

Tell People About Yourself

60 minutes (2 periods)

My First Web Page

WHAT THIS LESSON DOES

Fill your page with sentences about yourself, one text block at a time, then use the size, colour and align boxes to decide which one a reader notices first.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Understand that a page of writing is built from one text block per sentence.
- Add text blocks from the Content palette and snap them under one another.
- Change the size, colour and position of a sentence using the boxes on its block.
- Choose which sentence a reader should notice first.

BEFORE THE LESSON

- Have the interactive open on the board before the class comes in.
- Each pupil needs a device and should open the page they built before. New pupils, or anyone whose page did not come back, will see a starting page with My Page at the top; step 3 brings everyone to the same place.

Tell People About Yourself

HOW THE LESSON RUNS		
4 min	introduction	Start: What We're Building
3 min	content	One Block Is One Sentence
5 min	activity	Make the Top of the Page Yours
8 min	activity	Add a Second Sentence
6 min	activity	Add a Third Sentence
8 min	activity	Make One Sentence Stand Out
6 min	activity	Add One More at the End
6 min	activity	Put One Sentence in the Middle
8 min	activity	Your Turn: 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 interactive on the board. Tell them they continue from their name page, and that step 3 levels anyone whose page did not load.
- 2. One Block Is One Sentence. Say once on the board: one sentence per block. Then move straight to building so nobody types a whole paragraph into the first box.
- 3. Make the Top of the Page Yours. Two minutes of typing only, no dragging. Watch for pupils typing in the page name box on the blue block instead of the heading block.
- 4. Add a Second Sentence. Leave the step picture on the board. If a new sentence is missing, the block is beside the page, not inside it. It clicks when it snaps in.
- 5. Add a Third Sentence. Same drag as last time, so keep the pace up. Point at the three writing ideas on screen if anyone stalls on what to say.
- 6. Make One Sentence Stand Out. No new block. Point once at the small size and colour boxes on the board. Let first attempts go big and red.
- 7. Add One More at the End. This drop sits under the picture and emoji, further down than usual. Remind them to scroll the blocks area so the target is visible.
- 8. Put One Sentence in the Middle. Ask first where they think centre will put it. Most expect the whole page to move. Let them discover that one centred closer works and three do not.
- 9. Your Turn: Make It Yours. Independent work. Circulate with the four checks on the pupil screen: name at top, at least four sentences, one that stands out, one centred.
- 10. Make Sense. Ask one pupil how many text blocks are on their page, and another what would happen if they deleted the middle one.
- 11. Reflect. Talking points only. A short turn to a partner on the three prompts is enough. No writing or saving of answers.
- 12. What You Covered. Read the bullets aloud, or let pupils read one each. Nothing to pack beyond the usual log-off.

WHAT TO WATCH FOR

- Typing a whole paragraph into the first text block, then having nothing left to drag or stack. Stop the class and restate: one sentence per block. Ask them to split any long box into separate text blocks under one another.
- Dropping a new text block beside the blue page block instead of inside it, so the sentence never appears on the page. Have them drag again until they hear or feel the snap. Check Your web page: if the line is missing, the block is still outside.
- Editing the page name box at the very top of the blue block and expecting that text to show on the page. Point at the heading block and the first text block on the board. The page name is not shown on the page.

DIFFERENTIATION

- Emerging: Stay with them for the first true sentence on the heading path in step 3 so the top of the page is theirs before any dragging. If the second block will not land, drag it with them until it clicks inside the page block.
- Developing: Prompt them to use the on-screen checks after each add: two sentences, then three, each on its own line. Ask them to point at the block that made a given line on the page so they link block to sentence.
- Proficient: When the four checks are done, have them read the page to the person beside them and see if that person learns something new. Invite one more sentence or a different size and colour choice, still one sentence per block.