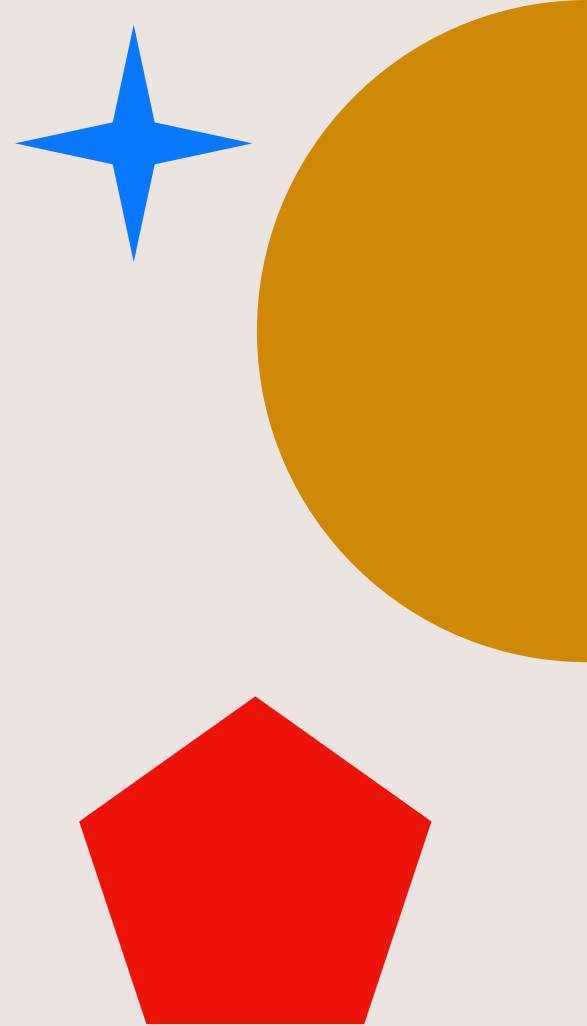


Concept Attainment

Relationship





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



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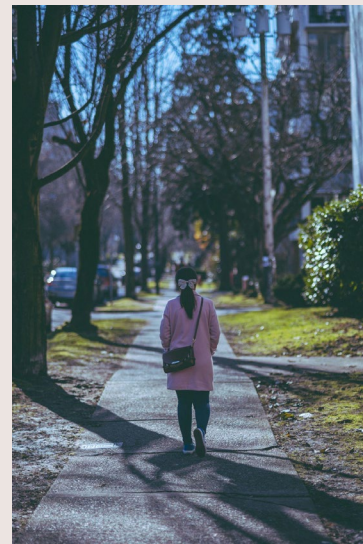


Photo by [Karsten Winegeart](#) on [Unsplash](#)

NO



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[matt-hanns-schroeter-Ch0iMHSegaA-unsplash](#)



YES



Photo by [feey](#) on [Unsplash](#)



Photo by [Jonathan Cooper](#) on [Unsplash](#)

NO



[florian-klauser-nptLmg6jqDo-unsplash](#)



Photo by [Jonathan Cooper](#) on [Unsplash](#)

YES



Ben Wicks on [Unsplash](#)



Photo by [Marcus Lewis](#) on [Unsplash](#)

NO



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Ben Wicks on [Unsplash](#)

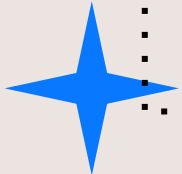


Relationship

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

A relationship is a connection between two or more people or things.

What is the **relationship** or connection between the example in slide 3, 4, and 5?



Which is the best example of a “Yes?”
What relationship to you see?



mick-de-paola-Hm_GSQH9AbM-unsplash.



Photo by [Nick Page](#) on [Unsplash](#)



Humans have many **relationships** with nature.
What relationship between humans and nature in
this picture? ***Explain.***

Humans

help

Nature

Humans

hurt

Nature



Humans have many **relationships** with nature.
What relationship between humans and nature in
this picture?



Humans

help

Nature

Humans

hurt

Nature

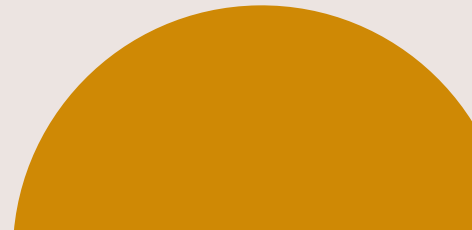




Is this a **relationship**? What two things are in a **relationship**? What is the **relationship** or connection?



?





Thanks

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