

A List of Your Favourites

60 minutes (2 periods)

My First Web Page

WHAT THIS LESSON DOES

Add a list of four favourite things to your page and find out that a list block is only a holder: it shows nothing at all until you put item blocks inside it.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Understand that a list is a holder block with item blocks inside it.
- Find the list and item blocks in the List group.
- Drop a block inside another block rather than beside it.
- Order a list so a reader sees the most important thing first.

BEFORE THE LESSON

- Devices ready and pupils logged into the platform so the page builder interactive loads cleanly.
- Sound is not needed. A projector helps if you want to show the finished-list picture on step 1 to the whole class.

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HOW THE LESSON RUNS

5 min	introduction	Start: What We're Building
5 min	content	A List Is Two Kinds of Block
6 min	activity	Name Your List
6 min	activity	Add the List Block, and Watch
6 min	activity	Put One Thing Inside It
6 min	activity	Add Two More
6 min	activity	Add a Fourth of Your Own
6 min	activity	Put Them in the Order You Mean
7 min	activity	Your Turn: Make It Yours
3 min	content	Make Sense
2 min	content	Reflect
2 min	summary	What You Covered

TEACHING MOVES

1. Start: What We're Building. Show the finished-list picture and say this is the destination. Do not warn them that an empty list shows nothing. That surprise is the teaching moment later.
2. A List Is Two Kinds of Block. Say out loud: list block is the holder, item blocks are the things, both live in List not Content. Spend the full five minutes. This is the first inside-another-block move in the module.
3. Name Your List. Keep it quick: same heading move they already know. Make sure everyone scrolls to the bottom of their blocks. That is where the rest of the lesson happens.
4. Add the List Block, and Watch. Let them find the blank page before you explain. Ask what they expected, take two answers, then say the list is a holder and it is empty. If someone drags it in again, treat that as useful, not a fault.
5. Put One Thing Inside It. Use the pupil-screen words: inside the list block, where it opens out. If nothing appears, hunt for the item sitting alone beside the list and drag it in.
6. Add Two More. Move faster than the first item. Point out that items stack inside the list the same way sentences stack on the page.
7. Add a Fourth of Your Own. Read out the instruction: something nobody else in the class will have. That personal choice makes later sharing stronger.
8. Put Them in the Order You Mean. No new blocks, only accurate dragging. If pupils struggle to slot between items, tell them to drag one out and drop it back at the top.
9. Your Turn: Make It Yours. Circulate with the four on-screen checks. Look for every item nested inside the list, and ask one pupil why the bare list block showed nothing.
10. Make Sense. Ask one pupil what would happen if they took every item out again. Their answer is the whole idea of the lesson.
11. Reflect. Talking points only. A short turn to a partner is enough. Do not collect written answers.
12. What You Covered. Read the bullets aloud or let pupils read one each. Usual log-off only.

WHAT TO WATCH FOR

- Pupils drop the item block beside the list instead of inside it, so nothing appears on the page. Say inside the list block, where it opens out. Look for a lone item beside the list and drag it into the open holder.
- Pupils think the empty list block failed or broke the page because nothing showed after they added it. Pause on the blank check. Confirm the list is there but empty, and that a holder with no items has nothing to display.
- Pupils try to squeeze an item between two others and lose the drag, scrambling the order. Have them drag the item fully out, then drop it back at the top or in the new place rather than slotting mid-list.

DIFFERENTIATION

- Emerging: Sit with them for the first item and watch the list open out before they release the block. If the page stays blank, help them find the item sitting beside the list and nest it together.
- Developing: Prompt them to click Your web page after each change and read the four checks on screen. Ask them to point to the holder and say which blocks are inside it.
- Proficient: Challenge them to add a fifth item or a second list for somewhere they have been. Ask them to explain why the list alone showed nothing, then reorder so a new favourite is first.