

Lesson Plan, **6-9pm, Tuesday, 16 October, 12018 HE rm. 211**, SDCE, North City Campus  
 Instructor: Ms. S. D. Jones

**In our Learning Toolbox:**

Where to find information about **getting extra help**, Students may or may not identify as a “person with a disability” BUT if a student is finding that they are getting lost in the subject matter or are having trouble and don’t know why they are welcome to come talk to me and explore what might be going on and if they are eligible for services.

DSPS services are voluntary and confidential

**: Meredith Ross**

Meredith Ross is the DSPS Counselor for this campus. She is **here Tuesdays and Thursdays from 8am-4pm. She can be reached by phone at (619)388-1821 or email mross001@sdccd.edu –**

Appointments can also be made at the front desk or by calling (619)388-1800.

(DSPS stands for Disability Support Programs and Services.)

**Vocabulary:**

Copy into your notes, and Mind Map each word:

<u>Reading Comp. Vocab.</u>	<u>Grammar Vocabulary</u>	<u>Math Vocabulary</u>	<u>Test-taking Skills</u>
<b>Declaration of Independence: Why?</b>	<b>Compound sentences and commas</b>	<b>Converting Exponents to Radicals:</b>	<b>Breaking tasks down into smaller pieces</b>
imposed	clauses	Fractional exponent	Process of elimination
colonies	Adjective clauses	Radical form	Pacing
severely	Compound sentences	Square root	Pace yourself
restricted	Commas as separators	Cube root	Divide test time by the # of questions on test
freedoms	semicolons as separators	Nth root	Plan which to do first

6pm:

**Write** one or two sentences explaining what you think might be the differences between a simple sentence and a compound sentence.

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.**

7:00-7:07: **Reading Comp.:** compound sentences

**Today's Passage:**

**“in the 1760s. the English imposed several unpopular taxes on the American colonies; they helped pay off the debt from the French and Indian War. england also imposed laws that the colonists thought severely restricted their freedoms. (Today's reading comes from P. 252 in Peterson's Master the HiSET, 2nd Edition ...)**

Where are the Grammatical errors?

**7:07 Grammar** Identifying compound sentences

A compound sentence is one that could be two sentences. The combined sentences are separated by either a comma or by a semicolon.

*Where do you think there could be a compound sentence in today's reading passage?*

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

<https://www.khanacademy.org/humanities/grammar/syntax-sentences-and-clauses/types-of-sentences/e/simple-and-compound-sentences>

**7:15 Mathematics Topic: Relationship between fractional exponents, radicals, & Perfect Squares and Cube numbers:**

Rule	Three-Forms Example
Denominator of fractional exponent = root	$8^{1/3} = \sqrt[3]{8} = 2$
Square root is the default Radical	$16^{1/2} = \sqrt{16} = 4$

(Source:)

So, exponents really are just radicals in a different form!

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

# Quantity	Fractional Exponents	Radical form	multiply	exponent	fraction	decimal	percent	Por Ciento
8	$(64)^{1/2}$	$\sqrt{64}$	$4*2$	$8^1$	$64/2, 8/1$	8.0	800%	800/100
$3^{-1}$	$(1/9)^{1/2}$	$\sqrt{1/9}$	$33/99$	$3^{-1}$	$1/3$	.3333	33%	33/100
12	$(144)^{1/2}$	$\sqrt{144}$	$12*1, 3*2^2$	$12^1$	$12/1, 24/2$	12.000	1200%	1200/100
3	$9^{1/2}$ $(3*3)^{1/2}$ $(3^{1/2}*3^{1/2})$ $3^{(1/2+1/2)}$	$\sqrt{9}$ $\sqrt{3*3}$ $\sqrt{3*3}$	$3*1,$ $3*3^0$	$3^{1/2+1/2}$ $3^1$	$9/3, 12/4$	3.00	300%	300/100

27	$(27 \cdot 27)^{1/2}$ $(27^{1/2} \cdot 27^{1/2})$	$\sqrt{(27 \cdot 27)}$	$3 \cdot 3 \cdot 3$	$3^1 \cdot 3^2$	27/1	27.00	2700%	2700/100

Now, let's do the first online math worksheet problem together: (pick easy or challenging...)

Converting Exponents to Radicals: Easy activity

Converting Exponents to Radicals: Challenging activity

**7:30**

1.) Please finish your grammar activity:

<https://www.khanacademy.org/humanities/grammar/syntax-sentences-and-clauses/types-of-sentences/e/simple-and-compound-sentences>

and

2.) Please do the remainder of online math worksheet: **Converting Exponents to Radicals: Easy activity** and try the Challenging activity if you want to ...

8:40 **Exit Questions:** 1. Please **write** one sentence explaining why a fractional exponent is the same as a radical. Could you use either form to express the same quantity? (yes/no)

2. What denominator does a square root have, as a fractional exponent?

3. Please write the square root of 64 in both radical and fractional exponent forms.

4. Is this sentence a compound sentence?

8:45 Turn in Exit Slip, Dismissal