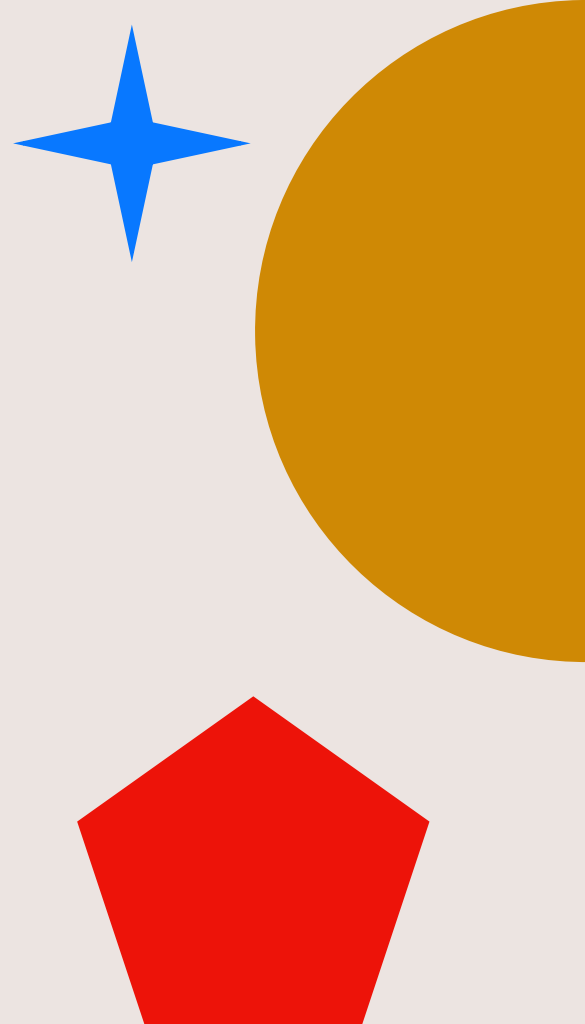



Concept Attainment

Dependence





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 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.

YES

NO



Car (small blue) : Photo by [Oli Woodman](#) on [Unsplash](#)



Photo by [Chris Briggs](#) on [Unsplash](#)



YES

NO



Photo by [Klim Sergeev](#) on [Unsplash](#)



Photo by [Mika Baumeister](#) on [Unsplash](#)

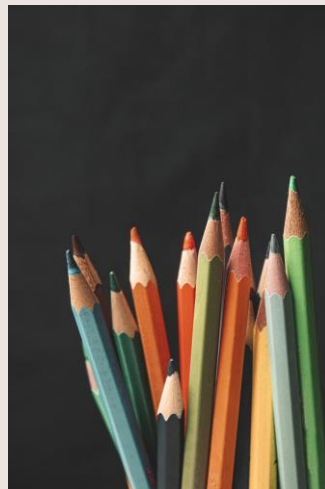


Photo by [amjd rdwan](#) on [Unsplash](#)



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YES



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Wind by Alvaro Cabrera from <https://thenounproject.com/browse/icons/terms/wind/> target="_blank" title="Wind Icons">Noun Project

NO



Photo by [Simon Berger](#) on [Unsplash](#)



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YES



Photo by [Yiju Cheng](#) on [Unsplash](#)

NO



Photo by [Jayden Wilhelm](#) on [Unsplash](#)



Dependence

All of the “Yes’s” are examples of **dependence**.

Dependence is when someone or something needs another person or thing to help them to live or to do something.





**Describe the dependence
in slides 3,4,5, and 6**

How is each picture an example of **dependence**?



Photo by [Robert Gramner](#) on [Unsplash](#)



Photo by [Sandy Millar](#) on [Unsplash](#)

In what ways **are you dependent** of someone or something?

In what ways **are others dependent** on you for something?

Think of other examples of **dependence.**





Thanks

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