

Add Pictures and Stickers

60 minutes (2 periods)

My First Web Page

WHAT THIS LESSON DOES

Build a new part at the bottom of your page: a heading of its own, three pictures you choose from the picture list, and a sentence under each one saying what it is.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Understand that a picture on a page needs words with it.
- Add picture blocks and choose from the built-in picture list.
- Pair each picture with a text block underneath it.
- Use a second heading to split a page into parts.

BEFORE THE LESSON

- Pupils need their own device and access to their saved web page from earlier in the module.
- If you can, have a large screen ready so the whole class can see the finished example on step 1.
- Pictures and stickers are built-in drop-downs only: no uploads, search or extra accounts.

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HOW THE LESSON RUNS

5 min	introduction	Start: What We're Building
3 min	content	A Picture on Its Own Is a Puzzle
6 min	activity	Name the New Part
7 min	activity	Add Your First Picture
6 min	activity	Say What It Is
7 min	activity	A Second Picture and Its Words
6 min	activity	A Third Picture and Its Words
5 min	activity	Finish It with a Sticker
7 min	activity	Your Turn: Make It Yours
3 min	content	Make Sense
2 min	content	Reflect
3 min	summary	What You Covered

TEACHING MOVES

1. Start: What We're Building. Show the finished example on screen and say this is the new part they will build at the bottom. Name that it is the same two blocks repeated, not seven new ones.
2. A Picture on Its Own Is a Puzzle. Say the pattern once out loud before anyone drags: picture, then words. That pairing is the whole lesson.
3. Name the New Part. Model scrolling the blocks area to the bottom and dropping a second heading. Confirm a second heading on one page is normal: it splits the page into parts.
4. Add Your First Picture. Give a minute for choosing, then call time. They pick from the built-in list only and can change it later.
5. Say What It Is. Check the sentence sits under the picture, not above it. If it snaps in the wrong place, drag it again: nothing breaks.
6. A Second Picture and Its Words. Pace should pick up. Watch order: a picture under the wrong sentence is the common muddle, and dragging again fixes it.
7. A Third Picture and Its Words. Mostly choosing, not building. If time is tight, two pictures is a fine stop and the sticker step still works.
8. Finish It with a Sticker. Keep this to two minutes. Twelve emoji only: if they want one that is not there, it is not there.
9. Your Turn: Make It Yours. Circulate with the four on-screen checks. Look for a sentence under every picture, and words that say something real rather than repeating the picture name.
10. Make Sense. Ask one pupil why words under a picture matter. Take one answer about someone who cannot see the picture.
11. Reflect. Talking points only. A short turn to a partner is enough: nothing written or saved.
12. What You Covered. Read the bullets aloud, or let pupils read one each. Usual log-off only.

WHAT TO WATCH FOR

- Pupils put the text block above the picture, or leave a picture with no words at all. Restate the pattern: picture, then words. Have them drag the text block under the picture and click Your web page to check.
- A picture ends up paired with the wrong sentence, so the pairs no longer line up. Ask them to read down the page out loud. Drag the misplaced block until each picture sits directly above its own sentence.
- Pupils think a second heading is wrong or will replace the first one. Show that a second heading is normal: it names a new part at the bottom and leaves the rest of the page alone.

DIFFERENTIATION

- Emerging: Stay with them for the first picture-and-text pair, modelling scroll, drop and the under-picture check. Let them stop at two pictures plus the sticker if the third pair will overrun.
- Developing: Prompt them to click Your web page after each pair so they catch order mistakes early. Ask them to read each sentence aloud and say whether it tells a reader something the picture alone does not.
- Proficient: Invite a fourth picture and sentence, or try the pictures in a different order. Push the captions toward real reasons for choosing, not just naming what is in the picture.