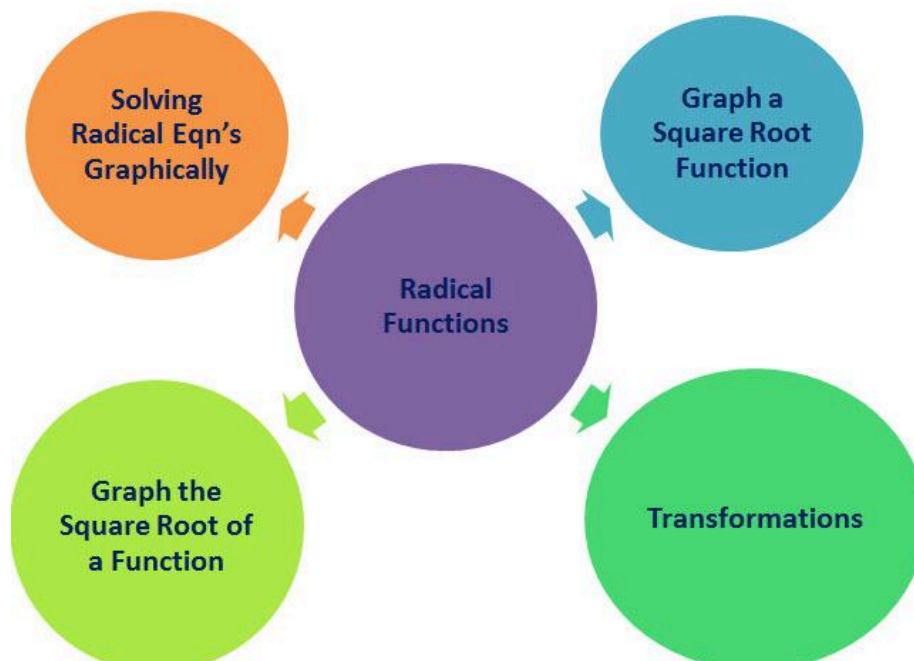


2. Radical Functions



2.1	Radical Functions and Transformations
2.2	Square Root of a Function
2.3	Solving Radical Equations
	Quiz
	Review
	2. Radical Exam

2.1 Radical Functions and Transformations

Class Notes

The McGraw-Hill Ryerson PreCalculus 12 Text is used as the Main Resource.

Assignments in the Powerpoint Lesson Plans refer to pages and questions in the PreCalculus 12 text.

[2.1 Radical Functions and Transformations](#)

Pedagogical Shifts: TRANSFORM, Moving from Traditional to Student-centered

[2.1 Concept Review.docx](#)

Students were given time to complete the formative assessment titled 2.1 Concept Review after the lesson was presented and homework was (supposed) to be completed. Instead of marking the answers with checks for correct answers and incorrect math circled, I wrote comments on the students' work. For concepts that the students did not answer or did not answer correctly, I wrote questions that would direct them to think about how to answer the question correctly.

I found it interesting that after I handed the formative assessment back to students, they came in to see me during lunch demanding extra help with the concepts that they did not understand. Their comments to me included... I know how to do the vertical stretch, but how do I write the horizontal stretch? or How is the question with the point (6, -14) different from the one above it?

Formative Assessment

[Radicals Transformations and solving.doc](#)

2.2 Square Root of a Function

Class Notes

The McGraw-Hill Ryerson PreCalculus 12 Text is used as the Main Resource.

Assignments in the Powerpoint Lesson Plans refer to pages and questions in the PreCalculus 12 text.

[2.2 Square Root of a Function](#)

Pedagogical Shifts: TRANSFORM, Moving from Traditional to Student-centered

[Ticket Out Of Here download](#)

After teaching the concept to students, hand out the Ticket Out of here. I have included two different types that could be used. Students must list what they have learned and are given an opportunity to ask questions about something that they still don't understand. I collected the tickets and responded to their questions in writing (only took me 10 to 20 minutes). The tickets were handed back to the students the next day. I used the tickets Out of here a couple of days in a row and began to notice that students wanted to see me after class or during lunch and asked questions about "what they still did not understand".

Formative Assessment

[Drawing Radical graphs.doc](#)

2.3 Solving Radical Equations Graphically

Class Notes

[2.3 Solving Radical Equations](#)

Pedagogical Shifts: TRANSFORM, Moving from Traditional to Student-centered

[2.2 and 2.3 Concept Review.docx](#)

Students were given the concept review above as a Formative assessment after the lessons were presented and homework completed. The assessment was not graded with marks, but rather, comments were provided for student work.

2. Radical Functions Review

[2.Radical Functions Review DK](#)

[2. Radical Functions and Equations Review](#)