Where to use the Ed X Tools for lL'Hospital's Rule

1. Pre Assessment item 1, , grapher and table maker to investigate all three limits
2. Pre Assessment item 2, grapher and table maker to investigate limit at 3 of (x^2-x-6))/(x-3)
3. Pre Assessment item 3, grapher and table maker to investigate limit at 0 of (e^2x) – 1)/(e^x-1)
4. Pre Assessment item 4, grapher and table maker to investigate limit at infinity of cos(x)
5. Pre Assessment item 5 "Which grows faster?". Grapher. Student may wish to graph ratios of functions,
6. PreAssessment item 7, table maker. Student may wish to evaluate function for x slightly greater than 9.
7. PreAssessment item 8, with two given graphs. Grapher. Student may want to figure out which graph is which.
8. LC1, item 1 could use grapher and table maker <note: item 2 here has a superfluous \ after the second choice>
9. LC2, item2 table maker <note: second option missing right parenthesis in denominator, which may cause students to get this question wrong – like me!>
10. LC3, item 1, table maker
11. <note: LC3, item 2, missing right parenthesis in denominator of 5th option>
12. <Note: LC3, item 3, stem has "=" instead of "-"; line break is in a bad place.> Grapher potentially useful here.
13. LSWYL, item 1, options c and d have badly formatted limits
14. LSWYL items 2, 3, 4, 5 COULD use table maker or grapher, but I don't think it would be appropriate. Students could dodge the spirit of these questions.

Graphing calculator should allow dragging of mouse on the plane to scroll the plane, instead of clicking on the arrows in the bottom right. The "-" and "+" for zooming are fine, but it'd be good to allow for a "horizontal" zoom in feature, that would change horizontal scaling only, leaving vertical scale fixed, since this is really what you're doing when evaluating a limit.

I thought students would be able to use the dynamic tools we used in the video to explore limits.

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