



# Preview - Information

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# Google Slides Lessons Preview





# Ontario Language Curriculum

## Foundations of Language – Grade 6

### 3-Part Lesson Format

#### Part 1 – Minds On!

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

#### Week 2 - Vocabulary List

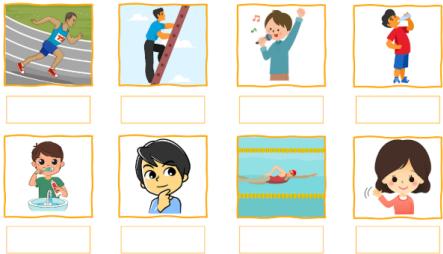
Find 20 words in the word search and circle each one. Look at the word list to help you!

B R E E Z E G N I T A L U C L A C  
G F S N H T G N I N E T S I L G F  
N U B R I T T L E T N O Q K B Y Z  
I I M P L E M E N T I N G W V V O  
T Y E E W B C A R W B L U N D E R  
A M X R A R T Y S D A D F T O E W  
U E P A Q A B H D R Z T W G L C E  
T H L I L I L U H B R A C K I S H  
C P O B D L E G N I R E E H C S E  
U S R Q M L M F W S M B Q W I Y D  
L A I Z J E I U Y T I V E R B N T  
F L N W H I S P E R I N G B X T G  
C B G C G Z H Y B T E K N A L B J

whispering	brittle	brace
blanket	implementing	fluctuating
brevity	blunder	blare
breeze	listening	watching
exploring	calculating	brackish
blasphemy	blemish	cheering
blatant		braille

#### Suffix - ing

Look at each picture. Find the word with the correct spelling and drag it under the picture.



swimming  
running  
smiling  
singing  
cutting  
waving  
drinking  
climbing  
dancing

#### Part 2 – Action!

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

#### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

#### Fluency Readings

Read each line slowly. Say the words out loud.  
Have fun reading!

The blanket fell.  
The blanket fell down.  
The blanket fell down fast.  
The blanket fell down fast in a breeze.  
The brittle stick.  
The brittle stick snapped.  
The brittle stick snapped in half.  
The brittle stick snapped in half quickly.



The small blemish.  
The small blemish showed.  
The small blemish showed clearly.  
The small blemish showed clearly today.  
The braille book.  
The braille book helped.  
The braille book helped him.  
The braille book helped him reading.





# Ontario Language Curriculum

## Foundations of Language – Grade 6

### Prefix Re-

Drag each word to the basket if it is a real word with the prefix Re-.  
Drag it to the bin if it is not.

Reason	Rethink	Remote
Reblue	Rewrite	Region
Rebuild	Red	Refuge
Revisit	Reheat	Repaint
Rewind	Reveal	Recycle

### Week 4 - Vocabulary List

Drag the correct word from the Word Bank to fill in each blank.

1) The new books will be \_\_\_\_\_ in the library next week.  
 2) After the argument, the room was in complete \_\_\_\_\_.  
 3) The team planned their \_\_\_\_\_ for the school election.  
 4) Dad parked the car in the \_\_\_\_\_ before going inside.  
 5) This information may \_\_\_\_\_ to our science project.  
 6) The dancers began to \_\_\_\_\_ across the stage during rehearsal.  
 7) She walked into the room \_\_\_\_\_, lost in her thoughts.  
 8) The teacher explained the rules \_\_\_\_\_ so everyone understood.  
 9) The students moved \_\_\_\_\_ to finish their group project on time.  
 10) The museum will \_\_\_\_\_ the new artwork tomorrow.  
 11) You must \_\_\_\_\_ the rug if you want it to lie flat.  
 12) Maya forgot to \_\_\_\_\_ her art project for tomorrow.

**Word Bank**

quickly	gratefully	disdain
disarray	paint	sashay
available	curiously	lovely
initially	betray	aquarium
driveway	absently	campaign
pertain	display	previously
deliberately	underlay	

Draw a line to connect one complete complex sentence. After matching, underline the dependent clause.

**Dependent Clause**

Because it was raining <input type="checkbox"/>
When the bell rang <input type="checkbox"/>
Although she was tired <input type="checkbox"/>
If you finish your homework <input type="checkbox"/>
Since the dog barked loudly <input type="checkbox"/>
While the stars were shining <input type="checkbox"/>
Even though he forgot his lunch <input type="checkbox"/>
After the teacher gave directions <input type="checkbox"/>
As soon as the movie started <input type="checkbox"/>

The neighbours looked out the window <input type="checkbox"/>
The night looked peaceful. <input type="checkbox"/>
We will go play outside. <input type="checkbox"/>
The students began their work. <input type="checkbox"/>
She kept reading her book. <input type="checkbox"/>
The students lined up quickly. <input type="checkbox"/>
He borrowed food from a friend. <input type="checkbox"/>
Everyone became quiet. <input type="checkbox"/>
We stayed inside the house. <input type="checkbox"/>



# Ontario Language Curriculum

## Foundations of Language – Grade 6

### Prefix Pre-

Drag the letters to fill the crossword boxes. Use the clues to help you make the words!

**Across**

- 1) plan before starting
- 5) load in advance
- 6) bake before serving
- 7) story before original
- 8) stop from happening

**Down**

- 2) soak before washing
- 3) guess future event
- 4) paid in advance
- 5) made before use
- 6) test before learning

**Letters**

d	e	d	r	d	i	r	e	p	n
p	t	a	e	k	p	u	a	r	p
s	e	d	r	e	r	a	k	t	o
r	v	l	e	o	e	l	n	r	l
a	e	i	r	t	p	m	q	e	s
e	p	b	c	p	r	a	p	r	e

### Figures of Speech

Read each sentence carefully. Look at the options and choose the one best. Drag the correct alliteration to the box.


**across**

- Busy bees buzz by the blossoms.
- The cat sleeps on the couch, and it looks very calm.
- Brave birds burst from the branches.
- The boy kicks the soccer ball; it rolls across the field.
- Happy hikers hop over hills.

**Down**

- Silly **s**wiftly.
- The girl feeds her dog after school.
- The boy brushes his teeth; he looks in the mirror.
- Calm cats curl on the cushions.
- The boy reads a book, in his room.

### Inter-

Correct or Wrong into the box next to each word to show if it is a real word with the prefix Inter-.

interbird	
interview	
interrupt	
interrain	
interact	
interfarm	
intermix	
interlock	
interhouse	

intercom	
interfaith	
interblue	
interpret	
interchange	
interplant	
intertable	
interstory	
interstellar	

**Correct**

**Wrong**



# Google Slides Lessons Preview





# Ontario Language Curriculum Composition (Writing) – Grade 6

## 3-Part Lesson Format

### Part 1 – Minds On!

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

 **LEARNING GOAL** 

We are learning to **recognize and understand** different text forms so we can **explain their features and use them to communicate ideas effectively.**



#### Text Forms Word Search & Match

Find each word in the puzzle and drag its letters to the box of the word it describes.

A	Stories with characters, setting, and plot.
B	Verses that use rhythm and rhyme to show feelings.
C	It uses arguments and evidence to convince readers.
D	Personal or formal messages.
E	Detailed information on a topic with subheadings.
F	Life stories about important events.
G	Daily notes about feelings or events.
H	Organized ideas or items.
I	Stories with pictures and text.
J	Step-by-step directions.

Z R C J O M C B R E P O R T S  
Q A L B I O G R A P H I E S F  
I I Q W G U R U N B Z D V D G  
N A R R A T I V E O T N A C R  
I N S T R U C T I O N S T Q T  
C Y W W B P E R S U A S I V E  
O M A I U R O L L E T T E R S  
M B I Z F K C E I Y K L X A U  
I D I A R I E S T S V F X O G  
C N V D N O A A D R T G Q B B  
S K Q D Y K S J G B Y S Q N G

Biographies	Persuasive	Diaries	Letters	Narrative
Instructions	Reports	Comics	Poetry	List

### Part 2 – Action!

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

### Part 3 – Consolidation!

- **Exit Cards**
- **Quizzes**
- **Reflection**
- **And More!**

#### Idea Development Strategies : Graphic Organizer

Fill in the graphic organizer about your favourite place to visit.

a) What type of place is it – beach, park, city, mountain, etc.?	
b) Who do you usually go there with?	
c) Describe what makes this place fun or special.	
d) What do you usually do when you are there?	
e) How do you feel when you are in this place?	
f) If you could change or add something to this place, what would it be?	





# Ontario Language Curriculum

## Composition (Writing) – Grade 6

Organizing a Strong Paragraph	
Read each sentence carefully. Then, draw a line to match the sentence to its correct part of the paragraph.	
Rules help prevent accidents, like walking instead of running in the hallways.	1
By following school rules, students can enjoy a safe and respectful environment where learning comes first.	2
They make sure students respect each other and avoid fights or bullying.	3
School rules are important for keeping everyone safe.	4
Following rules during emergencies, such as fire drills, keeps everyone calm and protected.	5
A	Topic Sentence
B	Supporting Detail #1
C	Supporting Detail #2
D	Supporting Detail #3
E	Conclusion

**Step Sequencing Activity**

Introduction: Write the numbers 1–5 to show the correct order of each process.

**How to Plant a Seed**

- Put soil in a small pot.
- Cover the seed lightly with soil.
- Place the seed in the soil.
- Water the soil gently.
- Place the pot in sunlight.

**How to Make a Sandwich**

- Spread peanut butter on one slice.
- Press the slices together.
- Put two slices of bread on a plate.
- Cut the sandwich into halves.
- Spread jelly on the other slice.

**How to Brush Your Teeth**

- Wash and put away your toothbrush.
- Brush your teeth in circles for 2 minutes.
- Rinse your mouth with water.
- Wet your toothbrush with water.
- Put toothpaste on the brush.

**How to Wash Your Hands**

- Wet your hands with water.
- Dry your hands with a towel.
- Rinse your hands under clean water.
- Scrub for at least 20 seconds.
- Apply soap and rub your hands together.

Supporting Reliable and Unreliable Sources

source carefully and decide if it is reliable or unreliable and place it in the correct column.

Atlas	Wikipedia	Non-fiction books	Government websites

**Sorting Reliable and Unreliable Sources**

**Instruction:** Read each source carefully and decide if it is reliable or unreliable and place it in the correct column.

Blogs	encyclopedia	Atlas	Wikipedia	Non-fiction books	Government websites
Social media	Facebook post	Science journals	Twitter	YouTube comments	Textbooks

**Reliable Sources**

**Unreliable Sources**



# Ontario Language Curriculum Composition (Writing) – Grade 6

### Strong or Weak Conclusion

Instruction: Put a **✓** if it is a strong conclusion and an **✗** if it is a weak conclusion.

In conclusion, recycling helps protect the Earth by reducing waste and saving resources. Everyone can do their part by recycling at home.	Exercise is fun, and sometimes people do it to feel better or pass the time.
Canada's history is filled with stories of resilience and growth. Learning about it helps us understand our nation today.	Books are interesting, and some people like to read them when they have free time.
Recycling is good for the planet, and people should think about it sometimes.	Exercise is important for staying healthy. Try adding just 20 minutes of activity to your day!
Energy conservation might be good for our planet, but it makes life less fun. Maybe try to use less energy a couple of times a month.	Reading books expands your knowledge and imagination. Next time, pick up a new book and explore another world.
Air pollution harms both people and the environment. Reducing car use and planting more trees can make a real difference.	Air pollution is bad, and people should maybe do something about it if they can.

**✓ ✓ ✓ ✓ ✓ ✗ ✗ ✗ ✗ ✗**

Write the correct name for each comic panel.

A Boxes where the action happens.  
B Show what characters are saying.  
C Extra text that explains context.  
D The people or animals in the story.  
E Where and when the story takes place.  
F Show what characters are thinking.

### Matching Sounds to Pictures

Find the word (onomatopoeia) that matches the picture in the blank space below.




# Google Slides Lessons Preview





# Ontario Language Curriculum

## Reading Comprehension – Grade 6

### 3-Part Lesson Format

#### Part 1 – Minds On!

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

**Learning Goal**

What are Reading Comprehension Strategies?

We are learning to apply reading comprehension strategies so we can analyze texts, make deeper connections, and explain ideas and inferences to show a stronger understanding of what we read.

#### Choose The Strong Outcome

Look at the possible outcomes in the table below. Some outcomes are strong predictions supported by evidence in the passage, while others are misleading but still possible. Decide which outcomes are the best predictions (strong), plausible, misleading and unlikely.

Outcomes	Answer
1) Peter forgets his opening statement and freezes in front of the audience.	
2) Priya jumps in and confidently delivers the first part of the speech.	
3) The team presents strong arguments but struggles when the other team's rebuttals come quickly.	
4) The judges award high marks for Peter's calm and well-organized presentation.	
5) The debate is interrupted by a sudden fire alarm.	
6) Peter uses his note cards to stay on track and complete the introduction.	
7) The opposing team forgets their arguments and leaves the stage embarrassed.	
8) The audience applauds loudly after Peter's team finishes their presentation.	

#### Part 2 – Action!

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

#### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Read the passage carefully and think about how good readers use strategies to understand and respond to texts.

Sofia tightened the straps of her backpack as she followed the narrow path winding up the mountain. The air grew thinner with each step, and the sharp scent of pine trees mixed with the chill of melting snow. Behind her, the valley spread wide and green, while ahead the rocky peak seemed impossibly far. A sudden rumble echoed across the cliffs, sending loose pebbles tumbling down the slope. Sofia paused, gripping her walking stick. Somewhere above, she heard a faint cry, as if someone else was on the mountain—but she couldn't see anyone.

#### Consolidation – The Mountain Climb

- Making Connections – How does this scene connect to something you know—an adventure story, a hike you've taken, or a challenge you've faced?
- Questioning – What important questions would you ask to better understand Sofia's situation?
- Visualizing – What images are most vivid in your mind—the valley, the cliffs, or the sound of the cry? Why?
- Prediction – What might happen next as Sofia continues her climb? Support your answer with text clues.
- Inference – Who or what could have made the faint cry above?





# Ontario Language Curriculum

## Reading Comprehension – Grade 6

### Exploring Cultural Elements

Put an X in the box for the correct answer.

1) What value was highlighted by the elders' stories?  
 Respect and honesty  
 Speed and competition  
 Wealth and power

2) What type of architecture was used for the gathering?  
 A castle  
 A stone tower  
 A longhouse

3) What did the dancing represent?  
 The movement of animals  
 The waves of the ocean  
 The growth of trees

4) Which art forms were displayed during the ceremony?  
 Sculpted stone and jewelry  
 Painted masks and woven blankets  
 Written poems and books

5) What ritual did the chief perform?  
 Blessing the harvest food  
 Sharing hunting tools  
 Painting the longhouse walls

6) What was the main purpose of the Moonlight Ceremony?  
 To compete for prizes  
 To invite visitors from other lands  
 To pass traditions to the next generation

A person is drawing a box with a checkmark in the top-left corner.

We'll investigate systems of architecture, and developed traditions that still influence us today. We'll also learn how historians study artifacts to uncover details about daily life, such as the tools people used, the clothes they wore, and the stories they passed down. These discoveries help us make important connections between the past and the present.

At the end of this unit, you will create a small presentation to share what you've learned. You can use drawings, slides, or models to show how culture has shaped the way communities grow.

Can't wait to see your creativity!  
 Mr. Adams

### Watch Their Meanings

Drag and drop the vocabulary words below	Meaning – Use Context Clues or Look Up Word Meanings
	Customs or beliefs passed down from one generation to another
	The act of buying, selling, or exchanging goods and services
	Links or relationships that show how ideas or events are related
	Objects made by humans that teach us about history
	A group of people living together with organized laws, culture, and systems
	The design and style of buildings or other structures

### Implicit or Explicit?

Read each statement about the weather outside. The writer is describing the weather. Decide if the writer's message is explicit or implicit.

Characteristic	Answer
1) Rain poured down, soaking everything in sight.	
2) My umbrella flipped inside out the moment I stepped outside.	
3) The leaves swirled around my feet as I walked home.	
4) The snowstorm made it impossible to see past the mailbox.	
5) Sweat rolled down my neck before I reached the end of the driveway.	
6) Fall weather is the best as my fall wardrobe is my favourite.	
7) Rain poured so hard it was like standing under a waterfall.	

Implicit



# Ontario Language Curriculum

## Reading Comprehension – Grade 6

### Literary Devices in Poetry

Read each sentence. Fill in the blank with the right word from the word bank.

1) "Tap, tap, tap — the steady beat of raindrops." →

2) "Her laughter sparkled brighter than fireworks." →

3) "The wind whispered secrets through the tall trees." →

4) "I could sleep for a hundred years after that game." →

5) "Bang! went the drum as the parade began." →

6) "Moon and June danced in tune." →

personification   onomatopoeia   simile   hyperbole   rhyme   rhythm

### Know Your Poem Types

After learning about different types of poems, complete the multiple-choice questions below.

Question

1) A teacher gives you a poem with 5 lines. The first line is 1 word, the second line has 2 descriptive words, and the last line is a synonym for the title. What type of poem is this?

2) You notice a poem where the first letters of each line spell the word "HOPE." What type of poem are you reading?

3) A friend shares a poem that makes you laugh because of its funny story and rhyming pattern. Which poem type fits best?

4) You are asked to write a poem that describes one quick moment in nature, like falling snow or a chirping bird. Which type should you use?

5) This poem type is great for exploring rhythm and syllable patterns. It often uses a 5-7-5 structure. Which type is it?

A	B	C
Haiku	Acrostic	Cinquain
Haiku	Acrostic	Limerick
Haiku	Limerick	Cinquain
Acrostic	Haiku	Limerick
Haiku	Cinquain	Acrostic



### Matching Activity – Which One is Haiku?

<p>Spring breezes drift by, Cherry blossoms fill the air, New life softly wakes.</p> <p>Reason:</p>	<p>The football is thrown, Crowds cheer as the players run, Victory is coming.</p> <p>Reason:</p>
<p>Tall buildings tower, Shadows stretch across the streets, Engines hum below.</p> <p>Reason:</p>	<p>Footsteps in the snow, Silent paths through frozen woods, Echoes disappear.</p> <p>Reason:</p>