

A Page with Your Name on It

60 minutes (2 periods)

My First Web Page

WHAT THIS LESSON DOES

Build your own web page out of blocks. Add a heading with your name, a sentence about yourself, a picture you choose and an emoji, and watch each one appear on your page as you snap the block in.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Understand that a web page is built from blocks, one thing at a time.
- Find blocks in the Content palette and snap them into the page block.
- Put your own words and choices on a page you made yourself.
- Change how a heading looks using the colour and size boxes.

BEFORE THE LESSON

- Open the interactive on the board before the class arrives and check pupils can open it on their own devices.
- If the school website loads easily, have it ready to show for a few seconds when you talk about real web pages.

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HOW THE LESSON RUNS

4 min	introduction	Start: What We're Building
3 min	content	What a Web Page Is
5 min	activity	Open It and Find the Two Tabs
8 min	activity	Put Your Name at the Top
5 min	activity	Check It Worked
8 min	activity	Say Something About You
8 min	activity	Add a Picture
5 min	activity	Add an Emoji
8 min	activity	Make It Yours
3 min	content	Make Sense
2 min	content	Reflect
1 min	summary	What You Covered

TEACHING MOVES

1. Start: What We're Building. Show the finished-page picture on the board and say this is where we are going. Reassure them every block they need appears as a picture on the step that asks for it.
2. What a Web Page Is. Ask for four or five web pages they opened this week, then who made them. Optionally flash the school site and point at heading, writing and pictures. Keep it to three minutes.
3. Open It and Find the Two Tabs. Model both tabs on the board once, slowly. Say the blue page block cannot be deleted and nothing they do can break it.
4. Put Your Name at the Top. Play the drag animation on the board twice before anyone touches a mouse. Watch for heading blocks left beside the page block instead of snapped inside.
5. Check It Worked. Stop the class here. Run a pair check: one reads their page aloud while the other watches the screen for the name in big letters.
6. Say Something About You. Keep the writing to one sentence. The point is the snap under the heading. Two sentences in one box or a second text block are both fine.
7. Add a Picture. Remind them pictures come from the drop-down only. Give a minute for choosing, then call time so dragging does not stall.
8. Add an Emoji. Keep it quick. They know the drag now: two minutes to snap and pick, then move on.
9. Make It Yours. Circulate with the four checks: name, sentence, picture, emoji. Point out colour and size on the heading block itself. Early finishers add a second sentence or picture.
10. Make Sense. One or two minutes. Ask one child to name a block and say what it put on their page.
11. Reflect. Spoken only. A short turn-and-talk on favourite block, what to add next, and who they would show it to.
12. What You Covered. Read the bullets aloud or let pupils read one each. Usual log-off only.

WHAT TO WATCH FOR

- The heading or other block sits beside the blue page block instead of inside it, so Your web page still looks empty. Have them drag again until they hear or feel the snap. Show on the board: inside the page block, not next to it.
- Pupils hesitate to try anything because they think they might break the page or delete the blue page block. Say clearly that the page block cannot be deleted and nothing they do will break it, then model a safe drag.

DIFFERENTIATION

- Emerging: Sit with them for the first heading snap and watch for the click inside the page block. Pair them so a partner reads the check while they look at Your web page.
- Developing: Prompt one sentence only, then the tab switch to check it landed under the name. If the page looks empty, send them back to Blocks and ask whether the block is inside the blue page block.
- Proficient: Challenge them to change heading colour and size, then explain which block made each part of the page. If finished early, add a second sentence or a second picture as the step suggests.