



# Preview - Information



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# Google Slides Lessons Preview





# Alberta Math Curriculum Number – Grade 6

## 3-Part Lesson Format

### Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

**Learning Goal**

We are learning to read and represent integers using number lines, so we can understand how to show positive and negative numbers in different ways.

**Discussion Questions**

- 1) Can you think of any real-life situations where you would use positive and negative numbers?
- 2) If you were going to draw a number line, where would you place zero?
- 3) What happens when you move to the right on a number line? What about when you move to the left?

**Opposite Integers**

Write an integer in front of the corresponding opposite integer to complete the chain links.

<input type="text"/>	-14	<input type="text"/>	-77
<input type="text"/>	32	<input type="text"/>	-105
<input type="text"/>	45	<input type="text"/>	-223
<input type="text"/>	-67	<input type="text"/>	364

### Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

**Writing Integers**

We can represent a situation using integers. When we have less than zero, we can use a negative integer. When we have more than zero, we use a positive integer. **Example** – The temperature dropped 7 degrees below zero. Therefore, the temperature is  $-7^{\circ}\text{C}$ .

Write the integer for the situations below.

1) A diver is 34 meters below the surface of the ocean. Write this depth as an integer.	2) The temperature in the morning was $-3^{\circ}\text{C}$ . By afternoon, it had increased by $8^{\circ}\text{C}$ . What is the temperature now? Write it as an integer.
3) A football team gained 12 yards on their second play of the game. Write this gain as an integer.	4) Sarah is \$504 in debt after buying new shoes. Write her financial situation as an integer.



# Alberta Math Curriculum Number - Grade 6

## Integers - Temperatures - Vertical Number Line

Use the number lines to solve the questions.

 _____ Difference = _____	 _____ Difference = _____	 _____ Difference = _____	 _____ Difference = _____	 _____ Difference = _____	 _____ Difference = _____	 _____ Difference = _____
---------------------------------	---------------------------------	---------------------------------	---------------------------------	---------------------------------	---------------------------------	---------------------------------

...the correct answer.

10 + (-4) = ?

-12 + 6 = 14

-6 - 14 = -14

(-10) + 8 = ?

2 + 8 = 10

-2 - 8 = -10

$8 + (-6) = 2$

Match the multi-step questions with the correct answer.

Questions
$24 + (-61) + (-45)$
$54 + 18 + (-37) + (-82)$
$58 + (-51) + (-88) + 32$
$-43 + (-29) + (-6)$
$-235 + 160 + (-56) + 204$

Answers
-78
-49
-82
-87
-73
-28
+73
-94
-47
+47





# Alberta Math Curriculum Number - Grade 6

## Subtracting Integers

Choose the correct puzzle pieces to make the required number.

Connected Puzzles	Puzzle pieces	
	-	
	-	
	-	
	-	

**Puzzle Bank**

Calculate how much change is due.

Money Used and Item	Change Due
1)   = _____ ¢	
2)   = _____ ¢	
3)   = _____ ¢	
4)   = _____ ¢	

Money Used and Item	Change Due
5)   = _____ ¢	
6)   = _____ ¢	
7)   = _____ ¢	
8)   = _____ ¢	

$2.25 \div 5$

Correct Answer



# Google Slides Lessons Preview





# Alberta Math Curriculum Patterns & Algebra – Grade 6

## 3-Part Lesson Format

### Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

### LEARNING GOAL

We are learning to analyze input-output tables using the four operations (+, -, ×, ÷) to determine how numbers change and to find the pattern rule that connects them.

### Identifying Independent and Dependent Variables

Identify the independent and dependent variables in the situations below.

1) Priya earns \$80 for each day she babysits.	<b>Independent</b>		<b>Dependent</b>	
	Days	Earnings	Days	Earnings
2) Tavish cycles 12 km every hour.	<b>Independent</b>		<b>Dependent</b>	
	Hours	Distance	Hours	Distance
3) The temperature rises 2°C every hour after 9:00 a.m.	<b>Independent</b>		<b>Dependent</b>	
	Temperature	Time	Temperature	Time
4) Desmond reads 8 pages every 10 minutes.	<b>Independent</b>		<b>Dependent</b>	
	Time	Pages Read	Time	Pages Read
5) Nia's savings increase by \$15 every week.	<b>Independent</b>		<b>Dependent</b>	
	Savings	Weeks	Savings	Weeks

### Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

### Finding Term N – Word Problems

A cyclist trains for a race.

On Day 1, he rides 5 km.  
 On Day 2, he rides 10 km.  
 On Day 3, he rides 15 km.  
 On Day 4, he rides 20 km.

How many kilometres will he ride on Day 40?



# Alberta Math Curriculum Patterns & Algebra – Grade 6

### Growing Pattern - Table of Values and Graph

A baker increases the number of cookies baked each hour. Represent the pattern using a table of values and a graph.

Term Number (Hour)	1	2	3	4	5	6	7
Term Value (Cookies)							

Write an expression that represents the function. \_\_\_\_\_

### Patterns - Tables

The gardener wants to plant flowers in a garden over 5 days. The gardener has 3 patterns. Fill in the tables below to represent each pattern.

Days	Flowers
1	7
2	
3	17
4	
5	

Days	Flowers
1	
2	9
3	
4	
5	27

Days	Flowers
1	4
2	
3	
4	28
5	

b) Oops! The gardener made a mistake when completing the table of values. The planting pattern was supposed to add the same number of flowers each day. Identify the error in the table and correct it.

Term Number (Days)	1	2	3	4	5
Term Value (Flowers)	23	27	32	37	42

The gardener wants to plant flowers in a garden, but each flower costs \$4. The gardener has created 4 different planting plans and has a budget of \$30. Which planting plan should the gardener choose? Explain your reasoning.

Plan	Flowers	\$
1		
2		
3		
4		

### Order of Operations

Marlowe and Brennan both answered the questions below. Circle who is correct.

#	Question	Marlowe's Answer	Brennan's Answer
1	$k = 4$ $6 + (k - 2) \times 5$	16	40
2	$n = 3$ $48 \div (2n) + 7$	15	31
3	$p = 9$ $4p - 6^2 \div 3$	0	24
4	$t = 5$ $3(2 + t) - 4$	17	9
5	$m = 12$ $30 - m \div 3 \times 2$	3	22
6	$r = 7$ $(r + 5)^2 \div 4$	36	3
7	$b = 6$ $2^3 + 5b - 10$	68	28
8	$q = 8$ $72 \div (q + 1) + q$	16	24



# Alberta Math Curriculum Patterns & Algebra – Grade 6

### Distributive Property - Addition

Fill in the area models to represent the distributive property of the expressions.

1) $8(3 + 9)$ 	2) $5(7 + 3)$ 	3) $9(y + n)$ 
4) $11(6 + n)$ 	5) $7(f + 15)$ 	6) $-4(27 + p)$ 

### Word Problems

Circle the correct addition equation.

1) Liam and Daniel collected 240 marbles together. Liam collected 135 marbles. Which equation(s) will tell us how many marbles Daniel collected?

$240 + d = 135$	$135 + d = 240$
$d - 135 = 240$	$d + 135 = 240$

2) Emily and Charlotte baked 86 cookies in total. Emily baked 39 cookies. Which equation(s) will tell us how many cookies Charlotte baked?

$86 + c = 39$	$c - 39 = 86$
$86 - c = 39$	$39 + c = 86$

### Fill in the missing number and balance the equation.

16 - 14 = 2      55 - 33 = 22

1) $\square - 9 = 27$	2) $57 - \square = 44$	3) $71 - \square = 61$
4) $\square - 6 = 53$	5) $\square - 11 = 77$	6) $98 - \square = 74$
7) $106 - \square = 90$	8) $114 - 7 = \square$	9) $\square - 5 = 111$
10) $\square - 18 = 88$	11) $152 - \square = 141$	12) $\square - 21 = 183$



# Google Slides Lessons Preview





# Alberta Math Curriculum Shape and Space – Grade 6

## 3-Part Lesson Format

### Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

### Learning Goal

We are learning to use a protractor to measure and draw angles up to  $360^\circ$  so we can understand how angles work when measured clockwise and counterclockwise.



### Angles

Drag and label the angles.

			Right Angle
			Acute Angle
			Obtuse Angle
			Reflex Angle
			Straight Angle

### Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

### Interior Angles – Triangles – Word Problems

- 1) Riley is making paper party hats in the shape of isosceles triangles. Each hat has two angles measuring  $58^\circ$ . What is the third angle?

- 2) a) Two angles of a triangle measure  $92^\circ$  and  $38^\circ$ . What is the measure of the third angle?

- b) Based on your answer, is the triangle acute, right, or obtuse?





# Alberta Math Curriculum Shape and Space – Grade 6

### Finding the Perimeter of Regular Polygons

Find the perimeter of the squares below. Drag the numbers to complete the equations.

1 2 3 4 5 6 7 8 9 0

<p>3cm 3cm 3cm 3cm</p> <p>___ + ___ + ___ + ___ = ___ cm</p>	<p>1cm 1cm 1cm 1cm</p> <p>___ + ___ + ___ + ___ = ___ cm</p>	<p>10cm 10cm 10cm 10cm</p> <p>___ + ___ + ___ + ___ = ___ cm</p>
<p>4cm 4cm 4cm 4cm</p> <p>___ + ___ + ___ + ___ = ___ cm</p>	<p>6cm 6cm 6cm 6cm</p> <p>___ + ___ + ___ + ___ = ___ cm</p>	

1 2 3 4 5 6 7 8 9 0

<p>7m 2m</p> <p>Area = ___ m<sup>2</sup></p>	<p>6m 3m</p> <p>Area = ___ m<sup>2</sup></p>	<p>7m 12m</p> <p>Area = ___ m<sup>2</sup></p>
<p>4m 3m</p> <p>Area = ___ m<sup>2</sup></p>	<p>8m 1m</p> <p>Area = ___ m<sup>2</sup></p>	

Fill in the blanks to investigate the area and height. Drag the numbers to answer.

<p>1)</p> <table border="1"> <tr> <th>Area of Base</th> <th>Height</th> <th>Volume</th> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	Area of Base	Height	Volume				<p>2)</p> <table border="1"> <tr> <th>Area of Base</th> <th>Height</th> <th>Volume</th> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	Area of Base	Height	Volume				<p>3)</p> <table border="1"> <tr> <th>Area of Base</th> <th>Height</th> <th>Volume</th> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	Area of Base	Height	Volume			
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# Alberta Math Curriculum Shape and Space – Grade 6

### Introduction to Polygons

Is the shape a polygon? Drag **Yes** or **No** below the shapes to answer.

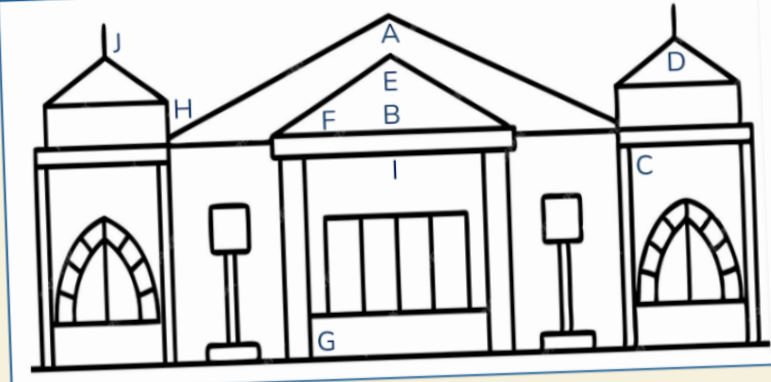
**Polygons**

- Two-dimensional
- Closed shape
- Straight sides

			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			
		<input type="checkbox"/>	<input type="checkbox"/>

### Finding Angles

What are the angles that are labeled with a letter? Drag the labels to answer.



Letters	Name of Angle
A	
B	
C	
D	
E	
F	
G	
H	
I	
J	

Circle the right angles in the right triangles below.



# Google Slides Lessons Preview





# Alberta Math Curriculum Statistics – Grade 6

## 3-Part Lesson Format

### Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- And More!

### RELATIVE FREQUENCY

#### Learning Goal

We are learning to interpret and compare relative frequencies by expressing data as fractions, decimals, and percentages, so we can understand how often outcomes occur in a data set.

### RELATIVE FREQUENCY TABLES

Fill in the relative frequency tables

1 2 3 4 5 6 7 8 9 0 . /

Students at Maple Leaf Middle School were surveyed about their favourite device. Fill in the relative frequency of the results as a fraction, decimal, and percent.

Category	Phone	Laptop	Tablet	Gaming Console	Smart TV	Total
Votes	65	15	25	30	10	
Relative Frequency	Fraction					
	Decimal					
	%					



### Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

### RELATIVE FREQUENCY TABLES

Fill in the relative frequency tables

1 2 3 4 5 6 7 8 9 0 . /

The students at Northern Lights Public School were surveyed about their favourite Canadian sport. The results are shown in the table below.

Category	Hockey	Basketball	Soccer	Lacrosse	Curling	Total
Votes	24	15	18	7	6	
Relative Frequency	Fraction					
	Decimal					
	%					





# Alberta Math Curriculum Statistics – Grade 6

## CLOSED-LIST AND OPEN-ENDED QUESTIONS

Drag 4 categories for the closed-list questions below.

Questions	Questions
1) Which Canadian city would you most like to visit?	2) Which video game do you enjoy the most?
A)	A)
B)	B)
C)	C)
D)	D)

Toronto	Fortnite	Chess
Mario Kart	Ontario	Roblox
Calgary	Montréal	Minecraft
Manitoba	Vancouver	Alberta

## FINDING QUARTERS

Shade one quarter of the circle below.

Fraction

Shade three quarters of the circle below.

Fraction

Fill in the tables below with either one-quarter or three-quarters.

Number	One Quarter	Fraction
16		
44		
32		

Number	One Quarter	Fraction
88		
48		
64		

Number	Three Quarter	Fraction
24		
52		
96		

## THEORETICAL

Represent the probability of hitting the target.


Fraction <input type="text"/> Decimal <input type="text"/> Percent <input type="text"/>	Fraction <input type="text"/> Decimal <input type="text"/> Percent <input type="text"/>	Fraction <input type="text"/> Decimal <input type="text"/> Percent <input type="text"/>



# Alberta Math Curriculum Statistics – Grade 6

## DESCRIBING THE LIKELIHOOD OF EVENTS

There are 17 drinks in a cafeteria cooler. What is the likelihood of choosing juice, milk, or water?



1) Describe the probability: impossible, unlikely, equally likely, likely, or certain  
2) Represent the probability of choosing the drink as a fraction, decimal, and percent

**1 2 3 4 5 6 7 8 9 0 / . %**







Event	Fraction	Decimal	Percent
1) What is the probability of choosing a juice? <b>Probability:</b>			
2) What is the probability of choosing a milk? <b>Probability:</b>			
3) What is the probability of choosing a water? <b>Probability:</b>			
4) What is the probability of choosing a juice or milk? <b>Probability:</b>			
5) What is the probability of choosing a soda? <b>Probability:</b>			

Fill in the frequency table below

Drink Type	Frequency
Water	
Milk	
Juice	

## DESCRIBING THE LIKELIHOOD OF EVENTS

What is the likelihood of the events happening?


<p>A person will win the lottery this week.</p>  <p>Certain More Likely Equally Likely Less Likely Impossible</p>	<p>A fish will fly across the classroom.</p>  <p>Certain More Likely Equally Likely Less Likely Impossible</p>	<p>You will use a phone, tablet, or computer today.</p>  <p>Certain More Likely Equally Likely Less Likely Impossible</p>
<p>A dog will start speaking English during class.</p>  <p>Certain More Likely Equally Likely Less Likely Impossible</p>	<p>Someone in your class will answer a question today.</p>  <p>Certain More Likely Equally Likely Less Likely Impossible</p>	<p>It will rain every single day next week.</p>  <p>Certain More Likely Equally Likely Less Likely Impossible</p>

## DESCRIBING THE LIKELIHOOD OF EVENTS

Probability as a

**1 2 3 4 5 6 7 8 9 0 / . %**

Questions	Fraction	Decimal	Percent
a) Picking a red marble			
b) Picking a blue marble			
c) Picking a red or blue marble			

Questions	Fraction	Decimal	Percent
a) Picking a black marble			
b) Picking an orange marble			
c) Picking a white or black marble			

