Lesson Plan, 6-9pm, Wednesday, 19 September, 12018 HE rm. 211, SDCE, North City Campus  
Instructor: Ms. S. D. Jones

In our **Learning Toolbox**: this thought:  

**Vocabulary:**  
*Copy* into your notes, and *Mind Map* each word:

<table>
<thead>
<tr>
<th>Reading Comp Vocab.</th>
<th>Grammar Vocab.</th>
<th>Math Vocabulary</th>
<th>Test-taking Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>theme</td>
<td>fewer</td>
<td>Operation</td>
<td>pre-read or skim first</td>
</tr>
<tr>
<td>the Crusades</td>
<td>less</td>
<td>Order of Operations</td>
<td>mark easy questions</td>
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<tr>
<td>crusade</td>
<td>discrete</td>
<td>exponent</td>
<td>prioritize questions</td>
</tr>
<tr>
<td>conquer</td>
<td>countable</td>
<td>hundreds, hundredths</td>
<td>do easiest first</td>
</tr>
<tr>
<td>recover</td>
<td>individual</td>
<td>thousands/thousandths</td>
<td>keep track of time</td>
</tr>
</tbody>
</table>

6pm: Spend one minute thinking about writing. How would you find evidence that salt is important?  
**Write** one or two sentences explaining **where you find evidence for your writing**.

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

7pm: Stand up & Stretch, if you wish...  
**Reading Comp.**: What is a **theme**? How can you find the theme of a piece of writing?

“In 1095, Pope Urban II issued a call for a “holy war,” a Crusade, to conquer and control the Holy Land. Over the next 200 years, many Crusades were launched. The goal of these military actions was to recover Jerusalem and the Holy Land from the Muslim Turks.”  
*(Today’s reading comes from P. 280 in Peterson’s Master the HiSET, 2nd Edition…)*

A theme is an idea that is not directly expressed, but that the author wishes the reader to think about while reading a piece of writing.

What is the theme of this paragraph? (True, theme is more for fiction writing, but non-fiction can also have underlying ideas, or themes.)

Why do you think so?

*(for more on theme, see: http://www.readwritethink.org/files/resources/lesson_images/lesson800/theme.pdf)*
Grammar lecture: Fewer vs. Less,

**Less** is used with things/material that cannot be counted or separated into individual parts.

*You can not count orange juice, sunshine, sand etc. (although you can count pints of orange juice, hours of sunshine, grains of sand etc.)*

I would like less custard please. (Custard is not countable)
You get less jam in a smaller jar. (Jam is not countable)
There is a lot less rain in the Greek islands than in Britain. (Rain is not countable)
Once I heard what happened, I had far less sympathy with her. (Sympathy is not countable)

**Fewer** is used with discrete things that can be separated or counted.

*CDs, sausages, cows, people, etc. can be counted.*

If only there were fewer people in this bus. (People are individual, countable things)
He decided he should buy fewer CDs. (CDs are individual, countable things)
Steve always buys fewer drinks than the rest of us! (Drinks are individual, countable things)
I will have to take fewer vacations this year. (Vacations are individual, countable things)

Do the worksheet at: [https://data.grammarbook.com/blog/definitions/fewer-v-less/](https://data.grammarbook.com/blog/definitions/fewer-v-less/)

7:15 Continue with Language Arts work from folders until 7:45; Break if desired, from 7:30-7:45

7:45 Math review warm-up Question: **What is a mathematical operation? Ask any math questions!!!**

Work on your mathematics from folders...

8:20: Stand up & stretch, think about fractions. Please write one sentence explaining why it is important to work out mathematical operations in a specific order.

8:22 Mathematics: Order of Operations, and multiplying by 10, 100, or 1000

Why would we need to do operations in a certain order?

The order of operations states that operations (always left to right) are:
1. Parenthesis
2. Exponents
3. Multiplication
4. Division
5. Addition
6. Subtraction
7 Many people use the acronym Please Excuse My Dear Aunt Sally, or PEMDAS (Parentheses, Exponents, Multiplication & Division, Addition & Subtraction), to remember the order.

Now let’s solve: $6 + 27 ÷ 3 = x,$
\[ 5 \times 2 + 12 \div 6 = y \]
\[ 17 - (4 + 3) = z \]
(Notice the wrong answer you can get if you go the wrong direction...)

Do online practice exercise on Khan Academy: https://www.khanacademy.org/math/pre-algebra/pre-algebra-arith-prop/pre-algebra-order-of-operations/e/order_of_operations_2 if a computer is free, or on your phone using the Khan Academy app.

What happens when we multiply any number by 10?  By 100?  By 1000?

Do online worksheet practice at https://www.khanacademy.org/math/arithmetic/arith-review-multiply-divide/arith-review-mult-10s-100s-1000s/e/multiply-1-digit-number-by-multiple-of-10-100-1000

8:40 **Exit Questions**: 1. Write one sentence explaining when to use less vs. fewer.
2. What math questions do you have from tonight’s lesson?
3. solve 4*100, 5*1000, 8*10, 20*100, and 33*1000.
4. What is PEMDAS?

8:45 Turn in Exit Slip, Dismissal