



# Preview - Information



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# Google Slides Lessons Preview





# Saskatchewan 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.



# Saskatchewan Language Writing – Grade 6

## Personal Voice – Word Choice

For each audience row, circle the words that best match that audience's voice.

| Chefs / Bakers        |          |         | Gamers / Streamers       |           |         | Scientists / Researchers   |          |            |
|-----------------------|----------|---------|--------------------------|-----------|---------|----------------------------|----------|------------|
| sauté                 | patch    | garnish | raid                     | Cool down | garnish | variable                   | lab      | sterile    |
| respawn               | marinade | whisk   | Leader board             | byline    | lag     | sample size                | riff     | tempo      |
| Journalists / Editors |          |         | Programmers / IT Support |           |         | Photographers / Filmmakers |          |            |
| deadline              | bug      | caption | server                   | debug     | glaze   | montage                    | exposure | focus      |
| editorial             | byline   | sauté   | backend                  | patch     | chorus  | dosage                     | marinade | frame rate |

## Building a Strong Paragraph

Use the sentences to help prevent accidents, like walking instead of running in the hallways.

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

Then, draw a line to match the sentence to its correct part of the paragraph.

## Trait Detective: Sort the Letters

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

| Direct | Indirect |
|--------|----------|
|        |          |
|        |          |
|        |          |
|        |          |
|        |          |
|        |          |
|        |          |
|        |          |
|        |          |
|        |          |

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



# Saskatchewan Language Writing - Grade 6

### Beginning or Ending of a Story

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

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

match beside it.

|   |                          |
|---|--------------------------|
| A | Stating Opinions         |
| B | Appealing to Everyone    |
| C | Warning or Urging Action |
| D | Challenging the Reader   |
| E | Dismissing Other Views   |

Everyone 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...

### Identifying Types of Expository Writing

Instruction: Read each example and identify its type of expository writing.

|   | Informational Report   | Problem and Solution | Compare and Contrast | Cause and Effect |
|---|--|----------------------|----------------------|------------------|
| 1 | A science report about the life cycle of butterflies.                                    |                      |                      |                  |
| 2 | A school campaign that explains the dangers of smoking and suggests prevention programs. |                      |                      |                  |
| 3 | A history report about World War II, including dates and key events.                     |                      |                      |                  |
| 4 | A recipe for baking cookies with ingredients and steps.                                  |                      |                      |                  |
| 5 | An essay comparing online learning to classroom learning.                                |                      |                      |                  |
| 7 | A school article that explains the problem of bullying and suggests solutions.           |                      |                      |                  |
| 8 | A report that explains how pollution affects people's health.                            |                      |                      |                  |



# Google Slides Lessons Preview





# Saskatchewan 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



# Saskatchewan Language Curriculum Reading Comprehension- Grade 6

## Fix The Letters

Each letter below is missing an important part of its structure or a connective word. Read carefully and decide what is missing. Drag and drop the correct answer into the right spot to fix the letter.

Greeting

Opening

Body

Connective word

Closing

Signature

Dear City Council,

I am writing to suggest building more bike paths in our community. This would make travel safer for kids and families, it would encourage more people to use eco-friendly transportation.

Sincerely,  
Jordan

**What's Missing?**

Dear Principal,

Students have worked hard on their experiments, and we would love to share them with you.

Yours truly,  
Sam

**What's Missing?**

Dear Mrs. Taylor,

I wanted to thank you for your help with my debate project. Your advice on research and speaking skills made a big difference in my confidence.

Best regards,

**What's Missing?**

I am writing to request more library hours at school. Many students want to borrow books after class, but the library closes too early. Extending the hours would help us read more and finish our research projects.

Sincerely,  
Leah

**What's Missing?**

## Inferences from a Letter

Read the sentences. Drag and drop stars to rate each sentence: ★★★★★ = Perfect inference (matches the letter best) and ★ = Weak inference (doesn't fit well)

| Sentence   | ★★★★★ |
|--|-------|
| 1) Ethan's team is about to play in an important game.       | ★★★★★ |
| 2) The coach doesn't care about the players staying healthy. | ★★★★★ |
| 3) Ethan's family supports him at the game.                  | ★★★★★ |
| 4) Ethan feels both nervous and excited before the finals.   | ★★★★★ |
| 5) His little sister doesn't want to be at the gym.          | ★★★★★ |
| 6) The referee signals that the game is about to start.      | ★★★★★ |
| 7) Ethan plans to try his best, win or lose.                 | ★★★★★ |

## Cons...

Put an X in the box for the correct answer.

|  |   |  |
|--|---|--|
| 1) What principle was shown when the community worked as one?                          | 2) Why did the elders remind the children about interrelatedness?                   | 3) ... for nature before ...   |
| <input type="checkbox"/> Synergy   | <input type="checkbox"/> To explain how all parts of nature are connected           | <input type="checkbox"/> By cutting down trees for decorations                     |
| <input type="checkbox"/> Competition   | <input type="checkbox"/> To warn them about losing a game                           | <input type="checkbox"/> By honouring the trees with songs                         |
| <input type="checkbox"/> Wealth  | <input type="checkbox"/> To show how to build houses faster                         | <input type="checkbox"/> By creating a totem pole                                  |
| 4) What did the people's songs and dances show about their feelings toward the forest? | 5) What responsibility did the people promise to carry out at the end of the feast? | 6) Why did Niska compare the community's hearts to "the roots of the cedar trees"? |
| <input type="checkbox"/> They feared the forest  | <input type="checkbox"/> To care for the forest for future generations              | <input type="checkbox"/> Both are strong when connected                            |
| <input type="checkbox"/> They thought it was ordinary                                  | <input type="checkbox"/> To build more houses                                       | <input type="checkbox"/> Roots are more important than people                      |
| <input type="checkbox"/> They celebrated and honoured it                               | <input type="checkbox"/> To collect extra berries                                   | <input type="checkbox"/> She wanted them to plant more trees                       |



# Saskatchewan Language Curriculum

## Reading Comprehension- Grade 6

### Analogy Match-Up Challenge!

Read each message on the left. Then, draw a line to match it to the correct purpose 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 |

### Consolidation

| Events  | Before | After |                          |
|---|--------|-------|--------------------------|
| 1) The city built more bike lanes.                          | Before | After | <input type="checkbox"/> |
| 2) More people started biking to school and work.           | Before | After | <input type="checkbox"/> |
| 3) Students couldn't complete their online research.        | Before | After | <input type="checkbox"/> |
| 4) The internet connection went down during class.          | Before | After | <input type="checkbox"/> |
| 5) Fewer people went to the concert.                        | Before | After | <input type="checkbox"/> |
| 6) A company raised the price of tickets.                   | Before | After | <input type="checkbox"/> |
| 7) They won the regional championship.                      | Before | After | <input type="checkbox"/> |
| 8) The basketball team trained every morning before school. | Before | After | <input type="checkbox"/> |
| 9) A drought lasted for several weeks.                      | Before | After | <input type="checkbox"/> |
| 10) Farmers harvested fewer crops that season.              | Before | After | <input type="checkbox"/> |

Put the events in order: Beginning, Middle, or End of the story.

Their neighbour poked his head out the window and shouted, "Next time, try launching it away from my tomato plants!"

The drone dipped lower and snagged the edge of a rooftop garden, sending leaves flying into the air.

Jordan sprinted across the courtyard, tapping furiously at the remote to steady the drone.

Jordan proudly powered on his new delivery drone, excited to test it on its first real flight.

Beginning

---

Middle

---

End



# Google Slides Lessons Preview





# Saskatchewan 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

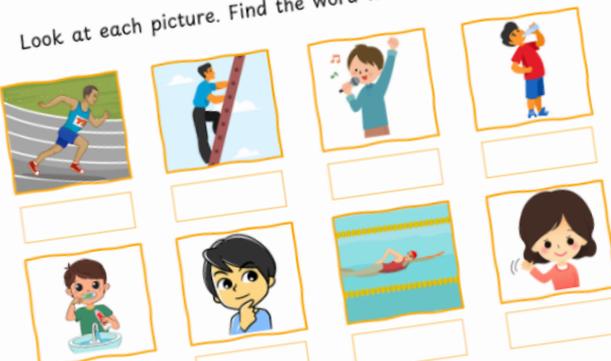
Look at the picture. Read both sentences. Mark the sentence that tells what is happening. ✓

|  |  |  |  |
|--|--|--|--|
|  | <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.     |

# Saskatchewan 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  |

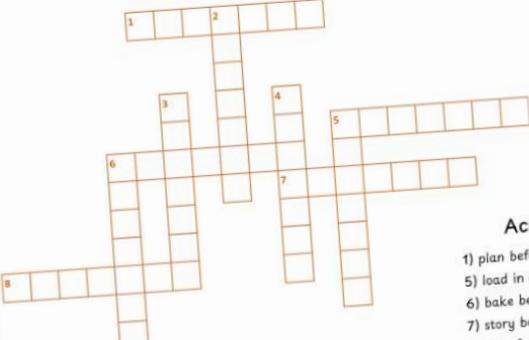
## Prefix Re-

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 |



Drag the letters to fill the crossword.



|   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|
| d | e | u |   |   |   |   |   |   |   |
| p | t | a | e | k | p | u | a |   |   |
| 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**

- plan before starting
- load in advance
- bake before serving
- story before original
- stop from happening

**Down**

- soak before washing
- guess future event
- paid in advance
- made before use
- test before learning



# Saskatchewan Language Curriculum Conventions & Vocabulary - Grade 6

## Figures of Speech - Understanding Hyperbole

Draw a line to connect each hyperbole to its correct meaning. After matching, read the pairs out loud to understand how hyperbole exaggerates ideas

### Hyperbole

- I'm so hungry I could eat a horse.
- This backpack weighs a ton.
- My brain is about to explode.
- I've told you a million times.
- The line was miles long.
- My feet are killing me.
- He ran faster than the wind.
- My phone takes forever to load.
- Her shout shook the whole world.

### Meanings

- He ran very quickly.
- Her shout was very loud.
- The phone is loading slowly.
- My feet are very sore.
- I have repeated this many times.
- The bag feels very heavy.
- I feel overwhelmed or stressed.
- The line was very long.
- I am extremely hungry.

## Literary Device

Draw a line to match each sentence on the left with its correct meaning. Each sentence is connected to the meaning that best explains it.

- Level
- Radar
- Civic
- refer
- madam
- rotor
- kayak
- stats
- wow
- pop
- mom

- a short, sharp sound
- a small narrow boat
- related to a city or citizens
- a word for mother
- a tool that finds objects
- a polite way to address a woman
- the same height or position
- short for statistics
- to mention or point to something
- an expression of surprise
- a spinning machine part

Choose only the declarative sentences. Match each declarative sentence to the picture it matches.



- My mom is cooking dinner.
- Go play soccer in the park.
- Water the flowers in the garden.
- Are we playing soccer in the park?
- He drinks a glass of milk every day.
- Why is the dog barking loudly?
- The flowers are growing.

- We are playing soccer in the park.
- Is the cat sleeping on the chair?
- The cat is sleeping on the chair.
- Listen to the barking dog.
- Is my mom cooking dinner?
- The dog is barking loudly.
- Drink a glass of milk every day.