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Follow the Clues Online - Year 4

Table of Contents	
Presentation: Follow the Clues Online	
Teacher quick-start and five lesson plans	
Creekside practice web pages (6 pages)	
Five features that help readers	
A menu shown closed and open	
Reader's Route: how to play	
Reader's Route: 12 missions and complete keys	
Same facts, different layout	
Before we begin	
Spot five helpful features	
Goal, route, answer, why	
Reader's Route: four-turn record	
Headlines and layout help	
My reading reflection	
Lighthouse assessment web pages (2 pages)	
Quiz: Follow the Clues Online	
Assessment: helpful features and four missions	
Rubric: reading online texts	



Teacher quick-start

Purpose: Teach Year 4 pupils to find information for a goal and explain how headlines, drop-down menus, links, graphics and layout help. Prior knowledge: short factual paragraphs and familiar headings; no coding or independent browsing is assumed.

Preparation: Have the presentation and quiz ready. Print/project the six Creekside pages and the closed/open menu mat. Prepare twelve mission cards, response sheets and the later Lighthouse cases. Use paper, pencils and optional highlighters. All core texts are provided.

Teaching: Model a goal, predict a destination, read for the answer, then explain a feature. Printed links/menus and simulations: pupils point and select the matching labelled page. They do not open inside the PDF. Save Lighthouse until lessons. No accounts, live forms or real contact details are needed.

Access: Read factual text aloud or decoding hides navigation understanding. Pupils may point, explain orally, use pictures/a communication device, or have an adult record words. Record reading support separately; do not grade device speed or handwriting.

Evidence: Use the baseline, four-turn record, explanations, quiz and unseen assessment. Adjacent red sample keys show accurate reasoning; accept other valid supplied routes. Use the rubric to choose the next teaching step.

Lesson 1 – read with a purpose (50 minutes)

Goal: Name the five features and explain one useful effect. Resources: presentation slides 1–7; Home/Visit; five-feature reference; Before we begin; Spot five helpful features.

5 min baseline: Ask “Where would you find opening times?” Capture a destination and reason before teaching.

10 min model: Say “I need the hours. Visit sounds useful.” Follow Home→Visit, read Tuesday–Sunday, 9 am–4 pm, and explain the heading.

10 min guided: Locate headline, menu, link, graphic and grouped layout together. Distinguish the headline from the browser address bar. Ask what each feature helps a reader do.

15 min practice: Pupils complete the feature worksheet, using clear examples and a purpose for each.

5 min discuss: Challenge “the biggest picture has the answer”. Read the headings/link labels and show that a map need not be a link.

5 min exit: Name a feature and how it helps. Support: read aloud/pointing and paired oral reasons. Extension: explain two features working together. Assessment: check purpose, not labels alone.

Lesson 2 – menus and destinations (50 minutes)

Goal: Select a useful route and extract accurate facts. Resources: presentation slides 8–15 and 19; all Creekside pages; closed/open mat; Goal, route, answer, why.

5 min retrieve: Recall a useful feature and its purpose.

10 min model: Show Explore closed, then open. Predict Rockpool Workshop for the length. Follow that label and read 40 minutes. Explain home/subpage and static printed simulation.

10 min guided: Find the meeting point: beside the visitor desk. Compare Home→Explore→Rockpool with Visit→Rockpool Workshop times. Both work because the supplied links lead to the facts.

15 min practice: Complete four goal/route/answer/reason missions. Ask pupils to justify a destination before reading.

5 min discuss: A group of groups information; it is not automatically a link. Scrolling shows more of one page, while a link may change the destination.

5 min exit: State a route and a feature-specific reason. Support: give two plausible labels and read facts aloud. Extension: compare two valid routes. Do not accept an unrelated page just because the answer was guessed.

Lesson 3 – Reader's Route (50 minutes)

Goal: Find facts cooperatively and explain the route. Resources: presentation slides 16–17; all Creekside pages; game instructions; twelve mission cards and keys; four-turn record.

5 min retrieve: Predict which feature helps with school information.

10 min worked turn: Model Home→Explore→Garden Trail, visitor desk start, and a reason linking menu choice to page evidence.

10 min guided: Ask “Who books and what should the class bring?” Use School Visit: teacher books before the visit; class water bottles. Demonstrate two valid school routes.

20 min paired game: Reader draws; navigator predicts; reader locates the page; both read and explain, record and swap. Complete at least four turns. Keep keys for feedback; there is no speed winner.

5 min independent work. Each group states one new mission answer, route and reason. Teacher listens for an actual feature effect. Support: choose a small card set and accept an oral record. Extension: compare two valid routes and explain why an unrelated destination fails. Check all twelve mission facts against the keys.

Lesson 4 – readable pages and useful graphics (50 minutes)

Goal: Explain how a headline, layout and graphic make reading easier.

Resources: presentation slides 13–14 and 18; clear/scattered comparison; Headline and layout worksheet; Garden Trail.

5 min retrieve: Name a feature and an effect.

10 min model: Compare Opening times with Great stuff. Group days/hours; use the captioned diagram to show stop order. Both graphics and words can convey information.

10 min guided: Compare Page A and Page B. The same facts are legible on both; do not call more colours better. Identify a specific grouping or predictive headline.

20 min practice: Pupils compare the shoppets, explain a helpful layout detail, and give a route for the hours. This is reader explanation, not a full redesign lesson.

5 min exit: Say a claim and evidence: “A helps because the days and hours sit under Opening times.” Support: circle related facts and say a reason or link. Extension: explain two features working together or a valid alternative. Assess the explanation, not artistic preference.

Lesson 5 – independent transfer (50 minutes)

Goal: Apply navigation/readability strategies to an unseen supplied site.

Resources: Lighthouse Home/Visit and Activities/School Visits; two assessment sheets/keys; analytic rubric/sample; quiz; reflection.

5 min instructions: Introduce the fictional site and point to its page labels. Do not model assessment routes. All required facts are in the supplied panels.

20 min assessment: Pupils locate/name five features, explain their purposes and complete four routes/facts/reasons. They explain two features for one goal. Record read-aloud for other reading support separately from route prompting.

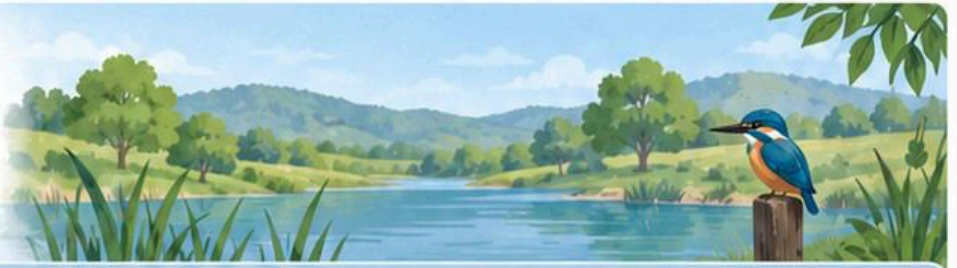
15 min quiz: Use ten question/feedback pairs. Have pupils explain choices before revealing the answer key. Quiz is taught knowledge; the Lighthouse task is transfer.

5 min reflection: Complete My reading reflection with a real Creekside example and one strategy.

5 min collect evidence: Judge the four rubric criteria using lessons and transfer. Secure means accurate examples and reasons; do not mark art, device speed or handwriting. Use the applied sample to plan a specific next step. Support may include oral/pointed responses; extension compares two valid routes.



Creekside
Discovery Hub
Learn Explore Belong



Home

Visit

Explore ▼

What's On

Explore Creekside

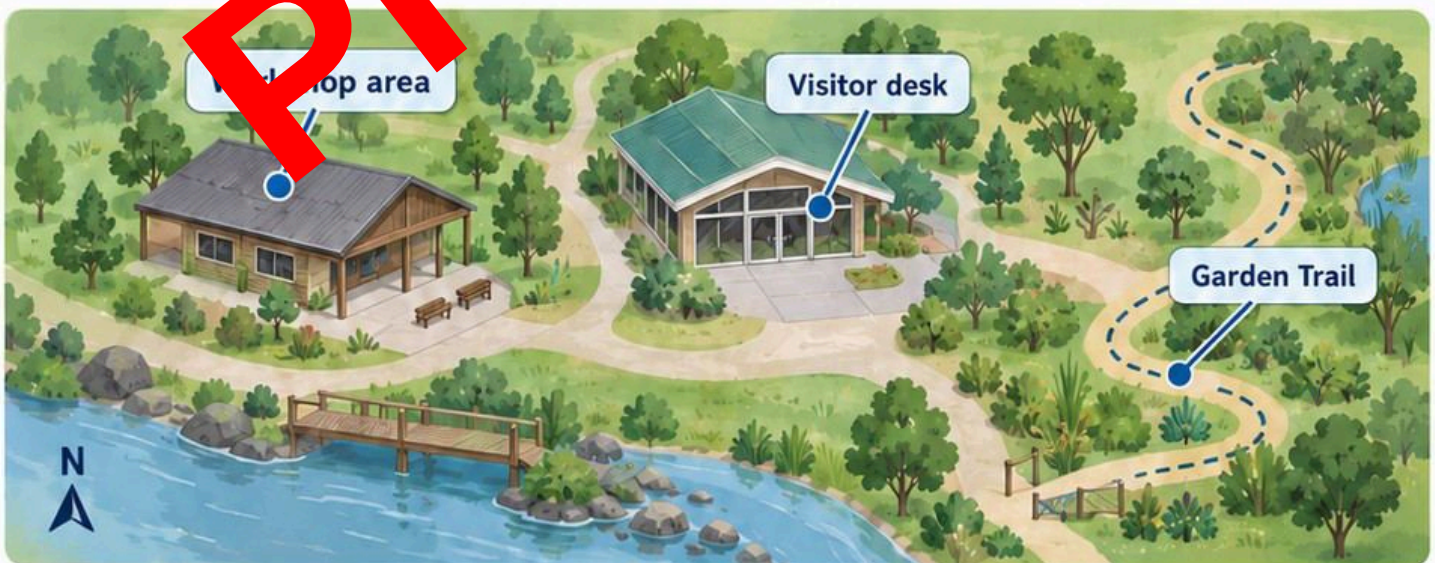
Discover workshops and trails.
Choose a page to plan your visit.

Nature
Activities
Brighter Days

**Workshops****Trails****School visits**

Try the Rockpool Workshop. Follow the Garden Trail.

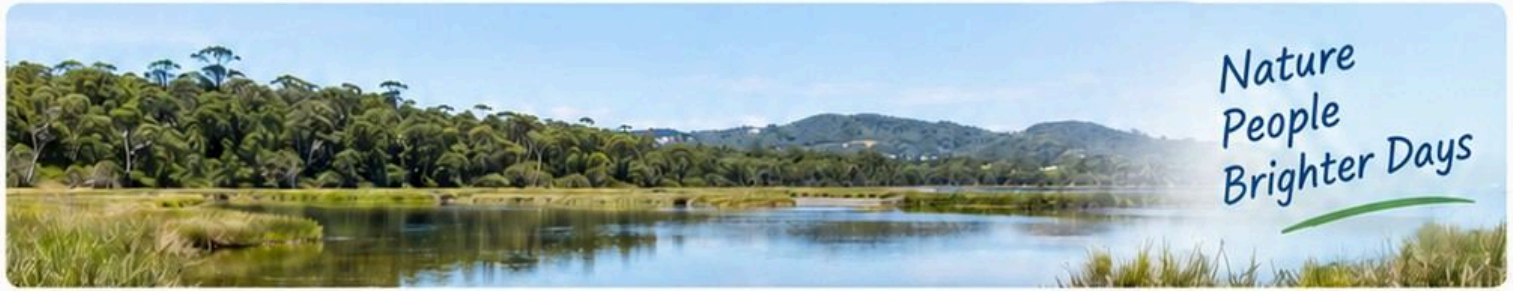
[Plan a school visit - School Visit](#)



This map shows where activities start. It is a graphic, not a link.



Point to a page label, then find that page in this pack.
These printed controls do not open.



Nature
People
Brighter Days

Plan your visit



Opening times

Tuesday–Sunday
9 am–4 pm



Entry and equipment

Entry is free. Bring drinking water.



Before you arrive

Workshop booking is required.
Paths start at the visitor desk.

Rockpool Workshop times → [Rockpool Workshop](#)

School visit information → [School Visit](#)



Creekside
Discovery Hub

Nature.
People.
Brighter tomorrows.



Home

Visit

Explore

What's On

Rockpool Workshop

Look closely at rockpools

Discover the amazing creatures that live in rockpools.
We'll explore, observe and learn how to look after
our local coastline.

Small
creatures.
Big stories.



Workshop times

10 am or 1 pm
Each workshop lasts
40 minutes.



Meeting point

Meet beside the
visitor desk.



Booking

Your teacher books
before the visit.



Care for living things

Look closely without
touching living
creatures.



[Opening times → Visit](#)



A wilder,
kinder coast
for everyone.



Follow the Garden Trail

Discover plants, wildlife and beautiful views as you explore our garden.



Start at the
visitor desk.



Allow about
25 minutes.



Keep to the
paths.



Visitor desk



1

Herb Bed



2

Pond View

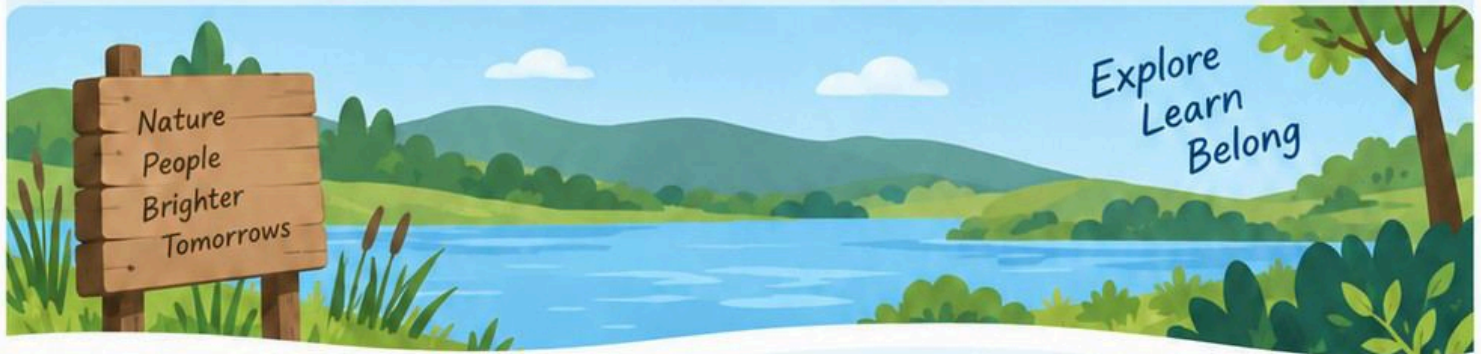


3

Tall Trees

The diagram shows the start and the order of the three stops. It is not a link.

[Plan your visit](#) → [Visit](#)



What's on this week?

Fictional practice timetable

Discover interesting talks and hands-on activities. Everyone is welcome!



Saturday garden talk

Find out how to grow herbs, support wildlife and make your garden a greener place.

🕒 11 am • 20 minutes • Herb Bed



Tuesday Rockpool Workshop

Explore the amazing creatures that live on our rocky shores. Look, learn and ask questions with our friendly team.

🕒 10 am or 1 pm • 40 minutes • Meet beside the visitor desk

[Workshop details → Rockpool Workshop](#)





**Creekside
Discovery Hub**

Nature
People
Brighter Futures



Home

Visit

Explore

What's On

Plan a school visit

Inspire curious minds.
Discover more together.

A closer
look at a
brighter world



Your teacher
chooses a workshop
or trail.



Book the workshop
in advance.



Bring class
water bottles.



Ask about
group access.

Useful pages



[Opening times → Visit](#)



[Workshop details → Rockpool Workshop](#)



Ask your teacher to contact the centre.

Five features that help readers

Web pages use different features to give information.
Look at the examples. Each feature helps us in a different way.



1 Headline



It tells us what the page is about.

2 Drop-down menu



It opens a list of options.
It groups links to subpages.

3 Link

Plan a school visit - [School Visit](#)

The label tells us where it leads.

4 Graphical route



This diagram shows a route.

5 Layout

Opening times

Tuesday – Sunday
9 am – 4 pm



Grouping helps us find related facts.



Choose a feature for your reading goal.
Explain how it helps.

A menu shown closed and open

Websites have menus to help you find information.

Closed

Practice web page



**Creekside
Discovery Hub**

Nature • People • Brighter Tomorrows

Visit

Explore ▼

What's On



Open

Practice web page



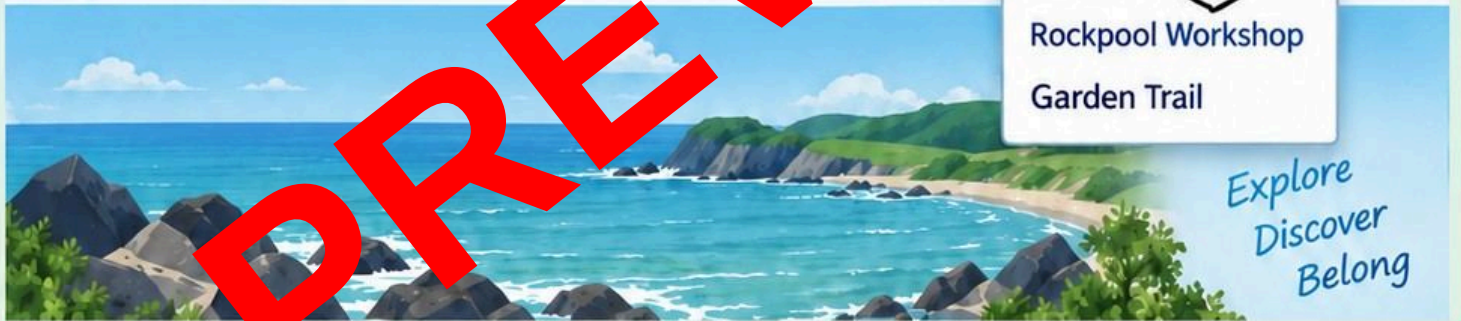
**Creekside
Discovery Hub**

Nature • People • Brighter Tomorrows

Visit

Explore ▼

What's On



1

Explore groups two activity pages.

2

Goal: Find workshop times.

3

Choose **Explore**, then **Rockpool Workshop**.

4

Read the **Workshop times** section: 10 am or 1 pm.



These are printed examples. Point to the choice, then find that page in the pack.

Reader's Route

Use website features to find information and explain your choices.

Home

Explore

Garden Trail

Different paths lead to great discoveries!



Equipment



Six Creekside pages



Twelve mission cards



A record page

How to Play

- 1 Reader draws a mission and reads the goal.
- 2 Navigator predicts a useful feature and page.
- 3 Reader finds the match on practice page.
- 4 Both read the answer and explain how the feature helped.
- 5 Record your evidence and swap roles.

Think
Find
Explain
Share



Play at least four turns. Careful reasons matter more than speed. ⚡

A Worked Turn

- Mission:** Where does the Garden Trail start?
- Route:** Home → Explore → Garden Trail.
- Answer:** At the visitor desk.
- Reason:** Explore groups activity pages; the Garden Trail page gives the start.
- Alternative:** If you already have Garden Trail open, read that page directly.



Reader's Route — missions 1–6

1

OPENING DAYS

Which days can we visit?

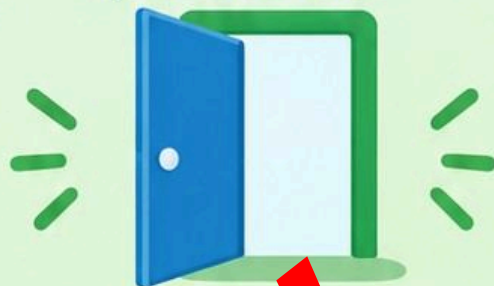


Choose a route. Find the answer. Explain the clue.

2

OPENING HOURS

What time does the centre open and close?



Choose a route. Find the answer. Explain the clue.

3

ENTRY

How much does entry cost?



Choose a route. Find the answer. Explain the clue.

4

WORKSHOP TIMES

What are the two workshop start times?



Choose a route. Find the answer. Explain the clue.

5

WORKSHOP LENGTH

How long does a workshop last?



Choose a route. Find the answer. Explain the clue.

6

MEETING POINT

Where do we meet for the workshop?



Choose a route. Find the answer. Explain the clue.

Reader's Route — missions 7–12

7

SCHOOL BOOKING

Who books the workshop and when?



Choose a route. Find the answer. Explain the clue.

8

SCHOOL EQUIPMENT

What should the class bring?



Choose a route. Find the answer. Explain the clue.

9

TRAIL START

Where does the Garden Trail start?



Choose a route. Find the answer. Explain the clue.

10

TRAIL LENGTH

About how long does the trail take?



Choose a route. Find the answer. Explain the clue.

11

TRAIL ORDER

Name the three stops in order.



Choose a route. Find the answer. Explain the clue.

12

GARDEN TALK

When and where is the Saturday talk?



Choose a route. Find the answer. Explain the clue.

Reader's Route — key 1–6

Follow the clues online to find the information.

The table shows one possible route for each question and explains why it works.



Question number	Answer	Possible route	Reason
1	Tuesday–Sunday.	Home → Visit.	Visit points to opening details.
2	9 am–4 pm.	Home → Visit → Opening times.	The heading groups the hours.
3	Free.	Home → Visit → Entry and equipment.	The subheading helps locate the cost.
4	10 am and 1 pm.	Home → Explore → Rockpool Workshop.	The menu groups activity pages.
5	15 minutes.	Home → Explore → Rockpool Workshop → Workshop times.	The details are grouped.
6	Beside the visitor desk.	Home → Visit → Rockpool Workshop times → Rockpool Workshop.	The link leads to the meeting details.



Accept other accurate routes using supplied page labels, including Home → Explore → Rockpool Workshop for 4–6. A picture alone does not prove a link.

Reader's Route – key 7–12

Follow the clues online

This key shows the correct routes and answers for questions 7–12.
Learners may use slightly different route names if they match the clues.



Q	Answer	Route followed	Why this is correct
7	The teacher books before the visit.	Home → Plan a school visit → School Visit	The link names its destination.
8	Class water bottles.	Home → Visit → School visit information → School	The link leads to the relevant detail.
9	At the visitor desk.	Home → Explore → Garden Trail	The page names the start.
10	About 25 minutes.	Home → Explore → Garden Trail	Related trail details are grouped.
11	Herb Bed → Pond View → Tall Trees.	Home → Explore → Garden Trail	The diagram shows the stop order.
12	Saturday at 11 am, at Herb Bed.	Home → What's On	The event heading groups time and place.



Accept Home → Plan a school visit for 7–8 or other accurate supplied routes.
Do not accept an unrelated destination with no supporting facts.

Same facts, different layout

Goal: Find the opening hours. Which page helps?
Use a headline and a layout detail as evidence.

Practice web page A — grouped

Home Visit Explore What's On

Opening times

Creekside Discovery Hub
EXPLORE LEARN BELONG

Opening times
Tuesday – Sunday
9 am – 4 pm

Entry
Free

Bring
Drinking water

Nature is brighter together!
Discover wildlife • Enjoy fresh air • Help look after our planet

Practice web page B — scattered

Great stuff!
Fun for everyone

EXPLORE
LEARN
BELONG

9 am – 4 pm

Tuesday – Sunday

Free

Bring drinking water

Amazing wildlife!

Small steps make a big difference!

Both pages contain the same facts.
More colours do not always make reading easier.

Before we begin

Name: _____

Date: _____



Practice web page:

Creekside
Discovery Hub

Visit | Explore | What's On

Explore Creekside

Nature • People • Learning • Fun for all to enjoy tomorrow

Plan a school visit School Visit

1 Where would you look for opening times? Why?

2 Name one feature you recognise. What does it help a reader do?

3 I want to find a workshop. Which menu would I try first? Explain.

Reading support used: _____

Before we begin

Name: ANSWERS

Date: _____



Practice web page:



1 Where would you look for opening times? Why?

Visit. The label suggests visiting information.

2 Name one feature you recognise. What does it help a reader do?

Link: Plan a school visit tells me where I will go.

3 I want to find a workshop. Which menu would I try first? Explain.

Explore. It suggests activities I can find out about.

Reading support used: Record any read-aloud or pointing support separately.

Name: _____

Date: _____

Spot five helpful features

Look at the practice web page below. Identify five helpful features and explain how each one helps.

Practice web page

 **Creekside Discovery Hub**

Visit

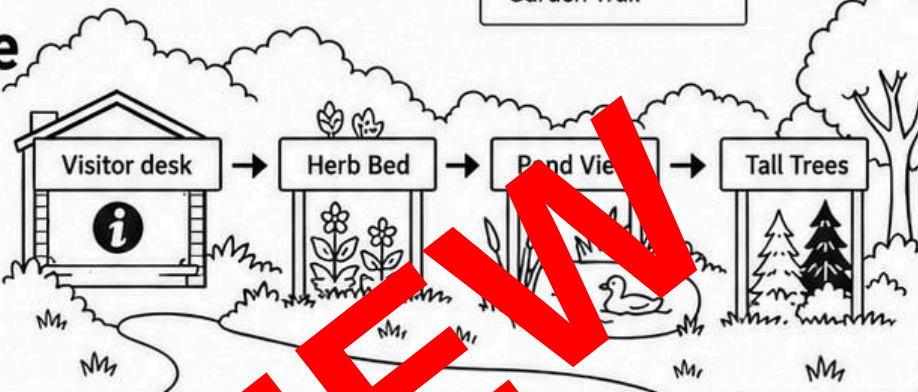
Explore ▼
Rockpool Workshop
Garden Trail

 What's On

Explore Creekside

Creekside is a special place to discover wildlife, plants and outdoor activities all year round.

[Plan a school visit](#) → [School Visit](#)



 **Opening times**
Tuesday–Sunday, 9 am–4 pm

1. **Headline:** _____

How it helps: _____

2. **Drop-down menu:** _____

How it helps: _____

3. **Link:** _____

How it helps: _____

4. **Graphic:** _____

How it helps: _____

5. **Layout:** _____

How it helps: _____

Name: **ANSWERS**

Date: _____

Spot five helpful features

Look at the practice web page below. Identify five helpful features and explain how each one helps.

Practice web page

 **Creekside Discovery Hub**

Visit

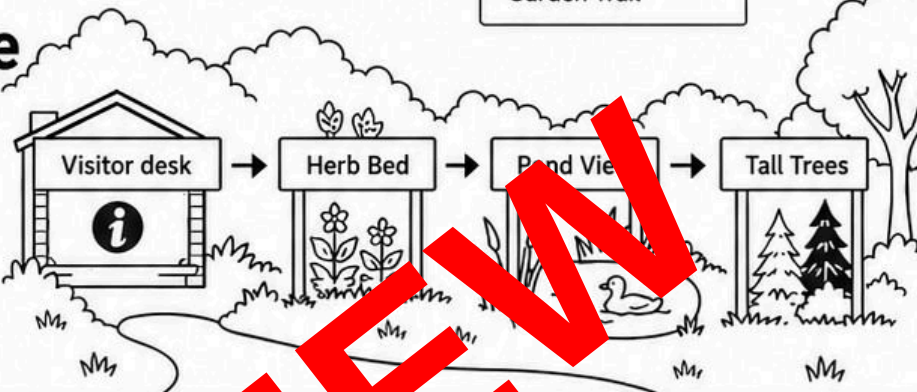
Explore ▼
Rockpool Workshop
Garden Trail

 What's On

Explore Creekside

Creekside is a special place to discover wildlife, plants and outdoor activities all year round.

[Plan a school visit](#) → [School Visit](#)



 **Opening times**
Tuesday–Sunday, 9 am–4 pm

1. **Headline:** Explore Creekside — tells the topic
How it helps: _____
2. **Drop-down menu:** Explore ▼ — groups activity pages
How it helps: _____
3. **Link:** Plan a school visit — names the destination
How it helps: _____
4. **Graphic:** Trail diagram — shows stop order
How it helps: _____
5. **Layout:** Opening times grouped — makes hours easy to find
How it helps: _____

Name: _____

Date: _____

Goal, route, answer, why

Use the Creekside practice pages. Write a route using page labels, the answer, and how a feature helped.

1 Find the opening hours.

Route: _____

Answer: _____

Feature and why: _____

2 Find the workshop length.

Route: _____

Answer: _____

Feature and why: _____

3 Find what the class should bring.

Route: _____

Answer: _____

Feature and why: _____

4 Find the trail's stop order.

Route: _____

Answer: _____

Feature and why: _____

More than one route can work. Use facts from the correct page.

Name: **ANSWERS**

Date: _____

Goal, route, answer, why

Use the Creekside practice pages. Write a route using page labels, the answer, and how a feature helped.

1 Find the opening hours.

Route: **Home → Visit**

Answer: **9 am–4 pm**

Feature and why: **Opening times groups the hours.**

2 Find the workshop length.

Route: **Home → Explore → Rockpool Workshop**

Answer: **40 minutes**

Feature and why: **The menu leads to the activity page.**

3 Find what the class should bring.

Route: **Home → Plan a school visit → School Visit**

Answer: **Class water bottles**

Feature and why: **The link names the school page.**

4 Find the trail's stop order.

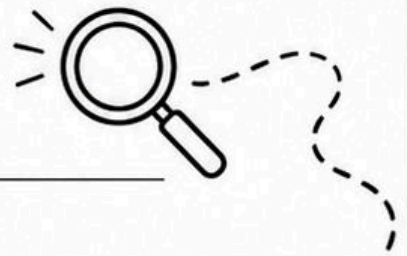
Route: **Home → Explore → Garden Trail**

Answer: **Herb Bed → Pond View → Tall Trees**

Feature and why: **The diagram shows order.**

More than one route can work. Use facts from the correct page.

Reader's Route – four-turn record



Name: _____ Date: _____ Partner: _____

Use a new mission each turn. Swap reader and navigator.

Turn 1

Mission number: _____ My role: _____

Route: _____

Answer: _____

Why this feature helped: _____

Turn 2

Mission number: _____ My role: _____

Route: _____

Answer: _____

Why this feature helped: _____

Turn 3

Mission number: _____ My role: _____

Route: _____

Answer: _____

Why this feature helped: _____

Turn 4

Mission number: _____ My role: _____

Route: _____

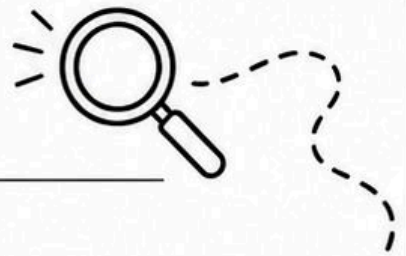
Answer: _____

Why this feature helped: _____



One useful clue I will use next time: _____

Reader's Route – four-turn record



Name: Answers Date: _____ Partner: _____

Use a new mission each turn. Swap reader and navigator.

Turn 1

Mission number: 1 My role: Reader

Route: Home → Visit

Answer: Tuesday – Sunday

Why this feature helped: Visit suggests opening details.

Turn 2

Mission number: 6 My role: Navigator

Route: Home → Explore → Rockpool Workshop

Answer: Beside visitor desk

Why this feature helped: Menu leads to the workshop page

Turn 3

Mission number: 11 My role: Reader

Route: Home → Explore → Garden Trail

Answer: Herb Bed → Pond View → Tall Trees

Why this feature helped: Diagram shows order.

Turn 4

Mission number: 12 My role: Navigator

Route: Home → What's On

Answer: Saturday 11 am at Herb Bed

Why this feature helped: Event heading groups time/place.



One useful clue I will use next time: Read the label before choosing a page.

Name: _____

Date: _____

Headlines and layout help

Web pages use headlines and layout to help you find information quickly. Look at the two practice web pages below and answer the questions.

Practice web page
Page A



A web page titled "Opening times" featuring a line drawing of a classical building with columns. To the right of the drawing, there is a clock icon, a ticket icon, and a water bottle icon. The text next to these icons specifies the opening hours, entry fee, and a requirement to bring drinking water.

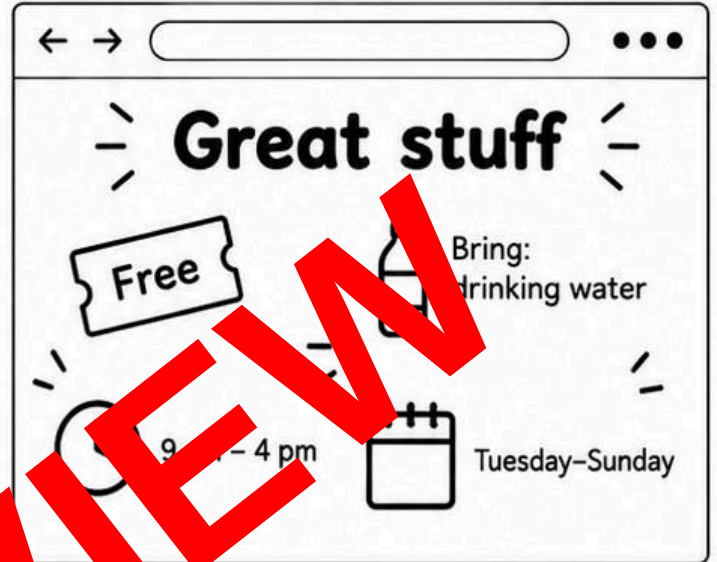
Opening times

 Tuesday–Sunday
9 am – 4 pm

 Entry: Free

 Bring: drinking water

Practice web page
Page B



A web page titled "Great stuff" featuring a line drawing of a classical building with columns. To the right of the drawing, there is a clock icon, a ticket icon, and a water bottle icon. The text next to these icons specifies the opening hours, entry fee, and a requirement to bring drinking water.

Great stuff

 Free

 Bring: drinking water

 Tuesday–Sunday
9 am – 4 pm

1 Which page helps you find the opening hours? Why?

2 Compare the two headlines. Which predicts the content?

3 Describe one layout detail that helps you read.

4 Give a route from Home to this information and explain the clue.

Name: **ANSWERS**

Date: _____

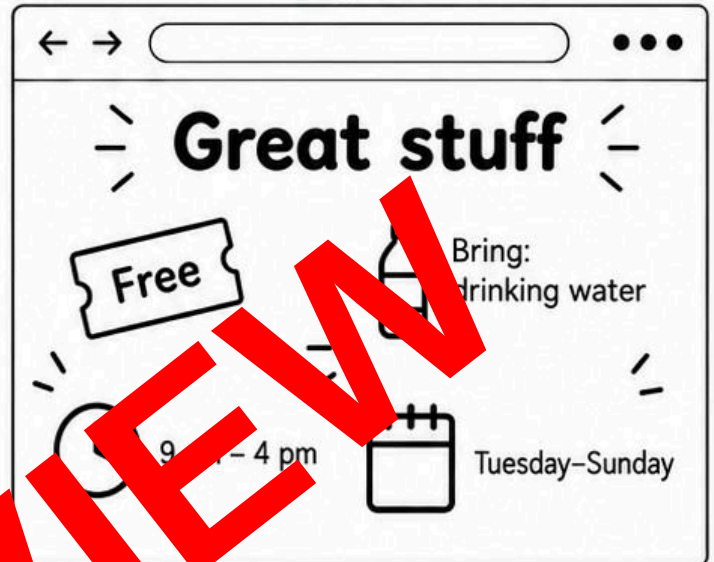
Headlines and layout help

Web pages use headlines and layout to help you find information quickly. Look at the two practice web pages below and answer the questions.

Practice web page
Page A



Practice web page
Page B



- 1 Which page helps you find the opening hours? Why?

Page A. Opening details are grouped.

- 2 Compare the two headlines. Which predicts the content?

Opening times predicts hours. Great stuff is vague.

- 3 Describe one layout detail that helps you read.

Days and hours sit together under one heading.

- 4 Give a route from Home to this information and explain the clue.

Home → Visit. Visit suggests visiting details.

My reading reflection



Name: _____

Date: _____

Use a real example from our Creekside pages.

① My reading goal was ...

② A feature that helped was ...
It helped because ...

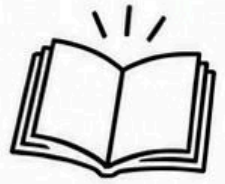
③ If my first route didn't work, I could ...

④ Two features can work together. My example is ...

Reading support used: _____

Next teaching step: _____

My reading reflection



Name: ANSWERS Date: _____

Use a real example from our Creekside pages.

- ① My reading goal was ...
Find workshop times.

- ② A feature that helped was ...
It helped because ...
Explore menu. It groups activity pages.

- ③ If my first route did not work, I could ...
Read another clear label such as Visit, then follow Workshop times.

- ④ Two features can work together. My example is ...
The Visit menu leads to the right page; Opening times groups days and hours.

Reading support used: Record read-aloud/pointing if used

Next teaching step: Ask for a feature-specific reason

Lighthouse Learning Centre

Explore Learn Be inspired

People • Places • A brighter tomorrow

Practice web page: **Home**

Visit

Activities

School Visits

Discover the coast

Choose a page to plan your learning visit.

[Plan a class visit → School Visits](#)



Entrance



Learning room



Coast path

This diagram shows places. It is not a link.

Practice web page: **Visit**

Visit

Activities

School Visits

Opening times



Wednesday – Sunday
10 am – 3 pm

Entry



Free

[Find an activity → Activities](#)

[School visit details → School Visits](#)



Small steps make a big difference

Activities

Practice web page



Lighthouse
Learning Centre

Visit

Activities ▾

School Visits

Map Makers

Coast Walk

Choose an activity

Map Makers



11 am



30 minutes

Coast Walk



1 pm



35 minutes

Practice web page



Lighthouse
Learning Centre

Visit

Activities ▾

School Visits

Plan a class visit

Your teacher books the activity before arrival.

Bring water and a hat.

[Opening times](#) → [Visit](#)

[Activity times](#) → [Activities](#)

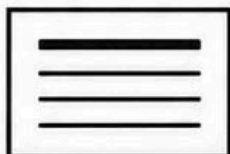


Assessment — helpful features

Name: _____ Date: _____

Use both Lighthouse Learning Centre case pages. Name **an example** of each feature and explain how it helps a visitor read.

① **Headline**



Example: _____

How it helps: _____

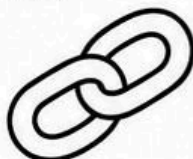
② **Drop-down menu**



Example: _____

How it helps: _____

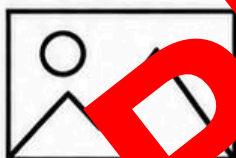
③ **Link**



Example: _____

How it helps: _____

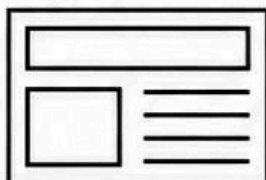
④ **Graphic**



Example: _____

How it helps: _____

⑤ **Layout**



Example: _____

How it helps: _____

Explain how two of these features work together for one reading goal.

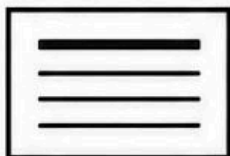
Reading support: _____

Assessment — helpful features

Name: ANSWERS Date: _____

Use both Lighthouse Learning Centre case pages. Name **an example** of each feature and explain how it helps a visitor read.

① **Headline**



Example: Opening times

How it helps: predicts hours

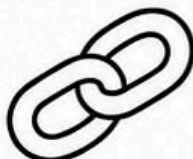
② **Drop-down menu**



Example: Activities list

How it helps: groups the two activity pages

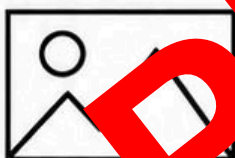
③ **Link**



Example: Plan a class visit

How it helps: name School Visits

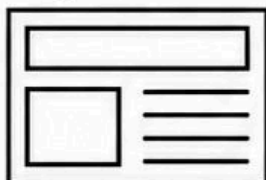
④ **Graphic**



Example: Entrance diagram

How it helps: shows the place order

⑤ **Layout**



Example: Map Makers time/length together

How it helps: groups activity facts

Explain how two of these features work together for one reading goal.

Visit menu selects the page; Opening times groups the days and hours.

Reading support: Record any reading support separately

Name: _____

Date: _____

Assessment – four reading missions

Use the Lighthouse pages. For each mission, write the route, answer and a feature-specific reason.



1 Which days is the centre open, and what are its hours?

Route: _____

Answer: _____

Feature and why: _____

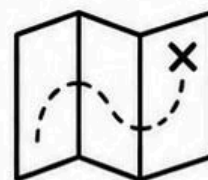


2 When does Map Makers start, and how long does it last?

Route: _____

Answer: _____

Feature and why: _____



3 What does each team need to do before arrival?

Route: _____

Answer: _____

Feature and why: _____



4 What should pupils bring for their school visit?

Route: _____

Answer: _____

Feature and why: _____

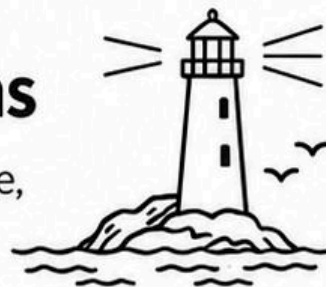


Name: **ANSWERS**

Date: _____

Assessment – four reading missions

Use the Lighthouse pages. For each mission, write the route, answer and a feature-specific reason.



1 Which days is the centre open, and what are its hours?

Route: **Home → Visit**

Answer: **Wednesday – Sunday, 10 am – 3 pm**

Feature and why: **Opening times groups days/hours**

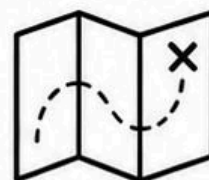


2 When does Map Makers start, and how long does it last?

Route: **Home → Activities → Map Makers**

Answer: **11 am, 30 minutes**

Feature and why: **Activity heading groups the details**



3 What does the teacher need to do before arrival?

Route: **Home → School Visits**

Answer: **Book the activity before arrival**

Feature and why: **The menu names the right destination**



4 What should pupils bring for their school visit?

Route: **Home → Plan a class visit → School Visits**

Answer: **Water and a hat**

Feature and why: **The link leads to school information**



Assessment rubric — reading online texts

Name: _____

Date: _____

Use the Lighthouse assessment and lesson evidence. Judge reading choices and explanations, not art, speed or handwriting.

1. Features



Emerging

Names few features.

Developing

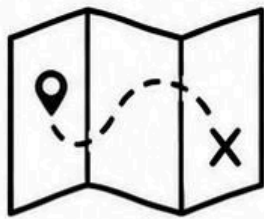
Locates most with some help.

Secure

Accurately locates and names *all five*.

Judgement/evidence: _____

2. Routes and facts



Emerging

Unrelated choices or missing facts.

Developing

Useful choices, some accurate facts.

Secure

Useful routes and accurate facts for all four missions.

Judgement/evidence: _____

3. Purpose and readability



Emerging

Explains how one feature helps only.

Developing

Explains one useful effect.

Secure

Explains how two features help a stated goal, using evidence.

Judgement/evidence: _____

4. Transfer



Emerging

Needs step-by-step direction.

Developing

Applies a familiar strategy with a prompt.

Secure

Applies the strategy to the unseen Lighthouse pages.

Judgement/evidence: _____

Reading support used: _____

Next teaching step: _____

Assessment rubric — reading online texts

Name: Answers

Date: _____

Use the Lighthouse assessment and lesson evidence. Judge reading choices and explanations, not art, speed or handwriting.

1. Features



Emerging

Names few features.

Developing

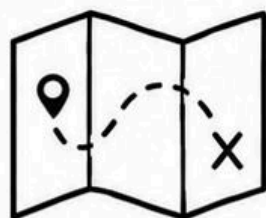
Locates most with some help.

Secure

Accurately locates and names *all five*.

Judgement/evidence: identifies headline, menu, link, graphic and grouped layout.

2. Routes and facts



Emerging

Unrelated choices or missing facts.

Developing

Useful choices, some accurate facts.

Secure

Useful routes and accurate facts for all four missions.

Judgement/evidence: four accurate routes and facts.

3. Purpose and readability



Emerging

Names features only.

Developing

Explains one useful effect.

Secure

Explains how two features help a stated goal, using evidence.

Judgement/evidence: explains Opening times but needs a second feature.

4. Transfer



Emerging

Needs step-by-step direction.

Developing

Applies a familiar strategy with a prompt.

Secure

Applies the strategy to the unseen Lighthouse pages.

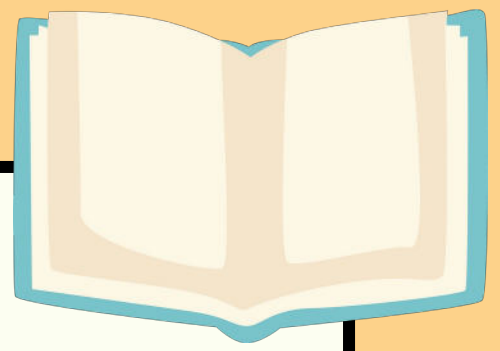
Judgement/evidence: finds Lighthouse facts without route prompts.

Reading support used: Teacher read the facts aloud; no destination prompt.

Next teaching step: Explain how a menu and heading work together.

**Follow the Cues Online
Year 4**





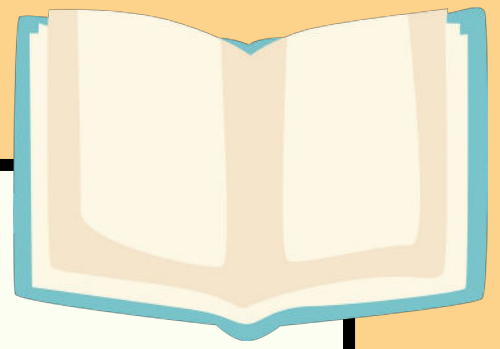
Find it. Follow it. Explain it.

Find a helpful feature.

Choose where to look.

Explain how it helps you read.





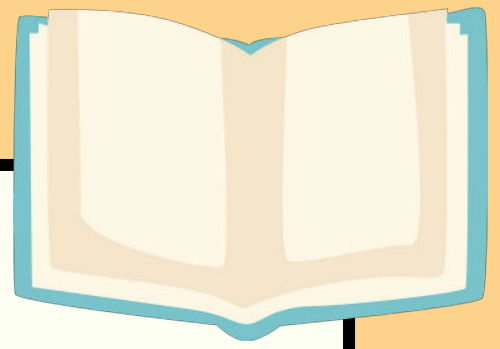
Start with a reading goal

Our goal: Find Creekside's opening hours.

Which label would you try: Visit, Explore or What's On?

Tell a partner why





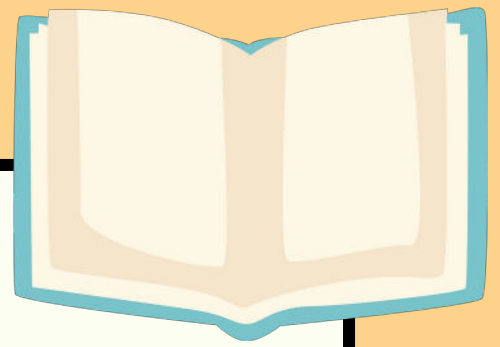
A home page is a starting point

Explore Creekside

Visit | Explore | What's On

A home page introduces the site and gives routes to other pages.





Five features help us read

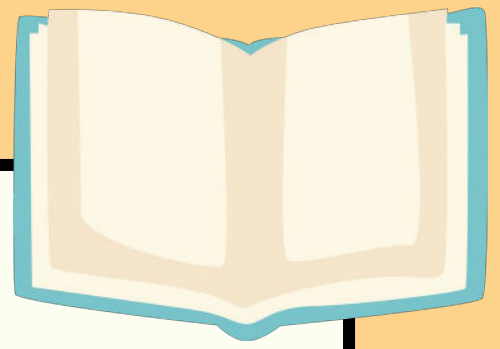
Headline: tells the page topic

Menu and links: help us choose destination.

Graphic: shows useful information.

Layout: groups related details.





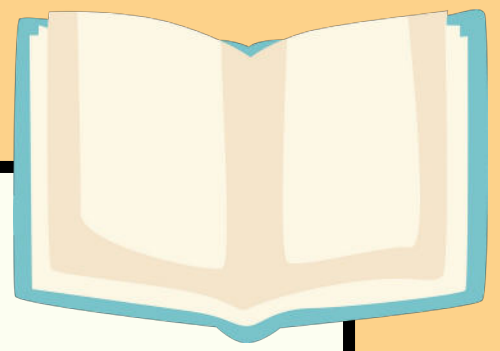
A headline is part of the page

Explore Creekside is the page headline.

It tells us the topic.

A browser's address bar tells us where a page is online. This is different from a headline.





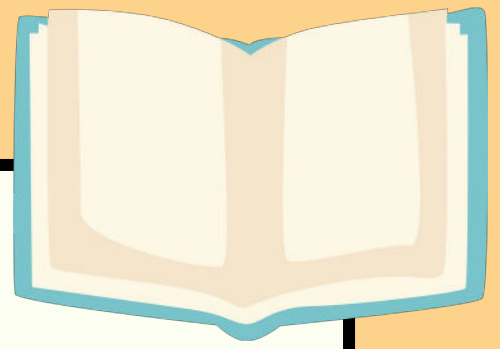
Home pages lead to subpages

Home → Visit

Visit is a subpage about visiting

Its Opening times heading groups Tuesday–Sunday
and 9 a.m.–4 p.m.





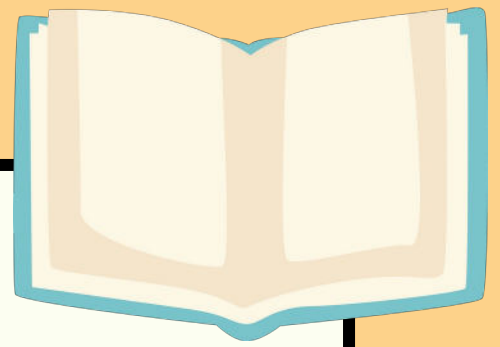
A closed menu gives a choice

Visit | Explore ▼ | What's on

Explore suggests activities

A drop-down menu can show more choices.





An open menu groups choices

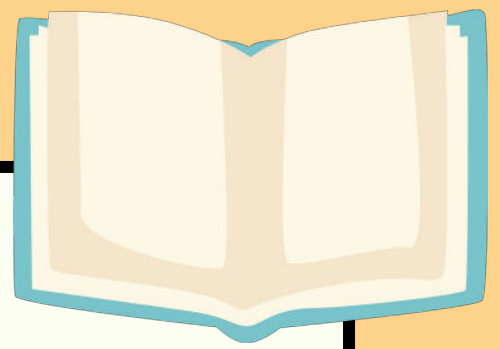
Explore ▼

Rockpool Workshop

Garden Trail

These choices lead to two different activity pages.





Follow a workshop route

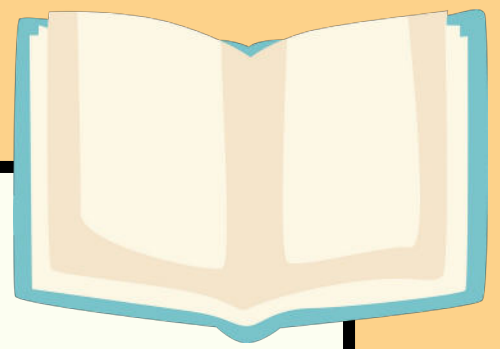
Goal: Find the workshop enough.

Home → Explore → Backpack Workshop

The Workshop times section says 40 minutes.

The map helped us find the right page.





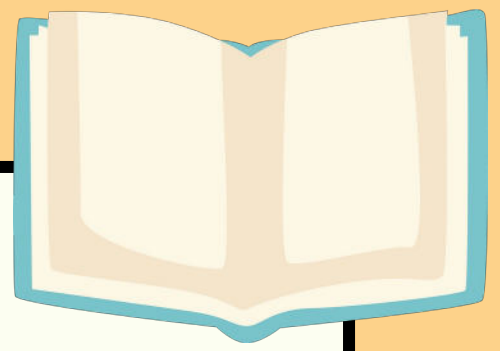
Try a meeting-point mission

Where do we meet for the workshop?

Choose a useful route. Read the page.

Tell us the answer and which feature helped.





Read the link label

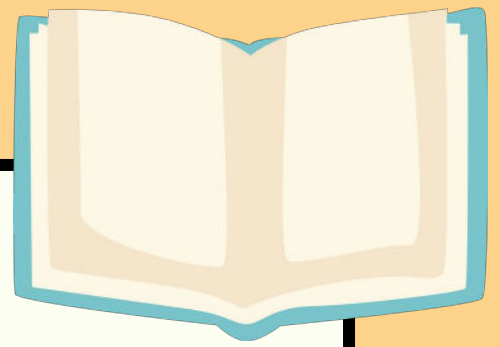
Plan a school visit → School visit

This link names its destination.

It leads to school information, not the Garden Trail
page.



Graphics can explain information

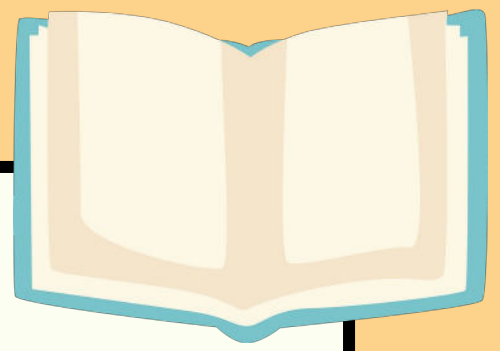


Visitor desk → Herb Bed → Pond View → Tall Trees

The Garden Trail diagram shows the start and stop order.

A picture is not automatically a link.





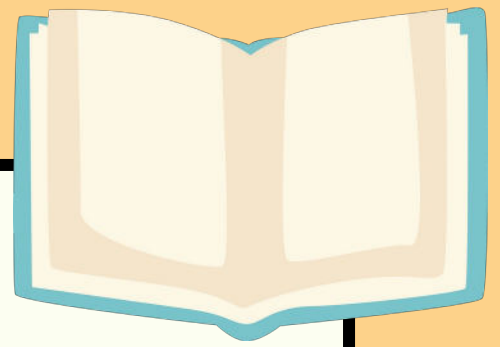
Layout groups related facts

Opening times

Tuesday–Sunday 9 am–4 pm

Days and hours sit together. We can find them without searching the whole page.





A school-visit route

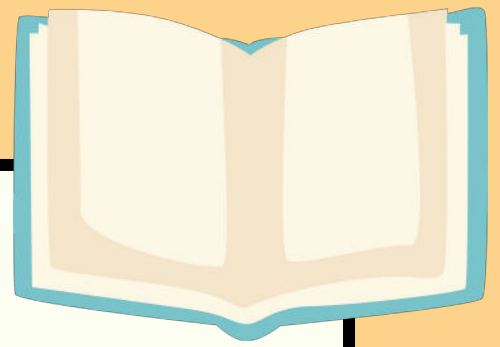
Goal: Find what our class should bring

Home → Plan a school visit → School Visit

Answer: Class water bottles.

Another route is Home → Visit → School Visit.





A worked Reader's Route

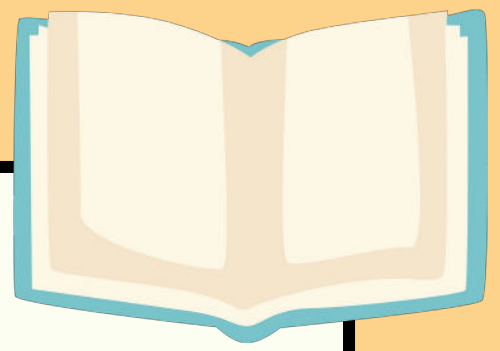
Mission: Where does the trail start?

Route: Home → Explore → Garden Trail

Answer: At the visitor desk

Reason: Explore groups activities; the trail page gives the start.





Play with a partner

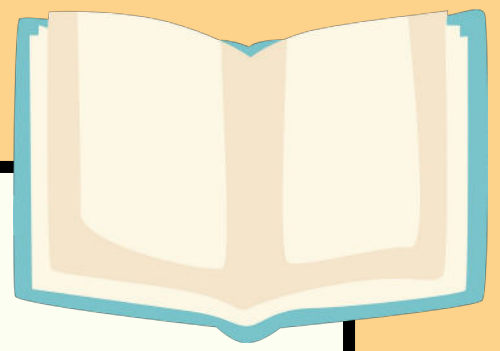
Reader reads the mission. Navigator predicts a route.

Find the answer and explain the clue.

Record your evidence. Swap roles.

Play a second round.





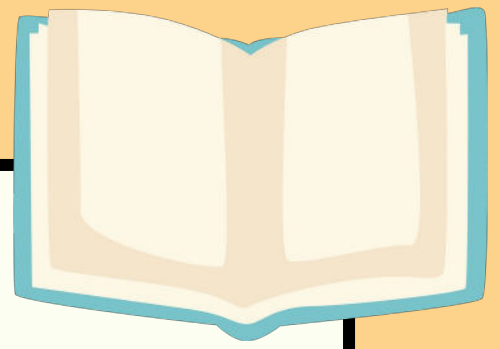
Which page helps a reader?

Page A: Opening times; days and hours grouped.

Page B: Great stuff; the same facts scattered.

Which helps you find the hours? Explain a headline and a layout detail.





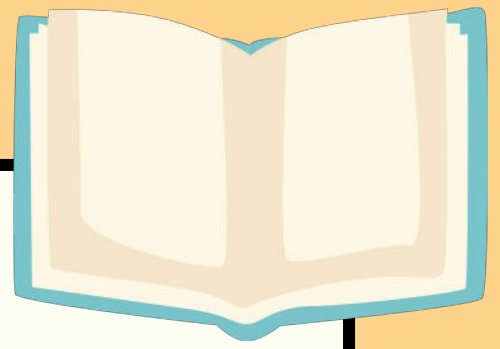
A link and a scroll do different jobs

Scrolling reveals more of the page you are on.

A link may take you to another destination.

In this printed pack, point to a label and find the matching page.





Use your clues somewhere new

Read the Lighthouse Learning Centre pages.

Choose routes, find facts and explain useful features.

Which strategy will you use again?



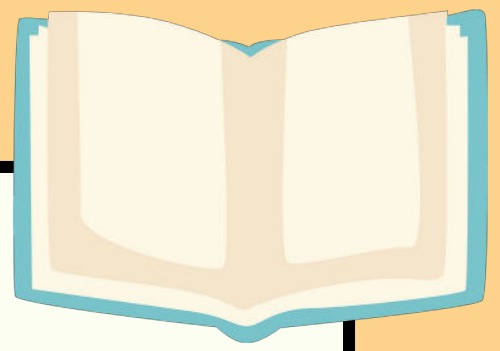


We'll do one!
Final. Follow. Explain.



Follow the Cues Online Quiz – Year 4





Question 1

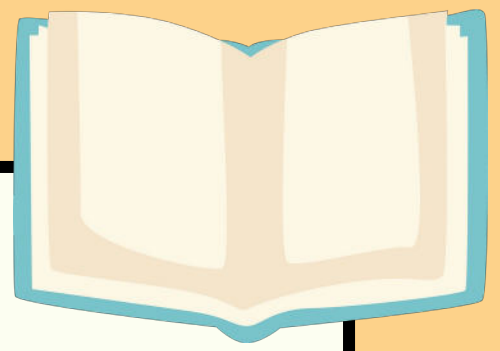
Where would you find Creekville's shopping times?

A Visit

B Garden Trail

C Rock and Workshop

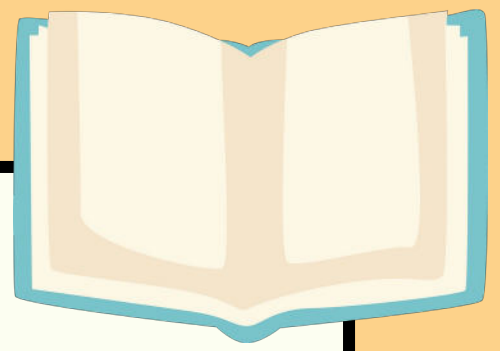




Answer 1

Visit. The label suggests visiting information. Opening times groups the hours.





Question 2

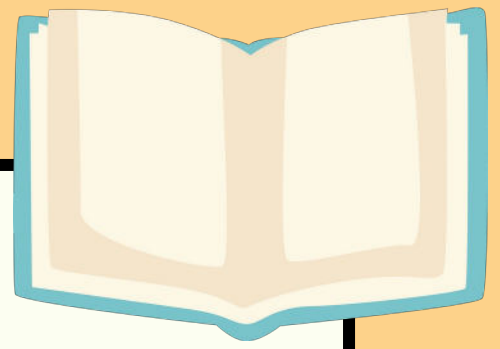
How does Explore → Rockpool Work help?

A It groups links to activity page

B It tells us the entry cost.

C It changes the opening hours.

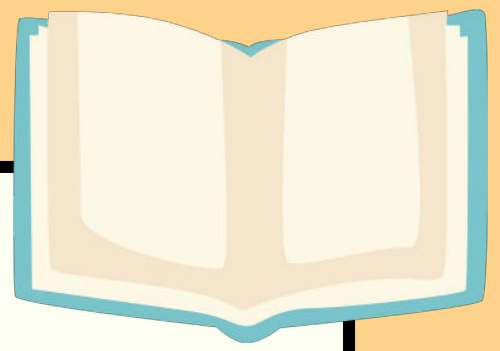




Answer 2

A. The drop-down menu provides some links so we can choose an activity.



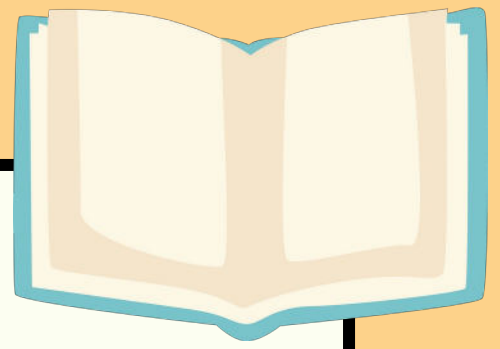


Question 3

The 1 pm workshop starts at 1 pm. How long does it last?

Use this page detail: Each workshop lasts 40 minutes.

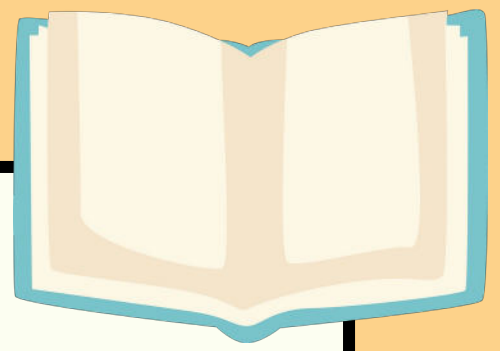




Answer 3

40 minutes. The start time and the end time are different details.





Question 4

Where does Plan a school visit lead?

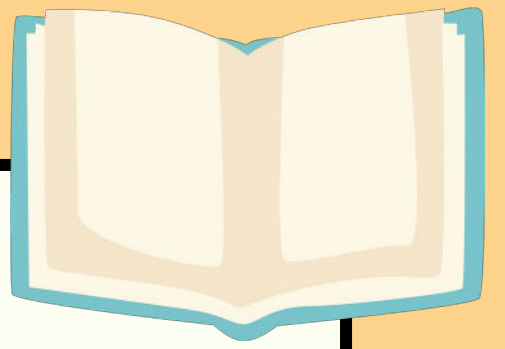
A Garden Trail

B School Visit

C What's On

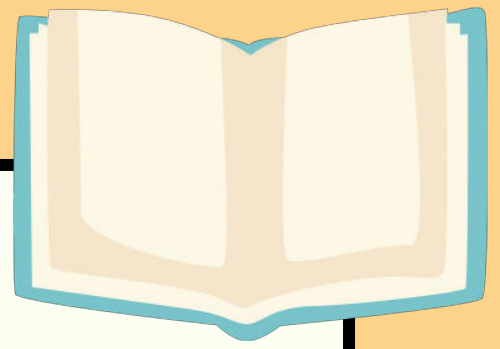


Answer 4



B. The link label leads to School Visit information.

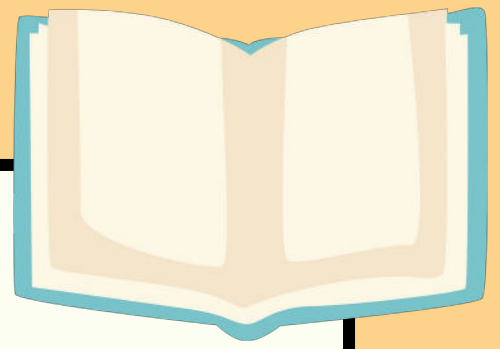




Question 5

Is every picture on a page a link?
Explain using the Corden mail diagram.

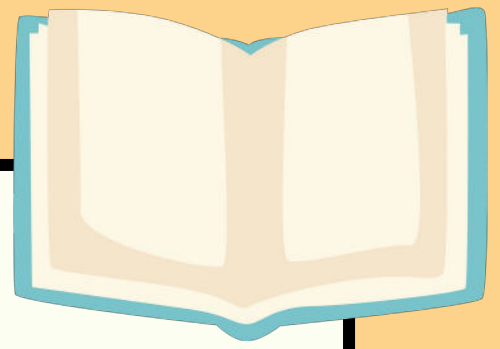




Answer 5

No. The diagram shows the route. Look for a labelled link or a control your teacher has shown you how to use.





Question 6

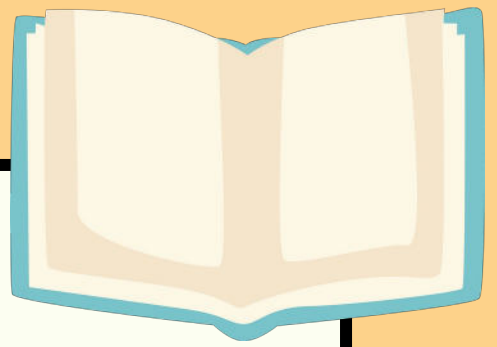
How does the Garden Trail and garden help?

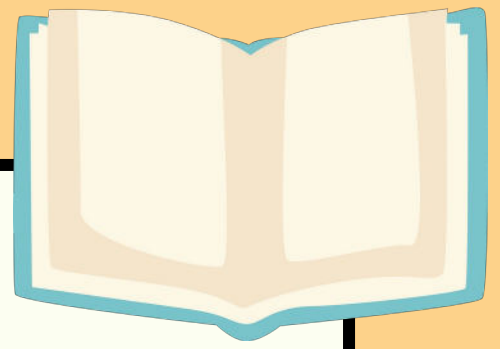
Visitor desk → Herb Bed → Pond → Tree → Tall Trees



Answer 6

It shows the start and the order of the steps. The graphic gives useful information.





Question 7

Which headline helps you find opening hours?

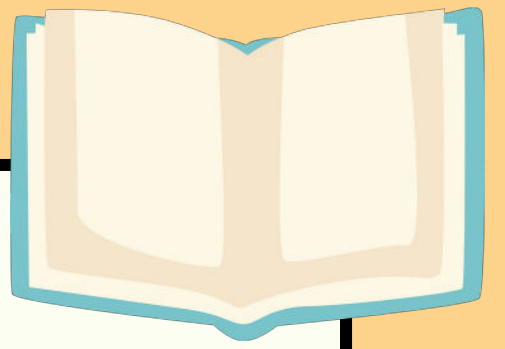
A Opening times

B Great stuff

Explain your choice



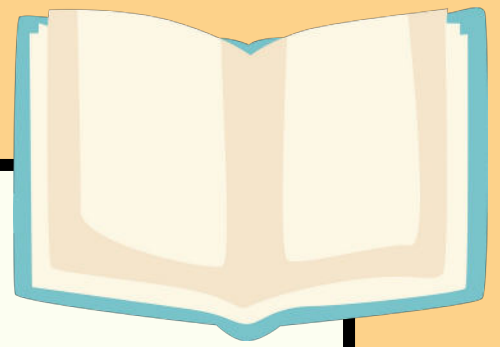
Answer 7



Opening times. It predicts the information underneath.

Great stuff is vague



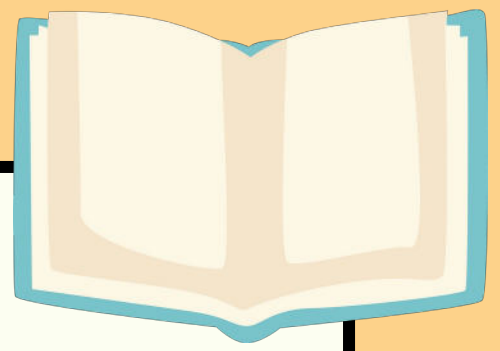


Question 8

How are scrolling and links different?

Think about the page you are already reading.

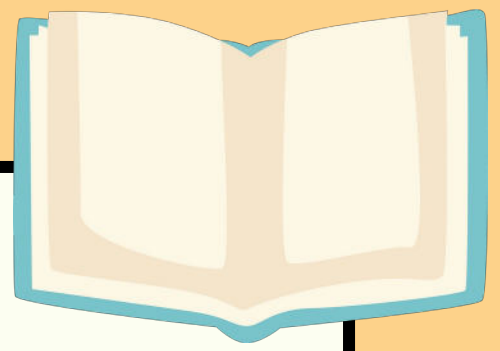




Answer 8

Scrolling reveals more of the current page. A link may take you to another destination.



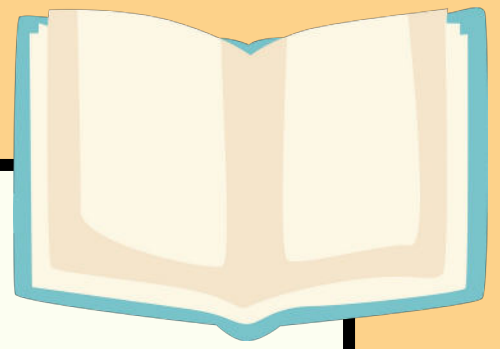


Question 9

Give a route to the workshop meeting point.

Use the Creekside pages. Include the meeting point in your answer.

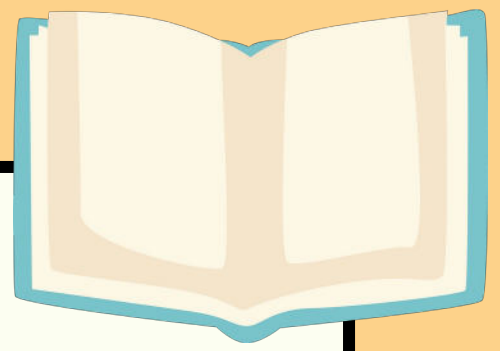




Answer 9

Home → Explore → Rockpool Workshop meet beside the visitor desk. Home Visit Rockpool Workshop is also useful.



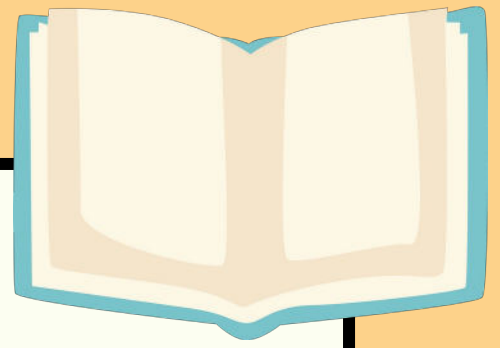


Question 10

How can two features help you pick a visit?

Give a reading goal, two features, and a reason for each.





Answer 10

Example: Visit menu chooses the right page. Opening times groups the days and hours. Other accurate page examples work too.





We'll do one!
Final. Follow. Explain.

