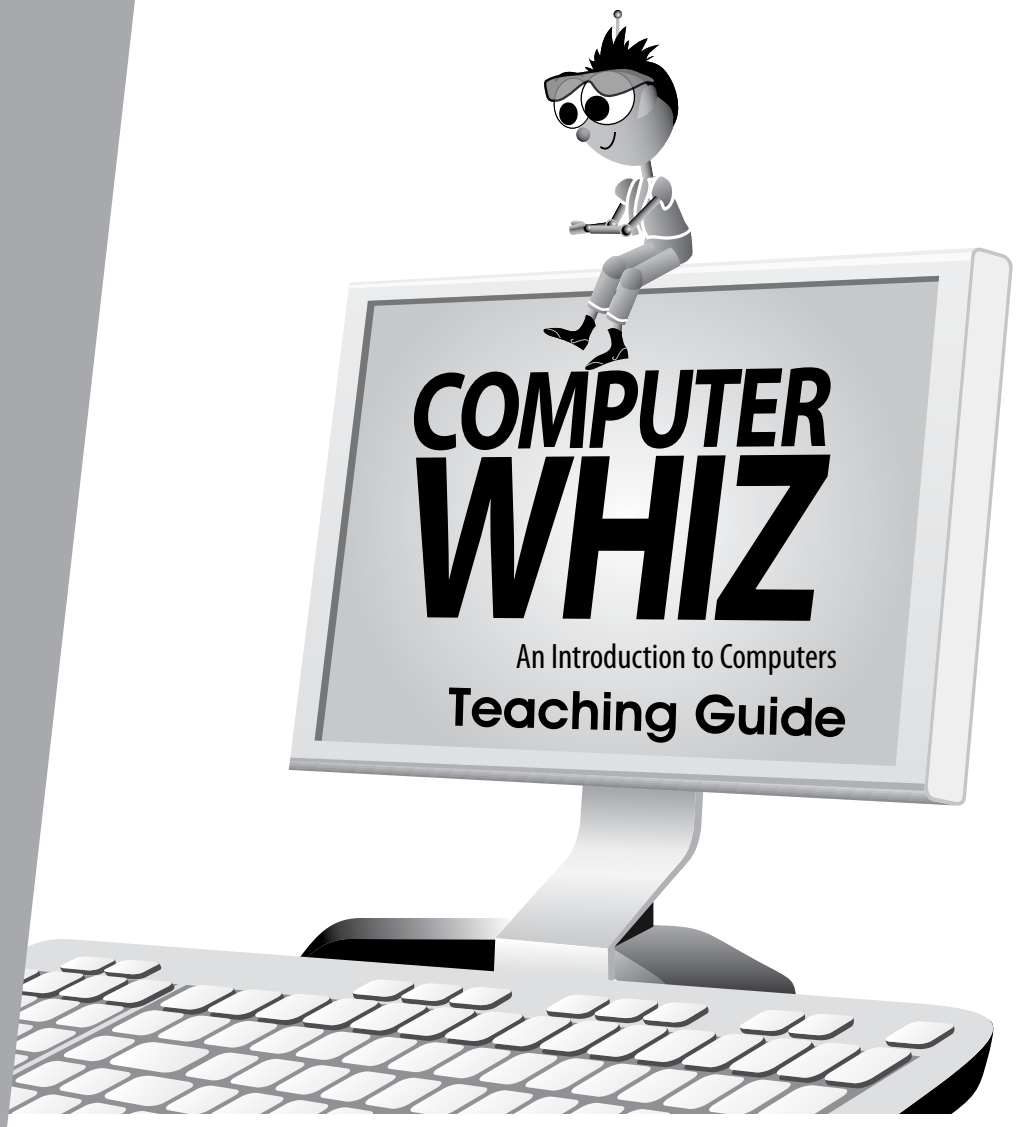
1 Third Edition



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Introduction

Computers have become an integral part of our everyday lives. We use computers everywhere. Hence, a clear understanding of basic computer concepts and applications is vital.

The ***Computer Whiz (Third Edition)*** series provides students with detailed basic knowledge of computers at the primary level. The computer is presented to children through Whiz, the mascot, to create interest and visual appeal. Varied activities reinforce their understanding of the different concepts. The new features, fresh layout, and stimulating exercises added to this edition will help develop computer skills and enhance student learning.

Whiz's Files is a list of chapters in the book with teaching objectives and learning outcomes.

Word Whiz consists of activities involving the use of new words introduced in each chapter.

Whiz's Commands includes tips on conduct, etiquette, and safety while using the computer and the Internet.

Whiz Bytes provides interesting facts about computers to students.

Explore with Whiz consists of interesting and challenging exercises/activities that review the concepts that have been learnt in the chapter.

Whiz's Tasks comprise of worksheets provided in the Teaching Guides for classroom practice.

Whiz through Lab encourages the children to do practical work and helps develop their skills on the computer.

Whiz through Projects promotes intellectual and social skills and encourages teamwork.

Whiz's Notes at the end of each chapter offers a summary of the important points.

Whiz's Word File at the end of each book is a glossary. It is a list of computer terms with clear definitions.

Introduction to the Teaching Guides

The Teaching Guides provide helpful tips, lesson plans, and worksheets with engaging activities that support learning. They act as a framework to help you develop your own lesson plans and teaching strategies.

Each chapter has a list of objectives and learning outcomes. You must try to realize these objectives at the end of each lesson. Sample lesson plans have been provided on the basis of which you can develop your own plans.

A good lesson plan consists of a starter activity for 3-5 minutes which introduces the concepts being taught followed by a 20-minute activity that encourages students to interact with each other. Please engage the quieter children too. This may be

followed by feedback of the discussion in larger groups on which you can spend about 10 minutes. Reinforcement of the entire lesson, summarizing, and time for assigning homework should be at the end of each period for about 2-3 minutes. Students should be taken to the computer lab as required. The more practical experience on the computer, the more proficient the students become at using computers.

Guidelines

While students are working at the computer, discuss the importance of maintaining good posture. Students will probably spend a lot of time at the PC, barely moving, and with their eyes fixed on the screen. Extended use of the computer can have serious consequences on a child's health; a child can develop weak eyesight and severe back problems. It is very important to make students aware that they should not use computers for hours on end. It is important for you as well as your students to be aware of what they should do and things they should avoid doing while using the computer.

Dos and Don'ts

Do...

- have your chair at the right height so that your eyes are level with the computer screen
- have your computer screen directly in front of you
- make sure your chair has a good backrest
- keep your shoulders and back relaxed
- make sure that your wrists rest on the desk
- let your feet be flat on the floor
- take regular breaks
- adjust the position of the computer so that there is no glare on the screen
- make sure you have a protection screen on top of the monitor screen.

Don't...

- fix your eyes on the screen continuously
- lift your shoulders while you type or move the mouse
- twist your body to reach out for computer hardware
- use your PC in poor lighting.

Chapter 1 Whiz Introduces Computers

Teaching objectives

The objectives of this chapter are to:
- introduce machines, computers, and the term 'PC'
- explain the concept of data
- teach the importance of computers in daily life.

Learning outcomes

By the end of this chapter, the students should be able to:
- describe what a personal computer looks like
- explain what is meant by computer memory
- explain what is meant by the term 'data'
- give examples of how computers are used in daily lives.

Suggested number of periods: 2

Period 1

Sample lesson plan for a 40-minute period

Starter activity (5 minutes)
Ask the students the following questions:
- What are machines?
- Give examples of machines.
- Give examples of non-machines.

A picture of Whiz (either a drawing or an enlarged photocopy) should be brought into the classroom and mounted on the board for frequent reference.

Explanation (15 minutes)
Introduce Whiz to the students as the person who is going to lead them through the book. Explain that his name has been derived from the word 'wizard'. A wizard is somebody who is extremely skilled or knowledgeable about something. Ask the students what they think Whiz may be really good at.

Give students time to think whilst you draw two columns on the board bearing the following captions: Machines and Non-machines. Write down the called out answers. Discuss which of these run on electricity/energy. Ask them how machines are different from humans.

Activity 1 (page 2) (5 minutes)
Students at this age love to join the dots and colour. It improves their hand coordination skills.

After the activity, ask the students if they have concluded what Whiz is good at? He is good at using machines. He is an expert at computers.

Activity 2 (page 3) (5 minutes)
This activity can now be done individually by students. Explain to them that the letters are jumbled and they need to form a word with it. The words are located in the pages leading up to the activity. Write the jumbled letters of your name on the board as an example. Ask students to jumble the letters in their names. Instruct them that the meaning given describes the word with the muddled letters. That word is within the text provided. Be sure to discuss the answers and clarify any misunderstanding. Tell students that the information on a computer is called data.

Activity 3 (page 4) (5 minutes)
The discussion on machines and non-machines earlier should lead the students comfortably into this activity. Explain to them that a car runs on petrol. It has an engine and a battery. Point out the computer to them and mention that it has different parts. Caution them that they can get an electric shock if they use electricity near water. So they must not use machines near water as it could prove very dangerous. Explain to them that they must not have water on the computer table.

Personal Computer (page 5) (5 minutes)
Bring pictures of different kinds of computers to the classroom. Ask students which computers they have seen. Explain that the computer we see at home or school is the personal computer or PC. Explain that large organizations use larger computers called mainframes that can be used by hundreds of people at a time. Minicomputers are used in smaller organizations and are used by fewer people at a time.

Discuss what **personal** means: something belonging to a particular person. A personal computer is a computer that can be used by one person at a time, at home or to run a small business.

Period 2

Sample lesson plan for a 40-minute period

Starter activity (5 minutes)
Ask the students the following questions:
- How do we remember things?
- How do we forget things?
- What do we do to avoid forgetting things?

Memory and data (pages 6 and 7) (20 minutes)
After the starter activity, ask some students to state their names, ages, their parents' names, etc. Explain to them that this is information about them and when such information is stored in a computer, it is called data. Whatever is typed or entered otherwise (e.g. a picture or a video) into a computer is called data. The meanings of two new words are explained through the Word Whiz activity.

Continue with the following questions:

- Can you remember the meaning of a computer from the previous Word Whiz activity?
- Do you remember what this book is named?
- Do you remember what whiz means?

Once students answer, ask them where the answers to these questions are all stored and how it is that they have come up with answers when none of them referred to any book or written material.
Expected answers: brain, memory, mind, head, etc.
Emphasize how all that is already contained in the computer has been typed in and saved, and all that is typed into it afresh can also be saved and revisited whenever desired, i.e. the computer has a memory like humans, it can remember things!

This will lead the students to page 7 of the textbook where they are asked to enter data about themselves. Whiz here requests them to be gentle with the computer. Instruct them not to bang on the keys or shake the table which has the computer on it as this may eventually damage the machine.

Suggested pair work (15 minutes)
Task 1
Along with your partner, list 3 places where computers are used.

Task 2
Talk about what computers are used for in the places both of you have identified.
Expected answers: to make work quicker, for better organization, to cut down on the number of mistakes, etc.
Hold a general class discussion on the topic, inviting responses from the students and highlighting the importance of computers in our lives.

Answers

Word Whiz (page 3)
computer, machine

Colouring activity (page 4)
computer, car

Answer the questions with a yes/no. (page 5)
1. Yes.
2. Yes.
3. No.
4. No.

Word Whiz (page 6)
personal, remember

How many computers can you find? Write the correct number in the box. Where are they being used? Look at the pictures and write the correct answer. (pages 8 and 9)
school (3), hospital (1), office (4), supermarket (2), ticket counter (2)

Explore with Whiz (page 10)
Fill in the blanks.
1. data
2. whiz
3. personal
4. machines
5. words, pictures, numbers (any two of these)

Are these statements true or false?
1. True.
2. False.
3. True.
4. False.

Whiz's Tasks (page 11)
For the teacher: Collect pictures of 20 different objects—10 of machines and 10 of non-machines.
The machines could include a blender, a mobile phone, a car, a washing machine, an aeroplane, a train, a fan, a telephone, a television, a computer, etc. Non-machines could include a pencil, a book, a teacup, a key, a spoon, a plate, a door, a tree, a house, a table, etc.
Divide the students into pairs. Ask them to sort the pictures into two groups—machines and non-machines. Walk around checking whether students have performed the task correctly.

Whiz through Lab (page 11)
Possible answers:
telephone, TV, scissors, bicycle, door handle, tap (machines)
chair, book, ball, table, plates, fruits (non-machines)

Answers to Additional Activity: 1b, 2b, 3b, 4b, 5b

Additional Activity

Circle the correct answer.

(1) A computer is _____.
   (a) a non-machine
   (b) a machine that helps us do special tasks

(2) A computer runs on _____.
   (a) oil
   (b) electricity

(3) PC stands for _____.
   (a) private computer
   (b) personal computer

(4) Data consists of _____.
   (a) words and numbers
   (b) words, numbers, and pictures

(5) A computer whiz _____.
   (a) is not skilled at computers
   (b) is an expert at using computers

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Chapter 2 Things to Do with the Computer

Teaching objectives

The objectives of this chapter are to:
- explain the different uses of computers
- identify uses of computers in different places.

Learning outcomes

By the end of this chapter, the students should be able to:
- list some of the different uses of computers
- explain how computers are used in different environments.

Suggested number of periods: 2

Period 1

Sample lesson plan for a 40-minute period

Starter activity (5 minutes)
Ask the students the following questions:
- Where have you seen computers?
- What do people do with computers?
- Do you use a computer at home?

Using the computer at home (page 12) (10 minutes)
Bring in a printed copy of an email, a computerized boarding pass, and a DVD. Ask the students what was used to make all these things, leading them to the reply 'computer'. Write the word 'computer' on the board and ask students what other things a computer is used for. Accept all plausible answers and write them on the board.
Students should then be steered through what Whiz does on the computer and the exercise on page 12.

Using the computer at school and in offices (pages 13 and 14) (15 minutes)
Brainstorm with the students about what computers are used for at school. This eventually leads to the explanation on page 13 and the exercises on page 14. Explain to the children the importance of good posture especially when using the computer. If they do not sit properly, they can develop severe back problems early in life so they must be careful that the chair supports their back.

Using computers at banks (page 15) (10 minutes)
Similarly, explain how computers are used in banks. Explain the function of the ATM machine. Following this ask students to perform the join-the-dots and colouring activity on page 15. Explain that ATMs are used to withdraw and deposit cash, check balances, and transfer funds.

Period 2

Sample lesson plan for a 40-minute period

Starter activity (5 minutes)
Ask the students the following questions:
- Name the places where computers are used.
- Where else have you seen computers?
- What kinds of jobs involve greater computer use?

Using the computer at airports (page 16) (20 minutes)
Explain that computers play an important function in airports and railway stations. They are instrumental in making sure that all passengers board their flights and that all flights depart and arrive on time. Some students may not have visited either a railway station or an airport. Explain in greater detail what checking in and booking tickets means. Have students perform the activity on page 16 of the textbook.

Explore with Whiz (pages 16 and 17) (15 minutes)
The pictures are quite explanatory and most students should not have a problem identifying where and for what purpose computers are being used. Some students may be unfamiliar with the particular environments and you may need to prod them to look for clues in the pictures (e.g. the fries in the first picture and the groceries in the third picture). For the Word Whiz activity, you may need to remind students to jog their memories for the new terms they have learnt in the period.

Answers

What do you do on the computer? (page 12)
Possible answers: playing games, typing, drawing, colouring, taking pictures, watching cartoons, etc.

Complete the sentences. (page 14)
Possible answers:
in the library to read books, find if a book is available for issuing, conduct online research.
in the English class to write sentences and paragraphs, detect grammar and spelling mistakes.
during maths to make calculations, add/subtract /multiply/divide.
by the teachers to check students' homework, enter students' grades or marks, do research.

Read the questions and circle the correct answer: (page 14)
1. information
2. spelling
3. slide shows

List five different things that a computer is used for. (page 16)
For the teacher: Encourage students to work on the activity individually; then ask some students for their answers and discuss them.

Possible answers:
calculation
reading
writing
checking grammar and spelling
surfing the Internet
drawing

Explore with Whiz (pages 17 and 18)
Look at these pictures. Can you say where computers are being used? What are they being used for?
Top-left: at a restaurant by a cashier; to bill the customer
Top-right: in a computer lab by students; to do their homework or draw pictures
Bottom-left: at a supermarket by a cashier; to bill customers
Bottom-right: at an office by workers; to make calculations and make payments

Fill in the blanks.
1. pictures
2. spelling/meanings
3. data/information
4. tickets/boarding passes
5. ATM

Word Whiz (page 18)
information, calculation

Answers to Additional Activity: 1a, 2b, 3a, 4b, 5b

Additional Activity

Circle the correct answer.

(1) Whiz uses the computer to _____.
   (a) read and write stories
   (b) ride a bicycle

(2) Whiz's teacher prepares _____ on the computer.
   (a) clothes
   (b) mark sheets

(3) Whiz's father withdraws money from an _____.
   (a) ATM
   (b) AMT

(4) Computers are used in banks to make _____.
   (a) drawings
   (b) calculations

(5) Computers are used to issue tickets at _____.
   (a) offices
   (b) airports

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Chapter 3 Parts of the Computer

Teaching objectives

The objectives of this chapter are to:
- introduce the different parts of the computer
- summarize the role of the monitor
- briefly describe the components of the system unit including the CPU and their functions
- introduce CDs and USB flash drives.

Learning outcomes

By the end of this chapter, the students should be able to:
- identify a system unit, a keyboard, a monitor, and a mouse
- describe what a monitor looks like
- explain the functions of the CPU, CD-ROM drive, and the USB port.

Suggested number of periods: 3

Period 1

Sample lesson plan for a 40-minute period

Starter activity (5 minutes)
Ask the students the following questions:
- Does a computer have many parts?
- Which part do we use to type?
- Which part do we use to draw?

Parts of the computer (page 20) (10 minutes)
Bring in a picture of a personal computer (drawn on a chart paper) along with labels of the different parts (monitor, keyboard, system unit, and mouse). These should be mounted on a soft board. Direct the students' attention to the picture and ask them to identify the different parts.

In collaboration with the students, pin the names of the different parts of the computer appropriately on the mounted picture and emphasize that all the above parts make up a computer—not just the monitor (as is widely misunderstood). The students can sit back and enjoy doing the colouring activity.

Exercise on page 21 (10 minutes)
Have students perform the activity on page 21 of the textbook. The soft board activity should enable them to perform this exercise correctly. Call out the correct answers so that students can evaluate their own performance.

The monitor (page 22) (15 minutes)
Give the students a slip of paper that bears the following information and let them write down their answers individually before explaining what a monitor is.

Can you identify what part of the computer I am?
- I show the data that has been typed into the computer.
- I display information from the memory of the computer.
- I look like a television.

I am a _ _ _ _ _ _ _ .

Once the students have answered the riddle, point to the monitor on the soft board. The following information can be shared with students:
The monitor is where you can view the information just like you can on a TV. The monitor is an output device. Any information that you enter on the keyboard will appear on the monitor so you can see it.

Students can then work on the activity on page 22.

Explain that the computer monitor should be positioned directly in front of the user to avoid twisting the neck unnecessarily which could cause unnecessary strain and headaches. With the monitor directly in front, it is imperative to check the distance from your eyes. Sit in your chair as you normally would when working on the computer, stretch your arm out in front of you, and extend your index finger. The tip of your finger should touch the computer screen. If the computer monitor is too close or too far away from your eyes, you may be squinting or straining your eyes in an effort to see the screen. Neither is good for your vision. So please keep these points in mind.

Period 2

Sample lesson plan for a 40-minute period

Starter activity (5 minutes)
Ask the students the following questions:
- Which parts of the computer do we know about?
- Which part controls the other parts of the computer?

The system unit (page 23) (15 minutes)
Give students a slip of paper that bears the following information. Let them write down the answer individually before explaining what a system unit is.

Can you identify what part of the computer I am?
- I am the brain of the computer.
- I contain the memory of a computer.
- I tell the computer what to do.

I am the _ _ _ _ _ _ _ _ _ _.

Once the students have answered the riddle, point to the system unit on the soft board. Explain that just like the human brain is enclosed within the human head, the brain of the computer, i.e. the CPU, is stored inside the system unit.

The following can be shared with students:

The system unit is the tall box with buttons which has different electronic devices within it. It contains the CPU (central processing unit) which has all the chips needed to operate the computer. The CPU stores the information/data that is typed into the computer and tells the computer what to do, and when to do it. Instruct the students to draw the different components on the system unit on page 23 and then colour it. Students can then be asked to complete the Word Whiz exercise.

Practical demonstration (pages 24-25) (15 minutes)
This activity should be carried out in the computer lab if resources permit.
Take the students to the computer lab or to any available computer. Demonstrate how to switch the computer on and explain the need for doing this in the right way. Show them how to shut it down too. Follow the steps listed below:

1. Switch on the main power supply.
2. Point to the power button on the system unit and press it. The monitor should come to life.
3. Take the mouse pointer to the Start menu on the screen and click to display the menu. Tell the students that the menu allows the user to choose what he/she wants to do.
4. Take the pointer to the Shut down button on the menu.
5. Click on the Shut down button.

Exercise (page 26) (5 minutes)
After the practical demonstration, students can turn to page 26 and number the sentences to indicate the correct sequence of steps for switching a computer on and off.

Remind students that operating electrical appliances with wet hands could lead to them getting an electrical shock; so they need to be very careful.

Period 3

Sample lesson plan for a 40-minute period

Starter activity (5 minutes)
Ask the students the following questions:

- What other things do we see on the system unit?
- What can we insert into these slots?

Parts of the system unit (pages 27 and 28) (20 minutes)
Bring in a few CDs and USB flash drives to the classroom. Show the students the CDs first and ask if anyone can tell you, and the others, what it is called (compact disc/CD.) Ask them if they are familiar with what CDs might be used for. (Expected responses: recording songs/films, storing games/data, etc.). You may also inform students that floppy disks are no longer used. Show them a picture of a floppy disk and explain that they have been replaced by CDs because of their greater capacity.

Students can then be asked to perform the activity on page 27.

In the same manner, explain what a USB flash drive is used for. Lead students through the same enquiry process. Show the students where in a system unit CDs and USB flash drives are inserted. Make them familiar with the terms CD-ROM drive and USB port. Instruct students not to insert unknown USB flash drives into their computer as they may contain harmful viruses which could harm the computer. Also show them how a CD must be handled by holding it from the edges. However, if they get dust or fingerprints on the CD, they must wipe it off with a soft dry cloth, preferably the kind you get from an optician's shop to clean your eyeglasses. Students can next complete the matching activity on page 29.

Explore with Whiz (5 minutes)
Students can then be asked to complete the Explore with Whiz activities on pages 30 and 31 of the textbook.

Whiz's Tasks (5 minutes)
Distribute copies of the worksheet on page 13 and have students complete it.

Whiz through Lab (5 minutes)
Students may be asked to practise the process of switching the computer on and off in the computer lab.

Answers

Solve the clues. Write the names of the different parts of the computer. (page 21)
mouse, keyboard, monitor, system unit

Word Whiz (page 23)
monitor, brain

How do you switch a computer on and off? Number these sentences so they are in the correct order. (page 26)
6, 4, 2, 5, 3, 1

Read and match. (page 29)
We use a CD to store music and other data.
We use a USB port to attach a USB file drive.
We use a monitor to view the data that we enter into the computer.
We use a CPU to tell the computer what to do.

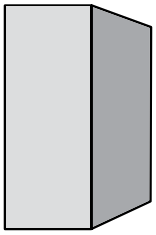
Explore with Whiz (pages 30 and 31)
Label the different devices.
USB flash drive, system unit, monitor, CD

Read both the sentences and tick the correct one.
1. A CPU is a part of the system unit.
2. The CPU tells the computer what to do.
3. First, switch on the power supply to start the computer.
4. Switching on a computer is called booting.
5. The CPU is the computer's brain.

Answers to Additional Activity: 1c, 2c, 3c

Whiz's Tasks

Circle the parts of a computer.



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Additional Activity

1. Match the given names to the correct computer parts.

mouse

monitor

keyboard

system unit

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II. Choose the correct answer.

(1) A monitor _____.
   (a) is the computer screen
   (b) displays data
   (c) does both of the above

(2) The system unit _____.
   (a) is the CPU
   (b) is the brain of the computer
   (c) contains the CPU

(3) The CPU _____.
   (a) is part of the monitor
   (b) is part of the printer
   (c) is the computer's brain

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Chapter 4 Whiz and the Mouse

Teaching objectives

The objectives of this chapter are to:
- explain the importance of the mouse
- outline its features
- distinguish between a pointer and a cursor.

Learning outcomes

By the end of this chapter, the students should be able to:
- use the mouse
- explain the difference between a pointer and a cursor.

Suggested number of periods: 1

Period 1

Sample lesson plan for a 40-minute period

Starter activity (5 minutes)
This chapter requires practical demonstration in the computer lab or on an available computer on which certain files/folders, that might interest children, have been created.

Point to the mouse and ask students to name the device. Follow up by asking what it is used for.
Expected responses: mouse; to move around on a page, to point and click, to tell the computer what you want to do or where you want to go, etc. Write down these responses on a chart paper or on the board.

Explanation and demonstration (10 minutes)
Ask the students to observe the desktop as you slowly move the mouse. Ask them what they see. They will either point to the arrow or say pointer/arrow. Tell them to call it by its correct name, which is pointer.

Move the pointer around on the screen. If the pointer is not in the position you want it to be, and you cannot move your mouse any more, just pick up the mouse, move it to another place on the mouse pad, and move it some more. Ask the students to notice that when you pick up the mouse, the arrow does not move—it stays where it was until you put the mouse down and slide it across the mouse pad again.

Move the pointer away. Ask the students to point to the file/folder they would like you to open.

Move the pointer so that it points to the selected file/folder and explain to the students that the way they use their index fingers to point, the computer uses the pointer of the mouse. Click on the file or folder and emphasize how the click of the mouse takes them to the file they want to look at.

Next, tell the students that you want to write something. Point to the Microsoft Word icon and open a document. The pointer now changes into a short, flashing, vertical line. Ask them if they know what this is called (a cursor) and what it indicates (that text can be typed on the page).

Show the students the buttons on the mouse that you click; emphasize that it is only after a click or two that the computer can do what it is required to do. Demonstrate the function of the wheel in the centre of the mouse.

Go back to the chart where you have recorded the responses of the students at the beginning of the lesson and tick off, after consulting them, the functions demonstrated. If any do remain unchecked, explain them to the students.

Instruct the students to make sure that their mouse pad is free of dust in order to prevent any damages to the mouse.

Additional information:

- Mice (more than one mouse) can be used by either hand. If you are left-handed, you can just place the mouse on the other side of the keyboard. The mouse will work in the same way.
- To click, press the button (usually the left one when there are two) and promptly release it.

  It should be a firm, quick tap, and the mouse should be still when you do it.
- To double-click (for opening files/folders), you must rapidly click the left button twice.
- To move files, press and hold the left button, then drag the mouse without letting go of the button until the file is where you want it to be.

Exercises on page 36 (10 minutes)
Students may be asked to perform the exercises on page 36 of the textbook.

Explore with Whiz (pages 37-38) (10 minutes)
Students may be asked to perform the Explore with Whiz exercises in the classroom.

Whiz through Lab (5 minutes)
Where possible, students should be asked to practise moving the mouse to control the pointer on the screen.

Answers

Write the correct word in the blanks. (page 36)

1. pointer
2. point
3. buttons
4. wheel

Word Whiz (page 36)
Match the words that are similar in meaning.

direct	point
shift	move
blinking	flashing
display	show

Explore with Whiz
Answer the following questions with a Yes or No. (page 37)
1. Yes.
2. No.
3. No.
4. No.

Solve the clues. (page 38)
1. buttons
2. wheel
3. mouse
4. pointer

Answers to Additional Activity: 1a, 2c, 3c

Whiz's Tasks

Look at each word and colour the correct letters on the keyboard.

school

human

pink

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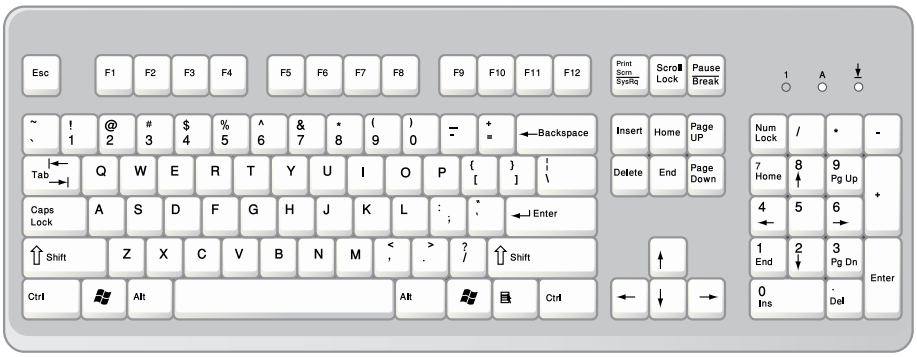
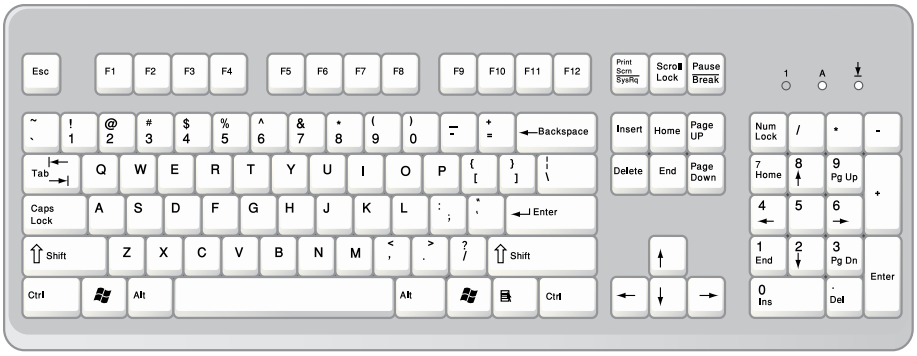
Whiz's Tasks

Look at each word and colour the correct letters on the keyboard.

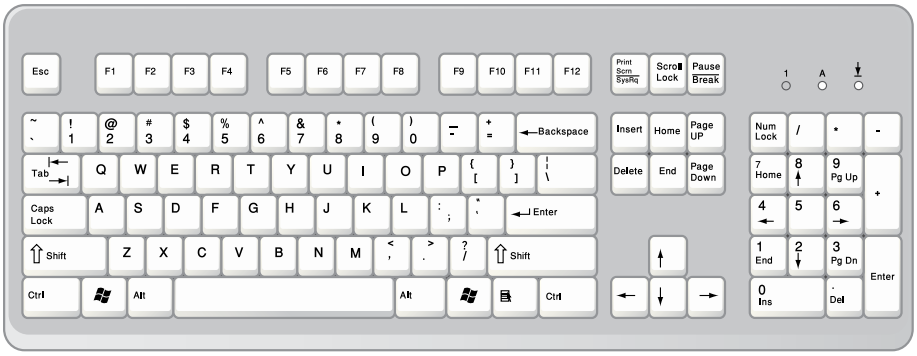
ground



sad



myself



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Additional Activity

Tick (✔) the correct statements.

The mouse shows us where we are on the screen. ☐

The mouse is a part of the CPU. ☐

Data is displayed on the mouse. ☐

The flashing line on the screen is called an arrow. ☐

The flashing line on the screen is called a pointer. ☐

The flashing line on the screen is called a cursor. ☐

The wheel is on the left side of the mouse. ☐

The wheel is on the right side of the mouse. ☐

The wheel is in the centre of the mouse. ☐

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Chapter 5 Whiz at the Keyboard

Teaching objectives

- The objectives of this chapter are to:
- introduce the keyboard and its functions
- explain the functions of specific keys, i.e. Enter, Backspace, and space bar.

Learning outcomes

By the end of this chapter, the students should be able to:

- describe the appearance and features of the keyboard
- explain the functions of some of its keys, amongst which are some special keys
- name and locate the names of three special keys, i.e. Enter, Backspace, and space bar.

Suggested number of periods: 1

Period 1

Sample lesson plan for a 40-minute period

Starter activity (5 minutes)
Bring in a keyboard to the classroom if students do not have access to a computer lab or a computer. Alternatively, fix an enlarged photocopy of a picture of a keyboard on the soft board. Ask students if they can guess what a keyboard might be used for.
Expected answers: for typing words/numbers, for entering information into a computer, for telling the computer what to do, etc.

Introduction to the keyboard (page 40) (5 minutes)
Explain to the students that the keyboard has keys which bear numbers and letters of the alphabet, and some other special keys. Point out the different kinds of keys to them. Explain that the keyboard is an input device which is used to enter information into the computer. Instruct them not to bang the keys and to use minimum pressure to press the keys. Striking the keys too hard can lead to eventual problems such as pain and inflammation in their elbows.

Colouring activity (page 41) (5 minutes)
Students should then work on the colouring activity on page 41 of the textbook.

Types of keys (page 41) (5 minutes)
Show the different keys on the keyboard which constitute special keys. Explain the use of the Enter and Backspace keys and the space bar. You can also indicate which the other special keys are and briefly describe what they are used for.

Additional information:
The **Enter key** is the key we use most frequently. What you type appears on the screen but until you press Enter, the computer is unaware of what you have typed.

Pressing Enter sends those characters that are displayed on the screen into the computer's memory.

The Enter key:
- after a command name, tells the computer to execute the command
- after a program name, tells the computer to start the program
- in a document, ends one line of text and starts a new line.

The **Backspace key** moves the cursor backwards and erases data from the page one letter or number at a time. A mistake can easily be removed with the Backspace key.

To explain the function of the space bar, write a short sentence on the board without leaving spacing between the words, e.g. Iwaslateforschooltoday, and ask the students to read it. If they are successful in doing so, prod them on to find out what is wrong in the sentence. If students are unable to read the sentence, read it out and then ask the students to point out the error. The function of the space bar can be highlighted in this way. (Pressing the space bar moves the cursor one space to the left. This inserts spacing between words.)

Students should be instructed to press the keys on the right side of the keyboard with their right hand fingers, and the keys on the left side of the keyboard with the fingers of their left hand.

Above the three rows of letters is a row of numbers and special characters. You can show them a picture of how fingers are placed on the keyboard from Book 3 and tell them that they will learn how to use a keyboard in the correct way in later years.

There is a numeric pad on the right-hand side of the keyboard. These numbers are arranged like those on a calculator minimizing the learning curve when using numbers only.

Exercises (page 42) (5 minutes)
Students can then do the matching exercise and Word Whiz activity on page 42 of the textbook.

Explore with Whiz (pages 43-44) (5 minutes)
Students may be asked to complete the Explore with Whiz exercises at the end of the chapter.

Whiz's Tasks (page 44) (5 minutes)
Students may be asked to complete the Whiz's Tasks activity on the worksheet given to them by the teacher.

Whiz through Lab (page 45) (5 minutes)
Students may be directed to perform the practical activity on the computer.

Answers

Match the keys to the jobs they do. (page 42)
Creates a space: space bar
Enters data: Enter
Erases data: Backspace

Word Whiz (page 42)
enter, erase

Explore with Whiz
Solve the clues and fill in the puzzle. (page 43)

Across
2. KEYBOARD
4. LETTER KEYS
5. SPACE BAR

Down
1. BACKSPACE
2. ENTER

Answers to Additional Activity: 1c, 2c, 3b, 4b

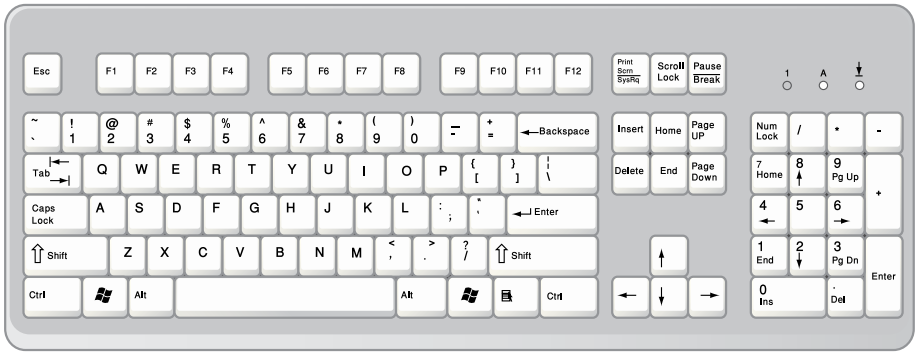
Whiz's Tasks

Which letter keys will you use to type the given words? Colour.

lunch box

train set

pencil



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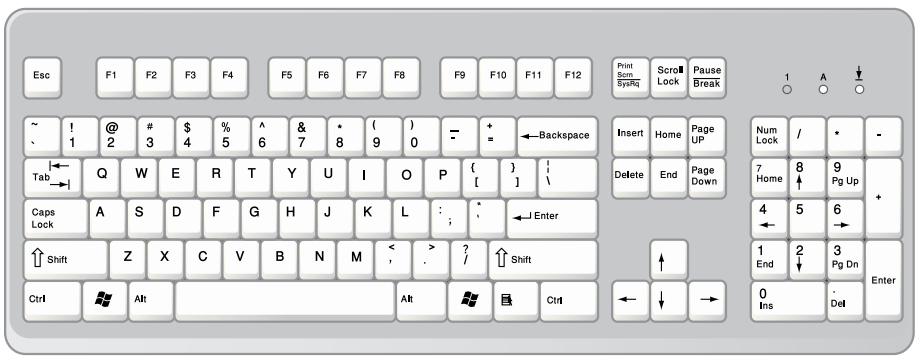
Whiz's Tasks

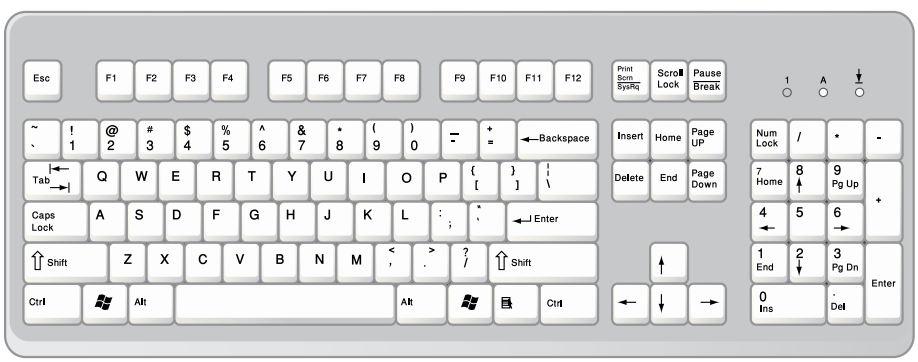
Which letter keys will you use to type the given words? Colour.

joker

fountain



ice cream



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Additional Activity

Tick (✔) the correct answer.

(1) The keyboard is used to _____.
- (a) enter letters only
- (b) enter numbers only
- (c) enter both letters and numbers

(2) The Enter key _____.
- (a) is not used a lot
- (b) is the largest key on the keyboard
- (c) enters data into the computer

(3) The Backspace key is used to _____.
- (a) enter data
- (b) erase data
- (c) enter and erase data

(4) The space bar _____.
- (a) is a small key
- (b) creates space between two words
- (c) acts as an eraser

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Chapter 6 Whiz Loves to Paint

Teaching objectives

The objectives of this chapter are to:
- introduce the Microsoft Paint software
- explain the use of some of the basic Paint tools.

Learning outcomes

By the end of this chapter, the students should be able to:
- explain the use of Microsoft Paint
- use some of the Paint tools.

Suggested number of periods: 2

Period 1

Sample lesson plan for a 40-minute period

Starter activity (5 minutes)
Ask students the following questions:
- Do you like to draw and paint?
- What if you could draw and paint on the computer?
- Have any of you drawn a picture on a computer?

Explanation and demonstration (35 minutes)
Paint is a simple graphics painting application that is included with all versions of Microsoft Windows. It is often referred to as MS Paint or Microsoft Paint.

This program can be used to teach students the basics of using paint software. Many sophisticated graphics software applications use the same basic principles that can be learnt using MS Paint.

Take the students to the computer lab.

Open the Paint program (click on Start ⟶ All Programs ⟶ Accessories ⟶ Paint). This will take you to a blank window with a Ribbon containing various tools used for drawing and painting in Microsoft Paint. Explain to students that the blank area is called the drawing area. Identify the Home, View, and other tabs on the Ribbon. Point to the Clipboard, Image, Tools, Shapes, and Colors groups.

Point out the difference between the American and British spelling of colour. Explain to them that all Ribbons and menus will use the American spelling 'color'. But in countries that follow British spelling, we add a u and spell it colour.

Point out some of the tools in the Tools group and let the students brainstorm what they might be used for.

Then click on the four tools that the textbook defines and demonstrate the use of each tool. Demonstrate what you can do with each tool. Students should then be permitted to use the application themselves, and practise using each tool.

Then show them what the different shapes in the Shapes group do. Also demonstrate how to use the different colours from the Colors group.

Have students complete the Word Whiz activity on page 48. This should take around 5 minutes.

Period 2

Sample lesson plan for a 40-minute period

Starter activity (5 minutes)
Ask students the following questions:

- Which tool do we use to draw lines in MS Paint?
- Where do we select colours from?
- What do you want to draw in MS Paint today?

Practical work (20 minutes)
Ask students to perform the practical activity given on page 40 of the textbook. Assign 10 minutes for this activity.

Next, assign the Whiz through Lab activity on page 52 of the textbook. The students can be divided into two groups and each group assigned one of the two tasks. Assign 10 minutes for the completion of this activity.

Exercises (15 minutes)
Explore with Whiz (pages 50 and 51)
Ask students to complete the Explore with Whiz exercise on pages 50 and 51 of the textbook.

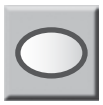
Whiz's Tasks (page 52)
For the teacher: Take the children to the lab and ask them what each tool of Paint does. You can divide them into two groups. Give them 10 points for each correct answer. If a team gives a wrong answer or does not give an answer, give them penalty points, and put the same question to the next team.

Most schools have two or three children sharing a computer in the lab. Advise them to be patient and wait for their turn. Also explain to the children that they must equally divide the time spent on the computer. Ask them to take permission to make print outs from their teacher.

Answers

Word Whiz (page 48)
Ribbon, area

Explore with Whiz (pages 50 and 51)
Which tools will we use to do the following?

Draw an oval 

Make triangles

Draw freehand

Colour flowers

Draw buildings

Erase a mistake

Tick the correct answer. (page 51)
1.b, 2.b, 3.b, 4.b

Answers to Additional Activity: 1c, 2c, 3c, 4b

Additional Activity

What are these Paint tools used for?

(1) The Oval tool helps us draw _____.
- (a) a straight line
- (b) a square
- (c) a circle

(2) The Line tool helps us _____.
- (a) draw freehand
- (b) colour a picture
- (c) draw a straight line

(3) Fill with color helps us _____.
- (a) colour from a box of water colours
- (b) colour with oil pastels
- (c) fill an area with a selected colour

(4) The Rectangle tool can be used to draw _____.
- (a) Earth
- (b) a box
- (c) a triangle

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Chapter 7 Taking Care of the Computer

Teaching objectives

The objective of this chapter is to:
- teach students how to take care of computers.

Learning outcomes

By the end of this chapter, the students should be able to:
- look after a computer.

Suggested number of periods: 1

Period 1

Sample lesson plan for a 40-minute period

Starter activity (5 minutes)
Draw a comparison between the care of a favourite toy (such as a bicycle) and the care of a computer. Ask students what precautions they take to care for their toys. Also ask what happens if their toys break. Discuss the importance of learning to care for their things as well as computers well.

Explanation (10 minutes)
With the help of the students, make a list of rules that must be followed to take care of computers.

This can be done as a brainstorming session, and then a list compiled by the teacher, can be put up in the computer lab or classroom. (Expected responses: not to handle the computer with dirty hands, not to bring any liquid/drink near the computer, not to switch it on and off repeatedly, to keep the computer away from dust, direct sunlight, heat, etc.) Fill in the gaps, if any (e.g. to keep magnets away from the computer, to hold CDs carefully without touching the shiny surface, to avoid touching the monitor screen, etc.).

Colouring activity (page 55) (5 minutes)
Students can be asked to perform the colouring activity on page 55 of the textbook.

Explore with Whiz (pages 56 and 57) (10 minutes)
Students can be asked to perform the Explore with Whiz activities given in the textbook.

Whiz through Lab (page 57) (10 minutes)
For the teacher: Students may be asked to brainstorm ideas to design the poster in the computer lab.

Answers

Explore with Whiz

State whether the statements are true or false. (page 56)

1. False.
2. False.
3. True.
4. False.
5. True.

Make a list of things you feel you should do to keep your computer safe. (page 57)

Dust/clean the computer regularly.
Keep the computer away from open windows.
Keep the computer table clean.
Cover the computer to prevent dust from getting to it.
Do not eat or drink near the computer.
Do not bring magnets near the computer.
Hold CDs by their edges.