Lesson Plan, 6-9pm, Monday, 24 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 Vocabulary</th>
<th>Math Vocabulary</th>
<th>Test-taking Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opinion: id &amp; support:</td>
<td>Pronoun-antecedent agreement:</td>
<td>Percents:</td>
<td>distinguish opinion/fact</td>
</tr>
<tr>
<td>identifying opinion</td>
<td>singular</td>
<td>decim</td>
<td>use pronoun-antecedents</td>
</tr>
<tr>
<td>supporting opinion</td>
<td>antecedent</td>
<td>cent</td>
<td>stands in</td>
</tr>
<tr>
<td>distinguish</td>
<td>ante</td>
<td>per</td>
<td>substitution</td>
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<tr>
<td>millennium</td>
<td>plural</td>
<td>tenths</td>
<td>trial &amp; error</td>
</tr>
<tr>
<td>2 millennia</td>
<td>prounoun</td>
<td>hundredths</td>
<td>Math -word problems</td>
</tr>
</tbody>
</table>

6pm: Spend one minute imagining the Middle Ages in Damascus.  
**Write** one or two sentences explaining *what you think or feel when you think about the what life may have been like in Damascus 1000 years ago...*

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

7pm: Stand up & Stretch, if you wish...  
7:00 to 7:07 Reading Comprehension  
7:07 to 7:15 we will have our Grammar lecture, using this passage  
7:15 to 7:25 we will have our math lecture, also using this same passage.  
7:25-7:30 We will do the first question/problem from *each* online worksheet together, then you finish the online activities from all three lectures individually on the classroom computers, on your laptop or, on your smart phone.

7:00-7:07 **Reading Comprehension**: What is *opinion*, and how can opinion be *supported* in writing? Would making a Mind Map help you remember the difference, and would making an outline help to organize your possible choices of supporting evidence?
Today’s Passage is from an interview about the Middle Ages in the Islamic World.

“Tell me about medieval Islamic civilization. Wasn’t there a flowering in the 9th and 10th centuries?

SM: Actually, Islam’s “golden age” goes much longer, from the 9th to the 14th centuries—and it moves around, from Baghdad to Damascus to Cairo. Within that time, there were golden ages of mathematics and astronomy and medicine, with many advances.” One examples: A physician named Ibn al-Nafis, who lives in the 13th century in Cairo, was the first person to describe the pulmonary circulation of blood—four centuries before the Europeans discovered that.

The main accomplishment was when, on a large scale, Muslims began to creatively engaged with the science and philosophy of the classical Greco-Roman-Byzantine tradition—and began to rethink those ideas. For pretty much the whole apparatus of science, mathematics and logic, Muslim scholars, along with others based in the Muslim world, provided corrections to the Greco-Roman tradition. The place-holder 0, which allows the decimal system to function, was introduced during this period.  (Today’s reading comes from https://www.history.com/news/why-muslims-see-the-crusades-so-differently-from-christians…)

What is the opinion in this paragraph?
Is the opinion supported?
Where?
Where are the three Grammatical errors?

7:07 Grammar lecture: Singular Pronoun-antecedent agreement

An antecedent stands in for an earlier pronoun. (ante = "before"). The pronoun must agree with its antecedent in number. A singular pronoun must replace a singular noun, and a plural pronoun must replace a plural noun.  (We continue with plural pronouns tomorrow...)

i.e.: The judge wrote her verdict last night.

Let’s find the pronoun and antecedent in our reading above...

Rules:

<table>
<thead>
<tr>
<th>Titles of single entities. (books, organizations, countries, etc.): singular</th>
<th>The Grapes of Wrath made its characters seem real.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plural form subjects with a singular meaning: singular (the news, the measles, mumps, physics, etc)</td>
<td>The news has lost much of its sting two days later.</td>
</tr>
<tr>
<td>Every or “Many a” before a noun or a series of nouns: singular.</td>
<td>Every cow, pig, and horse lost its life in the fire. Many a girl wishes she could sing like Tina Turner.</td>
</tr>
<tr>
<td>The number of vs A number of before a subject: The number of...: singular.</td>
<td>The number of volunteers increased its ranks daily.</td>
</tr>
</tbody>
</table>
Please write one sentence using a pronoun and its antecedent... (i.e. “Lincoln wrote his speech on the back of an envelope.”)

Now, let’s do the first question on https://www.khanacademy.org/humanities/grammar/syntax-conventions-of-standard-english/subject-verb-agreement-and-pronoun-antecedent-agreement/e/pronoun-antecedent-agreement together...

7:15  **Mathematics: Converting Decimals to Percents**

How many years is four centuries?
When was the 14th century? Is 1348 part of the 14th century?
Why is zero important as a placeholder?
What is a **decimal**? What is a **percent**? Can we convert from one to the other? What does it allow us to do?

- Does .1 = .10?
- Does .10 = .100? Why?
- Express all three as fractions.
- Let’s solve: .1 = %x = y/z
- Now let’s write “one one hundredth” as a fraction, decimal, and percent.
- Now write one percent as a fraction, decimal, and percent.
- Now write one as a whole number, fraction, decimal, and percent.
- Now write “one and a half” as a fraction, decimal, and percent.

Now let’s do the first online worksheet problem together: https://www.khanacademy.org/math/pre-algebra/pre-algebra-ratios-rates/pre-algebra-percent-decimal-conversions/e/converting_decimals_to_percents

7:30  

1.) Please do the rest of our online grammar worksheet from Khan Academy: https://www.khanacademy.org/humanities/grammar/syntax-conventions-of-standard-english/subject-verb-agreement-and-pronoun-antecedent-agreement/e/pronoun-antecedent-agreement and

2.) Please do the remainder of online math worksheet on Khan Academy: https://www.khanacademy.org/math/pre-algebra/pre-algebra-ratios-rates/pre-algebra-percent-decimal-conversions/e/converting_decimals_to_percents.

**Mathematics work online and/or in books from 7:45 until 8:45.**
8:40  **Exit Questions:**

1. Write one sentence explaining the difference between decimals and percents.
2. Do you think that a percent is also a ratio or proportion? Why or why not?
3. Write one quarter as a fraction, decimal and a percent.
4. Please **write** one sentence explaining when you generally see percents.

8:45  Turn in Exit Slip, Dismissal