

## Build a Page of Your Own

60 minutes (2 periods)

My First Web Page

### WHAT THIS LESSON DOES

Build a whole web page from an empty page, choosing your own topic and using everything from the module: a heading, sentences, a picture, a list and a link.

### WHAT STUDENTS SHOULD BE ABLE TO DO

- Plan a page before building it.
- Build a page from an empty page using blocks from Content, List and Links and buttons.
- Check a page by reading it as a visitor would.
- Fix what the check finds.

### BEFORE THE LESSON

- One device per pupil with the page builder logged in and a new blank page available.
- Confirm the school filter allows the link addresses on the pupil screen (gaa.ie, met.ie, dublinzoo.ie), or write class-familiar https addresses on the board.
- No modelling prep needed: the on-screen checklist carries the five required pieces.

## Build a Page of Your Own

### HOW THE LESSON RUNS

|               |              |                                    |
|---------------|--------------|------------------------------------|
| <b>5 min</b>  | introduction | Start: What We're Building         |
| <b>5 min</b>  | content      | Plan It First                      |
| <b>14 min</b> | activity     | Build: the Top of Your Page        |
| <b>4 min</b>  | activity     | Checkpoint: Read the Top Out Loud  |
| <b>14 min</b> | activity     | Build: Picture, List and Link      |
| <b>4 min</b>  | activity     | Checkpoint: Read It Like a Visitor |
| <b>8 min</b>  | activity     | Finish It                          |
| <b>3 min</b>  | activity     | Show It                            |
| <b>2 min</b>  | content      | Reflect                            |
| <b>1 min</b>  | summary      | What You Covered                   |

### TEACHING MOVES

1. Start: What We're Building. Say out loud that this is a brand new page and their term page is safe. Resist modelling. Point to the on-screen checklist and let them work unaided.
2. Plan It First. Give two minutes to decide topic and five pieces, said aloud to a partner. Harvest three or four topics for anyone stuck. Steer toward animals, sport, food or places.
3. Build: the Top of Your Page. Circulate, do not teach from the front. Watch for blocks dropped beside the blue page block instead of inside it, and have them drag again until it clicks in.
4. Checkpoint: Read the Top Out Loud. Stop the whole class together. Partners read the top aloud and fix what sounds wrong. Keep it to about four minutes, then move on.
5. Build: Picture, List and Link. Remind them the blocks sit in three left-hand groups: Content, List, and Links and buttons. List items must open inside the list. Have them click the link to prove it works.
6. Checkpoint: Read It Like a Visitor. Whole class stops and reads from the top as a stranger would. If the list is empty, items are beside it not inside. A dead link almost always needs https.
7. Finish It. Point them at the five on-screen checks as the full module assessment. Page colour controls sit on the blue page block. Emoji is optional polish at the end.
8. Show It. Keep it screen to screen, not a front-of-room show. Each pupil views two nearby pages and says one thing they liked about each.
9. Reflect. Spoken only, nothing written. Push the middle prompt: what feels easy now that felt hard at the start of the module.
10. What You Covered. Read the summary bullets aloud. Name what they achieved: from never making a page to building one on their own.

### WHAT TO WATCH FOR

- A pupil freezes because they think opening a new page has wiped the page they built across the term. Say clearly at the start that the term page is still saved and this is a separate blank page.
- Blocks sit beside the blue page block, or list items sit beside the list, so nothing appears on the page. Have them drag again until the block clicks inside the page or list. Same fix as earlier lessons.
- The link does nothing when clicked. Check the address box includes https at the start, then retest via Your web page.

### DIFFERENTIATION

- Emerging: Offer a ready topic from the ones harvested in planning, or pair them so a partner helps name the five pieces before any dragging. Stay with them on the first Content blocks until the heading and one sentence click inside the page.
- Developing: At each checkpoint, have them read aloud to you and fix one issue before adding the next block type. Prompt which left-hand group holds picture, list or link when they stall between groups.
- Proficient: Once all five checks tick, push page colours on the blue page block and an emoji finish, then a stricter visitor read for odd order. Ask them to explain to a neighbour why their link address is written the way it is.