



Preview – Information



Thank you for your interest in this bundle.
Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Lesson Slides for each unit included in this bundle.

When you make a purchase, you will receive a link to where you can make copies of the Google Lesson Slides to your Google Drive.

Thank you for shopping with us. Please let us know if you have any questions at:

rob@supersimplesheets.com



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 | L | 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 | bribe |
| 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

drinking

runing

singing

smiling

teaching

singing

brushing

cutting

jumping

waving

picking

drinking

skipping

climbing

thinking

dancing

running

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 | |

Dependent Clause

Draw a line to connect one dependent clause to one independent clause. After matching, write a complete complex sentence.

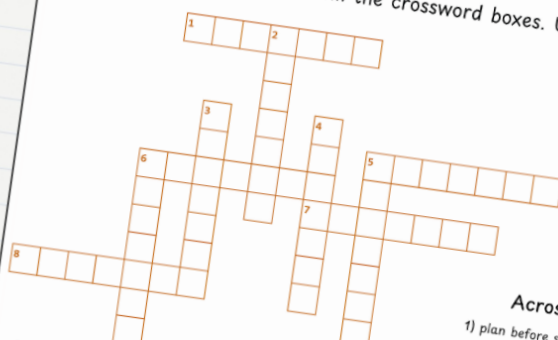
| | |
|--|--|
| Because it was raining <input type="checkbox"/> | <input type="checkbox"/> The neighbours looked out the window. |
| When the bell rang <input type="checkbox"/> | <input type="checkbox"/> The night looked peaceful. |
| Although she was tired <input type="checkbox"/> | <input type="checkbox"/> We will go play outside. |
| If you finish your homework <input type="checkbox"/> | <input type="checkbox"/> The students began their work. |
| Since the dog barked loudly <input type="checkbox"/> | <input type="checkbox"/> She kept reading her book. |
| While the stars were shining <input type="checkbox"/> | <input type="checkbox"/> The students lined up quickly. |
| Even though he forgot his lunch <input type="checkbox"/> | <input type="checkbox"/> He borrowed food from a friend. |
| After the teacher gave directions <input type="checkbox"/> | <input type="checkbox"/> Everyone became quiet. |
| As soon as the movie started <input type="checkbox"/> | <input type="checkbox"/> We stayed inside the house. |

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!



| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| 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 |

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

Figures of Speech

Read each sentence carefully. Look at the pictures 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 swimmers swim.
 - 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

Instruction: 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 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 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 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.

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

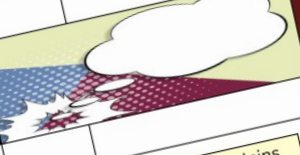
Strong or Weak Conclusion

Instruction: Put a ✓ if it is a strong conclusion and an X 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.

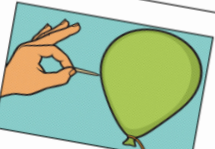
D The people or animals in the story.

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

Strong

Misleading

Unlikely

Plausible

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!

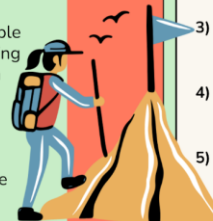
- Exit Cards
- Quizzes
- Reflection
- And More!

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

- 1) **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?
- 2) **Questioning** – What important questions would you ask to better understand Sofia's situation?
- 3) **Visualizing** – What images are most vivid in your mind—the valley, the cliffs, or the sound of the cry? Why?
- 4) **Prediction** – What might happen next as Sofia continues her climb? Support your answer with text clues.
- 5) **Inference** – Who or what could have made the faint cry above?



Consolidation



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? | 2) What type of architecture was used for the gathering? | 3) What did the dancing represent? |
| <input type="checkbox"/> Respect and honesty | <input type="checkbox"/> A castle | <input type="checkbox"/> The movement of animals |
| <input type="checkbox"/> Speed and competition | <input type="checkbox"/> A stone tower | <input type="checkbox"/> The waves of the ocean |
| <input type="checkbox"/> Wealth and power | <input type="checkbox"/> A longhouse | <input type="checkbox"/> The growth of trees |
| 4) Which art forms were displayed during the ceremony? | 5) What ritual did the chief perform? | 6) What was the main purpose of the Moonlight Ceremony? |
| <input type="checkbox"/> Sculpted stone and jewelry | <input type="checkbox"/> Blessing the harvest food | <input type="checkbox"/> To compete for prizes |
| <input type="checkbox"/> Painted masks and woven blankets | <input type="checkbox"/> Sharing hunting tools | <input type="checkbox"/> To invite visitors from other lands |
| <input type="checkbox"/> Written poems and books | <input type="checkbox"/> Painting the longhouse walls | <input type="checkbox"/> To pass traditions to the next generation |

We'll investigate systems of **trade**, **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

| 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 |

civilizations
traditions
trade
artifacts
architecture
connections

Implicit

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. | |



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 Type

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

- | Question | A | B |
|---|----------|----------|
| 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? | Haiku | Acrostic |
| 2) You notice a poem where the first letters of each line spell the word "HOPE." What type of poem are you reading? | Haiku | Acrostic |
| 3) A friend shares a poem that makes you laugh because of its funny story and rhyming pattern. Which poem type fits best? | Haiku | Limerick |
| 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? | Acrostic | Haiku |
| 5) This poem type is great for exploring rhythm and syllable patterns. It often uses a 5-7-5 structure. Which type is it? | Haiku | Cinquain |

Haiku

Acrostic

Cinquain

Haiku

Acrostic

Limerick

Haiku

Limerick

Cinquain

Acrostic

Haiku

Limerick

Haiku

Cinquain

Acrostic

Matching Activity – Which One is Haiku?

Spring breezes drift by,
Cherry blossoms fill the air,
New life softly wakes.

Reason:

The football is thrown,
Crowds cheer as the players run,
Victory is coming.

Reason:

Tall buildings tower,
Shadows stretch across the streets,
Engines hum below.

Reason:

Footsteps in the snow,
Silent paths through frozen woods,
Echoes disappear.

Reason:

