

Let's Learn ICT SKILLS

GRADE 1 | Pupil's textbook



Mauritius Institute of Education
under the aegis of
Ministry of Education and Human Resources, Tertiary Education and Scientific Research



Let's Learn
ICT SKILLS

GRADE 1



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Foreword

MIE has produced a brand new collection of textbooks based on the National Curriculum Framework for the Nine Year Continuous Basic Education as from 2016. These textbooks have been written by a team of academic staff from MIE, supported by experienced Educators, advised by Inspectors, mentors and Deputy Head Masters.

We have done our best to ensure that the textbooks enable children to undergo a pleasant learning experience. We have taken care to align the textbooks with very clearly defined learning outcomes and objectives set for the respective subjects as outlined in the National Curriculum Framework, Grades 1 to 6. The textbooks provide clear indications of the diverse skills that children should master at each stage.

We are also providing a set of teachers' manuals where we have outlined the appropriate techniques and pedagogical approaches so that children are helped to make optimal use of the textbook and materials provided. Some of the textbooks have been updated and changes effected after receiving feedback from educators.

We are thankful to all those who have provided us with constructive feedback, thereby enabling us to make this curriculum development endeavour come to fruition. We are also thankful to the artists who carried out the illustrations, and to our graphic artists who have tried their best to create the right layout for the books. The authors and the curriculum team, under the guidance of Professor Vassen Naëck, also deserve our thanks.

We hope that you enjoy this material and wish you lots of success.

Dr O. Nath Varma
Director
Mauritius Institute of Education.

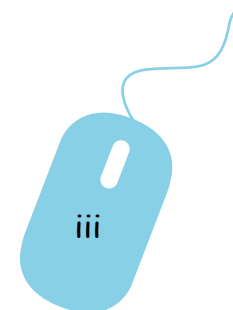


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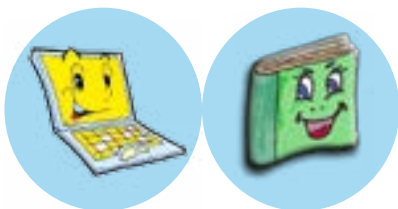
KEY



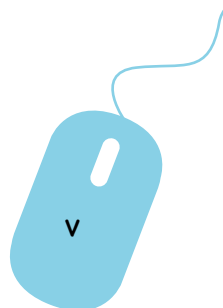
Activity on Textbook

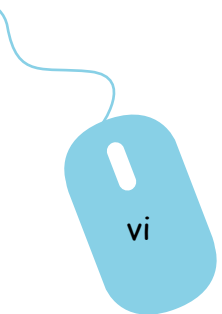


Activity on Computer



**Activity on both Textbook
and Computer**







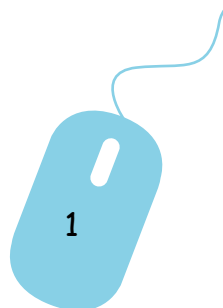
1: The Computer System

Aim: To introduce pupils to the parts of a Computer System

Learning Objectives:

By the end of this unit, the pupil will be able to:

- ▶ Identify the mouse
- ▶ Identify the monitor
- ▶ Identify the keyboard
- ▶ Identify the system unit
- ▶ Identify the speakers
- ▶ Identify the printer



The Computer System

Monitor



Keyboard



System unit



Speakers



Mouse



Printer





Activity 1: Identifying parts of the computer system

a) I circle the **monitor**.



b) I circle the **keyboard**.



c) I circle the **system unit**.



d) I circle the **speakers**.



e) I circle the **printer**.





Activity 2: Identifying parts of the computer system

I tick (✓) the correct word for each picture.



printer

monitor



mouse

speakers



keyboard

system unit



mouse

speakers



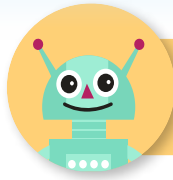
monitor

keyboard



speakers

keyboard



Evaluation

At the end of this unit, the pupil can



1.

Identify the mouse



2.

Identify the monitor



3.

Identify the keyboard



4.

Identify the system unit



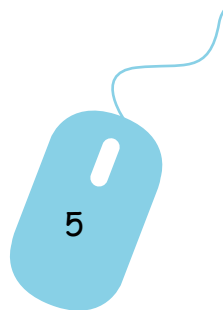
5.

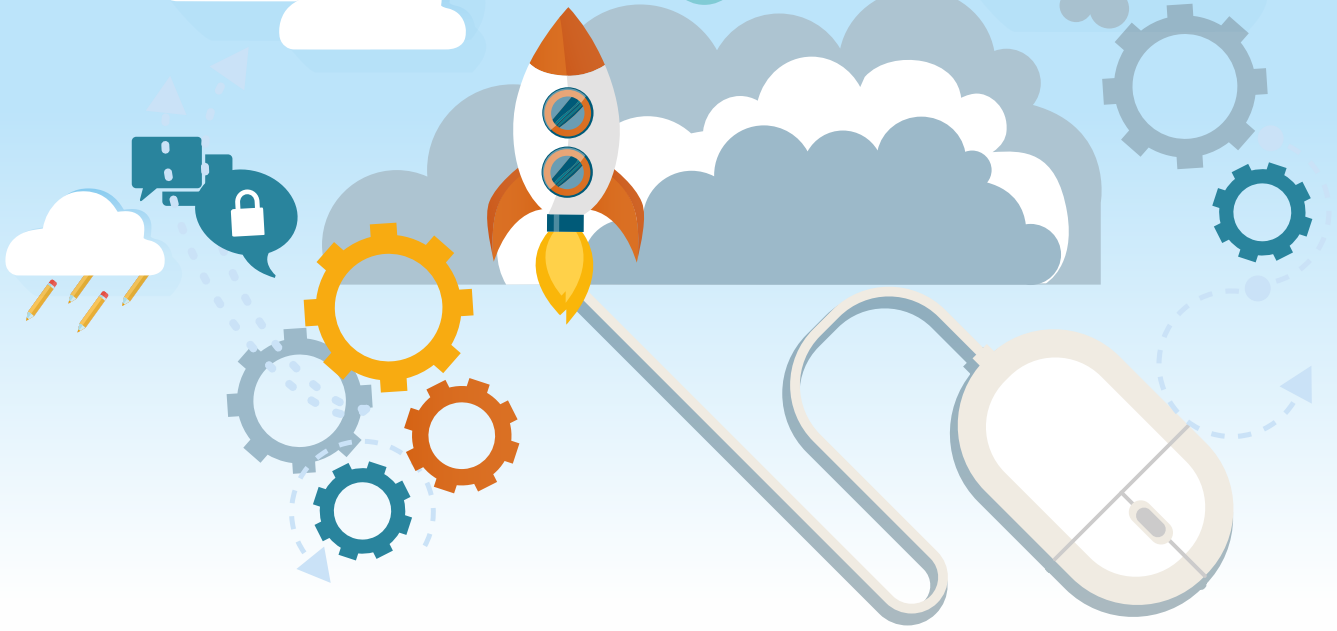
Identify the speakers



6.

Identify the printer





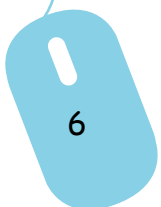
2: Mouse Skills

Aim: To introduce pupils to the mouse

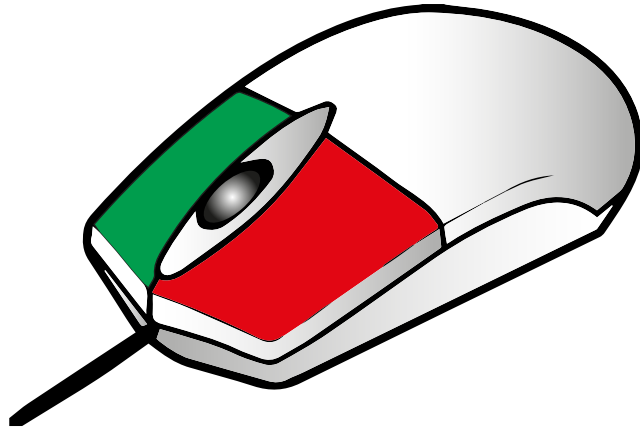
Learning Objectives:

By the end of this unit, the pupil will be able to:

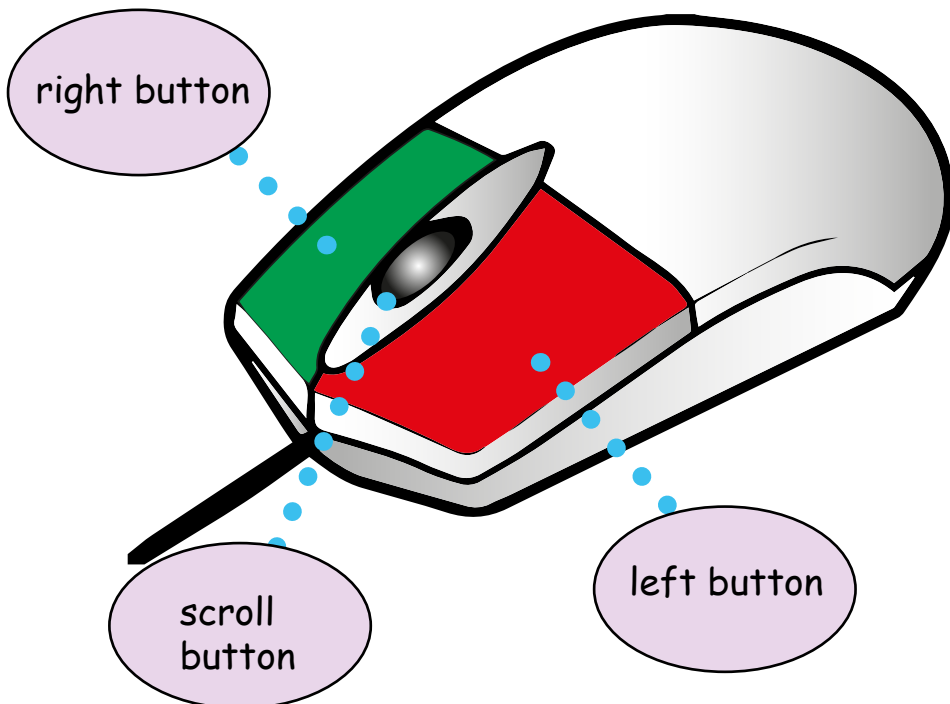
- ▶ Hold the mouse properly
- ▶ Identify the pointer
- ▶ Use the mouse to point at objects
- ▶ Use the mouse to click
- ▶ Use the mouse to double click
- ▶ Use the mouse to drag and drop objects



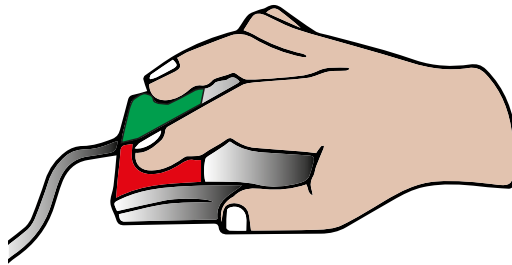
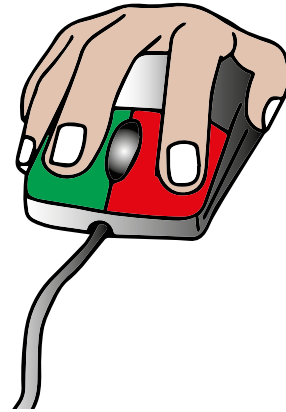
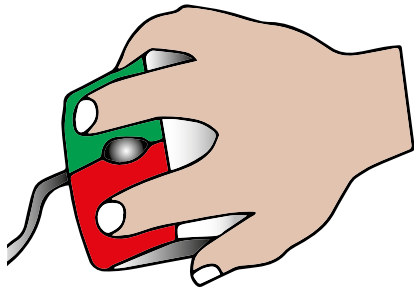
The Mouse



Parts of the mouse

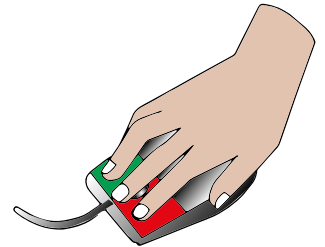
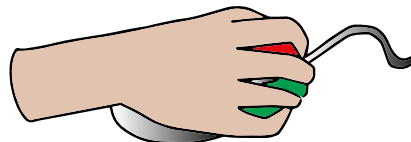
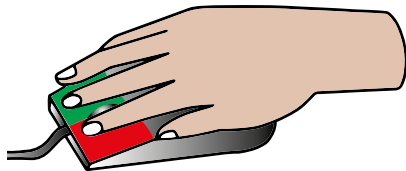
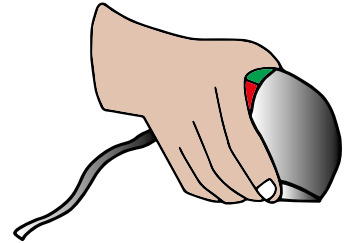
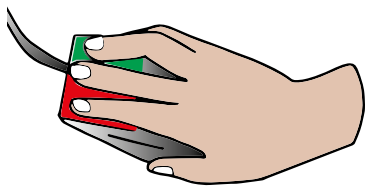


How to hold the mouse?

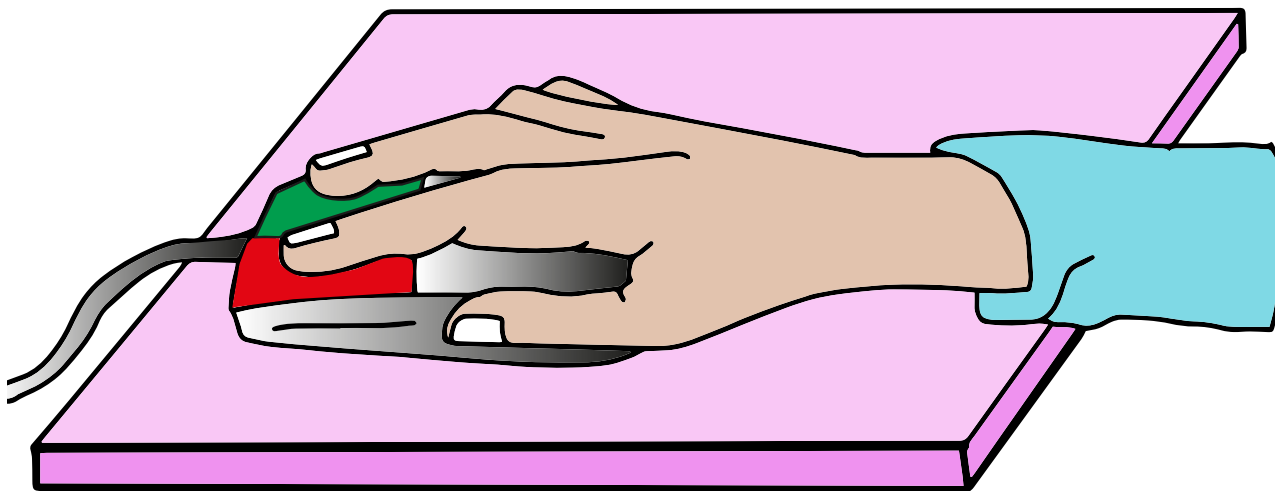


- I place my thumb on left side of the mouse.
- I place my ring finger and my little finger on the right side of the mouse.
- I place my index finger on the left button.
- I place my middle finger on the right button.
- I hold the mouse gently.
- When I am not using the mouse, I do not hold it.

Wrong ways to hold the mouse



How to position the mouse?



I always put the mouse on a flat surface. I can also use a mouse pad.



The monitor

I can see the pointer on the monitor.

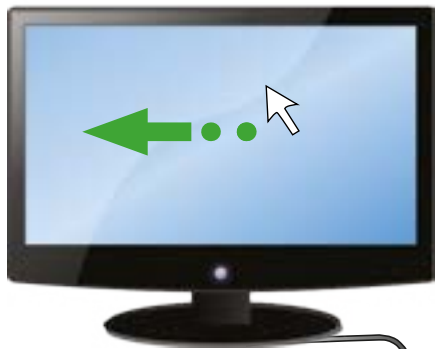


The pointer

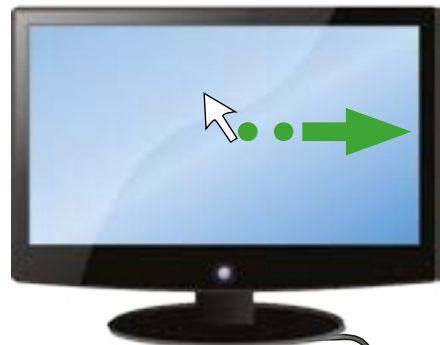
I move the pointer with the mouse.



Using the mouse to move the pointer



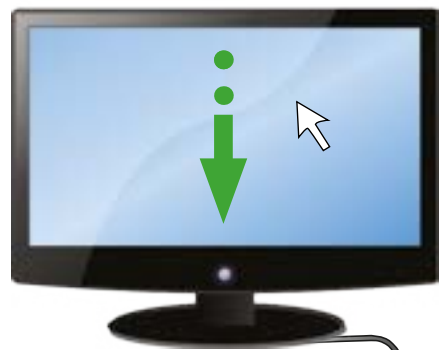
When I move the mouse to the left the pointer moves to the left.



When I move the mouse to the right the pointer moves to the right.



When I move the mouse forward the pointer moves forward.



When I move the mouse backward the pointer moves backward.



Activity 1: Using the mouse to point at pictures.

The teacher opens the "Mouse Over 1" activity.

1. I use the mouse to move the pointer.
2. I put the pointer on the picture.



3. I tick on the word which appears.

Tiger Horse

4. I put the pointer on the picture.



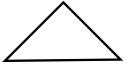
5. I tick on the word which appears.

Bird Dog




Activity 2: Using the mouse to point at shapes.

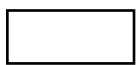
The teacher opens the "Mouse Over 2" activity.

1. I use the mouse to move the pointer.
2. I put the pointer on .
3. I tick on the colour of the triangle that I see.


Red Blue

4. I put the pointer on .
5. I tick on the word that I see.

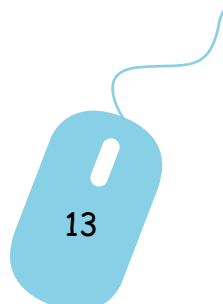
Square Triangle

6. I put the pointer on .
7. I tick on the colour of the rectangle that I see.

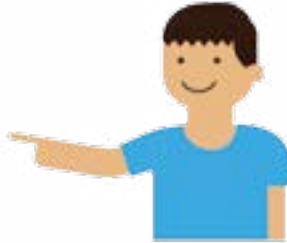
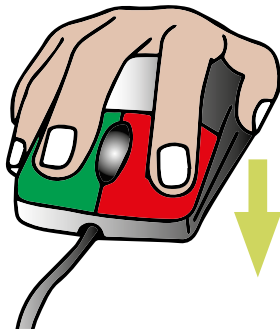
Red Blue

8. I put the pointer on .
9. I tick on the word that I see.

Rectangle Triangle

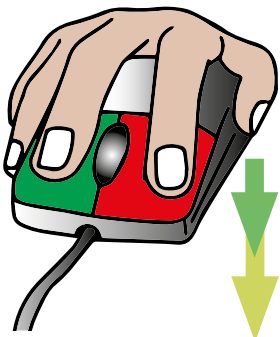


Using the mouse to click



To **click** I press the left mouse button and release it.

Using the mouse to double click



To **double click**, I press the left mouse button two times quickly and release it.

Icons

Icons are the small pictures that I can see on the monitor.





Activity 3: Using the mouse to click and double click.

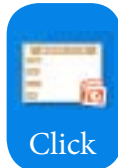
1. I double-click on



2. I double-click on



3. I double-click on



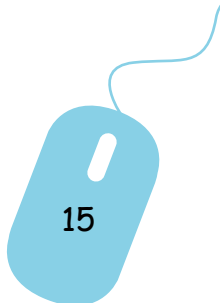
4. I click on the word **Table**.

5. I tick on the image that I see.



6. I click on the word **Ball**.

7. I tick on the image that I see.



Using the mouse to drag and drop.



To drag and drop an icon:

1. I put the pointer on the icon.
2. I press and hold the left mouse button.
3. I move the mouse to place the icon where I want.
4. I release the left button.



Health, Safety and Ethics Corner

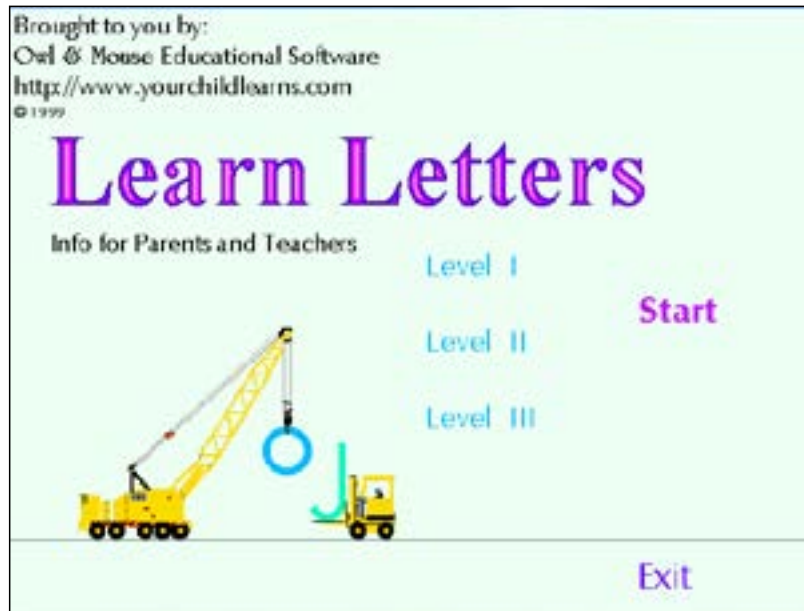
I enter and leave the computer lab quietly.





Activity 4: Using the mouse to drag and drop.

1. I double click on  .

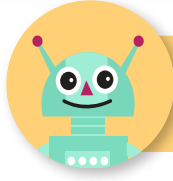


2. I click on **Level I**.

3. I click on **Start**.

4. I drag and drop parts given to form alphabets.





Evaluation

At the end of this unit, the pupil can



1. Hold the mouse properly



2. Identify the pointer



3. Use the mouse to point at objects



4. Use the mouse to click



5. Use the mouse to double click



6. Use the mouse to drag and drop objects





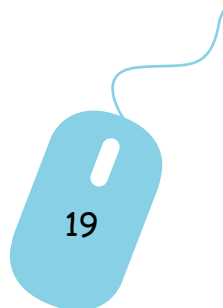
3: Word Processing

Aim: To introduce pupils to the computer keyboard and the word processing program.

Learning Objectives:

By the end of this unit, the pupil will be able to:

- ▶ Identify a word processing
- ▶ Open a word processing program
- ▶ Identify the cursor
- ▶ Type given words and short sentences
- ▶ Edit a sentence using the spacebar key
- ▶ Edit words/sentences using the Backspace key
- ▶ Edit words/sentences using the Enter key
- ▶ Edit words/sentences using the Caps Lock key



Word Processing



I open a **word processing program** to write (type).

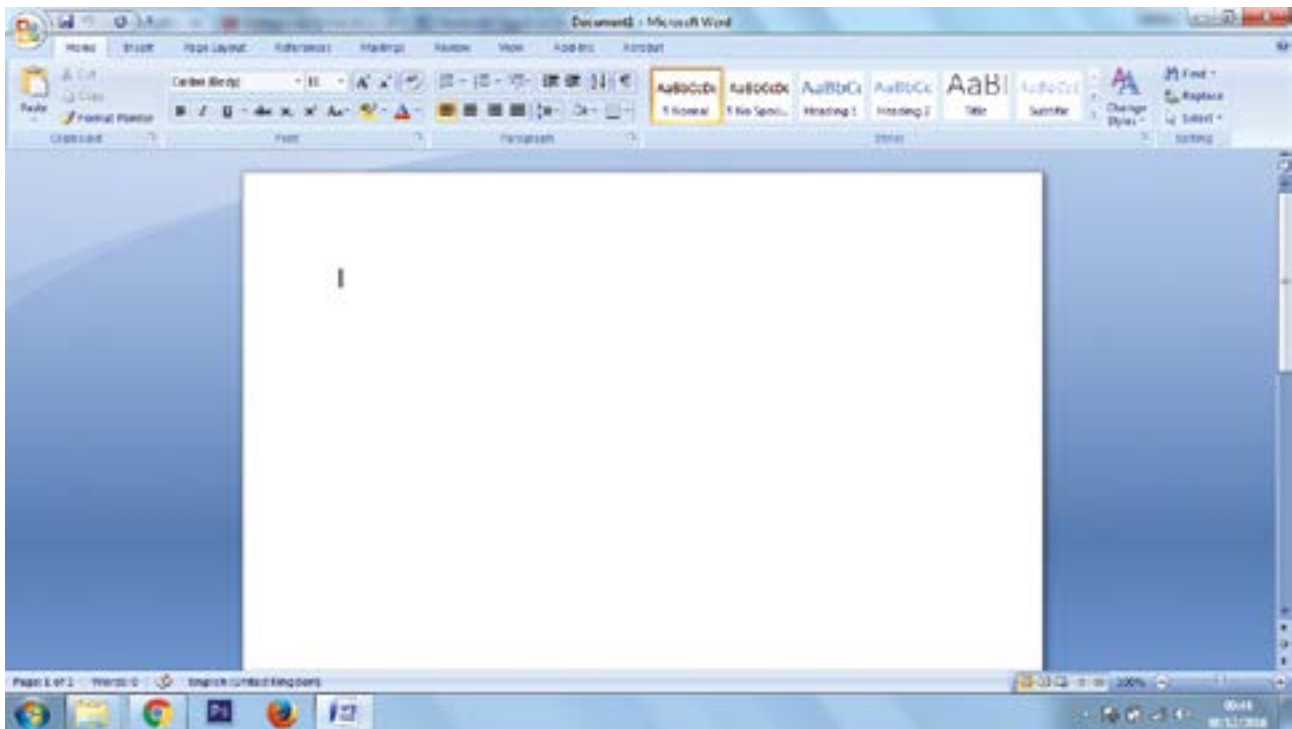
To open MS Word, I double click on

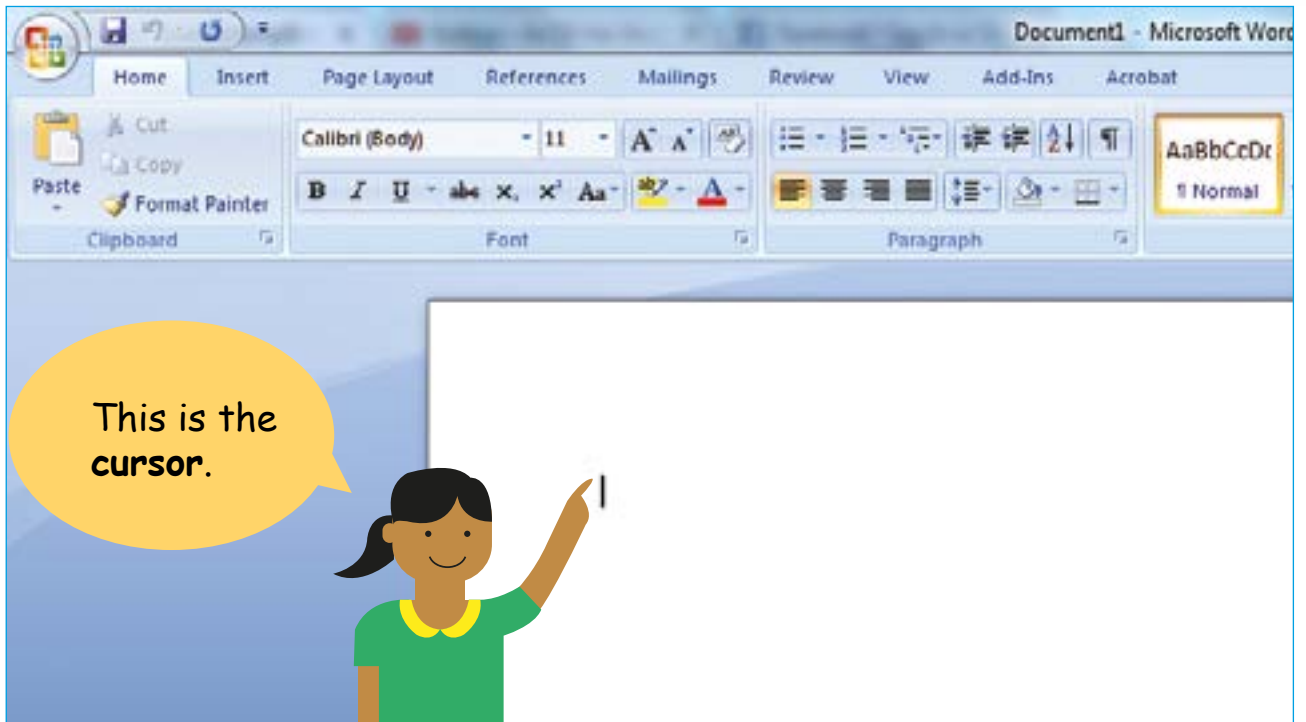


When I double click on



I can see the following:





 **Activity 1: Identifying MS Word and the cursor.**

I tick (✓) the MSWord program.



I tick (✓) the cursor.

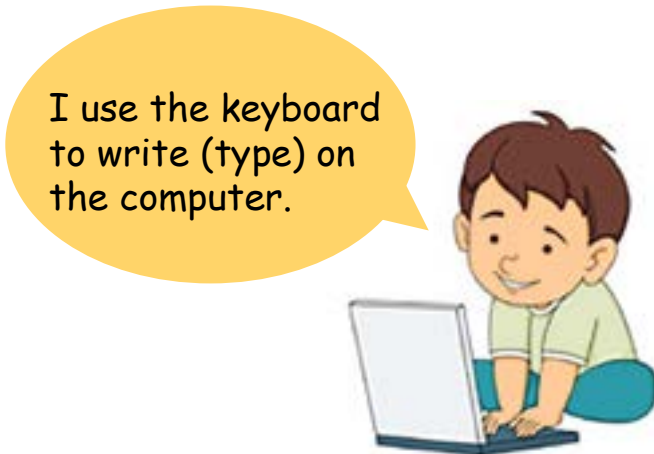


 **Health, Safety and Ethics Corner**

I make sure that my hands are clean before I use the computer.



The Keyboard



The Keyboard



Alphabet keys



Health, Safety and Ethics Corner


I do not eat or drink in the computer lab.

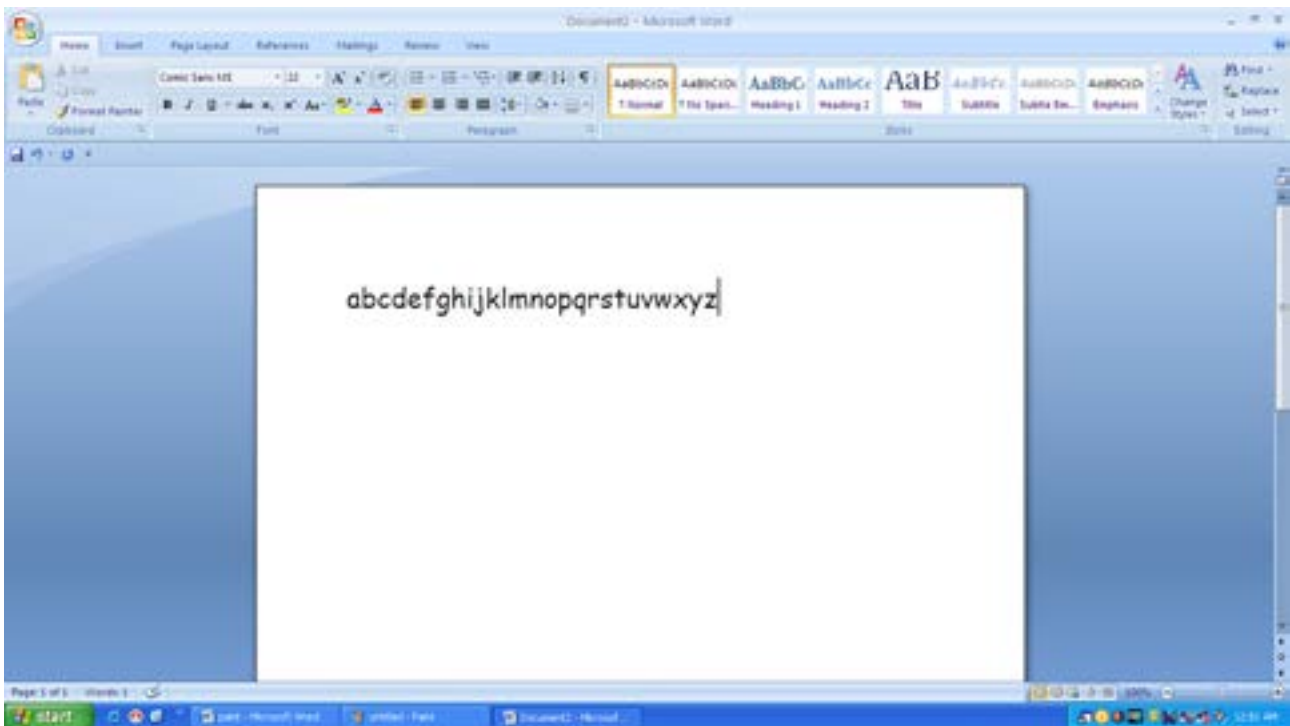


The Keyboard



Activity 2: Typing alphabets.

1. I double click  on the computer
2. I type all the alphabets.



I see what I type on the **monitor**.

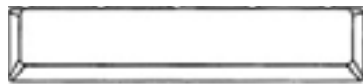


The monitor

The Keyboard



The Spacebar key



Activity 3: Using the Spacebar.

1. I double click  on the computer.
2. I type the following: iamagoodpupil



3. I put the cursor after the letter "i" and press

4. I put the cursor after the letter "m" and press

5. I put the cursor after the letter "a" and press

6. I put the cursor after the letter "d" and press

Now I can see the following on the monitor



I use the **Spacebar** key to leave a space between words.



Health, Safety and Ethics Corner


I keep the computer lab clean. I use the bin.

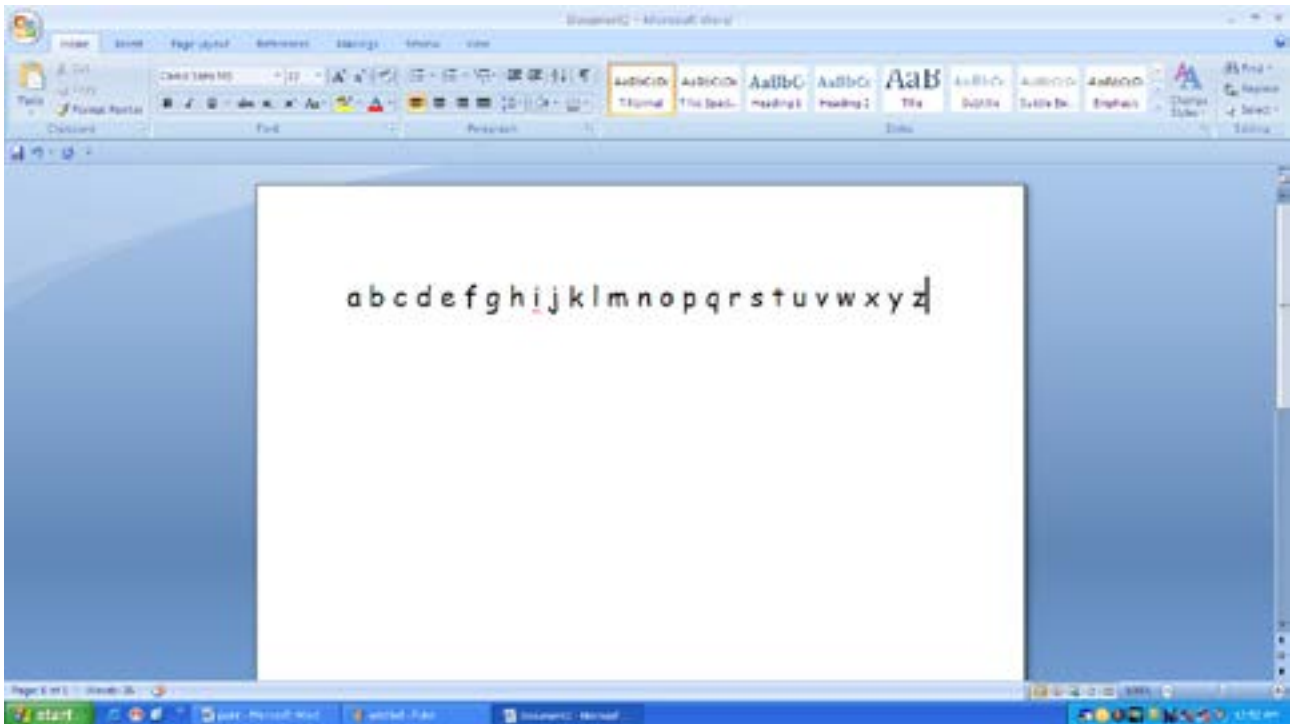


The Keyboard



Activity 4: Using the Spacebar.

1. I double click  on the computer.
2. I type all the letters of the alphabet and keep a space between each of them.



Health, Safety and Ethics Corner

I wait for my teacher's permission before using my computer.



The Keyboard

The Backspace Key

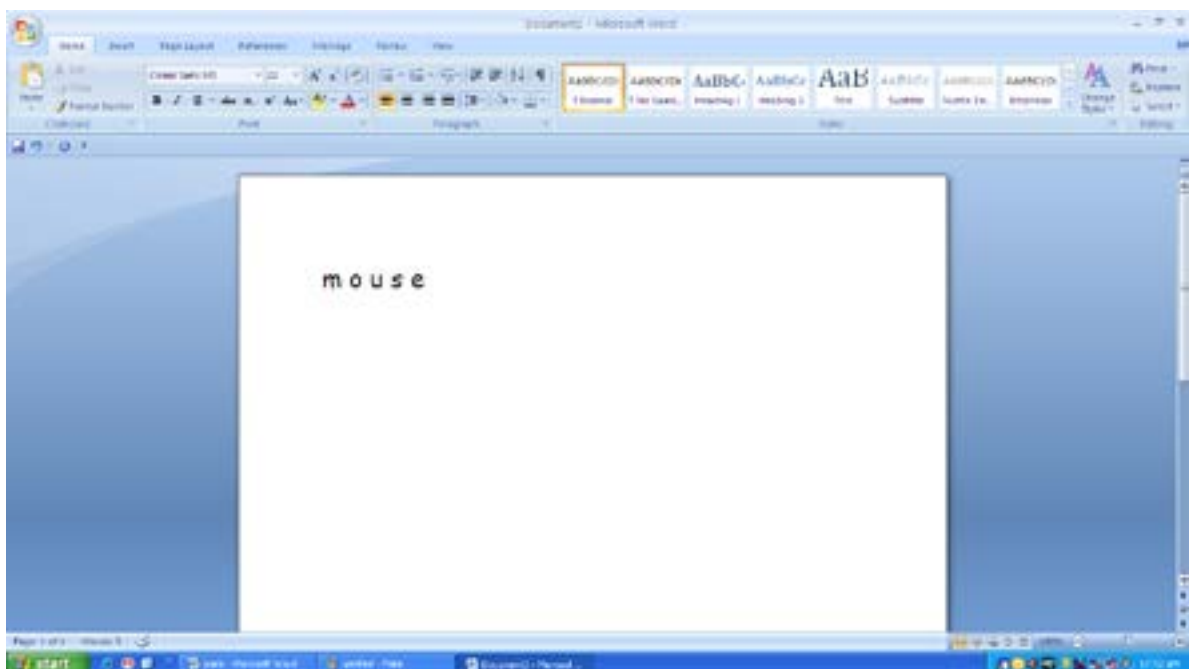


The Backspace Key



Activity 5: Using the Backspace key.

1. I double click  on the computer.
2. I type the word **mouse**.




3. I press  once.


4. I write the letter which disappears here

5. I press again. 

6. I write the letter which disappears here.....

7. I write the letter which disappears if I press  a third time here



I use the  key to erase.



Health, Safety and Ethics Corner

I do not touch the screen.





Activity 6: Using the Backspace key.

I put a cross(X) on the letter which disappears when I press



computer|

m o n i t o r |



Activity 7: Using the Backspace key.

I put a cross(X) on the letters which disappear when I press



two (2) times

p o i n t e r |

k e y b o a r d |

m o u | s e





Health, Safety and Ethics Corner

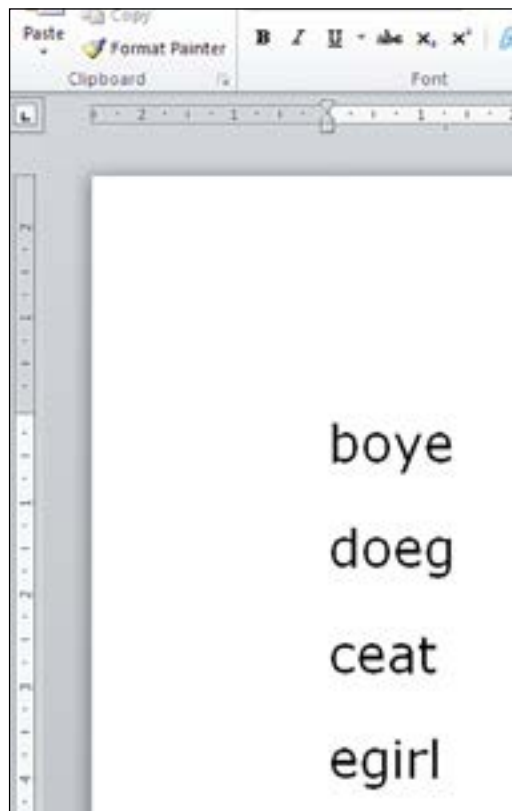
I must not insert any object into the system unit.





Activity 8: Using the Backspace key.

1. I double click  on the computer
2. I use  to erase the letter "e" in each word given.



Health, Safety and Ethics Corner

I do not touch electrical sockets and plugs.

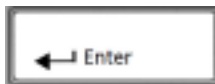


The Keyboard




The Enter Key




The Enter Key



Activity 9: Using the Enter key.





1. I double click  on the computer
2. I type the word **mouse**
3. I press  once
4. I type the word **monitor**
5. I press  once.
6. I type the word **keyboard**



I use the  key to change line.



Activity 10: Using the Enter key.

1. I double click  on the computer
2. I type the following: **dogcatboyman**
3. I put the cursor after letter "g" and then I press  once
4. I put the cursor after letter "t" and then I press  once
5. I put the cursor after letter "y" and then I press  once



Activity 11: Identifying the Backspace and Enter keys.

I tick (✓) on the **Backspace** key



I tick (✓) on the **Enter** key

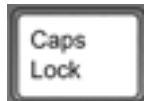


The Keyboard

The Caps Lock Key



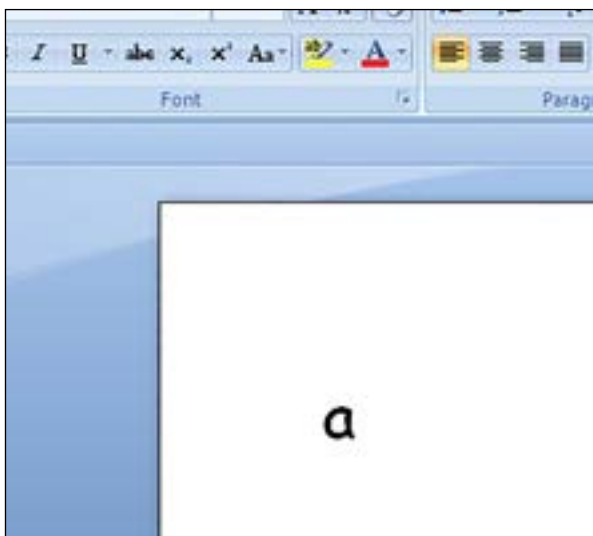
The Caps Lock Key



Activity 12: Using the Caps Lock key.

1. I double click  on the computer.

2. I press



3. Now I press



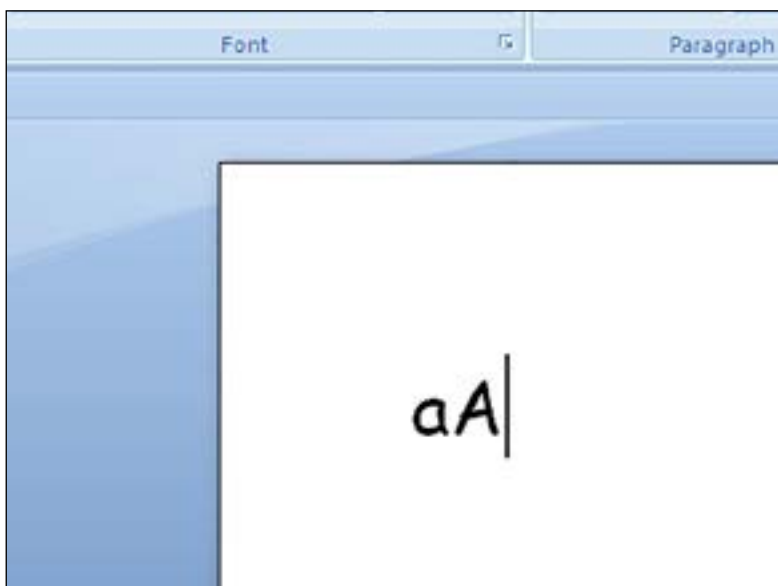
When I press the **Caps Lock** key here...



...the **Caps Lock** light is on here



4. I press **A** again.



5. I press



Hey, the light is off.



6. Now I press



7. I press



(The light is on again)

8. I press





When the **Caps Lock** light is on, I can type only capital letters.

When the **Caps Lock** light is off, I can type only small letters.



Activity 13: Using the Caps Lock.

1. I double click  on the computer.

2. I type the following words:

mouse

keyboard

monitor

3. I press

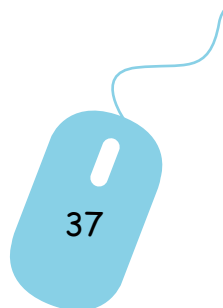


4. I type the following words again:

mouse


keyboard

monitor





Activity 14: Typing practice.

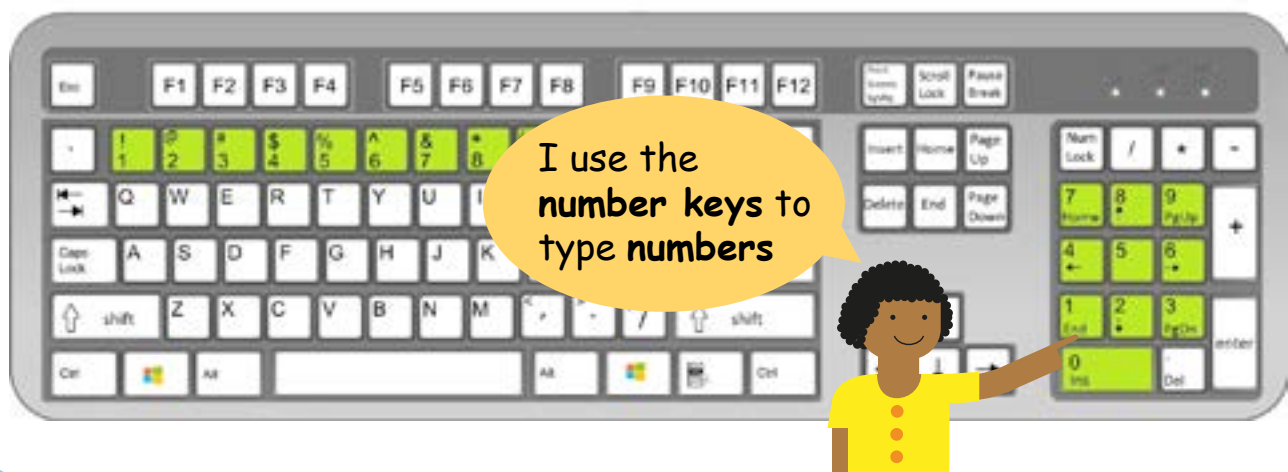
1. I double click  on the computer.

matching



2. I click in the box next to each picture.

3. I type the correct word for the picture.





Activity 15: Typing practice.

1. I double click  on the computer

2. I type the following sentences:

Mary plays with 4 dolls.

My father eats 2 cakes.

Uncle John buys 15 marbles.

Grandmother gives Sara 30 rupees.

Tom and Jerry have 58 sweets.



Activity 16: Typing and editing practice.

1. I double click  on the computer

2. I type the following sentences:

My brother has 4 small dogis.

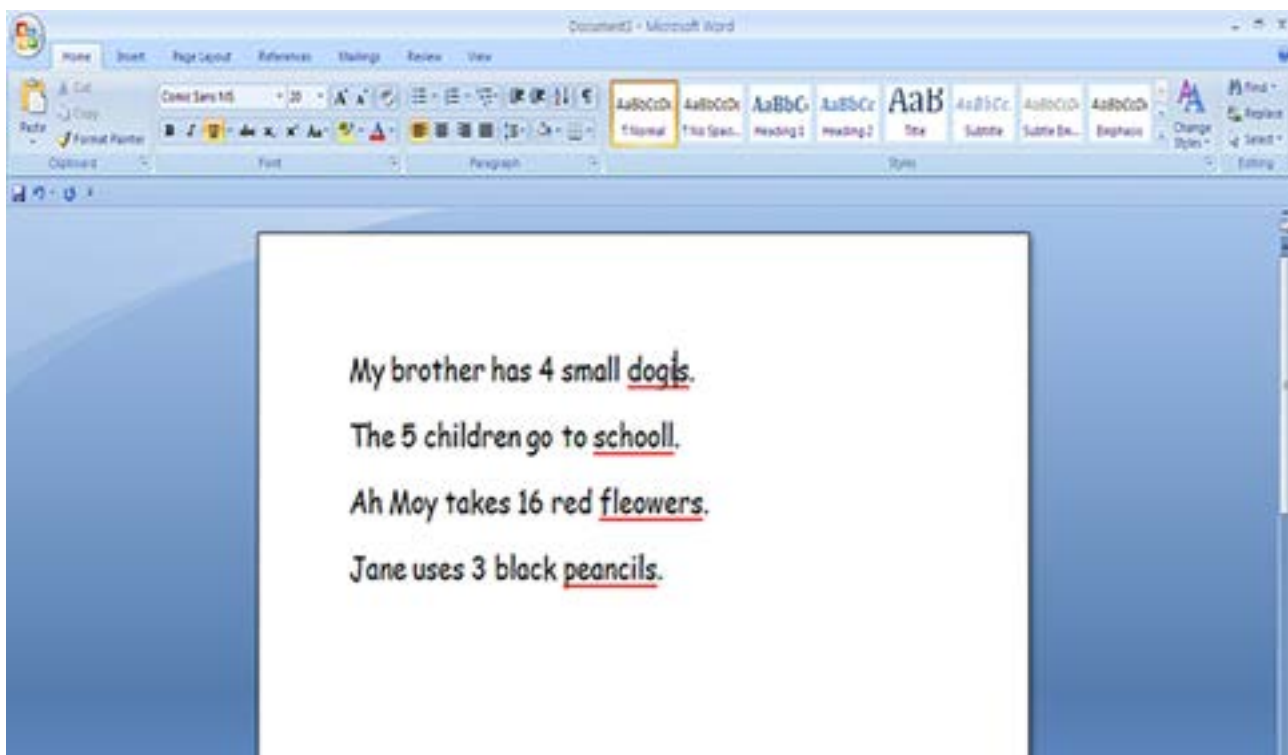
The 5 children go to schooll.

Ah Moy takes 16 red fleowers.

Jane uses 3 black peancils.



3. I use the **Backspace** key to correct errors.





Activity 17: Identifying alphabet keys and number keys.

I shade the **alphabet** key.



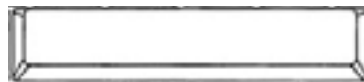
I shade the **number** key.



I shade the **Caps Lock** key.



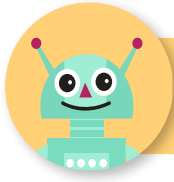
I shade the **Spacebar** key.



Health, Safety and Ethics Corner

I tell my teacher if I have problems with the computer.





Evaluation

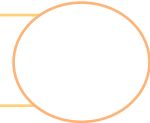
At the end of this unit, the pupil can



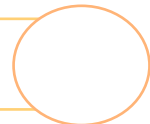
1. Identify a word processing program



2. Open a word processing program



3. Identify the cursor



4. Identify alphabet keys and number keys



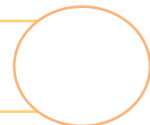
5. Type given letters, numbers, words and phrases



6. Edit a sentence using the Spacebar key



7. Edit a word/sentence using the Backspace key



8. Edit words/sentences using the Enter key



9. Edit word/sentences using the Caps Lock key





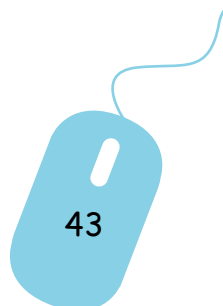
4: Internet

Aim: To introduce pupils to a web page and its contents

Learning Objectives:

By the end of this unit, the pupil will be able to:

- ▶ Differentiate between text, hyperlinks, pictures and videos
- ▶ Navigate around a given web page using hyperlinks
- ▶ Navigate from one web page to another using hyperlinks

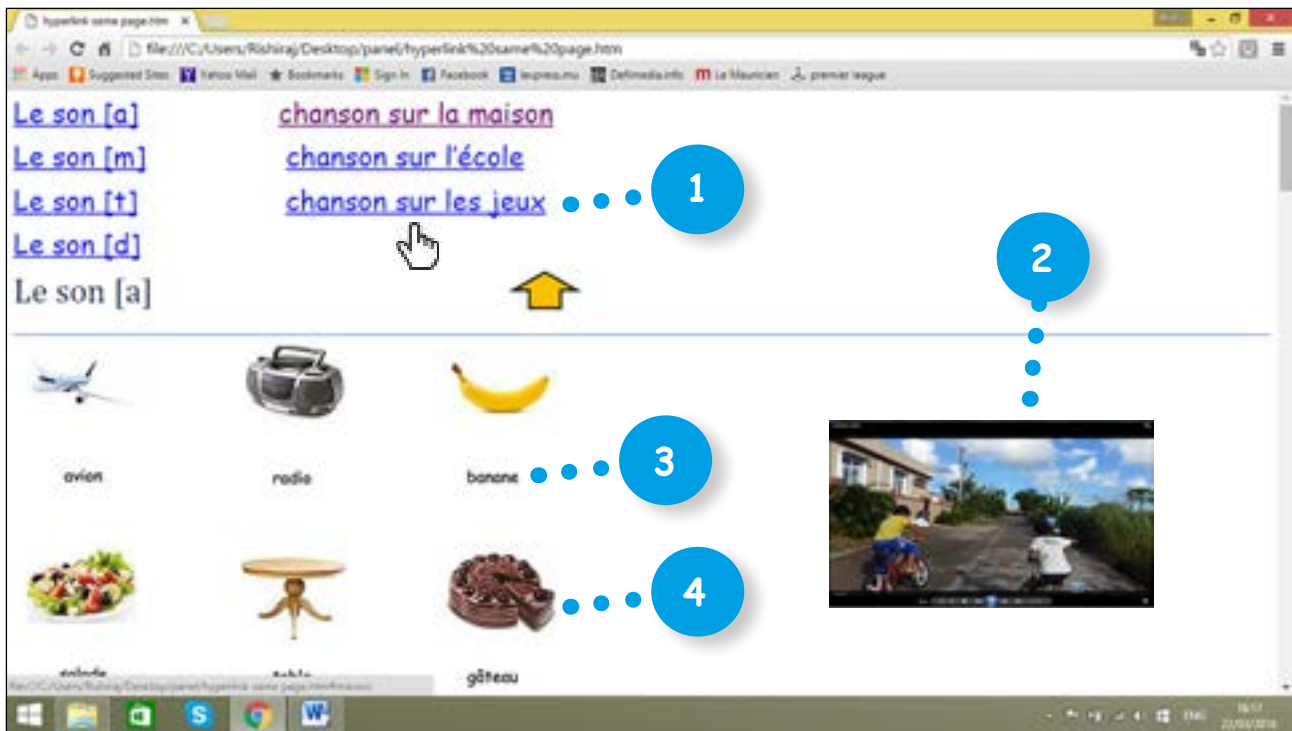


Web page



Activity 1: Viewing a web page and its contents.

1. I double click  on the computer.
2. I can see a web page.



1 hyperlink

2 video

3 text

4 image



Activity 2: Identifying text, image and hyperlink.

1. I circle the **text**.

table



2. I circle the **image**.




flower

3. I circle the **hyperlink**.

boat

sun



I can see a small hand 
when I put the pointer
on a **hyperlink**.

I click on a **hyperlink**
to see another part of
the web page.





Activity 3: Navigating around a web page using hyperlinks.

1. I double click



on the computer.

2. I click on the hyperlink [le son \[m\]](#).


3. I tick (✓) the [image](#) that I see.




4. I tick (✓) the [text](#) that I see.

tomate


avion

5. I click on the hyperlink. 


6. I click on the hyperlink [le son \[t\]](#).

7. I click on the hyperlink. 

8. I click on the hyperlink [le son \[d\]](#).


9. I click on the hyperlink. 

10. I click on the hyperlink [chanson sur la maison](#).

11. I click on the hyperlink. 



Activity 4: Navigating from one web page to another using hyperlinks.

1. I double click on  The Learning Corner
2. I put my pointer on the word MATHS
3. I tick (✓) the pointer shape that I see.





4. I click on the word MATHS
5. I click on the word Rectangle
6. I tick (✓) the shape that I see.

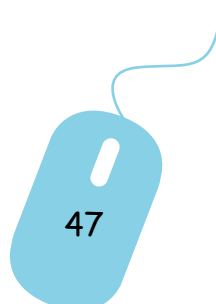


7. I click on the word Maths at the top of the screen.
8. I click on the word Circle
9. I tick (✓) the colour of the circle.

Yellow

Blue


10. I click on the word Maths at the top of the screen.
11. I click on 
12. I click on 





Activity 5: Navigating from one web page to another using hyperlinks.



1. I double click on 
2. I click on the word **ENGLISH**
3. I click on **Letter /f/**
4. I tick (✓) the **image** that I see.



5. I tick (✓) the **word** that I see.

ball

flower


6. I tick (✓) the **hyperlink** that I see.

English

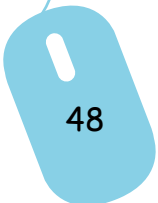
five

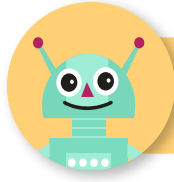
7. I click on the word **ENGLISH**
8. I click on **Letter /s/**
9. I tick (✓) the **image** that I see.



10. I click on 

11. I click on 



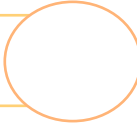


Evaluation

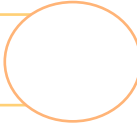
At the end of this unit, the pupil can



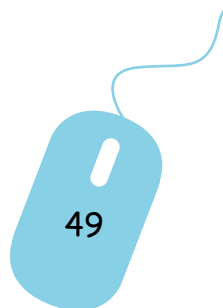
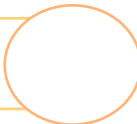
1. Differentiate between text, hyperlinks, images and videos



2. Navigate around a given web page using hyperlinks



3. Navigate from one web page to another using hyperlinks





5: Multimedia

Aim: To introduce pupils to a media playing interface and a graphic program


Learning Objectives:

By the end of this unit, the pupil will be able to:






- ▶ Watch videos on the computer
- ▶ Interact with a media playing interface
- ▶ Use the Pencil tool to draw
- ▶ Use the Eraser tool to correct mistakes while drawing
- ▶ Use the Brush tool to colour simple shapes
- ▶ Use the Text tool to write the names of shapes
- ▶ Use the Line tool to draw shapes
- ▶ Use the Undo and Redo buttons



Activity 1: Interacting with a media playing interface.

1. I double click  on the computer to see a video playing.



2. I click  to pause the video.
3. I click  to play the video.
4. I press hold  to move the video forward.
5. I press hold  to move the video backward.
6. I click  to stop the video.

Multimedia

Speakers

I can hear the sound of the video from the speakers.



Headsets



I can also hear the sound of the video from the headsets.



Health, Safety and Ethics Corner

I sit properly in front of my computer.

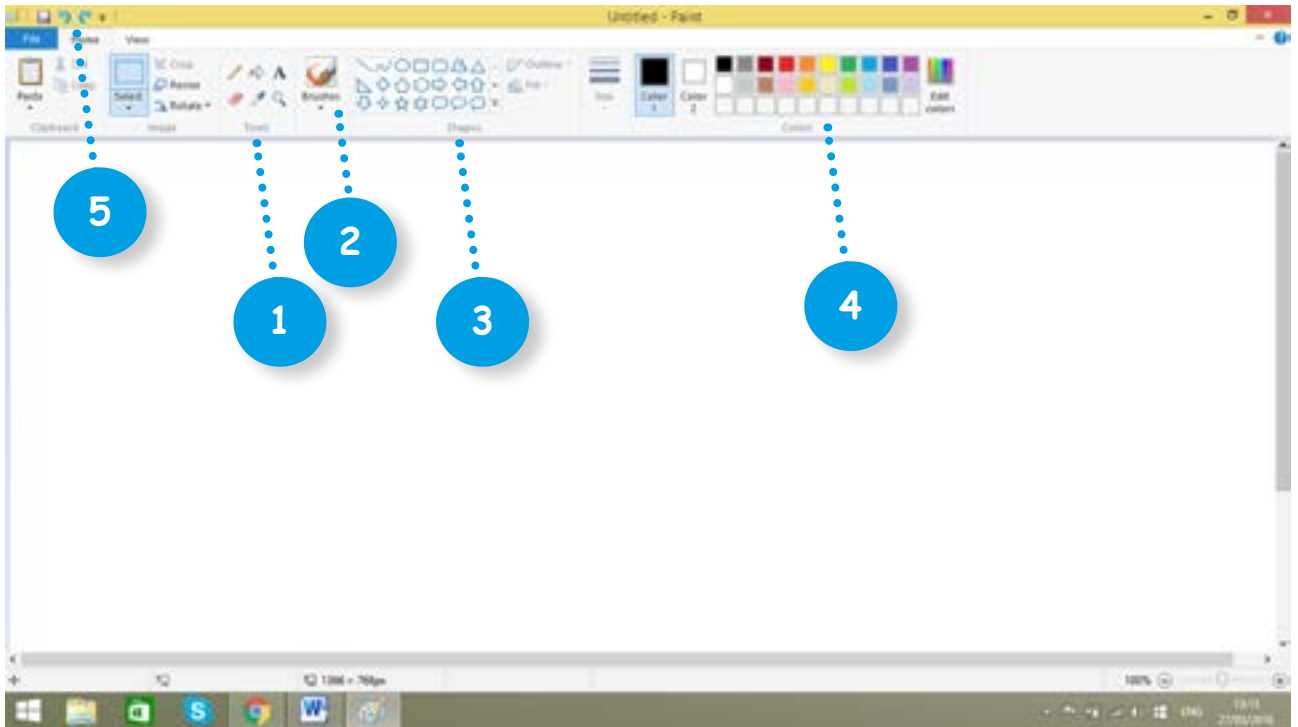


Multimedia



MS Paint

I double click on the computer.



1 Tools box



2 Brushes box



3 Shapes box



4 Colour box



5 Undo/ Redo buttons



Pencil tool 

Eraser tool 

Brush tool 

Text tool 

Line tool 

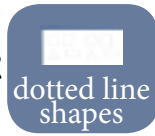
Undo button 

Redo button 

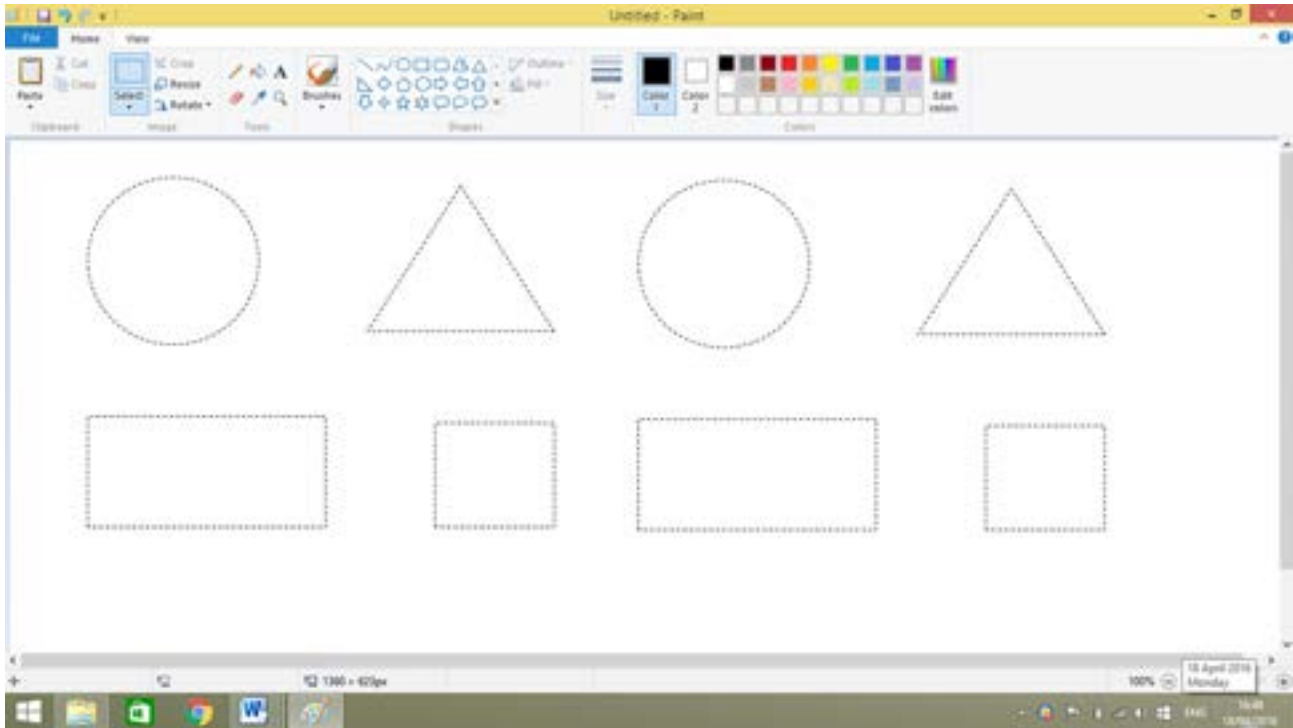


Activity 2: Drawing with the Pencil tool.

1. I double click



on the computer.



2. I click on the **Pencil** tool.

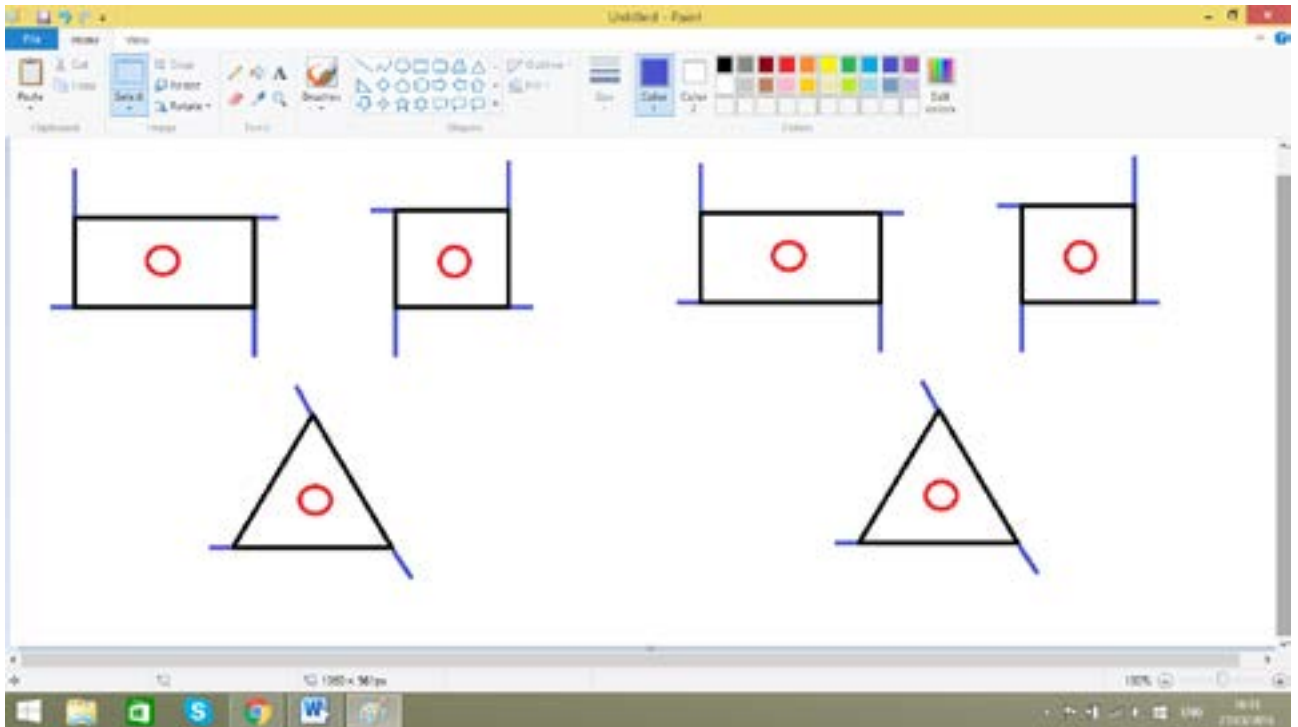



3. I draw along the dotted lines of the shapes given.



Activity 3: Using the Eraser tool.

1. I double click  on the computer.





2. I click on the **Eraser** tool. 
3. I erase the **red** circles in each of the shapes given.
4. I erase the **blue** lines in each of the shapes given.

When I draw I use the eraser tool  to correct my mistakes.





Activity 4: Drawing with the Pencil tool.

1. I double click  on the computer.
2. I click on the **Pencil** tool. 
3. I click on the **blue** colour in the colour box.
4. I draw a **blue** circle.
5. I click on the **red** colour in the colour box.
6. I draw a **red** rectangle.
7. I click on the **yellow** colour in the colour box.
8. I draw a **yellow** triangle.
9. I click on the **green** colour in the colour box.
10. I draw a **green** square.



Health, Safety and Ethics Corner

I do not run in the computer lab.



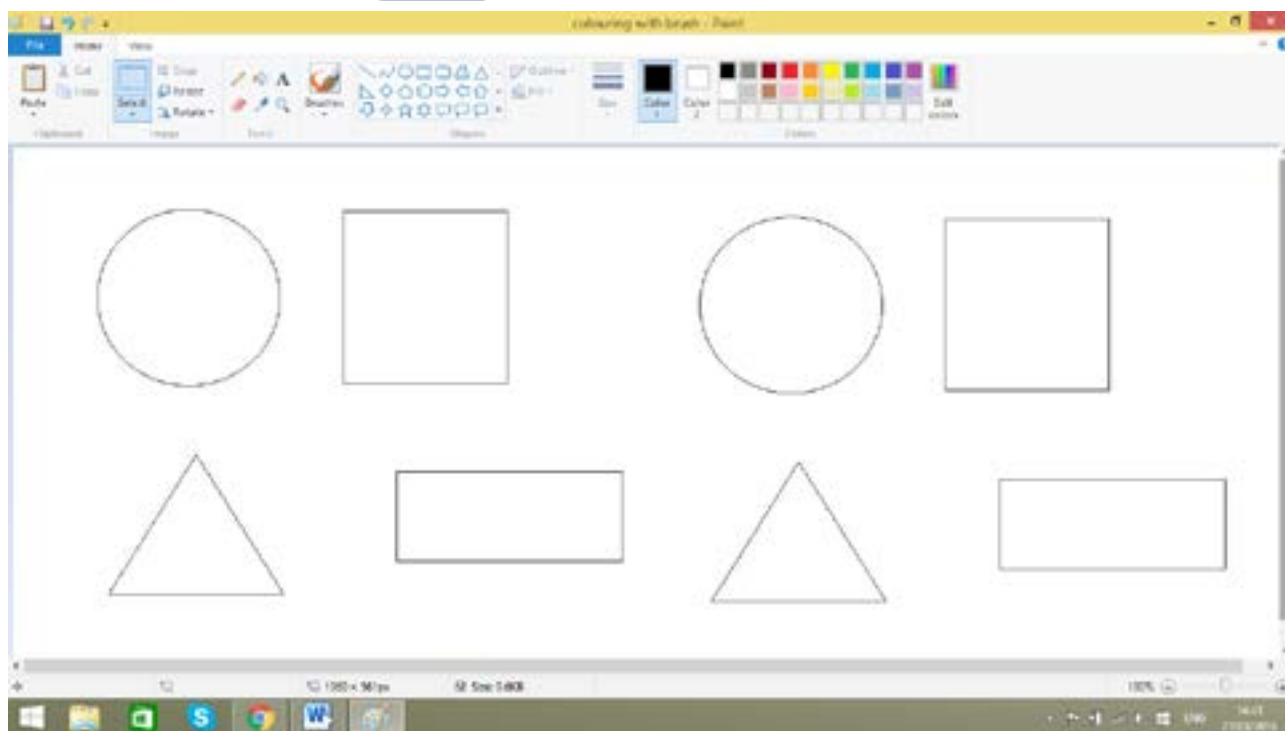


Activity 5: Colouring with the Brush tool.

1. I double click





on the computer.

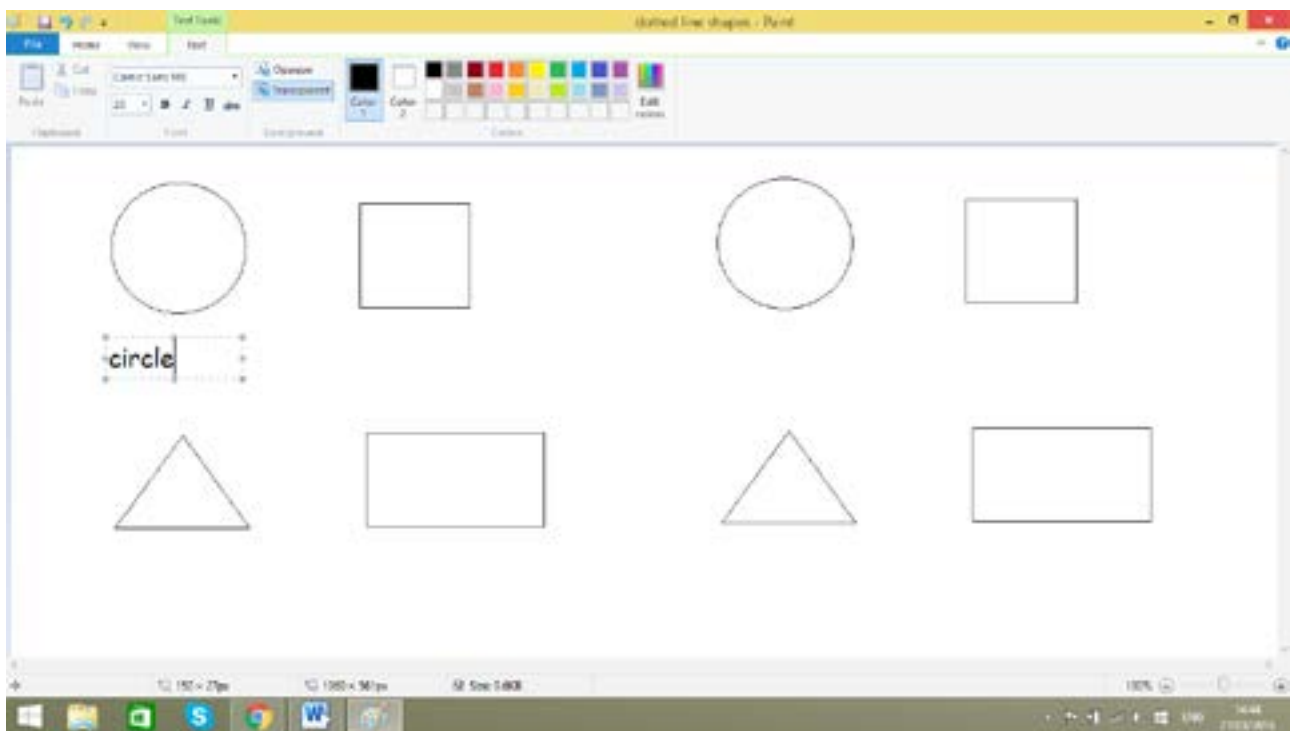


2. I click on the **Brush** tool 
3. I click on the **red** colour in the colour box.
4. I colour the circles **red**.
5. I click on the **yellow** colour in the colour box.
6. I colour the squares **yellow**.
7. I click on the **green** colour in the colour box.
8. I colour the triangle **green**.
9. I click on the **blue** colour in the colour box.
10. I colour the rectangle **blue**.



Activity 6: Writing the names of the shapes using the Text tool.

1. I double click  on the computer.
2. I click on the **Text** tool. 
3. I click on the blank space under the circle shape.
4. I write the word: **circle**



5. I double click under the **Square** shape.
6. I write the word: **square**.
7. I double click under the **Triangle** shape.
8. I write the word: **triangle**.
9. I double click under the **Rectangle** shape.
10. I write the word: **rectangle**.



Activity 7: Drawing shapes using the Line tool.

1. I double click  on the computer.
2. I click on the **Line** tool. 
3. I click on the **yellow** colour in the colour box.
4. I draw a triangle.



5. I click on the **green** colour in the colour box.
6. I draw a rectangle.
7. I click on the **blue** colour in the colour box.
8. I draw a square.



Health, Safety and Ethics Corner

I do not put my hand or finger near my mouth or nose.



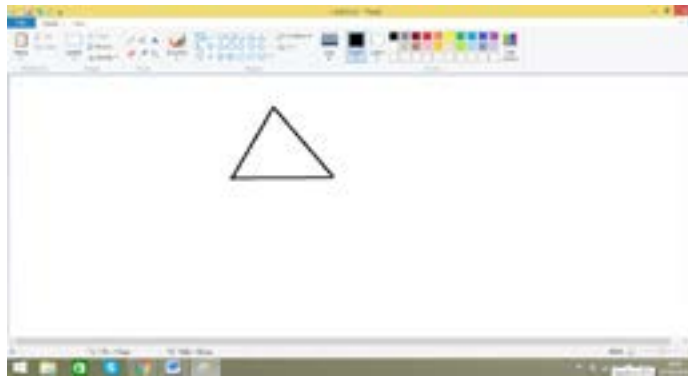



Activity 8: Using the Undo and Redo button.

1. I double click  on the computer.

2. I click on the **Line** tool  .

3. I draw a triangle.



4. I click on the **Undo** button  .


5. I can see:



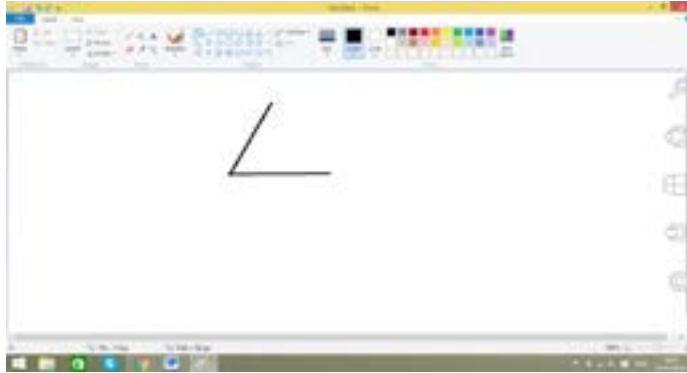
6. I click on the **Undo** button again. 

7. I can see:



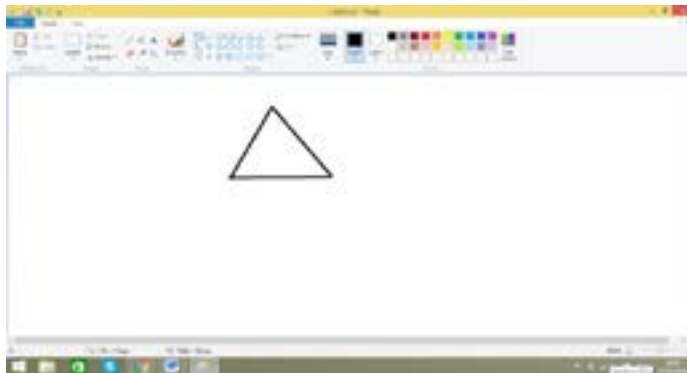
8. Now I click on the **Redo** button. 

9. I can see:



10. I click the Redo button again. 

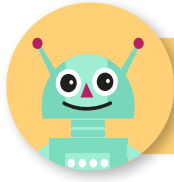
11. I can see:



Health, Safety and Ethics Corner

I push my chair under the table before leaving the computer lab.





Evaluation

At the end of this unit, the pupil can



1. Watch videos on the computer

2. Interact with a media playing interface

3. Use the Pencil tool to draw

4. Use the Eraser tool to correct mistakes while drawing

5. Use the Brush tool to colour simple shapes



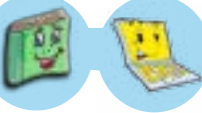
6. Use the Text tool to write the names of shapes

7. Use the Line tool to draw shapes

8. Use the Undo and Redo buttons

Notes to Teachers

General Notes:

-  **Activity:** to be done in the book.
 -  **Activity:** to be done on the computer.
 -  **Activity:** to be done simultaneously on the computer and in the book.
4. A Health, Safety and Ethics corner has been included throughout the book. Consequently it covers the last chapter i.e. **Health, Safety and Ethics** of the syllabus for Grade 1. Nevertheless teachers are requested to introduce some basic rules and regulations during the first ICT Skills classes each year.
5. An evaluation section is found at the end of each topic to note progress of pupils.
6. All computer activities have been designed to be used with **Windows 7** and **Office 2007**.

Mouse Skills

For activities 1,2 and 3 on pages 12,13 and 15 respectively, teachers are requested to carry on activities for other shapes, pictures and words.

Word Processing

(i) It is recommended that for all MS Word activities to be carried out on the computer, the **default font type** and **font size** are set to Comic Sans MS and minimum 20 pts respectively.

(ii) For **Page 24 Activity 2, Page 25 Activity 3, Page 27 Activity 4, Page 28 Activity 5, Page 32 Activity 9, Page 33 Activity 10, Page 34**

Activity 12 and **Page 37 Activity 13** teachers must uncheck the option "capitalize first letter of sentences" to prevent first letter of sentences to automatically capitalize since the caps lock key would not have been introduced yet.

To do it follow the following instructions:

1. Click the **File** tab.
2. Click **Options**.
3. Click **Proofing**.
4. Click **AutoCorrect Options**.
5. On the **AutoCorrect** tab uncheck "capitalize first letter of sentences".

(iii) **Page 30 Activity 6 & 7:**

Teacher may ask pupils to type the words given i.e. computer etc. on the computer, use the backspace key to erase the letter and consequently cross(X) it in the book.

(iv) **Page 31 Activity 8:**

The word document "**Edit**" is available on the CD and should be pre-loaded on computers before pupils start working.

(v) **Page 34 Activity 12:**

Pupils type letters "**A**" and "**B**" in small and capital letters using Caps Lock. Pupils can be asked to continue up to letter "**Z**".
When introducing Caps Lock key teachers should inform pupils that caps lock key light is not found at the same position on all keyboards.

(vi) **Page 37 Activity 13:**

Teachers are free to add other familiar words depending on the ability of their pupils.

(vii) **Page 38 Activity 14:**

The word document "**Matching**" is available on the CD and should be pre-loaded on computers before pupils start working.

(viii) **Page 39 Activities 15 and 16**

Teachers are free to add other short sentences depending on the ability of their pupils.

For activity 16 pupils should use **only** the mouse to move the cursor, arrow keys will be introduced later at Grade 2 level

Word Practice activities in the book are not limited, Teachers may design other activities for their pupils.

Internet

(i) Page 44 Activity 1 and Page 46 Activity3

The web document "Hyperlink same page" is available on the CD and should be pre-loaded on computers before pupils start working.

(ii) Page 47-48 Activity 4 and 5

The web document "The Learning Corner" is available on the CD and should be pre-loaded on computers before pupils start working.

Teachers are free to download other web pages to enable their pupils to practice navigation of web pages offline in case of Internet connection problems.

Multimedia

(i) Page 51 Activity 1

The video is available on the CD and should be pre-loaded on computers before pupils start working. Other videos or audios can also be used for this activity.

Teachers should inform pupils that on click play button changes into pause button and vice versa.

(ii) Page 54 Activity 2

The teacher may consider to use a practical scribbling activity on this tool before Activity 2.

The document "dotted line shapes" is available on the CD and should be pre-loaded on computers before pupils start working.

Teachers should ensure that the default program for opening all (paint) activities is set to MS Paint.

MS Paint activities in the book are not limited; Teachers may design other activities for their pupils.

