Lesson Plan, 6-9pm, **Wednesday, 5 September, 12018 HE rm. 211**, SDCE, North City Campus  
Instructor: Shira Destinie Jones

In our **Learning Toolbox**: this thought:  
“Keep a-plugin’ away...”  

**Vocabulary:**  
Copy into your notes, and **MindMap** each word (what is a **Mind Map**?!

<table>
<thead>
<tr>
<th>Vocabulary</th>
<th>Copy into your notes, and <strong>MindMap</strong> each word (what is a <strong>Mind Map</strong>?!)</th>
</tr>
</thead>
<tbody>
<tr>
<td>river banks</td>
<td>verb tense ordering context</td>
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<tr>
<td>silt</td>
<td>past x+2 &gt; y+2 figure out from context</td>
</tr>
<tr>
<td>minerals</td>
<td>present y&lt;x valley</td>
</tr>
<tr>
<td>Pharaoh</td>
<td>future terms reign</td>
</tr>
<tr>
<td>pyramid</td>
<td>action like terms Cycle</td>
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</table>

6pm:  Spend two minutes imagining ancient Egypt.  
**Write**, one or two sentences explaining: **If I were an ancient Egyptian, why would I love the Nile river?**  
(si no se puede en inglés, no se preocupe; en espan–ol también está bien, l@ ayudará a traducir en inglés, français aussi...)  
**6:02** Continue on work from your folder (on Reading/Literature/Science/Social Studies).

7pm:  Stand up & Stretch!  
Reading Comp.: What is **context**?  **How can you understand words from the context?**

The ancient Egyptians lived along the banks of the Nile river. The Nile’s annual flood **cycle** was essential to the development of ancient Egypt. Every year the river flooded the **valley**, enriching the soil with **silt** and **minerals**. The ancient Egyptians believed their pharaohs to be gods who **reigned** even after death, so their **tombs** were very important. The largest **tomb**, called the Great **Pyramid**, was built in 2530 BCE.

What is a science word for **putting things back** into someplace?  
Grammar lecture: **Verbs, past, present & future tenses**  
What is a verb tense?  What does a verb tense tell us?  **(time)** Name some examples of verb tenses.  **Does a verb always have a tense?**  
**What does a verb have to agree with, in English?** (doy das da damos dais dan...)  
Show agreement with Verbs named earlier

Worksheet ([http://www.englishforeveryone.org/PDFs/To_Be_Exercise_12.pdfm](http://www.englishforeveryone.org/PDFs/To_Be_Exercise_12.pdfm)  
ans.: [http://www.englishforeveryone.org/PDFs/To_Be_Answer_Key.pdf](http://www.englishforeveryone.org/PDFs/To_Be_Answer_Key.pdf)  
Or do online KhanAcademy Verb tenses exercise, after logging in...
7:15 Continue with Language Arts work from folders until 7:45; Break if desired, from 7:30-7:45
7:45 Math review warm-up Question: When was BCE? What does CE mean?
What is 2018 CE? Ask any math questions!!!

Work on your mathematics from folders...

8:20: Stand up & stretch, think about calendars.
Please write one sentence explaining when 50 BCE was, and why. About how long ago was that?

8:22 Mathematics: Order: \( x > y \)

If you wanted to explain how long ago the Great Pyramid was built, how would you begin?
Which was a longer time ago, 500 BCE or 1776 CE?
Why?
Let’s draw the distance between 500BCE and 50 BCE: (volunteers?)
How far is 500BCE from 50BCE?
Where is Year 0 BCE/CE?
What is the total distance from 500BCE to 1776 (to tell us how many years have passed)?
How can we draw any positive number \( x \) to show that it is less than any positive number \( y \)?
How can we draw any negative number \( x \) to show that it is less than any negative number \( y \)?
Can we show them both at the same time?

Could you use a number line to do subtraction? What other tools can you use to help you do subtraction problems?

Do online ordering exercise, after logging in...
(Plato/Edmentum, Khan Academy optional...)

8:40 Exit Questions: 1. What is |−15|?
2. What is |15|?
3. Draw \( x < y \)
4. On the same number line, draw \(-x < -y\)

8:45 Turn in Exit Slip, Dismissal

*This quotation comes from a famous poem by Paul Lawrence Dunbar.*