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Chapter 1 Review

Mathematics 10, pages 48–50

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Suggested Timing

100–120 min
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Materials

- an object with a curved surface, such as a can
 - SI ruler or measuring tape
 - imperial ruler or measuring tape
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Blackline Masters

BLM 1–5 Section 1.1 Extra Practice
BLM 1–6 Section 1.2 Extra Practice
BLM 1–7 Section 1.3 Extra Practice

Planning Notes

The review section should serve mainly as a means for students to assess their understanding of the concepts and Key Ideas in the chapter. Before beginning the review, students could benefit from revisiting their discussion in the chapter opener. If you began a K-W-L chart as a class, students should review the “Want to know” column and complete the “what did you Learn” column. As well, you could have them revisit the Key Terms to make sure that students understand them.

Another possible source of review before students begin the review exercises is the chapter Foldable. Students can use it to make sure that they are familiar with the terms, concepts, and tools that they have used in this chapter.

The review exercises are grouped according to the sections in the chapter. As students work independently through the review, this gives them direction about where to look if they encounter difficulty. The skills and concepts in the review are the same as in the lessons and practice problems, so that students may look back to a similar problem if they have difficulty.

If students make a note of their difficulties, then these difficulties can be addressed when the review is complete. Consider having students engage in peer teaching, to assist each other with review questions, for example.

Meeting Student Needs

- Have students refer to the posted student learning outcomes as they work through the questions in the review. They will be able to self-assess and make knowledgeable decisions about the sections that will require more review time.
- At the end of the review, have each student rate their progress for each objective (self-assess their progress). You could create a scale of 1 to 5 or you might wish to use pictures that students can circle to indicate what they believe they know for each outcome. For example, a fist with thumb up indicates “I understand,” a fist showing no thumb could indicate “I am almost there,” and a fist with thumb down could indicate “I do not understand.” Encourage students to spend extra time reviewing those areas in which they do not have a “thumbs up” indication.
- Map reading is an important skill. Allow students enough time to work on #13. Some students may benefit from cutting a piece of string that is the distance on the map that represents 57 km and then placing that string along the highway.
- Students who require more practice on a particular topic may refer to **BLM 1–5 Section 1.1 Extra Practice**, **BLM 1–6 Section 1.2 Extra Practice**, and **BLM 1–7 Section 1.3 Extra Practice**.
- After answering #7, some students may have difficulty finding *another* way to determine the answer. Encourage students to think of what the readings on the ruler mean and what all of the markings indicate. You may wish to pair students up so that they can talk through this question together.

ELL

- Students may need to be reminded of how to write a fraction in lowest terms.
- When working on #8 you may need to explain to students what *cross-section* means. The strips of lumber are quarter round trim. Some students may have seen or worked with wood trim.

Enrichment

- Have students create a list of ten extreme measurements (such as the speed of light) in SI and imperial.

Gifted

- Instruct students to research the theory of relativity and especially the way in which speed affects the dimensions of objects, particularly length contraction.



Some students may already be familiar with the skills handled in this review. To provide enrichment and extra challenge for gifted students, go to www.mhrmath10.ca and follow the links.

Assessment	Supporting Learning
Assessment for Learning	
Chapter 1 Review The Chapter 1 Review is an opportunity for students to assess themselves by completing selected questions in each section and checking their answers against the answers in the back of the student resource.	<ul style="list-style-type: none">• Have students check the contents of the What I Need to Work On section of their Foldable and do at least one question related to each listed item.• Have students revisit any section that they are having difficulty with prior to working on the chapter test.