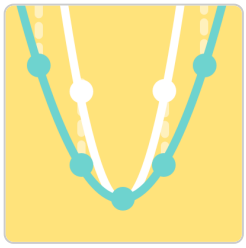


Radical Explorations

Exploring radical functions

CLASS CODE

Activity Checklist

- [ ] Complete the activity using student preview.
- [ ] Identify your learning targets for the activity.
- [ ] Determine the screens where you'll bring the class together using Teacher Pacing and Pause Class. What will you discuss on those screens?
- [ ] Anticipate screens where students will struggle, then plan your response.
- [ ] Plan a challenge for students who finish the activity quickly and successfully.
- [ ] Make yourself available during the activity to students for individual help and questions when appropriate.
- [ ] Write out your summary of the activity's main ideas. How will you pull student work into that summary? Which parts of the activity can you skip to ensure that summary receives sufficient time?

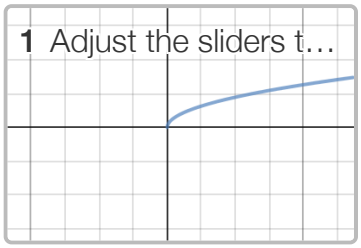
My Learning Targets:

Activity Screens: Teacher Pacing and Pause Class

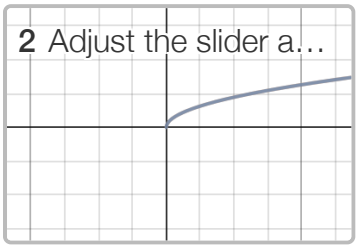
Use this page to plan your use of Teacher Pacing and Pause Class. Teacher Pacing lets you restrict students to a single screen or a range of screens. Pause Class keeps students from interacting with whatever screens they are currently viewing. Use these two tools to create conversations in your classroom. Consider these questions as you plan:

- Which screen(s) should everyone work on at the same time? Why?
- Which screen(s) do you want to keep students from seeing until you're ready for the class to see them together? (Perhaps because they reveal answers or require a whole class conversation for introduction.)
- Are there any points in the lesson where you will want to make sure students aren't playing with the screens while you discuss something as a class?

1 Adjust the sliders t…



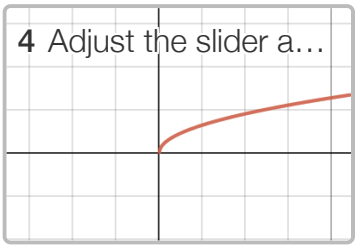
2 Adjust the slider a…



3 How does h affect…

What affect does h have on the graph for $h > 0$?

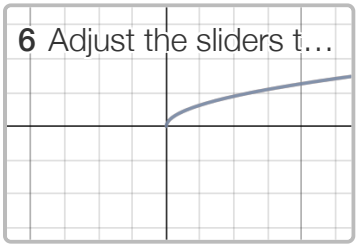
4 Adjust the slider a…



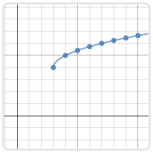
5 How does k affect…

What affect does k have on the graph for $k > 0$?

6 Adjust the sliders t…



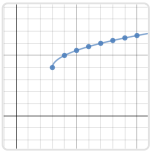
7 Write an equation …



Write an equation in the from

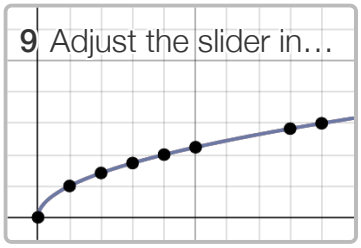
$f(x)$

8 Domain and range…



Give the domain and range of the

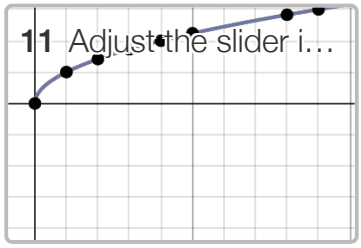
9 Adjust the slider in…



10 How does a>0 af…

State how a affects the graph when $a > 0$.

11 Adjust the slider i…



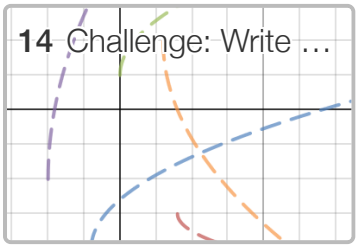
12 How does a<0 af…

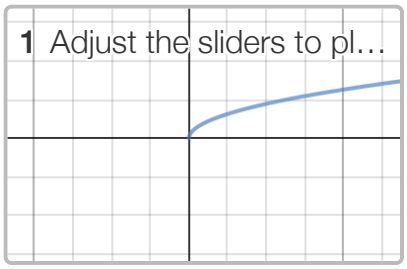
State how a affect the graph when $a < 0$. What happens if a is negative?

13 Domain and Ran…

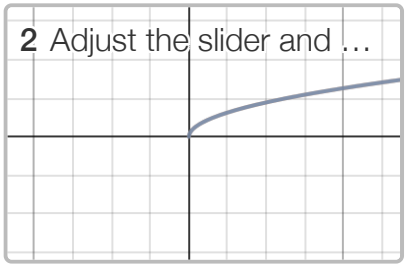
Give the domain and range of the

14 Challenge: Write …





My Notes:



My Notes:

3 How does h affect the…

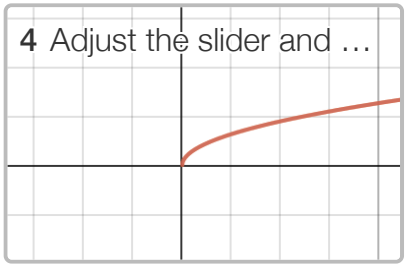
What affect does h have on the graph for $h > 0$?

What affect does h have on the graph for $h > 0$?

What affect does h have on the graph for $h < 0$?

My Notes:

4 Adjust the slider and …



My Notes:

5 How does k affect the…

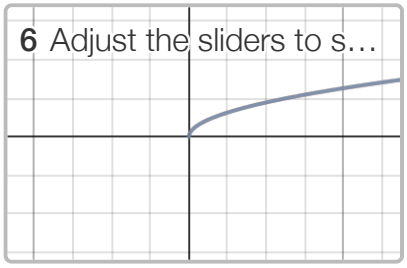
What affect does k have on the graph for $k > 0$?

What affect does k have on the graph for $k > 0$?

What affect does k have on the graph for $k < 0$?

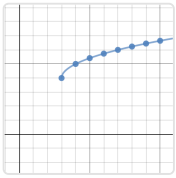
My Notes:

6 Adjust the sliders to s…



My Notes:

7 Write an equation of t…



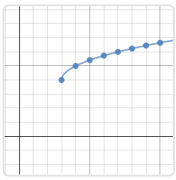
Write an equation in the from

f(x)

Write an equation in the from $y = \sqrt{x - h} + k$ for the graph shown on the left.

My Notes:

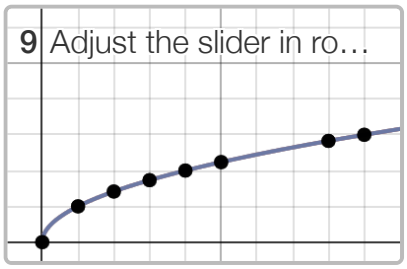
8 Domain and range of …



Give the domain and range of the graph shown on

Give the domain and range of the graph shown on the left.

My Notes:



My Notes:

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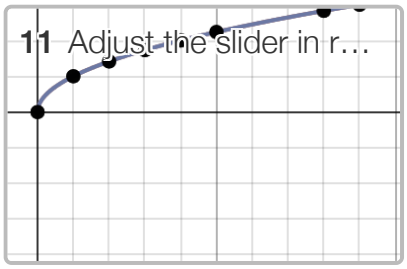
10 How does a>0 affec…

State how a affects the graph when $a > 0$.

State how a affects the graph when $a > 0$.

My Notes:



My Notes:

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12 How does a<0 affec…

State how a affect the graph when $a < 0$. What happens if a is negative?

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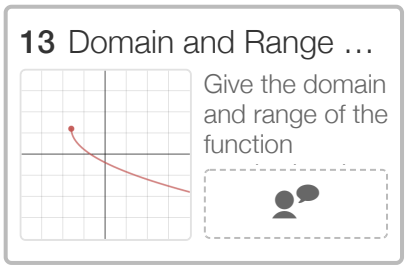
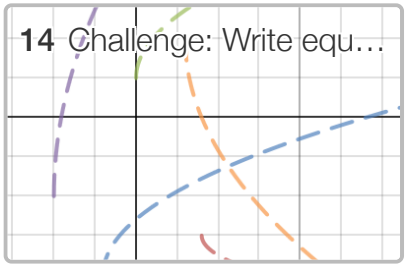
My Notes:



Give the domain and range of the function graphed to the left.

My Notes:



My Notes:

Summary Notes: