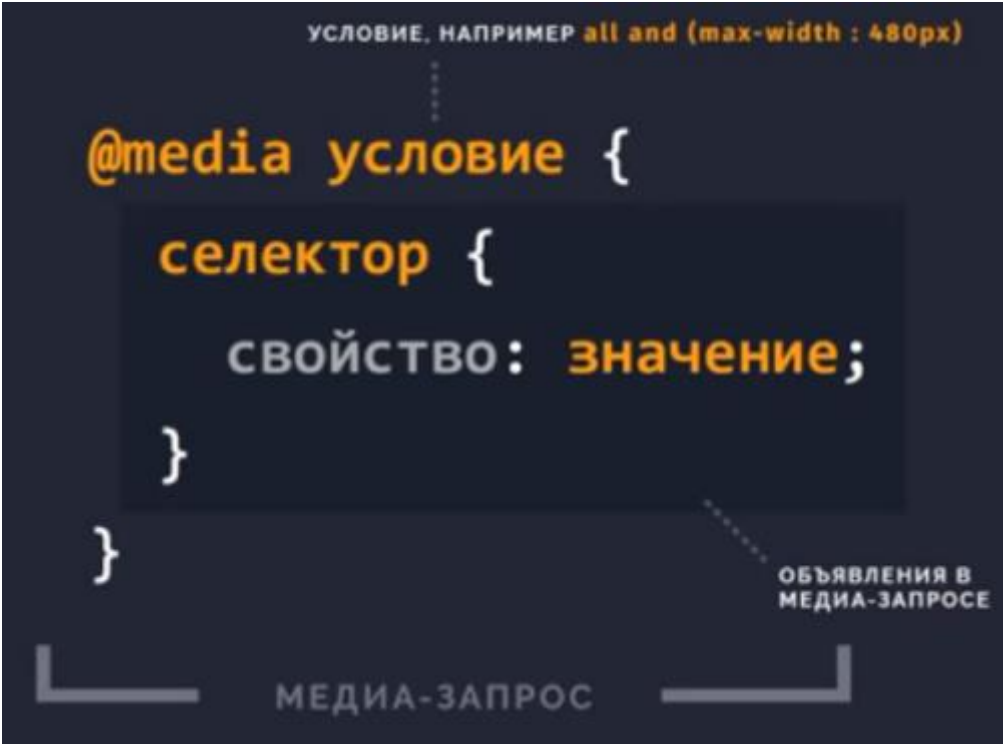


| | | |
|--|---|------------------|
| School: | | |
| Date: | Teacher's name: | |
| Grade: | Number present: | absent: |
| Topic of the lesson: References Pseudo-classes | | |
| Learning objective(s) that this lesson is contributing to | • create a system of knowledge on the technology of creating styles;• Teach HTML hypertext markup language and associate with CSS; | |
| Lesson objectives | Consideration of the concept of "media queries" to create a responsive layout. Familiarity with pseudo-classes and pseudo-elements in CSS. View examples of creating styles | |
| Assessment Criteria | *Communication skills.* Respect for a different point of view. | |
| Value links | Safety precautions: (what distance should be between the monitor and you? What time is allowed to work at the computer?);Notepad: (how to start a program?)What is the tag used for? | |
| Previous learning | informatics | |
| Cross curricular links | Lesson Planned Activities | |
| Time | Planned activities | Resources |
| Beginning 5 min | Organizing time Greeting Divide into groups using colorful stickers. Divided into groups, prepared for a lesson. Guys, pay attention to the board and let's define the topic. | Slide. |
| Middle 25 min | <p>1. Explanation of the new topic:Media queries - a logical expression that can be equal to true (true) or false (false)The condition is either the parameters of the device on which the web page is displayed, or the size of the user's screen.A media request is recorded either in a style file or in a nested style and has the following structure:</p>  | Slide. |
| | <p>all - all devices. Maybe screen print tvmax-width - media function that can set the parameters of the specified device or screen resolutionIn the example, a device with a maximum screen resolution of 480px and a minimum resolution of 320px:</p> | |

```
@media all and (max-width : 480px), all and (min-width: 320px) {
  .my-class {
    color: #999;
  }
}
```

The example shows that functions can contain logical conditions: and-and, not-only only

It is logical to place media queries after all described styles

Pseudo-classes in CSS with

Pseudo-classes define the dynamic state of elements that is changed by user actions.

Important: the pseudo-class indicates the presence of a colon (:)

- Three pseudo-classes are defined specifically for the hyperlink (for tag a):

connection{...} /* for unvisited reference */

coming{...} /* for visited link */

asset{...} /* for the active link, when clicked */

* active-pseudo-class not only for hyperlink

* Pseudo-classes for all elements:

element: Hover{...} /* hover over an element */

* Pseudo-classes for all controls:

input focus{...} /* at the moment when the element gets focus */

input: active{...} /* when the item is activated */

Example: there is a text field on the page. It is necessary to take the element in a thick black frame when it is in focus, in a thick and red when it is active

Accomplishment:

```
<style type= "text / css">
```

```
.el1: focus {outline: thick solid black color }
```

```
.el1: active { contour: thick solid red }
```

```
</style>
```

```
</chapter>
```

```
<body>
```

```
<input type= "text" class= " el1 "value= " click me">
```

Result:

Result:

CSS pseudo-elements

Pseudo-elements allow, firstly, to set the style of some parts of the elements that are not defined in the document element tree, and, secondly, to generate content that is not in the source code of the text.

Pseudo-elements that define new elements:

element:first-letter {...} /* first letter or symbol of the element */

item:first-line {...} /* first line of the element */

Example: for the first line of a paragraph, apply an italic font style, make the first letter of the paragraph red

Accomplishment:

```
<style type="text/css">
```

```
.f1:first-letter {color: red}
```

```
.f1: first-line {font-style: italic}
```

```
< / style>
```

```
< / head>
```

```
the <body>
```

```
<p class= " f1 " >a style has been applied to this text. A style has been applied to this text.
```

```
A style has been applied to this text.
```

A style has been applied to this text. A style has been applied to this text.

< / p>

Result:

К этому тексту применен стиль. К этому тексту применен стиль. К этому тексту применен стиль. К этому тексту применен стиль. К этому тексту применен стиль.

Pseudo-elements that generate content:

element:before {content:""}/* generates text before the element */

element:after {content:""}/* generates text after the element */

Example: to the content of the paragraph with the class new add an additional word-
Wow!.

Accomplishment:

```
<style type="text/css">
```

```
p. new:after{
```

```
    content: "Wow!"
```

```
}
```

```
< / style>
```

```
< / head>
```

```
the <body>
```

```
<p class= " new " >Catching a lion in the desert using the Golden ratio method.< / p>
```

```
<p>the method of catching a lion is simple search.< / p>
```

Result:

Ловля льва в пустыне с помощью метода золотого сечения.- Ого!

Метод ловли льва простым перебором.

Example: for a bulleted list, remove the marker and set a symbol instead

Accomplishment:

```
<style type="text/css">
```

```
ul {
```

```
    list-style-type: none; /* Hide list markers */
```

```
}
```

```
li:before {
```

```
    content: "\20aa "; /* Add a Unicode character before the list item */
```

```
}
```

```
< / style>
```

```
< / head>
```

```
the <body>
```

```
<ul>
```

```
< li>Cheburashka< / li>
```

```
the <li>Crocodile Gena</li>
```

```
< li>Shapoklyak< / li>
```

```
< li>Rat Larissa< / li>
```

```
< / ul>
```

Result:

☞ Чебурашка
☞ Крокодил Гена
☞ Шапокляк
☞ Крыса Лариса

Task: Copy the text below and paste it into the web page. Using a nested css style or a separate css file, create the following rules to achieve the effect as in the final image.

Text:

the <body>

< h1>Verse 1< / h1>

<p>

The question is: why do I need all this?

But, not finding an answer on the approach,

I realized that came from outside

Rapidly outside same and moves away.

</p><p>

Another question — how to be? But here

The answer asked itself: do nothing!

(Coals will not live long

In the fire, where all without accidents.)

</p><p>

So I wait, without moving,

When the faces leave the heart,

Gone once with eyes,

Never to return.

< / p>

<hr>

< h1>Verse 2< / h1>

<p>

Promise me you'll come Home.

These winters will overcome me.

I look at you and dare not

Touch it with a cold hand.

</p><p>

Promise me you won't be bored.

We will both remember the years

Our strange and stupid freedom,

Taught to love and forgive.

</p><p>

Promise that in a distant land,

If you get lonely,

You will read these kind lines

About my boundless Tenderness.

</p><p>

And will settle in the heart of peace.

There is no you me on light of more expensive.

Promise me,

that someday yet

you'll come Home, of course.

< / p>

<hr>

< / body>

Necessary rule:

p:first-line{...}

p: the first letter{...}

| | | |
|---|--|--|
| | <pre>p {...} h1{ text conversion:...; bottom border-style:...; border-bottom-color:...; } HR {...} Properties: text-transform border-bottom-style border-bottom-color The design of the font</pre> | |
| End 10 min | Performing a task on the site Kahoot.it.... | The website Kahoot.it |
| | Home task: synopsis | |
| 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 | 1.Self-evaluation by pattern 2. Execution of the task for FORMATION 3.Feedback on the results of tasks, on the results of reflection ("applause») | TB rules when working in the office, Psychological comfort |
| Reflection on the lesson 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. | |

