

Using Abstraction to Summarize Text

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Grade Level: 4th and 5th Grade

Subject: English Language Arts

CT Concept: Abstraction

STANDARDS

Fourth Grade:

RI.4.2

Determine main idea and key details of text. Summarize the text. RL.4.7 Make a connection between text and a visual presentation of the text

Fifth Grade:

RI.5.2

Determine two or more main ideas of a text. Summarize the text. RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

LESSON OBJECTIVES / LEARNING TARGETS

Students will understand the meaning of the CT term ABSTRACTION, as it relates to summarizing a short passage. They will be able to summarize the text into a short, concise statement that contains the key details of the text.

LESSON OUTLINE & DURATION OF MAJOR COMPONENTS

Introduction:

Introduce term ABSTRACTION through a drawing of a beach scene.

Main Body:

Introduce short story on board and identify important elements that would go into a summary. Relate summaries to ABSTRACTION.

Introduce emojis as examples of abstraction.

Have students identify various popular stories from emoji chains.

Have students create emoji chain that describes a story that they have been given.

Have students share the emoji chain they created with a partner and have the partner try to decipher the emoji chain

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Assessment:

Have students use emojis to create an abstract of a story of their choice.

MATERIALS / CURRICULUM

Five short stories (four for lesson body, and one for assessment)

Sheets of emojis

Paper/pencils

Scissors/glue sticks

VOCABULARY

Abstraction, emoji, summary, computational thinking

LESSON DESCRIPTION

WHAT IS THE TEACHER DOING?

Introduction:

(5-10 min)

Teacher presents a drawing of a beach scene on the screen and challenges students to describe what is happening in the scene verbally. As the students tell what the scene represents, the teacher repeats back and rephrases to the students what they tell them, helping to clarify their thoughts. The teacher leads a discussion that helps the class reach a verbal consensus of what is happening in the image, specifically making note of what students thought was important information and what they chose to leave out. The teacher will then try to come up with a consensus statement of what the picture is of, with all the class agreeing on it. It should be something along the lines of "Two kids and their dog are playing on a beach."

The teacher projects a written paragraph on the screen that describes the example picture in detail. The teacher asks the students whether the picture or the paragraph better convey the idea that "Two kids and their dog are playing on the beach."

WHAT IS THE STUDENT DOING?

Students are very attentive and are involved in discussion of abstraction. Students will raise hands or use accepted student engagement signals to engage in a verbal discussion in which they verbally create an abstraction of a beach image.

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After this is done, the teacher introduces the vocabulary word ABSTRACTION, and explains that abstraction is <u>taking a complex idea and making it into something simpler and easier to understand. Being able to show big ideas with a small amount of words or pictures.</u> The teacher can use BOOK COVERS as an example of abstraction in work.	
Main Body:	
(10 min) Teacher introduces EMOJIS as an example of abstraction in day-to-day communication (perhaps segues into emoji talk with examples of google map images on a cell phone). The teacher shows various emojis on screen and asks students to identify what big ideas/emotions are represented in these emojis. After that, the teacher shows images of famous Disney animated movies represented in emojis and asks students to identify the movie. Use this to springboard into a short discussion on how one could use emojis to create an abstract of a larger idea.	Students participate in discussion, possible in pairs.
Teacher presents a paragraph-long text describing a scene and characters. Teacher challenges students to come up with an emoji chain that accurately describes what is happening in the paragraph. Teacher then challenges students to take their emoji chain and translate it into an abstracted sentence that accurately describes the original paragraph.	Students work in groups/pairs to write/discuss what their emoji chain will look like. Then they write a sentence.
Teacher gives each student a new paragraph to analyze. Several different paragraphs are present so not every student has the same one. Teacher instructs students to independently read their assigned paragraph and determine an emoji chain that could describe the important details of the paragraph. Teachers give students each a page of emoji images and a worksheet that they can use to cut and construct their emoji chain. Teacher circulates as students work. Upon completion, teacher instructs each student to trade emojis with another student and try to decipher what their emoji means. Teacher instructs students to write a sentence on their worksheet that represents what their best guess at what the emoji chain's meaning is. Teacher instructs students to compare the sentence they wrote with the	Students read paragraphs, cut and paste emojis to represent text, and then trade with a student partner to create a summary sentence or sentences that is their best guess at what the original text said. Students compare text and emoji chain in pairs and are given time to debug their chains.

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original paragraph and determine if their final sentence could serve as an abstraction of the original paragraph. Teacher gives students time to debug and change their sentences to make more accurate abstractions of the original paragraph.

Ending:

Teacher reviews what abstractions are and how emojis abstract complex ideas. Teacher passes out an assessment worksheet that challenges students to demonstrate their understanding of abstraction by independently abstracting a paragraph of text into a series of emojis and a single written summary sentence.

Students participate in summary discussion and then take assessment individually.

ASSESSMENT PLAN

Core Content Assessment:

Students will be given a worksheet that has a short paragraph written on it that describes a scene. Students will be tasked with using their emoji cutout sheets (provided for the previous class activity) to independently create an emoji chain that accurately summarizes the paragraph. Students will also be tasked with translating their emoji chain into a single sentence that accurately summarizes the paragraph. This assessment will show that students understand that they can abstract ideas into images that simplify complex concepts into easy to understand pictures.

CT Content Assessment:

Same as above.