

Name \_\_\_\_\_

## Distance Learning

Mr. EJ's Distance Learning 4/13-4/17

### Monday

- ☐ Morning Meeting Question
- ☐ Math: Bar and Line Graphs Day 1 with Create-A-Graph
- ☐ Reading & Writing: Young Inventor Interview Questions: Gitanjali Rao
- ☐ Read for 20 minutes or more in a book of your choice
- ☐ Social Studies: Digging Deeper: Jamestown Day 1 John Smith & Pocahontas +Impact of Tobacco

### Tuesday

- ☐ Morning Meeting Question
- ☐ Math: Bar Graph Day 2-Questions about graphs
- ☐ Reading & Writing: How an 11 Year Old Boy Invented the Popsicle Day 1 + Vocabulary
- ☐ Read for 20 minutes or more in a book of your choice
- ☐ Social Studies: Digging Deeper: Jamestown Life and Labor + Bacon's Rebellion + Quiz

### Wednesday

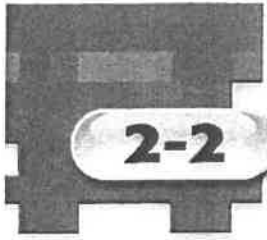
- ☐ Morning Meeting Question
- ☐ Math: Histograms
- ☐ Reading & Writing: How an 11 Year Old Boy Invented the Popsicle Day 2: Questions
- ☐ Read for 20 minutes or more in a book of your choice
- ☐ Science: Stay Home Invention Fair: Introduction + Brainstorm Question

### Thursday

- ☐ Morning Meeting Question
- ☐ Math: Misleading Statistics
- ☐ Reading & Writing: How an 11 Year Old Boy Invented the Popsicle Day 3 Quiz
- ☐ Read for 20 minutes or more in a book of your choice
- ☐ Science: Stay Home Invention Fair: Developing Your Invention

### Friday

- ☐ Morning Meeting Question
- ☐ Math: Bar Graph Review
- ☐ Reading & Writing: Write Commercial Script for your Invention
- ☐ Read for 20 minutes or more in a book of your choice
- ☐ Science: Stay Home Invention Fair: Design a commercial for your invention



NAME \_\_\_\_\_ DATE \_\_\_\_\_ PERIOD \_\_\_\_\_

## 2-2

# Study Guide and Intervention

## Bar Graphs and Line Graphs

A **graph** is a visual way to display data. A **bar graph** is used to compare data.  
A **line graph** is used to show how data changes over a period of time.

**EXAMPLE 1** Make a bar graph of the data. Compare the number of students in jazz class with the number in ballet class.

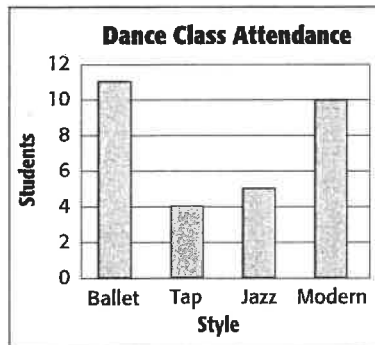
**Step 1** Decide on the scale and interval.

**Step 2** Label the horizontal and vertical axes.

**Step 3** Draw bars for each style.

**Step 4** Label the graph with a title.

About twice as many students take ballet as take jazz.



Dance Classes	
Style	Students
Ballet	11
Tap	4
Jazz	5
Modern	10

**EXAMPLE 2** Make a line graph of the data. Then describe the change in Gwen's allowance from 1998 to 2002.

Gwen's Allowance						
Year	1997	1998	1999	2000	2001	2002
Amount (\$)	10	15	15	18	20	25

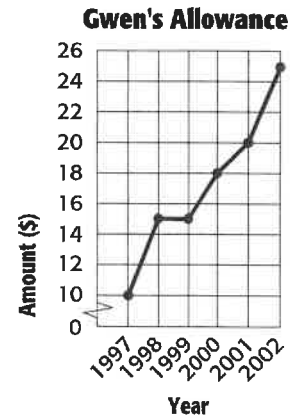
**Step 1** Decide on the scale and interval.

**Step 2** Label the horizontal and vertical axes.

**Step 3** Draw and connect the points for each year.

**Step 4** Label the graph with a title.

Gwen's allowance did not change from 1998 to 1999 and then increased from 1999 to 2002.



### EXERCISES

Make the graph listed for each set of data.

1. bar graph

Riding the Bus	
Student	Time (min)
Paulina	10
Omar	40
Ulari	20
Jacob	15
Amita	35

2. line graph

Getting Ready for School	
Day	Time (min)
Monday	34
Tuesday	30
Wednesday	37
Thursday	20
Friday	25



**Gitanjali was named America's Top Young Scientist and awarded \$25,000 when she won the Discovery Education and 3M Young Scientist Challenge.**

# Teen Inventor Hopes to Save Lives

Gitanjali [giht-AHN-jah-lee] Rao, 13, from Colorado, invented a device to help people find out if their water is safe to drink. And it has the potential to help people all over the world.

**Scope:** In 2014, the tap water in the city of Flint, Michigan, became contaminated with a toxic metal called lead. What did you think when you heard about the crisis?

**Gitanjali:** Lead can cause a lot of harm to the human body. It was scary that so many people, especially kids, were having to drink what is basically poison every day. I wanted to do something that could help.

**Scope:** So you invented a water-testing device. How does it work?

**Gitanjali:** The device is called Tethys. It has special sensors that you dunk into water to measure how much lead is present. Then the device sends the data to an app on your phone. The app tells you whether the water is safe, slightly contaminated, or critically contaminated.

**Scope:** How did you come up with the name Tethys?

**Gitanjali:** Tethys is the Greek goddess of fresh water. I named my device after her.

**Scope:** What makes Tethys better than other devices that test water for lead?

**Gitanjali:** Right now, you can test your water using lead test strips, which are not always accurate, or you can send it to a lab, which is time consuming, inconvenient, and expensive. Tethys

measures lead levels more accurately and faster than other technologies. It's also cheaper.

**Scope:** Why is it important that Tethys be affordable?

**Gitanjali:** I believe access to clean water is a human right, and we shouldn't put a price on clean water.

**Scope:** What is your goal for Tethys?

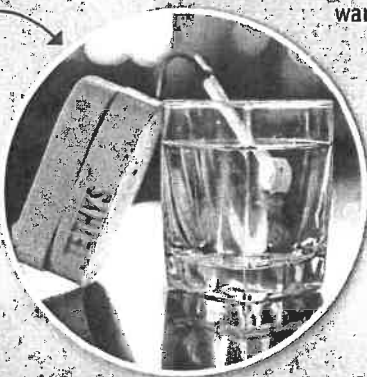
**Gitanjali:** I'm still making adjustments, but eventually I want it to be sold in stores so that anyone can buy it and use it in their home. I especially want Tethys to be available to families

who live in places like Flint, where the water has become contaminated. I'm also hoping that schools will use my device.

**Scope:** What advice would you give to other kids who have an idea for an invention?

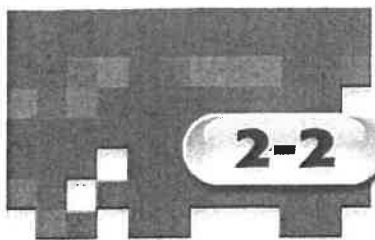
**Gitanjali:** Don't be afraid to try. I've always loved inventing things, but before

Tethys, I had never started an invention and stuck with it to the end. I was always too afraid that my idea wouldn't end up being successful, and that fear held me back. Now that I've created Tethys, I'm not afraid to try anymore. ●



## Contest

Send your article to **You Write It Contest**. Three winners will each get a \$25 Visa gift card and will be published at Scope Online. See page 2 for details.



NAME \_\_\_\_\_ DATE \_\_\_\_\_ PERIOD \_\_\_\_\_

**2-2**

## Practice: Skills

### Bar Graphs and Line Graphs

Make a bar graph for each set of data.

1.

Cars Made in 2000	
Country	Cars (millions)
Brazil	1
Japan	8
Germany	5
Spain	2
U.S.A.	6

2.

People in America in 1630	
Colony	People (hundreds)
Maine	4
New Hampshire	5
Massachusetts	9
New York	4
Virginia	25

Use the bar graph made in Exercise 1.

- Which country made the greatest number of cars?
- How does the number of cars made in Japan compare to the number made in Spain?

For Exercises 5 and 6, make a line graph for each set of data.

5.

Yuba County, California	
Year	Population (thousands)
1990	59
1992	61
1994	62
1996	61
1998	60
2000	60

6.

Everglades National Park	
Month	Rainfall (inches)
January	2
February	2
March	2
April	2
May	7
June	10

- POPULATION** Refer to the graph made in Exercise 5. Describe the change in Yuba County's population from 1990 to 2000.
- WEATHER** Refer to the graph made in Exercise 6. Describe the change in the amount of rainfall from January to June.

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## How an 11-Year-Old Boy Invented the Popsicle

By Shelby Pope for NPR  
2015

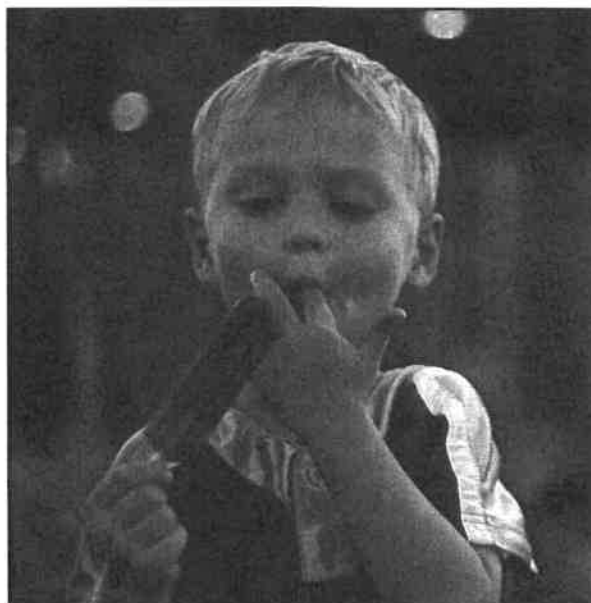
*Frank Epperson is responsible for inventing the popsicle at 11 years old in 1905. What started as a delicious accident, evolved into a world-wide phenomenon that is still enjoyed today. Epperson's original invention has changed much since the idea's conception in 1905, changing hands between big companies, feeling the effects of the Great Depression, and sparking heated debates. Regardless, the popsicle has maintained its reputation as an iconic, icy treat. As you read, take notes on how Frank Epperson's frozen treat became such a success.*

- [1] The next time you pop a Popsicle in your mouth, think about this: You're enjoying the fruits of an 11-year-old entrepreneur's<sup>1</sup> labor.

Back in 1905, a San Francisco Bay Area kid by the name of Frank Epperson accidentally invented the summertime treat. He had mixed some sugary soda powder with water and left it out overnight. It was a cold night, and the mixture froze. In the morning, Epperson devoured the icy concoction,<sup>2</sup> licking it off the wooden stirrer. He declared it an Epsicle, a portmanteau of icicle and his name, and started selling the treat around his neighborhood.

In 1923, Epperson decided to expand sales beyond his neighborhood. He started selling the treat at Neptune Beach, a nearby amusement park. Dubbed a "West Coast Coney Island," the park featured roller coasters, baseball and an Olympic-sized swimming pool. Neptune flourished in the pre-Depression<sup>3</sup> days, and consumers eagerly consumed<sup>4</sup> Epsicles and snow cones (which also made their debut<sup>5</sup> at Neptune).

Buoyed<sup>6</sup> by this success, Epperson applied for a patent<sup>7</sup> for his "frozen confection<sup>8</sup> of attractive appearance, which can be conveniently consumed without contamination by contact with the hand and without the need for a plate, spoon, fork or other implement"<sup>9</sup> in 1924. The patent illustrates the requirements for a perfect ice pop, including recommendations on the best wood for the stick: wood-bass, birch and poplar. Eventually, Epperson's children urged him to change the ice pop's name to what they called it: a Pop's 'Sicle, or Popsicle.



"Popsicle" by Alysa is licensed under CC BY-NC-ND 2.0.

1. **Entrepreneur (noun):** a person who starts a business
2. **Concoct (verb):** to create something magical or unusual by mixing different ingredients
3. The Great Depression was a worldwide economic decline that lasted from 1929 to 1939.
4. **Consume (verb):** to eat or drink something
5. **Debut (noun):** the first public appearance
6. made (by something) to feel confident; encouraged



- [5] This origin story is charming, if somewhat apocryphal<sup>10</sup> (sources differ on the details), but it didn't have a happy ending for the inventor. A broke Epperson sold the rights to his creation to the Joe Lowe Co. in the 1920s, much to his regret: "I was flat<sup>11</sup> and had to liquidate all my assets,"<sup>12</sup> he later said. "I haven't been the same since."

The Lowe Co. went on to catapult Epperson's invention to national success. During the Great Depression, the company debuted the two-stick version of the Popsicle to help consumers stretch their dollar — the duo sold for 5 cents.

But this delicious duo faced competition from Good Humor, which had recently debuted its own chocolate-covered ice cream on a stick, and Lowe was sued for copyright infringement.<sup>13</sup> The court's compromise? Popsicle could sell water-based treats, and Good Humor could sell ice cream pops. Popsicle tested the limits of the agreement, selling a "Milk Popsicle," and the two companies tussled in court about the definitions of sherbet and ice cream over the years through a series of lawsuits.

The giant food corporation Unilever scooped up the Popsicle brand in 1989, expanding the brand beyond its original fruity flavors. It also bought Good Humor, ending the feud<sup>14</sup> between the two icy competitors.

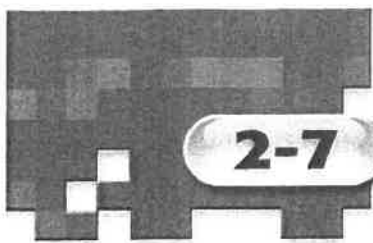
Over the years, Epperson's childhood invention has achieved iconic status, standing in for any frozen treat the way Kleenex means a tissue. That explains why also over the years, Unilever has worked to keep the name Popsicle its and its alone: In 2010, the company threatened legal action against artisan<sup>15</sup> Brooklyn ice pop makers People's Pops for using the word "popsicle" on its blog.

- [10] As for Epperson, he died in 1983 and is buried in Oakland's Mountain View Cemetery, where he's featured on a tour celebrating local food luminaries<sup>16</sup> including chocolate mogul<sup>17</sup> Domingo Ghirardelli and mai tai<sup>18</sup> inventor Victor "Trader Vic" Bergeron.

His story lives on in many forms — from the official Popsicle website, where it's illustrated in comic form, to an inspirational Christian self-help book about trusting in God's grand plan for your life. Epperson's childhood invention, born randomly on a freezing night, has also proved to be resoundingly successful and long lived: These days, some 2 billion Popsicles are sold each year.

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7. a license that ensures a right or title for a set period, often the right to prevent others from making, using, or selling an invention
8. a dessert made with sweet ingredients
9. a tool
10. **Apocryphal (adjective):** well-known but probably not true
11. "Flat" can mean utterly ruined or destroyed.
12. to sell one's valuables in exchange for cash
13. legal term that describes the use of a concept, artistic work, or invention that belongs exclusively to someone else
14. **Feud (noun):** a long-standing argument or conflict
15. describes products made in a traditional way (often by hand)
16. **Luminary (noun):** a very famous, successful, or inspirational person
17. a powerful person in one or more specific industries (such as the chocolate industry)
18. a popular alcoholic drink



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**2-7**

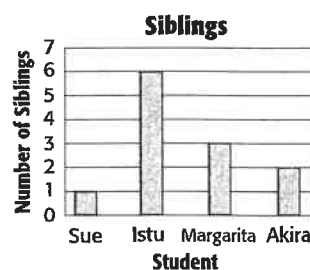
## Study Guide and Intervention

### Bar Graphs and Histograms

A **bar graph** is one method of comparing data by using solid bars to represent quantities. A **histogram** is a special kind of bar graph. It uses bars to represent the frequency of numerical data that have been organized into intervals.

**EXAMPLE 1** **SIBLINGS** Make a bar graph to display the data in the table below.

Student	Number of Siblings
Sue	1
Isfu	6
Margarita	3
Akira	2

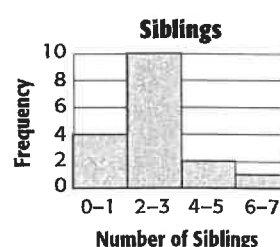


**Step 1** Draw a horizontal and a vertical axis. Label the axes as shown. Add a title.

**Step 2** Draw a bar to represent each student. In this case, a bar is used to represent the number of siblings for each student.

**EXAMPLE 2** **SIBLINGS** The number of siblings of 17 students have been organized into a table. Make a histogram of the data.

Number of Siblings	Frequency
0–1	4
2–3	10
4–5	2
6–7	1



**Step 1** Draw and label horizontal and vertical axes. Add a title.

**Step 2** Draw a bar to represent the frequency of each interval.

#### EXERCISES

1. Make a bar graph for the data in the table.

Student	Number of Free Throws
Luis	6
Laura	10
Opal	4
Gad	14

2. Make a histogram for the data in the table.

Number of Free Throws	Frequency
0–1	1
2–3	5
4–5	10
6–7	4





## Discussion Questions

**Directions: Brainstorm your answers to the following questions in the space provided. Be prepared to share your original ideas in a class discussion.**

1. Does Frank Epperson deserve credit for inventing the Popsicle? Why or why not?
2. If Frank Epperson were alive today, what advice do you think he would give to young inventors and entrepreneurs? Why?
3. In the context of the text, why should we value our youth? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.
4. In the context of the article, why do people succeed? Was Frank Epperson's success "random," as paragraph 11 of the article suggests? Cite evidence from this text, your own experience, and other literature, art, or history in your answer.

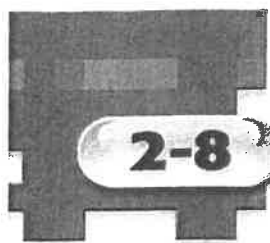
**Group Members:**

**Creativity is a must! Do not create an invention that already exists.**

- \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

- At home: \_\_\_\_\_
- At work: \_\_\_\_\_
- At school: \_\_\_\_\_
- At (            ): \_\_\_\_\_

- [illegible]



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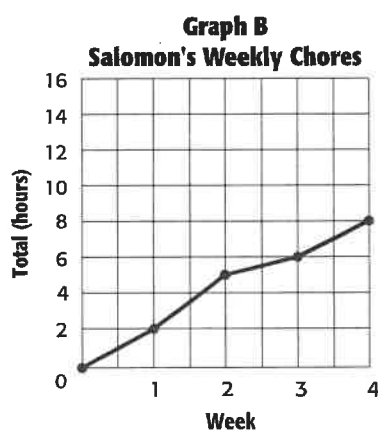
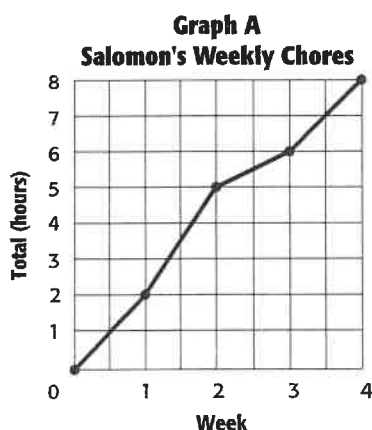
## 2-8

# Study Guide and Intervention

## Misleading Statistics

Graphs can be misleading for many reasons: there is no title, the scale does not include 0; there are no labels on either axis; the intervals on a scale are not equal; or the size of the graphics misrepresents the data.

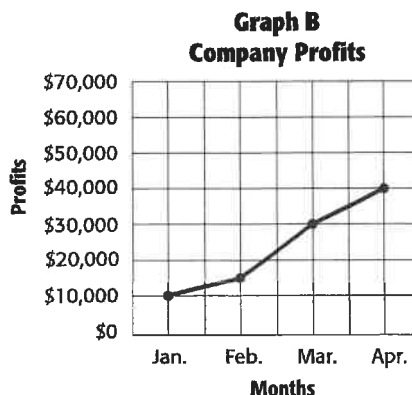
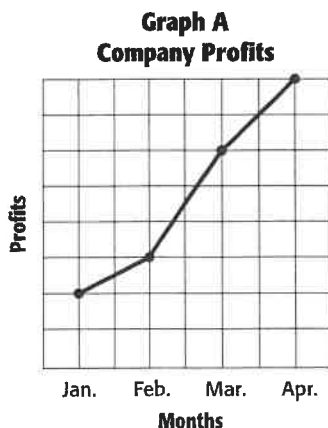
**EXAMPLE 1** **WEEKLY CHORES** The line graphs below show the total hours Salomon spent doing his chores one month. Which graph would be best to use to convince his parents he deserves a raise in his allowance? Explain.



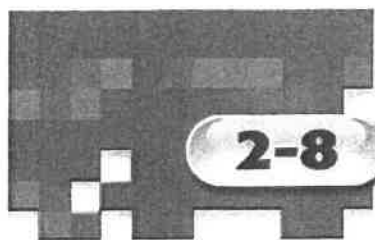
He should use graph A because it makes the total hours seem much larger.

### EXERCISES

**PROFITS** For Exercises 1 and 2, use the graphs below. It shows a company's profits over a four-month period.



1. Which graph would be best to use to convince potential investors to invest in this company?
2. Why might the graph be misleading?



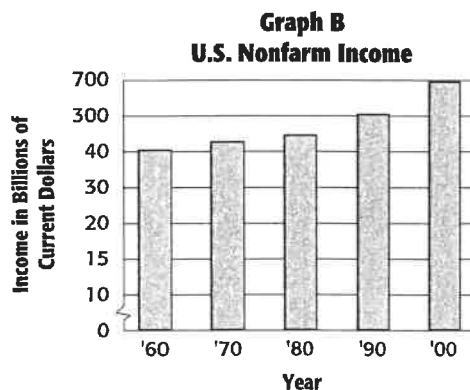
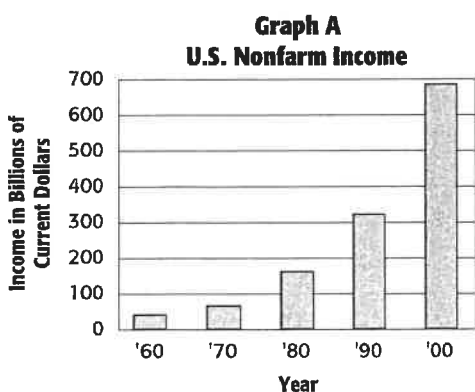
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**2-8**

## Practice: Skills

### Misleading Statistics

1. **INCOME** The bar graphs below show the total U.S. national income (nonfarm). Which graph could be misleading? Explain.



**GEOGRAPHY** For Exercises 2–4, use the table that shows the miles of shoreline for five states.

Miles of Shoreline	
State	Length of Shoreline (mi)
Virginia	3,315
Maryland	3,190
Washington	3,026
North Carolina	3,375
Pennsylvania	89

- Find the mean, median, and mode of the data.
- Which measure of central tendency is misleading in describing the miles of shoreline for the states? Explain.
- Which measure of central tendency most accurately describes the data?

## Text-Dependent Questions

**Directions:** For the following questions, choose the best answer or respond in complete sentences.

1. PART A: Which TWO statements best identify the central idea of the text?
  - A. The events of the Great Depression forced Frank Epperson to sell the rights to the popsicle.
  - B. While originally an accident, Epperson helped to make the Popsicle famous through his hard work.
  - C. The copyright issues between Good Humor and Joe Lowe Co. show how patents are not enough to protect one's rights.
  - D. Popsicles would have sold better if Frank Epperson would have kept their original name, "Epsicles."
  - E. After Epperson was forced to sell his business, the Popsicle continued to grow in popularity.
  - F. Epperson should have resisted selling his business because he could have potentially made so much more money.
  
2. PART B: Which TWO details from the text best support the answer to Part A?
  - A. "In 1923, Epperson decided to expand sales beyond his neighborhood" (Paragraph 3)
  - B. "A broke Epperson sold the rights to his creation to the Joe Lowe Co." (Paragraph 5)
  - C. "But this delicious duo faced competition from Good Humor," (Paragraph 7)
  - D. "Unilever scooped up the Popsicle brand in 1989, expanding the brand beyond its original fruity flavors." (Paragraph 8)
  - E. "As for Epperson, he died in 1983 and is buried in Oakland's Mountain View Cemetery, where he's featured on a tour celebrating local food luminaries," (Paragraph 10)
  - F. "Epperson's childhood invention, born randomly on a freezing night, has also proved to be resoundingly successful and long lived," (Paragraph 11)
  
3. PART A: In the context of paragraph 2, what does the word "portmanteau" mean?
  - A. Collision
  - B. Embodiment
  - C. Combination
  - D. Division
  
4. PART B: Which section from paragraph 2 best supports the answer to Part A?
  - A. "accidentally invented"
  - B. "summertime treat."
  - C. "icy concoction"
  - D. "icicle and his name,"

5. How does paragraph 5 contribute to the overall article? Cite evidence from the text in your answer.

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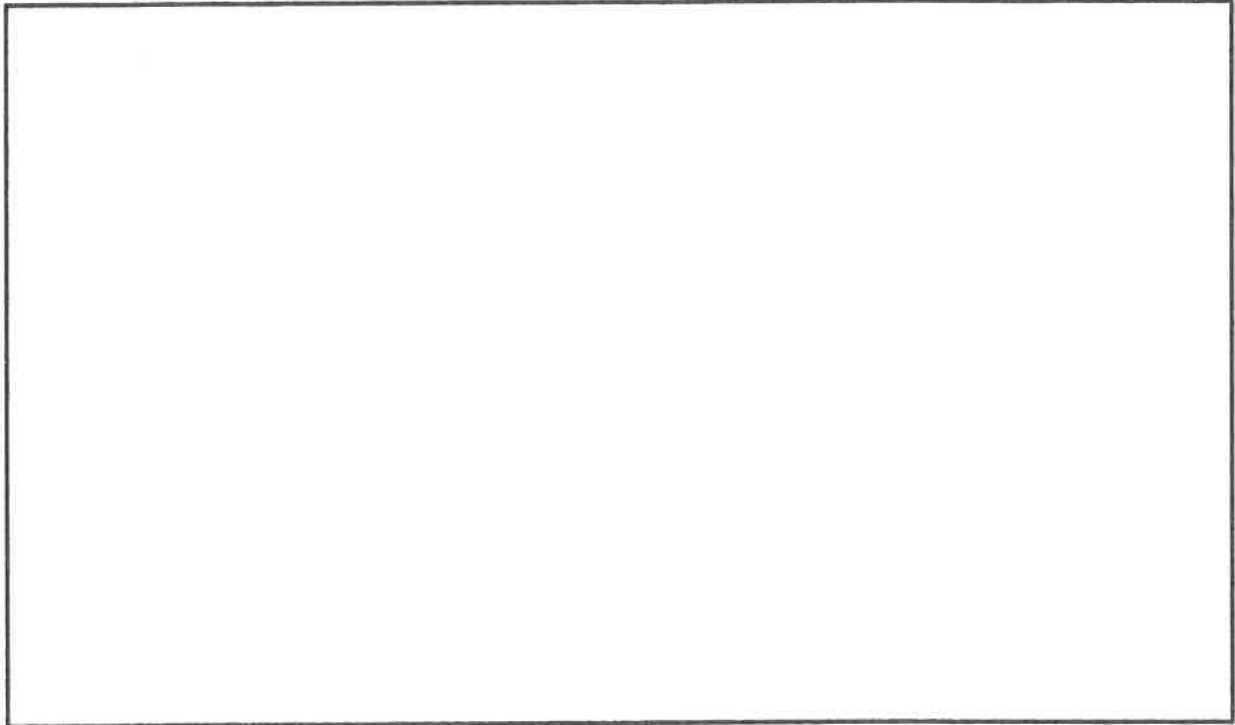
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Group Members:

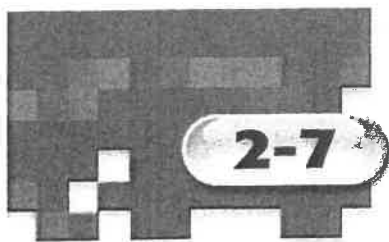
## **B. Developing your Invention**

*As a group, choose one of the inventions from the list above. Draw a picture of your invention!*



1. What did you decide to invent? What would name your invention? (Our invention is a....We call it a....)
2. What does your invention do? What is the problem you hope to solve with your invention? (Ex: We hope to solve the problem of/with....)
3. How does your invention make life better or more convenient?
4. Who would use this product? (Ex: Children, KG Students, Teachers, Grandmothers, etc.)
5. What descriptive words would you use to describe this product? Write 3 below. (Ex: exciting, new, wonderful, cutting-edge, etc.)





NAME \_\_\_\_\_ DATE \_\_\_\_\_ PERIOD \_\_\_\_\_

**2-7****Practice: Word Problems****Bar Graphs and Histograms**

**PUPPIES** For Exercises 1 and 2, use the table below. It shows the results of a survey in which students were asked what name they would most like to give a new pet puppy.

Name	Votes
Max	15
Tiger	5
Lady	13
Shadow	10
Molly	9
Buster	2

**EARTH SCIENCE** In Exercises 3–6, use the table below. It shows the highest wind speeds in 30 U.S. cities.

Highest Wind Speeds (mph)										
52	75	60	80	55	54	91	60	81	58	
53	73	46	76	53	46	73	46	51	49	
57	58	56	47	65	49	56	51	54	51	

1. Make a bar graph to display the data.

**Favorite New Puppy Names**


2. Use your bar graph from Exercise 1. Compare the number of votes the name Shadow received to the number of votes the name Tiger received.

3. Make a histogram of the data.

**Highest Wind Speeds**


4. What is the top wind speed of most of the cities?

5. How many cities recorded wind speeds of 80 miles per hour or more?

6. How many cities recorded their highest wind speeds at 60 miles per hour or more?

# Make an Invention Commercial

Group Members:

**Assignment:** Make a one-minute commercial (CM) for your invention and present it to the class. The commercial must be a video or live action commercial. You can either perform it live in class or make a video and play it for the class.

## Sample TOEIC Part 4 radio commercial:

Hey guys. Are you having trouble sleeping at night? I was too, until I discovered Snoozers. I'd tried everything -- pills, tea, counting sheep -- but nothing was working for me. Then a friend introduced me to Snoozers, an amazing, fast-acting medication that worked the first time I tried it, and has kept on working to give me the rest I deserve. Snoozers is an all-natural, herbal remedy that interacts naturally with your body, leaving you relaxed and ready to lay down and sleep. Just one teaspoonful, mixed with warm water, is all you need to ensure a good night's rest. Just \$9.99 a bottle or you can try it today for free! For a limited time, you can get a free sample by calling 1-888-666-5454. That's 1-888-666-5454. Take it from me, Pat O'Donnell, Snoozers works! Don't spend another night thrashing and turning. Call 1-888-666-5454 for your free Snoozers sample now!

## Planning the Commercial

**Step 1:** Decide on whether you will make a video or live commercial. Will you record it or perform it live?

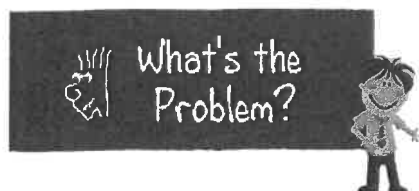
**Note:** Please make sure that your video formatting will work before class starts. Problems with technology are no excuse for not completing the assignment in class.



**Step 2:** Write a script for your commercial using advertising language.

1. What is it?
2. What can it do?
3. How does it make life easier and more convenient?
4. Where can you buy it? Who should buy it?
5. How much does it cost?
6. Use words that make people want to buy it:
  - 1 compound noun - top-quality, economy-size, chocolate-flavored, feather-light, longer-lasting....
  - 1 superlative - It's the best, the fastest, the cheapest....
  - 1 adjective - new, modern, clean....

Script:



Online "How-to" website

## How to Write a Script for a 30-Second Radio Spot

By Christopher Carosa, eHow Contributor

**A 30-second radio spot tells a story---will your script make it one worth remembering?**

*Hey you! Wanna discover the incredibly simple secret to writing a script for a 30-second radio spot? What?! You're asking me, "Why should I want to write effective scripts for 30-second radio spots?" Many consider 30-second radio spots the bread and butter of radio advertising. Most radio ads play for 30 seconds. Longer ads lose the listener's attention (or cause her to change the dial). Shorter ads don't have the time to accomplish anything other than brand-name recognition. If you can write an effective script for a 30-second radio spot, advertisers, producers and businesses will come knocking at your creative door.*

*Read this article and you will uncover the deceptively easy and popular method to writing successful 30-second radio advertising scripts. What is it? Simple, you just tell a story in 23 seconds. Here's how.*

**The intro shown here is the correct length for a 30-second radio commercial**

### How to Write a Script for a 30-Second Radio Spot

**1**

How long is a 30-second script for a radio ad? The intro to this article reads for 30 seconds in "radio-speak." Think of a 30-second radio ad as two segments. The first segment emphasizes the product benefit, and the second segment closes the ad with your tagline. The first segment contains three acts: the Dilemma, the Pain, and the Solution. But first, you must match your product's benefit with a customer's dilemma.

**2**

In Act I, you must immediately grab the listener's attention by forcefully spelling out a problem he needs to solve right now. It could be in the form of a question like the first line of this piece. If your radio advertisement fails to instantly engage the ear, the listener flips to another radio station. In our intro, we present the Dilemma with an opening tease and an implied problem (the reader doesn't know how to write the script for a 30-second radio spot).

**3**

In Act II, you must use the Pain to reinforce the need to solve the Dilemma. In the above intro, we reinforce the opening with reverse psychology (the Pain of denial), proving the importance of 30-second spots and finishing with another luring enticement---earning lots of money! When you reinforce, you allow the listener to justify the momentary shock upon hearing the opening line.

**4**

In Act III, you provide the Solution and graciously cure the listener's pain by solving the original dilemma with a call to action. The intro ends by asking the reader to read this article to get the answer to "how to write a script for a 30-second radio spot."

**5**

Once you've completed your three-act story of the first segment, attach your 7-second tagline and *viola!* -- you just finished your script for a 30-second radio spot. There's no tagline in the intro, but there are other sources for finding how to write a script for a radio tagline.

**6**

Repeat as needed for the number of 30-second spots in your radio marketing campaign's rotation. Be sure to emphasize different benefits in the rotation if you're featuring the same product. If you're promoting different products, show how the same benefits can be obtained in different ways.

### **Tips & Warnings**

- ❖ A 30-second spot often features two characters talking to each other. In this case, it is scripted much like a stage play.
- ❖ Write clearly and unambiguously. Reading your script aloud often lets you catch potential gaffes. Remember, your primary purpose in writing the script is listener understanding.
- ❖ In a radio script, indicate sound effects with the phrase "SFX" in place of the speaker's name.
- ❖ If your script sounds too close to the station format, listeners might mistake your ad for part of the radio show.
- ❖ You should avoid the use of audio homonyms. These go beyond the ones your English teacher taught you and include potentially confusing phrases like "go for" which, when read quickly, might sound like "gopher."
- ❖ Unless you're giving a telephone number or an address, you should try to stay away from using numbers with more than two syllables.
- ❖ Long Web addresses or confusing Web addresses make it harder for the listener to understand. If you have a Web address that contains a number, how will you let the listener know if the number is written in numeral form or spelled out? Likewise, you can spell "and" in your Web address either "and" or "&."