

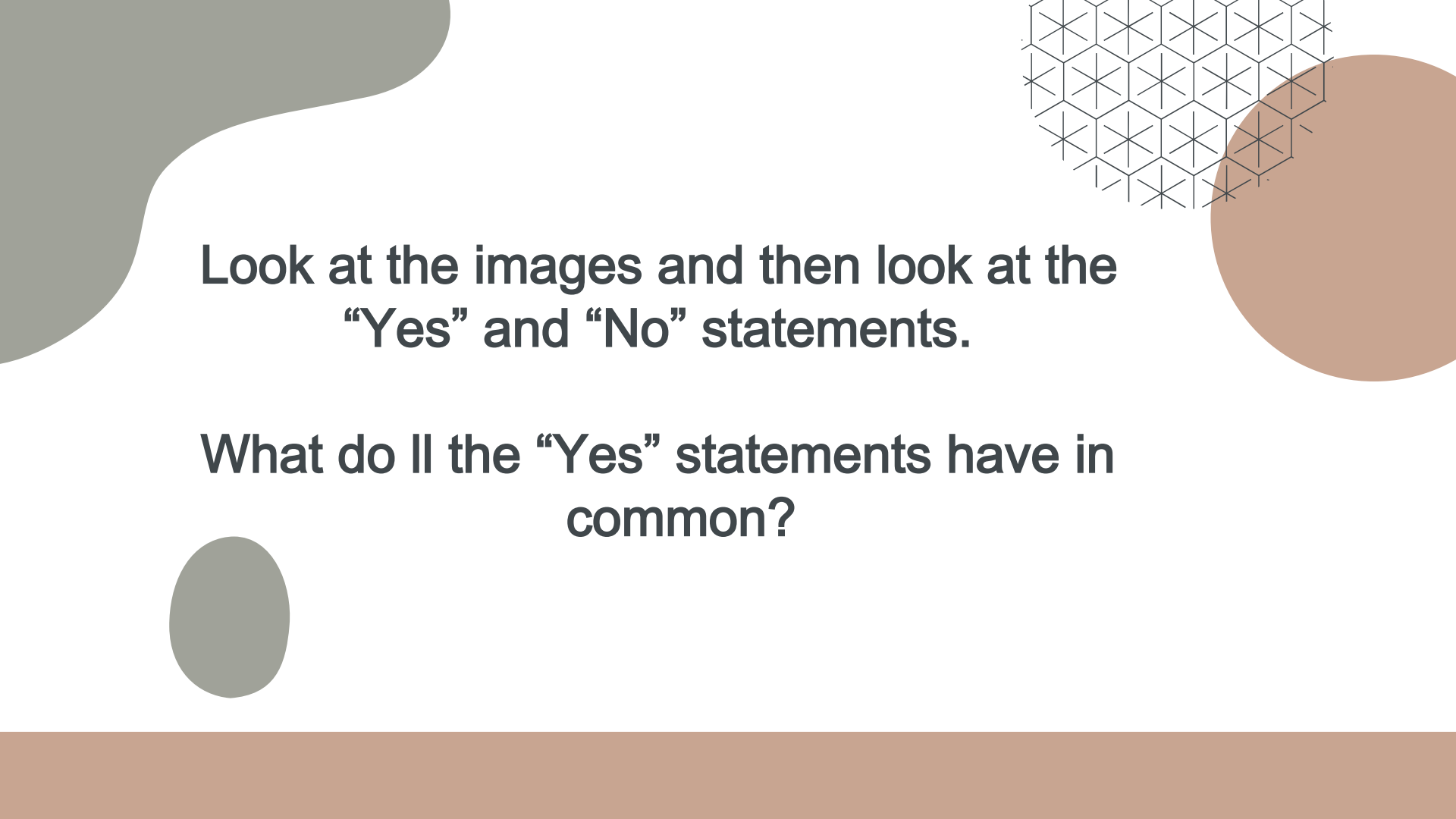


Concept Attainment

What is a Prediction?

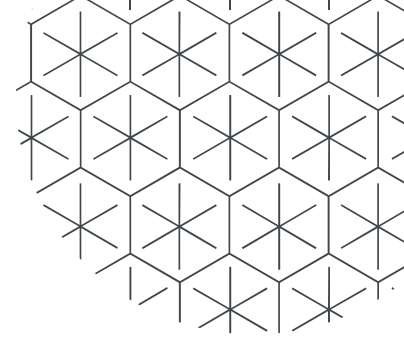
Concept Attainment Lesson Steps

- 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.



Look at the images and then look at the
“Yes” and “No” statements.

What do ll the “Yes” statements have in
common?



YES: The runner is going to win the race .

NO: The runner is at the start line.

Photo by [Braden Collum](#) on [Unsplash](#)



YES: The snowman will melt in the spring because in the spring it gets warm and snow melts

NO: The snowman will walk away because I watched a cartoon and the snowman walked



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Yes: The girl in the white shirt and red pants will catch the ball because it looks like the ball is falling towards her

No: The girl in the light blue shirt will catch the ball because I want her too.



Photo by [Ryan Besgrove](#) on [Unsplash](#)

YES: The black car at the bottom of the picture will stop because the car is approaching the stop line and that's what happens when cars.

NO: People are crossing the street because I can see people crossing the street.



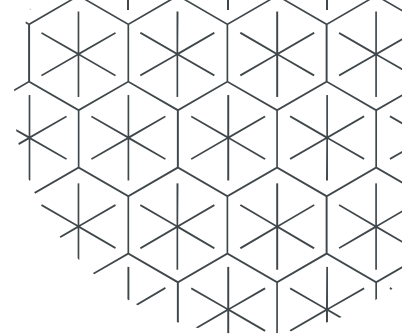
Photo by [Kelly Sikkema](#) on [Unsplash](#)

YES: A friend is behind the door because the girl
arm looks like she is going to knock on the door and
I think her friend will open the door.

NO: The door is closed because I
can see it is closed.



Surfer: Photo by Thomas Ashlock on Unsplash

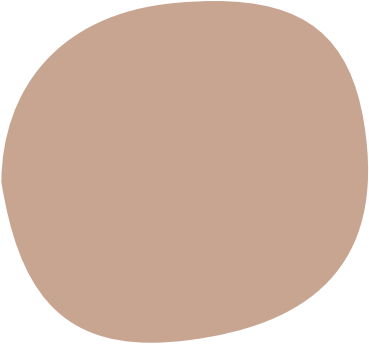


Yes: The surfer is going the fall because sometimes surfers fall when riding waves.


NO: The surfer is riding a big wave because the wave looks really big




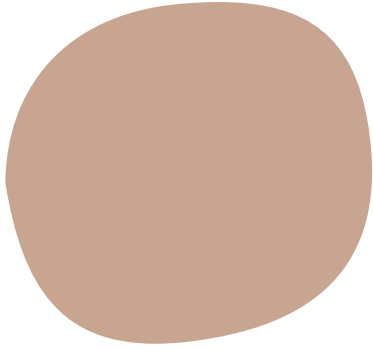
**All of the “Yes” statements
are predictions. What is a
prediction?**



**A prediction is a guess
about what will happen or
what an answer is based
on what we know.**

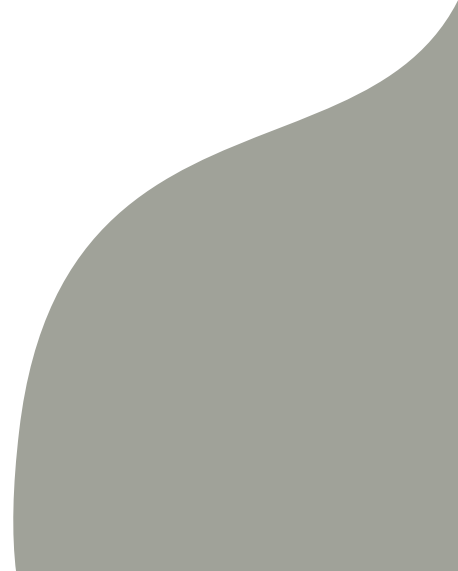






Go back to the pictures you just saw. For each picture

- **make one statement that is a more prediction.**
- **make one statement that is not a prediction.**





Is it going to rain?

- Make a prediction.
- Why do you think your prediction is right?