Chapter 2 Review

2

***Mathematics 10, pages* 92–94**

Suggested Timing

60–90 min

Blackline Masters

BLM 2–6 Section 2.1 Extra Practice
BLM 2–8 Section 2.2 Extra Practice
BLM 2–9 Section 2.3 Extra Practice

Planning Notes

Have students work independently on #1 and 2, and then compare their answers with a classmate. After students have made corrections, have them work independently on the remaining questions. After completing the questions for each of sections 2.2 and 2.3, you might have students check their solutions with a classmate.

If students encounter difficulties, provide an opportunity for them to discuss strategies with other students. Encourage them to refer to their Foldable, the worked examples, and previously completed questions in the related sections of the student resource.

Consider having students make a list of the questions that they found difficult. They can then use the list to help them prepare for the practice test.

Meeting Student Needs

- Encourage students to draw and label diagrams and nets, when appropriate.
- Make grid paper available to students.
- Encourage students to use their Foldable and to add new notes if they wish.
- The intent of #3 is for students to consolidate their personal referents. Some students may need to draw areas the related size and identify what areas familiar to them have approximately the same size.
- For #7, be prepared for students who ask whether the answer should be in square millimetres or square centimetres. Have them justify their choice of unit.
- In #13, you may wish to discuss how a slump test is used. If the centre of the cone settles too much, the engineer knows that the concrete is not stiff enough. Another batch of concrete will need to be mixed.
- Students who require more practice on a particular topic may refer to **BLM 2–6 Section 2.1 Extra Practice**, **BLM 2–8 Section 2.2 Extra Practice**, and **BLM 2–9 Section 2.3 Extra Practice**.

Enrichment

- For #13, you might have students research careers in structural or civil engineering and how engineers apply their knowledge of surface area and volume. Challenge students to develop a related contextual problem involving surface area or volume.

Gifted

- 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 2 Review The Chapter 2 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.	• 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.