**Unit: computer fundamentals Time: 40 min Topic: computer and its parts Week: 1**

**Day 1**

**Objectives:**

Students should be able to:

• Define computer

• Identify parts of computer (Monitor, CPU)

**Resources:**

• Book (Pg. 5, 6)

• Board

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

Previous knowledge will be checked by asking

• What is computer and its types?

Development: **(25 minutes)**

* Explain the definition of computer to the students
* Define different uses of computer in detail
* Describe the main parts of computer
* Draw a web diagram on a board as shown
* Explain further parts of CPU with diagram as given

**Activity:**

Take students to the lab room and ask them to observe computer and identify its main parts

**Classwork:**

Learn the web diagram

**Wrap up: (05 minutes)**

Lesson will be concluded with the revision of following topics:

• Definition of computer

• Uses of computer

• Main parts of computer

• Web diagram

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:

• Define computer

• Identify the main parts of computer

• Enlist the different parts of Monitor and CPU

**Unit: computer fundamentals Time: 40 min**

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

**Day 2**

**Objectives:**

Students should be able to:

• Define computer

• Identify parts of computer (Keyboard)

**Resources:**

• Book (Pg. 7,8)

• Board

**Vocabulary:**

* Inserts

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

Previous knowledge will be checked by asking

• What are main parts of computer?

Development: **(25 minutes)**

• Take students to the lab room and show them keyboard

• Ask them to identify keys on a keyboard

• Now show the students caps lock key, shift key and space bar key

• Demonstrate their functions with examples on a computer for better understanding of students

• Describe the main parts of computer

• Draw a web diagram on a board as shown

• Define the Keyboard and different keys on keyboard.(Caps lock key and shift Key)

**Activity:**

Take students to the lab room and ask them to observe computer and identify its main parts and count the total number of keys on the keyboard.

**Classwork:**

Learn the web diagram

**Wrap up:**

Lesson will be concluded with the revision of following topics:

• Definition of computer

• Uses of computer

• Main parts of computer

• Parts of CPU

**Success criteria:**

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

* Identify the main parts of computer
* Enlist the different parts of Monitor and CPU
* To understand the functions of different keys on the keyboard.(Caps lock and shift Key)

**Unit: computer fundamentals Time: 40 min**

**Topic: Keyboard, Mouse Week: 2**

**Day 1**

**Objectives:**

Students should be able to:

• Define cursor and cursor control keys

• Define the functions of the following:

Enter key

Delete key

Backspace key

• State the difference between delete and backspace key

• Identify different keys on a keyboard (cursor control, Enter, Delete and backspace keys

**Resources:**

• Book (Pg. 9,10)

• Board

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

Previous knowledge will be checked by asking

• What are main parts of computer and further types of CPU?

Development: **(25 minutes)**

* Explain the definition of computer to the students
* Describe the main parts of computer
* Draw a web diagram on a board as shown
* Define the Keyboard and different keys on keyboard
* Explain the the Mouse and its buttons

**Activity:**

Take students to the lab room and ask them to observe computer and identify keys on the keyboardand Mouse with its two buttons

**Wrap up:**

Lesson will be concluded with the revision of following topic

• Uses of computer

• Main parts of computer

• Parts of CPU and Keys of keyboard

**Home Work:**

Ask the students to solve the ex. On page no 10.

**Success criteria:**

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

• Enlist the different parts of Keyboard and Mouse

• To understand the functions of buttons of Mouse

**Unit: computer fundamentals and devices Time: 40 min**

**Topic: other hardware devices Week: 2**

**(printer, speakers, microphone, joystick,**

**scanner, Light Pen,UPS,Plotter,Pen Drive,**

**Hard Disk, Compact Disk) and computer software.**

**Day 2**

**Objectives:**

Students should be able to:

• learn about other hardware devices and their uses in daily life

**Resources:**

• Book (Pg. 11,12)

• Board

• Illustrations/pictures of parts

• Printouts

**Vocabulary:**

* Printouts
* Microphone
* Joystick
* scanner
* Light pen
* Ups
* Plotter
* Pen drive
* Hard disk
* Compact disk

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

Previous knowledge will be checked by asking

• Name some devices that can be attached to a computer other than the four parts

Development: **(25 minutes)**

* Take a chart and paste the pictures of the devices on it

• One by one introduce these devices to the students

• Explain the uses of these of these devices

• Show printouts of anything to explain hardcopies

**Activity:**

As the students to make a list of input and output devices

**Classwork:**

Learn the uses of devices

**Wrap up:**

Lesson will be concluded with the revision of following topics:

• Printer

• Speakers

• Microphone

• Joystick

• Scanner

• Light pen

• Ups

• Plotter

• Pen drive

• Hard disk

• Compact disk

**Success criteria:**

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

* List the hardware devices
* Learn the uses of hardware devices
* Learn about computer

**Unit: computer fundamentals and devices Time: 40 min**

**Topic: Now YOU Know, Key Terms Week: 3**

**Exercises A,B**

**Day 1**

**Objectives:**

Students should be able to:

* Learn about parts of computer
* Learn about CPU and its parts
* Learn about Computer memory
* Learn about Mouse
* Learn about Speakers and other hardware devices
* Learn about Ms Paint
* Learn about key terms

**Resources:**• Book (Pg. 13, 14)

• Board

• Computer lab

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

Previous knowledge will be checked by asking

• differentiate between printer and scanner

Development: **(25 minutes)**

• Take students to the lab and show some hardware devices given in examples on a computer to the students

• Explain the difference between software and hardware

**Activity:**

• Ask the students to draw any picture they would like to on MS- paint

**Classwork:**

EX. A,B

**Wrap up:**

Lesson will be concluded with the revision of following topics:

* Introduction to software
* Mouse

**Homework:**

Make a list of some software and hardware devices

**Success criteria:**

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

* Understand the use of hardware devices
* Learn about the parts of computer.

**Unit: computer fundamentals and devices Time: 40 min**

**Topic: Exercises Week: 3**

**Day 2**

**Objectives:**

Students should be able to:

• To solve exercises and learn more about computer through exercises.

**Resources:**

• Book (Pg. 14,15,16)

• Board

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

Previous knowledge will be checked by asking

• What do you know keyboard and mouse?

Development: **(25 minutes)**

Ask volunteer students to come and recall the definition of mouse, Keyboard, and CPU and its parts as learnt in previous classes.

* Activity:
* Ask the students to solve exercise C, D,E,Fmentioned in the book .
* Wrap up:
* Lesson will be concluded with the revision of following topics:
* Keyboard and functions of different Keys.

**Homework:**

Ask students to list the devices which are used to store information.

**Success criteria:**

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

* Solve the exercises correctly.

**Unit: computer care Time: 40 min**

**Topic: Protection of computers Week: 4**

**Day 1**

**Objectives:**

Students should be able to:

Students should be able to:

• Learn etiquettes of using computer or computer lab

• Behave properly in their computer room

**Resources:**

• Book (Pg. 17,18)

• Chart with pictures)

**Vocabulary:**

• Queue

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

Previous knowledge will be checked by asking

• State any computer etiquette learnt in the previous classes

Development: **(25 minutes)**

• Explain to the students how to take care of their computers

• Describe the etiquettes to the students with pictures given in the books

• Aware students from the hazards that can be occur for not taking care while using computers

**Activity:**

• Ask the students to prepare a skit or role play on computer etiquettes. Help students in it

**Wrap up:**

Lesson will be concluded with the revision of following topics:

• Rules for using computer lab

**Success criteria:**

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

• Take care of their computer

**Unit: computer care Time: 40 min**

**Topic: Protection of computers Week: 4**

**Day 2**

**Objectives:**

Students should be able to:

• Learn safety measures of using computer or computer lab

• Learn how to use computer safely.

**Resources:**

• Book (Pg. 19,20)

• Chart with pictures)

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

Previous knowledge will be checked by asking

• State any computer manners learnt in the previous classes

Development:  **(25 minutes)**

• Describe the etiquettes to the students with pictures given in the books

• Aware students from the threats that can be occur for not taking care while using computers

**Activity:**

• Ask the students to prepare a skit or role play on computer etiquettes. Help students in it.

**Wrap up:**

Lesson will be concluded with the revision of following topics:

• Precautions learnt in previous class.

**Home work:**

Ask students to make a list of precaution described in book.

**Success criteria:**

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

• use computer in a manner that minimize the risks

**Unit: computer care Time: 40 min**

**Topic: Exercises Week: 5**

**Day 1**

**Objectives:**

Students should be able to:

Students should be able to:

• Learn safety measures of using computer or computer lab by solving exercises.

**Resources:**

• Book (Pg. 21,22)

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

Previous knowledge will be checked by asking

• State any computer manners learnt in the previous classes.

Development: **(25 minutes)**

• Revise the manners of using computer learned in previous classes.

**Activity:**

• Ask students about multiple choices given on page 21.

**Classwork:**

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

**Wrap up:**

Lesson will be concluded with the revision of following topics:

• Precautions learnt in previous class.

**Success criteria:**

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

• use computer without harm.

**Unit: computer care Time: 40 min**

**Topic: Exercises Week: 5**

**Day 2**

**Objectives:**

Students should be able to:

• Absorb safety measures of using computer or computer lab by solving exercises.

**Resources:**

Book (Pg. 23)

**Methodology:**Introduction:

Previous knowledge will be checked by asking

* How to go in the lab.?
* How to sit in the Lab.?

Development **(25 minutes)**

Revise the manners of using computer learned in previous classes.

**Activity:**

• Ask students to solve activity E in the class.

**Classwork:**

Ask students to solve exercise D In the class.

**Wrap up:**

Lesson will be concluded with the revision of following topics:

• Safety measures learnt in previous class.

**Success criteria:**

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

• use computer without harm.

**Unit: Introduction to MS windows Time: 40 min**

**Topic: Operating system, Microsoft Windows Week: 6**

**and windows 7, the desktop**

**Day 1**

**Objectives:**

Students should be able to:

• Define operating system

• Identify Windows screen

• Identify Windows 7 Desktop

**Resources:**

• Book (Pg. 24, 25)

• Board

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

Previous knowledge will be checked by asking

• Do you know what an operating system is?

• What do you know about Microsoft windows?

Development: **(25 minutes)**

* Define operating system with example to the students

• Define Microsoft windows to the students with its different versions or categories

• Explain Microsoft windows and the desktop to the students

• Show the pictures of MS windows and desktop to the students

**Activity:**

Take the students to the lab and show them the screens of MS windows and desktop and ask them to identify Windows screen and Windows 7 Desktop

**Classwork:**

Learn the definition of operating system and desktop

**Wrap up:**

Lesson will be concluded with the revision of following topics:

• Operating system

• MS windows

• MS windows 7

• The desktop

**Homework:**

• Research work:

Explore any operating system other than MS windows used in the past

**Success criteria:**

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

• Define operating system

• Identify MS windows screen and MS window desktop

• Define desktop

**Unit: Introduction to MS windows Time: 40 min**

**Topic: components of a desktop Week: 6**

**Day 2**

**Objectives:**

Students should be able to:

• List and identify the components of a desktop

**Resources:**

**Resources:**

• Book (Pg. 26,27)

• Lab /computer room

**Vocabulary:**

• Recycle bin

• Start Menu

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

Previous knowledge will be checked by asking:

• Name the components of a desktop (studied in class 2)

Development:  **(25 minutes)**

Recall the components of the desktop by enlisting them on a board

• Explain the details related to the components

• Take students to the lab and show them components of a desktop on a computer with explanation of their functions/uses

**Activity:**

• Make a list of icons shown on a desktop screen

• Write down the names of programs which appear when the start button is first clicked.

**Classwork:**

Learn the definitions of the following:

1. Icons

2. Task bar

3. Start button

**Wrap up:**

Lesson will be concluded with the revision of following topics:

• Components of the desktop

**Success criteria:**

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

• Identify the components of desktop

**Unit: Introduction to MS windows Time: 40 min**

**Topic: Shut down and Gadgets Week: 7**

**Day 1**

**Objectives:**

Students should be able to:

* Shut down a computer
* Describe and identify different computer gadgets

**Resources:**

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

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

Previous knowledge will be checked by asking:

* What is the first step to shut down a computer?

Development: **(25 minutes)**

* Explain the process of shut down .

**Activity:**

* Ask the students to proceed the process of shut down on computer.

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Shutting down a computer.

Gadgets of computer

Success criteria:

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

* Shut down a computer.
* Gadgets of computer.

**Unit: Introduction to Ms Windows Time: 40 min**

**Topic: Exercise Week: 7**

**Day 2**

**Objectives:**

Students should be able to:

* Use of window 7 by solving exercises.
* Know about Components of desktop by solving exercises.
* Know about Gadgets of computer

**Resources:**

* Book (Pg. 30, 31, 32)
* Lab room

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

Previous knowledge will be checked by asking:

* What is the first step to shut down a computer?

Development:  **(25 minutes)**

Explain the process of shut down .

**Activity:**

* Ask the students to solve multiple choices question in class.

**Class work:**

Ask students to solve exercise A,B,C,E,F in the class.

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Components of desktop.
* Run command.

Success criteria:

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

* Understand the use MS window 7

**Unit: MS-Paint: Start and close Time: 40 minutes**

**Topic: Starting Paint Week: 8**

**Day 1**

**Objectives:**

Students should be able to:

* Start the paint program on their computer
* Start the paint program by using keyboard

**Resources:**

* Book (Pg. 33,34,35)
* Board
* Projector/ laptop

**Vocabulary:**

* Accessories
* Scroll bar

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

Previous knowledge will be checked by asking:

* What is paint?

Development: **(25 minutes)**

1. Arrange a laptop or projector if available
2. Demonstrate following steps to the students on a projector or laptop:\_

* Click on “start” button on windows desktop. A menu screen of options appears
* Click on “all programs” option from the list. A new list appears on the screen
* Click on “accessories” from the list. A new drop-down list of options appears
* Choose “paint” from the list . Click on it to open the program.
* The screen appears on monitor is called paint

1. Let the students know how to start paint with keyboard by demonstrating it

**Activity:**

Do the following **Activity:**

* Start paint
* Open paint by using mouse

**Class work:**

* Learn:



Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Starting paint
* Starting paint with keyboard

**Homework:**

Revision of the topic

**Success criteria:**

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

* Start the paint program on their computer
* Start the paint program by using keyboard

(You can divide the plan for two days according to the requirement and student’s potential)

**Unit: Introduction to MS windows Time: 40 minutes**

**Topic: The Paint window Week: 8**

**Day 2**

**Objectives:**

Students should be able to:

* List the components of Paint window and their uses

**Resources:**

* Book (Pg. 35, 36, 37)
* Laptop/ computer/projector

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

Previous knowledge will be checked by asking

* What are the components of Paint window?

Development: **(25 minutes)**

* Ask the students to recall and describe the components of Paint window studied in class 2
* Write the components of Paint window on board
* Tell them to the students and ask them to read aloud in the class
* Take students to the lab
* Divide students in different groups and show one by one the components with details
* Explain their functions

**Activity:**

Do the following activities:

* Observe the title Bar
* Read the names of all the tabs and groups in ribbon
* Click the drop-down menus of many items available in the ribbon
* Name the various tools in the tool group
* Use scroll bars to scroll

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Components and sub-components of the Paint window

Success criteria:

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

* Understand the components of paint window.

**Unit: Introduction to MS windows Time: 40 min**

**Topic: Closing Paints and Now you Know Week: 9**

**Day 1**

**Objectives:**

Students should be able to:

* Close the Paint program
* Revise the chapter trough summary given in now you know

**Resources:**

* Book (Pg. 37 38)
* Lab room

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

Previous knowledge will be checked by asking:

* Name the components of the Paint window

Development: **(25 minutes)**

* Demonstrate how to close the paint program on laptop or projector or take the students to the lab
* Also let the students know how to close paint program by clicking on the close button.
* Explain the procedure to save the drawing

**Activity:**

* Open paint program, draw any picture or something and ask the students to save it with their name

**Class work:**

* Learn the short key to close paint and attempt the cool tip

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Closing Paint

**Homework:**

* Ask students to write down keys terms and MCQs on copies.

Success criteria:

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

* Close the paint program
* Learn the short command to close the paint program.

**Unit: Introduction to Ms Windows Time: 40 min**

**Topic: Exercise Week: 9**

**Day 2**

**Objectives:**

Students should be able to:

* Revise the chapter trough solving exercises.

**Resources:**

* Book (Pg. 39,40,41)

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

Previous knowledge will be checked by asking:

* How to start paint window?

Development:  **(25 minutes)**

Tell students about MS-Paint.

**Activity:**

* Ask students to solve exercise A,B,C ,E and F.

**Class work:**

* Ask students to solve activity G in class

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* By checking the solved activities

**Homework:**

* Ask students to solve test paper 1 from home.

Success criteria:

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

* Solve all exercises.

**Unit: MS-Paint: Draw and Color Time: 40 minutes**

**Topic: Tools Group Week: 10**

**Day 1**

**Objectives:**

Students should be able to:

* Revise the paint window
* Identify the uses of tools group

**Resources:**

* Book (Pg. 42,43)
* Board
* Pictures of tools group

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

Previous knowledge will be checked by asking:

* Name the components of paint window

Development: **(25 minutes)**

* Recall the components of paint window and the commands used in paint
* List the tools on the board from tools group
* Show the pictures of the tool or show them on laptop (if avalible) and explain their uses

**Activity:**

Take students to the lab and ask them to observe the tools in tools group

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Revision of commands
* Tools groups (tools and their uses

**Homework:**

* Learn the uses of tools

**Success criteria:**

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

* Identify tools of tools group and their uses

**Unit: MS-Paint Draw and Color Time: 40 minutes**

**Topic: Let us draw (line tool) Week: 10**

**Day 2**

**Objectives:**

Students should be able to:

* Use line tool
* Draw with line tool

**Resources:**

* Book (Pg. 43,44)
* Laptop/ computer/projector

**Vocabulary:**

* Width
* Working area

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

Previous knowledge will be checked by asking

* Which tool is used for drawing or writing anything with free hand movement?
* What is the use of text tool?

Development: **(25 minutes)**

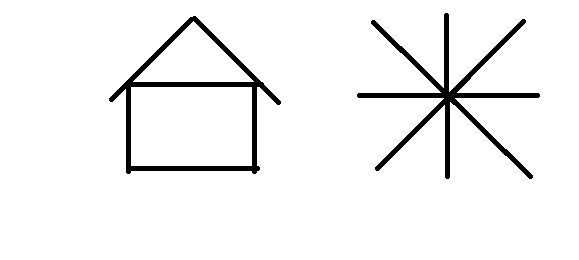
* Take the students to the lab and demonstrate the following steps on a computer:

1. Click Home tab
2. Click Line from Tools groups
3. Chose thee line width from the size drop down menu
4. Select the color from the colors group
5. Move the mouse pointer to the working area. The shape of pointer changes to a cross

* Press the left mouse button and move the mouse o the mouse pad, to draw the shape. (note that: keep the left mouse button pressed while drawing)
* Release the mouse button when you complete the shape

**Activity:**

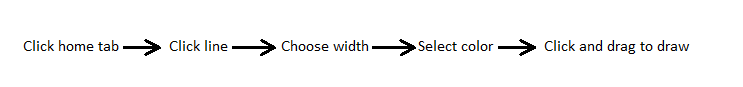
* Draw this shape on the board:



And ask the students to draw it on computer and show it to the teacher

**Class work:**

* Lean it



Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Let us draw (Line tool)

**Homework:**

Read next topic

* Rectangle tool

Success criteria:

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

* Use line tool to draw something

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

**Topic: Rounded Rectangle Week: 11**

**Day 1**

**Objectives:**

Students should be able to:

* Use rounded rectangle tool to draw rectangle and squares with rounded edges

**Resources:**

* Book (Pg. 45)
* Board

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

Previous knowledge will be checked by asking:

* What is rectangle tool (studied in class 2)

Development: **(25 minutes)**

* Reinforce the topic of rectangle tool (class 2)
* Explain the difference between rectangle and rounded rectangle tool
* Show and tell the steps to draw a rounded rectangle with rounded rectangle tool

**Activity:**

* Take students to the lab and Ask the students to draw a house using line, rectangle and rounded rectangle tool

**Classwork:**

* Learn cool tips (pg. 45)

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Rectangle tool
* Rounded rectangle tool

**Assessment:**

Ask to the students:

* Which key is used to draw perfect squares or circles?
* For what purpose rounded rectangle tool is used for?

**Homework:**

Revise the topic and practice it on Pc

Success criteria:

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

* Use rectangle and rounded rectangle tool

**Unit: MS-Paint; Draw and color Time: 40 min**

**Topic: Ellipse tool, curve tool, polygon Week: 11**

**Day 2**

**Objectives:**

Students should be able to:

* Draw an oval or a circle using ellipse tool
* Use curve tool
* Use polygon tool

**Resources:**

* Book (Pg. 46, 47)
* Board

**Vocabulary:**

* Ellipse

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

Previous knowledge will be checked by asking

* What is the use of round rectangle?
* Write down the steps to draw rectangles and squares with rounded edges

Development:  **(25 minutes)**

* Explain the definition of ellipse to the students.
* Recall the use of rectangle and rounded rectangle tool
* Let the students know to draw oval and circles using ellipse tool
* Explain the steps of drawing curves using curve tool to the students
* Explain the steps of using polygon tool.

**Activity:**

* Ask the students to learn the steps of drawing curves using curve tool or practice it on a computer if available

**Classwork:**

* Learn the definition of ellipse and ellipse tool

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Ellipse tool
* Curve tool
* Polygon tool

**Assessment:**

Ask to:

* What is ellipse tool?
* Write down the steps to draw an oval or a circle

**Homework:**

Draw a face on a computer or write down the steps to draw a face

Success criteria:

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

* Use ellipse and curve tool to draw oval or circles and curves
* Steps of using polygon

**Unit: MS-Paint: Draw and color Time: 40 minutes**

**Topic: Fill with color tool Week: 12**

**Day 1**

**Objectives:**

Students should be able to:

* Fill color in drawing

**Resources:**

* Book (Pg. 48)
* Board

**Vocabulary:**

* Closed figure

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

Previous knowledge will be checked by asking:

* What do we do with “Fill with color” tool? (previous class)

Development: **(25 minutes)**

* Take students to the lab and ask them to draw any closed figure
* Then demonstrate how to fill the drawing with various colors
* Ask the students to follow the teacher and color the drawing using “fill with color” tool

**Activity:**

* Fill the colors in the drawing using :fill with color tool” without the help of the teacher

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Fill with color tool

**Assessment:**

Ask to students:

* What are the steps to fill the color in drawing?

**Success criteria:**

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

* Fill the colors in drawing

**Unit: MS-Paint: Draw and color Time: 40 minutes**

**Topic: Text tool, pencil tool Week: 12**

**Day 2**

**Objectives:**

Students should be able to:

* Explore the use of text tool in drawing
* Use of pencil tool

**Resources:**

* Book (Pg. 48,49)
* Lab /computer room

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

Previous knowledge will be checked by asking

* Explain the use of fill with color tool

Development: **(25 minutes)**

* Arrange a laptop or projector in the class for demonstration of the topic
* Make groups of students and Demonstrate the steps to add text to the drawing on laptop or projector to each group
* Use of pencil tool for drawing.

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Text tool
* Pencil tool

Success criteria:

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

* Add text in their drawing
* Use of pencil tool for free hand drawing

**Unit: MS-Paint: Draw and Color Time: 40 min**

**Topic: Eraser Tool Week: 13**

**Day 1**

**Objectives:**

Students should be able to:

* Utilize eraser tool in their drawing for erasing

**Resources:**

* Book (Pg. 50)
* Board

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

Previous knowledge will be checked by asking:

* Name four tools used in paint

Development: **(25 minutes)**

* Introduce students to the eraser tool by telling their uses
* Write the steps to use eraser tool on the board and explain them to the students
* Ask the students to read them aloud

**Activity:**

* Explain to perform practical of using eraser tool in lab.

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* Eraser tool

**Homework:**

Revise the topic and practice it on Pc

Success criteria:

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

* Use eraser tools

**Unit: MS-Paint; Draw and color Time: 40 min**

**Topic: How to save your drawing Week: 13**

**Day 2**

**Objectives:**

Students should be able to:

* Use eraser tools

**Resources:**

* Book (Pg. 51)
* Board
* Computers lab

**Vocabulary:**

* Save button
* Dialog box
* File name

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

Previous knowledge will be checked by asking

* Do you know how to save a drawing?

Development:  **(25 minutes)**

* Define the term saving to the students
* Write down the steps on the board and explain them to the students in detail or you can demonstrate it on a laptop or a computer
* Draw something in the paint and then save it with the help of the explained steps to show the students how to save a drawing

**Activity:**

* Ask the students to draw something on a paint with the use of various tools and then save the drawing

**Classwork:**

Learn to save and using keyboard

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* How to save a drawing

Success criteria:

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

* Save the drawing

**Unit: MS-Paint: Draw and color Time: 40 minutes**

**Topic: How to open a saved drawing, Week: 16**

**how to start a new drawing**

**Day 1**

**Objectives:**

Students should be able to:

* Open a saved drawing
* how to start a new drawing

**Resources:**

* Book (Pg. 52, 53)
* Board
* Computer lab

**Vocabulary:**

* Save button
* Dialog box
* File name

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

Previous knowledge will be checked by asking:

* Do you know how to save a drawing?

Development: **(25 minutes)**

* Define the term saving to the students
* Write down the steps on the board and explain them to the students in detail or you can demonstrate it on a laptop or a computer
* Draw something in the paint and then save it with the help of the explained steps to show the students how to save a drawing
* Then show and tell the students how to open the saved drawing by opening the saved drawing
* Then tell how to start a new drawing.

**Activity:**

* Ask the students to draw something on a paint with the use of various tools and then save the drawing

**Classwork:**

Learn to save and open the drawing by using keyboard (pg. 51 and 52)

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* How to open a saved drawing.
* How to start anew drawing.

**Assessment:**

Ask to:

* Write down the steps to save your drawing (Ex D Q. 5)

**Success criteria:**

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

* Open their saved drawing.
* Start a new drawing.

**Unit: MS-Paint: Draw and color Time: 40 minutes**

**Topic: Exercises Week: 16**

**Day 2**

**Objectives:**

Students should be able to:

* Revise the chapter by solving exercises.

**Resources:**

* Book (Pg. 54 55, 56)
* Board

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

Previous knowledge will be checked by asking

* About the Line tool
* About rectangle tool.

Development: **(25 minutes)**

* Ask students to read the exercises on page 54, 55, 56.

**Activity:**

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

Wrap up: **(05 minutes)**

Lesson will be concluded with the revision of following topics:

* By checking the solved exercises of students.

**Home work:**

Ask students to solve exercise E, F and G from home.

Success criteria:

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

* Revise the chapter by solving exercises.

**Unit: More about paint**  **Time: 40min**

**Topic:** **Brush tool Week 17**

**Air brush**

**Day 1**

**Objectives:**

Students should be able to:

* Identify the use of brush tool in drawing
* Use air brush tool for spray painting

**Resources:**

* Book (Pg. 57, 58)

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

Previous knowledge will be checked by asking

* Name any four tools used in paint.

**Development: (25 minutes)**

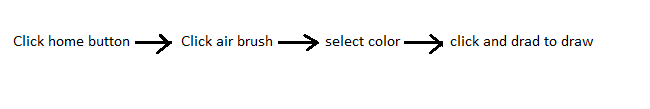
* Introduce students to the brush and air brush tool of MS-paint
* Explain the uses of brush and air brush tool to them

**Activity:**

* Ask the students to use brush and air brush tool and make scenery.

**Class work:**

* Learn the short key of air brush tool.

**Wrap up: (05 minutes)** 

Lesson will be concluded with the revision of following topics:

* Brush tool
* Air brush tool

**Assessment:**

Ask to:

* Write the short command to increase or decrease the size of the brush.
* Write down the steps to use brush tool.

**Homework:**

Practice the use of brush and air brush tool on PC.

**Success criteria:**

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

* Use brush tool for free hand drawing
* Use airbrush tool for spray painting

**Unit: More about paint**  **Time: 40min**

**Topic:** **Pick color tool, magnifier tool Week: 17**

**Day 2**

**Objectives:**

Students should be able to:

* Copy the color of one object to another using Pick color tool
* Explore new tools (magnifier tool)
* Learn the use of magnifier tool

**Resources:**

* Book (Pg. 59, 60)
* Board

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

Previous knowledge will be checked by asking

* About Brush tool ,air brush
* What is magnifier?
* Which brush is used for spray painting?

**Development:**  **(25 minutes)**

* Ask volunteer students to read the pick color tool
* Explain its use to the students
* Draw the students how to use pick color tool
* Bring magnifier glass and explain the use of magnifier tool with the help of magnifier glass to the students
* Explain the steps to use the magnifier tool with the help of a chart

**Activity:**

* Make a flow chart of the steps of magnifier tool.
* Learn the steps to use pick color tool.

**Wrap up: (05 minutes)**

Lesson will be concluded with the revision of following topics:

* Pick color tool

**Homework:**

* Make a drawing and use pick and color tool for practice.

**Success criteria:**

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

* Use Pick color tool
* Magnifier tool

**Unit: More about paint**  **Time: 40min**

**Topic:** **Select tool**  **Week 18**

**Day 1**

**Objectives:**

Students should be able to:

* Select any area in their drawing to copy, cut and change.

**Resources:**

* Book (Pg. 61, 62).

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

Previous knowledge will be checked by asking:

* Which tool is used to copy color from one object to another?
* Which tool is used to see the pictures in bigger size?

**Development: (25 minutes)**

* Take students to the lab in a queue
* Divide students in two or three groups
* Demonstrate following steps to each group:

1. Click the home tab.
2. Click select drop down button. A menu screen appears.
3. Click rectangular selection.
4. Bring the mouse pointer to the working area. Click and drag the mouse to define the area to be selected.
5. Release the mouse button. You can see a rectangular dotted bar around that part of image.
6. Now ask the students to perform the above mentioned steps on computer.

**Class work:**

* Worksheet (figure 6.2 page no 61 for labeling)
* Do the worksheet in the class and paste in your copies.

**Wrap up: (05 minutes)**

Lesson will be concluded with the revision of following topics:

* Select tool

**Homework:**

* Reading of next topic

**Success criteria:**

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

* Use Select tool

**Unit: More about paint**  **Time: 40min**

**Topic:** **Free from selection tool Week 18**

**Day 2**

**Objectives:**

Students should be able to:

* Explore a new tool (free from selection tool) and use it in their drawing.

**Resources:**

* Book (Pg. 63, 64)
* Lab room

**Methodology:**

**Introduction: (10 minutes)**

Previous knowledge will be checked by asking

* What is the use of select tool?
* What is selection box?

**Development:**  **(25 minutes)**

* Reinforce the steps of using select tool.
* Introduce new tool (free from selection tool) to the students with the explanation of its uses.
* Draw the flow chart of use of free from selection tool and explain it to the students.
* Explain the difference of Select tool and free from selection tool to the students.
* Take students to the lab and show them free from selection tool and its working.
* Also explain the difference between cut and paste or copy and paste.

**Activity:**

* Worksheet (fig. 6.14 for labeling)

**Wrap up: (05 minutes)**

Lesson will be concluded with the revision of following topics:

* Free from selection tool

**Homework:**

* Make a drawing and use pick and color tool for practice.

**Success criteria:**

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

* Use free from selection tool in their drawing.

**Unit: More about paint**  **Time: 40min**

**Topic:** **Now you know, Exercises week 19**

**Day 1**

**Objectives:**

Students should be able to:

* Revise the chapter by solving exercises.

**Resources:**

* Book (Pg. 65,66)

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

Previous knowledge will be checked by asking

* What are functions of magnifier tool?
* What are the functions of select tool?

**Development: (25 minutes)**

* Ask the students to read “Now you know” on page 65.

**Activity:**

* Ask students to read the key terms and solve Check your knowledge.

**Class work:**

* Ask 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.

**Success criteria:**

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

* Revise how to use Paint by solving exercises.

**Unit: More about paint**  **Time: 40min**

**Topic:** **Exercises**  **week 19**

**Day 2**

**Objectives:**

Students should be able to:

* Revise the chapter by solving exercises.

**Resources:**

* Book (Pg. 67,68,69)

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

Previous knowledge will be checked by asking

* What are functions of air brush tool?
* What is the function of pick color tool?

**Development:**  **(25 minutes)**

* Ask the students to read page 67, 68, 69.

**Class work:**

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

**Wrap up: (05 minutes)**

Lesson will be concluded by:

* Checking the solution prepared by students.

**Homework:**

Ask students to make a picture and explain the tools they used.

**Success criteria:**

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

* Use Paint by solving exercises.

**Unit: Introduction to MSW-Logo**  **Time: 40 min**

**Topic:** **Introduction to MSW-Logo**  **Week: 20**

**Day 1**

**Objectives:**

Students should be able to:

* Define MSW Logo and its purpose.
* Define the abbreviation of MSW Logo.

**Resources:**

* Book (Pg. 70)

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

Previous knowledge will be checked by asking:

* Does anyone know the abbreviation of logo?

**Development: (25 minutes)**

* Ask the students in the previous class to collect information about MSW logo with the help and supervision of their elders and parents.
* Ask from each student about their homework and write them on the board.
* Introduce students to MSW logo by telling the history and purpose of MSW Logo.
* Write the abbreviation of Logo on the board and ask the students to read it aloud.

**Activity:**

* Learn about MSW LOGO.

**Wrap up: (05 minutes)**

Lesson will be concluded with the revision of following topics:

* Introduction to MSW Logo.

**Homework:**

* Pre reading of the next topic (How to start Logo).

**Success criteria:**

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

* Define MSW Logo and its purpose.
* Define the abbreviation of MSW Logo.

**Unit: Introduction to MSW-Logo**  **Time: 40 min**

**Topic:** **How to start a LOGO Week: 20**

**Day 2**

**Objectives:**

Students should be able to:

* Start Microsoft Windows Logo.

**Resources:**

* Book (Pg. 70, 71, 72)

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

Previous knowledge will be checked by asking:

* What is a program and Logo?
* What is the abbreviation of MSW?

**Development: (25 minutes)**

* Recall the previous topic.
* Show the students how to start MSW Logo by demonstrating the steps on the computer or laptop/projector.
* Show the MSW Logo screen on a monitor to the students.
* Describe the parts of MSW logo.

**Activity:**

Perform the following actions on a computer:

1. Click on Start button.
2. Click All Programs.
3. Click Microsoft Windows Logo.
4. Click Ok to start Microsoft Windows LOGO.

**Class work:**

Make a list of the components of main screen.

**Wrap up: (05 minutes)**

Lesson will be concluded with the revision of following topics:

* How to start logo

**Homework:**

Learn the two parts of MSW Logo

**Success criteria:**

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

* Start MSW LOGO

**Unit: Introduction to MSW-Logo Time: 40 min**

**Topic: Components of main screen Week: 21**

**(Title bar, menu bar, home of turtle,**

**Scroll bar, commander Window,**

**Command output, Recall list Box)**

**Day 1**

**Objectives:**

Students should be able to:

* Identify and explain the components of main screen.

(Title bar, menu bar, home of turtle, Scroll bar, commander Window, Command output, Recall list Box)

**Resources:**

* Book (Pg72, 73, 74)

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

Previous knowledge will be checked by asking

* Enlist the components of main screen of MSW Logo.

**Development: (25 minutes)**

* Describe following terms to the students:
* Turtle’s playground
* Turtle
* Commands
* Logo primitives

Divide the students in the groups and ask them to read the following headings:

* Title bar
* Menu bar
* Home of turtle

Explain in detail these terms to the students or show them on a computer with demonstration.

* Describe scroll bar and explain the difference between horizontal and vertical scroll bar.
* Explain the uses and working of commander window, command input box and recall list box

**Class work:**

* Check your knowledge (pg. 74)

**Wrap up: (05 minutes)**

Lesson will be concluded with the revision of following topics:

* Components of Main screen (scroll Bar, commander Window, Command input Box, recall list)

**Homework:**

* Revise the topics

**Success criteria:**

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

* Identify and explain the components of main screen of MSW LOGO.

**Unit:** **Introduction to MSW-Logo**  **Time: 40 min**

**Topic:** **Command buttons** **Week: 21**

**Day 2**

**Objectives:**

Students should be able to:

* List command buttons
* Use command buttons
* List the uses of command buttons

**Resources:**

* Book (Pg. 74, 75)
* Board

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

Previous knowledge will be checked by asking

* List the components of main screen

**Development:**  **25 minutes)**

* List the command buttons on board and explain their uses to the students.
* Describe in detail the purpose of the Command buttons

**Activity:**

* Learn the purpose of command buttons.

**Classwork:**

* Learn and try cool tip (if possible)

**Wrap up: (05 minutes)**

Lesson will be concluded with the revision of following topics:

* Command buttons

**Assessment:**

Ask to:

* List the command button and their uses.

**Homework:**

* EX. A (pg. 79)

**Success criteria:**

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

* Use command buttons

**Unit: Introduction to MSW-Logo Time: 40 min**

**Topic: How to type MSW LOGO COMMANDs** **Week: 22**

**Day 1**

**Objectives:**

Students should be able to:

* Type MSW LOGO Commands

**Resources:**

* Book (Pg. 77)
* Lab room

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

Previous knowledge will be checked by asking

* Explain the functions of half and pause button

**Development: (25 minutes)**

* Take the students to the lab and demonstrate step by step how to type MSW LOGO Commands on a computer
* Ask the students to follow the teacher and perform the steps.

**Activity:**

Ask the students to try out some commands in LOGO

**Class work:**

Type the following commands in MSW LOGO:

FD 50

RT 90

**Assessment:**

Ask to:

* Write down the steps to type BK 50 command

**Wrap up: (05 minutes)**

Lesson will be concluded with the revision of following topics:

* How to type MSW LOGO Commands

**Homework:**

* Try out must know (pg. 78)

**Success criteria:**

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

* Type different commands of MSW LOGO

**Unit:** **Introduction to MSW-Logo**  **Time: 40 min**

**Topic:** **How to exit LOGO** **Week: 22**

**Day 2**

**Objectives:**

Students should be able to:

* Exit LOGO

**Resources:**

* Book (Pg. 78)
* Board

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

Previous knowledge will be checked by asking

* Which command is used to reverse the direction of the mouse?

**Development:**  **25 minutes)**

* Write different ways to exit LOGO on board.
* Explain different ways to exit LOGO to the students.

**Activity:**

* Try out some commands in LOGO.
* After some figures are drawn, try out ‘RESET’ and ‘EXECUTE’ buttons

**Class work:**

* Worksheet (fig. 7.11) for labeling

**Wrap up: (05 minutes)**

Lesson will be concluded with the revision of following topics:

* How to exit LOGO?

**Success criteria:**

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

* Exit LOGO

**Unit: Introduction to MSW-Logo Time: 40 min**

**Topic: Now you know, key terms and Exercises** **Week: 23**

**Day 1**

**Objectives:**

Students should be able to:

* Revise the chapter by solving exercises.

**Resources:**

* Book (Pg.78.79, 80)

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

Previous knowledge will be checked by asking

* What are the steps to exit logo?

**Development: (25 minutes)**

* Ask the students to read Now you know.

**Activity:**

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

**Class work:**

* Ask 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.

**Homework:**

* Revise the topics

**Success criteria:**

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

* Revise chapter by solving exercises.

**Unit:** **Introduction to MSW-Logo**  **Time: 40 min**

**Topic:** **Exercises**  **Week: 23**

**Day 2**

**Objectives:**

Students should be able to:

* Revise the chapter by solving exercises.

**Resources:**

* Book (Pg.80, 81)

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

Previous knowledge will be checked by asking:

* What are the steps to type MSW logo commands?

**Development:**  **25 minutes)**

* Ask the students to read exercise D, E and F.

**Activity:**

* Take students to lab and solve activity E.

**Class work:**

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

**Wrap up: (05 minutes)**

Lesson will be concluded by:

* Checking the solution prepared by students.

**Success criteria:**

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

* Revise chapter by solving exercises.

**Unit: LOGO COMMANDS** **Time: 40 min**

**Topic: Turtle and turtle position**  **Week: 24**

**Day 1**

**Objectives:**

Students should be able to:

* Describe turtle and turtle position

**Resources:**

* Book (Pg. 82)
* Chart

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

Previous knowledge will be checked by asking

* Write three uses of LOGO
* How will you start and exit logo?

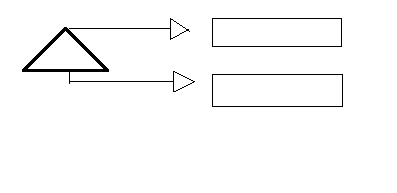
**Development: (25 minutes)**

* Prepare a chart with positions of turtle and bring it in the class
* With the help of the chart explain position of the turtle to the students
* Also explain the following terms:

1. Head
2. Tail

**Activity:**

* Label the turtle



**Class work:**

* Draw the turtle on the board and ask volunteer students to label it.

**Wrap up: (05 minutes)**

Lesson will be concluded with the revision of following topics:

* Position of turtle

**Homework:**

* Reading of (pg. 83, 84)

**Success criteria:**

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

* Describe turtle position

**Unit:** **LOGO COMMANDS Time: 40 min**

**Topic: Forward Command** **Week: 24**

**Day 2**

**Objectives:**

Students should be able to:

* Learn the working of turtle
* Use forward command

**Resources:**

* Book (Pg. 83, 84)
* Lab room

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

Previous knowledge will be checked by asking

* What id LOGO?
* Write down three uses of LOGO

**Development:**  **25 minutes)**

* Take the students to the lab.
* Demonstrate working of a Forward command with the help of the steps mentioned in the book.
* Ask the students to follow the teacher.

**Activity:**

* Ask the students to move turtle forward by using BK command

**Class work:**

* Try out (note) pg. 83

**Wrap up: (05 minutes)**

Lesson will be concluded with the revision of following topics:

* Forward Command.

**Homework:**

* Practice the command of moving turtle forward on personal PC’s

**Success criteria:**

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

* Move the turtle forward

**Unit: LOGO COMMANDS Time: 40 min**

**Topic: Backward command**  **Week: 25**

**Day 1**

**Objectives:**

Students should be able to:

* Move the turtle in backward direction on the screen

**Resources:**

* Book (Pg. 84, 85, 86)
* Laptop/ projector

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

Previous knowledge will be checked by asking

* How’ll you move the turtle forward?

**Development: (25 minutes)**

* Arrange a laptop or a projector for the class
* Demonstrate the steps of moving the turtle backward to the students
* Provide focused attention to the individual needing extra care

**Activity:**

* Divide the students in the groups and ask each group to perform the steps with collaboration.

**Class work:**

* Try out “NOTE” (pg. 85)

**Wrap up: (05 minutes)**

Lesson will be concluded with the revision of following topics:

* Backward (BK) command

**Homework:**

Revise the lesson

**Success criteria:**

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

Use Backward Command

**Unit:** **LOGO COMMANDS Time: 40 min**

**Topic: Right command, Left commands**  **Week: 25**

**Day 2**

**Objectives:**

Students should be able to:

* Learn the features of right and left command with examples

**Resources:**

* Book (Pg. 87)

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

Previous knowledge will be checked by asking

* How will you move the turtle backward with (BK) command?

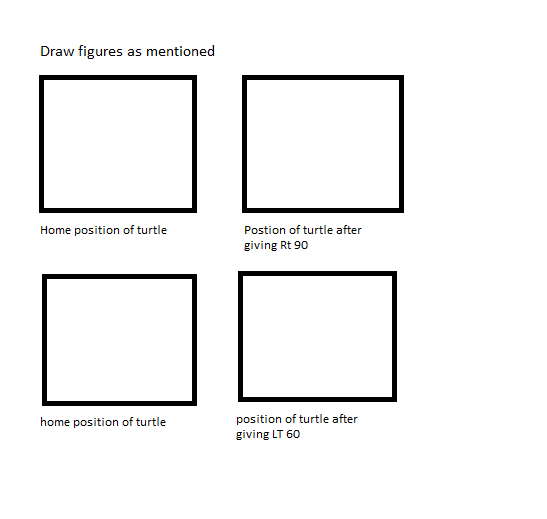
**Development:**  **25 minutes)**

* Introduce students to the Right and Left command by explaining them that just by typing the command, the cursor can be adjusted clockwise and anti-clockwise.
* Explain the commands with the help of examples

**Activity:**

* Ask the students to perform example of left and right command.

**Worksheet:**



**Wrap up: (05 minutes)**

Lesson will be concluded with the revision of following topics:

* Right command
* Left command

**Success criteria:**

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

* Use Right, Left command.

**Unit: LOGO COMMANDS** **Time: 40 min**

**Topic: CS, CT, HT, and ST Commands Week: 26**

**Day 1**

**Objectives:**

Students should be able to:

* Identify different commands
* Explore the functions of different commands (CS, CT, HT, ST) and use them

**Resources:**

* Book (Pg. 88,89,90,91)
* Board

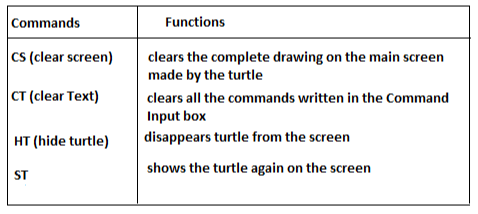
**Methodology:   
Introduction: (10 minutes)**

Previous knowledge will be checked by asking

* Enlist different commands of LOGO

**Development: (25 minutes)**

Draw the table on the board



* Explain these commands to the students with their functions
* You can also demonstrate it on a computer if available by typing the commands

**Activity:**

Type the following commands:

* FD 100
* BK 50
* RT 90
* FD -70
* BK- 100

**Classwork:**

Learn must Know (pg. 91)

**Wrap up: (05 minutes)**

Lesson will be concluded with the revision of following topics:

CS, CT, HT, ST commands

**Homework:**

EX. A (pg. 94)

**Success criteria:**

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

* Use CS, CT, ST, HT command

**Unit:** **LOGO COMMANDS Time: 40 min**

**Topic: Lets Draw**  **Week: 26**

**Day 2**

**Objectives:**

Students should be able to:

* Draw figures in LOGO using different commands

**Resources:**

* Book (Pg. 91,92)
* Lab room

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

Previous knowledge will be checked by asking

State the functions of the following commands:

* CS
* CT
* HT
* ST

**Development:**  **25 minutes)**

Take the students to the lab or arrange a laptop or projector to the students

Show the students how to use the following commands to draw figures

* FD 60
* RT 90
* FD 60
* RT 90
* FD 60

Divide the students in the groups and ask them to try these commands to see the result

**Activity:**

Ask the students to draw some figures like squares and rectangles in LOGO

**Classwork:**

Check your knowledge (pg. 92)

**Wrap up: (05 minutes)**

Lesson will be concluded with the revision of following topics:

* Draw figures

**Homework:**

* EX C (pg.94)

**Success criteria:**

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

* Use various commands to draw figures