English-Language Arts Lesson Plan: Kindergarten
Coding with Cornell: Loops

Coding with Cornell: Loops

Grade Level: Kindergarten

Common Core National Standards Alignment

- **RI.K.3:** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **SL.K.2:** Confirm understanding of a text read aloud or information presented orally by asking and answering questions about key details.
- **L.K.5.C:** Identify real-life connections between words and their use.
- **W.K.2:** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what they are writing about and supply some information.

Lesson Objectives & Relevance

Understanding **loops** helps students recognize **patterns and repetition** in both daily life and coding. Developing pattern recognition supports reading and problem-solving skills while fostering an early understanding of computational thinking.

By the end of the lesson, students will:

- Listen to and engage with *Coding with Cornell: Loops* through discussion and guided activities.
- Recognize rhyming words and patterns in the text.
- Understand **loops** as a way to repeat actions.
- Participate in an activity where they perform and recognize repeated patterns.
- Express understanding by drawing or dictating their own examples of loops.

Resources and Materials

- *Coding with Cornell: Loops* book
- *Coding with Cornell: Activity Workbook*
- Chart paper and markers
- Classroom objects (e.g., blocks, crayons)

- Pre-made sentence strips with repeated actions
- Pencils, crayons, and paper

Vocabulary Words from the Text

- **Loop** – A pattern that repeats.
- **Repeat** – To do something again and again.

Lesson Introduction

Teacher Script:

"Today, we're going to read *Coding with Cornell: Loops*! This book helps us learn about **loops**, which are used in coding to do things **over and over again**. But before we start, let's think about some things we do every day in a loop!

What are some things you do **every** morning? (*'wake up', 'get dressed for school', 'eat breakfast', 'brush our teeth'*) Do you play your favorite song over and over again? (Let students respond). That's a loop, too! Loops help us do things **again and again.**

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

(Write the word *loop* on the board and ask: "What do you think *loop* means?" Guide students to understand that **a loop is something that repeats.**)

Lesson Activities/Tasks

Activity 1: Read-Aloud and Discussion

- Read *Coding with Cornell: Loops* aloud, stopping at **loop examples**.
- Pause and ask:
  - "What is a loop?" *(Something that repeats!)*
  - "Can you find a loop in the book?" *(Help students identify repeated actions.)*
  - Using the illustration of Cornell and Cori on the carousel/merry-go-round, ask students to explain how being on a merry-go-round is like a loop.

Activity 2: Action Repetition Game

- **Educator Preparation:** Prepare action prompt cards with simple movements such as "Clap," "Jump," "Spin," and "Stomp." Create number cards ranging from 1 to 10.
- Show an action card and a number card together (e.g., "Clap 4 times"). Students repeat the action the specified number of times.
- Example Prompts:
  - "Clap your hands 3 times."
  - "Jump up and down 5 times."
  - "Spin around 2 times."

- After each action, ask: "Did we repeat the action? How many times?"
- **Guidance Note:** This activity helps students understand how loops repeat actions a set number of times, just like repeating steps in coding.

Activity 3: Workbook Integration

- Have students complete several worksheets in the Coding with Cornell Activity Workbook as classroom and homework activities, including:
  - The Loops Book Cover coloring sheet
  - *Python Loops* coloring sheet
  - Loops – Ballet Shoes
  - Loops – Computers
  - Loops – Gardening
  - Loops – Color Every Second Circle
  - Loops – Color Every Third Circle
  - Loops – Color Every Fourth Circle

Lesson Conclusion & Assessment

Wrap-Up Discussion:

- "Who can tell me one **loop** we saw today?" *(Call on multiple students.)*
- "Why do **loops** help us?" *(Guide students to understand that **loops help us repeat important actions.**)*
- "How did the pictures help us understand the story?"