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Alberta Math Curriculum Number – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to **multiply and divide whole numbers by other whole numbers** so we can accurately solve problems involving measurements, money, and real-world situations.

Discussion Questions

- 1) If you had 4 bags with 25 marbles in each, how could you quickly figure out the total without counting one by one?
- 2) If you double a number and then double it again, what operation are you really doing?
- 3) If 5 friends split a \$100 bill evenly, will everyone get a whole number amount? How do you know?

Multiplying Whole Numbers

Use the standard algorithm to solve the multiplication problems below.

$$\begin{array}{r} 1) \\ 47 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \\ 77 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \\ 94 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \\ 125 \\ \times 34 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \\ 561 \\ \times 26 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \\ 842 \\ \times 63 \\ \hline \end{array}$$

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Division – Word Problems

- 1) A delivery company needs to ship 1,965 packages using trucks that each carry 35 packages. How many full trucks will be used? How many packages will be left over?



- 2) A factory produces 7,920 bottles of juice in 15 hours. Assuming a constant rate, how many bottles are produced per hour?





Alberta Math Curriculum Number – Grade 8

Area of a Square – Square Root

When we calculate the area of a square, we use a square number to determine the area.

Example: If the area of a square is 9, its side length is $\sqrt{9}$ or 3.



What is the area? Write the side lengths as square roots and units.

#	Question	Area	Side Length
1)			$\sqrt{\quad}$ units
2)			$\sqrt{\quad}$ units

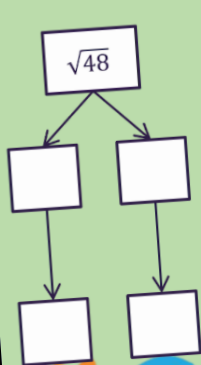
#	Question	Area	Side Length
3)			$\sqrt{\quad}$ units
4)			$\sqrt{\quad}$ units

Rational Numbers

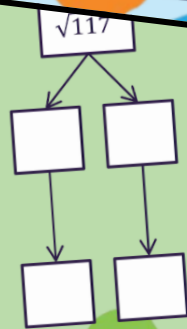
is the number a rational or irrational number?

1)	$\sqrt{36}$	Rational	Irrational
2)	0.121212...	Rational	Irrational
3)	$\sqrt{8}$	Rational	Irrational
4)	$\frac{7}{9}$	Rational	Irrational
5)	π	Rational	Irrational
6)	$\sqrt{3}$	Rational	Irrational

Fill in the blank



$$\begin{aligned} \square - \square &= \square \\ \square - \square &= \square \\ \sqrt{48} &= \square \frac{\square}{\square} \text{ or } \square \end{aligned}$$



$$\begin{aligned} \square - \square &= \square \\ \sqrt{117} &= \square \frac{\square}{\square} \text{ or } \square \end{aligned}$$



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Alberta Math Curriculum Statistics – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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

DATA TYPES

Learning Goal

We are learning to **classify different types of data by looking closely at real-world examples**, so we can choose **appropriate ways to collect, organize, compare, and interpret data accurately.**

DISCRETE VS CONTINUOUS DATA

Planning a School Field Trip: A class is planning a field trip to a science centre. The teacher collects the information below. Is the data discrete or continuous? Drag the number of the question to the correct category.

Data Collected	Discrete	Continuous
1) How far is the science centre from the school?		
2) How many students are going on the trip?		
3) How many buses are needed?		
4) How long will the bus ride take?		
5) What is the total cost of the trip?		
6) How many lunch bags are packed?		
7) How much water should each student bring?		
8) How many seats are on each bus?		
9) How many tickets were purchased?		
10) How many minutes are spent at each activity station?		

2	4	1	9
8	10	5	7
6	3		

Part 2 – Action!

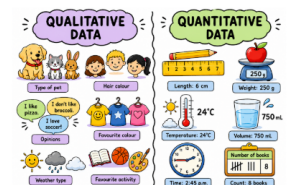
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

DISCUSSION QUESTIONS

- 1) If you collect information about students' favourite snacks, is that different from collecting information about how many snacks they eat in a week? How?
- 2) Why might some data be described with words, while other data is shown with numbers?
- 3) If you measure the time it takes students to run 100 metres, could the answer include decimals? What does that tell you about the data?
- 4) What is the difference between counting something and measuring something?
- 5) If you ask your classmates a survey question yourself, how is that different from using data from a website or report?





Alberta Math Curriculum Statistics – Grade 8

FINDING MISSING DATA POINT USING MEAN

1 2 3 4 5 6 7 8 9 0 %

Find the missing data point for the word problems below.

1) The average number of hours a student studied over 5 days was 2.8 hours. The hours studied each day are shown below, but one day is missing. Find the missing number of hours studied on Thursday.

Day	Monday	Tuesday	Wednesday	Thursday	Friday
Hours	3.0	2.5	2.0	?	3.5

2) The average daily number of steps taken over 7 days was 8,000 steps. The steps for each day are listed below, but one day is missing. Find the missing number of steps for Day 4.

Day	1	2	3	4	5	6	7
Steps	7500	8200	7900	?	8400	8100	7800

3) A swimmer's average lap time over 6 laps was 55.5 seconds. The lap times are shown below, but one value is missing. Find the missing lap time.

Laps	1	2	3	4	5	6
Time(S)	54.2	56.1	55.0	57.3	53.9	?

Identify any outliers in the datasets below.

1 2 3 4 5 6 7 8 9 0

42, 39, 41, 38, 40, 120, 37

Outlier

215, 222, 218, 220, 217, 305, 219

Outlier

6.2, 6.5, 6.1, 6.3, 15.8, 6.4

Outlier

-12, -15, -14, -13, -16, -45, -14

Outlier

0.8, 1.1, 0.9, 1.0, 3.7, 1.2

Outlier

55, 58, 60, 57, 59, 102, 56

Outlier

18, 20, 19, 21, 22, 85, 20

Outlier

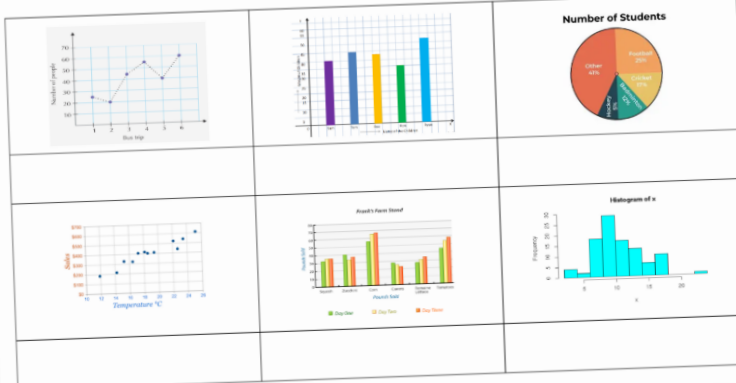
3.5, 3.7, 3.6, 3.8, 9.2, 3.4

Outlier

140, 145, 150, 148, 147, 300, 149

Outlier

Label the names of the graphs below.



Histogram

Multiple Bar Graph

Bar Graph

Scatter Plot

Circle Graph

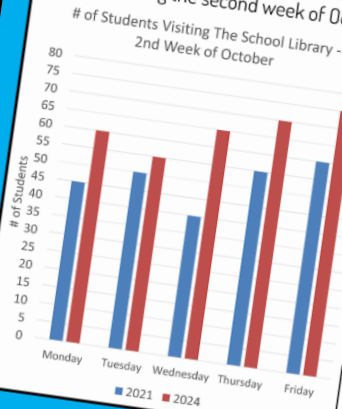
Broken Line Graph



Alberta Math Curriculum Statistics – Grade 8

INTERPRETING DOUBLE BAR GRAPHS

The graph below shows the number of students visiting the school library during the second week of October in 2021 and 2024.

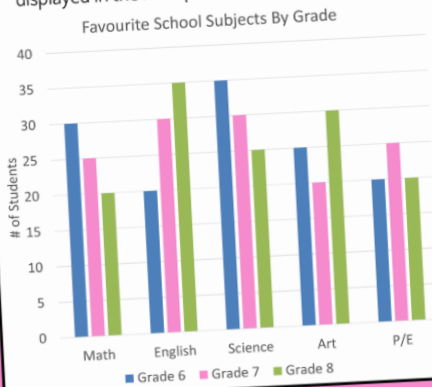


- 1 2 3 4 5 6 7 8 9 0
- Which day had the highest number of library visitors in 2021?
 - Which day had the lowest number of library visitors in 2024?
 - What was the mean number of visitors in 2024 during this week?
 - What was the median number of visitors in 2021 during this week?
 - Describe two conclusions you can draw from the data.

Monday Tuesday Wednesday Thursday Friday

INTERPRETING MULTIPLE BAR GRAPHS

Students in Grades 6, 7, and 8 were surveyed to find out their favourite school subject. The results are displayed in the multiple bar graph below.

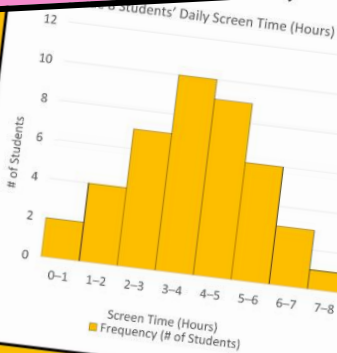


Subject	Grade 6		Grade 7		Grade 8	
	#	%	#	%	#	%
Math					20/130	
English				23		
Science						
Art	25/130					
P/E						
Total	/130					

- How many students in each grade were surveyed?
- How many votes did the most popular subject receive in total?

Grade 6
Grade 7
Grade 8

Fill in the frequency table and answer the questions.



Screen Time (Hours)	Frequency
0-1	
1-2	
2-3	
3-4	
4-5	
5-6	
6-7	
7-8	

- 1 2 3 4 5 6 7 8 9 0
- Which screen time interval is the most common among students?
 - How many students spend less than 2 hours on screens each day?
 - How many students spend 5 hours or more on screens each day?
 - How many students were surveyed in total?
 - Describe one pattern or trend you notice in the distribution of screen time.



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Alberta Math Curriculum Shape and Space – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to describe and use the Pythagorean relationship with different geometric models so we can solve problems to find missing side lengths in right triangles.

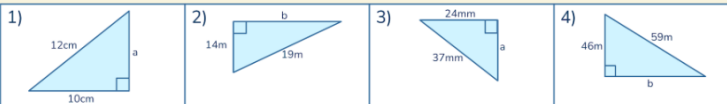


Pythagorean Theorem – Missing Side

a b c

Find the value of the hypotenuse. Round the answer to the nearest tenth. Drag the numbers and labels to answer.

1 2 3 4 5 6 7 8 9 0



Part 2 – Action!

- Writing
- Matching
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Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
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Pythagorean Theorem

- 1) Amelia is flying a kite. The string of the kite is 15 m long. If the kite is directly above a point that is 9 m away from where Amelia is standing, how high is the kite above the ground?
 - a) Draw and label the right triangle with the string, the ground, and the kite's height.
 - b) Use the Pythagorean theorem to calculate the kite's height.





Alberta Math Curriculum Shape and Space – Grade 8

Consolidation – Multiple-Choice Questions

Drag the checkmark to answer the following multiple-choice questions about the topic.

1) In a right triangle, the side opposite the right angle is called:	2) Which geometric model BEST demonstrates the Pythagorean relationship?	3) Which of the following sets of side lengths forms a right triangle?
a) The adjacent side	a) Three circles whose areas add up	a) 7 cm, 24 cm, 25 cm
b) The base	b) Three squares built on the sides of a right triangle	b) 6 cm, 8 cm, 15 cm
c) The altitude	c) A rectangle divided into two triangles	c) 5 cm, 12 cm, 20 cm
d) The hypotenuse	d) A hexagon inside a circle	d) 8 cm, 9 cm, 16 cm



1 2 3 4 5 6 7 8 9 0

<p>Area = _____</p>	<p>Area = _____</p>	<p>Area = _____</p>
<p>Area = _____</p>	<p>Area = _____</p>	<p>Area = _____</p>

Find the surface area of the 3D objects below.

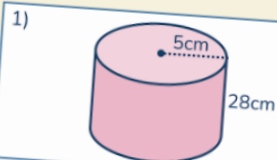
<p>1) Rectangular Pyramid</p> <p>Surface area = _____</p>	<p>2) Triangular Pyramid</p> <p>Surface area = _____</p>	<p>3) Square Pyramid</p> <p>Surface area = _____</p>
<p>4) Rectangular Pyramid</p> <p>Surface area = _____</p>	<p>5) Square Pyramid</p> <p>Surface area = _____</p>	<p>6) Triangular Pyramid</p> <p>Surface area = _____</p>



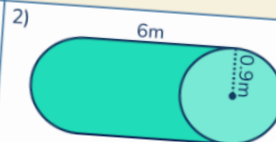
Alberta Math Curriculum Shape and Space - Grade 8

Surface Area - Cylinders

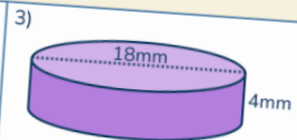
Find the surface area of the 3D objects below. Type in your answers including the units.



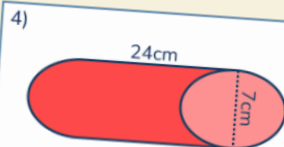
Surface area = _____



Surface area = _____



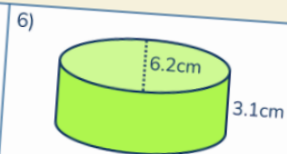
Surface area = _____



Surface area = _____



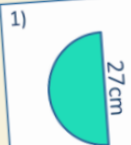
Surface area = _____



Surface area = _____

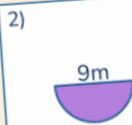
Fill in the blanks below.

cm mm m km



Area

Perimeter



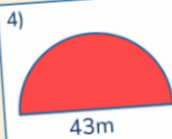
Area

Perimeter



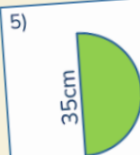
Area

Perimeter



Area

Perimeter



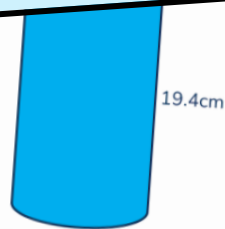
Area

Perimeter



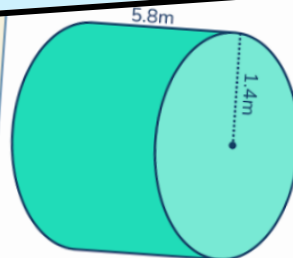
Area

Perimeter



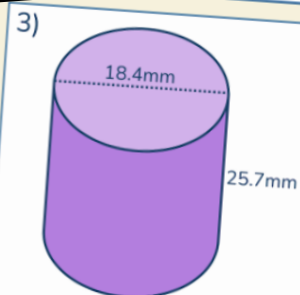
Area of the Base= _____

Volume: _____



Area of the Base= _____

Volume: _____



Area of the Base= _____

Volume: _____

7 8 9 0



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Alberta Math Curriculum Patterns & Relations – Grade 8

Decreasing Decimal Pattern Rules - Hundredths

Fill in the blanks to complete the decreasing patterns below.

1)	8.61	8.57	8.53	8.49	_____	_____	_____	_____
2)	89.43	89.30	89.17	_____	_____	_____	_____	_____
3)	164.78	163.53	162.28	_____	_____	_____	_____	_____
4)	503.04	497.70	492.36	_____	_____	_____	_____	_____

Complete the tables below.

	Out
156	
289	
430	
621	
808	

RULE = Subtract 8	
In	Out
183	
264	
385	
529	
717	

RULE = Multiply 7	
In	Out
7	
9	
13	
19	
26	

RULE = Divide 4	
In	Out
52	
88	
96	
124	
288	

Increasing

How many blocks are in each term? Sketch the next terms.

Figure Number	1	2	3	4	5	25	35
Number of Blocks							

1) Describe the recursive pattern.

2) What is the functional relationship between the variables?
(Write the expression)

3) How many blocks will the 112th term have?

Number of Blocks										
	1	2	3	4	5	6	7	Figure Number		



Alberta Math Curriculum Patterns & Relations – Grade 8

Two-Variable Linear Relationships

Fill in the tables and answer the questions.

1) At a skate rental kiosk, you pay a fixed fee for the helmet, then more money for every hour you skate.

Hours (x)	0	1	2	3	4	5
Cost (y)	\$4.00	\$9	\$14	\$19	\$24	\$29

a) What is the functional relationship between the two variables (algebraic expression)?

b) How much does the helmet fee cost?

c) How much would 12 hours of skating cost?

Adding and Subtracting

Use the flow chart to find the value of the variable.

1) $a - 8 = 12$	<pre> a → -8 → 12 ↑ □ ← +8 ← 12 </pre>	5) $e - 6 = 42$	<pre> e → -6 → 42 ↑ □ ← +6 ← 42 </pre>
2) $b + 5 = 17$	<pre> b → +5 → 17 ↑ □ ← -5 ← 17 </pre>	6) $f + 18 = 66$	<pre> f → +18 → 66 ↑ □ ← -18 ← 66 </pre>
3) $c - 9 = 25$	<pre> c → -9 → 25 ↑ □ ← +9 ← 25 </pre>	7) $g - 21 = 73$	<pre> g → -21 → 73 ↑ □ ← +21 ← 73 </pre>
4) $d + 4 = 37$	<pre> d → +4 → 37 ↑ □ ← -4 ← 37 </pre>	8) $h + 36 = 95$	<pre> h → +36 → 95 ↑ □ ← -36 ← 95 </pre>

1) Linear Non-Linear	2) Linear Non-Linear