Module pages:

Read the grouping title. Introduce the group using language from the subtitle.

Read the mini-lesson question

Choose [link title] for [description of what is in the mini-lesson. See existing scripts for more info.

Script heading

QS1.2 Refresher\_v1\_051616

NOTE: File names are listed next to the speaker icons

RefresherID.Refresher\_vX\_DDMMYY

Narration file naming for module pages:

QS1.overview for top of page

QS1.group\_1 for the groups

ModuleID.overview

ModuleID.group\_x

Where x is the index number for the groups

Narration file naming for mini-lessons:

Body steps: QS1.1.Refresher\_1

Summary: QS1.1.Refresher\_summary

RefresherID.Refresher\_x

Where x is the index number, or “summary” for the last step.

Reading order

Strictly maintain reading order. All left, then all right. If information feels like it doesn’t work in the flow, then reconsider how it is laid out in JUICE.

Use a brief pause to indicate switch between left and right windows.

After a Did you know, add a window switching word: SO

Down arrow reference

All first steps have a down arrow instruction. This is the last thing in the step. No other step has this.

Click the down arrow to [learn the steps for finding the percentage of a number]*.*

MAKE THIS CONTENT SPECIFIC and use the wording from the module page script

Did you know titles:

If the Did you know has a skill title, read:

Did you know about [Did you know title] ?

If the Did you know is on the left, the text on the right should be preceded by a bolded SO, to indicate the location switch.

Picture its

Ask yourselfs:

Click the Picture it link to see a flowchart that shows you how to decide if a sentence is a run-on

Summaries:

Click the Picture it link to see a visual summary of three ways to fix a run-on sentence.

Miscellaneous:

Click the Picture it link to see a quick reference diagram on the skills covered in this mini-lesson.

Click the Picture it link to learn more about units of measurement.

Click the Picture it link for background information about calculating percentage.

Click the Picture it link to learn more about units of measurement.

Click the Picture it link for a rounding review.

Click the Picture it link for a summary of the problem-solving strategy.

Click the Picture it link for a sentence fragment graphic.

Click the Picture it link to see a diagram of the parts of a topic sentence.

Click the Picture it link for one way to visualize convincing support.

Click the Picture it link to see how the parts of a paragraph should work together.

Click the Picture it link to see sentences that do and do not stick to the topic.

Click the Picture it link to see how transition words connect sentences.

Table references

Look at the table on the right. It shows you [table title.]

The first row says

The second row says

Etc.

Illustration and diagram references

The diagram on the right shows [description]

Boxed information that is not a table

Look at the box on the right. It shows you [ ]

..Then read the context of the box….

EXCEPTION: If the mini-lesson has reference wording (the summaries in Grammar, for example), retain the wording that is used in the mini-lesson

What you know and need to find:

What you need to find is:

What you know is:

Numbered lists that imply a sequence:

First

Then

First

Second

Finally

ETC.

Numbered lists that do not imply a sequence:

First, add a comma

The second way is, make two sentences

The third way to do whatever it was is, add a semi-colon

Ask yourself:

Do not read headings. Instead:

To decide if a sentence is a run-on, ask yourself:

To blah blah, ask yourself:

Also, not necessary to use sequence words in the ask yourselfs. Sequence is implied by the reading order.

See CS33.2 for an example.

Summary language

http://www.juiceyourskills.com/images/audio_guy.png QS67.1.Refresher\_summary

All set with *Deciding what math to use*?

If you need more review, do a step-by-step Try it for an interactive example with detailed feedback and coaching. If you need some practice, play a quick challenge game to test your skills.

Click the “Choose a different mini-lesson” link to go back to the main page for Problem-solving at Giganto-Mart.

Right and wrong examples:

The sentence “The waiters takes orders from the customers” is INCORRECT.

The correct sentence is: The waiters take orders from the customers.

Regular examples.

In general, we are not reading the label, that info is incorporated with the description:

In the sentence “the horse gallops,” horse is the subject.

Don’t need much verbal emphasis when reading the sentence, the highlight will be doing that.