

Parts of Your Page

60 minutes

Build a Website

WHAT THIS LESSON DOES

Take a page that runs on as one long lump of writing and split it into three named parts, using subheading blocks and a shared colour so a reader can find what they want.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Understand that a subheading names one part of a page.
- Find the subheading block in the Content palette.
- Drop a block between two blocks that are already there.
- Use one colour across a set of subheadings to show they belong together.

BEFORE THE LESSON

- Open the web page builder interactive on the board before the class arrives and check the starting page loads.
- One device per pupil, logged in and ready on the lesson.
- Have the finished-page picture from step 1 up so you can point to where the lesson is heading.

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HOW THE LESSON RUNS

5 min	introduction	Start: What We're Building
4 min	content	Why a Page Needs Parts
5 min	activity	Look at Your Page
7 min	activity	Add Your First Subheading
6 min	activity	Add a Second Subheading
6 min	activity	Add a Third
6 min	activity	Give Them a Colour
6 min	activity	Add a Sentence of Your Own
7 min	activity	Your Turn: Make It Yours
4 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-page image and say plainly: this long lump becomes three named, coloured parts by the end. Point to each part on the picture.
2. Why a Page Needs Parts. Keep it spoken. Ask where they have seen smaller headings: a recipe, a menu, a chapter. Then show where the subheading block sits in Content, beside the heading block.
3. Look at Your Page. Give them thirty seconds to read the page down. Ask one pupil to find the bit about the dog and time it. That slowness is the problem the lesson fixes.
4. Add Your First Subheading. Model this one drag slowly on the board. The drop target is the gap between two existing blocks, which is new. Say the blocks move apart to make room.
5. Add a Second Subheading. Let them repeat the move faster. Watch for a subheading landing below its sentence instead of above it, and check before they colour.
6. Add a Third. Stop modelling and circulate. Most pupils can do this drag without the board now.
7. Give Them a Colour. Stress that all three share one colour so a reader sees them as the same kind of thing. Ask the class which of their versions reads better.
8. Add a Sentence of Your Own. This is the only writing in the lesson. Ask for one true sentence and check it lands under Things I Make, not under another subheading.
9. Your Turn: Make It Yours. Circulate with the on-screen check. Look for subheadings that name their part rather than repeat the big heading, and all three the same colour.
10. Make Sense. Ask one pupil which part a reader would find first and why. Draw out that a subheading is smaller because it is about one part, not the whole page.

WHAT TO WATCH FOR

- Pupils drop the subheading block outside the blue page block, so it does not appear on the page. Show them the missing subheading and say it needs to click inside the blue page. Have them drag it again until it snaps in.
- Pupils drop the subheading below its sentence instead of above it, so the name comes after the part it names. Check the preview before they colour. Ask which comes first, the name or the writing, and have them drag the block up a slot.
- Pupils give each subheading a different colour, thinking variety looks better. Ask what one colour across all three tells a reader. Draw out that the same colour shows the parts belong together, then have them match all three.

DIFFERENTIATION

- Emerging: Keep your first modelled drag on the board while they work, and stand near pupils who are slow to find Content. Let them get one subheading placed and named before moving on, rather than all three at once.
- Developing: Prompt them to use the on-screen check after each step rather than asking you. Ask them to say aloud where the block will drop before they let go.
- Proficient: Once their three parts are named and coloured, ask them to reword every subheading and sentence to describe a page of their own. Have them explain to a partner why the subheadings are smaller than the big heading.