



# iSPIRE Lesson Flow and Tips

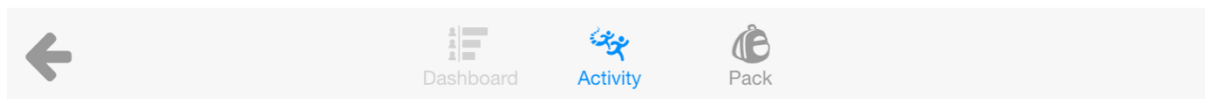
---

## Starting a Lesson

You and your students should log into your accounts at [www.ispire.com](http://www.ispire.com) and click the assigned **Introductory Lesson** (see “Getting Started with iSPIRE” for information on account setup and assigning lessons). The **Independent Work** for this lesson will be completed after the 10-Step Lesson.

Once students enter an assigned lesson, student devices will be synced with your device. The teacher now controls the navigation of this experience for the students.

You will be directed to the Dashboard when you enter a lesson. At the bottom of the screen, there are three icons: **Dashboard**, **Activity**, and **Pack**.



*Dashboard:* Displays class lists and student progress

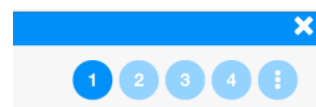
*Activity:* Enters the teacher into the experience of the iSPIRE Lesson with teacher directions included for each step

*Pack:* Contains assessment directions, vocabulary development, alternate dictation for older students, and other essential materials

The **Gray Arrow** at the bottom left of the screen allows you to exit the lesson at any time. When you leave a lesson, your students will also be redirected from the lesson to the home screen.

Click on the **Activity** icon to begin the lesson. There are **10 steps** in every iSPIRE Introductory and Reinforcing Lesson. The 10 steps are further broken down into **Scenes**.

*Scene:* a step or part of a step in iSPIRE.



Since some lesson steps contain more than one activity, a step may be completed over several scenes. The numbered scenes are listed at the top right-hand of the teacher device screen for navigation.

## Teaching an *iSPIRE* 10-Step Lesson

Clicking the Activity icon takes you to **Scene 1**. At this point students will see a **blue screen** with a white arrow pointing up. This is their signal to look at you and respond to your directions. Students will see this screen on any scene that is in **Eyes on Teacher Mode** (as indicated on your teacher device). Each scene on the teacher device has explicit directions for how to teach a given step or part of a step.



### Step 1: Phonogram Cards (approx. 5 minutes)

In this activity, use your device to display phonogram cards to your students. First,

1.6 • sh  
Section 1

Eyes on Teacher Mode

**iSPIRE** Level 1 • INTRODUCTORY Lesson 6

**Lesson 6** *sh* introduces students to the concept of a consonant team, two consonant letters that together make one sound. A consonant team cannot be represented by any single letter in our alphabet; a consonant team will always make its special sound. The consonant team *sh* always makes the sound /sh/.

**Step 1: Phonogram Cards**

(1 of 4 scenes)

Review all previously learned Phonogram Cards. Display Phonogram Cards 1–25.

**I will show these letters one at a time. When I show a letter, say the letter's name and give its sound.**

Model the first item for students. For example, for Phonogram Card 1, say the following:

**This is the letter *p*. The letter *p* stands for the /p/ sound. When I show this card, you say: *p*, /p/.**

Review Phonogram Cards 1–25.

1

**p**

p pat /p/

Dashboard Activity Pack

SCHOOL SPECIALTY

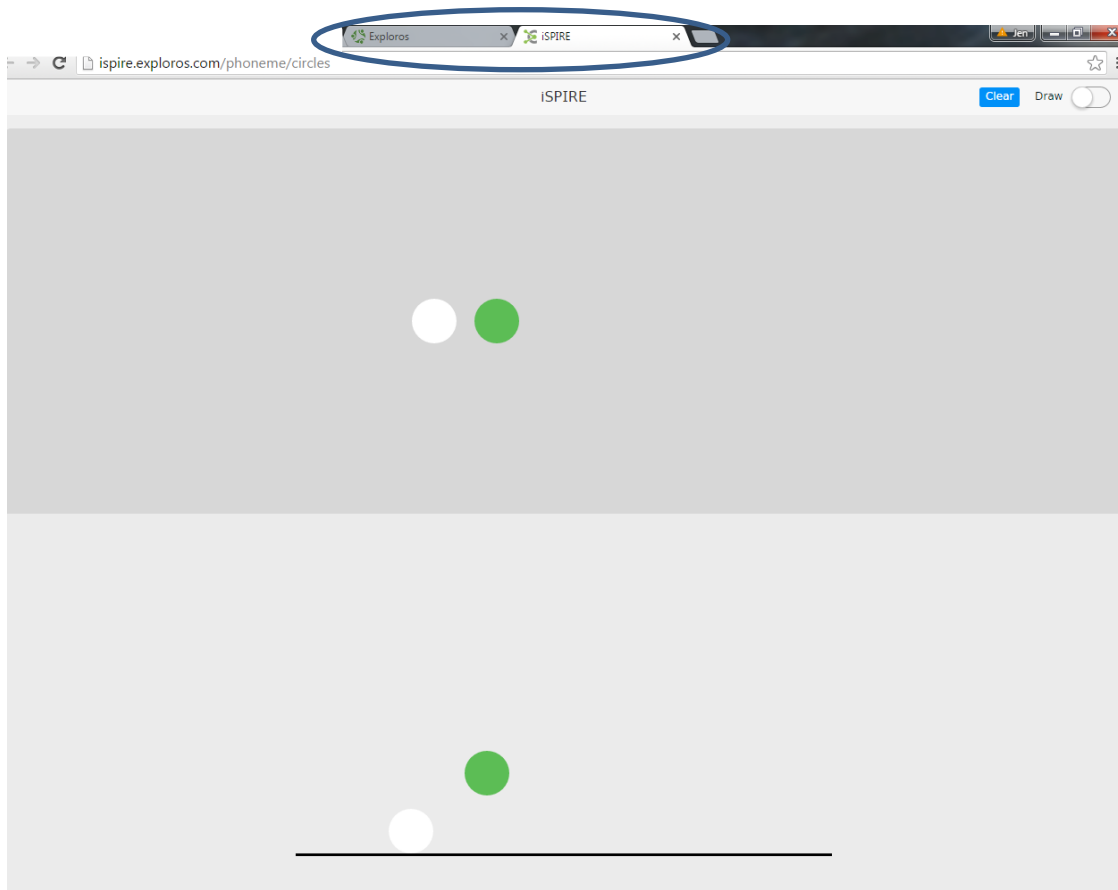
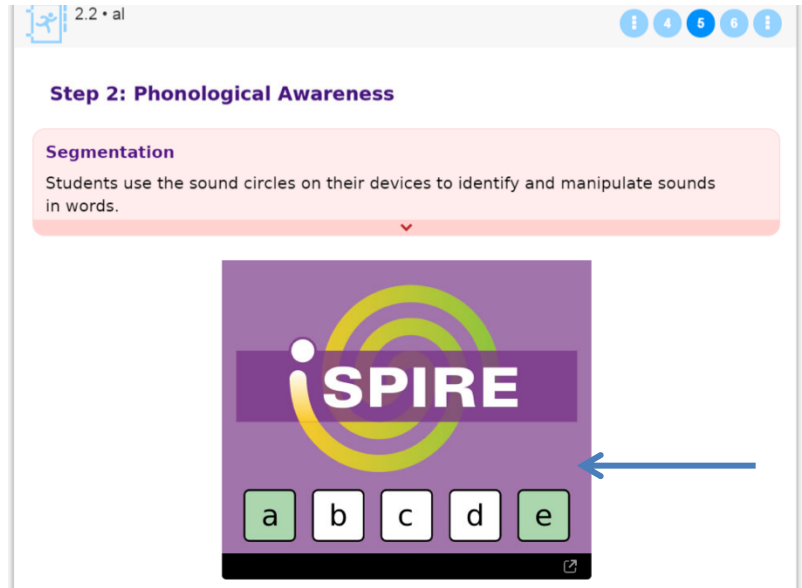
read the instructions. Some instruction boxes can be expanded by clicking the red arrow at the bottom of a box.

To drill the Phonogram Cards, click the phonogram card below the pink boxes. A **separate tab** will open in your browser with a gallery of enlarged cards that you can scroll through. Once finished, you must **close** this tab and return to the main lesson tab to continue the lesson.

Move through the remaining scenes and follow the directions to complete **Step 1**.

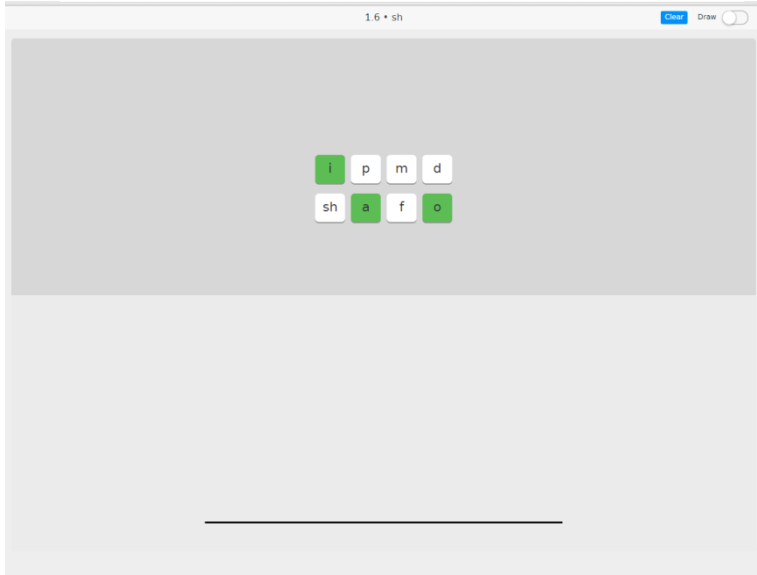
## Step 2: Phonological Awareness (approx. 5 minutes)

Most activities in Step 2 are conducted in Eyes on Teacher Mode, with students looking up and responding to teacher direction. In higher levels, Step 2 will introduce **Segmentation**. This activity opens within a separate tab for **both you and your students** once you click the purple box. Students manipulate the circles per teacher instruction. Once this activity is completed, both you and your students **must close this tab and return to the main lesson tab**. Doing so will re-sync the student devices with the teacher device.



### Step 3: Word Building (approx. 5 minutes)

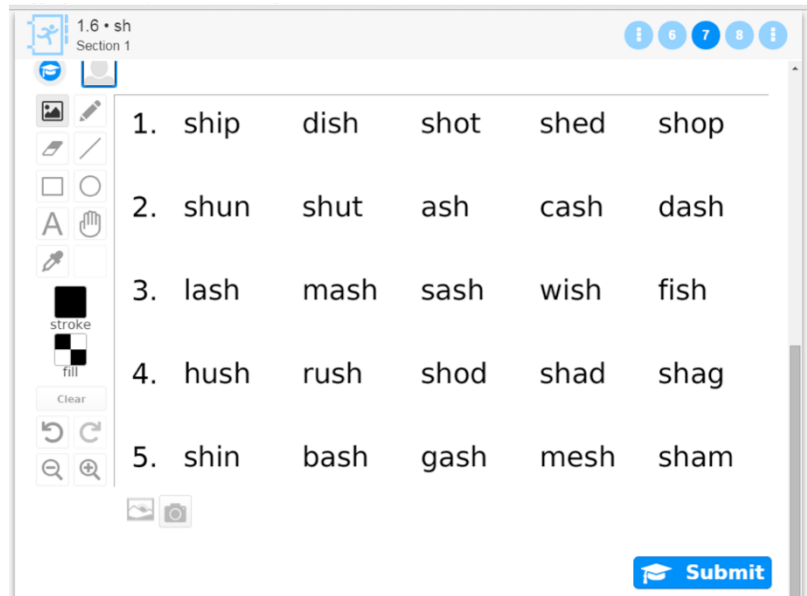
Once again, follow the directions on the screen. The Step 3 **Word Building** activity opens within a **separate tab for both you and your students** once you click the









purple box (as shown in Step 2 above). Students manipulate the letter tiles per teacher instructions. Once this activity is completed, **both you and your students must close this tab** and return to the main lesson tab to continue the lesson. Doing so will re-sync the student device with the teacher device.

### Step 4: Decoding and Sentence Reading (approx. 10 minutes)

Some activities in Step 4 are conducted in Eyes on Teacher Mode with directions for the activity. There is also always a **Word Decoding** activity that you and your students will both see on your devices. Per teacher instruction, students use the toolbar on the left hand side of the **Drawing Activity** to decode the words. See below for descriptions of commonly used tools needed for decoding. When finished, students can submit their work to you. Each submission will appear under a student icon at the top of the Drawing Activity on your device. You can click students' icons to view their work.



## Word Markup Tool Bar

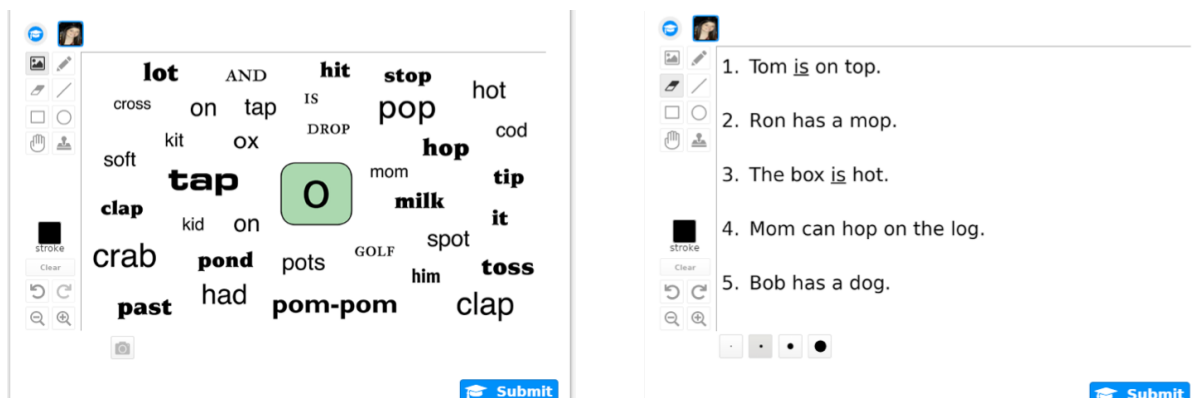
-  **Pencil** – Use the Pencil tool for freehand drawing
-  **Eraser** – Click the Eraser tool to erase incorrect markups/mistakes (it is recommended to use the “undo” button when possible for mistakes) → 
-  **Line** – Use the Line tool to underline vowels and letter teams, cross out the silent e in vowel-consonant-e patterns, and divide words into syllables
- Square** – Use the Square tool to box suffixes and prefixes
- Circle** – Use the Circle tool during the Word Search (Step 6, Introductory Lessons) and Reading Exercise (Step 6, Introductory and Reinforcing Lessons)
-  **Stroke** – Students can choose color according to teacher’s markup instructions
-  **Stamp** – The stamp tool includes graphics for an underline, a “smile” to link together digraphs, and a curved arrow to show that silent e is reaching back to make another vowel say its name

### Step 5: Pre-Reading (approx. 5 minutes)

This activity is always **Eyes on Teacher Mode** as is an auditory exercise with question and answers between you and your students. Follow directions on your screen.

### Step 6: Reading (approx. 15 minutes)

The activities in Step 6 of an Introductory Lesson can include a Word Search and a Reading Exercise. Both of these activities utilize the toolbar of the Drawing Activity (as described in Step 4). The tool most commonly used in Step 6 activities is the Circle tool, the use of which is explained in the teacher directions. Students may also submit their completed work to you in these activities.



The activities in Step 6 of a Reinforcing Lesson can include a color-coded or numbered passage or poem and a graphic organizer. Students use the passage or poem to complete the graphic organizer. The reading passages are also available in the *iSPIRE* student workbooks. This allows students to reference the print version while filling out the graphic organizer on their devices. Students, again, can submit their answers to these activities. Other Step 6 activities may be conducted in Eyes on Teacher Mode with directions.

### Sad Fred

Fred had fish and hash on his dish.  
 Fred sat and had the fish and the hash.  
 Fred was in a rush.  
 Fred bit his lip. It was a cut.  
 It was not a bad cut.  
 Fred ran and did fix the cut.  
 Fred hit his shin on the tub.  
 His shin had a gash.  
 Fred got a pad.  
 The pad was on his shin.  
 Fred was a mess.  
 Fred had left the fish and the hash on the dish.  
 Fred's cat had the fish, and his dog had the hash.  
 The dog was glad, and the cat was glad, but Fred was not.  
 Fred had a cut and a gash, but Fred had not had his fish and his hash.  
 Sad Fred!

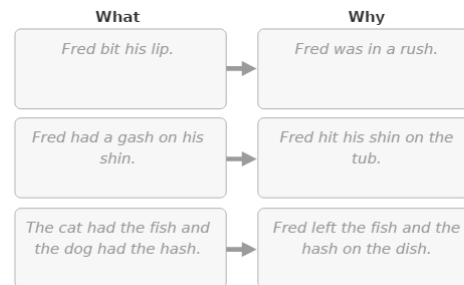
### Step 6: Reading Comprehension

(2 of 3 scenes)

#### Comprehension Activity

Cause and Effect

Complete the graphic organizer using the passage.



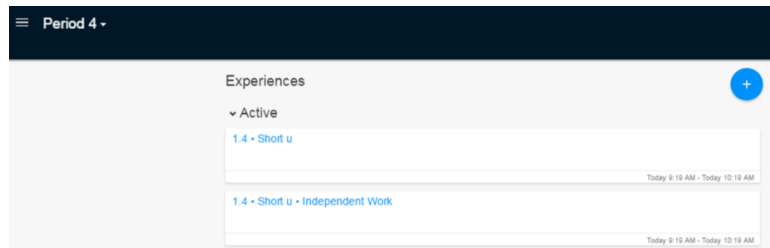
### Steps 7–10: Sound Dictation, Pre-Spelling, Spelling, Sentence Dictation

Each of these steps is conducted in **Eyes on Teacher Mode**. You will follow the directions displayed on your device. For Steps 7, 9, and 10, students use the **Dictation Paper** available in their *iSPIRE* student workbooks. Instruction for these steps should take approximately two minutes for Step 7, three minutes for Step 8, five minutes for Step 9, and five minutes for Step 10. A full *iSPIRE* Introductory or Reinforcing lesson should take about 60 minutes to teach.

## Independent Work

**Independent Work** comes after each lesson has been completed and includes an **Assessment** for each concept. Once you have completed an Introductory or a Reinforcing Lesson, you must assign the Independent Work experience separately, if you have not already.

Back at the home screen, under **Active Experiences**, you will select the Independent Work experience that corresponds with the lesson that was just taught.

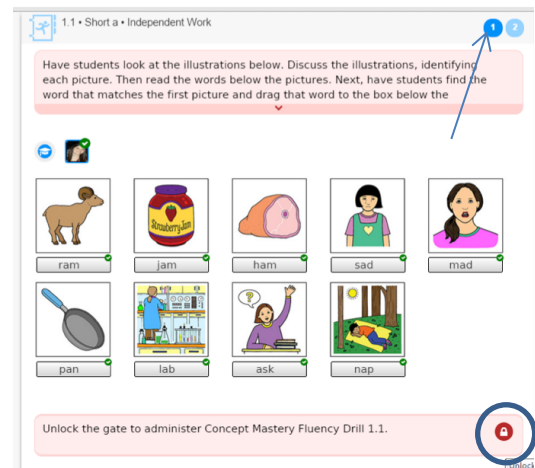


Once you go over the directions with students, you may **Unlock the Gate** so students can continue the work independently.

Unlocking the gate allows students to toggle back and forth through scenes and complete the activities at their own pace. While students work independently, you will begin administering the assessment.

You must individually administer the **Concept Mastery Fluency Drill** (Introductory Lessons) or **Concept Assessment** (Reinforcing Lessons).

Directions for administering these assessments are included in the teacher instructions for the correct scene. Once students complete the assessments, their results will display on the **Reports Tab**, which can be reached from the home screen once a Class has been selected.



## Placement Test

The **Placement Test** is used to determine where each student should begin the program. You can find it above the Quick Start Lessons in your library. Directions are included in the teacher instructions, along with a hyperlink to the blackline master student portion of the assessment. **Note that students do not need to log-in when you administer the Placement Test.** Instead, you will print a master copy of the test for students to read, while you record their responses electronically.

If you prefer, the Placement Test can also be administered solely in print using the PDF version available in the Class Pack. (Later, if you decide you would like for the results to be part of the student’s digital record, you can still enter the data into *iSPIRE*.)

## Tracking and Reporting

*iSPIRE* instructors, as well as school and district administrators, have access to class-level and student-level reports. These reports show the assessment data for each class associated with an *iSPIRE* account. They provide class averages and allow teachers to drill down to view specific assignments and students.

### Progress Report

This report displays data for all assessments assigned to students. Data can be filtered by level and assessment type: the Placement Test, Concept Mastery Fluency Drill, Concept Assessment, Pre-/Post-Test, and Mid-Level Test.

S.P.I.R.E Hybrid Progress Report						
REPORT	LEVEL					
Concept Assessment	Level 2					
Student	fl, ll, ss	al	wa	qu	ck	tch
<b>Class Average</b>	82%	88%	90%	88%	79%	
<b>AC</b> Amanda Charge	85%	80%	90%	100%	80%	
<b>CL</b> Carlie Lightfoot	90%	90%	90%	90%		
<b>CS</b> Charlie Smith	75%	100%	100%	95%		
<b>FM</b> Frank Moore	90%	90%	95%	75%	75%	
<b>GD</b> Gordon Downie	75%	80%	80%	80%	90%	
<b>TB</b> Tom Brown	75%	85%	85%	90%	70%	

not completed     
  below mastery     
  at mastery

The top row of each report displays a class average. Click on the black triangles for further information about each assessment, such as when it was completed. Hyperlinks connect to the tests themselves to review how students answered specific questions.

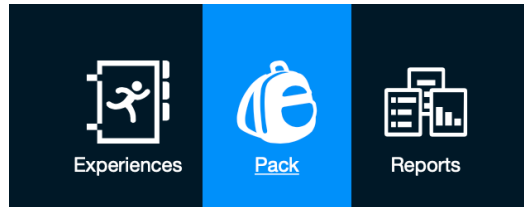
### Student Summary Report

This report displays data for all assessments completed by a specific student. To view data, select a student name and level. The page will list all student data for the

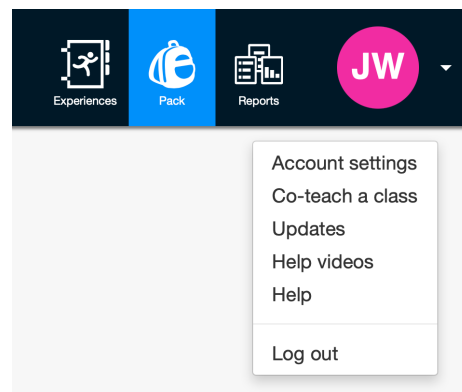
Placement Test, Concept Mastery Fluency Drills, Concept Assessments, Pre-/Post-Tests, and Mid-Level Tests. Student Summary Reports can be exported as PDFs.

## Program Assistance and Technical Support

Refer to the **Class Pack** (upper right-hand corner of your screen) for more detailed guidance about using the program.



Other program support can be found in the Exploros **Help**.



You can also contact Technical Support at: [techsupport.eps@schoolspecialty.com](mailto:techsupport.eps@schoolspecialty.com).