



Step 1: Choose Topic

Step 2: Research Topic

Step 3: Get Feedback on
Research

Step 3: Write Script

Step 4: Have Script Reviewed

Step 5: Record Your Script

(Possible Extra Steps...)

Step 6: Add Music

Step 7: Add Sound Effects



Script Writing 101!



Which of these do you think is better?

Why?



Speaker 1: Dodgeball is fun. I like Dodgeball. I will throw the ball. Dodgeball is fun. Come on, Mr. Burima - DODGEBALL!

Speaker 2: Mr. Burima, I think we should play Dodgeball on Thursday for several reasons. Dodgeball, can help bring students together. It also teaches us valuable skills like throwing, and it lets us exercise. And let's be honest, students love it and a happy student is a healthy student.

Finally, we have had a very good week; our presentations went well, our writing is to-notch and our buddy work with the Kindergarteners was flawless. I humbly think we have earned a break!

Speaker 3: When one considers the rudimentary attributes of a sport, one must synthesize the integral characteristics of an activity before one breaks-down and articulates the conflicting benefits and drawbacks of said activity.



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Script Writing Tips

- It should sound how you talk! Write something that you are *comfortable* reading and the listener will be *comfortable* listening to.
- Use appropriate language: don't try to unnecessarily use "big" words. Also, don't use unnecessarily slang ("Yo - let me give you the throwdown lowdown on the Franklin Expedition")
- While you are writing, you should be reading out loud all the time!
- Sentences should be short and clear.



Script Writing Examples



It hurt. It always hurt. Whether it was the first kilometer of the day, or the last climbing hill before I could pull off my sneakers and rest.

But I kept going. There was pain, but there was also pleasure. People cheering. The wind kissing my face. The honks from passing cars, kids waving from backseats. I've been running since April 12, 1980. I've been running from the East coast, and I'm headed West. I'm running for my family, my friends, myself, and for everyone who has ever been hurt by cancer.

Dear Mother,



Can you believe it? It's only been one week since we left Greenhithe, England. May 19th, 1845 - it feels like a lifetime ago! I've already seen so much - whales leaping in the air, swimming next to our two ships. Sunsets the likes of which you would never believe - orange slivers cutting across the sky, blossoming red and fading into black.

I'm on the Erebus. I've slowly started to get to know our crew. There are 134 of us - it's a lot of names to remember! I've met some men on the other ship, the Terror. We sometimes try to yell out messages as we float next to each other. 134 men setting out to change history. We are going to find the Northwest Passage. I know it!
men



Extra Actor: "Popcorn, soda! Popcorn, soda!"

Main Actor: "Hello. Could I please have one ticket to The Dark Mirror on the main floor? I'm afraid my car broke down and there doesn't seem to be much to do here in New Glasgow. I mean no offence, it seems like a lovely town."

Extra Actor: "Don't much care about who you are or where you're from. Here's your ticket."

Extra Actor: "Take your seats please, the film is about to begin."

(Sound of movie in the background)

Extra Actor: "Excuse me, what do you think you are doing?"

Main Actor: "Why I am just settling in to watch the film, sir. Why do you ask?"

Extra Actor: "You know why - your ticket isn't good for the main floor."

Main Actor: "Excuse me, but I have paid for my ticket and now I plan on watching my film."

Extra Actor: "Well, I'm the manager and I'm telling you your ticket ain't good for here. What's your name?"

Main Actor: "Viola Desmond. I am a business owner and a respected citizen in Halifax."

Extra Actor: "Don't care much. Go back to the ticket booth and they'll deal with it"

Main Actor Monologue:

And that's how it all began. November 8, 1946. A day that I wanted to just see a movie, a day that I just needed to waste some time. It ended up being a day that I took a stand and that changed my life forever. Here is my story.



Inserting Facts into Scripts.....

- I want you to include at least one of the following facts about Mr. Burima in a sentence or short paragraph:

- He lives in Calgary.
- He was born in 1982.
- He was born in Saskatchewan.
- He has two cats.
- He is a teacher at Elbow Park School.



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Final Package That You Will Be Handing In:

This has been a fantastic and lengthy project! It's important that we document our journey and show our work.

1. The sheet with your podcast choice

- Topic name, why you wanted to share the story, what you know, what you wanted to find out.

2. Your research.

3. The research rubric you completed with a partner.

4. Your script.

5. Your script rubric that you have used to assess your script.



1. The Greatest Dog Name in the World (very short)

<https://www.thisamericanlife.org/radio-archives/episode/241/20-acts-in-60-minutes?act=7>

2. Guy who can recreate the entire sound of a swamp!!!! (very short)

<https://www.thisamericanlife.org/radio-archives/episode/241/20-acts-in-60-minutes?act=16#play>

3. Girl riding rollercoaster (7 minutes)

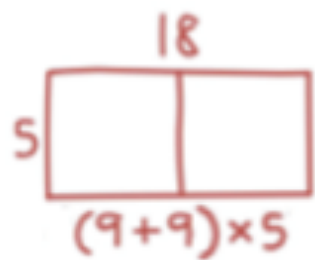
<https://www.kcrw.com/news-culture/shows/unfictional/faster-and-faster>

4. Today in Canadian History - James Naismith (7 minutes)

<https://itunes.apple.com/ca/podcast/dec.-1-james-naismith-basketball/id380310363?i=1000378465784&mt=2>

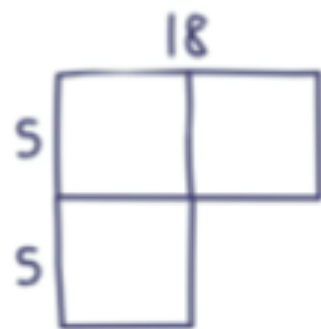
18 x 5

Neil



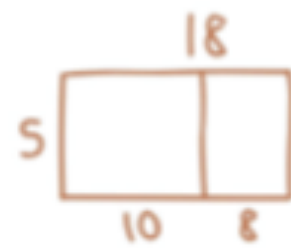
$$45 + 45 = 90$$

Ricardo



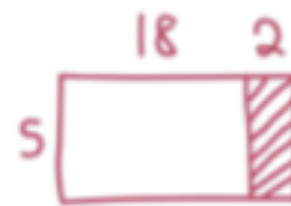
$$18 \times 5 = 9 \times 10$$

Sammi



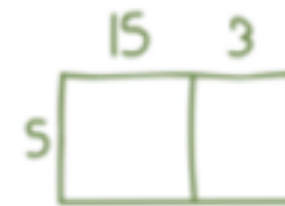
$$(10 \times 5) + (8 \times 5)$$
$$50 + 40 = 90$$

Jaime



$$20 \times 5 = 100$$
$$2 \times 5 = 10$$
$$100 - 10 = 90$$

Ariane

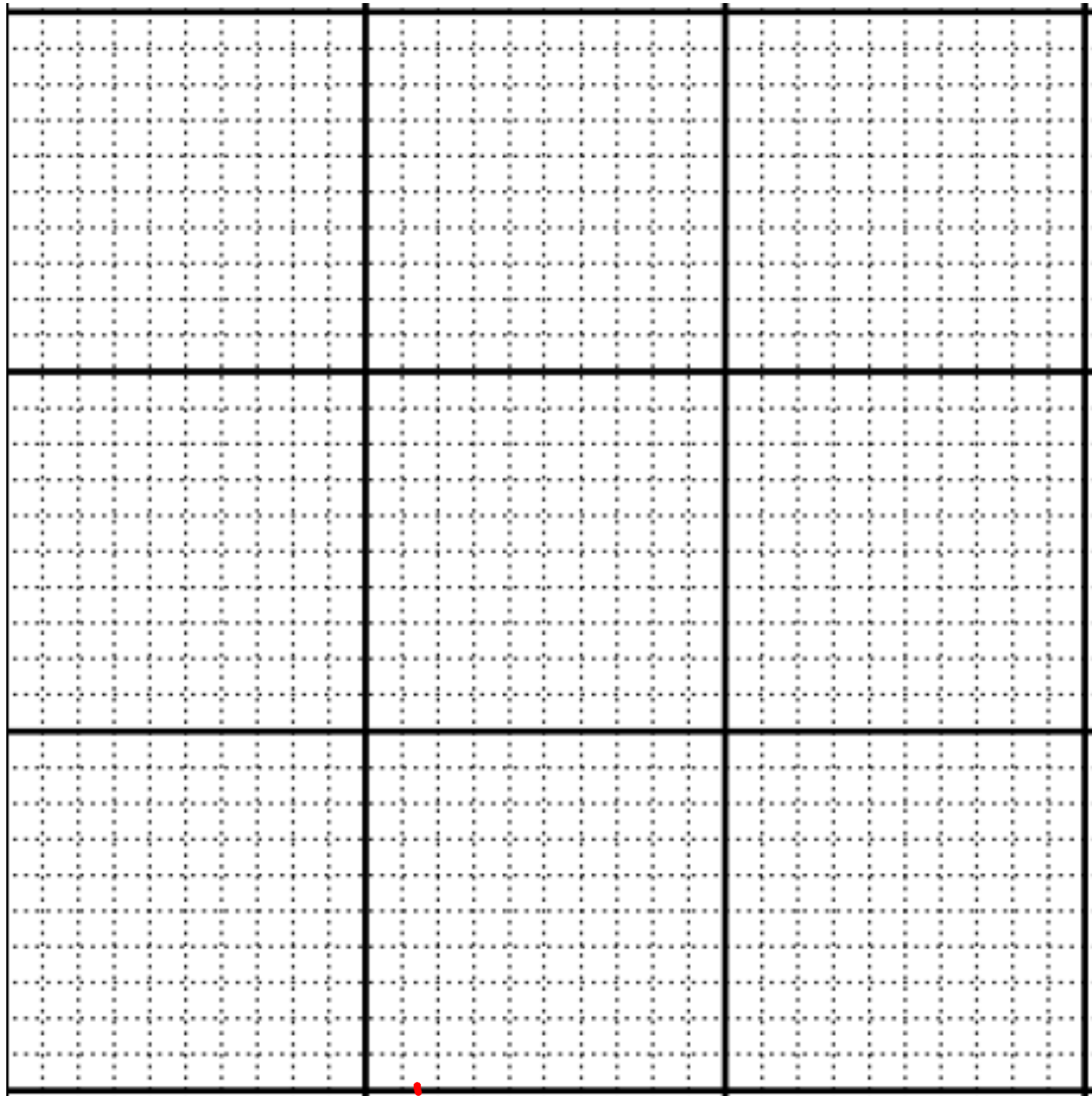


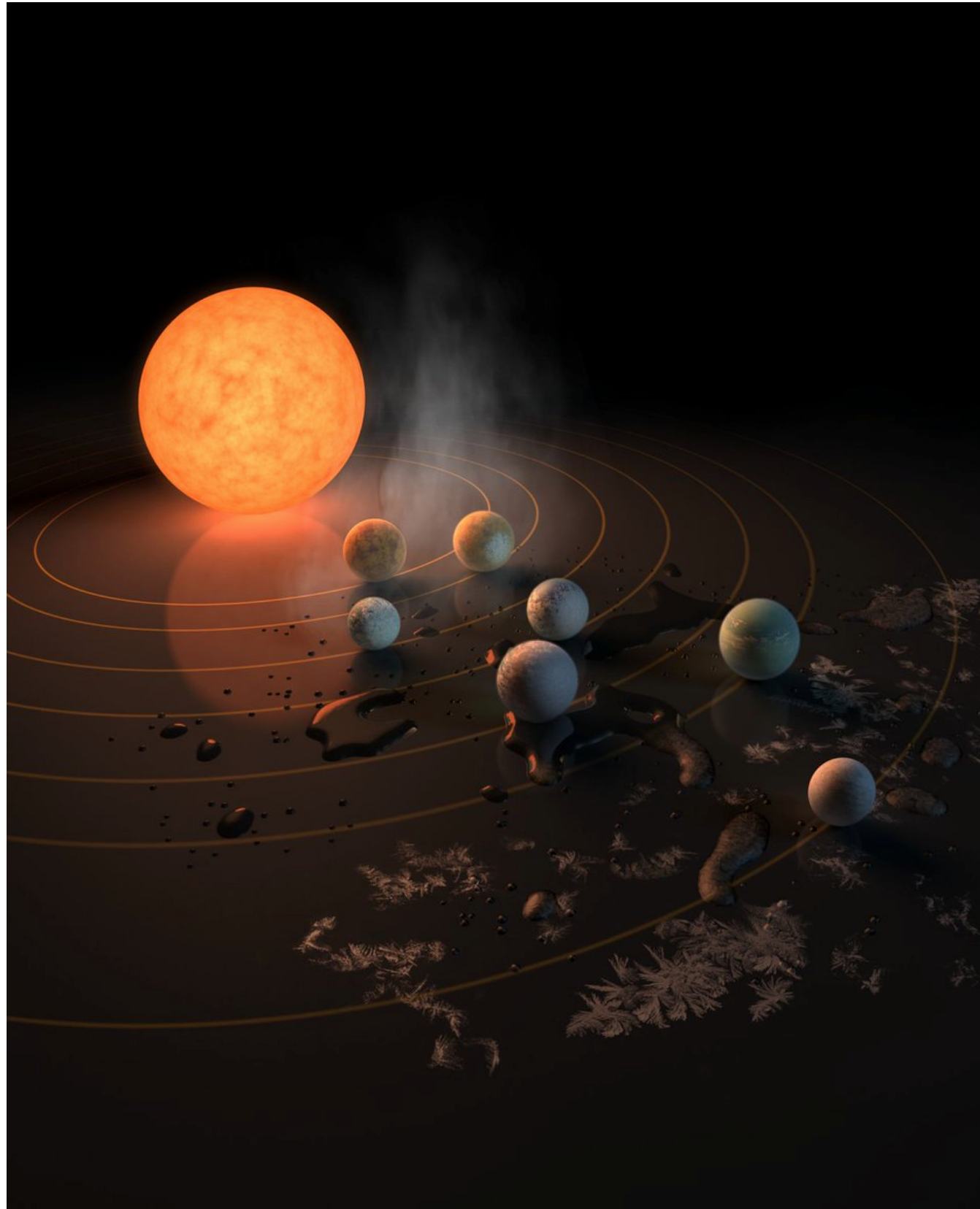
$$15 \times 5 = 75$$
$$3 \times 5 = 15$$
$$75 + 15 = 90$$

Bryan



$$(18 \times 2) + (18 \times 2) + 18$$
$$36 + 36 + 18 = 90$$

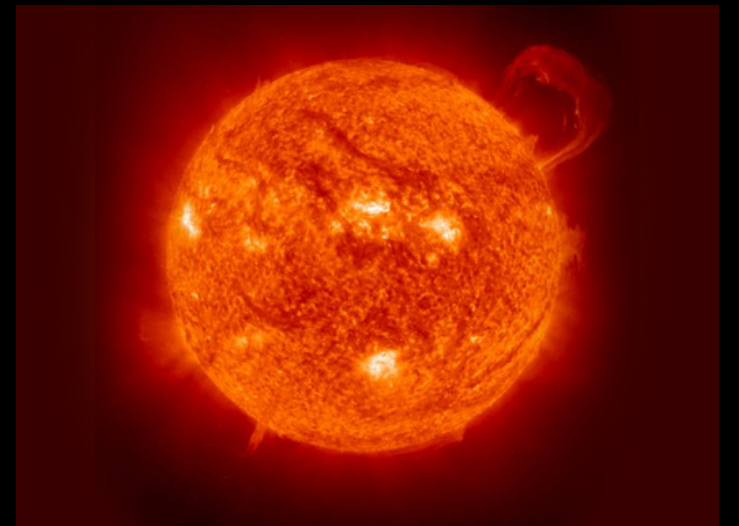




https://www.youtube.com/watch?time_continue=19&v=_HfgHhMg6vY

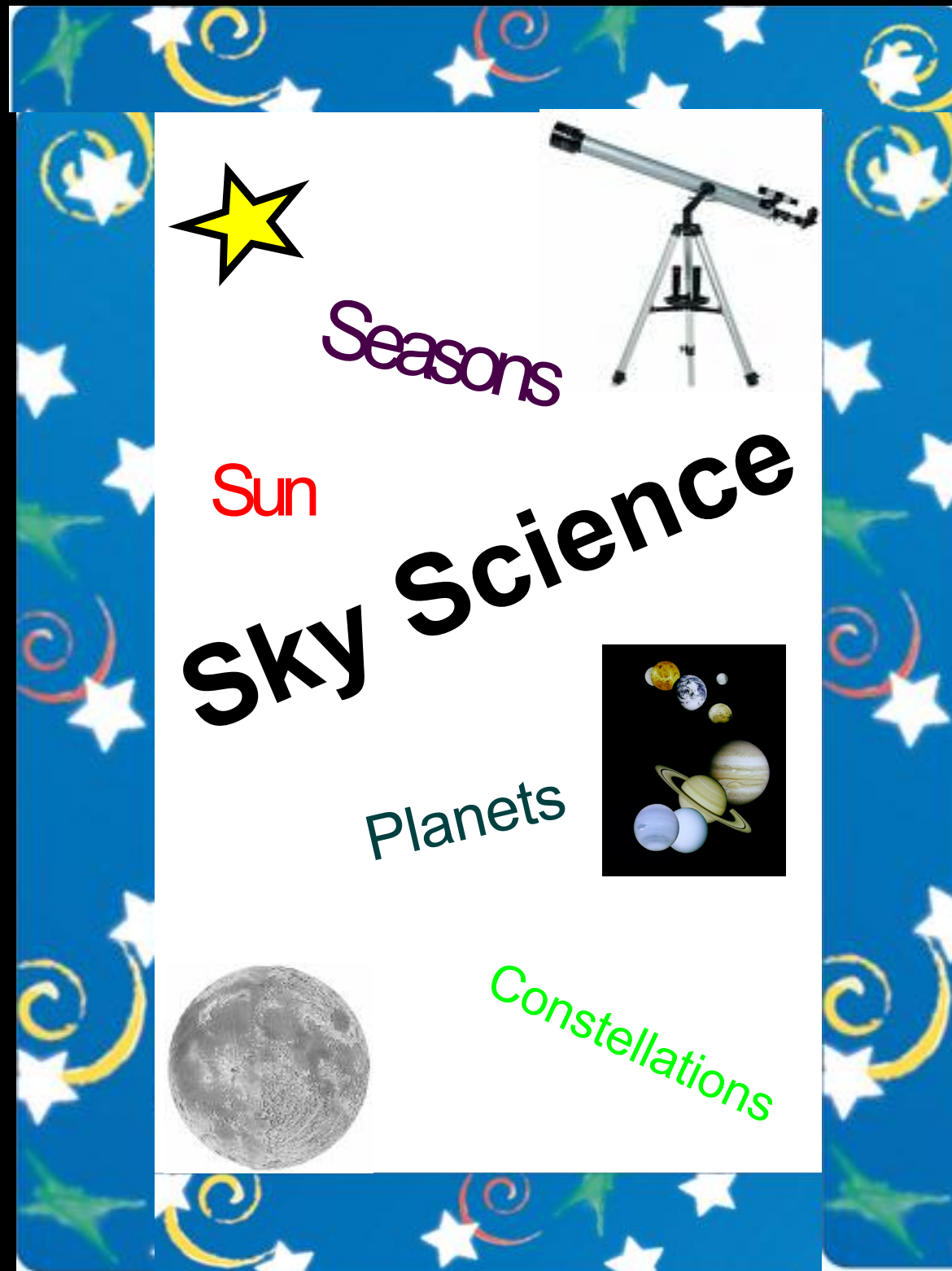


Sky Science



Objects that emit
(give off) light

Objects that
reflect
light



Phases of
the Moon

Stars

Technology

Goal: To understand that the Earth, Sun and the Moon are part of a solar system that occupies only a tiny part of the known universe



Sky Science: Intro Definitions

Universe Clip



The Universe

- . The biggest thing you can imagine
- . Size is unknown
- . Contains dust, gas, stars, clouds, galaxies, and life

Study Jams Link

How did the Universe Form?

- . Many different beliefs
- . Some Scientists believe in "The Big Bang" theory. This means that 14-20 billion years ago a tiny speck exploded with intense energy and everything shot out in different directions. Over billions of years, the planets, stars and galaxies have formed. It is believed the planets formed about 4.6 billion years ago.

Just how big is the universe?



Just how small is earth?



Assignment: Visual Dictionary Mini-Book

- You will be making a visual dictionary mini-book for the following terms: universe, galaxy, solar system, asteroid, comet, meteoroid, meteor, meteorite.
- Use your own words to summarize the terms!
- Look at checklist to see the requirements.
- Information can be found in Google Drive. Also, following our guidelines for using the internet, you can search for inspiration and examples.

Flip Chart Definitions

Flip Chart Rubric

Flip Book
Examples



Galaxy: a spiral island of stars in space.

What is the Milky Way?

<https://www.youtube.com/watch?v=ppajpMosxQI>

The Milky Way Galaxy

- Planet Earth and the other 7 known planets are part of this galaxy.
- The Solar System is only part of the Milky Way Galaxy.
- Too big to measure
- Billions of stars



The Solar System

- Part of the Milky Way galaxy.
- Made up of the Sun, the 8 Planets, and their 135 known moons, asteroids, comets, dust and gas.
- The planets, asteroids, and comets travel around the Sun, the center of our solar system.

****Galaxies can be compared to neighborhoods in large cities. Think as a city as being like a universe, a neighborhood like a galaxy, and a street name like the solar system.*****

Asteroids: Asteroid = chunks of rock!

- chunks of rock that are believed to be the remains left over from the formation of the solar system.
- vary in size
- Ceres is the name of the largest known asteroid.
 - about the size of Texas!
- about 4000 asteroids have been discovered.
- orbit around the sun.
- Astronomers follow orbits of known asteroids to ensure they won't collide with Earth.
- Sometimes the pull of gravity from a planet can pull an asteroid off its orbit, causing it to come towards Earth.
 - There is a common theory that about 65 million years ago, an asteroid hit Earth, causing the extinction of dinosaurs.
- Exist all over the galaxy, but there are many, many asteroids between Mars and Jupiter - this area is known as the Asteroid Belt.

Asteroid Clip

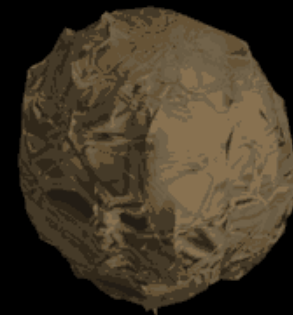


Meteoroids, Meteorites, Meteors: What's the Difference?

Meteoroid: rocks (smaller than asteroids) in space that may have come from comets or asteroids. Travel along the orbital paths of comets.

Meteor: when a meteoroid enters Earth's atmosphere, creating a bright streak of light. Sometimes referred to as a shooting star.

Meteorite: when a meteor that falls actually reaches Earth's surface. About 500 reach Earth per year.



Meteoroid

Video Clip



Comet: large balls of ice, dust, rock and gas that orbit the sun at the very edge of the solar system.

- . orbits can take hundreds and thousands of years to complete.
- . tail forms only when it's close to the sun because the sun melts some of the ice
- Halley comet can be seen every 76 years.



Writers Workshop Conferencing

- meet with Ms.McNeil
- finish edits
- Due Monday March 6

Grade 6 Fractions

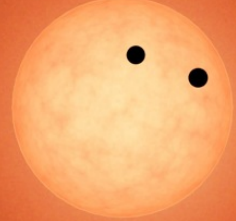
Grade 5 Volume and Capacity

The TRAPPIST-1 dwarf star is one-ninth the age of our sun.

TRAPPIST-1 Dwarf Star is

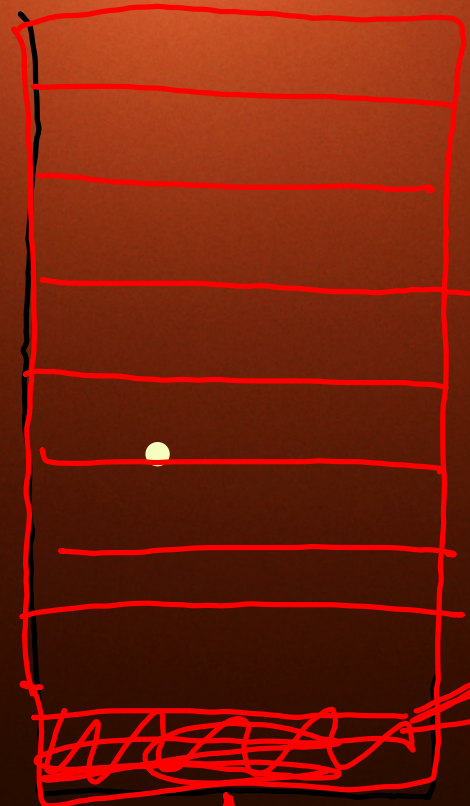
500 000 000 years old

Estimate how old our sun is?



$$9 \times 5 = 45$$

4 500 000 000

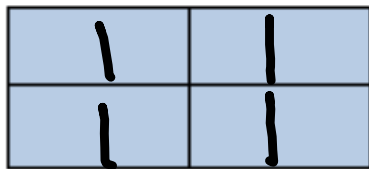


The sun

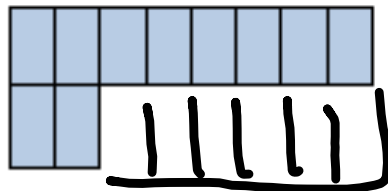
500 000 000

Dwarf Star

Looking at the fraction pieces below. The fraction in the top left is one whole. Compare each visual to the whole and identify the fraction for each of the other visuals.



1 whole $\frac{1}{1}$ or $\frac{4}{4}$

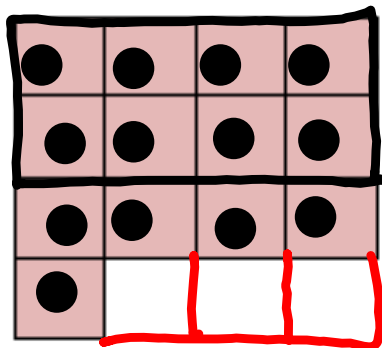


$$\frac{10}{16}$$

$$\frac{20}{32}$$

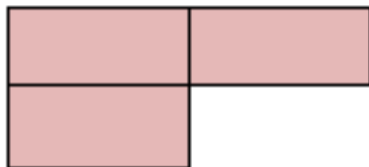


$$\frac{1}{4} \quad \frac{2}{8}$$

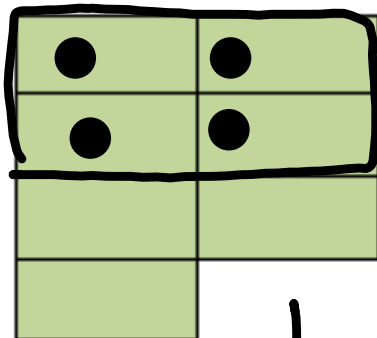


$$\frac{13}{8}$$

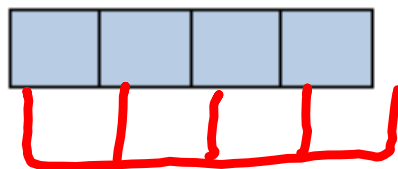
$$\frac{5}{8}$$



$$\frac{3}{4}$$



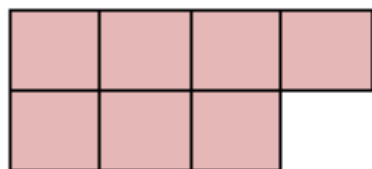
$$1 \frac{3}{4} \quad \frac{7}{4}$$



$$\frac{4}{8}$$

$$\frac{2}{4}$$

$$\frac{1}{2}$$



$$\frac{7}{8}$$

Roots of numerator and denominator:

Numerator: To count a set is to enumerate it. Enumeration is the process of counting.

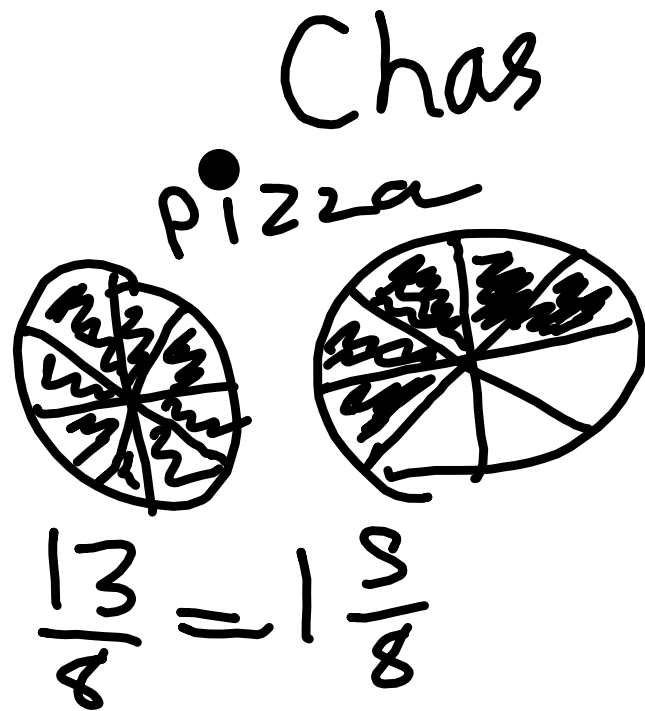
Denominator:

A \$1 bill, a \$5 bill and a \$10 bill are of different denominations. Similarly, the word denomination is used to differentiate among branches of religions (such as Baptist, Presbyterians, and Catholics). A denomination is the name of a class or type of thing.

Numerator: The top number *counts*

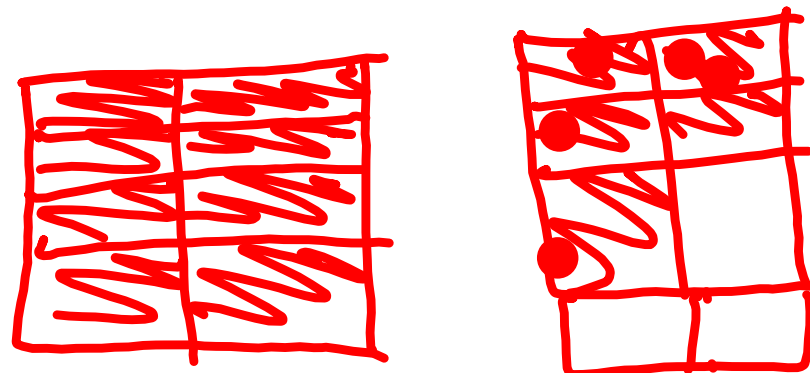
Denominator: The bottom number tells *what is being counted*

What is another way you could say say or write 13 eighths?



$$\frac{13}{8}$$

Eliza

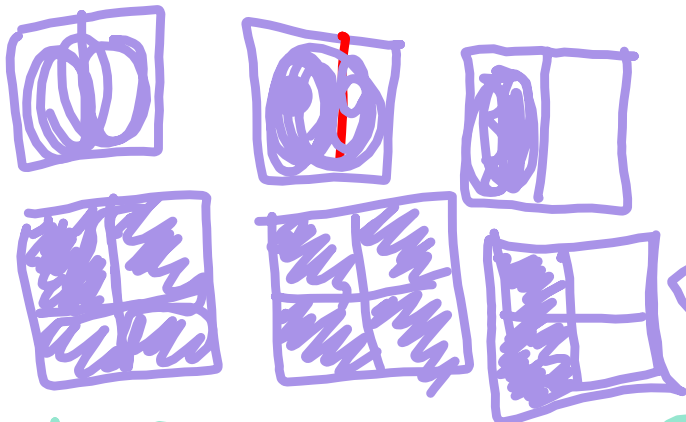


$$1\frac{5}{8}$$

$$1\frac{5}{8}$$

④

$$2\frac{1}{2} = \frac{5}{2}$$



$$\frac{10}{4}$$

$$= 2\frac{2}{4} = 2\frac{1}{2}$$

$$2\frac{1}{2} = \frac{5}{2}$$

③

$$2\frac{1}{2} \quad \frac{10}{4}$$

Person

Ruby

Jessica Holden

Person	Person
Person	Person
Person	Person
Person	Person
Person	Person
	Person

Person	Person
Person	Person
Person	Person
Person	Person
Person	Person
	Person

In pairs and on a vertical writing surface try the following:

Are the following fractions equivalent? How do you know? Show it!

equal the same

$$2\frac{1}{2} \text{ and } \frac{10}{4}$$



Ms. McNeil
made ravioli
by the
dozens...

Her family
ate $2 \frac{1}{3}$
dozen

Ms. McNeil made raviolis on the weekend. She made them by the dozen. Her family ate $2\frac{1}{3}$ dozen... How many raviolis did they eat?

The diagram illustrates the problem with hand-drawn elements:

- Initial Raviolis:** On the left, there are four groups of 12 raviolis each, representing 4 dozens. Each group is a 2x6 grid. The top two groups are light blue, the middle group is dark blue, and the bottom group is light green. A green number '4' is written to the left of the top group.
- Eaten Raviolis:** On the right, there are three groups of 12 raviolis each, representing 3 dozens eaten. Each group is a 2x6 grid. The top group is light purple with red squiggles, the middle group is light purple with red squiggles, and the bottom group is light purple with red squiggles. A purple number '3' is written to the left of the top group.
- Remaining Raviolis:** At the bottom left, a starburst shape contains the number '28', representing the remaining raviolis. A blue line connects this starburst to the remaining space in the 4 dozens grid, with a blue $\frac{1}{3}$ written next to it.
- Answer:** On the far right, the fraction $2\frac{1}{3}$ is written in blue, with a blue circle above it. Below it, a blue outline of a head contains the number '28', indicating the total number of raviolis eaten.

Which scoop would you use to measure each amount?
How many of that scoop would you need?



a) $\frac{1}{6}$ cups

b) $2\frac{1}{2}$ cups

c) $1\frac{2}{3}$ cups

d) $1\frac{5}{6}$ cups

two - $\frac{1}{2}$ cup

one - $\frac{1}{6}$

seven - $\frac{1}{6}$

b $\frac{5}{2}$

five $\frac{1}{2}$ cups

c) five $\frac{1}{3}$ cups

d) (two $\frac{1}{2}$ cups
five $\frac{1}{6}$ cups)

eleven $\frac{1}{6}$ cups

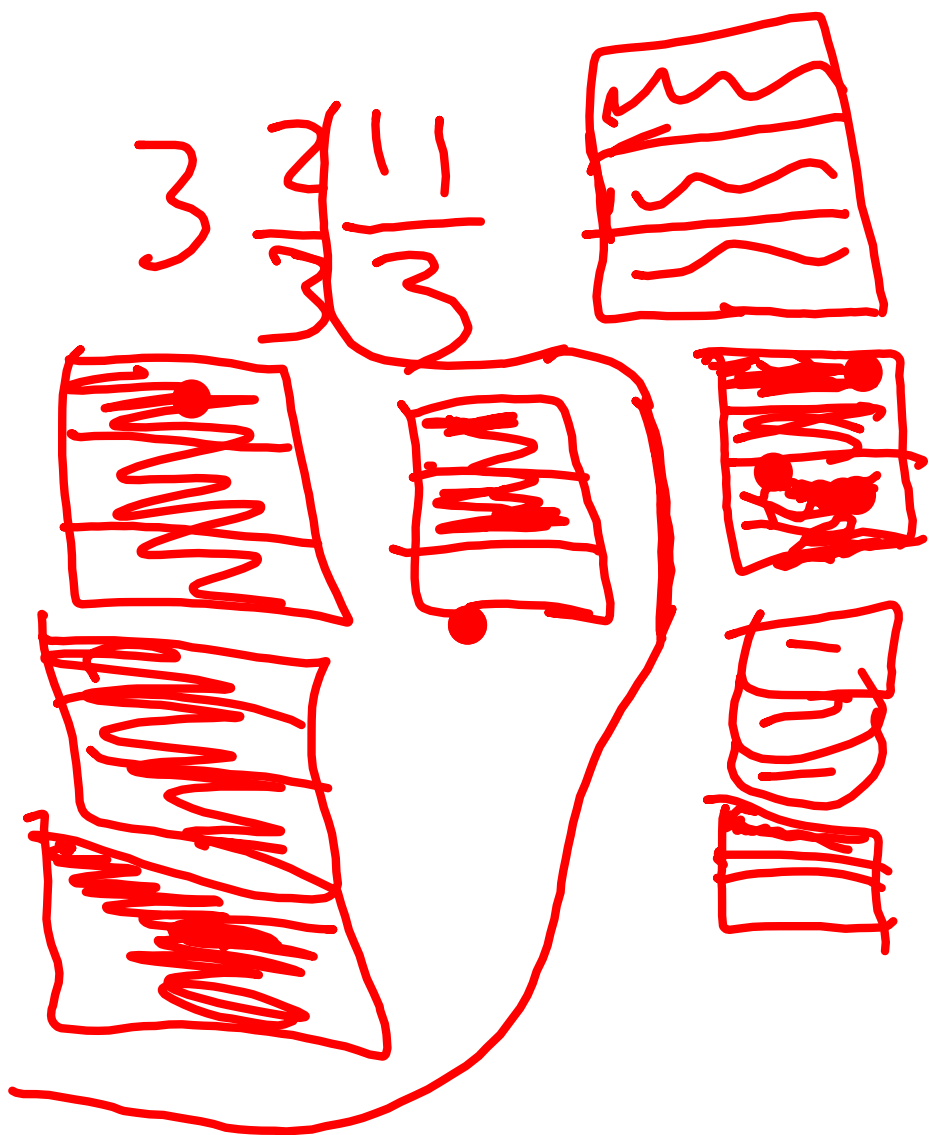
Use Pattern Blocks. Are the numbers in each pair equivalent?

Show your work.

a) $3\frac{2}{3}$ and $\frac{11}{3}$

b) $\frac{8}{6}$ and $1\frac{1}{6}$

c) $2\frac{1}{2}$ and $\frac{5}{2}$



4 Mike, Chris, Rohan
dylan.

3 = 9.

3 = 2

3 = 11

3

to make
a mixed
fraction
improper you
times the
whole the
and the number
minus the den.
then add any
numerator the
on the

11
x 3 = 33
3

2 = 4

1 = 2

2 = 2

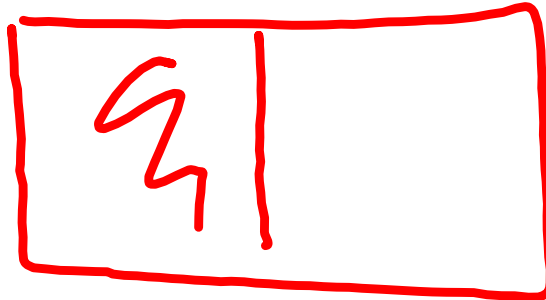
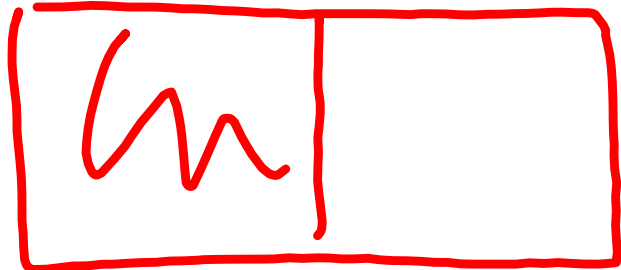
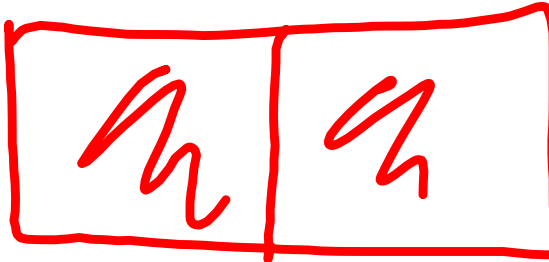
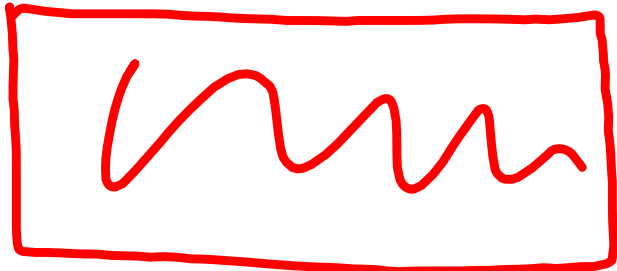
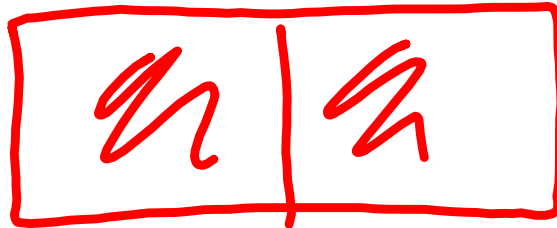
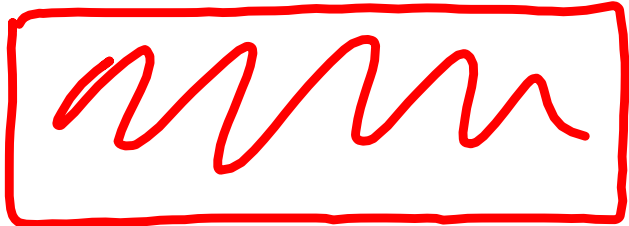
4 = 4

5 = 5

equal

$$2\frac{1}{2}$$

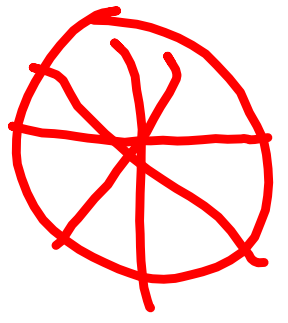
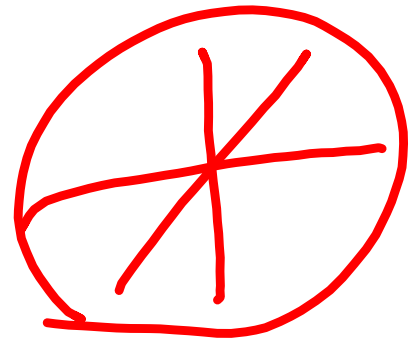
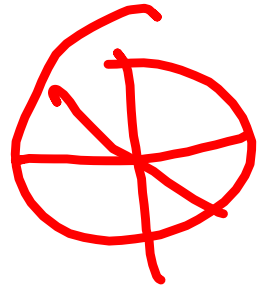
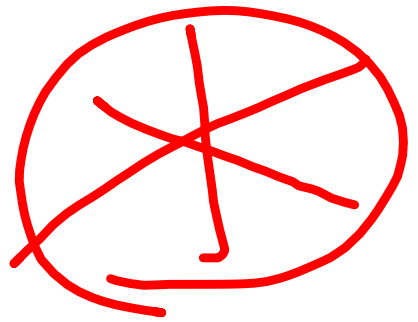
$$\frac{5}{2}$$



Carlo baked pies for a party. He cut some pies into 6 pieces and some into 8 pieces. After the party, more than $2\frac{1}{2}$ but less than 3 pies were left. How much pie might have been left? Show how you know.

$> 2\frac{1}{2}$ pies
 < 3 pies

③

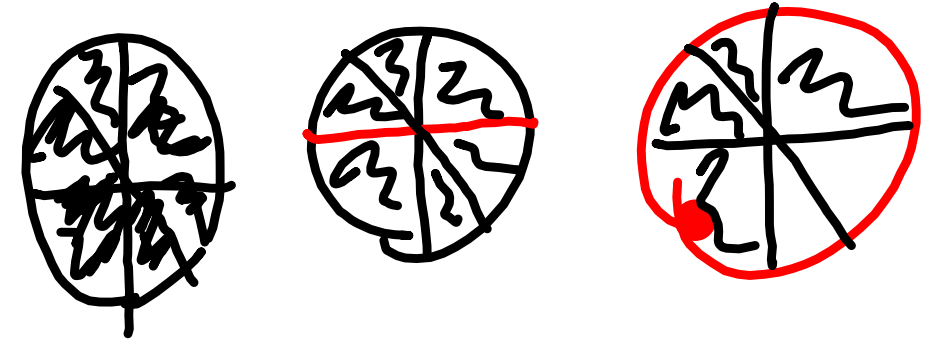


$$\begin{array}{r} 6 \\ 2 \times 3 = 6 \end{array} \vee \begin{array}{r} 8 \\ 2 \times 4 = 8 \end{array}$$



23 Pices

Minimum



16 Pices

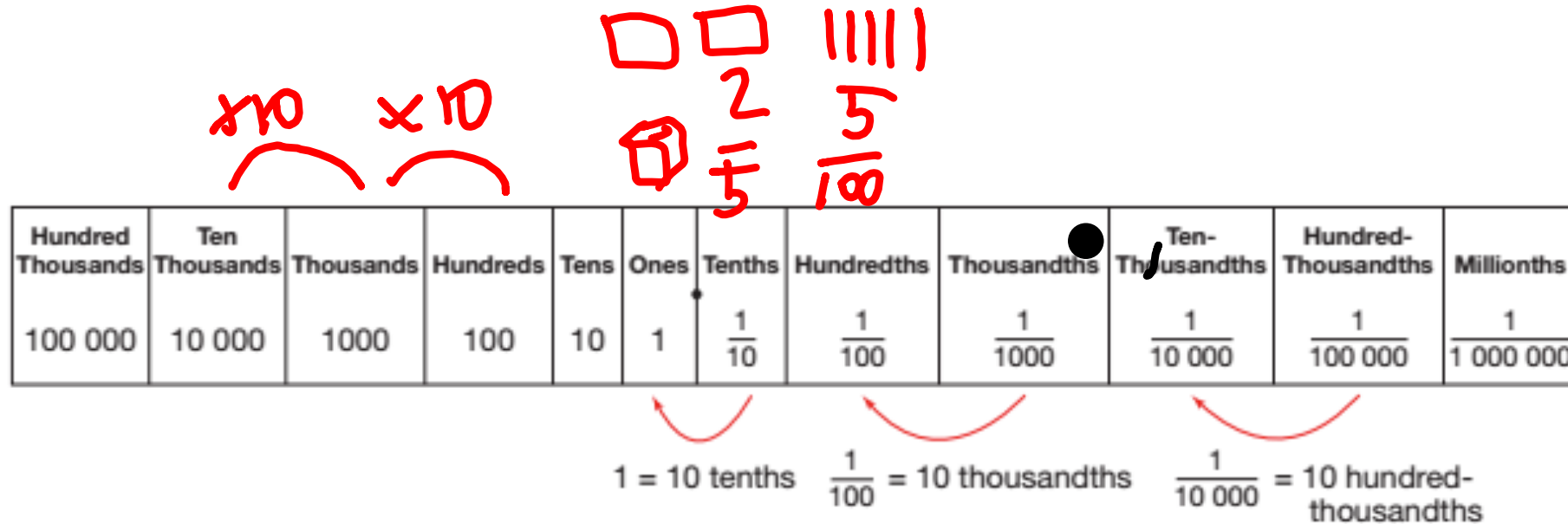
Number Talks and Operations

Decimals are all around us.
The ostrich is the world's largest living bird.
It can have a mass of 156.489 kg.
How do you read this number?
What is the meaning of each digit?

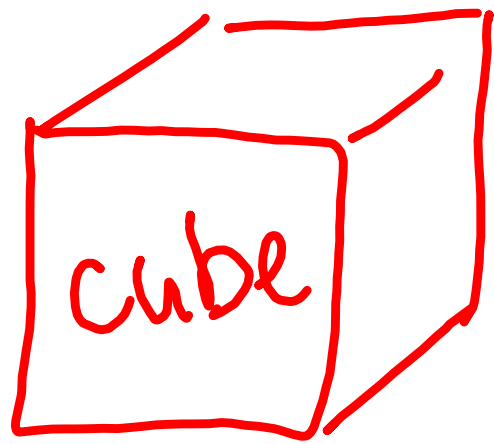


156.489 kg

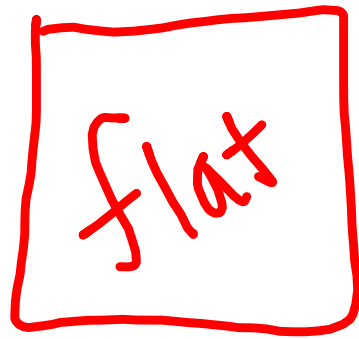
Decimals! Remember Me?



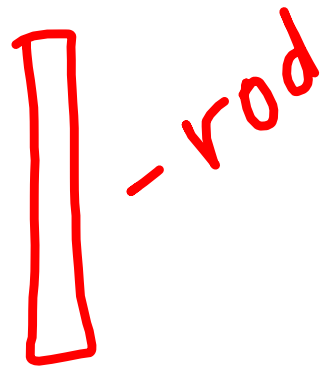
Create a place value chart



1



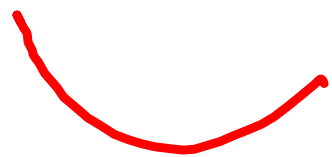
$\frac{1}{10}$ 0.1



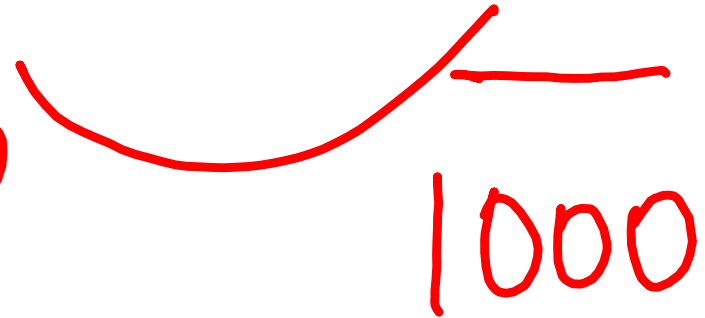
0.01



0.001

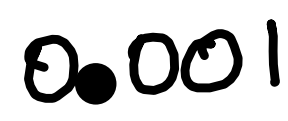
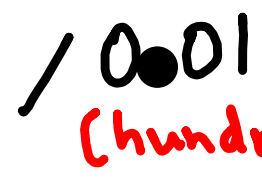
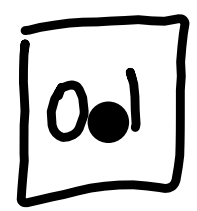
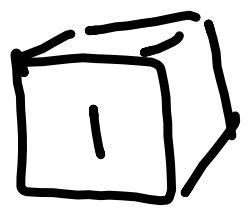


$\frac{1}{100}$

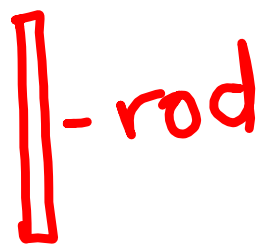
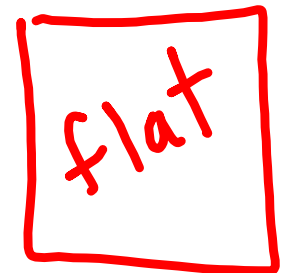
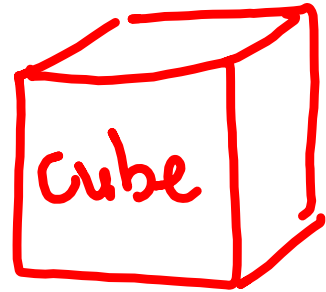


a 0.300

b 0.003

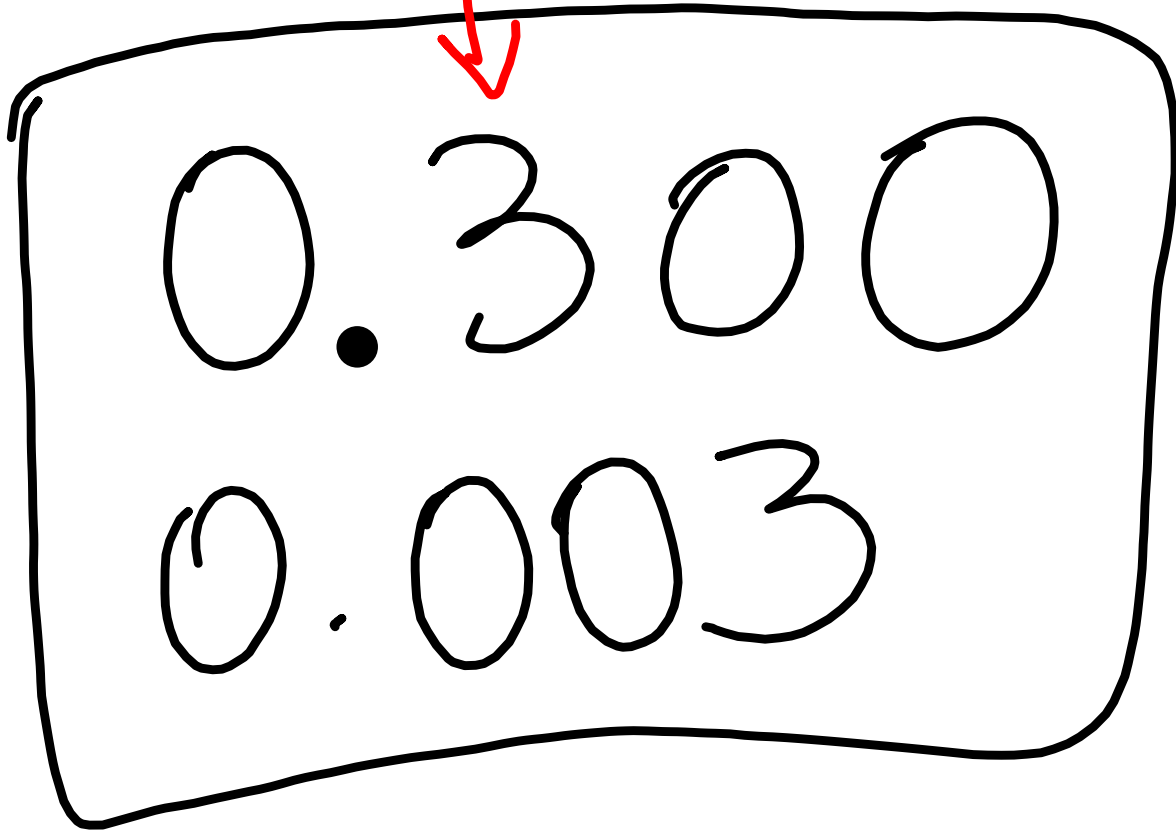


(thousandths)



3000

tenths



0.25

0.025

As you move to the left, each position represents ten times as many as the position to its right.

The fairyfly is the world's smallest insect.



I see a pattern: tens and tenths, hundreds and hundredths, thousands and thousandths.



This place-value chart shows the length of the male fairyfly in centimetres.

Ones	Tenths	Hundredths	Thousandths	Ten-Thousandths	Hundred-Thousandths	Millionths
0	0	1	3	9	0	0

0 0.0 0.01 0.003 0.0009