School:		
Date:	Teacher's name:	
Grade:	Number present:	absent:
Topic of the lesson: Creating lists, adding images to the Web page. Designing HTML tables		
Learning objective(s) that this lesson is contributing to	To study the rules of registration of control operators	
Lesson objectives	Determine the difference between structural managers Use and properly format control operators Learn to use them when solving programming	
Assessment Criteria	**They will get acquainted with the rules of registration of control operators.** **Learn how to use them in solving problems**	
Value links	Respect for oneself and others when setting goals for a project.	
Previous learning	Project activities	
Cross curricular links	Lesson Planned Activities	

Time	Planned activities	Resources
Beginning 5 min	**Greeting, psychological attitude to the lesson.** **Method of "Sharing mood."** **- Hello, guys! What is your mood today?** **(Children at the party are "the Dictionary of sentiment." Students find an adjective in the list that describes their mood and explain their choice.)** **- I want to call my mood expectant, because I expect new discoveries from today's lesson.** **"I'm in a calm mood." I am not afraid of difficulties, I am not afraid to make mistakes, I want to work quietly further.** **"My spirits are high. I love math class, we always do such interesting tasks.** **"And I chose a name for my mood of exultation. Now I am very glad that my favorite lesson begins.** **Updating of basic knowledge.** **Receiving a "body of knowledge»** **Students name tags and their purpose.** **Output on the topic of the lesson.** **(pictures with different types of tables)**	
Middle 25 min	**Explanation of the lesson topic.** **Creating simple HTML tables** **Consider first the minimum set of tags and their parameters necessary and sufficient to create simple tables, and then move on to their detailed description.** **The table descriptions must be located inside the <BODY>section of the**	

document.

Each table must start with a <TABLE> tag and end with a </TABLE>tag. Inside this pair of tags contains a description of the table contents.

Each row starts with a <TR> tag (Table Row) and ends with a </TR>tag. A single cell in a row is framed by a pair of tags <TD> and </TD> (Table Data) or <TH> and </TH> (Table Header). The <TH> tag is typically used for table header cells and <TD> for data cells.   The only difference in usage is the default font type used to display the contents of the cells, and the location of the data within the cell. The contents of cells of type <TH> are displayed in bold (Bold) font and are located in the center (ALIGN=CENTER, VALIGN=MIDDLE). Cells defined by the <TD> tag by default display data aligned to the left (ALIGN=LEFT) and to the middle (VALIGN=MIDDLE) in the vertical direction.

The <TD> and <TH> tags cannot appear outside the <TR>table row description. The end codes </TR>, </TD> and < / TH> can be omitted. In this case, the end of the row or cell description is the beginning of the next row or cell, or the end of the table. The final table tag </TABLE> cannot be omitted.

The number of rows in a table is determined by the number of opening tags <TR>, and the number of columns is determined by the maximum number of < TD> or <TH> among all rows. Some cells may not contain any data, such cells are described by a pair of consecutive tags - <TD>, </TD>. If one or more cells at the end of a row do not contain data, their description can be omitted and the browser will automatically add the required number of empty cells. It follows that the construction of tables in which different rows are different number of columns of the same size is not allowed.

A table can have a header that is enclosed in a pair of <CAPTION> and </CAPTION>tags. The table header description must be placed inside the <TABLE> and </TABLE> tags anywhere, but outside the description area of any of the <TD>, <TH>, or <TR>tags. According to the HTML language specification, the location of the header description is more strictly regulated: it should be located immediately after the <TABLE> tag and before the first <TR>. We recommend that you follow this rule.

By default, the table header text is positioned above the table (ALIGN=TOP) and centered horizontally.

The listed tags can have parameters whose number and values are different. However, in the simplest case, tags are used without parameters that take on default values.

This information is enough to build elementary tables. Here is an example of a simple table consisting of two rows and two columns, the display of which is shown in Fig. 4.3.

< HTML>

The <HEAD>

```
< TITLE>Example of a simple table< / TITLE>

< / HEAD>

The <BODY>

<TABLE BORDER>

<TR>

< TD>Cell 1 of row 1</TD>

< TD>Cell 2 row 1</TD>

< / TR>

<TR>

< TD>Cell 1 of row 2</TD>

< TD>Cell 2 row 2</TD>

< / TR>

</TABLE>

< / BODY>

< / HTML>
```
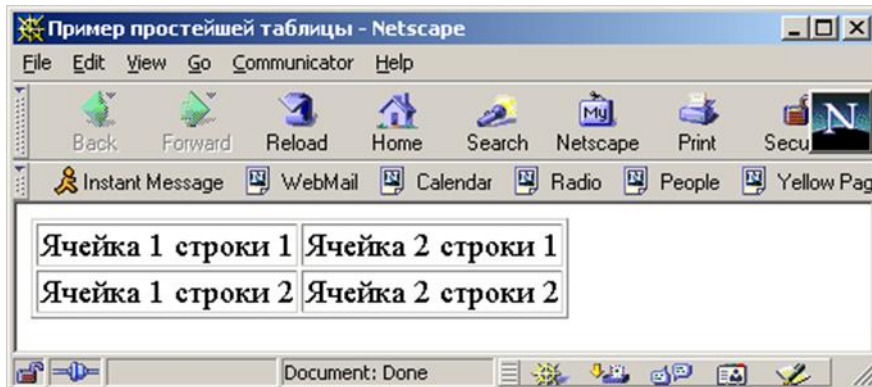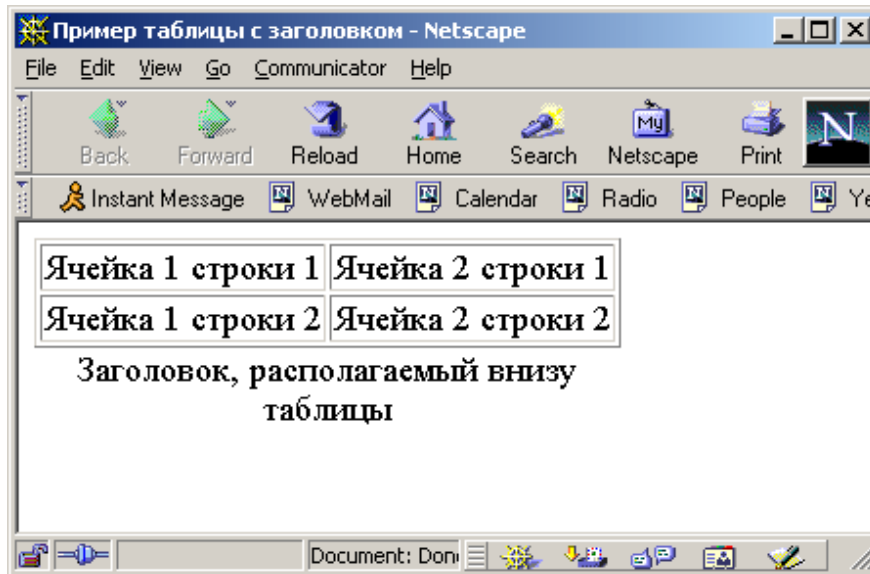

Example of the simplest table

Table header <CAPTION>

The <CAPTION> table header tag has a single valid ALIGN parameter that takes the values of TOP (header above the table) or BOTTOM (header below the table). The ALIGN parameter can be omitted, which corresponds to the value ALIGN=TOP. In the horizontal direction, the table header is always centered. The table may not have a header. In most cases, plain text is used as the table header, which is regulated by the HTML specification, but in reality, any HTML elements used in the <BODY> section can be written between the <CAPTION> and </CAPTION>tags. Here is an example of a table header

record:

<CAPTION ALIGN=BOTTOM>Header at the bottom of the table< / CAPTION>

If this header description is added to the above example, the table will be displayed as shown in Fig. 4.4.

End 10 min	Reflection: Method " Reflexive cards» It was interesting… I realized that… I did it… I'll tell you at home that…	
	Home task	

Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?	Assessment – how are you planning to check learners' learning?	Health and Safety
1. In terms of support 2.By role in group work Reflection on the lesson	1.Self-evaluation by pattern 2.Feedback on the results of tasks, on the results of reflection	TB rules when working in the office, Psychological comfort

Was the purpose of the lesson real and accessible, or the learning goals? Have all students achieved their learning goals? If the disciples have not yet reached the goal, why do you think? Was the differentiation done correctly in the lesson? Did you use your time effectively during the lesson stages? Were there any deviations from the lesson plan, and why?	Active forms of lesson organization are included in lesson planning:	