



CONCEPT ATTAINMENT LESSON

ETEC 602 Green Group:

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Concept Attainment Lesson

Subject area: Language Arts

Specific Content: Nouns

Grade Level: 2nd

Length of Lesson: 30-45 minutes

Audience (HBRL 2009):

- Physical Factors include: Wailuku Elementary School 2nd graders, Central Maui, Hawaii; public school with students of diverse backgrounds.
- Scheduling: In class meeting, 5x a week (50 minutes per class meeting)
- Class size: 20 - 24 students (Maximum 24 students)
- Last Day of Academic School Year: May 26, 2011
- Language Arts
- Parental involvement is highly encouraged to ensure success of student
- Demographics of the community:
 - Maui elementary school students with:
 - Locus of control may vary; internal vs. external
 - Varied communication skills
 - Diverse ethnic and socio-economic backgrounds
 - Hawaiian/Polynesian, Asian, European, Caucasian, AIAN (American Indian Alaskan Native), African American, Hispanic, Latino
 - Maui County Population (2008)
 - Information gathered from the Maui County Data Book Published in 2009 for 2008
 - County population: 143,691
 - Wailuku Town
 - 17,623 (This is situated around the school including part of Waikapu)
 - 5-6yr olds in that area: 1,315
 - based on 2008 Census for Wailuku division
 - 5-6 yr olds in Waikapu: 81
 - based on 2008 Census for Waikapu division
 - Males in Wailuku Town: 8,793
 - Females in Wailuku Town: 8,830
 - Industries/trades of Maui county:
 - Agriculture, business services, Educational services, Arts and Entertainment, professional services, construction, food processing, manufacturing, transportation, information services, utilities, retail, finance and insurance, health services, hotels, food & beverage.

Concept: Nouns

Learning Objective (ABCD): The second (2nd) grade students will identify the attributes of a noun while working in a classroom setting by identifying nouns 4 out of 5 times.

Domain of Learning: Cognitive

Hawaii Content & Performance Standards Database III (HCPS III 2010):

Topic: Clarity

Standard: HCPS III Language Arts

Benchmark: [LA2.5.4](#): Use specific nouns and identify people, places, things, or events.

Sample Performance Assessment (SPA): The student: Identifies nouns that may stretch beyond spelling capabilities because these words capture what he/she wants to say.

Rubric:			
Advanced	Proficient	Partially Proficient	Novice
List creative and specific nouns that name people, places, things, or events	List specific nouns that name people, places, things, or events	List common or generic nouns that name people, places, things, or events when more specific words are available	List vague or incorrect nouns that name people, places, things, or events

Hawaii GLOs (Hawaii State Department of Education): The lesson addresses four out of six learner outcomes from the Hawaii GLO.

1. Self-Directed Learner
2. Community Contributor
5. Complex Thinker
6. Effective Communicator

Materials needed: Board with stand, Velcro for board, adhesive Velcro, felt cloth, 5x7 index cards, colored markers, T-chart with a plus (+) and zero (0).

Technology: PowerPoint and Internet access.

This lesson can be done completely in a classroom setting, F2F; or as a hybrid learning experience with online assignments.

Lesson (Johnson and Carlson 1992):

Guideline to Meet Standards and Benchmark: [Gagne's Nine Events of Instruction](#)¹ (Kruse).

NOTE: Event 2 is not utilized until the concept is revealed at the end of activity one.

Gain Attention; Gagne Event 1 (Boulware and Crow 2008):

- Teacher asks students to gather to the front of the room.
- Teacher says, "I have an idea and I want you to guess what it is. We are going to work together on a new lesson. Today we will be looking at words and phrases and discuss what they have in common."

Activity One – Attaining the Concept; Gagne Events 4, 5, 6, 7, 2 & 3 (Lee and Nelson 2005):

- The board displays 3 to 4 examples and non-examples to start the activity.
- Teacher reads the words in each column.
- Teacher asks students, "Why do you think these items are listed in the plus column and the other items are listed in the zero column?"
- Teacher asks students to discuss with the student next to them what the common attributes are. This creates collaboration and dialogue.
- Teacher asks students to share their ideas and writes the correct attributes on the board.
 - Teacher assesses the ideas and determines which attributes are exclusive to the column with nouns. For example:
 - *Person*
 - *Place*
 - *Thing*
 - *Event*
- Students test their ideas with additional words (nouns).
- Students identify essential attributes and definition.

T-chart example:

+	0
Cartoons	Going to the beach
Mom	Nice
Kalama Beach Park	Quickly
Ball	Cooking with mom
Soccer Game	Good
Shopping Center	Swiftly
Plane	Swimming at the pool
Hair	Pretty
Birthday	Playing
Dog	Far
Disneyland Vacation	Tall
First Day of School	Coloring in my book

¹ See appendix at the end of this document for the list of Gagne's Nine Events of Instruction

Activity Two – Generate Concept Exemplars; Gagne Events 3, 6, 7, 8, & 9:

- Formative Assessment:
 - Teacher holds up an example or non-example and asks students to determine which side of the t-chart the word belongs.
 - Teacher provides definition of the concept noun.

Activity Three – Analysis of How Students Arrived at Hypotheses; Gagne 3, 4, 5, 6, 7, 8, & 9

- Formative Assessment:
- Teacher asks students, “Tell me how you thought these words were alike?”
 - Students discuss the connection of their ideas and attributes.
 - Students discuss how many different ideas they have.

Homework – F2F; Gagne Events 3, 4, 6, 8 & 9

- Summative Assessment:
 - Students create a list of nouns over the course of a two-week period.
 - Students will be allowed a few minutes each class period to add to their list.
 - Students may write the word, paste a picture, or draw a picture in their take home journal (addresses UDL and MI).

Homework –Hybrid Edmodo; Gagne Events 3, 4, 6, 8 & 9

- Summative Assessment:
 - Students create a list of nouns over the course of a two-week period.
 - Students type a word or upload an image to their online class journal.

Outcome: Students learn and identify the concept of a noun; person, place, thing, or event.

Evaluation: Retrieval and reinforcement of content.

- HCPS III and Hawaii GLO standards and benchmark achieved
- Learners meet objectives
- Review lesson delivery for improvement and effectiveness

References

Boulware, B.J., & Crow, M.L. (2008). Using the concept attainment strategy to enhance reading comprehension. *Reading Teacher*, 61(6), 491-495. Retrieved from Academic Search Premier database.

<http://eres.library.manoa.hawaii.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=31195718&site=ehost-live>

This article discusses the use of the Concept Attainment Strategy as an instructional technique proposed by Jerome Bruner. The article presents the significant benefit that students find with the technique, which is that they do not have to focus on identifying terms or concepts but on constructing meaning through referential representation. The technique provides teachers with a framework to help their students develop comprehension skills for words through structured thinking or reasoning processes.

Hawaii State Department of Education, (n.d.). *Hawaii general learner outcomes*. Honolulu, HI: Retrieved from http://doe.k12.hi.us/curriculum/GLO_rubric_grade1-6.htm

The Hawaii State Department of Education incorporates standard-based learning for grades K-12 to assess the efforts, work habits, and behavior of students. The general learner outcomes provide a goal-oriented guideline for students, teachers, and parents to use toward achieving helpful life skills.

HBRL (2009). *Maui county data book*. Retrieved September 18, 2010, from <http://www.hbrl-sbdc.org/mcdb/2009/0Title%20and%20Table%20of%20Contents.pdf>

For Maui County Data and statistics, the Hawaii Small Business Development Center Network conducts a Statewide Research Service on behalf of Small Business. Hawaii

Business Research Library is a program of the University of Hawaii at Hilo and partially funded through a cooperative agreement with the U.S. Small Business Administration.

HCPS III (2010). *Hawaii content & performance standards database III*. Retrieved September 18, 2010, from

http://165.248.30.40/hcpsv3/search_results.jsp?contentarea=Language+Arts&gradecourse=2&strand=&showbenchmark=benchmark&showspa=spa&showrubric=rubric&Go%21=Submit.

Hawaii Content & Performance Standards III (HCPS III) Database information used to plan for standards-based instruction using benchmarks and instructional guides for grades K-12.

Johnson, J. and S. Carlson (1992). "Developing conceptual thinking: The concept attainment model. *Clearing House* 66(2): 117, Retrieved from Academic Search Premier database.

<http://web.ebscohost.com.eres.library.manoa.hawaii.edu/ehost/detail?vid=13&hid=11&sid=4b4da985-9532-41a1-bfff-c750d4c86e82%40sessionmgr12#db=f5h&AN=9705041278#db=f5h&AN=9705041278>

Presents the concept attainment teaching model, a way to help students in gaining an in-depth understanding of a particular broad concept. How conceptual thinking is a way of organizing and categorizing ideas in mind; How to use the teaching model; Phases of the model; Some questions to be asked in the final phase of the model; Teaching model that gives students experiences in conceptual thinking.

Kruse, K. (n.d.). *Gagne's nine events of instruction: An introduction*. Retrieved September 18, 2010, from http://www.e-learningguru.com/articles/art3_3.htm.

American Psychologist, Robert Gagne, developed his ideas for a comprehensive learning theory and largely contributed to the field of instructional design and training. Gagne focused on behavioral outcomes that result from training. Gagne's book, *The Conditions of Learning*, featuring the Nine Events of Instruction was first published in 1965. Gagne examined and identified the mental conditions for learning which were based on the information processing model of the mental events that take place when humans are presented with a variety of stimuli. Gagne believes the nine events are a hierarchy of learning.

Lee, Y. and D. W. Nelson (2005). Viewing or visualising—which concept map strategy works best on problem-solving performance? *British Journal of Educational Technology* 36(2): 193-203. Retrieved from Academic Search Premier database.

<http://web.ebscohost.com.eres.library.manoa.hawaii.edu/ehost/pdfviewer/pdfviewer?vid=8&hid=13&sid=bd992c17-8815-48b9-afa3-b4478812ef09%40sessionmgr13>

The purpose of this study was to investigate the effects of two types of maps (generative vs. completed) and the amount of prior knowledge (high vs. low) on well-structured and ill-structured problem-solving performance. Forty-four undergraduates who were registered in an introductory instructional technology course participated in the study.

Participants were randomly assigned to two treatments that used generative and completed concept maps. Within those treatment groups, participants were differentiated by prior domain knowledge, high or low. Although the high knowledge-generative group outperformed the other three groups on well-structured problem-solving performance, it did not have an effect on ill-structured problem-solving performance.

Appendix A. Gagne's Nine Events of Instruction

Instructional Event	Internal Mental Process
1. Gain attention	Stimuli activates receptors
2. Inform learners of objectives	Creates level of expectation for learning
3. Stimulate recall of prior learning	Retrieval and activation of short-term memory
4. Present the content	Selective perception of content
5. Provide "learning guidance"	Semantic encoding for storage long-term memory
6. Elicit performance (practice)	Responds to questions to enhance encoding and verification
7. Provide feedback	Reinforcement and assessment of correct performance
8. Assess performance	Retrieval and reinforcement of content as final evaluation
9. Enhance retention and transfer to the job	Retrieval and generalization of learned skill to new situation