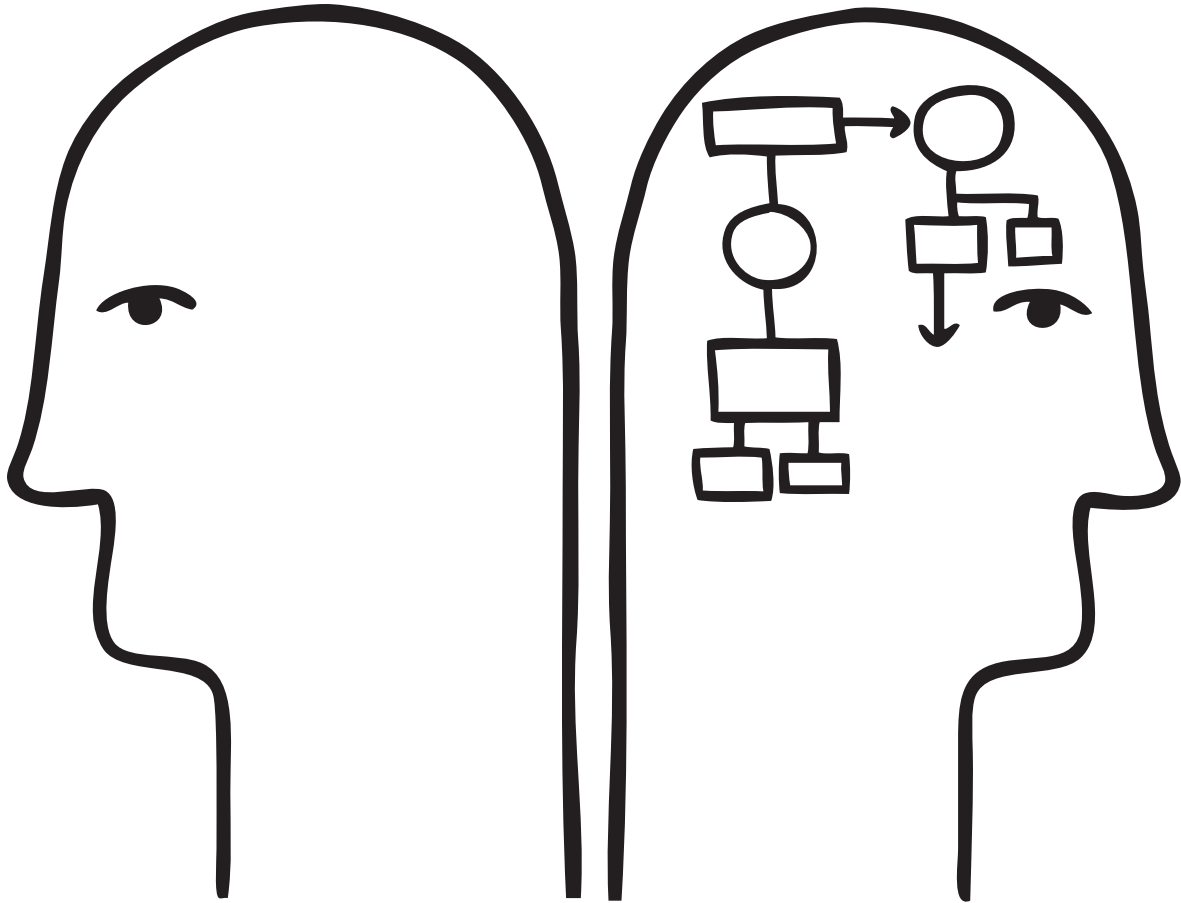


# ➔ **Burst**<sup>®</sup> Reading



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 Reader's Theatre: One-Minute Timed Reading

**Goal:** Given a play, the student can read for one minute and record how many words per minute he or she reads on the *Fluency Chart*.

## In a Nutshell: (10 minutes)

Students are introduced to the features of a play and do a one-minute timed reading.

### MATERIALS

- Copy of the play, *The Emperor's New Suit*, for you.
- Copies of the play for the students.
- Fluency bags.
- One-minute timer.

### PREPARE

- Review your copy of *The Emperor's New Suit*. Distribute copies to students.
- On the board, write the title and setting of the play.
- On the board, write each student's name next to the character that he or she will be playing. Hide or cover the students' names until prompted to reveal in the activity.
- On the board, write one of the interrogative sentences from the play.

## INTRODUCE

- 1 Hold up a copy of the play.



**Do you know what this is?** Point to your copy of the play. **This is a play. A play is a stage show that tells a story. Over the next few days, we will be reading a play out loud together. We will be practicing this play, and soon we will have a chance to perform it. The title of this play is *The Emperor's New Suit*. This play is about a silly emperor who wasn't really a very good king. All he cared about was how he looked, and the kinds of clothes he wore. He didn't care about the kingdom or its people. He didn't about laws or government. He only cared about fashion. The Emperor spent most of his time looking in the mirror at himself, trying out new clothes. But before we read the play and find out what happens in this story, I would first like to tell you about the different parts of a play.**



**A play is a story that is read out loud by a set of people. A play is acted out onstage in front of an audience. A play has many characters. Each of us will have a character to play.**



**Every play has a title.** Point to the title on the board. **The title is the name of the play. The title of this play is *The Emperor's New Suit*. Who wants to come up and find the title on my copy of the play?** Select one student to point it out. **Very good! The title is usually found right in the beginning of a play. Now let's read the title out loud together one more time.**



**Every play has a setting.** Point to the setting on the board. **A setting shows where and when the story takes place. Who can read the setting of this play?** Choose a volunteer. **Excellent!**



**Every play has a group or cast of characters.** Point to the cast written on the board. **Who can read the names of the characters in this play?** Read the names with the class. **Very good! Over the next few days, we will be reading this play. You will get to know more about the characters and whom you will be playing. But first, we must time ourselves.**

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### Support

Ask students if they have ever seen a show in a theatre or an auditorium like the one in school. Explain that a play is a show, like a TV show or a movie, but instead of being on a screen, it is performed live onstage by actors. They practice their characters' lines and then perform the story in front of an audience.



### Challenge

Characters in a play help tell the story. Their lines help us know what they are feeling. Ask students to reveal their favorite characters from a play, movie, or TV show. Ask the students if they can remember one of their favorite character's lines.

### MODEL

- 2 Hold up the timer.



Today we are going to use a timer to time each other as we read the play. This will help us know and score our fluency in reading. We are going to do it again as we read our play. Now you are going to read *The Emperor's New Suit* for one minute. I will divide you into pairs. You will be timed by your partners. Partner 1 will read first. Partner 2 will follow along and mark if Partner 1 makes a mistake. Partner 2 will also circle the last word Partner 1 reads before the timer runs out. Then you'll switch roles. Please note that if there is only one student, you may time the student yourself.

- 3 If students are not familiar with timed reading, model it for them as follows.



My turn first. Who will time me as I read for one minute? Choose a volunteer. I want the rest of you to follow along quietly as I read. Read at approximately the target fluency rate for this grade level. Ask students to tell you which word you got up to. Now it's your turn!

### PRACTICE

- 4 Assign partners and have them sit together. Assign Partner 1 and Partner 2 in each pair. Remind them that when reading a play, they don't have to read the part that tells whose line it is. They only need to read the lines that come after the colon. Tell them to start reading after "Setting."



Begin when I say, "Start reading." Start the timer and prompt students when to start and when to stop reading for both Partner 1 and Partner 2.

### PRACTICE

- 5 After all the students have read, help them fill in their charts. If the instructions seem complex to some of your students, offer guidance by using someone's chart as an example, or calculate the scores for them if there is still difficulty comprehending the calculation process.



Now we are going to see how many words you read in one minute. To do this, we have to do some counting and math. First, point to where you circled your last word. Now look at the number that is at the start of that same line. Now, start counting from that number to the word you circled. Write down this number on the right hand corner of your chart. We will get back to that number in a minute. Now I want you to count all the words you missed. Remember, these are the same words your partner circled while you were reading. Now, subtract this number from the number that you wrote on the right hand corner of your page. I will give you a few minutes so that you can do the math. Raise your hand if you want me to help you with this. Circulate and allow the students a few minutes to fill out the chart. The number that you get after subtracting is the number of words you read correctly. Now use your red markers to shade in your Fluency Chart to the number of words you read correctly. Excellent!



You did a great job! Now it's time to find out which character you will play! On the board, I have written your names next to certain characters. Reveal the names. Have students read their characters' names.

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Our skill focus for this Burst will be interrogative sentences. Don't forget that as you read the play, you need to focus on interrogative sentences. When we were reading our passage the other day, we learned all about interrogative sentences. Do you remember what interrogative sentences are? When we read interrogative sentences, we are usually asking something. When we read an interrogative sentence our voices go up at the end. We sound curious. We sound like we want to know something. One of the ways to know which sentences are interrogative sentences is that they end with a question mark. This is what a question mark looks like: Draw a question mark on the board. I have written one of the interrogative sentences from the play on the board. My turn first. Read from the board. Model the target skill. Now let's read it once together. Do a choral read. Very good! Keep this skill in mind as we read this play. Tomorrow, we will be reading the whole play together.

# Practice Reading Lines

**Goal:** Given a play, the student can identify his or her lines and read them aloud.

## In a Nutshell: (10 minutes)

Students practice reading their lines aloud.

### MATERIALS

- Fluency bags.
- Copies of the play.



### Support

Inform the students that a cast is a group of actors who perform together in a play. The cast members are responsible for knowing their lines and saying them with emotion. Since an audience is watching the show, the lines are said aloud as opposed to read silently. It is important that the cast members always say their lines with feeling. This helps the audience know what is happening in the story and makes the show more fun and realistic to watch.



### Challenge

The students are being introduced to the concept of a cast. Ask the students to think about one of their favorite television shows. In TV shows, new characters may come and go, but the main characters of a cast usually stay the same. Who are the main cast members of their favorite shows?

### PREPARE

- Make sufficient copies of *The Emperor's New Suit*.
- Review your copy of *The Emperor's New Suit*.
- Write the cast list on the board.
- Write interrogative sentences from the play on the board.

### MODEL

- 1 Hold up a copy of the play.



**Today is an exciting day! We are going to read the play *The Emperor's New Suit* aloud.**



**We will try our best to read the play a few times. In the end, we may even perform the play together! It's important that we get some practice. Good actors read their lines over and over again. That is how they learn to say them well.** Distribute copies of the play.

- 2



**My turn first. I want you to follow along while I read the play aloud. Turn to page 1. Read the play aloud at a brisk but unhurried pace. I hope you liked the play, and I really hope that listening to me reading it made you want to read it as well!**

### PRACTICE

- 3






**Well guess what? Now it's your turn to read! But first, let's go over which character each of you will play.** Point to the cast list on the board. Read each student's name and then the role that he or she will play. **Raise your hand if you are not sure which character (or characters) you are playing. Because there are a lot of parts, some of us may end up having two parts. Let's turn to page 1 of the play. I will first read the setting out loud.** Read the setting.



**Now let's begin.** Be supportive of any student if he or she is struggling with the words. Jump in and clarify pronunciation.

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- 4  **Great job! Now that you have had the chance to read the play for yourself, let's talk about the skill we are focusing on for this lesson. Last time, we talked about interrogative sentences. It is important for us to know how to read interrogative sentences. Let me show you how to read interrogative sentences. Model the following sentence(s) for them: *Has anyone seen my chalk?***
- 5  **While you were reading, do you remember seeing any interrogative sentences from the play? Which character says those sentences?** Elicit responses. Make sure each student gets to respond and read a line that focuses on interrogative sentences. Have each student say his or her sentences with proper tone and enunciation. Model or clarify the skill, if needed. **Very Good!**
- 6  **We did a great job practicing our lines. Each of us has a different role to play. Think about your role and how your character should say his or her lines. For your homework, I would like you to take your copy of the play home. Read the whole play again. Pay special attention to practicing and reading the lines that belong to your character.** As time allows, it is strongly recommended that the group practice the play a few more times in order to support the skill and help build fluency.

# Guess My Punctuation: Fluency Game

**Goal:** The student can read a sentence with the appropriate expression based on punctuation.

## In a Nutshell: (10 minutes)

Students are introduced to the features of a play and do a one-minute timed reading.

### MATERIALS

Guess My Punctuation cards.

### PREPARE

- Write the names of the students on the board.
- Keep score on the board.

## MODEL

### 1 Explain the Rules of the Game

Have the students sit in a circle. Stack the Guess My Punctuation cards face down in the center of the circle.



We are going to play a game called Guess My Punctuation. When it is your turn, you will pick up a card and read it aloud. You need to make sure you use the appropriate expression, because the rest of us will try to guess if your sentence is a statement, a question, or an exclamation. Remember your voice goes up, or gets higher, at the end of a question. It sounds excited when you read an exclamation. When you read a statement, you should sound as though you are saying something of which you are sure. You should not sound like you don't believe what you are saying.



When it is not your turn to read, you should listen quietly. If you think you know whether the sentence is a question, an exclamation, or a statement based on your friend's reading, raise your hand.



I will call on one of you to guess the punctuation. Remember, questions end with a question mark, exclamations end with an exclamation point, and statements end with a period. If you guess correctly, you will get one point and the reader will get two points. If you do not guess correctly, neither you nor the reader will get any points. I will keep track of the points. On the board, keep track of the points by entering the score for each student next to his or her name.



The player with the most points at the end wins, so it's important to be a good reader and a good listener.

### 2 Model How to Play the Game

If students are not yet comfortable with this game, model how to play for the group.

## PRACTICE

### 3 Play the Game

Play several rounds of the game so each player participates several times. The game ends when students have had an equal number of turns to read. Collect the game cards to use again.

# Let's Bowl: Fluency Game

**Goal:** Students can read multi-syllabic words correctly.

## In a Nutshell: (5 minutes)

To win this game, the students try to read and collect the most word cards.

### MATERIALS

- A board to write on.
- An empty basket, box, or paper bag.
- 20 bowling pin cutouts.

### PREPARE

- On the bowling pin cutouts, write 20 of the most recently learned words from a passage, play, or news broadcast script that was covered in this Burst.
- You will see that each bowling pin has a pre-assigned number, ranging from 1 to 5. This number represents point value.
- A blank write-on line has also been provided on each bowling pin. Place each word on a bowling pin in accordance to its difficulty level—a bowling pin with a score of 1 being the easiest and a bowling pin with a score of 5 being the hardest.
- Place the bowling pins in a basket, box, or bag.
- On the board, write each student's name, and keep score.

## MODEL

### 1 Explain the Rules of the Game



Today, we are going bowling! When it is your turn, you are going to draw a bowling pin out of the basket. Then you will read the word on the bowling pin.



If you read it correctly, you will get the points on the bowling pin and you will put the bowling pin aside. If you read it incorrectly, you will not get any points and you will place the bowling pin back into the basket.



I will be writing down the number of points each student earns on the board. At the end of the game, we will add up all of your points. The player with the highest score will be the winner.

### 2 Model How to Play the Game

If students are not yet comfortable with the rules of this game, model how to play.

## PRACTICE

### 3 Play the Game

Play several rounds of the game. Then play the game again, this time having students try to roll a strike. To roll a strike, students will have to read the word and then use it in a sentence. If they correctly use the word in a sentence, they will add another five points to their scores. The game ends when all students have gotten an equal number of turns.

### 4 Collect the materials at the end of the game and store them for future use.





# THE EMPEROR'S NEW SUIT

## Cast:

**Narrator 1** \_\_\_\_\_

**Narrator 2** \_\_\_\_\_

**Adviser** \_\_\_\_\_

**Emperor** \_\_\_\_\_

**Ushkar** \_\_\_\_\_

**Pushkar** \_\_\_\_\_

**Note to Teacher:** We recommend that you play the role of Narrator 1 or Narrator 2. Since this script may contain new names or places, you may need to model these words. For small groups, feel free to assign more than one role to a single student if needed.



13 **Setting:** This play takes place in a royal palace in a land far away,  
long, long ago.

16 **Narrator 1:** Once upon a time, there lived a silly emperor. He was  
27 the ruler of an enormous kingdom and governed many people.  
37 The only problem was that he was not a very good king. He never  
51 really cared for the concerns of his empire or its citizens. All he  
64 ever thought about was what to wear and how he looked.

75 **Narrator 2:** Whenever his advisers required his attention, they  
82 knew just where to find him. The emperor was constantly in his  
94 dressing room trying on clothes.

99 **Adviser:** Ah, Emperor, there you are. Your Majesty, you must sign  
109 this new law. It will improve the conditions of our schools and  
121 create a better education for the children of our land.

131 **Emperor:** Oh, nonsense! I will deal with that later. I have a much  
143 more important issue to take care of right now. Adviser, which tie  
155 looks better on me: the striped one or the solid?

165 **Narrator 1:** The advisers were used to the emperor's usual  
173 silliness. Now things were about to get *extremely* wacky at the  
184 palace.

185 **Narrator 2:** One day, two thieves arrived at the palace. They had  
195 heard how much the emperor loved clothes, so they pretended to  
206 be expert fashion designers.

**Narrator 1:** The thieves met with the emperor's most trusted adviser.

**Adviser:** Do you have an appointment with His Majesty? I think not. You cannot meet with him.

**Pushkar:** Have you not heard about us? We are Ushkar and Pushkar, the finest clothing designers in the world. We are here to offer our services to the emperor.

**Narrator 2:** The adviser had never heard of them. Somehow, he was sure the emperor would have. He escorted the two visitors to the emperor's dressing room.

**Pushkar:** Your Majesty, what an honor to meet you!

**Ushkar:** My, you are far more handsome in person!

**Emperor:** Who *are* you?

**Ushkar:** We are Ushkar and Pushkar. We're the greatest fashion designers in the world. You *must* have heard of us.

**Emperor:** Ah, yes. Of course. Of course.

**Ushkar:** Emperor, you are a man of exquisite taste. It is an unfortunate shame that you have been stuck wearing such ordinary, boring clothes.

**Emperor:** Me? Boring clothes? Are you mad?

**Pushkar:** Don't be upset, Emperor. We are here to help you.

**Ushkar:** Your Majesty, we make the most beautiful clothes in the world! We use the most marvelous cloth for our designs!

**Pushkar:** This cloth is so special, only smart and important people who are fit for their jobs can see it. Ordinary, unintelligent citizens do not have the ability of seeing it. In fact, those people will say that the clothes we make are invisible!

**Ushkar:** We could make you the finest suit. Still, these people will say that you are not wearing any clothes at all!

**Narrator 1:** The emperor absolutely adored the idea of having a grand suit made from this magical cloth. Plus, he wanted to know which of his advisers were smart. He wanted to know which ones were not good enough for their jobs. He could not pass up this great offer from the designers.

**Emperor:** Ushkar, Pushkar, you're hired. Make me a suit from that magnificent cloth. Adviser, take them to my workshop at once.

**Adviser:** Yes, right away, Your Majesty.

**Ushkar:** Your Majesty — there is the matter of payment. This cloth can only be woven from the purest golden thread. It is terribly expensive.

**Emperor:** I hereby direct my advisers to give you any sum of money you need.



**Narrator 2:** The advisers paid the thieves a massive amount of money. However, the advisers worried. *Surely we will see the cloth without any problem...*

**Narrator 1:** The thieves set up two looms to weave the cloth. They seemed to work night and day. In truth, there was no thread on the looms. They were just pretending to weave. They requested more and more money to purchase thread. Meanwhile, the emperor was getting very anxious.

**Emperor:** I desire to see how my new suit is coming along, but I am fearful and distressed. What if I don't see the magical cloth? That would mean I am not smart. What will happen if everyone finds out? I cannot take that chance. I will send my most trusted adviser. He will surely see the cloth. He will tell me all about it.

**Narrator 2:** The adviser went to Ushkar and Pushkar's workshop. He did not see any cloth, but he did not want to appear foolish and unwise. He did not want the emperor to get rid of him, so he acted as if he *did* see the cloth.

**Adviser:** Oh, my! I have never seen anything so stunning and beautiful. The emperor will be so pleased.

**Pushkar:** It is no surprise to us that you are deeply fond of it. After all, are you not the emperor's wisest adviser?

**Ushkar:** *Ahem...* As you can see, we have run out of thread. We do not have enough cloth to finish the emperor's suit.

**Adviser:** Yes. Of...of course, I see...

**Pushkar:** We will need more money to buy more thread.

**Adviser:** We have already paid you a fortune!

**Ushkar:** Perhaps you really *can't* see the cloth. If you did, you would surely understand how much money goes into assembling a suit this glorious.

**Adviser:** I *do* see it. You shall have your money.

**Narrator 1:** The adviser was very troubled. He thought Ushkar and Pushkar were thieves playing a trick on the emperor. He could not report them, though. If he said there was no cloth, they would say he was foolish. He could lose his job, and he did not want to take that chance.

**Narrator 2:** The adviser gave the thieves more money. He went back to the emperor, telling him about the beautiful cloth. The emperor grew more excited.

**Emperor:** I must see it for myself. I cannot wait!

**Narrator 1:** The next morning, the emperor set out with the adviser to see Ushkar and Pushkar. When the emperor entered the room, he saw the men working away at the looms. Then he saw nothing on the looms — nothing at all! The emperor gasped!

**Pushkar:** Greetings, Your Majesty. We know why you're gasping. It is because you can't believe the beauty of the cloth! Isn't that right?



**Narrator 2:** The emperor could not reveal that he did not see the thread. If he did, they might think he was unfit to be emperor. He smiled and pretended to see it too.

**Emperor:** It is the most beautiful cloth I have ever seen!

**Pushkar:** Your Majesty, you are too kind. We hoped that you would be happy with it.

**Emperor:** Oh, I am! What do you think, Adviser? Shall I wear my new suit at the parade tomorrow?

**Adviser:** Of course — you should. The whole kingdom will want to see you wearing your finest.

**Ushkar:** Your Majesty, if we must finish by tomorrow, we'll have to work all day and all night. We must charge for the extra hours of work.

**Emperor:** My adviser will give you whatever you wish. Just be sure the suit is ready tomorrow!

**Narrator 1:** Again, the adviser granted even more money to the thieves. They pretended to weave and sew all day and all night.

**Narrator 2:** Bright and early the next morning, the emperor and his staff arrived. Pushkar made believe he held up something heavy and precious.

**Pushkar:** Your Majesty, may I present your pants?

**Narrator 1:** He helped the emperor put on the fake pants. Then Ushkar came forward. He handed the emperor nothing.

**Ushkar:** Your Majesty, your coat.

**Narrator 2:** Ushkar helped the emperor into the fake coat.

**Ushkar and Pushkar:** Have you ever seen anything so elegant?

**Narrator 1:** The emperor's staff saw that he was not wearing a suit at all. Still, they believed the thieves' lie that only those who were clever could see the magical cloth. They burst into applause.

**Narrator 2:** Secretly, they wondered how it was that they were so foolish they could not see it.

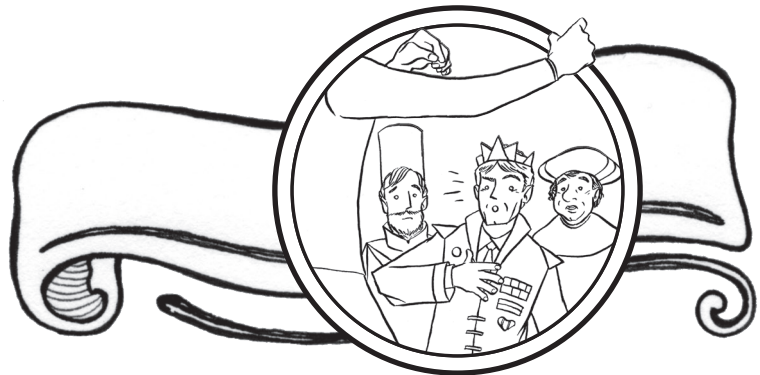
**Adviser:** Your Majesty, it's time for the parade...

**Emperor:** Yes, yes. Let me take just one last look in the mirror.

**Narrator 1:** The emperor stared into the mirror as if he were admiring his suit. He did not want anyone to think that he could not see it.

**Narrator 2:** Finally, the emperor left the palace and joined the parade. As he strolled proudly through the streets, the crowd applauded. All along the parade route, people *oohed* and *aahed* at the marvelous suit.

**Narrator 1:** In truth, the crowd just saw the emperor in his underwear! Nobody wanted others to think they were not clever or smart. Suddenly, a child pointed to everyone that the emperor had no clothes on.





**Narrator 2:** The child's words spread quickly through the crowd. Soon the emperor heard the whispers.

**Emperor:** I have been fooled. What can I do? I must continue to march through the town.

**Narrator 1:** That's just what he did. The emperor marched slowly in his underwear through the streets. Meanwhile, Ushkar and Pushkar ran away with half the money of the kingdom!

