

# 6

## Chapter 6 Review

**Mathematics 10, pages 330–334**

**Suggested Timing**

60–90 min

**Materials**

- grid paper
- ruler
- graphing calculator

**Blackline Masters**

- BLM 6–5 Section 6.1 Extra Practice
- BLM 6–6 Section 6.2 Extra Practice
- BLM 6–7 Section 6.3 Extra Practice
- BLM 6–8 Section 6.4 Extra Practice
- BLM 6–9 Section 6.5 Extra Practice

### Planning Notes

Have each student complete the review for the chapter individually, perhaps with reference to their notes and their Foldable or math journal, as well as the student resource. Suggest that they note the questions that they are unable to complete. Have students work in groups of two to four to solve these problems collaboratively. Suggest that they use previously unassigned questions in the student resource to practise areas that require remediation.

Have struggling students discuss strategies with you or a classmate. Encourage them to refer to their notes, worked examples, and previously completed questions in the student resource.

Have students make a list of questions that they needed no help with, a little help with, and a lot of help with. They can 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 6–5 Section 6.1 Extra Practice, BLM 6–6 Section 6.2 Extra Practice, BLM 6–7 Section 6.3 Extra Practice, BLM 6–8 Section 6.4 Extra Practice, and BLM 6–9 Section 6.5 Extra Practice.**
- Have students refer to all information posted in the classroom that is related to the chapter: student learning outcomes, diagrams, and definitions. Encourage students to analyse their own understanding and to create a list of topics that require further investigation for understanding. This exercise will assist students in preparing for the summative assessment.
- Have students choose the specific areas in which they require the most review. Group students with others who need to review the same material. Once they have completed these review questions, have them proceed to other review questions.
- For #3, students may benefit from using volume manipulatives, “measuring” the depth, and then recording the data in a table. This data could be graphed to allow students to make the connections.
- Allow students to have access to grid paper and graphing calculators.

### ELL

- Encourage students to refer to their vocabulary dictionary, Foldable, and any other organizer they have been using as they work on the questions.

### 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](http://www.mhrmath10.ca) and follow the links.

Assessment	Supporting Learning
<b>Assessment for Learning</b>	
<p><b>Chapter 6 Review</b></p> <p>The Chapter 6 Review is an opportunity for students to assess themselves by completing selected questions in each section and checking their answers against answers in the back of the student resource.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Have students revisit any section that they are having difficulty with prior to working on the chapter test.</li> <li>• Consider assigning students #1, 3–10, 13, 14, and 16 as the minimum questions that will cover the chapter.</li> </ul>