Lesson Plan, 6-9pm, Wednesday, 11 December, 12018 HE rm. 211, SDCE, North City Campus
Instructor: Ms. S. D. Jones

In our Learning Toolbox:
Times Tables and the Perfect Squares Diagonal!!

6pm:
Write one or two sentences explaining what you think the difference might be between the words *linear* and *line*, and why that might be important in your studies.

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 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: review of Prepositional Phrases

**Prepositional Phrase**

A prepositional phrase sometimes complicates subject – verb agreement.

A prepositional phrase is composed of:

- a *preposition* followed by a *noun* or *pronoun object*
Here is a list of frequently used prepositions:

<table>
<thead>
<tr>
<th>to</th>
<th>for</th>
<th>without</th>
<th>over</th>
<th>along</th>
</tr>
</thead>
<tbody>
<tr>
<td>in</td>
<td>from</td>
<td>after</td>
<td>except</td>
<td>across</td>
</tr>
<tr>
<td>into</td>
<td>on</td>
<td>about</td>
<td>until</td>
<td>down</td>
</tr>
<tr>
<td>at</td>
<td>upon</td>
<td>above</td>
<td>between</td>
<td>through</td>
</tr>
<tr>
<td>by</td>
<td>with</td>
<td>under</td>
<td>behind</td>
<td>of</td>
</tr>
</tbody>
</table>

A prepositional phrase may be placed between the subject and verb.
In the above example, the singular verb *is* agrees with the singular subject *boy*.

Sometimes, however, a prepositional phrase inserted between the subject and verb makes agreement more difficult.

*Car* is the singular subject. *Was* is the singular helping verb which agrees with *car*. If we aren’t careful, however, we may mistakenly label *riders* as the subject since it is nearer to the verb than *car* is. If we choose the plural noun, *riders*, we will incorrectly select the plural verb *were*.

**Solution to the Prepositional Phrase Problem**

1. Learn the major prepositions (to, for, by, with, of, from…).

2. Be alert for prepositional phrases placed between the subject and verb, and identify the noun in the phrase immediately as the *object of a preposition*: An object of a preposition can NEVER be a *sentence subject*. 
3. Locate the true sentence **subject** and choose a verb which agrees with it.

The **car** (with many riders) **was** speeding around the curve.

4. Remember the indefinite pronoun EXCEPTIONS considered in Section 3.5, p.18: **Some, Any, None, All,** and **Most.** The number of these subject words IS affected by a prepositional phrase between the subject and verb."

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

If you want extra practice, go to

Let’s do the first question from our grammar activity:

7:15 Mathematics Topic: **Combining like terms** (Source: P. 95 Common Core Achieve mathematics)

Who can remind us what Like Terms are?
Are 2x and 5y like terms?
How about 3m and 7m?

What happens if we add a number \( m \) to itself three times?

If the variables having the same **index** makes them like terms, then what do the numbers attached to (next to) them, called **coefficients**, mean?

(Source: Example 6, page 95: Common Core Achieve mathematics)

Now, let’s do some of the online math practice activity together:
https://www.khanacademy.org/math/cc-sixth-grade-math/cc-6th-expressions-and-variables/cc-6th-combining-like-terms/e/combining-like-terms-0.5

7:30 1.) Please do the rest of our online grammar worksheet:
2.) Please do the remainder of online math worksheet: 
https://www.khanacademy.org/math/cc-sixth-grade-math/cc-6th-expressions-and-variables/cc-6th-combining-like-terms/e/combining-like-terms-0.5

8:40 **Exit Questions:** Wednesday, Day 53

Fill in all the quantities 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 fraction</th>
<th>decimal</th>
<th>percent</th>
<th>Por Ciento</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2</td>
<td>√</td>
<td>4*2</td>
<td>8¹</td>
<td>64/2, 8/1</td>
<td>8.0</td>
<td>%</td>
<td>800/100</td>
</tr>
<tr>
<td>3¹</td>
<td>(1/ )¹²</td>
<td>√</td>
<td>33*(1/99)</td>
<td>3¹</td>
<td>1/3</td>
<td>.3333</td>
<td>33%</td>
</tr>
<tr>
<td>One Quarter</td>
<td></td>
<td></td>
<td>2*(1/8),</td>
<td>4¹</td>
<td>.25</td>
<td>%</td>
<td>25/100</td>
</tr>
<tr>
<td>6</td>
<td>( )¹²</td>
<td>√36</td>
<td>3*2</td>
<td>6/1</td>
<td></td>
<td>10%</td>
<td></td>
</tr>
</tbody>
</table>

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