**Sequencing strategy**

 The goal of the computer class is to teach young children basic computer knowledge and help them to develop proper behavior to use computer. This goal drives the entire lesson. It is the reason the lesson exists. Consideration of the goal is taken when making students learn in each day's lesson. The lesson will focus on the exercises and ask the students to participate in class activity. The educator likewise guarantees that lesson arrangement objectives fit with the formative level of what 3rd grade students are expected to learn. The instructor also guarantees that their learning accomplishment will be sensible.

 The class will continue for three months. Students take the class two hours each week. The students will work in a computer classroom, and each of them will be assigned with a computer. All computers have the same system and software functions. The teacher will give lectures and one-by-one instruction. The teacher has to frequently walk to see what each students are doing on computer.

 In the first month, the class focuses on introduction to computer lessons. The lesson teach students how to use computer such as how turn on and turn off the computer, how to use keyboard and how to use mouse. Students will learn the basic mechanic knowledge. An important part that students need to learn is to treat machines carefully. The young students have to have good behavior when they are using computers. Next, students learn basic strategies operating computer and understand what can be done in computer such as how to open a window, open software applications, look for time and calendar, calculator, etc. in this month students understand how brilliant and important computer is in modern life.

In the second month, students start to develop major skills to use computer. They learn how to use Word, how to use the Internet, how to draw pictures, and how to communicate with other people. Students will learn the editing and writing skills on computer. In this month students learn the most important and useful computer skills so they can use the skills to produce assignment and practice the skills in their life.

 In the third month, students will practice activities and work with groups. The students will learn and practice how to use a computer to play gaming cards and the video games. The teacher will divide the students into small groups that will help them to share ideas collectively and then work together. There will be an Internet site where students have access to the group discussions. The lists and charts should be created to help students learn and understand the computer. There will be some role-playing games among the students so that the learning process can be fun and they can behave better. There will be proper timetable for the students on the basis of the lesson topics, the role playing games, and other educational activities. The group story should be implemented; such as, character, setting, plot and ending. In the same way, polling the class on one topic and area and then attaining results is also an effective idea.

 In conclusion, the class will be a commutative learning experience which the focus will be given towards motivating students and making them learn computational skills, computer science, how to use computer, and a little knowledge about programming as well. In lesson planning, as time passes, the role of the students increase and they become ready to take any challenging task and role (Shrum & Glisan, 1994). Students will grow to like using computer and become experts in the future.

 Furthermore, the sequence of the plan will be based on the following factors, such as:

* The lesson purpose and goal
* The main timetable and schedule of the lesson plan
* The objectives and goals that should be set to attain the lesson plan goals.
* A summary in which the teacher focuses on asking the various kinds of questions from the students.
* There should be continuity reviews about the lesson plan (Huntington University, 2009).
* The time that will be allotted to each activity will be 20 minutes.
* The story creation and games will be used to teach the different lessons about the computer to the students.
* Furthermore, handouts will also be given to the students.
* Allowing students to watch different videos with the help of the handouts will help them to learn.
* The discussion at the end is central to the significance of the lesson planning process. This helps the students to remember each and every aspect.
* Students who have additional knowledge and help would be assigned with the students who need help so that they can learn better and efficiently.
* Fill in the blank type of questions will be asked from the students.

**Materials**

The following materials will be used during the lesson

* Different computers
* Student worksheet
* Multimedia projector that is connected with the computer.

 Furthermore, the following is an example of an activity that will be used for the students to make them learn. The picture of the computer is given along with asking some questions.



**Answers**

* CD/DVD
* Case
* Mouse
* Keyboard
* Monitor

The above is an example of an interesting activity that engages the student interest.

 In short everything understudies need: a well- outlined, intensive association and study aptitudes program that displays the fundamental abilities and persuades understudies to make utilization of them. Yet with the end goal understudies should have entry to a system of study abilities, folks, school overseers, and particularly instructors. The students must be conferred first to the perspective that association and study aptitudes are essential, second to the thought that an extraordinary educational module for study abilities is pivotal, lastly to the conviction that so as to execute the initial two responsibilities, teachers themselves must figure out how to show association and study aptitudes.

 Showing association and study abilities is from multiple points of view, not quite the same as showing a substance course, for example, social studies or science. In spite of the fact that study abilities courses have content data to make sure, the genuine undertaking of the study aptitudes educator is more likened to that of a mentor than an instructor. Webster's Dictionary characterizes a mentor as an individual who trains. This straightforward definition, on the other hand, does not indicate the substance of what mentors truly do. A mentor "trains" by verifying his or her players know all the tenets and all the conceivable plays and can achieve them effectively and without lifting a finger. In any case a mentor, furthermore, makes certain the players thoroughly understand the "adversary," have all the best and essential gear, and are sure and enlivened about winning the "amusement."

**References**

Huntington University. (2009). *Writing lesson plans.*

Shrun, J.L. & Glisan, E. (1994). *Teachers handbook, contextualized teaching instructions*. Boston, MA: Heinle and Heinle.