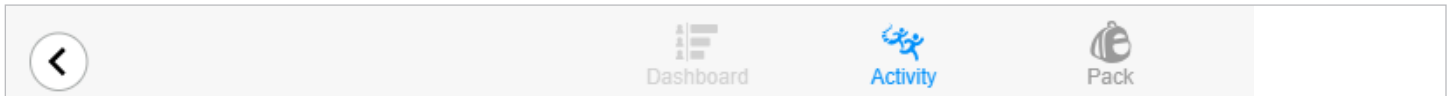


Wordly Wise i3000 Lesson Flow and Tips

Starting a Lesson

Students log in to their accounts at app.exploros.com and click the assigned **Lesson**. (See the document “Getting Started with Wordly Wise i3000” for information on account setup and lesson assignment.) Note that there is an accompanying **Lesson Test** that you will assign for students to complete after each lesson.

When you enter a lesson, the bottom of the screen displays three icons: **Dashboard**, **Activity**, and **Pack**.



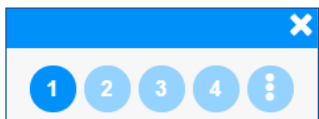
Dashboard: Lists students assigned to the lesson and shows student progress

Activity: Enters teacher and students into the experience of the lesson or test

Pack: Contains lesson-specific resources such as differentiated reading passages for students and a rubric for assessing open-response questions for teachers

The arrow at the bottom left of the screen allows teachers and students to exit the lesson at any time. As long as the lesson’s end date has not expired, students can reenter the lesson at any time at the same place they exited.

Click the **Activity** icon to enter Scene 1 and begin the lesson. There are either eleven (Level 2) or twelve (Levels 3–12) **Scenes** in every lesson; each scene contains a *Wordly Wise i3000* activity.



Click the numbered scenes in the top right of the screen to navigate through the lesson. Students move through the scenes at their own pace and in sequential order. They cannot move to the next scene until they complete the previous activity. Teachers can move through scenes at any time and in any order to monitor student progress.

Implementing a Wordly Wise i3000 Lesson

The teacher's view contains explicit directions for the specific activity in each scene.

Scene 1: Rate Your Word Knowledge

Students begin each lesson in *Wordly Wise i3000* by self-assessing their knowledge of vocabulary words before they encounter them in the word list.

In Levels 2 and 3, students rate their word knowledge by choosing between three ratings, ranging from “I don’t know this word” to “I know this word, and I can use it.” In Levels 4–12, students choose between four ratings, ranging from having never seen a word before to knowing and being able to use it in a sentence. This activity helps build students’ awareness that the acquisition of word knowledge is incremental. Teachers are able to see the ratings in real time. At a glance, teachers can see which words students are most and least familiar with and can adjust their instruction accordingly.

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Students	Response
RK Robin Kent	I think I know what this word means.

Scene 2: Word List

Students click the icon to open the **word list** for the lesson in a new tab or window. The teacher can introduce the lesson's words and definitions as a teacher-led group activity or have students review independently. Teachers can use the results from the Rate Your Word Knowledge activity to determine which words they may need to spend more time on.



Each vocabulary word is hyperlinked to an online dictionary resource where students can read a full dictionary entry and hear the word read aloud. Academic words are marked with an asterisk (*) so teachers may easily emphasize them during instruction.

4 • Lesson 10 Word List

ail

(v) To cause sickness, pain, or trouble.

*"What **ails** you?" the doctor asked.*

ailment (n) An illness; a disease.

*The flu is a common childhood **ailment**.*

ailing (adj) In poor health.

*I have been **ailing** all winter.*



banish

(v) 1. To force someone out of the country.

*After the revolution, France **banished** the royal family.*

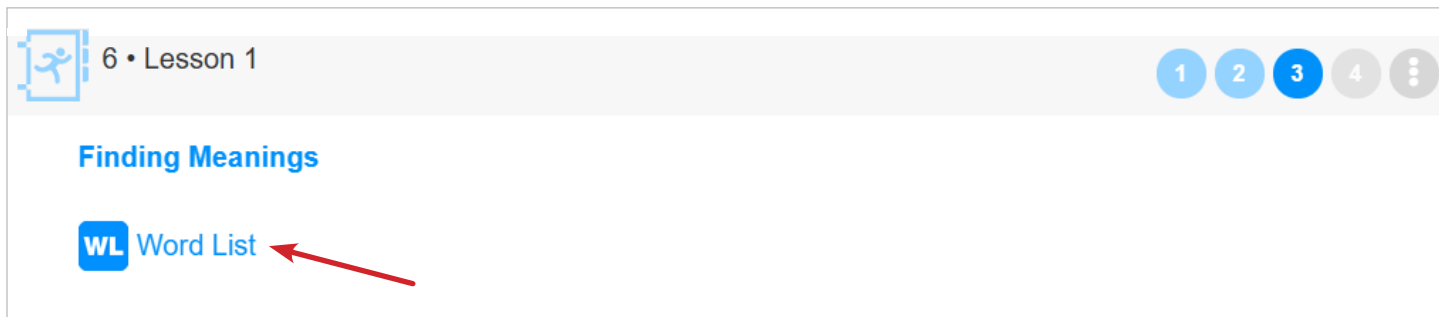
2. To get rid of completely.

*Joe was such a cheerful person, he **banished** gloom wherever he went.*

Once they've reviewed the word list, students can either close the tab or leave it open to consult the word list throughout the lesson. Upon returning to the lesson, students will click a button affirming that they have reviewed the word list; doing so allows them to progress to Scene 3.

Scenes 3–6: Practice Activities

Students will next complete a variety of practice activities that help them begin to embed vocabulary words in their long-term memory. In Level 2, there are three practice activities per lesson (Scenes 3–5), while in Levels 3–12, there are four (Scenes 3–6). The type of activities students will see varies by level. (A full list of these activities can be found in the document “Overview of Practice Activities.”) To review word meanings, students can click “Word List” at any time under the heading of each scene.



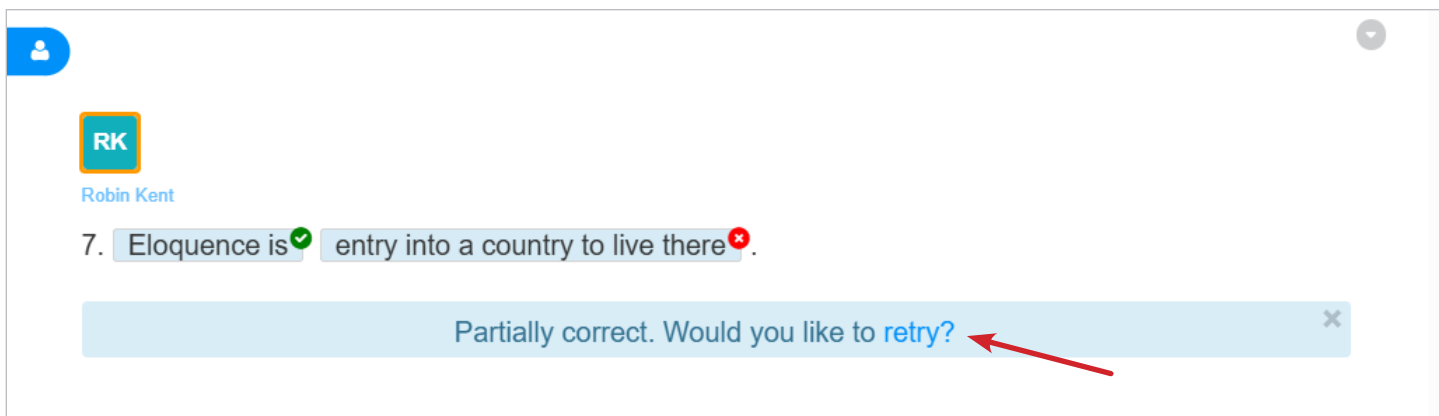
6 • Lesson 1

1 2 3 4

Finding Meanings

WL Word List

Students receive **immediate feedback** on their answers, telling them if they are correct, partially correct, or incorrect. If they are incorrect or partially correct, they have the opportunity to try again. Teachers have the option to turn student-facing feedback on or off before assigning a lesson.

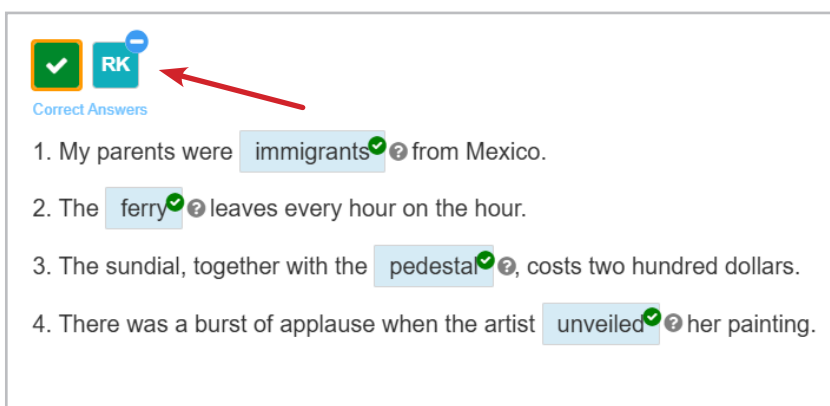


RK
Robin Kent

7. Eloquence is entry into a country to live there.

Partially correct. Would you like to retry?

As students submit responses, teachers can see progress in real time on their device. Teachers can view progress as a class as well as review individual students' work in more detail by clicking each student icon. All practice activities are automatically scored.

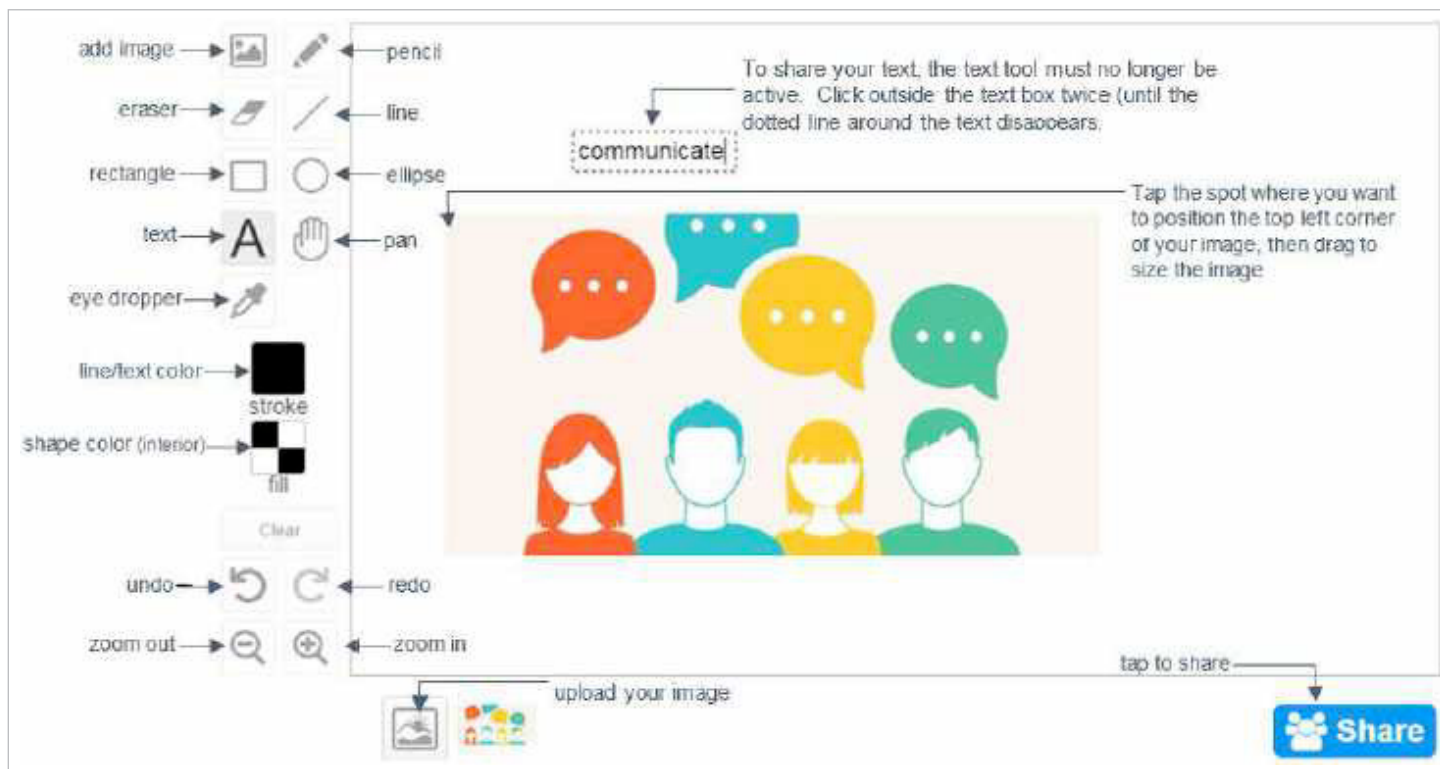


✓ **RK**
Correct Answers

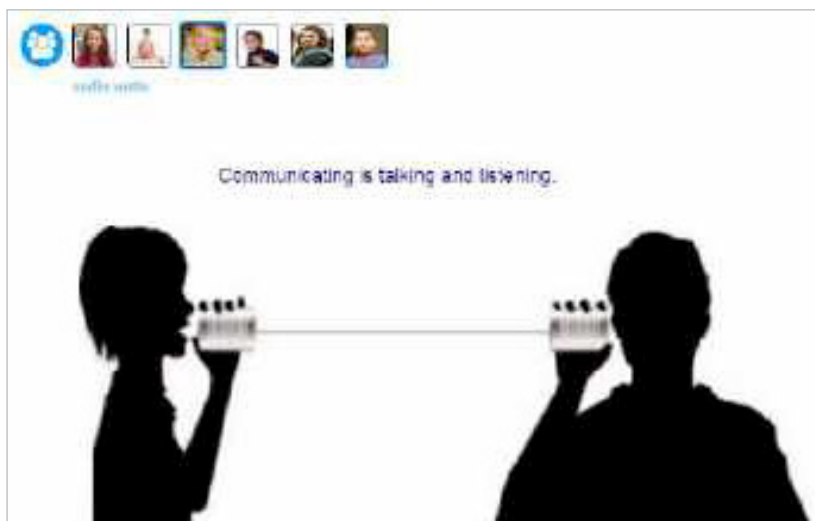
1. My parents were immigrants from Mexico.
2. The ferry leaves every hour on the hour.
3. The sundial, together with the pedestal, costs two hundred dollars.
4. There was a burst of applause when the artist unveiled her painting.

Scene 7: Illustrated Vocabulary

In all levels of this social-learning activity, students use the **Draw element** to create or upload an image to demonstrate the meaning of a given word from the word list. In Levels 3–12, students are also asked to write a sentence explaining how the image they drew or uploaded represents the word. When finished, students share their work with the class.

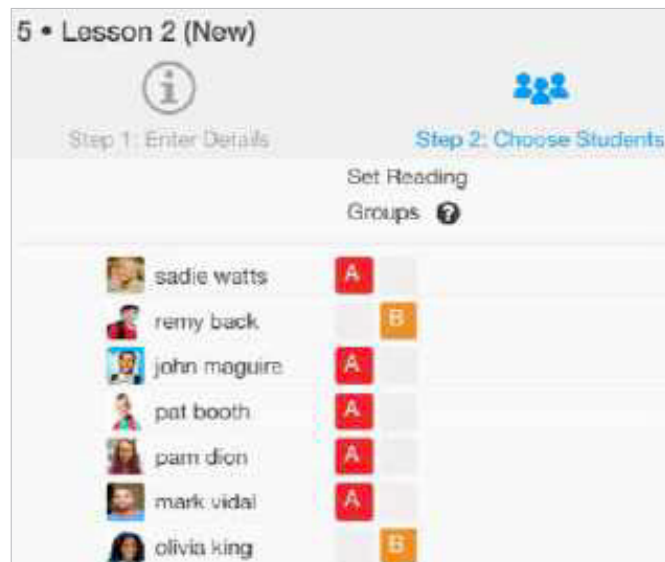


After students have shared their own work, they are able to see what their classmates have submitted by clicking the other students' icons. Each image and sentence students create contributes to a virtual word wall, which is viewable by the entire class. In Scene 7, the sharing feature for the Illustrated Vocabulary activity cannot be disabled since students are prompted in the Vocabulary Extension activity in Scene 10 to return to Scene 7 to view their peers' illustrated postings before responding to the new activity. Teachers can always delete any posts if needed.



Scene 8: Passage (In Level 2, this activity is in Scene 7.)

The *Wordly Wise i3000* reading passages place vocabulary in context. Teachers provide differentiation to their students by assigning students either a primary or secondary passage. The primary is an on-grade-level passage, while the secondary is the same passage written at a lower Lexile® measure. The only substantive difference between the two passages is the relative readability of the sentences. In Step 2 of assigning a lesson, teachers are asked to select the appropriate passage (“A” for primary and “B” for secondary) for each student.



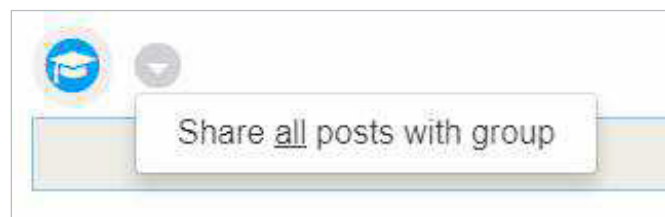
When Money Grows on Trees

- 1 Do you wish that chocolate grew on trees? Well, it does. The trees are cocoa trees that grow in **tropical** countries that are located both north and south of the equator. Of course, you wouldn't recognize the little pale-colored and **bitter**-tasting beans of the cocoa tree as chocolate. But those beans are the **raw material** and the main ingredient from which delicious chocolate bars are made.
- 2

- 3 Cocoa trees were originally **cultivated** in Central and South America. They are now grown in many other parts of the world, including West Africa, the Caribbean, and southern Asia. They thrive in areas with a year-round temperature of around eighty degrees and an annual rainfall of eighty inches or more. However, the young trees need protection from direct sunlight. Banana plants, which are considerably taller, are often **interspersed** between the rows of cocoa trees to provide the shade these trees need.

Students can interact with the passages by clicking any blue text. This will take them to a definition of a potentially challenging word, phrase, or idiom at the end of the passage. Students can then click a link to conveniently return to their place in the passage. They may also hear the passage read aloud using their web browser's audio functionality. For instance, in a Google Chrome browser, students may select “Edit” from the browser menu, then select “Speech,” then select “Start Speaking.”

After students read the passage, they answer an open-ended comprehension question about the passage as a whole. (In Level 2, students answer a multiple-choice question.) Teachers can view submitted written responses in real time to assess understanding and respond individually to students. Although the default is set to share with the teacher only, the teacher can choose to share with the group, creating a “Discussion Wall” by clicking on the gray arrow.



Scene 9: Reading Comprehension (In Level 2, this activity is in Scene 8.)

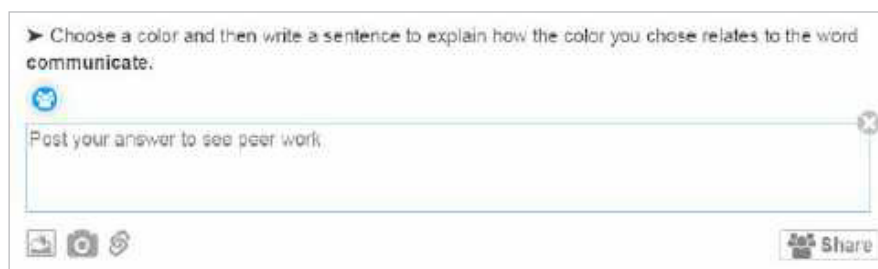
Students complete additional comprehension items relating to the passage. Students drag and drop the correct word to complete each sentence to demonstrate their understanding of vocabulary words in context. Students receive immediate feedback on their work. If they did not answer correctly, they have the opportunity to try again.

Teachers can review student progress in real time. They can see individual responses to each question, as well as how many students in the class have completed the activity so far.

Scene 10: Vocabulary Extension (In Level 2, this activity is in Scene 9.)

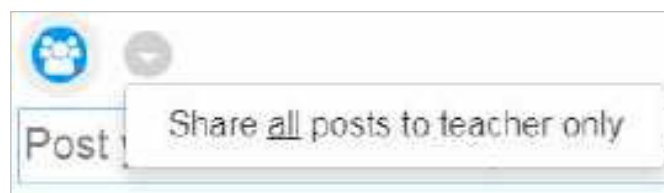
In this social-learning activity, students return to the Illustrated Vocabulary activity to view their classmates' images and sentences. They are asked to focus on the word knowledge they have acquired, extend that into writing, and then share their writing with their classmates. Once students share their work, they can view their peers' submissions as well as interact with one another by responding with comments that demonstrate their word knowledge. Teachers can review and comment on student work in real time. If necessary, teachers can hide an inappropriate or sensitive student response from the group after it has been posted.

Note: If students wish to include links in their responses, they must select the link symbol first. An empty text field will then appear next to the symbol. Students will need to type or copy and paste the entire URL into the field for the link to become active once their response is shared.



The screenshot shows a text input area with a prompt: "Choose a color and then write a sentence to explain how the color you chose relates to the word communicate." Below the prompt is a text field containing the placeholder text "Post your answer to see peer work". To the left of the text field is a blue link icon. Below the text field are icons for image, video, and link. To the right of the text field is a "Share" button.

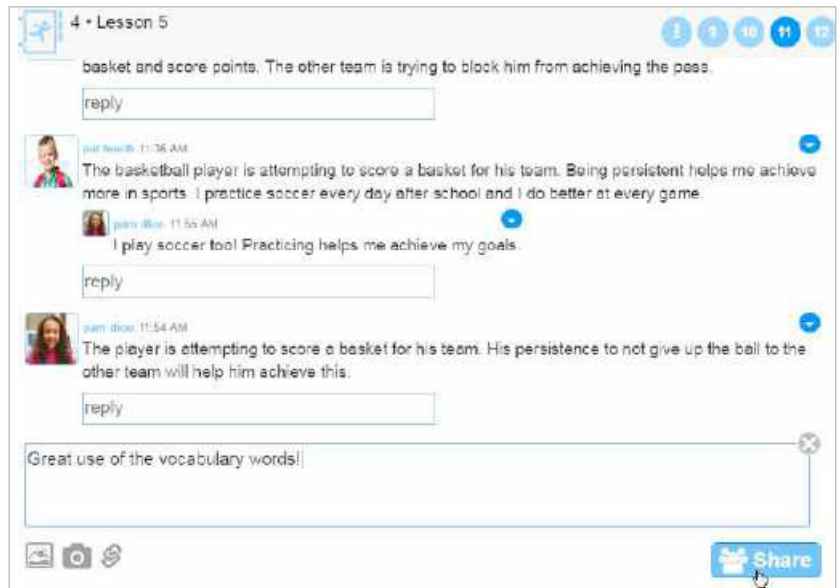
The sharing feature for the Vocabulary Extension scenes that utilize the "Discussion Wall" defaults to share with the group but can be changed to share with the teacher only by clicking the gray arrow. Group sharing cannot be disabled for other Vocabulary Extension scenes, such as ones that contain Graphic Organizers.



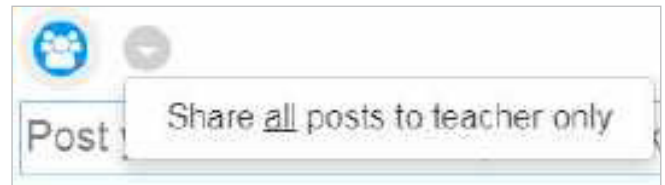
The screenshot shows a sharing options menu. It has a blue icon with a group of people and a gray arrow pointing down. Below the icon is a "Post" button. To the right of the "Post" button is a text box containing the text "Share all posts to teacher only".

Scene 11: Creative Writing (In Level 2, this activity is in Scene 10.)

In this social-learning activity, students create their own unique sentences using selected vocabulary words. Creative Writing prompts often include visual images or connect the vocabulary words to students' personal experiences. Students share their creative work with their classmates. Once students share, they can view their peers' responses as well as interact with one another by replying with comments that further demonstrate their word knowledge.



Teachers can review and comment on student work in real time and have the option to hide a response from the group if necessary. Although this scene defaults to share with the group, teachers can change to sharing with the teacher only by clicking the gray arrow.



Scene 12: Study and Play (In Level 2, this activity is in Scene 11.)

Before taking a lesson test, students are encouraged to practice and master their vocabulary using the flashcards that are provided for each vocabulary word.

Wordly Wise i3000 Tests

Every *Wordly Wise i3000* lesson has a corresponding lesson test. Each level also has a final test and either cumulative tests or a midterm test.

Level 2: Three cumulative tests (after Lessons 4, 8, and 12) and a final test.

Level 3: Two cumulative tests (after Lessons 4 and 8) and a final test.

Levels 4–12: A midterm test (after Lesson 10) and a final test.

To administer a test, assign the experience using the same steps used to assign a lesson. The default duration of an experience is two hours: Be aware that students will not be able to complete the test if the experience expires before they finish. Be sure to set a duration period for the test that meets your students' needs.

Lesson Test 1

Wordly Wise i3000
Level 6 • Lesson Test 1 2/33

2. Find a SYNONYM for the bold word.

The speaker's **eloquence** impressed everyone in the audience.

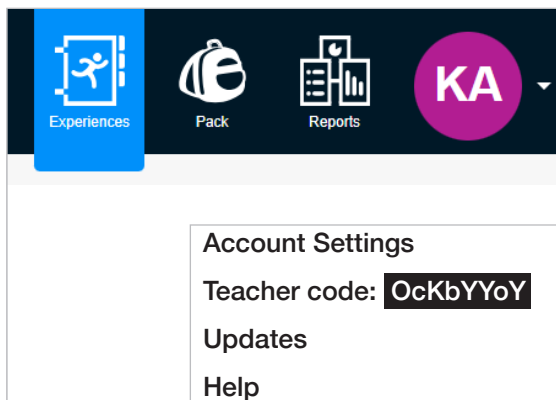
☐ A) jokes
☐ B) skill
☐ C) preparation
☐ D) topic

Previous Next

Student responses are automatically scored. Students move through the test at their own pace, clicking **Next** to continue or **Previous** to return to earlier questions. If students exit the test without completing it and reenter later (if the test has not expired), they will be taken to the last question they viewed.

Students must be sure they have completed all questions before clicking **End Test**, as they will not be able to reenter the test after that point. Once the test experience has expired, students may view their responses by entering the test from the list of Ended experiences. There, teachers can also view a report of student results.

Program Assistance and Technical Support



In the **Resources Pack**, several documents are housed, including “Getting Started with *Wordly Wise i3000*,” which contains step-by-step instructions for setting up your class and assigning lessons; “Welcome to *Wordly Wise i3000*,” which contains an introduction to the program and teaching options for classroom implementation; and video tutorials on various components of the program.

The **Help** section, located in the drop-down menu of the teacher profile icon, offers support for using the Exploros platform. For further assistance, contact Technical Support at: support@epslearning.com.

Visit epslearning.com to view our range of curriculum programs.
Questions? Contact your EPS Learning Account Executive.

epslearning.com | 866.716.2820

