

Concept Development/ Formation

Geometric Shapes

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Concept development gives students the opportunity to form generalizations by grouping and labeling a list of words associated with a concept.

The process is...

Listing
Grouping
Labeling
Regrouping
Synthesizing

Introduction

Process

■ Listing

■ Grouping

■ Labeling

■ Regrouping

■ Synthesizing

Step

- Teacher or students list items related to a subject
- Students group the items
- Student gives labels and explanations for the newly defined groups
- Students regroup items or subsume individual items or whole groups
- Students synthesize the information by summarizing the data and forming generalizations

Taken from "Concept Formation or Concept Development Model" handout

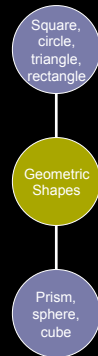
Listing

Geometric
Shapes

- "What are geometric shapes? Can you think of any examples or words that describe geometric shapes?"
- Student list:
 - Square
 - Circle
 - Cube
 - Prism
 - Triangle
 - Rectangle
 - Sphere

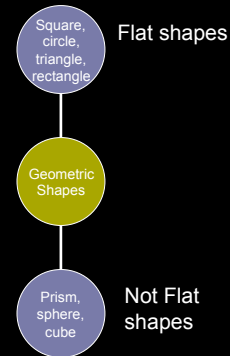
Grouping

- “Let’s sort these ideas into different categories. How would you sort them?”
- Student sort:
 - Square, circle, triangle, rectangle
 - Prism, sphere, cube



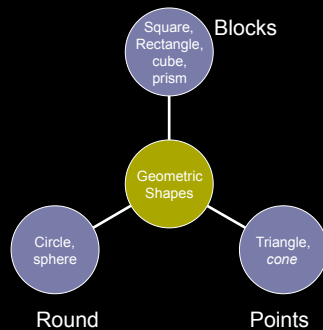
Labeling

- “Give these groups titles. What would each group be called? Why?”
- Student response:
 - Flat shapes: These are shapes we can draw
 - Not flat shapes: These are shapes we can see and hold in real life.



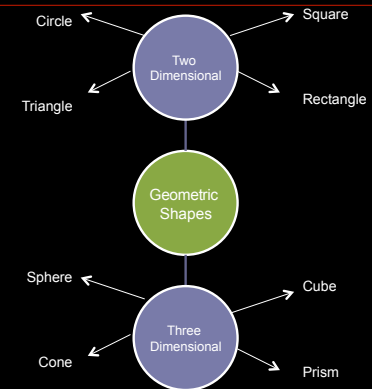
Regrouping

- “Could we regroup these objects? How would we do that? You can even add more shapes if you think of some.”
- Student response:
 - Blocks: square, rectangle, cube, prism
 - Round: circle, sphere
 - Points: triangle, cone



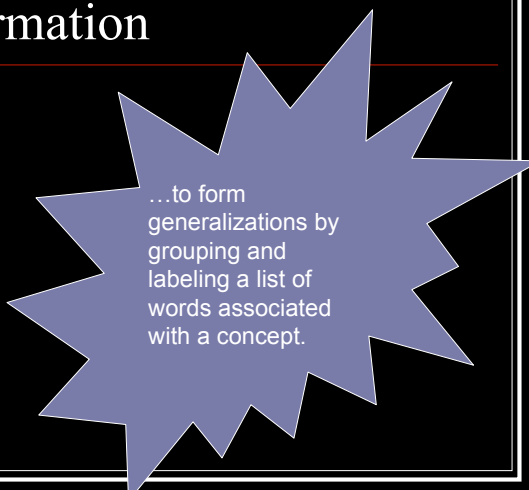
Synthesizing

- “Make up one sentence that sums up all of these groups. What would it be?”
- Student response:
 - Geometric shapes have various numbers of sides and faces and can be two or three dimensional.



Concept Formation

- Listing
- Grouping
- Labeling
- Regrouping
- Synthesizing



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