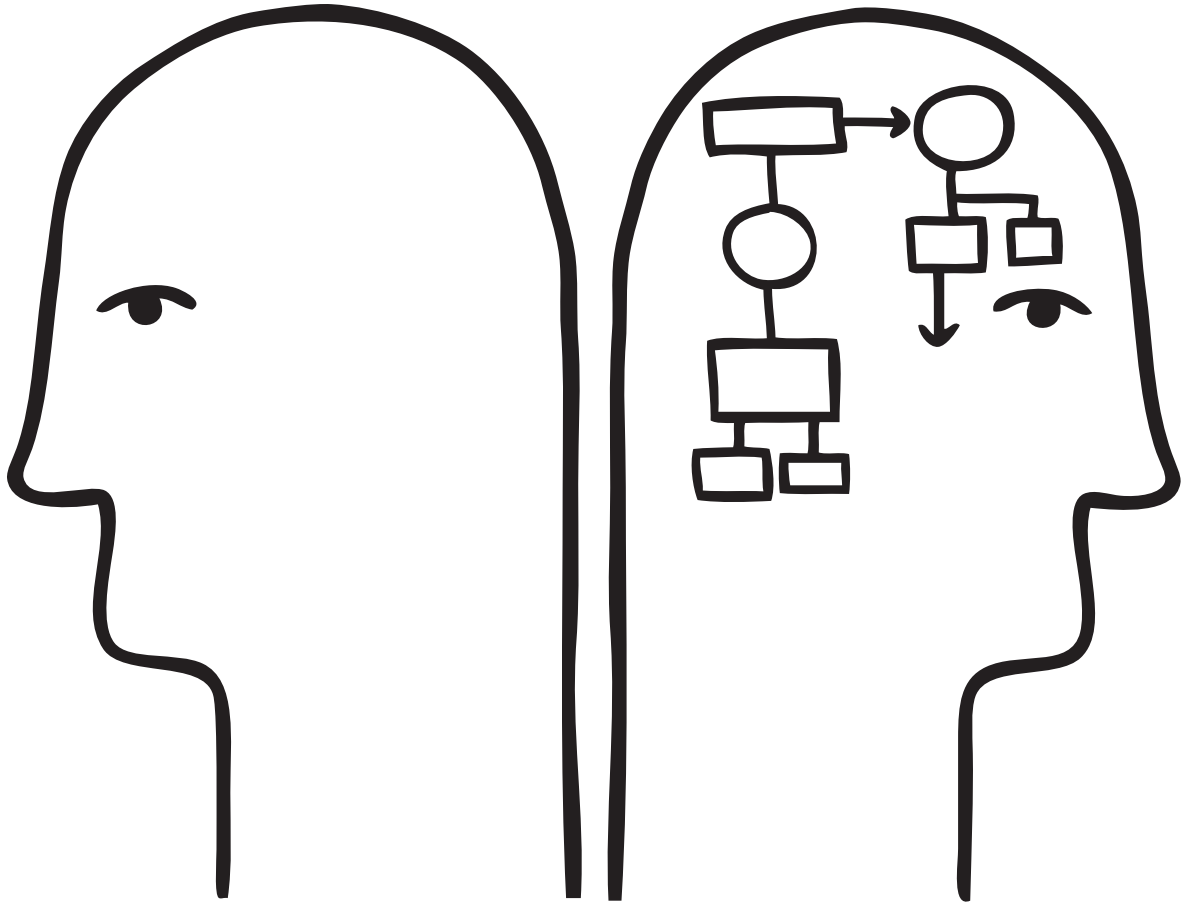


# ➔ **Burst**<sup>®</sup> Reading



This content is part of Burst:Reading, a breakthrough Intervention program that delivers differentiated reading instruction based on formative assessment data. Using a powerful algorithm, the program provides teachers with 10-day sequences of 30-minute lessons (“Bursts”) that are aligned directly to students’ specific needs.

To learn more about **Burst:Reading**,  
go to [WirelessGeneration.com/BurstTrial](https://WirelessGeneration.com/BurstTrial).

# Introduce Irregular Words

**Goal:** Given a written irregular word, the student can read it.

## In a Nutshell: (5–8 minutes)

Students sound out an irregular word and then practice saying the word when it is pointed out.


### MATERIALS

Board to write on.


### PREPARE

Prepare a list of the following irregular words for you to refer to: *answer, borrow, calm, daughter, fifth, freight, guess, island, kitchen, naughty*.


### MODEL

1  **We are going to take a look at a set of words. These might be new words you may not have learned yet. You can sound them out, but some letters change the sound in a word so you say the word a bit differently. Let's take a look at one.**

2 Write the word *answer* on the board.

3  **Let's sound out this word. My turn first. Point to each letter as you say it. In this word, the w is silent. Now let's blend the sounds together to say *answer*. That's right!**


### PRACTICE

4  **Now it's your turn. When I touch the letters, you say the sounds and then read the word.** Have each student practice sounding out *answer* and saying the word correctly.

5 Write the next word on the list on the board, and ask a student to sound it out. If a student struggles, model sounding out the word. Then have the student practice sounding it out and say it again.

6 Continue introducing the rest of the list, giving each student the opportunity to sound out 12 words.

7 Once each of the new irregular words have been introduced, write them all on the board in a random arrangement.

 **Now, we're going to practice reading all the words we just learned. Ready?** Point to words randomly, pausing on each for a few seconds, and call on each student individually to read multiple words.



### Support

If students pronounce a word incorrectly, ask them if they think it sounds correct.



### Challenge

Add previously learned irregular words to the set of irregular words in this lesson. After saying each word, have students use it in a sentence.

# Introduce Irregular Words

**Goal:** Given a written irregular word, the student can read it.

## In a Nutshell: (5–8 minutes)

Students sound out an irregular word and then practice saying the word when it is pointed out.


### MATERIALS

Board to write on.


### PREPARE

Prepare a list of the following irregular words for you to refer to: *badge, caution, enough, ghost, height, mention, ocean, rough, unknown, usual.*


### MODEL

**1**  **We are going to take a look at a set of words. These might be new words you may not have learned yet. You can sound them out, but some letters change the sound in a word so you say the word a bit differently. Let's take a look at one.**

**2** Write the word *badge* on the board.

**3**  **Let's sound out this word. My turn first. Point to each letter as you say it. In this word, the d is silent. Now let's blend the sounds together to say *badge*. That's right!**


### PRACTICE

**4**  **Now it's your turn. When I touch the letters, you say the sounds and then read the word. Have each student practice sounding out *badge* and saying the word correctly.**

**5** Write the next word on the list on the board, and ask a student to sound it out. If a student struggles, model sounding out the word. Then have the student practice sounding it out and say it again.

**6** Continue introducing the rest of the list, giving each student the opportunity to sound out 12 words.

**7** Once each of the new irregular words have been introduced, write them all on the board in a random arrangement.

 **Now, we're going to practice reading all the words we just learned. Ready?** Point to words randomly, pausing on each for a few seconds, and call on each student individually to read multiple words.



### Support

If students pronounce a word incorrectly, ask them if they think it sounds correct.



### Challenge

Add previously learned irregular words to the set of irregular words in this lesson. After saying each word, have students use it in a sentence.

# Use the Clues: Regular Word Accuracy

**Goal:** Given a written sentence with regular words, the student can read it.

## In a Nutshell: (5–8 minutes)

Students read a clue in the form of a sentence, then try to identify what the clue describes.


### MATERIALS

Board to write on.


### PREPARE


Prepare a list of the following clues for you to refer to: *These hang above your head. Sometimes you find them on a branch. When their size changes, their color remains the same. They only form during one season. If they fall, they might scrape you. They form when drips of water freeze.*

### PERFORM

1  **We are going to play a game called Use the Clues. We're going to read a set of clues and try to figure out what they're describing. Some of these clues might have words that you have not learned yet. When you are reading one of those new words, try slowing down and sounding it out. Here's your first clue.**

2 On the board write *These hang above your head.*


 **First read the clue silently. Then I will call on someone to read the clue out loud.**  
Give the students some time to read the clue and then ask one student to read the clue out loud.


3  **Great! We know our first clue! If you think you know what the clue is describing, don't tell us yet. Let's read a few more clues.**

### PRACTICE

4 Write the next clue on the board. Give the students time to read it silently and then call on the next student to read it out loud. If the student struggles with some words, model sounding them out and then saying them fast. Have the student repeat what you did.

5 Go through the list of clues, giving each student a chance to read one clue.

6  **Who can figure out what these clues are describing? That's right! They're describing *icicles!***

7  **These were some of the new words we saw in our clues: *above, branch, freeze, season, scrape, remain.* Let's find these words and circle them.**



### Support

Underline any challenging words in each clue and have the group sound them out together. Then have one student read the whole clue.



### Challenge

Have students read the clues without sounding them out. Be sure to have them focus on reading with automaticity and expression.

# Use the Clues: Regular Word Accuracy

**Goal:** Given a written sentence with regular words, the student can read it.

## In a Nutshell: (5–8 minutes)

Students read a clue in the form of a sentence, then try to identify what the clue describes.


### MATERIALS

Board to write on.


### PREPARE


Prepare a list of the following clues for you to refer to: *Afterwards there is no one to blame. Most of them are not very strong. They can destroy a whole building. Sometimes you'll hear an alert. During this you should avoid glass. Often the pictures will shake on the walls.*

### PERFORM

1  **We are going to play a game called Use the Clues. We're going to read a set of clues and try to figure out what they're describing. Some of these clues might have words that you have not learned yet. When you are reading one of those new words, try slowing down and sounding it out. Here's your first clue.**

2 On the board write *Afterwards there is no one to blame.*


 **First read the clue silently. Then I will call on someone to read the clue out loud.**  
Give the students some time to read the clue and then ask one student to read the clue out loud.


3  **Great! We know our first clue! If you think you know what the clue is describing, don't tell us yet. Let's read a few more clues.**

### PRACTICE

4 Write the next clue on the board. Give the students time to read it silently and then call on the next student to read it out loud. If the student struggles with some words, model sounding them out and then saying them fast. Have the student repeat what you did.

5 Go through the list of clues, giving each student a chance to read one clue.

6  **Who can figure out what these clues are describing? That's right! They're describing an *earthquake!***

7  **These were some of the new words we saw in our clues: *alert, avoid, blame, often, destroy, afterwards, strong.* Let's find these words and circle them.**



### Support

Underline any challenging words in each clue and have the group sound them out together. Then have one student read the whole clue.



### Challenge

Have students read the clues without sounding them out. Be sure to have them focus on reading with automaticity and expression.

# Multi-Syllabic Words

**Goal:** Given a multi-syllabic word, the student can read the word.

## In a Nutshell: (5–8 minutes)

Students will break up a multi-syllabic word and then read the word quickly.

### MATERIALS

Blank index cards.



### Support

Cover up part of the word with a blank index card to show the student one syllable at a time. Uncover the word syllable by syllable, having the student read each syllable. Then, remove the blank index card and have the student read the whole word.





### Challenge

Time the students to see how fast they can read this set of cards. Then have students read through it again, trying to beat their last time.


### PREPARE

Write the following words on index cards: *addition, avenue, century, continue, direction, furniture, remember, tomorrow, unusual, vegetable.*

### MODEL

-  **I am going to show you a long word with several syllables. One way to read a long word like this is to break it up and read it syllable by syllable first, and then read the whole word quickly. Let's look at the first word.** Show the card *addition*.
-  **I am going to break up this word and try to read it syllable by syllable.** Read each syllable of the word. **Now I will read it quickly.** Say the word quickly.

### PRACTICE

-  **Now it's your turn.** Call on a student and choose another card from each stack. Have the student read the word. Remind the students that breaking up the word into syllables may help them read the word quickly. Go through the stack twice, giving each student several turns at reading a multi-syllabic word.
- 3** Read through the list of new words with the students.

# Multi-Syllabic Words

**Goal:** Given a multi-syllabic word, the student can read the word.

## In a Nutshell: (5–8 minutes)

Students will break up a multi-syllabic word and then read the word quickly.

### MATERIALS

Blank index cards.



### Support

Cover up part of the word with a blank index card to show the student one syllable at a time. Uncover the word syllable by syllable, having the student read each syllable. Then, remove the blank index card and have the student read the whole word.





### Challenge

Time the students to see how fast they can read this set of cards. Then have students read through it again, trying to beat their last time.


### PREPARE

Write the following words on index cards: *animal, disappear, exciting, holiday, hospital, important, interested, several, suddenly, understand.*

### MODEL

-  **I am going to show you a long word with several syllables. One way to read a long word like this is to break it up and read it syllable by syllable first, and then read the whole word quickly. Let's look at the first word.** Show the card *animal*.
-  **I am going to break up this word and try to read it syllable by syllable.** Read each syllable of the word. **Now I will read it quickly.** Say the word quickly.

### PRACTICE

-  **Now it's your turn.** Call on a student and choose another card from each stack. Have the student read the word. Remind the students that breaking up the word into syllables may help them read the word quickly. Go through the stack twice, giving each student several turns at reading a multi-syllabic word.
- Read through the list of new words with the students.

# Write It, Read It Word Game

**Goal:** After writing a regular or irregular word, the student can read the word.

## In a Nutshell: (5–8 minutes)

The students will hear a word spelled, write the word, and then read the word together.




### MATERIALS

- Blank index cards.
- Paper.
- Pencils.


### PREPARE

Write a set of recently learned regular or irregular words on index cards.

### MODEL

-  **We are going to play game called Write It, Read It. I am going to show a word to the first player, the Speller. The Speller will spell the word out loud while the other players, the Writers, will write the word down. Once the Writers finish writing the word, I will count to three and we will all read the word at the same time.**
-  **Let's practice.** Give everyone paper and pencils. Give the first word card to one student. Ask the student to spell the word out loud while the other students write down the word.
-  **Everyone ready? I'm going to count to three and we'll say the word together. 1, 2, 3!**  
Read the word with the students.

### PRACTICE

-  **Let's keep going.** Continue giving each student 1 or 2 turns as the Speller. You may want to repeat any words that the students struggled to read. After a few rounds of the game, call on students individually to read the word.



# Sliding Letters Word Game

**Goal:** Given a written, multi-syllabic word, the student can read it.

## In a Nutshell: (5–8 minutes)

The students will try to read a multi-syllabic word as the word is revealed letter by letter.



### MATERIALS

- Blank index cards.
- Board to write on.


### PREPARE

Write a set of recently learned multi-syllabic words on index cards.

### MODEL

-  **We are going to play a game called Sliding Letters. I am going to cover up a word with a blank index card. Then I will slowly slide the card, revealing the word letter by letter. As the word is being revealed, you will try to guess the word. If you can guess what the word is before I reveal all the letters, you will get points. You will get one point for each hidden letter.**
-  **Let's practice.** Cover up a word with a blank index card and lay it on the table in front of the students. Slide the card, slowly revealing each letter. Have the students guess what the word might be as you reveal it. When a student guesses correctly, show the whole word and say, **That's right! What's the word?** On the board, write down how many points the group received.

### PRACTICE

-  **Great job! Let's keep going!** Continue with the next word. If the students are struggling with reading the word, encourage them to sound out the word as you reveal it. If there is a student that is not participating, give that student a chance to guess a word independently.