

Concept Attainment

Analysis
1-3

Concept Attainment Lesson Steps

- 1) The teacher provides examples and non-examples of the concept. These can often be presented as a “Yes” (examples) and a “No” (non-examples).
- 2) Examples and non-examples are presented one set at a time.
 - Teacher has students focus on what the examples have in common (common attributes).. The teacher may provide other instructions, depending on age, complexity of the concept, and student familiarity with concept attainment. (eg. “Focus on the examples’ properties rather than their locations”).
 - Teacher also suggests to look at the non-examples and identify what attribute may be missing that makes it a non-example.
 - Developing opposite concepts (eg. cause and effect) can be accomplished by making a “Group A” and a “Group B.” Group A becomes the example for one concept and Group B the non-examples of the other concept, and vice-versa.
- 3) As examples and non-examples are presented, students are asked to hypothesize about the concept. In other words, students try to identify the essential attributes of the concept (and all the examples. If a student thinks she knows what the attributes are, she should provide an example rather than state what the attributes are to give others the opportunity to keep thinking.
- 4) Teacher encourages students to share the thinking that occurred during the process.
 - eg. “I thought the examples were _____, but when you presented the _____ example, my hypothesis did not fit any more.”
- 5) When the concept and essential attributes are identified,
 - the teacher can provide examples and non-examples for students to classify as examples or non-examples and justify their classification;
 - the students can be asked to find or generate more examples.

Note:

Students must know what “**criteria**” and “**conclusion**” are before using this activity.



What is an Analysis?



WHAT IS AN ANALYSIS?



Analysis: A book shelf holds books.

Not an Analysis: The organization of the books is by colour.

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What is an analysis?



dan-meyers-z9i3yrPaXYM-unsplash

Analysis: No one lived here for a long time.

Not an Analysis: Clouds block the sun.

What is an analysis?



markus-spiske-bk11wZwb9F4-unsplash

Analysis: The person who owns this garden is a good gardener.

Not an Analysis: Vegetables are healthy to eat.

Which statement is the analysis?



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Statement #1: The people are in a backyard.

Statement #2: Campfires can cause forest fires.

Statement #3: The people are at a park.

Which statement is the analysis?



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Statement 1: Rocks on roads create a bumpy ride.

Statement 2: Some people don't use modern tools.

Statement 3: Wheels were invented a long time ago.

WHAT CRITERIA WAS USED??



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Statement 1: There are many kinds of candy bars.

Criteria: What criteria was probably used to make the analysis?

- colour?
- name?
- shape?

What is an Analysis?

An analysis is

- a **conclusion** that has been made
- after carefully close examination or study
- using certain **criteria**
- in order to understand that something better



WHAT CRITERIA WAS USED??

Analysis: A book shelf holds books.

Criteria: What criteria was used to make the analysis?

- size?
- shape?
- texture?

- Criteria:** What criteria was used to make the analysis?
- size?
 - shape?
 - texture?



Photo by: [jason-leung-D4YrzSwylEc-unsplash](#)

WHAT CRITERIA WAS USED?



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Statement 1: There are many kinds of candy bars.

Criteria: What criteria was probably used to make the analysis?

- colour?
- name?
- shape?

WHAT CRITERIA WAS USED?



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Analysis: The people are at a park.

Criteria: What criteria was probably used to make the analysis?

- colour?
- objects in the environment?
- time of day?

Match the criteria that to its analysis statement.



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Criteria

- Our Senses
- Objects

Analysis Statements

- Some people use things that other people consider waste.
- This would be a place with a foul smell.

Match the criteria that to its analysis statement.



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Criteria

- Face Expressions
- Environment

Analysis Statements

- These people enjoy being with each other.
- These people are in a coffee shop.

What might be your analysis if you were using the criteria of ...



- patten?
- environment?
- senses?