

# Cats are Kinda Abstract

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Grade Level: 2nd Grade

Subject: English Language Arts and Art

CT Concept: Abstraction

## STANDARDS

### SL.2.1.

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- 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).
- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion.

### SEL Standard 5 (5A)

Demonstrate curiosity and open-mindedness while using critical thinking skills across various situations and environments.

## LESSON OBJECTIVES / LEARNING TARGETS

I can listen to others and respectfully add my thoughts.

I can identify the most important parts of an object.

I can define abstraction.

## LESSON OUTLINE & DURATION OF MAJOR COMPONENTS

1. Video on a pet cat (5 mins)
2. Cat drawing, making list, count (20 mins)
3. Abstract time! Discuss the most important parts of a cat. (10-15 mins)
4. Cat drawing part 2 with certain amount of details (5 mins)
5. Define Abstraction (5 mins)
6. Post assessment

## MATERIALS / CURRICULUM

- [Cat video](#)
- Google Slide with pictures of lots of different cats
  - Second slide with a picture with a photograph of a cat and a very simplified drawing of a cat (ears, nose, whiskers)
  - Slides of abstractions - emotion emoji (sad), thumbs up, heart eyeballs (love), boat, bike
- Post assessment

# Cats are Kinda Abstract

- White board or chart paper & markers
- 4x6 note cards (2 per student)
- Abstraction worksheet (photo of a cat on top, detailed cat drawing, and space for their first cat drawing and second cat drawing)
- Pencils
- Crayons (Markers)
- Glue sticks
- Tape bubbles

## VOCABULARY

Abstraction, Feature, Most, Least

## LESSON DESCRIPTION

### WHAT IS THE TEACHER DOING?

### WHAT IS THE STUDENT DOING?

#### Introduction:

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|--|---|
| <ul style="list-style-type: none"><li>• Watch a short video on cats.</li></ul> | <ul style="list-style-type: none"><li>• Watch the video either at their desk or carpet (whichever the teacher prefers).</li><li>• Students listen for something they notice, wonder, or think of.</li><li>• Students turn and talk after the video about something they noticed, wondered, or thought of.</li></ul> |
|--|---|

#### Main Body:

- |   |   |
|---|---|
| <ul style="list-style-type: none"><li>• “Now that we have learned about cats, you are going to get some materials. Your goal is to draw a cat.”</li><li>• Pass out materials (index card, pencil, crayons)</li><li>• Give students about 10 minutes to draw. They can color it when they are done.</li><li>• As students draw, the teacher will be making tape bubbles so the students can place their cat picture up when they are done.</li></ul> | <ul style="list-style-type: none"><li>• Students draw/color a picture of a cat.</li></ul>   |
| <ul style="list-style-type: none"><li>• As students finish, post their drawings up on the board.</li><li>• Then discuss what are the features of a cat. Make a list.</li><li>• Then introduce the idea of what are important features/parts of a cat to include in a drawing.</li></ul>   | <ul style="list-style-type: none"><li>• List features of a cat.</li><li>• Practice using group norms/SEL standard - raising hand, staying curious, keeping it positive, listening to others and not talking when someone else is sharing.</li></ul> |

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<p>Discuss why the students are choosing those things and ask them to explain their thinking.</p> <ul style="list-style-type: none"> <li>• (Optional) Select one or two drawings to count all the features/parts of the cat.</li> </ul>	
<ul style="list-style-type: none"> <li>• “Now you are going to draw a cat again. But this time you will choose only 5 parts of a cat from our list. Your drawing should look like a cat when you are done.” Students use another index card to draw. Give students about 5 minutes. They can color it when they are done.</li> <li>• Note: if a student wants/needs a challenge then you can have them draw the animal with 3 important parts.</li> <li>• Pass out cat worksheet. Have students glue their two drawings on the worksheet from least to most abstract.</li> <li>• “These are all cats. There are some with more details, and some with fewer details.”</li> </ul>	<ul style="list-style-type: none"> <li>• Choose the 5 parts that they think are important parts/features to draw another picture of a cat.</li> </ul>
<ul style="list-style-type: none"> <li>• Introduce the concept of abstraction. “Abstraction is taking something that is very complex and picking out the most important parts/features.” Refer back to the cat activity and then show abstractions of other objects and have students tell you what they represent.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are turning and talking to share their ideas when looking at the abstraction of other objects.</li> <li>• “I think/believe it is...because...”</li> </ul>
<p>Ending:</p>	
<ul style="list-style-type: none"> <li>• Exit ticket - First part students will be asked to circle the images that are abstractions. Secondly, they will need to circle the abstraction that is the least abstract.</li> </ul>	<ul style="list-style-type: none"> <li>• Students quietly complete the exit ticket. Students raise their hand for questions/help.</li> </ul>

## ASSESSMENT PLAN

Pre Assessment - Class discussion: What is an abstraction?

### Core Content Assessment:

Teacher observation

### CT Concept Assessment:

Exit ticket- First part students will be asked to circle the images that are abstractions. Secondly, they will need to circle the abstraction that is the least abstract.