Grade 8 Review - Math Makes Sense

	Outcome	Questions			Readiness
Perfect square/sqaure root	N1	P.16 #15	P. 15 #7	P. 25 #4	⬜
Aproximate Square	N2	P. 26 #11	P. 25 #10	P. 27 #24	⬜
Understand %'s greater or equal to 0%	N3	P. 308 #1	P. 309 #12	P. 308 #5	⬜
Understand Ratio & Rate	N4	P. 310 #20	P. 310 #24	P. 311 #32	⬜
Solve problems with rate/ratio and proportional reasoning	N5	P. 213 #8	P. 310 #25	P. 310 #17	⬜
Multiply and Divide positive fraction and mixed numbers using variety of methods	N6	P. 160 #11	P. 161 #23	P. 161 #29	⬜
Multiply and Divide Integers using variety of methods	N7	P. 98 #21	P. 99 #2	P. 98 #24	⬜
Graph and Analyse 2 variable linear relations	PR1	P. 3761 #15	P. 373 #16 & 17	P. 373 #22	⬜
Model and Solve problems using linear equations (multiple forms)	PR2	P. 317 #1	P. 371 #6	P. 372 #12	⬜
Develop & Apply Pythagorean theorem to solve problems	SS1	P. 57 #24	P. 56 #20	P. 56 #18	⬜
Draw & Construct Nets for 3D	SS2	P. 223 #1	P. 223 #2	P. 226 #4	⬜
Determine Surface Area of	SS3	P. 224 #6	P. 224 #11	P. 225 #15	⬜
Develop & Apply formulas for volum of right prisms and cylinders	SS4	P. 227 #9	P. #227 #5	P. 227 #10	⬜
Draw and interpret views of 3D objects (right rectangular prisms)	SS5	P. 174 #4	P. 174 #6	P. 174 #7	⬜
Demonstrate understanding of Tessalations	SS6	P. 467 #6	P. 468 #7	P. 476 #4	⬜
Critique ways in which data are presented	SP1	P.425 #2 & 3	P. 426 #6 & 7	P. 427 #9	⬜
Solve Problems using the probability of Independent Events	SP2	P. 427 #13	P. 427 #12 & 15	P. 429 # 4	⬜

Show what you Know!

In Math 8, we have worked hard and learned so very much! It is time to celebrate all the learning we have gained, by demonstrating what we can do and by working together to fill in any gaps that we may find.

To use this organizer effectively, your mission is to “Show what you Know.”

- Put your desk with your partner’s.
- Choose the first content area you wish to begin with. There is no set order—you get to choose!
- Individually complete the first question for the content area you have chosen but don’t let the other person see your work! You will share with each other when you are done.
- When you each finish the first question, check the solution together. If you have the correct answer, place a √ symbol in the box.
- If either of you has an incorrect answer, examine each other’s work together to find the error and fix it.
- If you had an incorrect solution but now understand it and can get the correct answer, put a O in the box and a √ inside it .
- Go to the second question. Complete it individually, and then repeat the same process.
- Go to the third question. Complete it individually, and then repeat the same process.
- The goal is to be able to correctly complete 3 questions in a row. Use the textbook for additional questions
- When you have successfully completed 3 questions in a row for the content area you chose, put a √ symbol in the readiness column. You have completely reviewed that area!

**While working together, if you and your partner cannot find an error, or you cannot determine how to fix it, raise your hand for the teacher. If the teacher is not available, circle that question and identify easier questions from the same lesson in the textbook to work upon until you can meet with the teacher. Do not jump around from one content area to another. You get to choose the order you review, but the teacher has to give permission for you to leave a chosen content area before it is finished.*

Teacher

*recommend a review scribbler for each child.

*draw up a partner list, pairing each student with another whom they would be comfortable sharing errors with.

*the strategies you are using are: advance organizers; class discussion; formative assessment; setting targets and providing feedback; student self-assessment.