

Chapter 1 Review

Student Text Pages

64–65

Suggested Timing

40–80 min

Tools

- scientific calculators

Related Resources

BLM 1-17 Chapter 1 Literacy
BLM 1-18 Chapter 1 Review

Accommodations

Visual—allow access to technology for drawing nets and solving optimization problems

Spatial—supply students with models that relate to the questions. Provide grid paper for drawing nets and component shapes.

Motor—supply students with construction paper, scissors, rulers, and tape so they can create their own models if you cannot find models that match the questions

Language—post labelled drawings of the various shapes and models used in the chapter

Memory—have students create a formula sheet containing all the formulas used in this chapter. Provide worked examples for volume, surface area, and optimization to use as a study guide.

Teaching Suggestions

- The Chapter Review is organized by chapter sections and is designed to completely review the concepts studied in this chapter.
- Students might work independently to complete the Chapter Review, and then work in pairs to compare solutions. Alternatively, the Chapter Review could be assigned for reinforcing skills and concepts in preparation for the Practice Test. Provide an opportunity for students to discuss any questions containing strategies or questions with features they find difficult.
- After they complete the Chapter Review, encourage students to make a list of questions that caused them difficulty, and include the related sections and teaching examples. They can use this to focus their studying for a final test on the chapter's content.

Literacy Connect

- Provide students with **BLM 1-17 Chapter 1 Literacy**. Ask them to complete the BLM as they review each section in preparation for the Chapter Test.

Ongoing Assessment

- Students should use the Chapter Review to determine the topics that they need most help with in order to prepare for the chapter's summative assessment.

Extra Practice

- Use **BLM 1-18 Chapter 1 Review** for extra review.