

9

Chapter 9 Review

Mathematics 10, pages 502–503

Suggested Timing

60–75 min

Materials

- graphing calculator

Blackline Masters

BLM 9–5 Section 9.1 Extra Practice
BLM 9–6 Section 9.2 Extra Practice
BLM 9–7 Section 9.3 Extra Practice

Planning Notes

Consider having students work in pairs to solve this set of problems.

Some students may rely more heavily on one algebraic method than the alternative method. If you notice a student solving problems with a method that is clearly less appropriate, you may wish to discuss why the alternative method would be more efficient and/or you may wish to re-teach the alternative method.

If students encounter difficulties, provide an opportunity for them to discuss strategies with you or other students. Encourage them to refer to their chapter 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

- Students who require more practice on a particular topic may refer to **BLM 9–5 Section 9.1 Extra Practice**, **BLM 9–6 Section 9.2 Extra Practice**, and **BLM 9–7 Section 9.3 Extra Practice**.
- Ask students to complete an exit slip explaining the content of the chapter. Have them define a system of linear equations and then list an example of each method for solving that was demonstrated in this chapter.

- Use a station approach for reviewing the section. Choose ten questions and post them on large pieces of paper around the classroom. Students move from question to question, in any order. Since students encounter different groups of students as they work on each question, they have an opportunity to exchange ideas with a variety of classmates. Assist at the stations when required.

ELL

- For #8, ensure students understand what carbohydrates are and that they are something that is found in foods such as fruit. You may need to show pictures of grapes and oranges if students are unfamiliar with these fruits.
- Both #9 and 11 refer to campgrounds and their facilities. You may want to show students pictures and diagrams to assist them in their understanding. You might have students work with a partner on these questions.

Enrichment

- Encourage students to create a problem that involves the use of two coins of different denominations, the ratio comparing the number of each type of coin, and the value of the coins added up. The problem must be solved using a system of linear equations. (Example: Sam has five times as many nickels as dimes. If he has \$0.70 in coins, how many of each coin does he have? Answer: two dimes and ten nickels)

Gifted

- Challenge students with the following situation, and then ask them to create their own similar question: A swimmer covers 400 m in 4 min with the current and takes 5 min to cover the same distance against the current. Determine the speed of the swimmer and the speed of the current. (The speed of the swimmer is 90 m/min and the speed of the current is 10 m/min.)
- 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	
<p>Chapter 9 Review</p> <p>The Chapter 9 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"> • 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. • You may wish to assign #1–3, 5, 6, 9, and 13 as minimum questions to be covered.