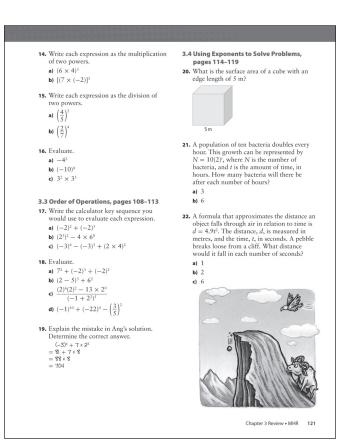
3 Chapter Review

Chapter 3 Review Key Words **8.** The area of a square on grid paper is 5^2 . Evaluate the area. Draw the square and label its area and side length. 1. TFNFEEICCOI a number that multiplies a power its volume in repeated multiplication form and in exponential form. Then, evaluate. 2. NNTOEIPAXLE MORF the form for writing a number so that it is made up of a base and an exponent 10. Arrange the following numbers in ascending 4³ 7² -3⁴ 9 2⁵ an expression made up of a base and an exponent 3.2 Exponent Laws, pages 99-107 Rewrite each power in the following products in repeated multiplication form. the number in a power that indicates how many times to repeatedly multiply the base **b)** $(-3)^3 \times 2^6$ **12.** Write each expression in parentheses as a power. Then, write the entire expression as a single power. 3.1 Using Exponents to Describe Numbers, pages 92-98 **6.** Write each expression as a power. a) $(2 \times 2 \times 2) \times (2 \times 2)$ **b)** $(-3) \times (-3) \times (-3) \times (-3)$ 7. Write each power in repeated multiplication form. 13. Write each expression in repeated multiplication form, and then as a single a) $(-5)^2 \times (-5)^5$ **b)** 64 120 MHR • Chapter 3



MathLinks 9, pages 120-121

Suggested Timing

40-50 minutes

Materials

calculator

Blackline Masters

BLM 3–5 Section 3.1 Extra Practice BLM 3–7 Section 3.2 Extra Practice BLM 3–8 Section 3.3 Extra Practice

BLM 3-10 Section 3.4 Extra Practice

Planning Notes

Have students work individually or in pairs. If they encounter difficulties, remind them to refer to their Foldable, their worked exercises for the section, their spider map, their Math Learning Log, or the modelled examples in the appropriate section of the student resource.

The Key Words should be relatively straightforward, given that there are few new terms in the chapter. Where possible, students should try and solve questions and then verify their answers with a calculator.

Meeting Student Needs

Students who require more practice on a particular topic may refer to BLM 3–5 Section 3.1 Extra Practice, BLM 3–7 Section 3.2 Extra Practice, BLM 3–8 Section 3.3 Extra Practice, and BLM 3–10 Section 3.4 Extra Practice.

ELL

• Ensure that English language learners understand what is meant by the introductory statements in the questions. They may know how to do the work, but they may not understand what the question is asking.

Gifted and Enrichment

 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.mathlinks9.ca and follow the links.

Common Errors

- Some students may apply the exponent to the negative sign in -3^4 when attempting #10.
- $\mathbf{R}_{\mathbf{x}}$ Remind students that the power is 3^4 and the coefficient is -1.
- Some students may struggle with the order of operations in #17 and 18.
- **R**_x Some students may benefit from identifying the operations in each question and then ordering them, according to BEDMAS, prior to starting.

Assessment	Supporting Learning
Assessment for Learning	
Chapter 3 Review The Chapter 3 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. You may wish to suggest to students that they pair up and compare their spider maps.