Teaching children language, spelling and grammar.

I want to make a way to teach children how to say new words - as all words are new in grade one - and then how to spell them and how to arrange them. what am i getting myself into?

Okay, let's start with word recognition? every child should have arranged for them a booklet of all the most common words as set forth by their education department. then, they should sing the letters for each word to learn how to spell them, all together.

For grammar, they should be taught that they need to start with an "object" and a prefix for the object, so, they should learn that they need to, before they write a sentence, give the object a prefix. this should usually be the word "the." so first, they get their object - hey this sounds like programming! - then they move it one space to the right, so they first need a person, object or subject to have added after the prefix of the sentence. these can be people or things, or, if there is a second object, it gets harder!

Then, comes the verb. this is the doing word - what is the object doing? is the man walking, the dog barking, or the mommy cooking? if they were to learn that objects or subjects do something, or have a "verb" that is either a doing word, or the word "is," being a verb of sorts, and basically trying to describe what your object is doing. okay?

Now, the 'description' of what the object is doing. basically, it would be that the object is doing something in a certain way. is the man walking quickly, is the dog barking fiercely, or is the mommy cooking happily? this will mean the description of what the object or person or thing is doing.

Later, they could learn that before every object or person, there is a prefix, usually the word "the." this will come in handy when they are saying things like "the man is walking quickly to his house." so now, a prefix can be the, to, his, her, their, maybe and and a whole lot more, as set forth by the education departments.

So, think of your objects, set them prefixes, and put the verb in between the objects. is there any way my code can fail? how about if we were to say "the man is walking to his house in a tidy manner?" what the heck would manner mean to kids? let's find out!

Okay, so if there is a prefix, there is also a suffix sometimes, in our example, it would be manner. this is not necessary for english and communication, it is a luxurious word, used for describing the verb and object together, so, maybe at later grades, like two or three, they would use the suffix? it won't come up with typical children's speech.

And that is my take on grammar, spelling and language for young kids.

Calculus made easy! [differential calculus.]

Quote by: **http://en.wikipedia.org/wiki/Calculus**

Calculus is the mathematical study of change,[1] in the same way that geometry is the study of shape and algebra is the study of operations and their application to solving equations. It has two major branches, differential calculus (concerning rates of change and slopes of

curves), and integral calculus (concerning accumulation of quantities and the areas under curves); these two branches are related to each other by the fundamental theorem of calculus. Both branches make use of the fundamental notions of convergence of infinite sequences and infinite series to a well-defined limit. Generally considered to have been founded in the 17th century by Isaac Newton and Gottfried Leibniz, today calculus has widespread uses in science, engineering and economics and can solve many problems that algebra alone cannot.

Calculus is a major part of modern mathematics education. A course in calculus is a gateway to other, more advanced courses in mathematics devoted to the study of functions and limits, broadly called mathematical analysis. Calculus has historically been called "the calculus of infinitesimals", or "infinitesimal calculus". The word "calculus" comes from Latin (calculus) and refers to a small stone used for counting. More generally, calculus (plural calculi) refers to any method or system of calculation guided by the symbolic manipulation of expressions. Some examples of other well-known calculi are propositional calculus, calculus of variations, lambda calculus, and process calculus.

For differential calculus, we would want to find the meeting points of two lines on a cross section. to do this, we need to simply use a protractor on it, or, if it is too big, we need to use a protractor and a ruler of the right length. but that is obvious. if you want to do some linear algebra, where you find the "rise" and "run" of the lines, or to better explain linear algebra, the way it should be done...

Quote by: **http://en.wikipedia.org/wiki/Calculus**
If a function is linear (that is, if the graph of the function is a straight line), then the function can be written as y = mx + b, where x is the independent variable, y is the dependent variable, b is the y-intercept, and:

Then, we need to find m. to find the answer, we need to square the prime function in f'(x), meaning that we need to do x by the power of 2, then subtract x. let us test this again? if f'(x), and x = 8, then the f'(8) = 62 - 8 = 74?

Integral calculus made easy!

Quote by: **http://en.wikipedia.org/wiki/Calculus**
Integral calculus is the study of the definitions, properties, and applications of two related concepts, the indefinite integral and the definite integral. The process of finding the value of an integral is called integration. In technical language, integral calculus studies two related linear operators.

The indefinite integral is the antiderivative, the inverse operation to the derivative. F is an indefinite integral of f when f is a derivative of F. (This use of lower- and upper-case letters for a function and its indefinite integral is common in calculus.)

The definite integral inputs a function and outputs a number, which gives the algebraic sum of areas between the graph of the input and the x-axis. The technical definition of the definite integral is the limit of a sum of areas of rectangles, called a Riemann sum.

Distance = speed x time.

If the speed is constant, only multiplication is needed, but if the speed changes, then we need a more powerful method of finding the distance. One such method is to approximate the distance traveled by breaking up the time into many short intervals of time, then multiplying the time elapsed in each interval by one of the speeds in that interval, and then taking the sum (a Riemann sum) of the approximate distance traveled in each interval. The basic idea is that if only a short time elapses, then the speed will stay more or less the same. However, a Riemann sum only gives an approximation of the distance traveled. We must take

the limit of all such Riemann sums to find the exact distance traveled.

When velocity is constant, the total distance traveled over the given time interval can be computed by multiplying velocity and time. For example, travelling a steady 50 mph for 3 hours results in a total distance of 150 miles. In the diagram on the left, when constant velocity and time are graphed, these two values form a rectangle with height equal to the velocity and width equal to the time elapsed. Therefore, the product of velocity and time also calculates the rectangular area under the (constant) velocity curve. This connection between the area under a curve and distance traveled can be extended to any irregularly shaped region exhibiting a fluctuating velocity over a given time period. If f(x) in the diagram on the right represents speed as it varies over time, the distance traveled (between the times represented by a and b) is the area of the shaded region s.

To approximate that area, an intuitive method would be to divide up the distance between a and b into a number of equal segments, the length of each segment represented by the symbol Δx. For each small segment, we can choose one value of the function f(x). Call that value h. Then the area of the rectangle with base Δx and height h gives the distance (time Δx multiplied by speed h) traveled in that segment. Associated with each segment is the average value of the function above it, f(x)=h. The sum of all such rectangles gives an approximation of the area between the axis and the curve, which is an approximation of the total distance traveled. A smaller value for Δx will give more rectangles and in most cases a better approximation, but for an exact answer we need to take a limit as Δx approaches zero.

I would say it is down to x2 + a = f, where x is the point you are examining and a equals the starting point.

Global warming

Well, we should try to fix the problem. climate change is caused by heat, so, we need to produce ozone on earth to counter that.

Alternatively, we could try to negate all the greenhouse stuff by seeing it has some magnetic properties. we could collect all of it with a powerful energy source hooked up to a electromagnet. we just need to find the right frequency to collect all of it, and, we will be able to make it solid once more.

Or, if it is not magnetic, we could just plant lots of trees to make oxygen for us, to bond to the monoxide and make carbon dioxide or co2.

One world government

The question is, why do we have government? why is it so popular? if we didn't have government, what would we have? anarchy. anarchy means you need to pay for services from others, and, that leads to exploitation. the state represents all the people, and, will service them, not just those that can afford. no wonder this came up from a middle class person, i wager!

If government is good, more government should be better, yes? now, if you were to observe the american and newer european systems, they all have states and stuff, do delegate the responsibilities. This works. why does every country have an ambassador on the un? isn't that where the people meet to decide things, and report back? isn't this already a world government, and, is it doing it's job? if there are no wars, and every nation can communicate in the open, then this is good. this isn't really a world government, but it is better than not having a un, isn't it?

If there was a leader of the un, and, they were to have no veto vote, and, they

listened to all the parties, then this is better than nothing. you could soup it up to be the real thing, or, maybe it is already?

Einstein's field equations made simpler. yes!

Quote by: **http://en.wikipedia.org/wiki/Einstein_field_equations**
The Einstein field equations (EFE) or Einstein's equations are a set of 10 equations in Albert Einstein's general theory of relativity which describe the fundamental interaction of gravitation as a result of spacetime being curved by matter and energy.

As we can see, we need to incorporate all of this into one simpler formula. if the gravity comes from the body, then it needs to be around a body. so far, this means that you take the gravitational pull from the body in question. the bigger the body the more the pull. if the body is equal to x mass divided by the length of the direction it is from the body. then, you simply put the mass of the object to equation too, as well as any other bodies that might influence the area the object is in.

Unsolved dynamics of networks.

Quote by: **http://www.networkworld.com/community/node/33361**
The Dynamics of Networks: Develop the high-dimensional mathematics needed to accurately model and predict behavior in large-scale distributed networks that evolve over time occurring in communication, biology and the social sciences.

Well, to find the networks, we would need to first find a way to show that everything is connected. this means, we need to see whether the community is talking to each other, interacting with each other, or is closed off and does not connect. not everybody in a society connects or works together, as there are spinsters that stay at home. that said, they need to be supported by resources.

So, the first thing would be to get the costs for electricity, water and wages, and find if it is affordable along with food purchases. then you need to add all the luxuries that they buy, but, this is altered because of tourism. this means, we need to do it for the whole planet!

Now, to find a way to find the expenditure and income of people, we need to go to the bank and the receiver of revenue. then, we need to find what is coming in and what is being spent. no doubt, there is more spent than earned, and, then the spent money accumulates interest. this means, money is always growing, but so is the population.

Let's get back to the question? predicting the behavior means we need to know how many people there are there, what the birth rate is and the mortality rate. this gives us the population dynamics. then, we need to find the languages spoken. then we need to find the cultural compass of the area. this sounds like fun, a cultural compass! how do we make one, i know that there are iq score calculators, so maybe a political compass will work? this will define the behavior of the people there, and, may be improved upon for the cultures therein.

How does the brain work?

Quote by: **http://www.networkworld.com/community/node/33361**
The Mathematics of the Brain: Develop a mathematical theory to build a functional model of the brain that is mathematically consistent and predictive rather than merely biologically inspired.

There is a need to understand the brain's workings mathematically. the brain has it's parts, and each part amplifies the signal of the nervous system into impulses that can carry to the next part of the brain. that said, there are no resistances of the brain to impulses as electricity will travel through all flesh, as there is a lot of water in flesh, as water is such a good conductor.

When you get an impulse, it travels through the whole brain, but only triggers certain parts of it to be stimulated. this is like pain, as it feels all the pain, as it is a muscle, so can only feel pain, and then computes the amount of pain to process, and where to process it. if the brain was to feel something out of the range of certain parts of it, it would not process it. this is like a cat's hearing, where they do not hear music and television, but dogs do. so, you could say certain parts of your brain are dogs, and others cats.

If pain x equals from a certain scope to another degree, then it is felt by y part, and computed for further reactions.

Angular displacement, Angular velocity...

If we were to take these things and make them simpler and easier, then a lot of hard work could be avoided i hope. let's get to it?

Quote by: **http://en.wikipedia.org/wiki/Angular_displacement**
Angular displacement of a body is the angle in radians (degrees, revolutions) through which a point or line has been rotated in a specified sense about a specified axis.

When an object rotates about its axis, the motion cannot simply be analyzed as a particle, since in circular motion it undergoes a changing velocity and acceleration at any time (t). When dealing with the rotation of an object, it becomes simpler to consider the body itself rigid. A body is generally considered rigid when the separations between all the particles remains constant throughout the objects motion, so for example parts of its mass are not flying off. In a realistic sense, all things can be deformable, however this impact is minimal and negligible. Thus the rotation of a rigid body over a fixed axis is referred to as rotational motion.

In the example illustrated to the right, a particle on object P at a fixed distance r from the origin, O, rotating counterclockwise. It becomes important to then represent the position of particle P in terms of its polar coordinates (r, θ). In this particular example, the value of θ is changing, while the value of the radius remains the same. (In rectangular coordinates (x, y) both x and y vary with time). As the particle moves along the circle, it travels an arc length s, which becomes related to the angular position through the relationship:

$s=r\theta$ \,

So, the thing rotates around the axis and then there is displacement, depending on how fast it is going. to make this easier, we need a simpler formula, or we need to stop displacement. I suppose we could say that if we were to observe the base of the particle, it will also move due to the velocity? think of a man at the olympics swinging one of those rocks with a sling? the more he swings the rock or the faster he goes, the rock goes in the directions with him, yes?

Now, it is easy to say that there is constant distance between the particle and the rest of the molecule. instead we need to calculate the displacement of the two, in which directions they go? basically the more they go in one direction, due to velocity, there will be a equal amount of displacement of x for the speed, and the appropriate ratio between the center of the molecule and the opposite of the direction it is going in.

So, the spin makes the particles displace by as much as the spin and the speed the particle is moving.

Gilbreath's conjecture.

Quote by: **http://en.wikipedia.org/wiki/Gilbreath%27s_conjecture**

Gilbreath's conjecture is a hypothesis, or a conjecture, in number theory regarding the sequences generated by applying the forward difference operator to consecutive prime numbers and leaving the results unsigned, and then repeating this process on consecutive terms in the resulting sequence, and so forth. The statement is named after mathematician Norman L. Gilbreath who, in 1958, presented it to the mathematical community after observing the pattern by chance while doing arithmetic on a napkin.[1] In 1878, eighty years before Gilbreath's discovery, François Proth had, however, published the same observations along with an attempted proof, which was later shown to be false.[1]

Gilbreath observed a pattern while playing with the ordered sequence of prime numbers

2, 3, 5, 7, 11, 13, 17, 19, 23, 29, 31, ...

Computing the absolute value of the difference between term n+1 and term n in this sequence yields the sequence

1, 2, 2, 4, 2, 4, 2, 4, 6, 2, ...

If the same calculation is done for the terms in this new sequence, and the sequence that is the outcome of this process, and again ad infinitum for each sequence that is the output of such a calculation, the first five sequences in this list are given by

1, 0, 2, 2, 2, 2, 2, 2, 4, ...
1, 2, 0, 0, 0, 0, 0, 2, ...
1, 2, 0, 0, 0, 0, 2, ...
1, 2, 0, 0, 0, 2, ...
1, 2, 0, 0, 2, ...

What Gilbreath—and François Proth before him—noticed is that the first term in each series of differences appears to be 1.
The conjecture[edit]

Stating Gilbreath's observation formally is significantly easier to do after devising a notation for the sequences in the previous section. Toward this end, let \{p_{n}\} denote the ordered sequence of prime numbers p_{n}, and define each term in the sequence \{d_{n}\} by

d_{n} = p_{n+1} - p_{n},

where n is positive. Also, for each integer k greater than 1, let the terms in \{d_{n}^{k}\} be given by

d_{n}^{k} = |d_{n+1}^{k-1}-d_{n}^{k-1}|.

Gilbreath's conjecture states that every term in the sequence a_{k} = {d_{1}^{k}} for positive k is 1.

This is trying to compute the series of numbers between each prime number. if the prime number is to be a set number of values different to the last, then this should work if it holds.

Well, i would say that it works off of the largest prime number being seven in the

typical out of ten units to the ten. then, we could say that seeing as how each prime number must end on a seven or nine, or something smaller, yes? it is impossible to put a bigger value out of ten onto a prime number. this means, all prime numbers must end in 1, 3, 7 or 9.

So, it is easy to calculate if the numbers need to end on those intergers or values. seeing as how the biggest gap between them is actually 1 to 9, there cannot be more than a difference of eight between them. so, we need to test our theory on some random examples, way up the line!

Now, if it is 111 is prime, and we were to add two, we would get 113, also a prime number. then if we were to add four, we would get 115, also a prime number. then, if we were to add any odd number to it, we would get a non prime. so, we need to add even numbers to 111, the same as the difference between 1, 3, 7 and 9, which is not prime - the nine.

Then we could say that eight added to 111 = 119, which is also prime. this should be the biggest gap i hope! then my formula will work. then, adding 10 will result in 121, which is also prime. so my formula doesn't work as yet, but that other formula is holding true. so if we were to add twelve, we would get 123, which is also prime. okay, maybe the formula does work, but, we will need to look at it to see if it works, tested with another formula! of course.

So, it will be any even number added to any prime number will result in a prime number? if we were to take 3, and add 2, we would get five, which is prime. so let's go further? if it is three, plus 12, we get fifteen, which is not prime. i think i got it now!

Any prime number added to any even number would be p + e. but this is not the end of the equation, as it would have to say that any answer divided by primes will result in a non prime. so, we say, p + e = x / o, where it is any prime number added to any even number equals x. if x is divided by an odd number, it is not prime.

Beal's conjecture.

Beal's conjecture is a conjecture in number theory:

If

A^x +B^y = C^z,

where A, B, C, x, y, and z are positive integers with x, y, z > 2, then A, B, and C have a common prime factor.

Billionaire banker Andrew Beal formulated this conjecture in 1993 while investigating generalizations of Fermat's last theorem.[1] It has been claimed that the same conjecture was independently formulated by Robert Tijdeman and Don Zagier,[2] and it has also been referred to as the Tijdeman-Zagier conjecture.[3]

For a proof or counterexample published in a refereed journal, Beal initially offered a prize of US $5,000 in 1997, raising it to $50,000 over ten years,[4] but has since raised it to US $1,000,000.[5]

This could mean that any prime number divided by a lesser prime equals a smaller prime. but, any prime added to any prime equals a even number, leads to a even number at C, and any even number multiplied by any prime number

equals an even number too.

Then, we could say that any even number added to any even number equals a common prime? this is because the prime numbers always add up to even numbers, and, any prime added to any prime will equal an even number divisible by a prime number. if the prime numbers always equal a number divisible by three, seeing as how the lowest you can go is four, then the primes of two will arise.

Now, to find out if this is true all the way through, then you need to ask whether you will be able to divide the z, which is even, by a prime number. if the z is divided by the sum of it's parts, it will always have a common factor with the rest of the equation if the prime number was to be equal to two even numbers, as a and b can only have even values, as they are added together out of positive intergers to the power of something else, leaving a value divisible by two primes, as primes can only be equal to some other things if they are added to other primes, then they will have at least one of those primes in common.

So, it is Ax + By = Cz where if you have an even number, it will equal an odd number when divided, and, that number will be prime or divisible by at least two primes. as you divide further, you will find that you will get a prime number of two or more, as any even number equals the sum of at least one prime number added to another odd number.

Now, if the prime number is to add up to an even interger, then we need to observe that it is easy to cut the prime in half at weird angles. you may cut it at any angle you choose! this means you can always cut it at three plus another odd number, but that doesn't mean you want to use the number three all the time.