

# CLASS 1



## CCS

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## PART 1



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## NOTE TO PARENTS

USE

THINK

BUILD

Coding and computational thinking are set to become core life skills for the future just as literacy and numeracy are today. Most advanced countries have included coding as part of the core curriculum and NEP 2020 clearly sets out the roadmap for the Indian education system as well.

The Coding and Computational Skills (CCS) program follows a unique USE-THINK-BUILD (UTB) pedagogical approach.

USE



The first step in the UTB approach is to take the students through an immersive experience that introduces them to their project. Students USE apps, games, websites, visualizations and engage with audio-visual content. This helps them obtain the perspective and user experience of what they would be creating through their project.

THINK



The second step in the UTB approach is to make students THINK. Through independent and group activities and routines, students learn to understand the computational thinking and logic that is required to build their project. This deeper understanding helps them develop skills like observation, visualisation, design, critical thinking, problem solving, and decision making.

BUILD



The third and final step in the UTB approach is to make students BUILD their projects - puzzles, artwork, publication, animations, apps, games or websites. Students use age-appropriate, easy to use software and applications to bring their ideas to life. The ability to build, code and showcase their projects is essential to nurturing their creativity and express their ideas.

The LEAD CCS curriculum and progression is benchmarked against international standards and there is a clear skill progression through each grade, making the LEAD CCS program one of the most comprehensive programs available to schools and parents.

## NOTE TO PARENTS

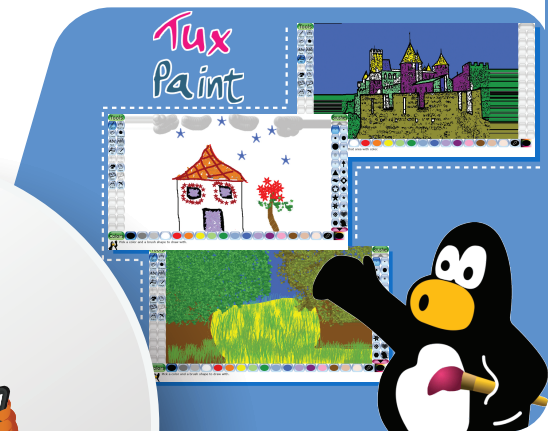
Your child has an exciting year of learning ahead! While learning to code, children need to develop computational thinking. To help them acquire the skills without being discouraged by the technicality of the subject, we have introduced GCompris and Tux Paint in Class 1. Students will be solving puzzles on GCompris, and drawing their favourite characters in Tux Paint.

Given below are some highlights of their learning path in CCS in this school year. By the end of this year, your child will be able to:

Observe and use their design and creativity skills to solve puzzles such as tangram on the GCompris application



Observe, visualise, and use their creativity and multimedia skills to design a logo, a traffic scene, and a multipage narrative story using the Tux Paint software



Observe, visualise, and use their creativity to type new stories using the Storybook Weaver software



Visualise and use their typing skills to type a rhyme and create a restaurant menu using the Notepad application




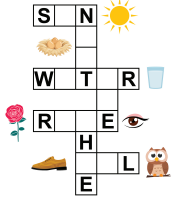

This curriculum will not only improve the coding skills of children, but will also make them good problem-solvers, decision makers, and critical thinkers by developing their analytical and higher-order thinking.



# HOW TO USE THE BOOK

The book is an integral part of the Coding and Computational Skills (CCS) program. Each class has a CCS book that covers the important skills for learners. Specific learning outcomes for each unit can be found at the start of each unit. There are various activities which build computational thinking and cover the requisite skills to be learnt through that unit.

Key sections of this book:

<p><b>Learning Outcomes</b> list the expected measurable learning outcomes achieved by the student that will be covered through the unit.</p>	<p><b>Learning Outcomes</b></p> <ul style="list-style-type: none"> <li>Identify objects and gadgets.</li> <li>Solve puzzles using a keyboard.</li> </ul>										
<p><b>Introduction</b> gives a brief of the skills and projects that the students are going to cover in the unit.</p>	<p><b>Introduction</b></p> <p><b>Welcome to Puzzles with My New Gadget Friend!</b></p> <p>In this unit, we will learn about our new gadget friend, the computer.</p> 										
<p><b>Observations</b> table is used to list the recordings from the videos/apps reviewed in class.</p>	 <table border="1"> <thead> <tr> <th>Observations</th><th><input checked="" type="checkbox"/></th></tr> </thead> <tbody> <tr> <td>Calculator</td><td><input type="checkbox"/></td></tr> <tr> <td>Clock</td><td><input type="checkbox"/></td></tr> <tr> <td>Ball</td><td><input type="checkbox"/></td></tr> <tr> <td>Sharpener</td><td><input type="checkbox"/></td></tr> </tbody> </table>	Observations	<input checked="" type="checkbox"/>	Calculator	<input type="checkbox"/>	Clock	<input type="checkbox"/>	Ball	<input type="checkbox"/>	Sharpener	<input type="checkbox"/>
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<p><b>Skill Time</b> contains the Use-Think-Build approach to enable learning. It contains activities that are to be done in the class.</p>	<p><b>Skill Time 1</b></p> <p><b>Puzzles with Keyboard</b></p> <p>You know about the different parts of a computer, the monitor, the CPU, the keyboard, and the mouse.</p> 										
<p><b>Activity</b> is primarily for building skills through which students can identify the extent to which they have attained the learning outcomes of the unit.</p>	<p><b>Activity</b></p> <p>1.1 Complete the crossword. Look at the pictures for clues.</p> 										
<p><b>Did You Know</b> contains interesting facts related to the topic covered.</p>	<p><b>Did You Know?</b></p> <p>The first computer was invented by Charles Babbage in the year 1822.</p> 										

# HOW TO USE THE BOOK

**Quick Tips** give additional information about the concept.



## Quick Tips:

The ball should not enter the holes in the 'Balance Box' activity. The numbered buttons must be pressed in the correct order to open the door.

**QR Codes** are available at various points in the book to enhance learning through content and enable rewards (badges and certificates) on completing specific levels.



SCAN ME

For Videos



SCAN ME

For Certificates and Badges



SCAN ME

For Documents

Each unit has a **Project** at the end where project guidelines and ideas are given. The project incorporates all the learning from the unit that students can implement.

## Project

### Tangram Puzzles

A tangram is made up of seven shapes. They are as follows:

1. Two small triangles
2. One a medium triangle

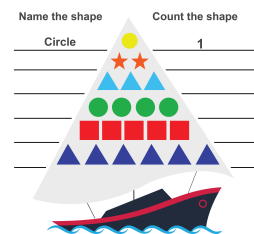


**Practice Questions** are primarily for home practice and for students to identify the extent to which they have attained the learning outcomes of the unit.

## Practice Questions







1. Look at the picture. Write the name of each shape on the left side. Count the shapes in each row and write the number on the right side. One is done for you.



# ANNUAL LEARNING PLAN

PART 1	Unit Name	USE	THINK	BUILD	Unit No.
	Puzzles with my new gadget friend	GCompris	Observation Design Skills Creativity	Use drag and drop to create a square and other shapes using tangrams.	1
	Shapes and Logos	Tux Paint	Design Skills Creativity Observation Multimedia	Logo design — Design a logo using different shapes and colours.	2
	Become a Digital Artist and a Storyteller.	Tux Paint	Observation Design Skills Creativity	Create a multiple page narrative story using simple visuals in Tux Paint.	3
	Shapes around Me	Tux Paint	Design Skills Creativity Observation Visualisation	Create a scene of a traffic signal (using multiple objects, images, shapes, and colours).	4
PART 2	Unit Name	USE	THINK	BUILD	Unit No.
	Go Rhyming with Keys	Tux Typing/ Notepad	Observation Design Skills Creativity Visualisation	Create your own rhyme (using alphabet keys).	5
	Play with Keys	Notepad	Creativity Visualisation	Create a restaurant menu card using number keys and alphabet keys.	6
	Weave Your Stories	Storybook Weaver	Observation Visualisation	Type your own story using Storybook Weaver.	7

Contents		Page No.
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<b><u>UNIT 1</u></b>		<b>09</b>
<b><u>UNIT 2</u></b>		<b>22</b>
<b><u>UNIT 3</u></b>		<b>33</b>
<b><u>UNIT 4</u></b>		<b>47</b>

The CCS book contains important skills that students learn in class. Each unit comprises of a few skill times and a final project. A Skill Time includes many plugged and unplugged activities. Students should complete the activities in the book after seeing a video or demonstration by the teacher in class as per the LEAD learning plan.

Students should read the CCS book at home for revising the concepts taught at school. They can scan the QR codes at home to watch the videos, read the documents, and download the badges and certificates. Students should also refer to it while preparing for assessments.