

Concept Attainment Lesson Plan

Subject Area: Science

Grade: 2

Benchmarks:

SC.2.1.1 Develop predictions based on observations.

SC.2.8.2 Identify the limited supply of natural resources and how they can be extended through conservation, reuse, and recycling.

Concept:

Reusable Items: Things that can be used more than once. Things you do not have to throw away after you use them.

Objective:

Students will be able to predict whether an item is reusable based on their observations. Students will be able to identify how natural resources can be conserved through reusing.

Materials:

Pictures of items on index cards, Prezi Presentation, whiteboard or poster paper for T-chart, actual items found in a lunch bag; including the bags, computer and projector to show Prezi, construction paper, crayons, paper for their own chart

Instructional Phases:

Phase 1- Examine the Concept and predict its definition: Set a time and stick to it for how long they pretend to be 2nd graders.

We have learned about several ways you can make a difference in this world. Does anyone remember an example from our last class? Remember the landfill we showed when we talked about Recycling? There are plenty of ways you can make a difference in this world. Did you know that you can make a difference with what is inside your lunch bag?

Introduce the process of concept attainment. Make a t-chart on the board with a yes and no column. Show a positive example:

Yes	No
Can be cleaned by washing (Silverware)	Good for one meal (Plastic fork)
Can be used everytime you shop or bring lunch (Fabric shopping bag, lunch bag)	Can break or tear the first time you use it (Paper or plastic bags)
Can save and store different foods (Tupperware)	Used for saving one meal (Styrofoam box)
Can bring water or drinks with you (Nalgene or Aluminum Water bottle)	Used once (Soda can or plastic water bottle)
Cloth Napkins	Paper Napkins
hard plastic drinking cup with hard plastic straw	plastic straws
Thermos - stainless steel	foam cup (warm)
hard plastic coffee cup	foam coffee cup

Show the item on the Prezi as we hold it up.

Students say their observations (attributes) of the example and teacher lists them on the “yes” side of the chart. Hold up another positive example. Edit the list by crossing off the attributes that do not fit and adding new ones that do. Hold up a negative example. Record observations on the “no” side of the chart. Continue holding up negative and positive examples and updating the list until an accurate list is generated. Help students clarify their list of the attributes by asking them questions like, “What do all the “yes” items have in common?”, “What are the differences between the “yes” and “no” items?”.

Guide them to develop a definition of the new concept.

Have students make a prediction about the next “yes” item the teacher will hold up. Students complete the sentence, “I think the next “yes” item will be a

_____ because _____.”

Phase 2- Test and confirm their idea about the concept

Students pair up and use their lunches to put the actual items on their own Yes/No T-chart.

Confirm the concept and definition with the class. (Reusable Items: Things that can be used more than once. Things you do not have to throw away after you use them.)

Have students come up with their own examples of things found in typical lunches or at picnics/bbqs that can be positive and negative examples. They can write that on their own T-Chart.

Phase 3- Analysis of Thinking/Assessment

Students discuss in small groups why some of their predictions about the definition of the concept were correct or incorrect. Students discuss what they learned about the many types of products we can use each day.

“If you were telling your cousin about what you did in class today, what would you tell them about how they can help save the environment?” How does it help? Students individually create a card using words and pictures to explain it to “their cousin”.

Play Jack Johnson song during this time.

Evaluation:

The card they will give to their cousin will be assessed.
The rubric will be our assessment tool.

Learning Styles Addressed:

Visual- Pictures, Presentation, Recording examples on board
Auditory- Verbal discussion and presentation
Musical- Song by Jack Johnson
Kinesthetic- Trying to break/destroy objects, Sorting out real objects,
Making a card

Concept Attainment

This lesson is for a second grade science class. It addresses two Hawaii state benchmarks (SC.2.1.1) and (SC.2.8.2). The concept is “Reusable Items”. The definition of reusable items is things that can be used more than once or things you do not have to throw away after you use them. Students will be able to predict whether an item is reusable based on their observations. Students will also be able to identify how natural resources can be conserved through reusing.

First we will ask a question that accesses prior knowledge and stimulates thinking. Then we will introduce the process of concept attainment. We will show positive examples, list observations, and guide students to develop a definition and prediction. Students will work in pairs, small groups and individually to confirm their ideas about the concept, form a definition, and come up with their own examples.