

Coding with Cornell: Conditional Statements (Part One: Exploring “If”)

Grade Level: Kindergarten

Common Core National Standards Alignment

- **RL.K.1:** With prompting and support, ask and answer questions about key details in a text.
 - **RL.K.7:** With prompting and support, describe the relationship between illustrations and the story in which they appear.
 - **SL.K.4:** Describe familiar people, places, things, and events with prompting and support.
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Lesson Objectives & Relevance

Understanding conditions helps students develop **critical thinking skills and decision-making abilities**. Recognizing patterns and structure in text supports reading development, while discussing illustrations deepens comprehension. These skills prepare students for future reading and logical reasoning tasks.

By the end of the lesson, students will:

- Listen to and engage with *Coding with Cornell: Conditional Statements* through discussion and guided activities.
 - Recognize rhyming words and patterns in the text.
 - Identify the concept of conditions as used in both daily life and coding.
 - Describe how illustrations connect to the text.
 - Participate in a hands-on sorting activity to categorize actions based on conditions.
 - Express understanding by drawing or dictating their own examples of conditional statements.
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Resources and Materials

- *Coding with Cornell: Conditional Statements* book
- *Coding with Cornell: Activity Workbook*
- Cut-out cards with simple conditional scenarios

- Sorting cards with facts
 - Coloring sheets illustrating everyday conditions (e.g., "If it's raining, take an umbrella.")
 - Pencils, crayons, and paper
 - True/False question cards
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Vocabulary Words from the Text

- **Condition** – A rule that helps decide what happens next
 - **True** – When something is correct or happening.
 - **False** – When something is not correct or not happening.
 - **If** – A word that helps make a decision based on a condition.
 - **Choice** – Picking between two or more things.
 - **Code** – Instructions for a computer.
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Lesson Introduction

Teacher Script:

“Today, we’re going to read *Coding with Cornell: Conditional Statements*! This book helps us learn about **choices and conditions**—things that help us make decisions. But before we start, let’s think about some choices we make every day!

What happens if it rains? (Let students respond: ‘We use an umbrella!’) What happens if we’re hungry? (Let students respond: ‘We eat food!’) Great! These are examples of **conditions**! They help us know what to do based on what’s happening.

As we read, listen for **rhyming words** and look at the **pictures** to see how conditions help us in real life!”

(Write the word *condition* on the board and ask: “What do you think *condition* means?” Guide students to understand that **conditions are rules that help us make choices.**)

Lesson Activities/Tasks

Activity 1: Read-Aloud and Discussion

- Read *Coding with Cornell: Conditional Statements* aloud, showing the illustrations and emphasizing rhyming words.
- Pause at key points and ask:
 - “What happens when a condition is true?” (*It follows the instruction!*)
 - “What happens when a condition is false?” (*It doesn’t do anything!*)
- Pause at the illustration of Cori standing near Cornell at the computer with the text:

But if a condition is false,
Our code will just sit tight
Waiting for the moment
When the condition feels right

Read the text on the computer screen and Cori’s response to it. Ask, “What do you see in this picture? How does it help us understand what’s happening?” (*Guide discussion on illustrations.*)

Activity 2: Draw Your Own Conditions

- **Educator Preparation:** Create condition prompt cards with the following prompts:
 - **If it’s cold...**
 - **If it’s hot..**
 - **If you’re hungry...**
 - **If you’re thirsty...**
 - **If you’re sleepy...**
 - **If you’re happy...**
 - **If you’re sad...**
- Allow students to choose the prompt card that they’re most interested in. Have students draw a picture of the instruction that fits the given condition. For example, if it’s cold, students should draw a picture of jacket or coat, or some other instruction that is appropriate for when it is cold.

Activity 3: True or False Game

- Have students stand in an open space in the room. Identify one side of the room as the true side and the other side of the room as the false side. It may be beneficial to put an indicator on the floor, such as green side for true and red side for false.
 - Ask questions and allow students to go to the side of the room that aligns with the right answer:
 - The sun is hot.
 - The winter is cold.
 - Rain is wet.
 - You are a student.
 - You are in <teacher's name> class.
 - A dog makes a barking sound.
 - A cat makes a meow sound.
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Activity 4: Workbook Integration

- Have students complete several worksheets in the Coding with Cornell Activity Workbook as classroom and homework activities, including:
 - The Conditional Statements Book Cover coloring sheet
 - *Conditional Statements Coloring Sheet 1*
 - *Conditional Statements Coloring Sheet 2*
 - *Equality Line Matching*
 - *Conditional Statements and Equality*
 - *If Statements - Matching*
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Lesson Conclusion & Assessment

Wrap-Up Discussion:

- “Who can tell me one condition we learned today?” (*Call on multiple students.*)
- “Why do conditions help us make choices?” (*Guide students to understand that conditions tell us what to do.*)
- “How did the pictures help us understand the story?”