Algebra II Classwork Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Simplifying Radicals

Today you’ll practice simplifying radicals, including **rationalizing** radicals. Just like with fractions excluding any radicals, we want to write fractions with radicals and imaginary numbers in the simplest, most consistent possible way. That means that we will NOT leave a radical or an imaginary number in the denominator.

1. Delegate one member of your table to retrieve Algebra 2 textbooks from the shelves by the door for each student at the table.
2. Turn to page 264 in the book.
3. In your notebook, COPY example 1 (a-d) and example 2. If you have forgotten your notebook, work on a separate sheet of paper.
4. Turn to page 267. COPY #19-26, 35-38, 43-46, and 51-53 into your notebook. Do as many problems as you can as classwork.
5. Any problems you do not complete will be homework. Ms. Burchfield will check these—and the examples you copied—the next time she sees you!
6. Return the textbook to the shelf at the end of class.

Got home and need a reference? Go to:

<https://www.khanacademy.org/math/algebra-home/alg-exp-and-log/miscellaneous-radicals/v/how-to-rationalize-a-denominator>

Substitute Lesson Plans 10/11 – Thanks for subbing!

Objective: SWBAT simplify radicals, including rationalizing fractions with a radical in the denominator, by copying example problems and trying similar problems out of the textbook.

Students should collect a handout from the rolling table by the door on their way into class. I’m attaching an extra copy to this plan, along with the roster. The handout contains the instructions for the class, plus a reference for learning more.

Once students are seated, ONE student from each table should get enough Algebra 2 textbooks from the shelf by the door to supply that table. There are two example problems starting on page 264. Students should copy the full text from examples #1 and 2. I will check that they have done this when I return to class.

Students will then need to copy the problems #19-26, 35-38, 43-46, and 51-53 starting on page 267. They should solve these problems in their notebook. Any problems they do not finish will be homework.

Students are welcome to work collaboratively so long as they keep the volume to a level respectful of their peers. If they get stuck, they should consult with their classmates. Remind any table that is having difficulties that they will need to find “twins” among the factors of the radicand (the number under the square root symbol) to determine what “escapes” from the root. Anything without a twin is trapped!