Lesson Plan, 6-9pm, Tuesday, 8 January, 12019 HE rm. 211, SDCE, North City Campus
Instructor: Ms. S. D. Jones

In our Learning Toolbox:
Mind Maps (see example on ShiraDest.Wordpress.com)

6pm:  **Write** one or two sentences explaining what the Y-intercept is.

6:02 Continue on work from your folder (on Reading/Literature/Science/Social Studies).

**7:00-7:15 Grammar:** Subject verb agreement with indefinite pronouns as subject

“Indefinite pronouns are non-specific words like *someone, others, several or none.*

Some of these pronouns are always singular or always plural. But some can change their number—they can be either singular or plural, depending on the context.

It is important to know whether an indefinite pronoun subject is singular or plural so that we can make the verb agree.

**Singular indefinite pronouns**

Singular indefinite pronouns include the compounds of *-body, -one and -thing*, along with the words *one, another, each, either, neither* and *much*. A singular verb is used with these pronouns:

- *Nobody likes* liver for supper.
- *Everyone sings* in the shower.
- *Something smells* funny.
- *One of the keys does* not fit the lock.
- *Each of the members has* the right to bring a guest.
- *Either is* fine with me.

**Plural indefinite pronouns**

A plural verb is used with the pronouns *both, few, many* and *several*, which are always plural:

- *Both of them play* the flute very well.
- *Few read* this well at such a young age.
Many of our young people go to larger cities to find work.

Several of the neighbourhood lawns need to be mowed.”

Let’s do the first question from our grammar activity:

7:15 Mathematics Topic: Practicing graphing with slope-intercept form (Source: P. 159, Common Core Achieve mathematics)
Example 3, page 159: Common Core Achieve mathematics

Process of writing an equation given Point and Slope:
1. Write the form: $Y = mx + b$
2. Substitute known values into the equation
3. Solve if needed to find m and b ($m$= slope, $b$ = the $Y$-intercept)

What is the $Y$-intercept?
Where is the $Y$ axis?

Now, let’s do some of the online math practice activity together:

7:30

1.) Please do the rest of our online grammar worksheet:

and

2.) Please do the remainder of online math worksheet:

Continue with Mathematics work from the books until 8:45.
Exit Questions: Day 58

Fill in the table below in your notebook.

<table>
<thead>
<tr>
<th># Quantity</th>
<th>Fractional Exponents</th>
<th>Radical form</th>
<th>multiply</th>
<th>exponent</th>
<th>fraction</th>
<th>decimal</th>
<th>percent</th>
<th>Por Ciento</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>(64)$^{1/2}$</td>
<td>$\sqrt{}$</td>
<td>4*2</td>
<td>8$^{1}$</td>
<td>64/2, 8/1</td>
<td>8.0</td>
<td>800%</td>
<td>800/100</td>
</tr>
<tr>
<td>$3^{1}$</td>
<td>( )$^{1/2}$</td>
<td>$\sqrt{1/9}$</td>
<td>33*(1/99)</td>
<td>$3^{1}$</td>
<td>.</td>
<td>33%</td>
<td>33/100</td>
<td></td>
</tr>
<tr>
<td>One Quarter</td>
<td></td>
<td></td>
<td>2*(1/8),</td>
<td>4$^{1}$</td>
<td>1/4</td>
<td>.</td>
<td>%</td>
<td>25/100</td>
</tr>
<tr>
<td>One Quarter</td>
<td></td>
<td></td>
<td>1/2 * 1/2</td>
<td>6/1</td>
<td>1200/100</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One fifth ten</td>
<td>(100)$^{1/2}$</td>
<td>$\sqrt{}$</td>
<td>5*2</td>
<td>10/100, 10/1</td>
<td></td>
<td></td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>One tenth</td>
<td>( )$^{1/2}$</td>
<td>$\sqrt{1/100}$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One one hundredth</td>
<td>( )$^{1/2}$</td>
<td>$\sqrt{}$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One one thousandth</td>
<td>( )$^{1/2}$</td>
<td>$\sqrt{}$</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One tenth of one percent</td>
<td></td>
<td></td>
<td></td>
<td>1/1000</td>
<td>.001</td>
<td>.1%</td>
<td>.1/100, (1/10)/100, 1/1000</td>
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</tr>
</tbody>
</table>

8:45 Fill in and show Exit Ticket in your notebook, then get home safely!