



# My Book Of Computer

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***Teacher's  
Resource Book***

For Order : 0320-5899031

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## **Lesson 1: What is a Computer and what it can do?**

### **Aim of the lesson:**

In this era, a young child sees his elders working on computer. He is surrounded by computers, laptops, tablets, android mobiles and other computing devices. This lesson gives the terms to his understanding and tells scientifically about computers and its function according to the age.

### **Learning objectives:**

In this lesson students will know:

- Computer, an electronic device
- What runs a computer
- Why it is called a machine
- General functions performed by a computer in daily life.

### **Teacher support:**

As we have already mentioned that before a class, you must be well prepared. Get information on **learning objectives** and on **how-to-teach techniques** from TRB and from the following available resources:

Visit:

<http://www.webopedia.com/guides/index.asp>

<http://www.ehow.com/computers/computer-hardware/>

### **Warm up:**

It's time to plough. Before you start a lesson, do brain storming of students to let them enthusiastically involve in creative thinking and thus in active learning. You may start up with a bunch of questions, e.g.

- How many students have computers at home?
- Do you play games on it?
- Where else you find computer.
- What other tasks you can do on computer?
- Can you write on a computer? Where can you see your writing stuff on a computer?
- If you do not plug in, will your computer start?
- Is painting time taking on computer or by wooden paintbrush? Etc.

Try to involve every student in answering regardless of correct answer.

### **Discussion:**

As your students are now ready to understand, give them the actual concept connecting their correct answers. You should write difficult words and terms of the topic on the board. It will enhance their vocabulary.

Computer is an electronic machine. Here give them the concept of an **electronic device** and **machine**. To explain electricity, give them the concept of energy. Ask them that what happens they do not take meals the whole day. Will they be able to walk, speak, play, etc? Elaborate it that food gives you energy and

energy makes you do works. Without energy, you cannot do anything. Similarly, electricity is a form of energy like your food. Machines need their food in the form of electricity to work and those things which need electricity to run are called electronic devices like your refrigerator (you may ask what other things need electricity to work?).

Similarly tell them that machines reduce the human efforts and lessens the workload.

**Therefore, the computer is an electronic machine as it runs on electricity**

**(<http://kids.saveonenergy.ca/>) and reduces our workload.**

State the functions of a computer including what they have told you. You may take students to the office and show them functions of computer like typing, listening music, painting, drawing etc (according to their age. Computer operators can give a simple presentation on a different work done by a computer.

In class, let the students read the lesson aloud and underline difficult and the key words. Show them the pictures and ask them to explain in words.

Key words	Common words
electricity	calculation
machine	Emails
computer	Typing
	excited

#### Summary:

- Electronic devices run on electricity
- Machines lessens the human workload
- Computer is an electronic machine
- We do calculations, typing, drawing, paintings, etc on a computer
- We send emails(electronic letters) from computer
- Computer has minimized the load of work.

#### Assessment:

Once you find that discussion is completed, test the concepts of your student. e.g., you may ask:

- Why computers do work faster than we do?
- Why computer needs electricity?
- Why it is called an electronic device?
- Can we talk, watch, edit, type, paint, read stories, browse, make table and charts on a computer? etc

#### (Note: there is more to ask)

Once your student has clear concepts of the related topic, it is time to reap.

#### Assignment:

Here your focus should be on **skill development**. This may be creative writing, thinking and speaking.

- You may ask them to make a list with the help of their parents on different works performed by a computer
- You may ask them to jot down points for a class presentation.
- You may also ask them to browse for internet games.

**Activity:**

Guide your students to do online activity

Visit:

[http://www.abcya.com/first\\_grade\\_computers.htm](http://www.abcya.com/first_grade_computers.htm)

**Helping tools:**

As a support material, you should tell them about the information pools.

- **The Net Extra.**

Net extra is especially designed for the teachers and the students. Here you can find not only the text material but also the related information, activities and exercises. You can guide your students to use net extra for more information. Log on to net extra account at [www.learningwell.pk](http://www.learningwell.pk)

- **Other links:**

Besides the Net Extra, here we mention links to other sites also which are **educationalkids computer games and activities** for elementary students to learn on the web.

Visit:

<http://www.abcya.com/input.html>

**Comprehension Assessment (Answers)**

1. Computer does many functions like play games, type, paint, chat and send emails.  
**(Prefer students' answers)**
2. My father sends emails, makes tables, does calculations, listens music and saves data.  
**(Prefer students' answers)**

**Lesson 2: Parts of a Computer****Aim of the lesson:**

In continuity with the lesson 1, basic aim of this lesson includes learning about the physical computer parts and their function. Gradual understanding of the computer parts will prepare students for learning hardware and software in detail. Students at this level will be able to use the mouse and the keyboard and entering data.



**Learning objectives**

In this lesson students will learn about:

- Different parts of a computer and their functions including mouse, monitor, keyboard and
- CPU, the brain of computer
- Command, the order given to a computer
- Keyboard, used for putting data into computer
- Mouse, used to select and move the item on computer
- Hardware, devices which we can touch and hold
- Monitor, displays computer works.

**Teacher support:**

As we have already mentioned that before a class, you must be well prepared. Get information on **learning objectives** from the textbook, from the available resources and know **how-to-teach techniques** from TRBs.

Visit:

<http://www.webopedia.com/guides/index.asp>

<http://www.ehow.com/computers/computer-hardware/>

<http://www.computerhope.com/jargon.htm>

**Warm up:**

It is important to get your students ready for learning. Brainstorming is the best tool for it. **Connecting with lesson#1**, let students involve enthusiastically in creative thinking and thus in active learning. You may start up with the bunch of questions, e.g.

- How many parts of computer do you see?
- Which parts of a computer can you touch and hold?
- How do you write on a computer?
- Where do you see all computer work?
- What else you do on it?
- How do you start your system?
- How do you click on something? etc.

**Discussion:**

As in this lesson, you are going to tell them about the parts of a computer, its better you take them to a computer lab.

There you can explain them every part with its function. Show the functions of mouse, keyboard, monitor, and CPU. Perform typing to show how keyboard enters the letters and how monitor shows it. You can select and move items on the monitor. As your students are actively participating in demonstration, give them the actual concepts of specific terms.

CPU is the central processing unit. Connect the role of a CPU with the brain. Tell them how brain is the central part. It helps us to memorize. It makes us think. It makes us do all work. Ask what if brain is taken out? Without brain, the body is useless. Once they know the role of a brain, relate it to the CPU that like brain, CPU performs all the functions.



Explain every part, its structure, and function. Tell them that those parts, which you can touch and hold, are called Hardware of computer.

You should write difficult words and terms of the topic on the board. It will enhance their vocabulary as well.

Now in class, let students read the book with more understanding and mark difficult words as well as the key words.

Keywords	Common words
Monitor, CPU	Parts
Commands	Store
Mouse	Select and move
Hardware	
Keyboard	

**Summary:**

- Monitor, keyboard, mouse, and CPU are the parts of computers.
- Different parts are doing different works for computer.
- CPU controls every part, which is the brain of computer.
- Hardware are parts which we can touch and hold
- Monitor shows what computer is doing
- Keyboard is used for typing and we give commands to computer through it.
- Command is the order for a computer.
- Mouse is used to select and move the item on the monitor.

**Assessment:**

Once explanation and demonstration is completed, find if any of the students have any problem in identifying the parts of a computer and its functions.

You may ask questions differently about a lesson showing pictures;

- Which part of a computer has the screen?
- Why CPU is called the brain of a computer?
- How we write on computer?
- Which part of computer helps us in selection and the movement of things on computer?
- What do we call those parts, which we can touch and hold, etc.

**Assignment:**

**Skill development** is the core objective of the assignment. Enhance students' creative writing, thinking and speaking. Build their confidence and boost up their progress.

- You may ask them to draw different parts of the computer and state their function.
- Ask them to write few sentences on computer and its functions.
- You may ask them for a class presentation.
- You may also ask them do assignment on a computer.

**Activity:**

Guide your students to do online activity

- Visit: <http://activities.macmillanmh.com>
- Ask them to maintain their own dictionary. You may give few keywords to them.
- Do activity from the text book, page no.7

**Helping tools:**

As a support material, you should tell them about the information pools.

- **The Net Extra.**

As it has been mentioned that the Net extra is especially designed for the teachers and the students. Here you can find not only the text material but also the related information, activities and exercises. You can guide your students to use net extra for more information.

Log on to net extra account at

[www.learningwell.pk](http://www.learningwell.pk)

- **Other links:**

Besides the Net Extra, here we give other sites also which are **educational kids computer games and activities** for elementary students to learn on the web.

Visit: <http://www.abcya.com/input.html>

**Comprehension Assessment (Answers)**

1. Monitor shows the work that computer does. E.g. painting, writing, calling etc.
2. Monitor, mouse, keyboard and CPU are called computer hardware.

**Lesson 3: Computer here, there and everywhere****Aim of the lesson:**

In previous lesson student learnt what computer is and what are its parts and functions. Connecting with this learning, unit 3 focuses on the importance of computer in different fields. Young children should know that computer is integrated everywhere in every field. This importance will create the curiosity in them to learn more and work on.

**Learning objectives**

Main objective of this lesson is:

- To know that computer is very important and is used everywhere, and
- What different functions a computer performs at different places.



**Teacher support:**

Self-preparation is one the most effective tools before we jump in any work. As we have already mentioned that before class, you must be well informed and well prepared.

Get information on **learning objectives** and on **how-to-teach techniques** from TRB and from the following available resources:

Visit: <http://greatinformer.blogspot.com>  
<http://en.wikipedia.org/wiki/Computer>  
<http://www.ehow.com/computers/computer-hardware/>

**Warm up:**

It is always important to get your students ready for learning. Asking general questions related to the topic is a basic tactic of it. **Connecting with previous lessons**, let students be the part of the discussion actively. It will speed up their creative thinking. Start with the couples of questions, e.g.

- Name the places where you find computers.
- Have you ever been to the bank and ATM machine room with your parents?
- How does a cashier tell you an amount to pay in shopping malls?
- How does a bank keep record of accounts of every client?

**Discussion:**

This lesson tells the importance of a computer in different fields. This is very important that student knows the places first. What type of work is done on which place. E.g., students should have an idea about hospital that it is for medical emergencies, airport for traveling by plane, bank for saving money, markets for different utilities, petrol, or CNG pumps for fuels etc. Try to get their ideas of these places. Once they know the places and related work, you can tell them how computer helps and manages the work of that place.

You can elaborate that bank can never have all records in papers. Computer keeps it, saves it and calculates it. Petrol pump's computer measures very fast, the quantity of petrol and calculates the amount to pay. Similarly tell your students about other places where computer manages records and calculations.

You should display magazines, newspapers advertisements, books, etc as a work done by a computer. Writing difficult words and keywords of the topic on the board always helps in good learning and plays a role in vocabulary building.

Now in class, let students read the book with more understanding and mark difficult words as well as the key words.

Keywords	Common words
iPod tablets	Withdraw
Engineers	Money, Pilot
Patients 'tests	Amazing, Record
ATM machine	Construction site
Laptops	

**Summary:**

- Computer is used every where
- There is high need of computers in our lives
- Without computer, we cannot manage files and records.
- Banks keep the record of accounts through computers
- Patients' data is stored in computers in hospitals
- Supermarkets computers do calculations very fast.
- Engineers and pilots use laptops computers.

**Assessment:**

After discussion, it is important to know what students have understood. Make it sure that students know different roles of a computer at different places.

It is better to ask questions differently about a lesson showing pictures of different places.

- Why there is computer in banks?
- What does a computer do in CNG stations?
- What do you do on computer in your school and in home?
- Can your parents do online bookings in hotels and airports?

**Assignment:**

Focus on **Skill development** through assignments. Embellish students' creative writing, thinking and speaking. It will boost up their confidence and their progress.

- You may ask them to make a chart of different places using computer for purpose.
- You can ask them to write notes on importance of a computer
- You may ask them for a class presentation.

**Activity:**

Guide your students to do online activity

Visit:

[http://www.abcya.com/first\\_grade\\_computers.htm](http://www.abcya.com/first_grade_computers.htm)

**Helping tools:**

As a support material, you should tell them about the information pools.

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**Visit:**

<http://www.abcya.com/input.html>

### Comprehension Assessment (Answers)

1. In super markets computer calculates money we have to pay.
2. Computer is used in many places like banks, petrol pumps, schools, etc.

## Lesson 4: Why do we use a Computer?

### Aim of the lesson:

In progression with the previous lesson, the understanding of students is being gradually increased. There is more depth of the computer and its function. At this level of knowing student will learn why computer is so recommended. In the end of this lesson student will know computer not only does multiple tasks fast at a time but also do it accurately.

### Learning objectives

This lesson focuses on the importance of computer in our lives. Main objectives of this lesson are to help students:

- Know that computer works fast.
- The accuracy of a computer and
- To know that computer performs many tasks at a time.

### Teacher support:

You must be well prepared before a class. You have many available resources through which you can have complete grip on a topic. e.g.

Get information on **learning objectives** and on **how-to-teach techniques** from TRB and from the following available resources:

Visit:

<http://greatinformer.blogspot.com>

<http://en.wikipedia.org/wiki/Computer>

<http://www.ehow.com/computers/computer-hardware/>

### Warm up:

Warm up the brains of your students. Get your students ready for learning. Ask general questions related to the topic and listen every answer to assess whether it is correct. **Connecting with previous lessons**, let students is the active part of the discussion.



Start with the couples of questions, e.g.

- Do you know what computer does?
- Why is computer used in super markets?
- Why can't a person calculate total amount to be paid in a supermarkets and petrol pumps?
- Do you type on a computer? How was the writing?

### Discussion:

This lesson tells the importance of a computer in terms of its speed and accuracy. This is very important that student knows the value of computer as a fast, accurate machine for doing many tasks. It can also instill in them the importance of computers by thinking about a world without computers... work done by hands, work done inaccurately and so on.

This is important that students realize it sensibly.

For this, the most effective way of explanation will be in the computer lab. In the lab you can show students different writing patterns. You may ask them to type two lines on it. You may also ask them to color a picture. Here you can show them the difficult calculations done by a computer.

In class, you can elaborate the explanation. Ask students to write on a board the same lines they typed in computer. Ask them to write the same lines on papers too. Showing papers' writing and the board writing, ask them to compare with that of computer. Ask them that which one is better and why? Can you write like a computer? Similarly ask them to sum up big amounts which computer calculator did and ask them to calculate it as fast as a computer did. Give them different chances. Once they are unable to do so, tell them how in petrol pumps computer is giving quantity of petrol with the money to pay at a time with speed and accuracy. Tell them that the books they have in their bags are typed with the help of a computer. You can show pictures of different writing patterns, the books, the magazines, newspapers, reader digests, etc.

In class, writ difficult words and key words of the topic on the board

Let students read the book with more understanding and mark difficult words as well as the key words.

Keywords	Common words
Petrol pump	Tasks
Super computers	Quantity
Manual work	Perfect
	Difference
	Accurate
	Prefer

### Summary:

- Computers work faster and better than we do.
- Computer work is more accurate than manual work
- Computer can do many task at a time
- Computer work is perfect than our work.
- Everybody uses computer to do better work in less time.

**Assessment:**

After discussion, it is important to know what students have understood. Students should know that why computer is preferred in many places?

It is better to ask questions differently about a lesson showing pictures of different places. You may ask:

- Why people want to use computers for typing a book?
- Why can't you color a magazine yourself?
- Is it possible to calculate huge amount within seconds? If no then why?

**(Note: there is more to ask)**

Once your student has clear concepts of the related topic, go for the assignment.

**Assignment:**

Assignments should be based on **Skill development**. You may ask them to collect different hand writing samples

- You can ask them to write purpose of computer at different places
- You may ask them for a class presentation.

**Activity:**

Guide your students to do online activity

Visit:

[http://www.abcya.com/first\\_grade\\_computers.htm](http://www.abcya.com/first_grade_computers.htm)

**Helping tools:**

As a support material, you should tell them about the information pools.

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- **Other links:**

Besides the Net Extra, here we mention links to sites which have **educational computer games and activities** for elementary students to learn on the web.

**Visit:**

<http://www.abcya.com/input.html>

**Comprehension Assessment (Answers)**

1. Computer writes perfectly that is why we prefer typing on it.
2. At petrol pumps computer shows quantity and the cost of petrol at the same time.



## Lesson 5: Move with the Mouse

### Aim of the lesson:

In continuity with parts of computer, this lesson is designed to help students understand and perform with mouse. Once they know its structure and function, they will easily understand the concept of Input devices and their function in succeeding lessons.

### Learning objectives

This lesson focuses on:

- Computer mouse
- Structure of the mouse
- Function of each part of mouse

### Teacher support:

You must be well prepared before a class. You have many available resources through which you can have complete grip on a topic. e.g.

Get information on **learning objectives** and on **how-to-teach techniques** from TRB and from the following available resources:

Visit:

<http://www.computerhope.com>

<http://www.webopedia.com>

<http://en.wikipedia.org>

[http://www.cefls.org/esenior\\_1\\_4\\_mouse.htm](http://www.cefls.org/esenior_1_4_mouse.htm)

### Warm up:

Connecting with parts of computer in lesson 2, ask general questions.

For lesson stimulus, you may ask:

- Do you remember the parts of computer we studied in lesson 2?
- What are the parts of computer you know?
- Do you play games on computer using mouse?
- How mouse help you play computer games?
- Why is computer used in super markets?

### Discussion:

Take students to a computer lab. Start with the structure of mouse. Ask students to describe what they see. They may find click buttons, small wheel between, and a wire attached with it.

You may say like mouse can roll flat surface. Its name is derived from its shape, which looks a bit like a mouse, its connecting wire that one can imagine to be the mouse's tail. The two buttons on top the left and the right allows us to click or select. **(Click is named after its sound)**

**Left button** is for selecting an item. Double-clicking the left button opens the icon, program or document. It also drags the thing with it.

**Right button** opens a menu containing a list of options.

**Scrolling wheel** is between the two buttons to scroll.



Help your students work with the mouse on computer.

Writing difficult words and key words of the topic on the board

Now in class, let students read the book with more understanding and mark difficult words as well as the key words.

Keywords	Common words
Cursor or pointer	Movement
Clicking	
Mouse	Objects
Scrolling and dragging	Selection
Items, menu	

**Summary:**

- Computer mouse consist of two left and right buttons and a scroll wheel in between.
- Right button for bringing up a menu and left is for selecting the things.
- Scrolling is the up and down movement of the page and dragging is movement of objects with the mouse.

**Assessment:**

For assessment you may ask:

- Why computer mouse is important?
- What happens when we click right and left buttons?
- What will we do if we want to open up the menu?

**(Note: there is more to ask)**

**Assignment:**

Assignments should be based on **Skill development.**

- Student should practice of clicking in the lab and home.

**Activity:**

Guide your students to do online activity

Visit: [http://www.abcya.com/first\\_grade\\_computers.htm](http://www.abcya.com/first_grade_computers.htm)

**Helping tools:**

As a support material, you should tell them about the information pools.

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- **Other links:**

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**Visit:**

<http://www.abcya.com/input.html>

### Comprehension Assessment (Answers)

1: we can select drag the things through mouse. We can also scroll the page.

2: Scroll wheel helps in up and down movement or scrolling of the page that is why it's called Scroll wheel.

## Lesson 6: Meet the Keyboard

### Aim of the lesson:

In continuity with parts of computer, students will learn about keyboard, its structure and function. This lesson aims to develop the ground for understanding input and output devices. A **computer keyboard** is a primary input device as it is used to enter characters and functions into the computer system via **keys**. A keyboard is connected to a computer system using a cable or a wireless connection.

### Learning objectives

This lesson focuses on:

- Computer keyboard and its function
- Parts of keyboard and their function

### Teacher support:

For your assistance get information on **learning objectives** and on **how-to-teach techniques** from TRB and from the following available resources:

Visit:

<http://www.computerhope.com>

<http://www.webopedia.com>

<http://en.wikipedia.org>

[http://www.cefls.org/esenior\\_1\\_4\\_mouse.htm](http://www.cefls.org/esenior_1_4_mouse.htm)

### Warm up:

Connecting with parts of computer in lesson 2, ask general questions.

For lesson stimulus, you may ask:

- What is the shape of keyboard?





- What do we do with keyboard?
- Can you tell what do you see on a keyboard?

### Discussion:

Take students to a computer lab. Start with the structure of Keyboard. Discuss its shape and structure, what it contains, and what is written on the keys. Let students observe themselves. They will tell themselves, and you pick up the correct answers. You should ask why key board is important and what's the use of it with computer? They may be aware of it and can give you correct answers.

Explain ever things in the lab about all types of keys and their purpose, as:

- Keyboard is used for typing text on computer.
- It is rectangular in shape and has keys to type.
- Some keys have alphabets, called alphabetical keys, arranged randomly for our ease.
- Some have number, called number keys.

Writing difficult words and key words of the topic on the board

Now in class, let students read the book with more understanding and mark difficult words as well as the key words.

Keywords	Common words
Keyboard	Typing
Alphabet keys	Alphabetical order
Number Keys or Numeric Keys	Remove
Backspace key , delete key, arrows key	Object
Spacebar, shift key	Capital form
Enter key, caps lock	Backwards

### Summary:

- Computer keyboard is a rectangular board consists of approx 110 keys. ( ask them to count)
- These keys are divided into Alphabetical Keys, Numeric Keys and symbol Keys
- There are other most commonly used keys which include, spacebar, delete, Backspace, Shift key, Caps lock and the Enter key.
- Keyboard is used to enter text on the computer.

### Assessment:

For assessment you may ask:

- What is the keyboard?
- Why do we call a keyboard, KEYBOARD?
- Why it is used?
- What does it contain?
- What are commonly used keys?

**Assignment:**

Assignments should be based on **Skill development**.

- Student should practice of clicking in the lab and home.

**Activity:**

Guide your students to do online activity

Visit:

[http://www.abcya.com/first\\_grade\\_computers.htm](http://www.abcya.com/first_grade_computers.htm)

**Helping tools:**

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- **Other links:**

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Visit: <http://www.abcya.com/input.html>

**Comprehension Assessment (Answers)**

- 1: We should know the functions of keys of keyboard to work on computer properly.
- 2: The arrangement of keys is for the ease of typing.

**Lesson 7: The Storeroom of the Computer****Aim of the lesson:**

This lesson focuses on the purpose of storage devices. The Storage devices are the integral components of any computing device used for storing, porting and extracting data files and objects

**Learning objectives**

This lesson focuses on:

- Storage devices and their purpose
- Hard drive
- Flash drive and CD/DVD drive



**Teacher support:**

For your assistance get information on **learning objectives** and on **how-to-teach techniques** from TRB and from the following available resources:

Visit:

<http://www.escotal.com/storage.html>

<http://www.computerhope.com/jargon/s/stordevi.htm>

<http://www.computerhope.com>

<http://www.webopedia.com>

**Warm up:**

For lesson stimulus, you may ask:

- When we learn anything, where it is stored? Or
- Which part of our body has memory?
- Like us, computer also store things. Where it keeps things to remember?
- Have you seen CDs or DVDs?

**Discussion:**

Ask students if they have an attic or any store room in their homes. What they keep in them. Or if they have seen store rooms in movies, like in home alone, etc.

Take students to computer lab. Show data of the computer. You may show different videos and audios files, etc. tell that all these things are saved somewhere in the computer. Tell that like our store room computer also has its own store room to keep things saved and this called a Hard Disc. As this is the inside part of computer home that's why it is also called an internal storage device.

For USB and CD drive, you can take data from one computer to another. Here you can state that USB and CD drive are the External storage devices to carry data from one place to another. As we can attach and detach them, they are termed as external or Removable storage devices.

Writing difficult words and key words of the topic on the board

Now in class, let students read the book with more understanding and mark difficult words as well as the key words.

Keywords	Common words
Hard drive	Located
Internal storage device	Removable
Removable storage device	Purpose
CD and DVD drive	Store
Flash drive or USB	

**Summary:**

- Computer has its own storage device to keep data
- Hard Disc is computer Internal storage Device

- External or Removable storage device are those which can be attached or removed and carried from one place to another.
- USBs are the flash drives. They are portable

**Assessment:**

For assessment you may ask:

- What is it mean by storage device?
- Which storage device is placed inside the computer?
- Why is USB used so commonly?
- Give another example of Removable storage Device?

**Assignment:**

Assignments should be based on **Skill development.**

- Student should practice of saving documents.

**Activity:**

Guide your students to do online activity

Visit:

[http://www.abcya.com/first\\_grade\\_computers.htm](http://www.abcya.com/first_grade_computers.htm)

**Helping tools:**

As a support material, you should tell them about the information pools.

- **The Net Extra.**

As it has been mentioned that the Net extra is especially designed for the teachers and the students. Here you can find not only the text material but also the related information, activities and exercises. You can guide your students to use net extra for more information.

Log on to net extra account at

[www.learningwell.pk](http://www.learningwell.pk)

- **Other links:**

Besides the Net Extra, here we mention links to sites which have **educational computer games and activities** for elementary students to learn on the web.

**Visit:**

<http://www.abcya.com/input.html>

**Comprehension Assessment (Answers)**

- 1: We can store text, graphics, movies, games, pictures, voice etc, in computer.
2. Removable storage Devices store information from the computer and carry them from one place to another.



## Lesson 8: Learning about the Software

### Aim of the lesson:

Computers have changed the way we work. The role of computers in education has been emphasized in recent years. Much recent educational research focuses on teaching and learning in class discussions. General learning about Software at this stage will help students understand the mystery of computer. This approach can produce significant learning gains within the normal curriculum.

### Learning objectives

This lesson focuses on:

- Software and its purpose
- Types of software
- Operating System and its purpose
- Applications and Programs and their role.

### Teacher support:

For your assistance get information on **learning objectives** and on **how-to-teach techniques** from TRB and from the following available resources:

Visit:

<http://en.wikipedia.org/wiki/Software>

<http://www.webopedia.com/TERM/S/software.html>

<http://www.computerhope.com/issues/ch000039.htm>

### Warm up:

For lesson stimulus, you may ask:

- Name the parts of computer.
- Can you touch and hold the parts of computer you see?
- What tasks do you do on computer?
- Do you talk your relative via Skype?

### Discussion:

Take students in computer lab. Ask them to hold or touch parts of computer to give the concept of Hardware. That those parts we can touch. Hold and feel are the hardware of computer like Keyboard, mouse, monitor, speakers, etc. but those which cannot be touched and feel are the software of computer as software doesn't have body like Hardware but it is the set of orders or instructions.

As you follow the instructions of your PT teacher in the assembly or in your PT period similarly, computer follows instructions of Software. **See book page: 23**

Operating system, a type of software, runs computer. Without Operating System, computer cannot perform any task and it can run a program. Windows is the example of OS. (Show Windows)

A computer program is a list of instructions that tells a computer what to do. Everything a computer does is done by using a computer program. (Show some Program like painting). **See book page: 23-24**

Writing difficult words and key words of the topic on the board

Now in class, let students read the book with more understanding and mark difficult words as well as the key words.

Keywords	Common words
Hardware and Software	Touch and feel
Operating system	Suppose
Programs and applications	Instructions
Windows	Set
Google Chrome,	Available
MS Paint and Skype	Different
	Difficult

**Summary:**

- Hardware is the parts of computer we touch and feel.
- Software is the set of instructions thus cannot be touched and felt.
- Operating System runs computer and programs
- Programs and Applications are the specific tasks to run on computer.

**Assessment:**

For assessment you may ask:

- What is the difference between hardware and Software?
- Name some Hardware and Software.
- Why operating system is required initially?
- Is Skype an Operating system or program of computer?

**(Note: there is more to ask)**

**Assignment:**

Assignments should be based on **Skill development**.

- Make a list of Hardware on A4 computer paper and stick on your scrap book.
- Make a list of Programs and applications you like on A 4 paper and stick on your scrap book.

**(Also see book page: 25 for Active learning)**

**Activity:**

Guide your students to do online activity

Visit:

[http://www.abcya.com/first\\_grade\\_computers.htm](http://www.abcya.com/first_grade_computers.htm)

**Helping tools:**

As a support material, you should tell them about the information pools.

- **The Net Extra.**

As it has been mentioned that the Net extra is especially designed for the teachers and the students. Here you can find not only the text

material but also the related information, activities and exercises. You can guide your students to use net extra for more information.

Log on to net extra account at

[www.learningwell.pk](http://www.learningwell.pk)

- **Other links:**

Besides the Net Extra, here we mention links to sites which have **educational computer games and activities** for elementary students to learn on the web.

**Visit:**

<http://www.abcya.com/input.html>

### Comprehension Assessment (Answers)

1. Operating system is a type of software to run computer and Programs.
2. Software is the set of instructions and we cannot touch and feel instructions.

## Lesson 9: *Being careful with the Computer*

### Aim of the lesson:

Safety of computer is of primary importance. Computers are expensive and we should be careful while using it. Maintaining a computer follows different steps to keep it physically clean, protect its software, and back up important files. Young students at this stage need to know how to keep themselves and computer safe while working on it.

### Learning objectives

This lesson focuses on:

- Safety measures while using computer

### Teacher support:

For your assistance get information on **learning objectives** and on **how-to-teach techniques** from TRB and from the following available resources:

Visit:

<http://www.gcflearnfree.org/computerbasics/14>

### Warm up:

For lesson stimulus, you may share any story of computer damage. You may ask:

- What happens if we are playing with ball near computer and it hits on monitor?
- Should we touch wires of computer or its switches?
- Should we have our meals near computer or on computer table? What could happen?

**Discussion:**

Students in this age are Kinesthetic in nature and they keep listening their parents and teacher about safety measures when they play or do any work. There are some rules for computer as well when they use it. Instead of giving instructions of safety rules, help them understand why all precautions are needed. What could happen with them and with the computer if they breach any rule. Most importantly they shouldn't touch wires and the switches it could harm them brutally. **(See page 26-27)**

Writing difficult words and key words of the topic on the board

Now in class, let students read the book with more understanding and mark difficult words as well as the key words.

Keywords	Common words
Magnet	damaged
Cables or wires	push
Shutdown	insert
Turning off	dust

**Summary:**

- Computer should be used with some safety measures to protect ourselves as well as computer from damage.
- We should not take any type of meal near computer.
- Touching wires or switched is extremely dangerous
- Dust can also cause harm to computer functions.
- We should never use Keyboard and mouse vigorously, but gently.
- Playing with CPU for fun can cause complete loss of computer function

**See book page 26**

**Assessment:**

For assessment you may ask:

- Why should be we careful while using computer?
- Is it good taking milk or juice near keyboard?
- What is the right way of computer turn-off?

**(Note: there is more to ask)**

**Assignment:**

Assignments should be based on **Skill development**.

- Make a list of Hardware on A4 **(Also see book page: 25 for Active learning)**

**Activity:**

Guide your students to do online activity

Visit:

[http://www.abcya.com/first\\_grade\\_computers.htm](http://www.abcya.com/first_grade_computers.htm)



**Helping tools:**

As a support material, you should tell them about the information pools.

- **The Net Extra.**

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Log on to net extra account at:

[www.learningwell.pk](http://www.learningwell.pk)

- **Other links:**

Besides the Net Extra, here we mention links to sites which have **educational computer games and activities** for elementary students to learn on the web.

*Visit:*

<http://www.abcya.com/input.html>

**Comprehension Assessment (Answers)**

1. Computer needs extra care because it can be damaged easily.
2. We should shut down computer properly.

**Lesson 10: Fun with Paint****Aim of the lesson:**

In lesson 8, there was general discussion on Software Programs and Applications. Here in this lesson students will learn how Software works. Here we take the example of MS Paint as it is an inexpensive painting Program that can be used to teach students the basics of painting software. Using any painting Program involves learning how to use the menu bar and the tool bar

**Learning objectives**

This lesson focuses on:

- Working on MS Paint
- Route to MS Paint
- Using different Paint tools and colors
- Steps to drawing.

**Teacher support:**

For your assistance get information on **learning objectives** and on **how-to-teach techniques** from TRB and from the following available resources:

Visit:

[http://en.wikipedia.org/wiki/Paint\\_\(software\)](http://en.wikipedia.org/wiki/Paint_(software))



<http://windows.microsoft.com/en-us/windows7/products/features/paint>  
<http://www.fayette.k12.il.us/99/paint/paint.htm>

**Warm up:**

For lesson stimulus, you may ask:

- Who likes painting on MS Paint?
- Do you see your siblings painting on MS Paint?
- What do you like to paint on it?

**Discussion:**

Students love drawing and painting. It is very simple and easy to learn how to use all the features of MS Paint. Students only need to grasp a few basic steps and rules.

Take students to computer lab. Tell them that painting on computer is much easier and quick. Focus on steps to enter the MS Paint as shown, and how to paint. When they see you following steps, they will learn it. Let them practice.

**Steps to MS Paint:**

Click Start button → Start menu opens → click all Programs → click accessories  
 → Menu opens → click MS Paint → MS Paint opens

Once MS Paint opens, show its features to them. Basically it is divided into two clear parts; **Ribbon and the Drawing area.**

Ribbon, as they can see contains all tools for drawing and coloring. And as they name shows, Drawing area is for drawing. **(See Textbook, Page: 31)**

The same way follow the steps of painting. **See textbook page: 32**

In class, write difficult words and key words of the topic on the board

Let students read the book with more understanding and mark difficult words as well as the key words.

Keywords	Common words
MS Paint	Painting
Start button	Having fun
Start Menu	Enlarges
All Programs	Drag
Accessories	
Ribbon	

**Summary:**

- MS Paint is the Program for Drawing and Painting
- It is very easy to use
- We find MS Paint in accessories, which is in Program menu of the start Menu.
- Paint window consists of two major portions; the Ribbon and the Drawing Area.
- Ribbon has all things or tools required for drawing, painting and writing.



**Assessment:**

For assessment you may ask:

- Why MS Paint is easier than painting on book?
- Where do you find MS Paint?
- Where can you find different colors on MS Paint?

**Assignment:**

Students need to practice of MS Paint. You may ask them to:

- On MS Paint. Draw our country flag and paint it.

**Activity:**

Guide your students to do online activity

Visit:

[http://www.abcya.com/abcya\\_paint.htm](http://www.abcya.com/abcya_paint.htm)

**Helping tools:**

As a support material, you should tell them about the information pools.

- **The Net Extra.**

As it has been mentioned that the Net extra is especially designed for the teachers and the students. Here you can find not only the text material but also the related information, activities and exercises. You can guide your students to use net extra for more information.

Log on to net extra account at:

[www.learningwell.pk](http://www.learningwell.pk)

- **Other links:**

Besides the Net Extra, here we mention links to sites which have **educational computer games and activities** for elementary students to learn on the web.

Visit:

<http://www.abcya.com/input.html>

**Comprehension Assessment (Answers)**

1. Color section in Ribbon gives us colors for drawing.
2. Yes, we can erase line or dot by using Eraser from tool section.

**Lesson 11: Let us Save the Work****Aim of the lesson:**

Connecting with lesson 7; the store rooms of computer, this lesson is the first step to “Save Early, save frequently”. It reflects the importance of saving files in permanent storage medium like a hard drive, USB drive, floppy disk, or CD-ROM.



**Learning objectives**

This lesson focuses on:

- Saving files
- Creating folders
- Naming files
- Opening up saved files.

**Teacher support:**

For your assistance get information on **learning objectives** and on **how-to-teach techniques** from TRB and from the following available resources:

Visit:

<http://www.ed.ac.uk/>

[http://www.jrwhipple.com/sup\\_savefiles.html](http://www.jrwhipple.com/sup_savefiles.html)

**Warm up:**

For lesson stimulus, you may ask:

- What is the store room of computer?
- Name different permanent memory drives?
- Why USB is easy to use?

**Discussion:**

Students should know saving and the importance of saving files on computer. They should practice how to save their work. You take them to the lab and tell them about in simple form about, files, saving files, naming files and opening up the saved files. You may say:

Files: file is anything that you make (like painting) or what you place (like folder from USB) on computer.

Saving: It means to keep files in computer memory drives like hard drive or keep in any Removable storage device like USB.

You should demonstrate making, naming and saving files. After you have done repeatedly for your students ask them to repeat themselves.

In class, write difficult words and key words of the topic on the board

Let students read the book with more understanding and mark difficult words as well as the key words.

Keywords	Common words
File	Descriptive
Hard disk	Placing a file
Saving file	Grown up
Folder	
Desktop	

**Summary:**

- To keep work on computer needs to save it.
- Saving is the transfer of data from temporary to permanent storage device
- File is the work we do on computer or place on computer.

- Work is saved on hard disk
- To save files first we create folders in any drive and then name them logically.
- Folder helps us to find out our files quickly and it also keep things organized

**Assessment:**

For assessment you may ask:

- Why we need to save our work?
- Where can we save our work on computer?
- What steps do we follow to make folder on computer?

**(Note: there is more to ask)**

**Assignment:**

- You may ask them to make a folder and keep MS Paint files.

**Activity:**

Guide your students to do online activity

Visit:

[http://www.abcya.com/abcya\\_paint.htm](http://www.abcya.com/abcya_paint.htm)

**Helping tools:**

As a support material, you should tell them about the information pools.

- **The Net Extra.**

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[www.learningwell.pk](http://www.learningwell.pk)

- **Other links:**

Besides the Net Extra, here we mention links to sites which have **educational computer games and activities** for elementary students to learn on the web.

**Visit:**

<http://www.abcya.com/input.html>

**Comprehension Assessment (Answers)**

1. File is anything we make or place on computer. It can be text, pictures, audios, videos etc.
2. We should give a name to our file to find it easily.

## Lesson 12: The Typing Fun

### Aim of the lesson:

Students are now familiar with MS Paint. This lesson introduces tools for writing, hence improving typing text on MS Paint.

### Learning objectives

This lesson focuses on:

- Tools for typing on MS Paint
- How to start typing
- Typing practice on Ms Paint
- Changing the text colors

### Teacher support:

For your assistance get information on **learning objectives** and on **how-to-teach techniques** from TRB and from the following available resources:

Visit:

<http://windows.microsoft.com/en-us/windows7/getting-started-with-paint>  
[http://www.ehow.com/how\\_2059965\\_put-text-ms-paint-picture.html](http://www.ehow.com/how_2059965_put-text-ms-paint-picture.html)

### Warm up:

For lesson stimulus, you may ask:

- How do we enter MS. Paint?
- What does ribbon of MS Paint contains?
- **Can we type on it?**

### Discussion:

Students love working on MS Paint. Take them to computer lab. Ask them to open MS Paint as they learnt in previous lesson and you show them the typing steps first; like

- Open the MS Paint
- Make 3 shapes at least using shapes from Ribbon
- Color the shape using fill color
- Select the Text tool, represented by the letter A, in the toolbox on your left.
- Put the cursor on the spot where you want the text to start.
- Press and hold the left mouse button and drag it to make a text box.
- Start typing.
- Name the shapes as Shap1: oval etc, using Shift key for capital and numeric keys for numbers
- Use Backspace or Delete buttons if see spelling errors.
- Save the file as mentioned in previous lesson.

This lesson needs practice than explanation.

Repeat the steps to make shapes and show them how to color the shapes. **See textbook,page:40**

Let students read the book with more understanding and mark difficult words as well as the key words.



Keywords	Common words
Text button	Fun typing
Cursor, blinking	Drag
Curser	
Shift key, Spacebar	

**Summary:**

(See the discussion and the textbook page 38)

**Assessment:**

For assessment you may ask:

- How we start Paint?
- Where do you select the shapes from??
- Where can you write in MS Paint?
- How do you add text to the shapes?
- From where you can select colors in Paint? Etc.

**(Note: there is more to ask)**

**Assignment:**

You may ask to:

- make family tree, write names of family members color the text and the tree
- Save the file.

**Activity:**

Guide your students to do online activity

Visit: [http://www.abcya.com/abcya\\_paint.htm](http://www.abcya.com/abcya_paint.htm)

**Helping tools:**

As a support material, you should tell them about the information pools.

- **The Net Extra.**

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[www.learningwell.pk](http://www.learningwell.pk)

- **Other links:**

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**Visit:**

<http://www.abcya.com/input.html>



**Comprehension Assessment (Answers)**

1. We use shift key to type in capital letters.
2. Select the word and then select the color from the colors section in the ribbon.

**Lesson 13: Be an Artist****Aim of the lesson:**

In lesson 10 & 12, students learnt about MS Paint and how to work on it. This lesson in progression with previous understanding of MS Paint will develop the artistic skills of students.

**Learning objectives**

This lesson focuses on:

- Drawing and typing on MS Paint
- How to make a wishing card
- How to make a scenery

**Teacher support:**

For your assistance get information on **learning objectives** and on **how-to-teach techniques** from TRB and from the following available resources:

Visit:

[http://en.wikipedia.org/wiki/Paint\\_\(software\)](http://en.wikipedia.org/wiki/Paint_(software))

<http://windows.microsoft.com/en-us/windows7/products/features/paint>

<http://www.fayette.k12.il.us/99/paint/paint.htm>

**Warm up:**

For lesson stimulus, you may ask:

- Who practices on MS Paint at home?
- What do you like to paint on it most?
- Will you love to make Birthday card on it for your friends?

**Discussion:**

Ask students how they celebrate birthdays. What they give to their friends on their birthdays. Do they like giving wishing cards? Do they make or buy it? (Generally students love making it rather than buying it).

Take students to computer lab. Review lesson 10 & 12. Let them open the MS Paint themselves following the steps:



**Steps to MS Paint:**

Click Start button → Start menu opens → click all Programs → click accessories  
 → Menu opens → click MS Paint → MS Paint opens

Review **Ribbon and the Drawing area.**

**Ribbon** contains all tools for drawing and coloring.

**Drawing** area is the area for painting.

Discussion will focus making wishing card and a scenery but we should limit a child in their creativity.

Help them create different wishing cards using tools of MS Paint and let them practice. Follow the steps, see textbook: Page, 42

In class, write difficult words and key words of the topic on the board

Let students read the book with more understanding and mark difficult words as well as the key words.

Keywords	Common words
Design a card	amazed
Pencil tool	excited
Shift key	delighted
Airbrush	upper half
Oval	lower half
Rectangular	spill out
	trunk of tree

**Summary:**

- MS Paint is used for drawing and painting
- We can design wishing cards and scenery on it
- Painting and drawing on MS Paint is a fun.

**Assessment:**

For assessment you may ask:

- Is it easy to draw and paint on drawing book or drawing area of MS Paint? And why?
- Which tool do you use to draw balloons?
- can you draw clouds?
- Which tool you use to make leaves?
- Where can you find different colors on MS Paint?

**Assignment:**

Students need to practice of MS Paint. You may ask them to:

- On MS Paint. Draw our country flag and paint it.

**Activity:**

- Do activity textbook page, 44.
- Guide your students to do online activity

Visit:

[http://www.abcya.com/abcya\\_paint.htm](http://www.abcya.com/abcya_paint.htm)

### Helping tools:

As a support material, you should tell them about the information pools.

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[www.learningwell.pk](http://www.learningwell.pk)

- **Other links:**

Besides the Net Extra, here we mention links to sites which have **educational computer games and activities** for elementary students to learn on the web.

**Visit:**

<http://www.abcya.com/input.html>

### Comprehension Assessment (Answers)

1. Izma learnt to draw a birthday card in school on MS Paint.
2. Tools used are: Shapes, Pencil, Airbrush and Fill With Color

