

Conditional Statements (Part One: Exploring If Statements)

Grade Level: First

Common Core National Standards Alignment

- **RL.1.1:** Ask and answer questions about key details in a text.
 - **RF.1.2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes), including recognizing rhyming words.
 - **RI.1.7:** Use illustrations and details in a text to describe its key ideas.
 - **SL.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally.
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Lesson Objectives & Relevance

Understanding conditional statements helps students develop logical thinking and decision-making skills. Recognizing patterns, key details, and rhyming words in text supports reading comprehension, while discussing illustrations deepens understanding. These skills help students make connections between reading, real-life decisions, and early coding concepts.

By the end of the lesson, students will:

- Listen to and engage with *Coding with Cornell: Conditional Statements* through discussion and guided activities.
 - Identify key details and main ideas in the text.
 - Recognize and describe conditional statements in both the book and real life.
 - Use illustrations to describe and explain key concepts in the story.
 - Generate and identify rhyming words from the text.
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Resources and Materials

- *Coding with Cornell: Conditional Statements* book
- Chart paper and markers
- Flashcards with real-life conditional scenarios
- Worksheets for matching conditions to actions
- Pencils, crayons, and paper

Vocabulary Words from the Text

- **Condition** – A rule that helps us decide what to do.
 - **True** – Means yes, it is happening or correct.
 - **False** – Means no, it is not happening or not correct.
 - **If** – A word we use to help make a choice.
 - **Else** – What we do if the first choice doesn't happen.
 - **Choice** – Picking between two or more things.
 - **Instruction** – A direction that tells us what to do.
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Lesson Introduction

- Have your students gather in a circle or at their desks.
- Ask your students to brainstorm about choices they make every day. Explain that choices are decisions we make depending on what is happening around us. Ask questions to assist students in strengthening their understanding. For example,
 - “What do you do if it’s raining outside?” (*Guide students to respond: “Use an umbrella,” “Stay inside,” etc.*)
 - “What do you do if you’re hungry?” (*Guide students to respond: “Eat food,” “Ask for a snack,” etc.*)
- Write the word **condition** on the board and ask:
 - “What do you think condition means?”
 - **Guidance:** Guide students to understand that conditions are rules that help us make choices.
- Explain that in coding, conditions help computers make choices just like we do.
 - Example: “If it’s bedtime, then go to sleep. Else, keep playing.”
 - Explain that coders use conditions to help computers know what to do in different situations.
- **Ask students additional questions, including:**
 - “What choices do games make when you play them?” (*Guide students to think about winning and losing, or moving to the next level.*)
 - “How do you think apps decide what to show you next?” (*Guide them to think about videos that play after another or recommendations.*)
 - **Guidance:** In Python, coders use conditional statements to decide what happens next. There are several types of conditional statements, including if-statements, if-else statement, if-elif-else statements (otherwise known as if-else if-else statements) and nested if statements. This lesson will focus solely on if-statements.
- **Introduce today’s book, Coding with Cornell: Conditional Statements,** and explain that through reading this book, students will learn about choices in coding and how

English/Language Arts Lesson Plan: 1st Grade

Coding with Cornell: Conditional Statements

computers use conditions to make decisions. Encourage students to listen for examples of conditions in the story and think about how they make choices every day.

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 is cold...**
 - **If it is hot..**
 - **If you are hungry...**
 - **If you are thirsty...**
 - **If you are sleepy...**
 - **If you are happy...**
 - **If you are sad...**
- Allow students to choose the prompt card that they are most interested in, or create their own. Have students draw a picture of the instruction that fits the given condition, then write the matching condition. For example, if it is cold, students should draw a picture of jacket or coat, or some other instruction that is appropriate for when it is cold. Underneath the illustration, the student should write, “If it is cold, wear a jacket.”
- Have the students their sentence to the teacher: “*If I clean my room, I can play outside.*”

Activity 3: Conditional Movement Game

- **Educator Preparation:** Prepare a list of if-then movement prompts. Examples include:
 - “If you’re wearing red, jump three times.”
 - “If you have shoes with laces, spin in a circle.”
 - “If you like ice cream, clap your hands.”
 - “If today is Monday, touch your toes. Else, hop on one foot.”
 - Read aloud the if-then prompts one by one. Students must listen carefully and perform the action if the condition is true. If the condition is false, students should be instructed to remain still. You may optionally play music in the background and pause it when giving a new prompt to add an element of fun.
 - **Guidance Note:** This activity helps students understand the cause-and-effect nature of conditional statements while incorporating physical movement to keep them engaged. It reinforces the concept of if statements by associating conditions with actions. It also encourages listening skills and following directions.
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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
 - **Equality Operators – Equal**
 - **Equality Operators – Not Equal**
 - **Equality Operators – Equal and Not Equal**
 - **If Statements (page 34 – 37)**

* Workbook integration includes all pages that are recommended for grades lower than 1. Bold worksheet pages are recommended for grade 1.

Lesson Conclusion & Assessment

- "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?"