



# Preview - Information



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# Google Slides Lessons Preview





# Manitoba 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.



#### Story Sorting Cards

Read each paragraph carefully. Then drag the correct Genre and Subgenre cards into the empty cells beside each paragraph. Each paragraph fits into one Genre and one Subgenre.

Comedy	Poetry	Science Fiction	Haiku	Biography
Non-Fiction	Fiction	Non-fiction	Fiction	Fairy Tale

Paragraph	Genre	Subgenre
1) A brave knight sets out to rescue a village from a fire-breathing dragon. Along the way, he discovers the dragon is protecting something magical and must decide between courage and kindness.		
2) This text tells the story of Terry Fox's journey across Canada to raise money for cancer research. It describes his determination and the challenges he faced during his Marathon of Hope.		
3) A rocket zooms through space, passing planets and stars. The crew of astronauts discovers a new planet covered in ice and glowing crystals.		
4) Raindrops fall on the pond — frogs leap from green lily pads — ripples dance gently.		
5) Two friends argue about who should get the last slice of pizza. Their silly argument turns into laughter as they realize how funny the situation is.		

### 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



# Manitoba Language Curriculum Reading Comprehension- Grade 6

**Email Writing - Cohesive Ties**

Dear Marcus,

Today in class we held a debate about technology, and it was exciting! Some students argued that phones help us learn. \_\_\_\_\_ others said they can be distracting. The discussion became lively. \_\_\_\_\_ everyone had strong opinions to share.

One student forgot their notes, \_\_\_\_\_ they still spoke with confidence. The teacher reminded us to listen respectfully, \_\_\_\_\_ we sometimes interrupted each other.

The debate ended with a vote. \_\_\_\_\_ the class was almost evenly split. \_\_\_\_\_, I learned how important it is to hear both sides of an issue.

From,  
Aisha

because    although    in the end    yet    overall    while

**Match The Story to The Principle!**

Drag the principle to the matching statement. Each statement can show more than one principle.

Part from The Gift of the Great Lake	Principle
"The trees give us shelter and wood, so we must honor them with songs."	
"Only take what you need, so the bushes keep growing strong."	
Families worked side by side, preparing food and decorating the meeting place.	
"What we give will come back to us in kindness."	
"When we eat together and listen to each other, our hearts grow stronger."	
The roots of the cedar trees remind us of community strength.	
The people sang and danced, each song weaving with the drumbeats.	
"All living things are connected; when one thrives, we all thrive."	
The feast ended with quiet thanks to the land and to the ancestors.	
Everyone promised to care for the forest so the future generations would enjoy its gifts.	

**Principle Bank**

- Reciprocity
- Interrelatedness
- Respect
- Reverence
- Synergy
- Holism
- Responsibility

Read each message on the left. Then, draw a line to connect it to the correct message on the right.

Column A	Column B
Volcano : Lava	a) Clock : Time
Author : Novel	b) Key : Lock
Mirror : Reflection	c) Oven : Bread
Root : Tree	d) Sun : Light
Password : Access	e) Seed : Plant
Fire : Heat	f) Composer : Symphony



# Manitoba Language Curriculum Reading Comprehension— Grade 6

**Understanding Characters Through Clues**

Read each line from the story. Decide whether it shows **Direct Characterization** (the author tells you a trait directly) or **Indirect Characterization** (you infer the trait from actions, words, or reactions). Choose the correct answer for each one.

Statements	Direct	Indirect
1) "Nora was confident and determined, never afraid to share her ideas."		
2) Malik stayed after school to help clean the gym, even though no one asked him to.		
3) Coach Ramirez said, "Diego is one of the most dedicated players on the team."		
4) "My brother is unbelievably patient," Maya explained. "He never loses his cool."		
5) "I'll take the blame so no one else gets in trouble," Jenna whispered.		
6) Zoe's hands shook as she walked toward the microphone, wishing she could disappear.		

**RECYCLE**

**CANS & BOTTLES**

As stewards of the environment, the Forest Service is committed to reducing waste and conserving our resources.

**DID YOU KNOW... ?**

- For every 10% of recycled glass used to make new glass containers, energy costs drop 2-3%.
- The energy used to make up 15 20 cans from recycled aluminum equals the same amount of energy to make 1 completely new car.
- Every 1 ton of recycled plastic saves 2 month's worth of water supply for one person and almost 2,000 pounds of oil consumption.

About 80% of what Americans throw away is recyclable, yet our recycling rate is only 28%.

USDA Sustainable Operations

1) Is the poster asking the reader to take action?

2) What is the main message of this poster?

3) Why does the poster include statistics like "80% of what Americans throw away is recyclable"?

4) How do the images help support the message?

5) Why do you think they included a QR code at the bottom?

6) What audience do you think this poster is targeting?

7) How does the poster encourage people to take action?

**Propaganda**

One version is neutral and one is biased. Use the clues to identify which version uses propaganda techniques. In the "Answer" column, write the letter of the version that uses propaganda techniques.

	A	B
--	---	---

The school cafeteria will introduce a new salad option next week for students who prefer lighter meals.	Everyone should rush to the cafeteria next week—the amazing new salad will transform your school lunches forever!
The library will extend its hours to allow students more time to study after school.	Only the smartest students take advantage of the library's new hours—don't be left behind!
Join the new volleyball club or miss out on being part of the most exciting team our school has ever seen!	The school is asking families to bring used clothing for a charity drive.
Tablets may be used during class for research when the teacher approves it.	Tablets are the ultimate learning machines—your school experience will be boring without one!
The community pool will open earlier this summer to provide more time for swimming.	If you want the best summer ever, you must go to the pool—it's the only place worth being!
A local science fair will allow students to present experiments they have worked on.	Everyone will admire you if you join the science fair—it's your chance to be famous!



# Google Slides Lessons Preview





# Manitoba Language 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.

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

Pretend you are writing about how to teach a tourist how to try something new in your country (for example, how to eat a local dish, join a festival, or play a traditional game). Talk to a friend about the steps, then write them below.



# Manitoba Language Writing – Grade 6

### True or False: Structuring Paragraphs

**T True**   **F False**

Read each statement about paragraphs. Drag the letter T if the statement is true and F if the statement is false.

<input type="checkbox"/>	A topic sentence introduces the main idea of the paragraph.
<input type="checkbox"/>	Supporting details give more information about the topic sentence.
<input type="checkbox"/>	A concluding sentence is not important because it wraps up the paragraph.
<input type="checkbox"/>	Paragraphs should have sentences in a clear and logical order.
<input type="checkbox"/>	Supporting details can include facts, examples, or descriptions.
<input type="checkbox"/>	The topic sentence usually comes at the very end of a paragraph.
<input type="checkbox"/>	A good paragraph has one main idea.
<input type="checkbox"/>	The concluding sentence gives closure to the paragraph.
<input type="checkbox"/>	Adding random ideas makes a paragraph confusing, not stronger.

### Structuring Paragraph

Draw a line to match the sentence to its correct part of the paragraph.

1	By following school rules, students can enjoy a safe and respectful environment where learning comes first.	A	Topic Sentence
2	They make sure students respect each other and avoid fights or bullying.	B	Supporting Detail #1
3	School rules are important for keeping everyone safe.	C	Supporting Detail #2
4	Following rules during emergencies, such as fire drills, keeps everyone calm and protected.	D	Supporting Detail #3
5	Prevent accidents, like walking instead of running in the hallways.	E	Conclusion

### Formal vs. Informal Letters

Decide if each word belongs to formal letters, informal letters, or both. Then, drag any words in the correct part of the Venn diagram.

Use full name	Contractions allowed
Greeting	No contractions
Use first name	Signature
Serious purpose	Body/message
Casual purpose	Formal greeting
Date	Friendly greeting



# Manitoba Language Writing – Grade 6

### Trait Detective: Sort the Letters

Place each letter under **Direct** if the trait is stated, or under **Indirect** if it's shown.

Direct	Indirect

<b>A</b>	1) "Marco is the most dependable student in my class," said the teacher.
<b>B</b>	2) Jenna returned the lost wallet without telling anyone.
<b>C</b>	3) "Ava is rude to everyone," complained her neighbor.
<b>D</b>	4) "Tara is fearless," her brother bragged.
<b>E</b>	5) Malik held the door for three people and thanked the custodian
<b>F</b>	6) During practice, Ben encouraged his teammates even when he sat on the bench.
<b>G</b>	7) "Lena is careless with her work," the coach remarked.
<b>H</b>	8) After failing the quiz, Priya studied every night until she improved.
<b>I</b>	9) "Diego is a natural leader," the principal announced.
<b>J</b>	10) Even though it wasn't his mess, Owen stayed late to clean the classroom.

Read each statement carefully. Decide if it describes the beginning or ending of a story.

Statement	Beginning	Ending
1 The main problem gets fixed.		
2 New characters appear in the story.		
3 The writer captures the reader's attention.		
4 A problem or challenge is introduced.		
5 The place and time are described.		
6 The reader feels there is more to discover.		
7 The biggest conflict comes to a conclusion.		
8 The central problem first appears.		
9 A lesson or message is revealed.		
10 The reader learns what the story will be about.		

### Sorting Persuasive Sentence Starters

Decide which category it belongs to and match it by dragging the correct letter beside it.

<b>A</b>	Stating Opinions
<b>B</b>	Appealing to Everyone
<b>C</b>	Warning or Urging Action
<b>D</b>	Challenging the Reader
<b>E</b>	Dismissing Other Views

	...no one would agree...
	This must be dealt with or else...
	I strongly believe...
	Do you realize...
	Everybody knows that...
	It is obvious that...
	You must know...
	No sane person would agree that...
	I think that...
	Most people would agree that...
	Obviously, no one would disagree that...
	How could you possibly think...



# Google Slides Lessons Preview





# Manitoba Language Curriculum Conventions & Vocabulary – Grade 6

## 3-Part Lesson Format

### Part 1 – Minds On!

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

### Week 1 - Vocabulary List

Match the words on the left with their meanings on the right by dragging them into the boxes.

proclaim	prodigy	accuse a leader		decision-making group	
beach	proximity	to announce something		pay careful attention	
protest	produce	to ban something		to clean something fully	
impeach	guarantee	collect bits of information		know ahead of time	
glean	proactive	to cause a reaction		land beside the water	
three	heed	the number after two		to calm someone down	
cleanse	provoke	very talented child		an official order or rule	
committee	decree	to stop or bring to an end		to show disagreement	
appease	prohibit	to act early		closeness in distance	
foresee	cease	a sure promise		to create something	

### Identify Sentence Fragments

Drag the Sentence Fragments from the box to create complete sentences.

- 1) Under the desk
- 2) Near the tracks
- 3) To win the final race
- 4) Through the fog
- 5) Beside the gate
- 6) With a bright smile
- 7) Across the river
- 8) Before the storm
- 9) During the long practice
- 10) Behind the shed
- 11) Above the arena

the crowd cheered loudly.  
the old tractor rattled.  
a warning light flashed.  
the pencil rolled slowly.  
a faint shadow drifted.  
the runner pushed ahead.  
dark clouds formed quickly.  
the raft drifted away.  
the team worked hard.  
the guard dog growled softly.  
she greeted everyone.

### Part 2 – Action!










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

### Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

### Fluency Readings

Look at the picture. Read both sentences. Mark the sentence that tells what is happening. ✓

	<input type="checkbox"/> She felt ungrateful after refusing help.		<input type="checkbox"/> The committee will foresee problems ahead.
	<input type="checkbox"/> The directions were unclear for everyone today.		<input type="checkbox"/> That chair became untenable after it broke.
	<input type="checkbox"/> The coach stayed unflappable during the storm.		<input type="checkbox"/> The rule felt unjust to everyone involved.
	<input type="checkbox"/> The plan sounded unrealistic and confusing.		<input type="checkbox"/> They will cleanse the beach after sunset.
	<input type="checkbox"/> The group might impeach their careless leader.		<input type="checkbox"/> The noise will cease after three minutes.
	<input type="checkbox"/> The detective tried to glean important clues.		<input type="checkbox"/> Please heed the warning near the shore.

# Manitoba Language Curriculum Conventions & Vocabulary – Grade 6

## 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
drinkking	skipping
climbing	thinking
dancing	running


## Vocabulary List

and look at the two meanings. Put a ✓ check mark next to the meaning that is correct.

1) reconfigure	<input type="checkbox"/> Break apart	<input type="checkbox"/> Arrange in a new way	9) chime	<input type="checkbox"/> Ringing sound	<input type="checkbox"/> Crashing noise
2) reapply	<input type="checkbox"/> Put on again	<input type="checkbox"/> Take off	10) chomp	<input type="checkbox"/> Whisper	<input type="checkbox"/> Bite loudly
3) revisit	<input type="checkbox"/> Forget on purpose	<input type="checkbox"/> Go back to	11) chivalry	<input type="checkbox"/> Polite behaviour	<input type="checkbox"/> Rude behaviour
4) reallocate	<input type="checkbox"/> Leave as is	<input type="checkbox"/> Move to a new use	12) chronicle	<input type="checkbox"/> Record events	<input type="checkbox"/> Missing details
5) reinstate	<input type="checkbox"/> Bring back	<input type="checkbox"/> End forever	13) charlatan	<input type="checkbox"/> Fake expert	<input type="checkbox"/> Hard worker
6) rejuvenate	<input type="checkbox"/> Make weaker	<input type="checkbox"/> Make fresh again	14) chamber	<input type="checkbox"/> A musical tool	<input type="checkbox"/> A room
7) reinvigorate	<input type="checkbox"/> Add new energy	<input type="checkbox"/> Slow down	15) shepherd	<input type="checkbox"/> Sheep caretaker	<input type="checkbox"/> Ship sailor
8) retrace	<input type="checkbox"/> Go back over	<input type="checkbox"/> Move forward blindly	16) shamble	<input type="checkbox"/> Walk awkwardly	<input type="checkbox"/> Dance happily

Drag each word to the basket if it is a verb. Drag it to the bin if it is not.

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





# Manitoba Language Curriculum Conventions & Vocabulary - Grade 6

## Prefix Pre-

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

1

2

3

4

5

6

7

8

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

Draw a line to connect each hyperbole to its meaning. After matching, read the pairs out loud to understand how they are used.

Hyperbole	Meanings
<input type="checkbox"/> I'm so hungry I could eat a horse.	<input type="checkbox"/> He ran very quickly.
<input type="checkbox"/> This backpack weighs a ton.	<input type="checkbox"/> Her shout was very loud.
<input type="checkbox"/> My brain is about to explode.	<input type="checkbox"/> The phone is loading slowly.
<input type="checkbox"/> I've told you a million times.	<input type="checkbox"/> My feet are very sore.
<input type="checkbox"/> The line was miles long.	<input type="checkbox"/> I have repeated this many times.
<input type="checkbox"/> My feet are killing me.	<input type="checkbox"/> The bag feels very heavy.
<input type="checkbox"/> He ran faster than the wind.	<input type="checkbox"/> I feel overwhelmed or stressed.
<input type="checkbox"/> My phone takes forever to load.	<input type="checkbox"/> The line was very long.
<input type="checkbox"/> Her shout shook the whole world.	<input type="checkbox"/> I am extremely hungry.

## Sentences

Choose only the declarative sentences. Write the declarative sentence to the picture it matches.

My mom is cooking dinner.

We are playing soccer in the park.

Go play soccer in the park.

Is the cat sleeping on the chair?

Water the flowers in the garden.

The cat is sleeping on the chair.

Are we playing soccer in the park?

Listen to the barking dog.

He drinks a glass of milk every day.

Is my mom cooking dinner?

Why is the dog barking loudly?

The dog is barking loudly.

The flowers are growing.

Drink a glass of milk every day.