In our *Learning Toolbox*:
Vocabulary from Greek and Latin (and today, we have a treat for Spanish-speakers!!)

**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>Facts vs. Opinion: telling the difference</td>
<td>Pronoun-antecedent agreement: Plural</td>
<td>Percents, Ratios/ proportions:</td>
<td>look for key adjectives</td>
</tr>
<tr>
<td>identifying facts vs. opinion</td>
<td>singular</td>
<td>cent</td>
<td>subject context</td>
</tr>
<tr>
<td>period</td>
<td>antecedent</td>
<td>per</td>
<td>Math -Latin!!</td>
</tr>
<tr>
<td>exploration</td>
<td>ante</td>
<td>different form, but same or equivalent value</td>
<td>decide if a problem/quantity can be translated</td>
</tr>
<tr>
<td>age</td>
<td>plural</td>
<td>form</td>
<td>different form</td>
</tr>
<tr>
<td>route</td>
<td>pronoun</td>
<td>value/quantity</td>
<td>equivalent</td>
</tr>
</tbody>
</table>

6pm: Spend one minute imagining being a sailor in the Middle Ages.
**Write** one or two sentences explaining *what you imagine life may have been like had you lived in Europe during the European Age of Exploration...*

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 do 1st 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 *fact*, and how can opinion be distinguished from fact in writing? Would making a Mind Map help you spot the differences, and would making an outline help to organize your possible choices?
The great period of European travel from the latter half of the fifteenth through the sixteenth century is generally referred to as the Age of Exploration. Was it really great? Christopher Columbus (1451–1506), find the "New World" for the Spanish monarchs, Isabella I of Castile (r. 1474–1504) and Ferdinand II of Aragon (r. 1479–1516). The first English voyage around the world was made by Sir Francis Drake (ca. 1540–1596), who claim the San Francisco Bay for Queen Elizabeth; Vasco da Gama’s (ca. 1460–1524) sail to India and led the exploration of the west coast of Africa; Bartolomeu Dias’ (ca. 1450–1500) discover the Cape of Good Hope; and Ferdinand Magellan’s (1480–1521) find a route through the Americas to the east, which led to European discovery of the passage known today as the Strait of Magellan.

(Today’s reading is adapted from https://www.metmuseum.org/TOAH/HD/expl/hd_expl.htm with a link to Isabel la Católica at http://www.rtve.es/television/isabel-la-catolica/la-serie/…)

What is the opinion in this paragraph? Where are the facts? How can we distinguish opinion from fact in a passage? Where are the Grammatical errors?

7:07 Grammar Topic: Plural Pronoun-antecedent agreement

An antecedent stands 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 are continuing with plural pronouns from yesterday...)

i.e.: The judges wrote their dissenting opinions last night.

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

Rules: (source: https://webapps.towson.edu/ows/pro_antagree.htm...)

<table>
<thead>
<tr>
<th>Compound subjects joined by and: plural</th>
<th>Jones and Smith made their presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subj. or/nor: <strong>plural</strong> antecedent closer to pronoun</td>
<td>Neither the director nor the actors did their jobs.</td>
</tr>
<tr>
<td>Subj. or/nor: <strong>singular</strong> antecedent closer to pronoun</td>
<td>Neither the actors nor the director did his or her job.</td>
</tr>
<tr>
<td><strong>The number of</strong> vs <strong>A number of</strong> before a subject: <strong>A number of...</strong>: plural.</td>
<td>A number of volunteers are offering their help.</td>
</tr>
<tr>
<td>Collective Noun: one</td>
<td>The jury read its verdict.</td>
</tr>
<tr>
<td>Collective Noun: as individual units</td>
<td>The jury members disagreed among themselves.</td>
</tr>
<tr>
<td>sources:</td>
<td><a href="https://webapps.towson.edu/ows/pro_antagree.htm">https://webapps.towson.edu/ows/pro_antagree.htm</a> <a href="http://depts.dyc.edu/learningcenter/owl/agreement_pa.htm">http://depts.dyc.edu/learningcenter/owl/agreement_pa.htm</a></td>
</tr>
</tbody>
</table>
Please write one sentence using a plural pronoun and its antecedent...

7:15  Mathematics Topic: Ratios and Proportions: How far have we sailed?!
Why would we want to know how to divide one day into portions?

“Because one day is 24 hours long one can easily use time to calculate longitude. One hour of time difference corresponds to 15° of longitude (360°” longitude per 24 hours is “15°/hour). Suppose an observer sets his accurate watch to 12:00 at noon in Greenwich, England and then travels a great distance. The observer then notices that the sun is highest in the sky at 4:00 according his watch. The observer then knows he is at longitude 60° W (4 hours ×15°/hour = 60°).”  (from http://astro.unl.edu/naap/motion1/tc_finding.html...)

Grammar aside: What preposition is missing in the second to last sentence?
A ratio is, for example, 1 part rice to 2 parts water (1to 2, or 1:2 or 1/2).
Now we are using degrees in longitude to hours traveled as a ratio.
What shape is the earth, and how do we measure distance for that shape?
How do we confirm that the sun appears to travels 15 degrees in one hour?
What does having the equivalent value in hours allow us to do? (It’s the topic of this paragraph!)
What proportion of the earth does the sun travel in one hour?
What makes a percent a ratio? For example, %50 of one’s income goes to rent; & the other half?

Now, let’s do the first question together from our online Grammar worksheet: http://depts.dyc.edu/learningcenter/owl/exercises/agreement_pa_ex1.htm

And let’s do the first problem from our Ratios practice together (you may also do the easier ratios introductory review on Khan Academy, if you like): https://www.khanacademy.org/math/pre-algebra/pre-algebra-ratios-rates/pre-algebra-ratios-intro/e/representing-ratios

Please finish the remainder of both online worksheet individually.

Mathematics work online and/or in books from 7:45 until 8:45.

8:40  Exit Questions: 1. Write one sentence explaining why ratios are important.
2. What is the proportion of rice to water in a 1:2 recipie, rice:water?
3. The human body is %60 water; what percent is solid?
4. Express the above proportion as a fraction.

8:45  Turn in Exit Slip, Dismissal