

Unit 4: Loops

Lesson 13A (CONNECTAR Adaptation)

Adapted CSinSF Lesson 13: Students will first learn about loops with a fun and active unplugged activity that will get them up and dancing, and then with a series of maze puzzles involving looping sequences in Code Studio.

ELA/ELD:

	ELD Proficiency Level Continuum		
Corresponding ELAs	→Emerging→	→Expanding→	→Bridging→
	Part I: Interacting in Meaningful Ways		
ELA RI.3.5: Use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. ELA W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section. ELA SL 3.1: Engage effectively in a range of collaborative discussions	2. Understanding cohesion a. Apply basic understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing basic texts. b. Apply basic understanding of how ideas, events, or reasons are linked throughout a text using everyday connecting words or phrases (e.g., then, next) to comprehending texts and writing basic texts.	2. Understanding cohesion a. Apply growing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns refer back to nouns in text) to comprehending texts and writing texts with increasing cohesion. b. Apply growing understanding of how ideas, events, or reasons are linked throughout a text using a variety of connecting words or phrases (e.g., at the beginning/ end, first/next) to comprehending texts and writing texts with increasing cohesion.	2. Understanding cohesion a. Apply increasing understanding of language resources that refer the reader back or forward in text (e.g., how pronouns or synonyms refer back to nouns in text) to comprehending and writing cohesive texts. b. Apply increasing understanding of how ideas, events, or reasons are linked throughout a text using an increasing variety of connecting and transitional words or phrases (e.g., for example, afterward, first/next/last) to comprehending texts and writing cohesive texts.
	4. Adapting language choices Recognize that language choices (e.g., vocabulary) vary according to social setting (e.g., playground versus classroom), with substantial support from peers or adults.	4. Adapting language choices Adjust language choices (e.g., vocabulary, use of dialogue, and the like) according to purpose (e.g., persuading, entertaining), social setting, and audience (e.g., peers versus adults),	4. Adapting language choices Adjust language choices according to purpose (e.g., persuading, entertaining), task, and audience (e.g., peer-to-peer versus peer-to-teacher), with light support from peers or

(one-on-one, in groups, and teacherled) with diverse partners b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.		with moderate support from peers or adults.	adults.
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Objectives: By completing this lesson, students will be able to

- Understand events that influenced the decisions that Ada Lovelace made and the message in the text.

Language Objectives Students will be able to:

- Verbally negotiate with their partner to construct a final collaborative response using appropriate present tense opinion statements.
- Elicit and validate ideas while collaborating on a constructed response using appropriate questions and statements: What can we learn from Ada Lovelace to apply to our own lives? Use evidence from the text to support your answer.

Language Frames

Emerging: I learned _____.

Expanding: I learned _____ because in the text Ada _____.

Bridging: Based on what I read, I learned that _____ because Ada _____.
According to the text, Ada _____.

Materials:

- Read-Aloud: Ada Lovelace - Poet of Science, The First Computer Programmer by Diane Stanley
- Chart Paper

Other Resources:

[Brainpop, Ada Lovelace](#)

Ideas for inquiry/enrichment

- Pebble Go has a text on this topic-Follow these tabs:
Science/Technology/Computers/Computer Programming

Ada Lovelace, Poet of Science

Objectives

In this activity, students will:

- Understand events that influenced the decisions that Ada Lovelace made and the message in the text.
- Verbally negotiate with their partner to construct a final collaborative response using appropriate present tense opinion statements.
- Elicit and validate ideas while collaborating on a constructed response using appropriate questions and statements: What can we learn from Ada Lovelace to apply to our own lives? Use evidence from the text to support your answer.

Activity Description (40-45 minutes)

1. Set purpose for listening comprehension to prepare and motivate students for the learning.
2. Introduce the text and genre. Discuss what a computer programmer does, and that the use of computers as they know them--personal and in most homes--didn't come about until the late 1900s.
3. Ask: "Today as we read about Ada Lovelace, think about what we are learning about her that makes her an important person to our lives today, and how you would describe her as a person?"
4. Provide oral prompts to stimulate rich discussion that requires deeper encounters with the text.

Discussion Prompts

1. What did Ada Lovelace do in her lifetime that has helped our lives today?
2. What words would you use to describe her?
3. Why do you think the author wrote this text?

Analyzing the Text:

1. Scaffold students in analyzing the integration of knowledge and ideas through student discussion.

Responsible Talk Discussion: Students sit in a circle. Teacher provides the prompts below and allows students to discuss. The teacher attempts to stay out of the discussion as much as possible, jumping in only to redirect the students should the discussion deviate too much from the prompt. Teacher notes down student ideas.

- What events influenced Ada's life?
- How did they have an influence?

2. Co-construct a chart to represent learning from the discussion.

As students discuss, note down their ideas on a 2-column chart as below.

Event	How It Influenced Ada

Written/Discussion Prompt :

What can we learn from Ada Lovelace to apply to our own lives? Use evidence from the text to support your answer.

Language Frames

Emerging: I learned _____.

Expanding: I learned _____ because in the text Ada _____.

Bridging: Based on what I read, I learned that _____ because Ada _____.
According to the text, Ada _____.