Lesson Plan, 6-9pm, Thursday, 18 October, 2018 HE rm. 211, SDCE, North City Campus
Instructor: Ms. S. D. Jones

In our **Learning Toolbox:** Remember to write in your math and other journals!!

**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><strong>Context</strong></td>
<td>Commas and direct address/Introductions</td>
<td>Rectangles, squares, and <strong>triangles</strong></td>
<td>Breaking tasks down into smaller pieces</td>
</tr>
<tr>
<td>Figure out meaning</td>
<td>direct address</td>
<td>Area</td>
<td>Translate into words</td>
</tr>
<tr>
<td>From the context</td>
<td>Introductions</td>
<td>perimeter</td>
<td>Rewrite the problem</td>
</tr>
<tr>
<td>Re-read the paragraph</td>
<td>Adjective clauses</td>
<td><strong>Rectangles, squares</strong></td>
<td>Organize your data</td>
</tr>
<tr>
<td>Think of the tone</td>
<td>Commas as separators</td>
<td>Tri</td>
<td>List unknowns</td>
</tr>
<tr>
<td>Imagine the scene</td>
<td>Modifier clauses</td>
<td><strong>triangles</strong></td>
<td>List known information</td>
</tr>
</tbody>
</table>

6pm:
**Write** one or two sentences explaining what you think might be the differences between area and perimeter.

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

7pm:
**Standing up & Stretch, if you wish...**

7:00 to 7:07 Reading Comprehension

7:07 to 7:15 Grammar lecture, using the passage below.

7:15 to 7:25 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 lectures individually on the classroom computers.

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

7:00-7:07: **Reading Comp.** finding meaning of words from the context

Today's Passage: “many americans believed in the concept of Manifest Destiny. Accordingly, they felt that the united states and its ideas were destined to control the entire continent. By 1848, the united states had taken the Southwest from Mexico and achieved its “destiny” to reach from sea to shining sea.” *(Today's reading comes from P. 254 in Peterson's Master the HiSET, 2nd Edition ...)*

Where are the Grammatical errors?
What is propaganda?
What might the words **Manifest Destiny** mean?
7:07 **Grammar:** 
**Commas and direct address/Introductions**

Direct address: Yes, I can help you.

Introduction: Bill, meet Ted.

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**Using Commas for Direct Address:**

When addressing someone directly, writers should separate the name being used (e.g., John, Mary, my darling, you little rascal, my son) from rest of the sentence using a comma or commas.

Alan, put your hand up if you do not understand.

(Alan is being addressed. The word Alan is said to be in It must be separated from the rest of the sentence with a comma.)

Where do you think you are going, you little devil?

(Somebody is being addressed as you little devil)

(source: https://www.grammar-monster.com/lessons/commas_with_vocative_case.htm)

Let’s practice the first question (reviewing clauses from yesterday, as well...):


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7:15 **Mathematics Topic:** Perimeter and Area of rectangles, squares, and triangles

Why would we want to convert between forms of expression? Sometimes a problem is easier to solve in an equivalent form...

**Relationship between rectangles, squares, & triangles:**

<table>
<thead>
<tr>
<th>Remember</th>
<th>Perimeter</th>
<th>Area</th>
</tr>
</thead>
<tbody>
<tr>
<td>Squares are rectangles</td>
<td>Distance around</td>
<td>B*h</td>
</tr>
<tr>
<td>A rectangle is Two triangles</td>
<td>Distance around</td>
<td>1/2b*h</td>
</tr>
</tbody>
</table>
So, **triangles** and **squares** are just another form of **rectangle**, and triangles are half of a rectangle!

Let’s chart some **Ways to Express Any Number X**

<table>
<thead>
<tr>
<th>#</th>
<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>√64</td>
<td>4*2</td>
<td>8¹</td>
<td>64/2, 8/1</td>
<td>8.0</td>
<td>800%</td>
<td>800/100</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>(1/9)¹/²</td>
<td>√1/9</td>
<td>33/99</td>
<td>3⁻¹</td>
<td>1/3</td>
<td>.3333</td>
<td>33%</td>
<td>33/100</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>(144)¹/²</td>
<td>√144</td>
<td>12<em>1,3</em>2⁻¹</td>
<td>12⁻¹</td>
<td>12/1,24/2</td>
<td>12.000</td>
<td>1200%</td>
<td>1200/100</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>9¹/²</td>
<td>√9</td>
<td>3<em>1, 3</em>3⁰</td>
<td>3⁻¹</td>
<td>9/3, 12/4</td>
<td>3.00</td>
<td>300%</td>
<td>300/100</td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>(27*27)¹/²</td>
<td>√(27*27)</td>
<td>3<em>3</em>3</td>
<td>3⁻¹*3⁻²</td>
<td>27/1</td>
<td>27.00</td>
<td>2700%</td>
<td>2700/100</td>
<td></td>
</tr>
</tbody>
</table>

Now, let’s do the first online math worksheet problem together: *(Be sure to see the hint, and make a rectangle out of a triangle!!*)

https://www.khanacademy.org/math/geometry/hs-geo-foundations/hs-geo-area/e/area_of_triangles_1

7:30

1.) Please, finish the grammar activity:

and

2.) Please do the remainder of online math worksheet:
https://www.khanacademy.org/math/geometry/hs-geo-foundations/hs-geo-area/e/area_of_triangles_1

8:40 **Exit Questions:**
1. Please **write** one sentence explaining why a triangle is part of a rectangle. Could you use the same formula to find the area for either a triangle or a rectangle? (yes/no)
   
   2. What does the word “tri” mean?
   3. How many degrees does the inside of a TriAngle have?
   4. Show how the area of a triangle is related to the area of a rectangle.

8:45 Turn in Exit Slip   Dismissal