

5

Chapter 5 Review

Mathematics 10, pages 252–253

Suggested Timing

60–90 min

Materials

- algebra tiles
- rulers

Blackline Masters

Master 5 Algebra Tiles (Positive Tiles)
Master 6 Algebra Tiles (Negative Tiles)
BLM 5–5 Section 5.1 Extra Practice
BLM 5–6 Section 5.2 Extra Practice
BLM 5–7 Section 5.3 Extra Practice
BLM 5–8 Section 5.4 Extra Practice

Planning Notes

Allow students to use algebra tiles as they complete the review. Encourage them to work independently on solving each question, but after each section, suggest that they check and discuss their solutions with a classmate.

Have students who are not confident discuss strategies with you or another classmate. Encourage them to refer to their chapter Foldable, summary notes, classroom-developed posters, worked examples, and previously completed questions in the related sections of the student resource.

Have students make a list of questions that they found easy, medium, and difficult. Tell them to use this list to help them prepare for the practice test.

Meeting Student Needs

- Students who require more practice on a particular topic may refer to **BLM 5–5 Section 5.1 Extra Practice**, **BLM 5–6 Section 5.2 Extra Practice**, **BLM 5–7 Section 5.3 Extra Practice**, and **BLM 5–8 Section 5.4 Extra Practice**.

- You may wish to hand out a copy of the student outcomes. Have students circle the outcomes that they still find challenging. Have student use their responses to direct them to various questions within the review.
- Before students begin the chapter review, have students create a question to illustrate each outcome. Encourage them to share their questions with a classmate.
- Encourage students to use algebra tiles or diagrams to help them see patterns and possible solutions for multiplying or factoring questions.
- Have students sketch and label diagrams involving area to help them visualize the problem and possible solutions.
- You may wish to allow students to use calculators for finding GCF and LCM.
- Encourage students to use tables, number factor lists, or calculators to find possible number relationships involved in factoring polynomials.
- Ensure that students check their answers to factoring by either substituting for the variable or multiplying the factors.
- Remind students that *factoring* means to find all factors of the given polynomial and writing it in factored form as a product of all factors.

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.

Web Link

For a site that reviews factoring polynomials and gives a summary with examples of all algebraic methods for factoring polynomials, go to www.mhrmath10.ca.

Assessment	Supporting Learning
Assessment for Learning	
<p>Chapter 5 Review</p> <p>The Chapter 5 Review is an opportunity for students to assess themselves by completing selected questions in each section and checking their answers against answers in the student resource.</p>	<ul style="list-style-type: none"> • Encourage students to express their thinking by using algebra tiles or by drawing diagrams. You may wish to provide them with Master 5 Algebra Tiles (Positive Tiles) and Master 6 Algebra Tiles (Negative Tiles). • You may wish to have students work with a partner. • 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. • For students who would like a broad selection of questions, have them complete two questions from each of #2, 3, 9–11, 13, and 14.