Lesson Plan, 6-9pm, Thursday, 15 November, 2018 HE rm. 211, SDCE, North City Campus
Instructor: Ms. S. D. Jones

In our Learning Toolbox:
Knowing why color, shapes and images are crucial to your note-taking, and using Cornell Notes.

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

<table>
<thead>
<tr>
<th>Reading Comp. Vocab.</th>
<th>Grammar Vocabulary Context</th>
<th>Math Vocabulary</th>
<th>Test-taking Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discrete</td>
<td>Fewer/less</td>
<td>Opposite side/leg</td>
<td>Attention to detail</td>
</tr>
<tr>
<td>Individual</td>
<td>Bare/bear, allowed/aloud, break/br.</td>
<td>45-45-90 isosceles, 30-60-90</td>
<td>Words matter (i.e. about means round…)</td>
</tr>
<tr>
<td>Countable vs. non-countable</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6pm: Write one or two sentences explaining what you think might be Cornell Notes and how to take efficient notes in class.

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

7pm: Stand up & Stretch, if you wish...
7:00 to 7:15 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.

7:00-7:15 Grammar: More words in context: Less/Fewer, Bare/bear, allowed/aloud, advice/advise, and break/brake

Rules: Use the word less for things like ‘water,’ which cannot be counted individually, and fewer for countable discrete objects, like spoons or ice cubes or 5 drops of water.

Other words need to be seen in context to know which to use. Let’s look at some examples:
Let’s do the first question from our grammar activity:
https://www.khanacademy.org/humanities/grammar/usage-and-style/frequently-confused-words/e/frequently-confused-words--assorted

7:15  Mathematics Topic:  **Area of squares, and the Pythagorean Theorem**

Now, let’s do some of all of the online math practice activity together:
https://www.khanacademy.org/math/basic-geo/basic-geometry-pythagorean-theorem/geo-pythagorean-theorem/e/use-area-of-squares-to-visualize-pythagorean-theorem

7:30  
1.) Please do the rest of our online grammar worksheet:
https://www.khanacademy.org/humanities/grammar/usage-and-style/frequently-confused-words/e/frequently-confused-words--assorted

and

2.) Please do the remainder of online math worksheet:
https://www.khanacademy.org/math/basic-geo/basic-geometry-pythagorean-theorem/geo-pythagorean-theorem/e/use-area-of-squares-to-visualize-pythagorean-theorem

8:40  **Exit Questions:**  Thursday, Day 42

1. Write one sentence explaining the relationship between the areas of two squares whose sides form the legs of a right triangle, and the area of the square whose side is the hypotenuse of that triangle.

2. What is the theorem called that describes the above relationship?

3. Write the formula for the above theorem, in your notebook.

4. Fill in the last two lines 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>√64</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>(1/9)^{1/2}</td>
<td>√1/9</td>
<td>33*(1/99)</td>
<td>3^1</td>
<td>1/3</td>
<td>.3333</td>
<td>33%</td>
<td>33/100</td>
</tr>
<tr>
<td>One Quarter</td>
<td>(144)^{1/2}</td>
<td>√144</td>
<td>3<em>4, 6</em>2</td>
<td>4^1</td>
<td>1/4</td>
<td>.25</td>
<td>25%</td>
<td>25/100</td>
</tr>
<tr>
<td>twelve</td>
<td>(144)^{1/2}</td>
<td>√144</td>
<td>3<em>4, 6</em>2</td>
<td>4^1</td>
<td>1/4</td>
<td>.25</td>
<td>25%</td>
<td>25/100</td>
</tr>
</tbody>
</table>

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