

A Second Page, and a Button to Reach It

60 minutes

Build a Website

WHAT THIS LESSON DOES

Turn your one page into a site: add a second page block, give it a heading, a sentence and a picture of its own, then put a button on the first page that opens it.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Understand that a site is a set of separate pages.
- Add a page block beside an existing one, not inside it.
- Put blocks on the page they are meant for.
- Point a button at a page that already exists.

BEFORE THE LESSON

- Open the page-builder interactive on the board so you can model dragging a page block beside an existing one, not inside it.
- Each pupil needs their own device and to be logged in to the site where their existing web page is saved.
- Check the drop-down of built-in pictures loads on the school network, since pupils choose an image in the final steps.

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HOW THE LESSON RUNS

5 min	introduction	Start: What We're Building
4 min	content	A Site Is More Than One Page
7 min	activity	Add a Second Page
7 min	activity	Build a Button to Reach It
5 min	activity	Travel to Your New Page
6 min	activity	Put a Heading on It
6 min	activity	Say What You Do
5 min	activity	Add a Picture to It
6 min	activity	Your Turn: Make It Yours
4 min	content	Make Sense
2 min	content	Reflect
3 min	summary	What You Covered

TEACHING MOVES

1. Start: What We're Building. Name it plainly: this is the lesson where one page becomes a site. Show the picture of both pages on the board so pupils know what they are aiming for.
2. A Site Is More Than One Page. Use your own school's site as the example: separate pages for the school, teachers and holidays, all one site. Stress that what goes on one page does not show on the other.
3. Add a Second Page. Model slowly. The new page block goes BESIDE the first, never inside it. Show what wrong looks like, then drag it out onto empty space to fix it.
4. Build a Button to Reach It. Drop the button near the top under the big heading, not at the bottom where the preview hides it. Point out the second box only lists pages that already exist.
5. Travel to Your New Page. Warn them first: the page will look blank and that is correct. They are now standing on their empty new page, which is exactly why the next steps exist.
6. Put a Heading on It. Make the check the teaching. Have pupils click back to Home and confirm it is untouched. The two pages hold different things.
7. Say What You Do. Familiar work. The only new demand is remembering which page they are on, so ask them to confirm the sentence landed on Hobbies.
8. Add a Picture to It. Have them check all three things sit on the new page and the button still reaches it. The page should feel finished, not a stub.
9. Your Turn: Make It Yours. Set them off independently. Look for button words that name the destination rather than click here, and blocks landing on the page they were meant for.
10. Make Sense. Ask a pupil what would happen to the button if they deleted the Hobbies page, to check they grasp that a button can only point at a page that exists.
11. Reflect. Take these aloud, no writing. Draw out how a reader gets back to Home, then leave it hanging as the question the next lesson answers.

WHAT TO WATCH FOR

- Pupils drag the new page block inside the first page block instead of beside it, so they get a nested block rather than a second page. Show that a real second page sits as a separate blue block on empty space. If it nested, have them drag it out onto the empty workspace.
- Pupils build the button before the page exists, so its second box only offers (no link) and they cannot point it anywhere. Reinforce the order: page first, then button. The second box lists only pages that already exist, so there is nothing to choose until the page is made.
- Pupils put the new heading, sentence or picture on Home and expect it to appear on the new page. Remind them each page has its own blocks. Have them drag the block inside the Hobbies page block, then click across to confirm Home is unchanged.

DIFFERENTIATION

- Emerging: Do the page-and-button build alongside them one step at a time, pausing at each Check before moving on. Pair them with a partner who has the two page blocks side by side so they can see what correct looks like.
- Developing: Prompt them to run their own button before asking for help, then check its second box says Hobbies, not (no link).
- Proficient: Point them at the Your Turn step to add a third thing to the page and rewrite the button to name its destination. Ask them to explain back why the page was built before the button.