

### Coding with Cornell: Lists

**Grade Level: Second, Third**

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### Common Core Standards Alignment

- **RL.2.1 / RL.3.1:** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
  - **RI.2.3 / RI.3.3:** Describe the relationship between a series of ideas or concepts (e.g., using time, sequence, and cause/effect language).
  - **RI.2.7 / RI.3.7:** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
  - **W.2.2 / W.3.2:** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
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### Lesson Objectives & Relevance

Understanding lists helps students recognize organization and grouping in both language and coding. Recognizing patterns and structures in text supports reading development, while discussing illustrations deepens comprehension.

By the end of the lesson, students will:

- Listen to and engage with *Coding with Cornell: Lists* through discussion and guided activities.
  - Identify key details and main ideas in the text.
  - Recognize how lists help organize information in real life and coding.
  - Use illustrations to describe and explain key concepts in the story.
  - Write or dictate an explanatory sentence about lists and how they are useful.
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### Resources and Materials

- *Coding with Cornell: Lists* book
- Chart paper and markers
- Flashcards with word groups (e.g., fruits, animals, school supplies)
- Printable worksheets for sorting and categorizing lists
- Small whiteboards and dry erase markers
- Sentence starters for writing task

### Vocabulary Words

- **List** – A group of things written or stored together in an organized way.
  - **Organize** – To arrange things neatly or in a certain order.
  - **Group** – A set of things that belong together or are alike in some way.
  - **Data** – Facts or information that a computer uses or stores.
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### Lesson Introduction

- Have students gather on the carpet or at their desks.
  - Begin by writing the word **list** on the board. Ask students to share what they think a **list** is, and record a few of their responses.
  - Guide discussion to help students understand that a **list** is a group of things that are written or kept together to stay organized.
  - Activate prior knowledge by asking questions like:
    - “What do you or your family write down when you go grocery shopping?”
    - “Do you ever make a list to remember what to pack in your backpack or suitcase?”
  - Discuss how lists help people stay organized and keep track of what they need or want to do.
  - Explain that today’s book, **Coding with Cornell: Lists**, shows how computers use lists just like we do—to organize information and make things easier.
  - Let students know they’ll be looking at examples of lists in the story and thinking about how we use lists in both everyday life and coding.
  - Encourage students to pay close attention to the rhyming words and illustrations, as these will help them better understand the examples in the book.
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### Lesson Activities/Tasks

#### Activity 1: Read-Aloud and Discussion

- Read *Coding with Cornell: Lists* aloud to the class, pausing at key pages to highlight vocabulary, rhyming patterns, and examples of lists.
- As you read, encourage students to observe how Cornell and Cori use lists in different situations. Use guiding questions to check for understanding and build connections to real-life applications.
- Pause to ask the following throughout the story:

# English/Language Arts Lesson Plan: 2<sup>nd</sup> and 3<sup>rd</sup> Grade

## Coding with Cornell: Lists

- “What kinds of lists did Cornell and Cori talk about?” (Prompt students to name specific examples—grocery lists, chore lists, toy lists, etc.)
- Using the illustrations alongside the text:

**We can put two lists together  
Or take lists apart to make more than one**

Ask the following questions:

- What lists are Cornell and his friends putting together?
- What’s included in those lists?
- What items from the to-do list are now on Cornell’s list?
- What items from the to-do list are on Cori’s list?
- After reading, return to the word *list* on the board. Ask:
  - “What do all the lists in the book have in common?”
  - “How did Cornell and Cori use lists to solve problems or make decisions?”
- Wrap up the activity by reinforcing that lists are not just for organizing chores or groceries—they’re also tools coders use to keep information neat and easy to work with in a computer program.

### Activity 2: Sorting Objects into Lists

- **Educator Preparation:** Prepare sets of flashcards with **15–20 items per group**, using both **pictures and words** for accessibility. Include a range of familiar items, making sure each set has a mix from different categories. Suggested items include:
  - **Fruit** (apple, banana, orange)
  - **Animals** (dog, lion, fish)
  - **Classroom objects** (pencil, ruler, notebook)
  - **Clothing** (hat, jacket, socks)
  - **Toys** (ball, puzzle, teddy bear)
- Divide students into small groups and give each group a shuffled set of flashcards.
- Ask students to first **look through all the cards** and talk about what they see.
- Ask students to **sort the items into different lists** based on what the items have in common.
- Once sorted, have each group write a **name or title for each list** on an index card or sticky note (e.g., “Things to Eat,” “Pets,” “Things We Use at School”).
- Encourage students to create **at least 3 categories**, but they can make more if they find new patterns.
- Have teams share their lists. Choose 1–2 lists to discuss as a class. Ask questions like:

- “Why do you think these items were grouped together?”
  - “Could any item fit into more than one list?”
  - “Is there a different way you could have grouped these?”
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### Activity 3: Real-World List Creation – Drawing and Dictation

- **Educator Preparation:** Prepare a template with three labeled boxes or sections: **Things I Need for School, Favorite Foods, and Fun Activities.** Provide blank paper or journals if a template is not available.
  - Ask students to think of one item for each of the three list categories.
  - In each section, have students draw a picture of the item they choose.
  - After drawing, students dictate their items to the teacher or write a simple sentence under each drawing (depending on their ability).
    - Example: "Backpack" under **Things I Need for School**, or "Pizza" under **Favorite Foods.**
  - Invite volunteers to share one of their drawings and read or explain what they included and why, adding the items to the shared list on the board.
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### Activity 4: My Personal List Booklet

- **Educator Preparation:** Provide each student with 3–4 half sheets of paper stapled into a mini-booklet, with sentence starters listed at the top of each page. Example sentence starters include:
    - “My favorite foods are...”
    - “Things I need for school are...”
    - “Animals I like are...”
  - Have students draw and label items that fit under each sentence starter.
  - Once students complete their booklet, invite them to share one of their lists with a partner or the class.
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### Activity 5: Workbook Integration

- Have students complete all pages of the Lists section in the *Coding with Cornell Activity Workbook* as classroom and homework activities.

### Lesson Conclusion & Assessment

#### Wrap-Up Discussion

- “What are some examples of lists we use every day?”
- “How do lists help us stay organized?”
- “Can you think of a list you might use at home or at school?”
- “How did Cornell and Cori use lists in the book? What kinds of lists did they create?”

#### Exit Ticket

- Ask students to respond to one of the following prompts on an index card or sticky note:
  - “One thing I learned about lists today is...”
  - “Lists help computers by...”
  - “Making lists is important because...”

**Tip:** Review student responses to check for understanding of how lists help us sort, organize, and manage information. Use their answers to connect future lessons on categorizing data or organizing thoughts in writing.