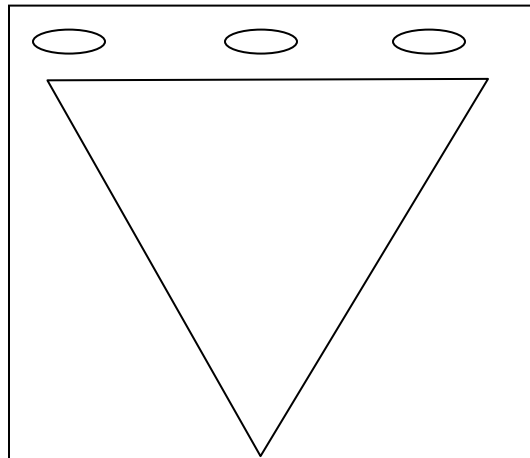


Sample Lesson Using the Expository Profundity Scale

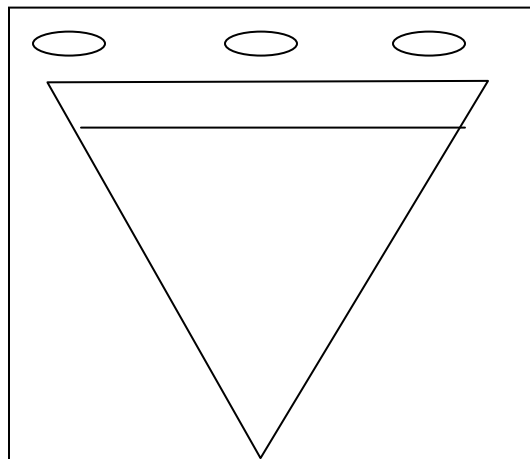
Students will think through the Expository Profundity Scale using the text, “Changing Wetlands”. The teacher will use the Expository Profundity heuristic to guide them through the process. Begin by grouping participants into threes and fours. Each group will need a large piece of chart paper and a set of markers.

To complete the literal plane: ask the students to access relevant prior knowledge based on the title only. A recorder for each group will record the title and participant responses on the front of the chart paper. The teacher then reads the article aloud. The groups then record details they remember from the text on the chart paper. They then select six important words or phrases from the reading selection and record them on the chart paper.

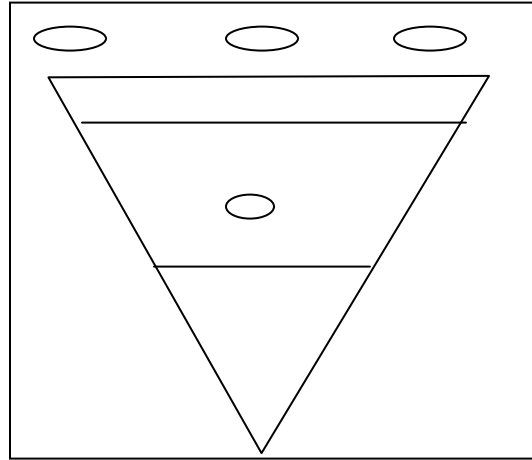
To complete the remaining planes: flip the sheet of chart paper over and draw an inverted pyramid starting about four inches from the top and ending at the bottom of the paper. Then draw three ovals in the empty four inches at the top.



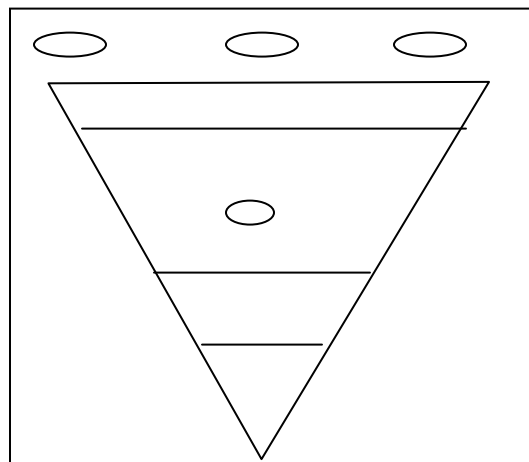
To complete the summary plane: studentss write the three main ideas of the selection in the ovals. They then write the supporting ideas around the ovals: the details of the main ideas. A three-sentence summary is completed in the top 3-4 inches of the inverted pyramid.



To complete the concept plane: draw Frayer's Model of Concept Attainment in the next 6-7 inches of the inverted pyramid. Studentss can choose any concept that fits the reading selection such as, economics, change and wetlands. They then brainstorm essential and nonessential characteristics for the concept and then examples and nonexamples of the concept.

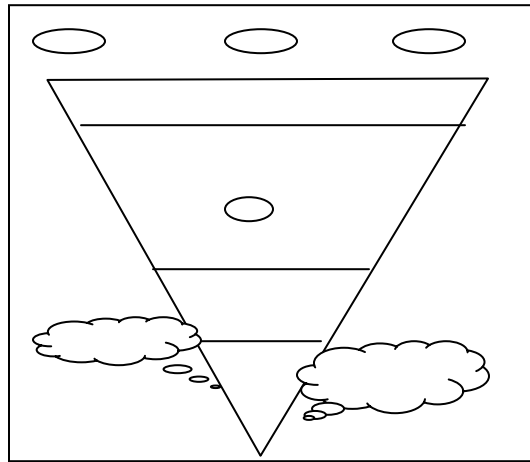


To complete the schema plane: students will record on the next 2-3 inches of the inverted pyramid how this new information fits into their existing schema. Teachers can pose questions from the schema plane of the heuristic to nudge their thinking.



To complete the philosophical plane: students will write the universal truth, principle or theory on the tip of the inverted pyramid.

To complete the transformational plane: students draw bubbles from the tip of the inverted pyramid and write ways that they can connect or generalize the universal truths, principles or theories to other texts, events, or ideas to expand interrelated ideas.



After doing this activity several times whole group move to having small groups complete the activity. Then students should be able to use the heuristic in small groups or individually to think through Expository Profundity. This activity is especially useful to use at the beginning of units when students really need to know the information presented to thoroughly understand the rest of the unit.

I have found that I can successfully get Kindergarten students through the literal plane using whole group discussion. I can get first grade students through the literal and summary planes using whole group discussion. I can get second grade students through most of the planes with very heavy scaffolding during the last three planes. Third grade students can do this easily during whole group demonstrations. Fourth grade students and on should be able to transfer from whole group to small group to individual use of the heuristic.