
- Other parts of a computer

Number of Periods	
Theory	Practical
2	1

Teaching Plan

While teaching this chapter, tell the students that just as our body has different parts like hands, eyes, brain, etc. similarly, a computer also has various parts.

Tell the students that a computer has four main parts:

Monitor – also called Visual Display Unit (VDU), looks like a television, used to see pictures, games, cartoons, alphabet, numbers and words.

CPU – stands for Central Processing Unit, fixed inside CPU box, called brain of the computer, most important part of the computer.

Mouse – device with long wire, two buttons and scroll wheel, used to draw pictures.

Keyboard – has small buttons called keys, used for typing numbers and letters.

Share with the students that a computer has some other parts also like:

Speakers – attached to computer, used to hear sounds and music stored in computer.

Headphones – attached to computer, used to hear sounds and music stored in computer without disturbing others.

Printer – used to print text and images on paper.

Compact Disc and Pen Drive – called storage devices and used to save data.

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 four main parts of a computer.

Q. What is the use of Monitor / Mouse / keyboard /CPU?

Q. What does CPU stand for?

Q. What is the other name of a monitor?

Q. Expand VDU.

Q. Where is CPU fixed?

Q. Name some other parts of a computer.

Q. What is the difference between speakers and headphones if both are used to hear sounds?

Q. Give two examples of input / output / storage devices.

Q. Name two storage devices.

Evaluation

After explaining the chapter, let the students do the course book exercises given on Pages 35, 36 and 37 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 37 of the main course book. Help the students to solve these questions.

In Creative Assignment, activities like Hands-On and Fun in Lab given on Page 38 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 paste pictures of different parts of a computer in their computer notebook and write their names.

5 Using the Mouse

Teaching Objectives

Students will learn about

- Mouse buttons
- How to hold a mouse
- Mouse pad
- How to use a mouse

Number of Periods	
Theory	Practical
2	1

Teaching Plan

While teaching this chapter, tell the students that a mouse helps us to tell the computer what to do.

Share with the students some uses of a computer mouse.

Show the students that the small arrow moving on the screen is called pointer.

Make the students understand that there are two types of computer mouse:

Two-buttoned mouse – has two buttons – left button and right button.

Scroll mouse – has two buttons (left and right) and a scroll wheel.

Show the students the correct way of holding the mouse with reference to the position of fingers and palm (shown in the main course book).

Show the students that a computer mouse can be used for:

Pointing – by moving the pointer.

Clicking – by pressing mouse buttons.

Single-click or Click – pressing and releasing the left button quickly, used to select an icon.

Double-click – pressing and releasing the left button twice quickly, used to open a program.

Right-click – pressing and releasing the right button quickly, used to display a shortcut menu.

Dragging – moving the mouse while keeping the left button pressed, used to move objects on screen.

Scroll – need to place your index finger on the scroll wheel and roll it upwards or downwards to move page up or down.

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 mouse used for?

Q. Name the pointing device.

Q. Name the two types of mouse.

Q. Which finger must be placed on the left button / right button?

Q. Which finger must be used to scroll the wheel?

Q. Which fingers must be used to hold the sides of the mouse?

Q. Define pointing / clicking / dragging.

Q. What is the meaning of single-click / double-click / right-click?

Q. What is single-click / double-click / right-click used for?

Evaluation

After explaining the chapter, let the students do the course book exercises given on Pages 45, 46 and 47 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 47 of the main course book. Help the students to solve these questions.

In Creative Assignment, activities like Hands-On and Fun in Lab given on Page 48 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 picture of a mouse representing single-click, double click, right-click, drag.

6 Using the Keyboard

Teaching Objectives

Students will learn about

- Keys on the Keyboard
- Number Keys
- What is a Cursor?
- Alphabet Keys
- Special Keys

Number of Periods	
Theory	Practical
1	1

Teaching Plan

While teaching this chapter, tell the students that keyboard is used to write on computer screen.

Show to the students that a keyboard has small buttons on it called keys.

Make the students count that a computer keyboard has 101 to 104 keys.

Tell the students that the keys on a keyboard are divided into three categories:

Alphabet keys – 26 in number (A to Z)

Number keys – 10 in number (0 to 9)

Special keys – Enter, Spacebar, Backspace, etc.

Show the students the position of various categories of keys on the keyboard.

Make the students understand that the alphabet keys (A to Z) on the keyboard are also used to write in small letters (a to z).

Share with the students that the number keys are used to type numbers and there are two sets of number keys on a keyboard.

Show the students that there are some special keys also on the keyboard like:

Spacebar key – longest key at the bottom, used to give blank space between letters and words.

Enter key – also called Retrun key, two in number, used to move to the next line.

Backspace key – used to erase what we have typed.

Arrow keys – Show the students the four arrow keys (up, down, left and right) on the keyboard, used to move the cursor.

Open a MS Word file and show the students the small blinking line called cursor.

Make the students understand that the cursor shows the place where the typed letters will appear.

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 small buttons on a keyboard called?

Q. How many keys are there on a keyboard?

Q. Name the categories in which the keys on a keyboard are divided into.

Q. What are alphabet / number keys used for?

Q. How many sets of number keys are there on the keyboard?

Q. How many alphabet keys are there on the keyboard?

Q. What is the use of Enter / Spacebar / Backspace key?

Q. Name some special keys.

Q. What is the use of cursor control keys?

Q. How many cursor control keys are there?

Q. What is a cursor?

Evaluation

After explaining the chapter, let the students do the course book exercises given on Pages 52, 53 and 54 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 54 of the main course book. Help the students to solve these questions.

In Creative Assignment, activities like Hands-On and Fun in Lab given on Pages 54 and 55 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 paste a picture of computer keyboard in the computer notebook and label Number keys, Alphabet keys, Enter keys, Spacebar key, Backspace key and Cursor Control keys on it.

7 Storage Devices

Teaching Objectives

Students will learn about

- Storing things
- Storage devices of a computer

Number of Periods	
Theory	Practical
2	1

Teaching Plan

While teaching this chapter, introduce different storage objects used in daily life for storing different things.

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.

Memory Card – much smaller than a pen drive.

Extension

Ask the students some oral questions based on this chapter.

Q. What are the parts of a computer?

Q. Which has more storage capacity: CD or DVD?

Q. Arrange in increasing order of storage capacity: CD, DVD, Pen Drive and Hard Disk.

Evaluation

After explaining the chapter, let the students do the course book exercises given on Pages 58, 59 and 60 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 60 of the main course book. Help the students to solve these questions.

In Creative Assignment, activities like Hands-On and Fun in Lab given on Page 60 and 61 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.