

Lines and Space Between Your Parts

60 minutes

Build a Website

WHAT THIS LESSON DOES

Separate the parts of your page with lines you can see and space you cannot, using the line and space blocks from Layout, then take one away again because the page reads better without it.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Understand that a line and a space do different jobs.
- Find the line and space blocks in the Layout palette.
- Choose the size of a gap.
- Judge when a page has too much separating it, and remove one.

BEFORE THE LESSON

- Open the page-builder interactive on the board and check it loads on your school network, then open the Blocks and Your web page tabs so pupils see both.
- A device per pupil, each logged in with their own web page from prior work carrying the sport, dog and Things I Make parts.
- Know before you start that the line block is in Content and the space block is in Layout, because pupils will hunt for both in the same place.

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HOW THE LESSON RUNS

5 min	introduction	Start: What We're Building
4 min	content	Two Ways to Separate Things
5 min	activity	Look at Where the Parts Meet
7 min	activity	Put a Line Between Two Parts
5 min	activity	Put a Line Before the Next Part
7 min	activity	Add Space Above a Line
5 min	activity	Make the Space Bigger
5 min	activity	Space the Second Line Too
7 min	activity	Your Turn: Take One Away
4 min	content	Make Sense
2 min	content	Reflect
4 min	summary	What You Covered

TEACHING MOVES

1. Start: What We're Building. Show the finished page on the board and point out the two blocks live in different groups: the line sits in Content, the space in Layout. Name that split now to save confusion later.
2. Two Ways to Separate Things. Say out loud that a space is a real block even though it shows nothing itself. A line says a part has ended, a space stops things looking squashed. Most pages use both.
3. Look at Where the Parts Meet. Ask the class to point at the exact spot where the sport part stops and the dog part starts. It is hard to find, and that difficulty is the reason for the whole lesson.
4. Put a Line Between Two Parts. Model this on the board. Warn that the line block is in Content, not Layout, and that it has no boxes to fill in: dragging it above My Dog is the whole action.
5. Put a Line Before the Next Part. Keep this quick. Same move as before, dragging a second line above Things I Make so the page splits into three clear parts.
6. Add Space Above a Line. Before they look, tell them the space block shows nothing on the Blocks tab. The only way to see it working is the Your web page tab. Check it sits inside the blue page block.
7. Make the Space Bigger. Let pupils try all three sizes, small, medium and big, and pick the one that looks right rather than copying yours.
8. Space the Second Line Too. By now the move is familiar. Circulate rather than model, checking gaps landed above the lines and not below.
9. Your Turn: Take One Away. Tell them plainly that removing a block is allowed and is a real design decision. Have them drag one line to the bin, read the page down, and put it back if it reads worse.
10. Make Sense. Ask one pupil which of the two blocks they would keep if they could only have one, and why.
11. Reflect. Keep these as spoken talking points. Ask which did more for the page, the lines or the space.
12. What You Covered. Read the bullets aloud and name the last one: they made a design decision and acted on it. The page saves itself for next time.

WHAT TO WATCH FOR

- Pupils look for the line block in Layout because they know the space block lives there. Point out once at the start and again at step 4 that the line is in Content, with the headings, and the space is in Layout.
- Pupils think the space block did nothing because it shows nothing on the Blocks tab. Before they add it, tell them the gap only shows on the Your web page tab. Have them switch tabs to confirm it worked.
- Pupils assume more lines make a better page and are reluctant to remove any. At step 9 say plainly that too many lines is as bad as none, and that taking one away is a proper design choice, not a mistake.

DIFFERENTIATION

- Emerging: Sit beside them for step 4 and drag the first line block together, so they have one worked example to copy for the rest.
- Developing: Have them read the page down aloud after each block and say whether the parts feel separated, before moving to the next step.
- Proficient: Once finished, ask them to justify every line and space on their page and defend the one block they removed.