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Manitoba Math Curriculum Statistics– Grade 6

3-Part Lesson Format

Part 1 – Minds On!

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

TYPES OF DATA

Learning Goal

We are learning to **identify and classify** different data types (qualitative vs quantitative, primary vs secondary, and discrete vs continuous data) so that we can **collect, organize, and interpret** information effectively.

QUANTITATIVE DATA

Read the description of the data and drag Yes if it is quantitative data and No if it isn't.

Description of data	YES/NO
1) The number of students in each grade 6 class	
2) The temperature at noon each day for a week	
3) The height of each sunflower in a garden	
4) Types of birds seen in a park	
5) Favourite flavour of ice cream	
6) The time it takes students to complete a puzzle	
7) The colours of cars in the school parking lot	

YES

NO



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

TYPES OF DATA

Unscramble each set of letters to find the correct word.

VYSEUR	LCTLEOC
RYMIRAP	ATAD
TECDSIRE	PLSEAM
TAVILUQIATE	DROCER

RECORD

QUALITATIVE

SAMPLE

SURVEY

DISCRETE

DATA

PRIMARY

COLLECT



Manitoba Math Curriculum Statistics– Grade 6

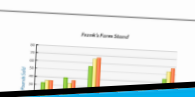
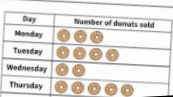
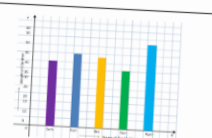
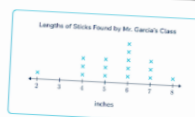
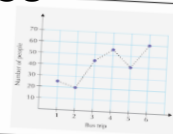
QUALITATIVE, DISCRETE, AND CONTINUOUS DATA

Sort the data below into the correct category.

Qualitative Data	Discrete Data	Continuous Data
Temperature outside today Number of goals scored in a game Amount of water in a bottle Type of pet at home	Number of students in a class Weight of a backpack Favourite school subject Number of text messages sent	Hair colour Time it takes to run 1 kilometre Choice of music genre Number of siblings



4.38 Sort the data below into the correct category.



Pictograph

Multiple Bar Graph

Line Plot



PICTOGRAPHS

Answer the questions about the pictograph.

A pictograph shows how many raffle tickets each student sold for a school fundraiser.

Name	# of tickets sold	Frequency
Liam	 	
Ava	  	
Noah	 	
Maya	   	
Luke	   	

 = 4 Tickets

 = 2 Tickets

Liam

Luke

Ava

Maya

1 2 3 4 5 6 7 8 9 0

- How many raffle tickets does one picture represent?
- Who sold the most raffle tickets?
- How many more tickets did Maya sell than Noah?
- How many raffle tickets were sold altogether?
- How many tickets does half a ticket represent?



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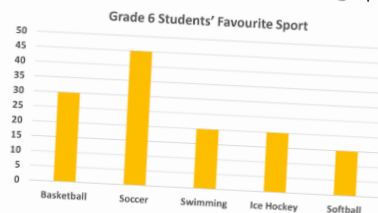


VERTICAL BAR GRAPH



A survey was conducted to find grade 6 students' favourite sport. The results are shown in the bar graph below.

1 2 3 4 5 6 7 8 9 0

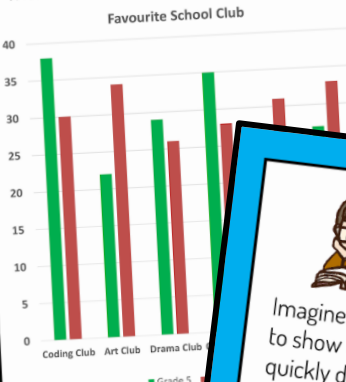


Sport	Basketball	Soccer	Swimming	Ice Hockey	Softball
Frequency					

Questions	Answer	
1) Which sport is the most popular?		
2) Which sport is the least popular?		
3) What type of data is used?	Qualitative Quantitative	
4) What is the scale of the graph?		
5) Is the data used in the graph discrete?	Yes	No
6) How many students were surveyed?		
Basketball	Ice Hockey	
Soccer	Softball	
Swimming		

INTERPRETING DOUBLE BAR GRAPHS

The students in Grades 5 and 6 were asked which school club they enjoy the most. The results are shown below.



Chess Club Music Club 1 2 3 4 5 6 7 8 9 0

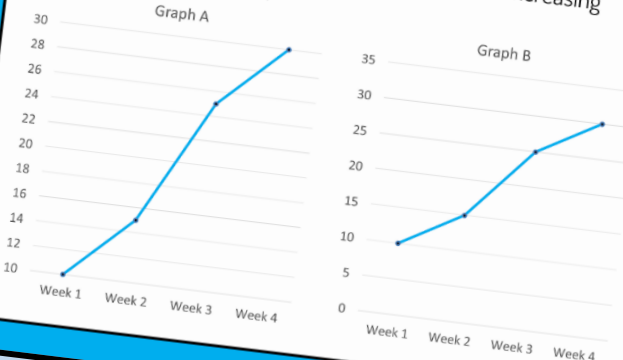
1) Which club did Grade 5 students like the most?	
2) Which club did Grade 6 students like the most?	
3) Which club received the most votes combined?	
4) Which club received more votes than the Chess Club?	



MISLEADING GRAPHS



Imagine your class started a school reading challenge. You want to show that the number of books students read is increasing quickly during the month.



Answer the questions below.

Questions	
1) Which graph makes the reading growth look larger?	Graph A
2) Which graph gives a more accurate picture of the growth?	Graph B
3) Do both graphs show the same data?	Yes No



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Manitoba Math Curriculum Patterns & Relations – Grade 6

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to identify and describe increasing elements in different patterns so we can understand how patterns grow.

Increasing Patterns - Shapes

Drag the shapes to complete the last part of the pattern.



#	Figure 1	Figure 2	Figure 3	Figure 4
1)				
2)				
3)				
4)				

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Patterning Word Problems - Train Car Pattern

A cargo train adds the same number of new cars every ten years. In 1940 it had 40 cars. In 1950 it had 44 cars. In 1960 it had 48 cars.

1 2 3 4 5 6 7 8 9 0

a) Describe the pattern.

Year	1940	1950	1960	1970	1980	1990	2000	2010
Train Cars	40	44	48					

b) How many cars would you expect in 2030?

c) How many cars would you expect in 2120?





Manitoba Math Curriculum

Patterns & Relations – Grade 6

Decreasing Patterns - Shapes

Drag the shapes in the last column to complete the shrinking pattern.

#	Figure 1	Figure 2	Figure 3	Figure 4
1)				
2)				
3)				
4)				

How many pages were left in his book each night using subtraction symbol.

Term Number (Night)	1	2	3	4	5	6	7
Term Value (Pages)							

Circle if the pattern displayed on the graph is linear.

1) Linear Non-Linear

2) Linear Non-Linear



Manitoba Math Curriculum Patterns & Relations – Grade 6

Increasing Linear Patterns - Yes or No?

Circle if the pattern is linear or not, based on the table of values.

Term Number	Term Value
1	12
2	16
3	20
4	25
5	30
Linear	Non-Linear

Term Number	Term Value
1	25
2	50
3	75
4	100
5	125
Linear	Non-Linear

Term Number	Term Value
1	510
2	550
3	590
4	650
5	700
Linear	Non-Linear

Decreasing Decimal Pattern Rule

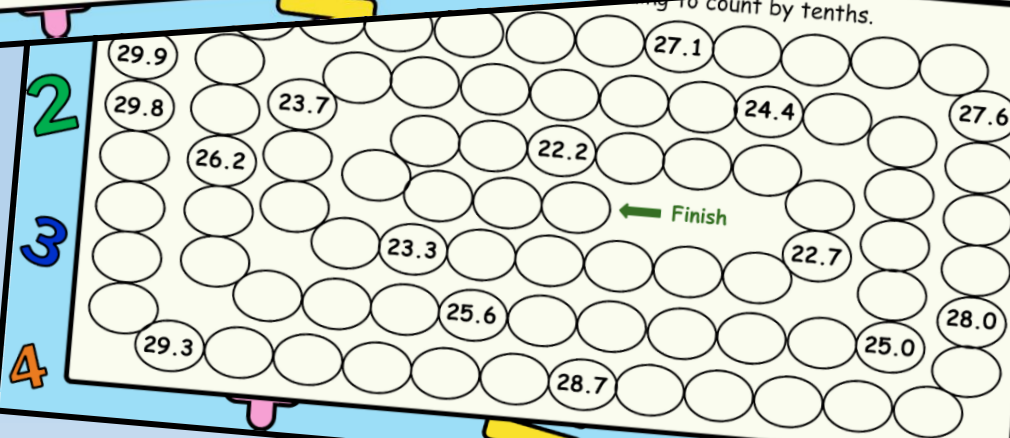
5.58"

Fill in the blanks to complete the decreasing patterns below.

1)	14.4	14.1	13.8	13.5	_____	_____	_____	_____
2)	35.0	34.4	33.8	33.2	_____	_____	_____	_____
3)	67.1	66.0	64.9	63.8	_____	_____	_____	_____
4)	78.4	77.1	75.8	74.5	_____	_____	_____	_____

Pattern

ing to count by tenths.





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Manitoba Math Curriculum Shape & Space – Grade 6

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
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- And More!

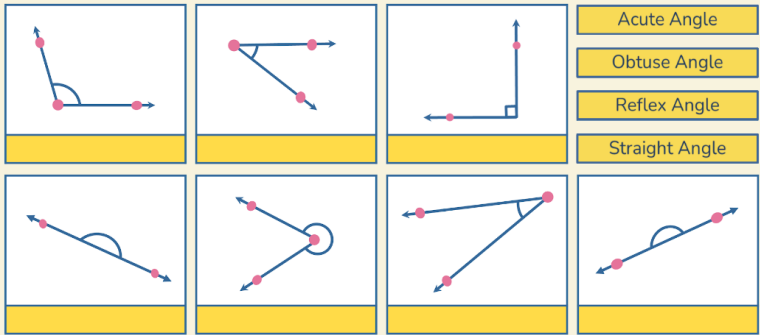
Learning Goal

We are learning to use a protractor to measure and draw angles up to 360° so we can understand how angles work when measured clockwise and counterclockwise.



Angles

Drag and label the angles.



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Interior Angles – Triangles - Word Problems

- 1) Riley is making paper party hats in the shape of isosceles triangles. Each hat has two angles measuring 58° . What is the third angle?

- 2) a) Two angles of a triangle measure 92° and 38° . What is the measure of the third angle?

- b) Based on your answer, is the triangle acute, right, or obtuse?





Manitoba Math Curriculum Shape & Space – Grade 6

Interior Angles - Quadrilaterals

Drag the numbers to fill in the values of the unknown angle measurements.

					1	2	3	4	5
					6	7	8	9	0
1) ∠A = _____°	2) ∠B = _____°	3) ∠C = _____°	4) ∠D = _____°	5) ∠E = _____°					
6) ∠F = _____°	7) ∠G = _____°	8) ∠H = _____°	9) ∠I = _____°	10) ∠J = _____°					

 _____ + _____ + _____ + _____ = _____ cm	 _____ + _____ + _____ + _____ = _____ cm	 _____ + _____ + _____ + _____ = _____ cm
 _____ + _____ + _____ + _____ = _____ cm	 _____ + _____ + _____ + _____ = _____ cm	

Use the formula to find the area of the shape to complete the equations.

 A = l x w A = _____ x _____ A = _____ units ²	 A = l x w A = _____ x _____ A = _____ units ²	 A = l x w A = _____ x _____ A = _____ units ²
 A = l x w A = _____ x _____ A = _____ units ²	 A = l x w A = _____ x _____ A = _____ units ²	 A = l x w A = _____ x _____ A = _____ units ²



Manitoba Math Curriculum Shape & Space – Grade 6

Finding the Missing Information - Visuals

Find the missing piece of information.

cm ²	1	2	3	4	5	6	7	8	9	0
A=12cm ² 4cm	Base = _____ Height = _____ Area = _____		A=6cm ² 3cm		Base = _____ Height = _____ Area = _____		A=35cm ² 7cm		Base = _____ Height = _____ Area = _____	
A=18cm ² 2cm	Base = _____ Height = _____ Area = _____		A=40cm ² 5cm		Base = _____ Height = _____ Area = _____		A=60cm ² 6cm		Base = _____ Height = _____ Area = _____	

Calculating Area and Volume

Fill in the blanks to investigate the area of the base and the height. Drag the numbers to answer.

1)	2)	3)
Area of Base _____ Height _____ Volume _____	Area of Base _____ Height _____ Volume _____	Area of Base _____ Height _____ Volume _____
4)	5)	6)
Area of Base _____ Height _____ Volume _____	Area of Base _____ Height _____ Volume _____	Area of Base _____ Height _____ Volume _____

Angles

Use _____ Straight _____

Letters	Name of Angle
A	
B	
C	
D	
E	
F	
G	
H	
I	
J	



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Manitoba Math Curriculum Number Unit – Grade 6

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to **identify the place value of digits in whole numbers** so we can read, write, and understand large numbers accurately.



Why Are We Learning This?

Imagine you're saving up for a new bike that costs \$1489. If you don't understand place value, you might think it's only \$148 and show up at the store with way too little money! Knowing place value helps you understand big numbers, so you can save, spend, and count your money like a pro!



Place Value - How Many...



#	Number	# of Millions	# of Thousands	# of Hundreds	# of Tens	# of Ones
1.	657 529					
2.	2 443 469					
3.	3 809 362					
4.	8 128 758					
5.	7 541 846					
6.	10 000 000					

Part 2 – Action!

- Writing
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Part 3 – Consolidation!

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Solve...

My number has 9 hundred thousands, 7 ten thousands, 8 thousands, 5 less hundreds than thousands, 2 ones, and 3 more tens than ones. What is my number?

Drag the base ten blocks below

Write the Number:

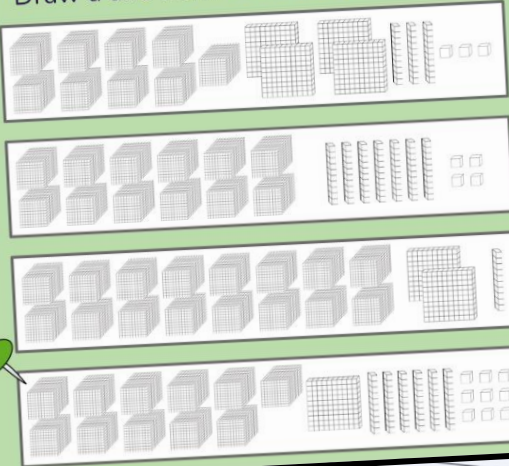




Manitoba Math Curriculum Number Unit – Grade 6



Place Value - Matching



Draw a line from the base ten blocks to the number they represent.

12 074

11 169

9 433

16 210

30

200

2

90

300

2) 4 317 392

3) 6 136 786

4) 7 892 005

5) 8 920 567

6) 9 459 378

8 000 000

100 000

30 000

6000

7 000 000

800 000

90 000

2000

8 000 000

900 000

20 000

0

8

70

300

Number Breakdown

3 784 217

M	H Th	T Th	Th	H	T	O

1) 3 784 217 = _____
2) 3 784 217 = _____
3) 3 784 217 = _____

Fill in the blanks by writing the expanded form below
_____ + _____ + _____ + _____ + _____ + _____ + _____
Fill in the pattern below
3 784 217 , _____ , _____ , 3 814 217 , _____ , 3 834 217
Fill in the pattern below
3 784 217 , _____ , 3 984 217 , _____ , _____ , 4 284 217

Hundred Thousands

Ten Thousands

Thousands

Hundreds

Tens

Ones





Manitoba Math Curriculum Number Unit – Grade 6

Comparing Numbers

Drag the correct sign between the numbers.



#	Number 1	Sign	Number 2
1	112 713		112 726
2	326 132		426 118
3	3 435 324		3 332 617
4	4 543 882		4 543 882
5	2 048 354		2 048 314
6	3 510 893		3 510 893

#	Number 1	Sign	Number 2
7	551 632		552 610
8	3 761 844		3 762 745
9	5 467 315		5 467 315
10	7 872 991		7 872 543
11	886 475		886 692
12	9 193 721		9 193 463

Drag the blocks into the respective boxes to show the factor.

Factor blocks and target numbers:

Target numbers: 8, 17, 18, 49, 45, 17, 24

Factor blocks: 12, 1, 49, 1, 4, 9, 2, 1, 3, 9, 7, 6, 6, 4, 3, 4, 8, 5, 18, 1, 24, 15, 1, 2, 1, 2, 5, 45, 9, 8

a) 6 cupcakes for \$32

- b) 12 cupcakes for \$24
- c) 10 cupcakes for \$22
- d) 8 cupcakes for \$20



3) 15 litres of milk from 3 cows

- a) 21 litres from 5 cows
- b) 30 litres from 6 cows
- c) 42 litres from 7 cows
- d) 40 litres from 8 cows



4) 6 pages in 2 minutes

- a) 18 pages in 6 minutes
- b) 24 pages in 8 minutes
- c) 50 pages in 10 minutes
- d) 28 pages in 12 minutes



4) 8 km in 32 minutes

- a) 16 km in 56 minutes
- b) 20 km in 60 minutes
- c) 24 km in 96 minutes
- d) 28 km in 80 minutes

