

Show Your Facts in a Table

60 minutes

Design a Website

WHAT THIS LESSON DOES

Put facts on your site in a table, built from three kinds of block one inside the next: the table holds rows, and each row holds the cells a reader actually sees.

WHAT STUDENTS SHOULD BE ABLE TO DO

- Understand that a table is three holders nested one inside the next.
- Build a row from cell blocks.
- Use a heading row to name the columns.
- Keep the same number of cells in every row.

BEFORE THE LESSON

- Open the web page builder interactive on the board and log in, so you can model the finished table on the big screen at the start.
- Check pupils can each reach their own device and their own saved page, since they build directly onto their site.
- Draw a two-by-two grid on the board before the bell and label it: whole thing, line across, one box.

Show Your Facts in a Table

HOW THE LESSON RUNS

5 min	introduction	Start: What We're Building
5 min	content	A Table Is Three Kinds of Block
8 min	activity	Add the Table and Its First Row
8 min	activity	Put Two Cells in the Row
5 min	activity	Make It a Heading Row
7 min	activity	Add a Row of Real Facts
6 min	activity	Add Two More Rows
6 min	activity	Your Turn: Make It Yours
5 min	content	Make Sense
3 min	content	Reflect
2 min	summary	What You Covered

TEACHING MOVES

1. Start: What We're Building. Show the finished table picture on the board. Say plainly that this is the first time blocks go inside blocks two levels deep, and that the difficulty is the shape, not the facts.
2. A Table Is Three Kinds of Block. Point to your labelled grid: table is the whole thing, row is a line across, cell is one box. Use the on-screen words row block and cell block so they match.
3. Add the Table and Its First Row. Let pupils see that an empty row draws nothing rather than warning them first. When someone panics, ask whether the row clicked inside the table or sat beside it.
4. Put Two Cells in the Row. Say aloud that cells stack downwards in the blocks but run across on the page. It looks wrong until you name it. Two boxes side by side means it worked.
5. Make It a Heading Row. Show the row block has one box with two choices. Ask why a table wants its top row to look different from the rest.
6. Add a Row of Real Facts. Watch for a row with a different cell count from the one above it, which makes columns ragged. The check names it, so read the check aloud.
7. Add Two More Rows. The move now repeats, so circulate instead of modelling. Check every new row has two cells to match.
8. Your Turn: Make It Yours. Let pupils work independently. Look for equal cells per row and column names that are labels, not facts, and a subheading that says what the table is.
9. Make Sense. Ask one pupil how many blocks a three-by-two table needs. The answer, ten, surprises them and is worth the pause.
10. Reflect. Take these as a short spoken discussion. Ask where they have seen a table on a website recently.

WHAT TO WATCH FOR

- Pupils drop a cell block straight into the table instead of into a row, so nothing draws or only part of the table appears. Send them back to the labelled grid: a cell lives inside a row, never directly inside the table. Have them drag it again until it clicks into the row opening.
- Rows have different numbers of cells, so the columns come out ragged and misaligned. Read the check with them: count the cells in each row aloud. Every row needs the same number as the heading row.
- The vertical stacking of blocks makes pupils think their cells are in the wrong place, because the page draws them across. Name it before they worry: blocks stack downwards, the page draws them across. Show one working example on the board.

DIFFERENTIATION

- Emerging: Keep them on the labelled grid on the board and build the first row with them one block at a time. Let them copy the Match and Score example exactly before changing anything to their own.
- Developing: Have them explain back to you which block goes inside which before adding the next row. Point them to the check text and let them find their own ragged column rather than fixing it for them.