**Unit: computers around us Time: 40 min**

**Topic: computer and its uses Week: 1**

**Day 1**

**Objectives:**

Students should be able to:

• Learn the definition of computer

• Enlist daily uses of computer

**Resources:**

•Book (Pg. 5, 6)

•Board

•Flash Cards

**Methodology:**Introduction:

Previous knowledge will be checked by asking

• Do you remember who am I (computer Picture)?

Development: **(10 minutes)**

Define the term computer to the students

• Write computer on board and recall with the students

• Explain the students what is computer?

• Show them the picture of computer and explain its uses in daily life

**Activity:**

 •Take them to computer room and show them computer.

Wrap up: **(25 minutes)**

Lesson will be concluded with the revision of following topics:

• Definition of computer, daily uses of computer

**Home work**: **(05 minutes)**

 Ask the students to draw the picture of a computer which they have in the lab and color that picture.

Success Criteria:

The teacher should ensure that after this lesson, the students are able to:

* Describe the Computer and its uses

**Unit: Computers around us Time: 40 min**

**Topic: difference between computers and human beings Week: 1**

**Day 2**

**Objectives:**

Students should be able to:

Students should be able to:

• enlist differences between computers and human beings

• define different sizes of computers

**Resources:**

•Book (Pg. 7)

•Board

•Flash Cards

**Vocabulary:**

calculations, decisions

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking :

• What is computer?

• What are the uses of computer?

Development:

• elaborate the term computer and human beings to the students

• show the pictures of computer and human being to the students

• Explain in detail the differences between computer and human beings

• draw the table of differences on board and recall with the students

**Activity: (25 minutes)**

 •Take them to computer room and show them different sizes of computer on computer. Ask them to write down the different types of computer they have seen on a paper

Wrap up:

Lesson will be concluded with the revision of following topics:

• Differences between computer and human beings

**Home work:** **(05 minutes)**

 Ask the students to write the types of computer and which type they have at home.

Success Criteria:

The teacher should ensure that after this lesson, the students are able to:

• Describe the differences between computer and human beings

• Describe different sizes of computer.

**Unit: Computers around us Time: 40 min**

**Topic: Computer Etiquette Week: 2**

 **Day 1**

**Objectives:**

Students should be able to:

Students should be able to:

• Learn the etiquette of using computer

• Learn the different types of computer

**Resources:**

•Book (Pg. 8)

•Board

•Flash Cards

**Vocabulary:**

•computer, electronic machine, Laptop, Smartphone

**Methodology:**Introduction:

Previous knowledge will be checked by asking

• Do you remember difference between human and computer?

Development: **(10 minutes)**

• Define the term Etiquette to the students

• Write computer on board and recall with the students

• Elaborate the term tablet computer and smart phone to the students.

• Show your phone to the students to give them the concept of smartphone

• Explain the students what is tablet and how it works with the help of illustrations

• Illustrate the features of smart phone to the students

**Activity: (25 minutes)**

 •Take them to computer room and show them computer how to sit in the lab.

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

•Difference between computer and human being

Success Criteria:

The teacher should ensure that after this lesson, the students are able to:

• Describe the the different types of computer.

**Unit: computers around us Time: 40 min**

**Topic: Key terms and exercises Week: 2**

**Day 2**

**Objectives:**

Students should be able to:

• Learn the Key terms

• Learn more about the computer through exercises

**Resources:**

•Book (Pg. 9)

•Board

•Flash Cards

**Methodology:**Introduction:

Previous knowledge will be checked by asking

• Do you remember Etiquette of using computer?

Development:  **(10 minutes)**

• write the exercise A and B on white board .

• Ask the students to solve the exercise on their note books.

• After that check the note books and guide the students where guidance is necessary

Wrap up::  **(25 minutes)**

class will be concluded with the revision of following topics:

• uses of computer

**Home work: (05 minutes)**

Ask the students to write the uses of the computer which they have at home.

Success Criteria: :

The teacher should ensure that after this lesson, the students are able to:

The teacher should ensure that after this lesson, the students are able to:

• solve the exercises.

**Unit: computers around us Time: 40 min**

**Topic: Exercises Week: 3**

**Day 1**

**Objectives:**

Students should be able to:

• Learn more about the computer through exercises

**Resources:**

**Resources:**

 •Book (Pg. 10)

**Methodology:**Introduction:

Previous knowledge will be checked by asking

• Do you remember difference between humans and computer?

Development: **(10minutes)**

* write the exercise C and D on white board .
* Ask the students to solve the exercise on their note books.
* After that check the note books and guide the students where guidance is necessary

Wrap up:  **(25 minutes)**

Class will be concluded with the revision of following topics:

• uses of computer

Success Criteria:

The teacher should ensure that after this lesson, the students are able to:

* Comprehensive understanding of computer.
* Understanding the different types of computers.
* Solve the exercises .

**Unit: computers around us Time: 40 min**

**Topic: Exercises Week: 3**

**Day 2**

**Objectives:**

Students should be able to:

* Learn vocabulary about computer.
* Learn about different sizes of the computer through exercises.
* Learn about parts of computer

**Resources:**

Book (Pg. 11,12)

**Methodology:**Introduction:

Previous knowledge will be checked by asking

• Do you remember uses of computer?

Development: **(10 minutes)**

• Explain different sizes of computer .

• Ask the students to solve the exercise E, F and G.

• After that check the solution and guide the students where guidance is necessary

Wrap up: **(05 minutes)**

Class will be concluded with the revision of following topics:

•Difference between humans and computer.

**Home work: (05 minutes)**

Ask students to write down the different types of computer they have seen?

Success Criteria:

The teacher should ensure that after this lesson, the students are able to:

The teacher should ensure that after this lesson, the students are able to:

• Uses of computer.

• Different types according to size of computer.

• Parts of Computer.

**Unit: parts of computer Time: 40 min**

**Topic: Computer, Monitor Week: 4**

**Day 1**

**Objectives:**

Students should be able to:

* Explain Definition of computer
* Explain monitor
* Learn the abbreviation of CPU
* Describe the working of CPU

**Resources:**

Book (Pg. 13, 14)

**Vocabulary:**

• Visual Display unit (VDU)

• Central processing unit (CPU)

**Methodology:**Introduction:

Previous knowledge will be checked by asking

• What is computer?

Development: **(10 minutes)**

• Start your lesson by telling the students that computer has different parts?

• Elaborate the tem monitor and CPU to the students

• Take students to computer lab

• Show them monitor and CPU with explanation

**Activity:**

• Ask the students to learn the term VDU

• Ask students to observe monitor and CPU and write its part on page

**Classwork:**

Ask the students to learn the function of CPU

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

• Monitor (VDU)

• CPU

Success Criteria:

The teacher should ensure that after this lesson, the students are able to:

• Define monitor

• Explain the term CPU and its function

.

**Unit: Computers around us Time: 40 min**

**Topic: Keyboard, mouse Week: 4**

**Day 2**

**Objectives:**

Students should be able to:

• Learn about keyboard

• Describe mouse and enlist its features

**Resources:**

* Book (Pg. 14)
* Lab

**Methodology:**Introduction:

Previous knowledge will be checked by asking

• What did you learnt about keyboard and mouse in previous classes?

Development: **(10 minutes)**

• Take students to the lab and show them keyboard and mouse

• Show them alphabet keys number keys and special function keys on a keyboard

• Show the movement of mouse on screen

• Explain the function of mouse and keyboard

**Activity:**

• Ask the students to observe keyboard and count its keys

Wrap up: **(25 minutes)**

Lesson will be concluded with the revision of following topics:

• Keyboard and mouse

**Home work: (05 minutes)**

 Learn the functions of mouse and keyboard.

Success Criteria:

The teacher should ensure that after this lesson, the students are able to:

* Define keyboard and mouse

**Unit: computers around us Time: 40 min**

**Topic: Printer, speaker, microphone Week: 5**

**Day 1**

**Objectives:**

Students should be able to:

• Learn about parts of computer and their uses ( Printer, speaker, microphone ,Head phone ,CD ROMs and DVD)

**Resources:**

**Resources:**

* Book (Pg. 14, 15)
* Prints
* Lab room

**Vocabulary:**

• Hard copy

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking

• Name any device which produces sound.

Development: **(25 minutes)**

• Define printer

• Take out some prints from printer and bring it in the class to define hardcopy

• Take students to the lab and show them speaker, printer and microphones, Head phones, Ups (if available)

• List the functions of printer, speaker ,head phones ups CD ROMS and microphones on a board and define them to the students

• Ask the students to read the functions written on the board

**Activity:**

• Ask the students that which students have ups at their home what they know about it.

**Wrap up:**

Lesson will be concluded with the revision of following topics:

• Printer

• Speaker

• Microphones

**Home work**:

Ask students to write down the difference between microphone and head phone.

Success Criteria:

The teacher should ensure that after this lesson, the students are able to:

• Define printer

• Describe uses of speaker and microphone

• Define the term hardcopy

**Unit: computers around us Time: 40 min**

**Topic: Computer etiquette Week: 5**

**Day 2**

**Objectives:**

Students should be able to:

• Computer etiquettes regarding using computer lab.

**Resources:**

•Book (Pg. 16)

•Lab room

**Methodology:**Introduction:

Previous knowledge will be checked by asking

• Keyboard and mouse.

Development:  **(10 minutes)**

• Define monitor

• CPU

• Keyboard

• Mouse

• Ask the students to read the functions written on the board

**Activity**:  **(25 minutes)**

 Take students to lab and ask them to implement the etiquettes they have learnt.

Wrap up:  **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* CPU
* Keyboard

**Home work:**

Ask students to make a list of etiquettes they have learned till now.

Success Criteria:

The teacher should ensure that after this lesson, the students are able to:

• use computer lab in a safe manner.

**Unit: computers around us Time: 40 min**

**Topic: Exercises Week: 6**

**Day 1**

**Objectives:**

Students should be able to:

• To learn about the parts of computer by solving different exercises.

**Resources:**

•Book (Pg. 17,18)

•prints

**Methodology:**Introduction:

Previous knowledge will be checked by asking

• Definition of Monitor, CPU and Keyboard.

Development:  **(10 minutes)**

• Ask students to meyhod of solving exercise.

• Ask the students to read the functions written on the board

**Activity:**

• Ask students to solve exercise A,B and C on their note books.

**Wrap up:**

Lesson will be concluded with the revision of following topics:

• Printer

• Speaker

• Microphones

**Home work:**

Ask students to write key terms on their note books.

Success Criteria:  **(25 minutes)**

The teacher should ensure that after this lesson, the students are able to:

• Parts of computer thoroughly.

**Unit: computers around us Time: 40 min**

**Topic: Exercises Week: 6**

**Day 2**

**Objectives:**

Students should be able to:

• To learn about the parts of computer by solving different exercises.

**Resources:**

•Book (Pg.18,19,20)

**Methodology:**Introduction:  **(10 minutes)**

Previous knowledge will be checked by asking

• Definition of Monitor, CPU and Keyboard.

Development:  **(25 minutes)**

• Ask students to method of solving exercise.

• Ask the students to read the functions written on the board

**Activity:**

• Ask students to solve exercise C,D,F on their note books.

**Wrap up:**

Lesson will be concluded with the revision of following topics:

• Printer

• Speaker

• microphones

**Home work:**

Ask students to write key terms in their note books and ask them to solve activity G.

Success Criteria:

The teacher should ensure that after this lesson, the students are able to:

• Parts of computer thoroughly

**Unit: Keyboard Time: 40 min**

**Topic: Types of Keys Week: 7**

**Day 1**

**Objectives:**

Students should be able to:

* Enlist different keys on a keyboard
* Explain different types of keys (Alphabet keys, number keys and function keys)

**Resources:**

* Book (Pg. 21,22)
* Board
* Lab room

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking:

* How many keys are there on a keyboard?
* Name three types of keys on a keyboard (studied in class 1)

Development: **(25 minutes)**

* Draw a web diagram of keyboard keys on a keyboard
* Explain in detail different types of keys mentioned in diagram to the students



**Activity:**

* Take students to the lab
* Ask them to observe keyboard and identify keys on it

**Class work:**

* Ask the students to count and write the numbers of different types of keys on a page

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Alphabet keys
* Number keys
* Function keys

Success Criteria:

The teacher should ensure that after this lesson, the students are able to:

* Define types of keys on a keyboard
* Describe Alphabet, number and function key

**Unit: Keyboard Time: 40 min**

**Topic: Enter Key, Spacebar Key Week: 7**

**Day 2**

**Objectives:**

Students should be able to:

* Identify the Enter and spacebar key on a keyboard
* Recognize the functions of enter and space bar key
* Identify the functions of back space key.

**Resources:**

* Book (Pg. 22)
* Lab room

**Vocabulary:**

* Inserts

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking :

* State different types of keys on a keyboard
* Explain one of its function

Development: **(25 minutes)**

* Introduce students to enter and space bar key
* Take them to the lab
* Ask the students to type randomly and press enter key to see the cursor move on to the next line

While typing ask the students to press space bar key to observe the space between the words

**Activity:**

* Ask the students to read and learn computer etiquette and follow them while using computer

**Class work:**

Give worksheet of keyboard and ask them to identify:

* Number keys
* Alphabet keys
* Function keys
* Enter and space bar key
* Back space key

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Enter key
* Space bar key
* Back space key

Success Criteria:

The teacher should ensure that after this lesson, the students are able to:

* Identify the Enter and space bar key on a keyboard
* Recognize the functions of enter and space bar key
* Identify the functions of back space key

**Unit: Keyboards Time: 40 min**

**Topic: Delete Key, Caps Lock key Week: 8**

**Day 1**

**Objectives:**

Students should be able to:

* Identify the functions of caps lock key.
* State the difference between backspaces key and delete key.

**Resources:**

* Book (pg. 23)
* Lab

**Vocabulary:**

* Erases, wrong spelling

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking:

* What did you learnt about backspace key in previous class?

Development: **(25 minutes)**

* Take students to the lab
* Give the demo of using backspace and delete key on a computer to explain the function and difference of these keys

**Activity:**

* Ask the students to practice the use of delete and backspace key on a computer
* Recognized the caps lock key and its functions.

**Home work:**

* Ask students to write down the difference between back space key and delete key.

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Caps lock key
* Delete key

Success Criteria:

The teacher should ensure that after this lesson, the students are able to:

* Use delete key and caps lock key.

**Unit: Keyboard Time: 40 min**

**Topic: Num Key and Shift Key Week: 8**

**Day 2**

**Objectives:**

Students should be able to:

* Learn the functions of shift keys and num lock key.

**Resources:**

* Book (Pg. 23)
* Board
* Lab room

**Vocabulary:**

* Numeric keypad, upper case

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking

* What do you understand by caps lock key?

Development:  **(25 minutes)**

* Elaborate the functions of shift keys and num lock key to the students
* Show them how these two keys work on a computer

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Num lock key
* Shift keys.

Success Criteria:

The teacher should ensure that after this lesson, the students are able to:

* Describe the functions of shift keys and num lock key.

**Unit: Keyboard Time: 40 min**

**Topic: Punctuation keys, arrow keys Week: 9**

**Day 1**

**Objectives:**

Students should be able to:

* Learn punctuation keys
* List arrow keys

**Resources:**

* Book (Pg. 24)
* Board
* Lab room

**Vocabulary:**

* Cursor control keys

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking:

* What is the function of shift key?

Development: **(25 minutes)**

* Take students to the lab room
* Show punctuation and arrow keys to the students on keyboard
* Explain their functions

**Activity:**

* Take them to computer room and show them

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Punctuation key
* Arrow key

Success Criteria:

The teacher should ensure that after this lesson, the students are able to:

* Describe punctuation and arrow keys

**Unit: Keyboard Time: 40 min**

**Topic: Now you Know and Key Terms Week: 9**

**Day 2**

**Objectives:**

Students should be able to:

* Revise the chapter by reading the summary of lessons through “Now you Know” and “Key terms”

**Resources:**

* Book (Pg. 25)
* Board
* Lab room

**Vocabulary:**

* Cursor control keys

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking :

* What is the function of Enter Key?
* Back Space Key?
* Spacebar Key?

Development: **(25 minutes)**

* Tell the students about the functions and number of keys of keyboard.

**Activity:**

* Take students to lab and ask students to type their name and school name.

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Now you know
* Key terms

Success Criteria:

The teacher should ensure that after this lesson, the students are able to:

* Describe the functions the all keys on keyboard.

**Unit: Keyboards Time: 40 min**

**Topic: Exercise Week: 10**

**Day 1**

**Objectives:**

Students should be able to:

* Learn about Keyboard through exercises.

**Resources:**

* Book (pg. 26)
* Lab
* Board

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking:

* What is the function of Caps lock Key?
* Back Space Key?
* Spacebar Key.?

Development: **(25 minutes)**

Tell the students about the functions and number of keys of keyboard

**Activity:**

* Take students to lab and ask students to type their name and school name.

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Now you know
* Key terms

Success Criteria:

The teacher should ensure that after this lesson, the students are able to:

* Describe the functions the all keys on keyboard.

**Unit: Keyboard Time: 40 min**

**Topic: Exercises Week: 10**

**Day 2**

**Objectives:**

Students should be able to:

Learn about Keyboard through exercises

**Resources:**

* Book (Pg. 28, 29)
* Board
* Lab room

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking

* What is the function of Caps lock Key?
* Back Space Key?
* Spacebar Key?

Development:  **(25 minutes)**

* Tell the students about the functions and number of keys of keyboard

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Shift key
* Punctuations keys

Success Criteria:

The teacher should ensure that after this lesson, the students are able to:

* Describe the functions of the all keys on keyboard

**Unit: Keyboard Time: 40 min**

**Topic: Exercises Week: 11**

**Day 1**

**Objectives:**

Students should be able to:

Learn about mouse and CPU.

**Resources:**

* Book (Pg. 30)

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking:

* How many Keys are there on keyboard?
* How many number keys are there on keyboard?
* How many alphabets keys are there on keyboard?

Development: **(25 minutes)**

Explain the functions of mouse and CPU.

**Activity:**

* Take the students to the computer lab, Check if all the keyboards in your lab have the keys in the same position.

**Class work:**

* Ask students to solve activity K.

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* definition of mouse and CPU

Success Criteria:

By the end of the day, the teacher should make sure that the students are fully aware of:

* The functions of the keyboard.

**Unit: Keyboard Time: 40 min**

**Topic: Test paper Week: 11**

**Day 2**

**Objectives:**

Students should be able to:

* Revise the chapter 1 to 3.

**Resources:**

* Book (Pg. 31)

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking:

* Students to solve activities on page 31.

Development: **(25 minutes)**

* Explain the keys on keyboard.

**Class work:**

* Ask students to solve A, B and C in the class.

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Definition of mouse and CPU.

Success Criteria:

By the end of the day, the teacher should make sure that the students are fully aware of:

* Revise the chapter 1 to 3.

**Unit: Computer mouse Time: 40 min**

**Topic: Mouse buttons, mouse pad Week: 12**

**Day 1**

**Objectives:**

Students should be able to:

* Be apprenticed with the mouse and its buttons.
* Know what a mouse pad is.
* Get students familiar with the basic functions of a mouse.

**Resources:**

* Book (Pg. 32)

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking:

* Inquire from the students the different parts of a computer.

Development: **(25 minutes)**

* Explain students that Mouse is used to move the pointer on a computer screen.
* Explain that there are different types of mouse, but most have a right and a left button.

**Activity**:

* Etch a mouse for demonstration purpose. Have the students hold the mouse and observe the buttons on it. Also, ask them to place it on a mouse pad.

Wrap up: **(05 minutes)**

Conclude the topic by:

* Explaining the students that the mouse is used to use the computer.
* Explain that the mouse is to be kept on a flat surface to function, otherwise it will not work.

Success Criteria:

By the end of the day, the teacher should make sure that the students are fully aware of:

* The functions and uses of spacebar and enter key, by practically doing it.

**Unit: computer mouse Time: 40 min**

**Topic: Holding the mouse Week: 12**

**Day 2**

**Objectives:**

Students should be able to:

* Learn to hold the mouse properly.
* Identify single click.

**Resources:**

* Book (Pg. 33)

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking:

* Ask the students about a mouse, its functions and how many buttons does it has?
* Does the computer mouse look something like a mouse running somewhere in a garden?

Development:  **(25 minutes)**

* Allow the students hold the mouse and observe it.
* Ask the students to place the mouse on a flat surface for it to function properly, ask them to navigate with the mouse without clicking the buttons.
* Explain that the students who are left-handed will hold the mouse in a different way than a right-handed student, assist the students in this.
* Explain Mouse is used to use the computer.

**Activity**:

* Ask the students to observe the cursor while they are also practicing to hold the mouse.
* Provide worksheets to the students containing the picture of a mouse and ask them to label it as taught in class.

Wrap up: **(05 minutes)**

Conclude the topic by:

* Revise the parts of the mouse, the left mouse button, the right mouse button and the scrolling wheel.

Success Criteria:

By the end of the day, the teacher should make sure that the students are fully aware of:

* Hold the mouse correctly and learn about the buttons of a mouse.
* Learn about right click and left click.

**Unit: Using a computer Time: 40 min**

**Topic: Shutting down a computer Week: 13**

**Day 1**

**Objectives:**

Students should be able to:

* Shut down a computer

**Resources:**

* Book (Pg. 34, 35)
* Board
* Flash cards

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking:

* Name the screen that appears after switching on a computer.
* Name any icon present on the desktop.

Development: **(25 minutes)**

• Show and tell the following instructions to the students in a lab:

Step 1: Click the start button icon on the bottom left corner of taskbar. The start menu appears.

Step 2: Click the shutdown button on the lower right corner of the menu. The windows show shutting down message on the screen.

Step 3: Switch off monitor.

* Explain step 1, 2 and step 3 in detail with demonstration.

**Activity:**

* Ask the students to write down the computer etiquettes they have learned.

**Class Work:**

Ask students to write first 3 steps on copies.

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Shutting down a computer

Success Criteria:

By the end of the day, the teacher should make sure that the students are fully aware of:

Shut down a computer

**Unit: Using a computer Time: 40 min**

**Topic: Shutting down a computer Week: 13**

**Day 2**

**Objectives:**

Students should be able to:

* Shut down a computer

**Resources:**

* Book (Pg. 35, 36)

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking:

* The first 3 steps in shutting down a computer.

Development: **(25 minutes)**

* Show and tell the following instructions to the students in a lab:

Step 1: Switch off the ups.

Step 2: Switch off main power switch.

Step 3: You should also put dust covers on the computer.

* Explain step 4, 5 and step 6 in detail with demonstration.

**Activity:**

* Ask the students perform complete steps to shut down a computer in the lab.

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Last three steps to shut down a computer

Success Criteria:

By the end of the day, the teacher should make sure that the students are fully aware of:

* Shut down a computer

**Unit: Using a Computer Time: 40 min**

**Topic: Computer etiquettes, Week: 16**

 **now you know me**

**Day 1**

**Objectives:**

Students should be able to:

* Use computer in safe and protected way.

**Resources:**

* Book (Pg. 36)
* Board

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking:

* About the computer etiquettes they have already learned.

Development: **(25 minutes)**

* Tell the students briefly the steps of shutting down a computer.

**Activity:**

* Ask the students to perform the steps of shutting down a computer in the lab.

Wrap up: **(05 minutes)**

Conclude the topic by:

* By reading key terms.

Success Criteria:

By the end of the day, the teacher should make sure that the students are fully aware of:

* Using computer in safe and protected manner.

**Unit: Using a computer Time: 40 min**

**Topic: Exercises Week: 16**

**Day 2**

**Objectives:**

Students should be able to:

Revise the chapter by solving exercises

**Resources:**

* Book (Pg. 37)
* Board

**Methodology:**Introduction: **(10 minutes)**

Previous knowledge will be checked by asking:

* About the steps of starting a computer.

Development:  **(25 minutes)**

* Ask students to read the exercises on page 37.

**Activity:**

* Ask the students to solve exercise A, B and C in the class.

Wrap up: **(05 minutes)**

Conclude the topic by:

* By checking the solved exercises of students.

Success Criteria:

By the end of the day, the teacher should make sure that the students are fully aware of:

* Revise the chapter by solving exercises.

**Unit: Using a computer Time: 40 min**

**Topic:** **Exercises**  **Week: 17**

**Day 1**

**Objectives:**

Students should be able to:

* Revise the chapter by solving exercises.

**Resources:**

* Book (38)
* Board

**Methodology:
Introduction: (10 minutes)**

Previous knowledge will be checked by asking:

* About the steps of shutting down a computer.

**Development: (25 minutes)**

* Ask students to read the exercises on page 38.

**Activity:**

* Ask the students to solve exercise D and E in the class.

**Wrap up:**  **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* By checking the solved exercises of students.

**Success Criteria:**

The teacher should ensure that after this lesson, the students are able to:

* Revise the chapter by solving exercises.

**Unit: Using a computer Time: 40 min**

**Topic:** **Exercises**  **Week: 17**

**Day 2**

**Objectives:**

Students should be able to:

* Revise the chapter by solving exercises.

**Resources:**

* Book (39 ,40)
* Board

**Methodology:
Introduction: (10 minutes)**

Previous knowledge will be checked by asking:

* About the key terms of the chapter.

**Development: (25 minutes)**

* Ask students to read the exercises on page 39, 40.

**Activity:**

* Ask the students to solve exercise E part 2, F and G in the class.

**Wrap up:** **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* By checking the solved exercises of students.

**Success Criteria:**

The teacher should ensure that after this lesson, the students are able to:

* Revise the chapter by solving exercises.

**Unit: Uses of a computer**  **Time: 40 min**

**Topic:** **In offices**  **Week: 18**

**Day 1**

**Objectives:**

Students should be able to:

* List the uses of computer in offices

**Resources:**

* Book (Pg# 41)
* Board

**Methodology:
Introduction: (10 minutes)**

Previous knowledge will be checked by asking

* What are CDs and DVDs used for?

**Development: (25 minutes)**

* Let the students know the uses of computer in offices with explanation.
* Write the uses of computer on board and ask the students to read aloud.

**Activity:**

* Divide the students in groups and ask them to write some other uses of computers in offices.

**Wrap up:**  **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* In offices.

**Success Criteria:**

The teacher should ensure that after this lesson, the students are able to:

* List the uses of computer in offices.

**Unit: Uses of computer**  **Time: 40 min**

**Topic:** **In schools Week: 18**

**Day 2**

**Objective**:

Students should be able to:

* Observe and learn the uses of computer in schools.

**Resources:**

* Pictures
* Chart

**Methodology:
Introduction: (10 minutes)**

Previous knowledge will be checked by asking

* Name the different parts of a computer.

**Development: (25 minutes)**

* Take a chart and paste time table, question papers, fee records, results, notices, etc., and show it to the students.
* Explain the uses of computers in schools with the help of a chart to the students.
* You can also show them pictures related to the uses of computers in schools.

**Activity:**

* Visit some areas within the school where the computers are being used with the students.

**Wrap up:** **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Uses of computer in schools.

**Success Criteria:**

The teacher should ensure that after this lesson, the students are able to:

* List the uses of computers in school.

**Unit: Uses of a computer**  **Time: 40 min**

**Topic:** **At homes Week: 19**

**Day 1**

**Objectives:**

Students should be able to:

* Explore different uses of computer at home.

**Resources:**

* Book page (43)
* Board

**Methodology:
Introduction: (10 minutes)**

Previous knowledge will be checked by asking

* Do you have a computer at home?
* Have you ever used MS paint for drawing something at home?

**Development: (25 minutes)**

* Make a web diagram on the board as shown.
* Solicit the ideas of students and write their ideas on board.
* Let them explain their ideas.
* Explain in detail the uses of computer at homes with the help of the web diagram.



**Activity:**

* Take students to the lab room and show them a cartoon movie on a computer.
* Show the students how to search something on Google.

**Wrap up:**  **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Uses of computer at home.

**Success Criteria:**

The teacher should ensure that after this lesson, the students are able to:

* Explain different uses of computer at home.
* Use computer at home.

**Unit: Uses of computer**  **Time: 40 min**

**Topic:** **In banks and hospitals Week: 19**

**Day 2**

**Objective**:

Students should be able to:

* Learn the uses of computer in banks,
* Define abbreviation of ATM.
* Convey the uses of computer in the hospitals.

**Resources:**

* Book (Pg#44 )
* Board

**Vocabulary:**

* ATM

**Methodology:
Introduction: (10 minutes)**

Previous knowledge will be checked by asking

* Name some places where we use a computer.

**Development: (25 minutes)**

* Explain different uses of computer in banks to the students.
* Write the term ATM on board.
* Elaborate the abbreviation of ATM and ask the students to read aloud.
* Tell the students how computer is used in hospitals
* Show an X-ray sample to the students while telling them the second use of computer in hospitals.

**Activity:**

* Show the students a short documentary on uses of computer in banks and hospitals.

**Class Work:**

* Learn abbreviation of ATM.

**Wrap up:** **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Uses of computers in hospitals.

**Home work:**

* Draw picture of ATM card or any card on their notebooks.

**Success Criteria:**

The teacher should ensure that after this lesson, the students are able to:

* Define the uses of computer in banks.
* Describe the term ATM.
* Uses of computer in the hospitals.

**Unit: Using a computer Time: 40 min**

**Topic:** **At railway stations, Week: 20**

 **Airports and bus depots, in animation**

**Day 1**

**Objectives:**

Students should be able to:

* List the uses of computer.
* Identify some places where computer is used.
* Uses of computer in animation.

**Resources:**

* Book (Pg. 45)

**Methodology:
Introduction: (10 minutes)**

Previous knowledge will be checked by asking

* What are the uses of computer at railway stations, airports and bus depots?

**Development: (25 minutes)**

* Write the uses of computer at different places on board.
* Explain them to the students with the help of illustrations on a chart (suggestion).
* Give students the concept of animation.

**Activity:**

* Show them a short documentary on how computer is used at railway stations,
* Airports and bus depots.

**Class Work:**

* Take students in lab and show how to record on CD and DVDs.

**Wrap up:**  **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* At railway station, airports and bus depots
* Uses of computer in animation

**Success Criteria:**

The teacher should ensure that after this lesson, the students are able to:

* Describe the uses of computer in railways, bus depots and airports.
* Uses of computer in animation.

**Unit: Using a computer Time: 40 min**

**Topic:** **In publishing and in photography**  **Week: 20**

**Day 2**

**Objectives:**

Students should be able to:

* Explore the use of computer in publishing and in photography.

**Resources:**

* Book (Pg. 46)
* some photos edited by photo studio
* magazine and newspaper (if easily available)

**Methodology:
Introduction: (10 minutes)**

Previous knowledge will be checked by asking:

* What is the abbreviation of CD and DVD?

**Development: (25 minutes)**

* Ask the students have you ever visited any publishing factory or some photography studio for the photographs?
* Explain the uses of computer in publishing and photography by showing them some newspapers, magazine and some edited photographs

**Activity:**

* Take them to computer room and show them

**Class work:**

* Ask volunteer students to tell the name of any publisher or photography studio in your area.

**Wrap up:** **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Computer uses in publishing and photography

**Success Criteria:**

The teacher should ensure that after this lesson, the students are able to:

* Enlist the uses of computer in publishing and in photography

**Unit: uses of computer**  **Time: 40 min**

**Topic:** **Exercises**  **Week: 21**

**Day 1**

**Objective:**

Students should be able to:

* Revise uses of computer by solving exercises.

**Resources:**

* Book (Pg. 47,48)

**Methodology:
Introduction: (10 minutes)**

Previous knowledge will be checked by asking:

* What are uses of computer in publishing a photography?

**Development: (25 minutes)**

* Ask the students to read page 47 and 48.

**Activity:**

* Ask students to read the key terms and remember them.

**Class Work:**

* Ask volunteer students to solve exercise A, B and C in the class.

**Wrap up:**  **(05 minutes)**

* Lesson will be concluded by:
* Checking the solution prepared by students.

**Home work:**

* Ask students to solve exercise D from home.

**Success Criteria:**

The teacher should ensure that after this lesson, the students are able to:

* Revise uses of computer by solving exercises.

**Unit: uses of computer**  **Time: 40 min**

**Topic:** **Exercises Week: 21**

**Day 2**

**Objectives:**

Students should be able to:

* Revise uses of computer by solving exercises

**Resources:**

* Book (Pg. 49, 50)

**Methodology:
Introduction**: **(10 minutes)**

Previous knowledge will be checked by asking

* What are uses of computer in banks and hospitals?

**Development: (25 minutes)**

* Ask the students to read page 49 and 50.

**Activity:**

* Ask students find out the purposes for which the computer is used in your school.

**Class work:**

* Ask volunteer students to solve exercise E and F in the class.

**Wrap up:**  **(05 minutes)**

* Lesson will be concluded by:
* Checking the solution prepared by students.

**Home work:**

* Ask students to solve activity G from home.

**Success Criteria:**

The teacher should ensure that after this lesson, the students are able to:

Revise uses of computer by solving exercises.

**Unit: Introduction to MS-Paint Time: 40 min**

**Topic: MS-paint**  **Week: 22**

**Day 1**

**Objective:**

Students should be able to:

* Learn about paint
* Start a paint

**Resources:**

* Book (Pg. 51, 52)
* Board

**Vocabulary:**

* MS Windows 7
* Accessories

**Methodology:
Introduction: (10 minutes)**

Previous knowledge will be checked by asking:

* Do you love drawing or painting?

**Development: (25 minutes)**

* Introduce students to MS-paint by telling them that paint is a program used to draw and color with mouse.
* Write MS-Paint on board and ask the students to read it aloud.
* Take students to the lab.
* Demonstrate following steps to the students on computer:-
1. Click the start button present on the bottom left corner of taskbar.
2. Move mouse pointer to ALL PROGRAMS
3. Then, click the ACCESSORIES
4. Click Paint. The paint window opens on the monitor screen.

**Activity:**

* Ask the students to follow the steps and start a paint on computer

**Class Work:**

* Ask the students to learn the first key term (pg. 61) that is PAINT

**Wrap up:**  **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* MS- Paint
* How to start a paint

**Home work:**

* Ask the students to make practice of starting a paint.

**Success Criteria:**

The teacher should ensure that after this lesson, the students are able to:

* Describe the Paint
* Start a paint

**Unit: Introduction to MS-Paint Time: 40 min**

**Topic: components of Paint window Week: 21**

**Day 2**

**Objectives:**

Students should be able to:

* Enlist different components of Paint Window

**Resources:**

* Book (Pg. 52)
* Board
* Computer lab

**Vocabulary:**

* Quick Access toolbar, Tabs

**Methodology:
Introduction**: **(10 minutes)**

Previous knowledge will be checked by asking:

* What is Paint?
* What is the function of paint?

**Development: (25 minutes)**

* Make a list of components of paint window on a board.
* Tell the students that paint window has 6 components that are following.
* Ask volunteer students to read the components of paint window in the class so other students will also learn.
* Take students to the lab (if possible).
* Show them these components on computer or with the help of pictures or illustrations.

**Activity:**

* divide the students in groups and provide rough sheets to them
* Ask them to observe Paint window and write their observations on page

**Wrap up:**  **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Components of paint window

**Home work:**

* Provide worksheets for labeling of components of Paint window
* Ask them to label it and paste it on their copy.

**Success Criteria:**

The teacher should ensure that after this lesson, the students are able to:

* Describe the components of paint window

**Unit: Introduction to MS-Paint Time: 40 min**

**Topic: Ribbon, Tool groups, shapes group, Week: 23**

 **Colors group**

**Day 1**

**Objective:**

Students should be able to:

* Learn about Ribbon that ribbon is divided into two groups
* Enlist and describe tool group
* Learn about different shapes styles and use them in their drawings
* Choose different colors for their drawings

**Resources:**

* Book (Pg. 53 )
* computer lab

**Vocabulary:**

* Magnifier

**Methodology:
Introduction: (10 minutes)**

Previous knowledge will be checked by asking

* What are the components of Paint Window?

**Development: (25 minutes)**

* Take students to the lab room and ask them to start Paint and look at the Paint window.
* Explain the division of Ribbon to the students.
* Show and tell them the difference of groups and tabs on a computer.
* After that explain in detail tool group.
* Show and tell shapes group and colors group to the students.
* Draw some shapes on board from Shapes group.
* Relate these shapes to the Shapes group and explain them to the students.
* Show flash cards of basic colors given in the group to the students and ask them to identify them.

**Activity:**

* Ask the students to observe the tool groups and make a list of their names on page.
* Now ask each individual to explain or describe the function of these tools (whether it is wrong or write appreciate the students)

**Class Work:**

* Draw the picture of tool group in copies.

**Wrap up:**  **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Ribbon
* Tool group

**Success Criteria:**

The teacher should ensure that after this lesson, the students are able to:

* Describe the Ribbon.
* List the tools of tool group.
* Learn about different shapes styles and use them in their drawings.
* Choose different colors for their drawings.

**Unit: Introduction to MS-Paint Time: 40 min**

**Topic: Quick access tool bar, paint button, Week: 23**

 **Drawing area and line tool**

**Day 2**

**Objectives:**

Students should be able to:

* Learn the functions of quick access toolbar.
* Paint button, drawing area and line tool.

**Resources:**

* Book (Pg. 53, 54)
* Lab room

**Vocabulary:**

* working area

**Methodology:
Introduction**: **(10 minutes)**

Previous knowledge will be checked by asking

* What are tool groups and colors groups?

**Development: (25 minutes)**

* Take students to the lab
* Convey to the students the location and functions of Quick access toolbar and Paint button by showing them on computer
* Show the students drawing area on the screen and elaborate its function.
* Demonstrate the following steps to the students on computer:-
1. Click the Home Tab.
2. Click the Line from the shapes group
3. Click the Size to choose the thickness of line
4. Move the mouse pointer to the drawing area. The pointer changes to a cross
5. Press and hold the left mouse button and drag the mouse, to where you wish the line to end
6. Release the left mouse button. A line is drawn.

**Activity:**

* Ask the students to open Paint and then go to Paint window.
* Identify the locations of Quick access toolbar and paint button on it.

**Class work:**

* Ask the students to go to the paint program and locate Quick access toolbar, Paint button and drawing area

**Wrap up:**  **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Quick access toolbar, Paint button and drawing area.

**Success Criteria:**

The teacher should ensure that after this lesson, the students are able to:

* Define the functions of the following:-
1. Quick access toolbar
2. Paint button
3. Drawing area
4. Line tool

**Unit: Introduction to MS-Paint Time: 40 min**

**Topic: How to draw colored lined Week: 24**

**Day 1**

**Objective:**

Students should be able to:

* Draw a colored line

**Resources:**

* Book (Pg. 54, 55)
* Computer or lab room

**Vocabulary:**

* Drag

**Methodology:
Introduction: (10 minutes)**

Previous knowledge will be checked by asking

* How to start paint?

**Development: (25 minutes)**

* Take students to the lab room
* Demonstrate the following steps to the students on computer:-
1. Click the Home Tab.
2. Click the Line from the shapes group
3. Click the Size to choose the thickness of line
4. Move the mouse pointer to the drawing area. The pointer changes to a cross
5. Press and hold the left mouse button and drag the mouse, to where you wish the line to end
6. Release the left mouse button. A line is drawn

Ask the students to follow the teacher and perform the steps.

**Activity:**

* Show the students how to draw colored lines
* Ask the students to follow the steps and draw colored lines.

**Class Work:**

* Draw lines of different thickness on Paint and show it to the teacher

**Wrap up:**  **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* How to draw colored line.

**Home work:**

* Make a practice of drawing lines in Paint program

**Success Criteria:**

The teacher should ensure that after this lesson, the students are able to:

* Draw colored lines.

**Unit: Introduction to MS-Paint Time: 40 min**

**Topic:** **Rectangle tool Week: 24**

**Day 2**

**Objectives:**

Students should be able to:

* Draw rectangles and squares

**Resources:**

* Book (Pg. 56)

**Methodology:
Introduction**: **(10 minutes)**

Previous knowledge will be checked by asking

* Define the steps to draw straight and colored lines.

**Development: (25 minutes)**

* Tell the students that we can also draw rectangles and squares with the help of rectangle tool
* Take students to the lab room
* Depict these steps to the students on the computer and ask them to follow these steps

**Activity:**

* Tell the students that to draw squares using rectangle tool, press and hold the shift key.
* Now ask the students to draw squares using rectangle tool.

**Class work:**

* Ask the students to learn the steps of drawing squares and rectangles

**Wrap up:**  **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Rectangle tool.

**Success Criteria:**

The teacher should ensure that after this lesson, the students are able to:

* Draw squares and rectangles.

**Unit: Introduction to MS-Paint Time: 40 min**

**Topic:** **Ellipse tool Week: 25**

**Day 1**

**Objective:**

Students should be able to:

* Learn the function of Ellipse tool
* Draw ovals and circles

**Resources:**

* Book (Pg. 57)
* Computer

**Vocabulary:**

* Ellipse

**Methodology:
Introduction: (10 minutes)**

Previous knowledge will be checked by asking

* What is the use of rectangle tool?

**Development: (25 minutes)**

Define the term ellipse to the students.

* Write the steps of drawing ovals and circles. As students know how to use line and rectangle tool tell these steps to the students.
* Take the students to the lab
* Demonstrate these steps on computer for better understanding of students

**Activity:**

Ask the students to follow the steps and make ovals and circles using ellipse tool.

**Wrap up:**  **(05 minutes)**

Lesson will be concluded with the revision of following topic:

• Ellipse tool

**Home work:**

Do practice of making colored circles and ovals

**Success Criteria:**

The teacher should ensure that after this lesson, the students are able to:

• Draw ovals and circles using Ellipse tool

**Unit: Introduction to MS-Paint Time: 40 min**

**Topic:** **Fill with color tool**  **Week: 25**

**Day 2**

**Objectives:**

Students should be able to:

* Fill colors in shape using fill with colors tool

**Resources:**

* Book (Pg. 58)
* Computer and MS-paint.

**Methodology:
Introduction**: **(10 minutes)**

Previous knowledge will be checked by asking

• What is the function of Ellipse tool?

**Development: (25 minutes)**

* Reinforce the steps of making Rectangles and circles in paint program

Now let the students understand how to use fill with color tool by demonstrating the following steps on a computer:-

1. Click the Home tab
2. Draw a rectangle by selecting Rectangle
3. Click fill with color from the tools group
4. Move the mouse pointer to the drawing area
5. Click in the closed shapes (Rectangle) to fill it with color.

**Activity:**

* Ask the students to draw shapes and fill them with colors by following the step.

**Wrap up:**  **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Fill with colors tool

**Home work:**

* Ex A (pg. 61)

**Success Criteria:**

The teacher should ensure that after this lesson, the students are able to:

* Draw shapes and fill them with different colors

**Unit: Introduction to MS-Paint Time: 40 min**

**Topic: Fill the color tool Week: 26**

**Day 1**

**Objective:**

Students should be able to:

* Fill colors in shape using fill with colors tool

**Resources:**

* Book (Pg. 58)
* Computer and MS pain

**Methodology:
Introduction: (10 minutes)**

Previous knowledge will be checked by asking

• What is the function of Ellipse tool?

**Development: (25 minutes)**

Reinforce the steps of making Rectangles and circles in paint program

Now let the students understand how to use fill with color tool by demonstrating the following steps on a computer:-

1. Click the Home tab

2. Draw a rectangle by selecting Rectangle

3. Click fill with color from the tools group

4. Move the mouse pointer to the drawing area

5. Click in the closed shapes (Rectangle) to fill it with color.

**Activity:**

* Ask the students to draw shapes and fill them with colors by following the steps

**Classwork:**

Ex B (pg. 61)

**Wrap up:**  **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Uses of fill with color tool

**Home work:**

* Exercise A (pg.61)

**Success Criteria:**

The teacher should ensure that after this lesson, the students are able to:

* Draw shapes and fill them with different colors

**Unit: Introduction to MS-Paint Time: 40 min**

**Topic:** **Pencil tool Week: 26**

**Day 2**

**Objectives:**

Students should be able to:

* Do free hand drawing

**Resources:**

* Book (Pg. 59)

**Methodology:
Introduction**: **(10 minutes)**

Previous knowledge will be checked by asking

* Draw different shapes and fill them with colors
* Enlist the steps to use the fill with color tool to fill different shapes with colors

**Development: (25 minutes)**

* Introduce students to pencil tool with the explanation of free hand drawing
* Take students to the lab room
* Ask the students to start a paint and open paint window
* Depict the following steps to the students:-

1. Click the Home tab button

2. Click pencil from tools group

3. You can also choose a color from colors group

4. Move the mouse pointer to a drawing area

5. Release the mouse button after you have drawn

Ask the students to perform these steps with the teacher

**Activity:**

* Ask the students to practice freehand drawing on Paint program. Provide focused attention to the students needing extra help for freehand drawing

**Classwork**:

* Ask volunteer students to come in front of the class and recall the steps with the class

**Home work:**

* Write their names on MS-paint with pencil tool

**Wrap up:**  **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Pencil tool.

**Success Criteria:**

The teacher should ensure that after this lesson, the students are able to:

* Draw with free hand
* Learn the difference between freehand drawing and drawing of shapes by clicking and dragging

**Unit: Introduction to MS-Paint Time: 40 min**

**Topic:** **Eraser tool Week: 27**

**Day 1**

**Objective:**

Students should be able to:

* Identify the use of eraser tool in drawing

**Resources:**

* Book (Pg. 59)
* Computer

**Vocabulary:**

* Eraser

**Methodology:
Introduction: (10 minutes)**

Previous knowledge will be checked by asking

* What you understand by the term pencil tool

**Development: (25 minutes)**

* Ask the students, “why we use erasers”?
* Explain to the students the function of eraser tool
* Demonstrate the steps to use the eraser for erasing any part of the drawing

**Activity:**

* Ask the students to draw something and the erase it with eraser tool

**Classwork:**

Ex. E (page no 62)

**Wrap up:**  **(05 minutes)**

Lesson will be concluded with the revision of following topic:

• Eraser tool

**Home work:**

Learn the key terms (pg. 61)

**Success Criteria:**

The teacher should ensure that after this lesson, the students are able to:

* Describe the function of eraser tool