English/Language Arts Lesson Plan: 1st Grade
Coding with Cornell: Lists

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Grade Level: First

Common Core National Standards Alignment

- **RL.1.1** – Ask and answer questions about key details in a text.
- **RI.1.3** – Describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **RI.1.7** – Use illustrations and details in a text to describe its key ideas.
- **L.1.5.A** – Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

Lesson Objectives & Relevance

Understanding lists helps students develop categorization and organization skills in both reading and coding. Recognizing key details, patterns, and structure in text supports reading comprehension, while discussing illustrations deepens understanding. These skills prepare students for logical reasoning and structured thinking.

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 are used for organization in both stories and real life.
- Use illustrations to describe and explain key concepts in the book.
- Create and categorize their own lists based on given topics.

Resources and Materials

- *Coding with Cornell: Lists* book
- Flashcards with list-related words and pictures
- Class set of empty half-sheet booklets
- Pencils, crayons, and paper

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Vocabulary Words from the Text

- **List** – A group of things that go together.
- **Order** – The way we line things up.
- **Add** – To put something in.
- **Remove** – To take something out.
- **Organize** – To make things neat and easy to find.

Lesson Introduction

- Have students gather on the carpet or at their desks.
- Begin by asking students to think about times they have used or seen a list. Write the word **list** on the board and ask, "What do you think a list is?"
- Guide students to understand that a **list** is a group of things that we want to keep together. As an example, explain that the list of students in first grade is different from the list of students in kindergarten and the list of students in second grade. Those lists are different because they help teachers to decide who should be in each class and what lessons they should learn.
- Ask additional questions about **lists** to activate prior knowledge:
    - "Do you use lists for anything, like organizing the chores you have to do at home, or helping to decide what to buy when at the grocery store?"
- Guide students to understand that creating a list of chores or a list of groceries to buy from the store helps to keep things organized.
- Let students know that in today's book, *Coding with Cornell: Lists*, they will learn how coders use lists to group things in their programs, stating, "Just like we make lists to help us stay organized, coders make lists in their programs to keep track of things."
- Encourage students to listen for examples of lists and look closely at the pictures as you read the story.

Lesson Activities/Tasks

Activity 1: Read-Aloud and Discussion

- Read *Coding with Cornell: Lists* aloud, pausing to highlight the different lists Cornell and Cori talk about or use.
- Throughout the story, guide students to focus on how the characters use lists to stay organized and complete tasks.
- Ask comprehension and discussion questions to check understanding and make connections:

- "What kinds of lists are used in the book?" (Examples: chore lists, grocery lists, toy lists)
- "Why do people use lists?" (To help remember, organize, or sort items)
- Using the illustrations alongside the text:

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

  Ask:

  - 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?

Activity 2: Sorting Game – Creating Lists

- **Educator Preparation**: Prepare sets of flashcards with pictures and simple labels of familiar items, including fruit, animals, classroom objects, clothing, and toys. Include a mix of 15–20 cards in each set.
- Gather students in small groups or at table stations. Give each group a set of mixed flashcards.
- Ask students to work together to sort the cards into categories that make sense to them. After sorting, have each group choose a name for each of their lists and place the cards in rows under that list name.
- As a class, review each group's sorted lists. Write one or two group lists on the board and read them aloud together. Ask: "Why did you put these items together?"
- **Guidance**: Encourage students to notice that lists help us group similar things. Emphasize that lists do not have to be in any specific order but help us stay organized and remember things. This task reinforces categorization, sorting, and understanding how lists are created and used in both everyday life and in coding.

Activity 3: 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.
- **Guidance**: This activity supports the understanding that lists can be written, drawn, and organized around a topic. It also helps students practice explanatory writing and oral language as they describe their ideas.

Activity 4: Workbook Integration

- Have students complete several worksheets in the Coding with Cornell Activity Workbook as classroom and homework activities, including:
  - The Lists Book Cover coloring sheet
  - *Python Lists* coloring sheet
  - Three worksheets titled *Lists*

Lesson Conclusion & Assessment

Wrap-Up Discussion:

- "How do lists help us stay organized?" *(Guide students to understand that lists help us remember things.)*
- "Which illustrations in *Coding with Cornell: Lists* helped you understand how lists work?"

Exit Ticket:

Give students a simple question to answer before they leave:

- *"What is a list?"*
- *"Can you give me an example of a list you use?"*