



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 Math Curriculum Financial Literacy – Grade 6

3-Part Lesson Format

Part 1 – Minds On!

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

Forms of Payment

Learning Goal

We are learning to **identify and compare different methods of payment, such as cash, debit, credit, and online transfers**, so we can **understand their advantages and disadvantages when buying goods and services in real-life situations.**

Forms of Payment

Choose the right payment form for each scenario.

Noah is buying a new bike. It costs more than the money he has right now, but he will get paid next month.	
Ava's parents give her money for her birthday to spend at her favourite clothing store. They want her to have a limit.	
Sarah wants to pay for her monthly music subscription. She wants it to renew automatically each month without remembering to pay.	
Mateo is at a grocery store buying ingredients for dinner. He wants the money to come directly out of his account right away.	
Emma is paying her friend back for movie tickets. They're not together, but she wants to send the money quickly.	
Lily wants to buy a snack from a small food stand after school. The stand doesn't have a machine for cards.	

- Automatic Payments
- Gift Card
- Credit Card
- Cash
- Automatic Deposit
- Debit Card
- Electronic Transfer

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Consolidation

Is the statement True or False?

	True	False
1) Wire transfers are often used to pay for small snacks and drinks at school.		
2) Automatic payments are useful for paying monthly bills like rent or internet.		
3) Online payments can only be made using a credit card.		
4) Cryptocurrency is a digital type of money that doesn't exist in physical form.		
5) An electronic wallet lets you pay by tapping your phone or smartwatch at a store.		
6) An automatic deposit requires you to visit the bank every time you get paid.		
7) An electronic wallet needs to be linked to a bank account or card to work.		



Ontario Math Curriculum Financial Literacy – Grade 6

Introduction to Interest

You pay 10% interest on your credit card. How much do you owe in total?

Amount Spent	Total Owed With Interest
1) \$200	
2) \$600	
3) \$1100	
4) \$1300	
5) \$2500	
6) \$1900	

- \$1440
- \$1430
- \$650
- \$2090
- \$220
- \$2100
- \$1200
- \$680
- \$660
- \$1210
- \$240
- \$2750

Word Problems

1) Ava borrows \$800 from her bank to buy a new bike. The bank charges 5% simple interest per year. What is her total debt (the amount she must repay) after a year?

2) Liam deposits \$600 in a savings account that pays 8% simple interest per year. How much interest will he earn after 2 years? What will his total balance be at the end of 2 years?

3) Ella earns \$1,000 from her summer job and decides to invest it in a bank that pays 6% simple interest per year. What will be her total balance at the end of 3 years?

- \$1180
- \$208
- \$669
- \$96
- \$850
- \$696
- \$840
- \$1800

Is the statement True or False?

- Trading helps people and countries get what they need.
- Bartering is when people exchange goods or services without using money.
- If one person gets more value than the other, the trade is still fair.
- Trading within a community doesn't affect the economy of that community.
- Using money in trade makes it easier to compare the value of goods and services.
- You can only trade objects, not services.
- Bartering disappeared once money was invented, so people no longer use it today.



Ontario Math Curriculum Financial Literacy – Grade 6

Donating

Drag the box with the correct answer.

Question	
1) Donating to a <input type="text"/> helps support people, animals, or causes.	<input type="text"/>
2) Volunteering your time is also a form of <input type="text"/> .	<input type="text"/>
3) Donating helps build stronger and more caring <input type="text"/> .	<input type="text"/>
4) Many schools collect food or money to donate to a local <input type="text"/> .	<input type="text"/>
5) <input type="text"/> can be a way to make your community a better place.	<input type="text"/>
6) Donating makes both the giver and the <input type="text"/> feel good.	<input type="text"/>
7) A person who donates money or items to help others is called a <input type="text"/> .	<input type="text"/>

communities

food bank

Giving

donor

Donating

charity

donation

generous

receiver

Use the price list provided and calculate.

Scenarios	Paid Fee
1) Ava's bank plan includes 12 free debit transactions, but she made 28 transactions this month. How much does she pay in extra debit fees?	
2) Noah withdrew cash 5 times from an ATM that does not belong to his bank. How much does he pay in ATM fees?	
3) Caleb has a monthly account fee and makes 9 e-Transfers in the same month. What does he pay altogether for that month?	

Service	Fee
e-Transfer	\$0.50 each
Extra debit transaction (beyond plan limit)	\$2.50 each
ATM withdrawal from another bank	\$12 per month
Monthly account fee	\$2 per month
Paper statement mailed to your home	\$8 each time
Late payment fee on a small loan	\$8 each time

\$12.50

\$8

\$25.5

1) Mia puts \$350 into a savings account and earns \$28 interest in the first year. What is the interest rate of her savings account? What is her final balance after 2 years?

2) Noah took a small loan of \$300 and paid a two year interest of \$36. How much is the interest rate? What will he owe in total after 3 years?

	\$720		6%
	\$406		\$120
	\$354		8%



Google Slides Lessons Preview





Ontario Math Curriculum Data Literacy & Probability – Grade 6

3-Part Lesson Format

Part 1 – Minds On!

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

SAMPLING METHODS

Learning Goal

We are learning to analyze and compare different sampling methods, using examples and reasoning, so we can determine which samples fairly represent a population and explain how sampling choices affect the results of data.

SAMPLING METHODS

Which type of sampling method was used in the examples below?

Examples of Sampling Methods	Sampling Methods
1) Writing every student's name on slips of paper and picking some from a box	
2) Dividing a class into Grade 6, Grade 7, and Grade 8 students, then choosing a few from each grade	
3) Surveying every 5th person who enters the school cafeteria	
4) Separating residents of a city into neighbourhoods and selecting people from each neighbourhood	
5) Using a computer to randomly pick student ID numbers from the school database	
6) Asking every 10th customer leaving a grocery store to answer a survey	

Random Sampling

Stratified Sampling

Systematic Sampling

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



SAMPLING METHODS



Decide which sampling technique would be best for each situation below.

Situations	Sampling Methods
1) You write the names of all students in a school on slips of paper and draw 30 names from a box.	
2) You select every 8th person entering a theme park to answer a survey.	
3) You divide a school into Grades 4, 5, and 6 and randomly choose students from each grade.	
4) You want opinions from people living in different neighbourhoods, so you choose some residents from each neighbourhood.	
5) You stand at the exit of a movie theatre and survey every 6th person leaving the building.	
6) You place the ID numbers of all library members into a computer program and let it randomly choose participants.	

Random Sampling

Stratified Sampling

Systematic Sampling



Ontario Math Curriculum Data Literacy & Probability – Grade 6

DISCRETE OR CONTINUOUS DATA

Planning a School Carnival: You are helping plan a school carnival. You ask the event organizer the questions below. Is the data you receive **discrete or continuous**?

Data Collected	Discrete / Continuous
1) How many booths will be set up?	
2) How long will the carnival last (in hours)?	
3) How many tickets were sold last year?	
4) What is the temperature outside during the carnival?	
5) How many volunteers are helping?	
6) How much money was raised last year?	
7) How many prizes are available?	
8) How long does it take to set up each booth?	
9) How many games does each student play on average?	
10) How many litres of lemonade are prepared?	

Discrete Data

Continuous Data



RELATING MEAN

Stickers Earned in Ring Toss game – Add the total stickers earned and then share them equally.

1	2	3	4	5	6	7	8	9	0
Ethan	Olivia	Mason	Total	=	Ethan	Olivia	Mason	Mean =	
24	18	15		=					
Nikki	Logan	Amelia	Total	=	Nikki	Logan	Amelia	Mean =	
30	21	24		=					
Jacob	Aiden	Harper	Total	=	Jacob	Aiden	Harper	Mean =	
18	24	21		=					
Nora	Caleb	Isla	Total	=	Nora	Caleb	Isla	Mean =	
27	15	24		=					



Find the mean and mode of each data set.

Volleyball Points Scored
18, 20, 22, 20, 24, 16
Mean =
Mode =

Piano Practise Minutes
20, 25, 30, 25, 35, 25, 50
Mean =
Mode =

Science Quiz Scores
14, 16, 18, 20, 22, 24, 26
Mean =
Mode =

8, 10, 12, 14, 10, 12
Mean =
Mode =

Books Read This Year
4, 6, 8, 6, 10, 6, 2
Mean =
Mode =

100m Sprint Times (Sec)
15, 14, 10, 17, 18, 10
Mean =
Mode =

Soccer Goals Scored
5, 5, 7, 5, 9, 11, 7
Mean =
Mode =

Points Scored in a Game
12, 14, 16, 18, 20, 22, 24, 26
Mean =
Mode =



Ontario Math Curriculum Data Literacy & Probability – Grade 6

TYPES OF GRAPHS

Label the names of the graphs below.

Histogram

Multiple Bar Graph

Line Plot

Stacked Bar Graph

Bar Graph

Broken Line Graph

1 2 3 4 5 6 7 8 9 0

Create a pictograph based on the data

Sofia and her friends tracked how many books they sold in the first week of school.

Day	Books Sold
1st	
2nd	
3rd	
4th	
5th	
6th	
7th	

of Books Sold

1st Day 2nd Day 3rd Day 4th Day 5th Day 6th Day 7th Day

■ = 5 Books

Questions:

- 1) What is the total number of books sold in the first week?
- 2) How many more books were sold on the last day than the first day?
- 3) What is the least number of books sold?

Mean	Median	Mode

1 2 3 4 5 6 7 8 9 0

Label the graphs below, then

Treat	Votes
Ice Cream	18
Chocolate	24
Cookies	14
Donuts	22
Cupcakes	9

Favourite Treat

Ice Cream Chocolate Cookies Donuts Cupcakes

Pet	Votes
Dogs	42
Cats	36
Fish	18
Birds	24
Hamsters	12

Favourite Pet

Dogs Cats Fish Birds Hamsters



Google Slides Lessons Preview





Ontario Math Curriculum

Algebra – Patterns, Equations – Grade 6

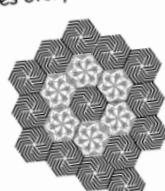
Increasing Patterns Within Number Strings - 5s

Continue the increasing patterns below.

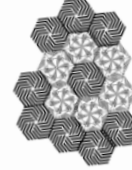
145	150	155	_____	_____	_____	_____
978	983	988	_____	_____	_____	_____
7657	7662	7667	_____	_____	_____	_____
8884	8889	8894	_____	_____	_____	_____

Translating Decreasing Patterns


A park designer arranges tiles in a pattern, reducing the same tiles every hour. Use a table of values and a graph to translate the pattern.




Hour 1



Hour 2

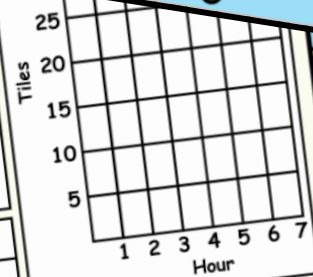


Hour 3



Hour 4

Term Number (Hour)	1	2	3	4	5	6	7
Term Value (Tiles)							



Hour

Patterns

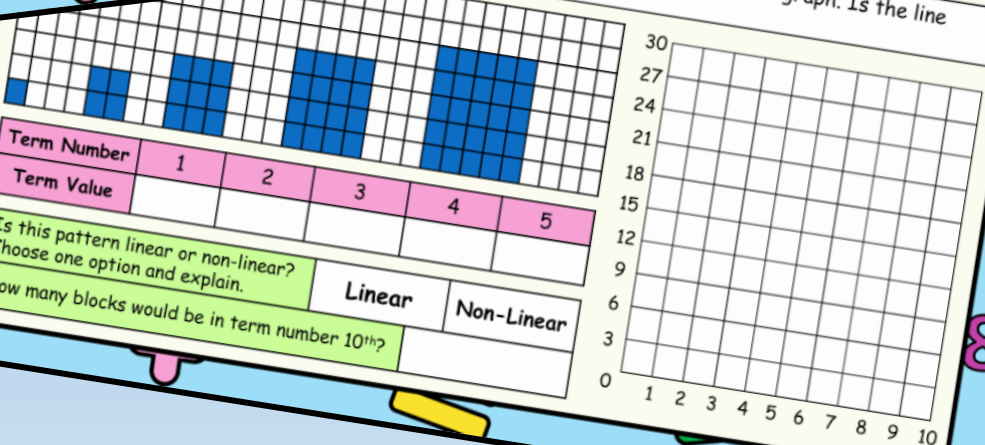
values. Then, complete the graph. Is the line

Term Number	1	2	3	4	5
Term Value					

Is this pattern linear or non-linear? Choose one option and explain.

How many blocks would be in term number 10th?

Linear
Non-Linear



Term Number



Google Slides Lessons Preview





Ontario Math Spatial Sense Unit – Grade 6

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Why Math Is Important
- And More!

Learning Goal

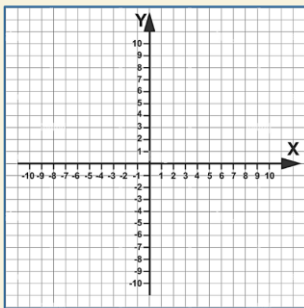
We are learning to plot and read coordinates in all four quadrants of a Cartesian plane so we can describe how a point moves from one place to another using translations.



Four Quadrants - Cartesian Plane

Drag the labels to identify which quadrant the points would be found.

I II III IV



Coordinates (x, y)	Quadrant
(-3, 6)	
(5, -7)	
(-8, -1)	
(6, 2)	
(-2, -9)	
(-4, 8)	
(9, 10)	

Part 2 – Action!

- Questions
- Matching
- Drag and Drop
- Videos
- And More!

Part 3 – Consolidation!

- Exit Cards
- Word Problems
- Quizzes
- Student Created Quizzes

Exit Card – Quick Draw

On a blank grid (your teacher will give one or show one), plot these 3 points:

- A (-3, 4)
- B (2, -1)
- C (-5, -2)

Then, draw a quick shape connecting them in order (A to B to C). Under your drawing, write one sentence explaining **which quadrants** your points are in and **how you know**.





Ontario Math Spatial Sense Unit – Grade 6

Translation or Not?

Is the transformation a translation or not? Drag yes or no.

	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Reflection

Draw the correct reflection of each shape from the shape bank.

	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>
	<input type="checkbox"/>

SHAPE BANK

Clockwise and Counterclockwise

How did the object move? Drag the circle to the correct answer.







<input type="radio"/> Clockwise 90° rotation	<input type="radio"/> Clockwise 360° rotation	<input type="radio"/> Clockwise 90° rotation
<input type="radio"/> Counterclockwise 90° rotation	<input type="radio"/> Counterclockwise 180° rotation	<input type="radio"/> Counterclockwise 360° rotation
<input type="radio"/> Clockwise 180° rotation	<input type="radio"/> Counterclockwise 90° rotation	<input type="radio"/> Counterclockwise 90° rotation
<input type="radio"/> Clockwise 360° rotation	<input type="radio"/> Clockwise 90° rotation	<input type="radio"/> Clockwise 90° rotation
<input type="radio"/> Counterclockwise 180° rotation	<input type="radio"/> Counterclockwise 360° rotation	<input type="radio"/> Counterclockwise 90° rotation
<input type="radio"/> Counterclockwise 90° rotation	<input type="radio"/> Counterclockwise 90° rotation	<input type="radio"/> Counterclockwise 180° rotation

Ontario Math

Spatial Sense Unit – Grade 6

Estimating Capacity

Drag the circle to the estimate you think makes the most sense.

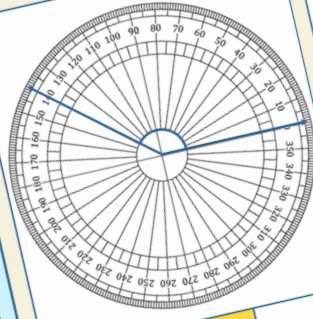
1) A teapot	a) 15L	b) 3L	
	c) 1kL	d) 50mL	
2) A spoonful of medicine	a) 250mL	b) 5L	
	c) 5mL	d) 5kL	
3) A baby bottle	a) 50kL	b) 250mL	
	c) 1L	d) 10mL	
4) A mop bucket	a) 5mL	b) 4kL	
	c) 6L	d) 200mL	
5) A perfume bottle	a) 2L	b) 1kL	
	c) 900mL	d) 20mL	
6) A firetruck tank	a) 1kL	b) 10mL	
	c) 12kL	d) 1mL	

Using Printed Protractors

Measure the angles and drag the labels to identify the type of angle.

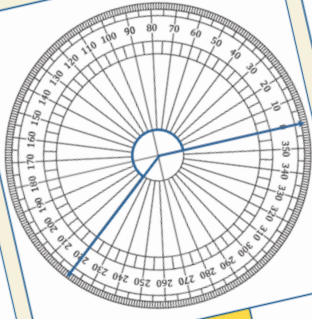
Labels: Reflex, Acute

1)



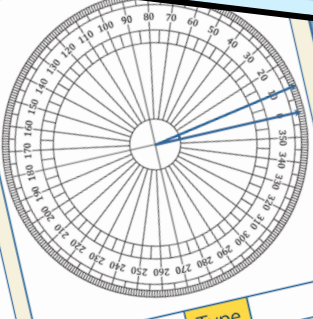
Angle Type

2)



Angle Type

3)



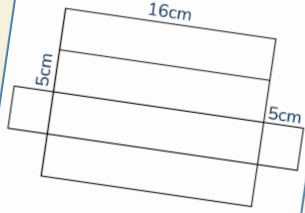
Angle Type

Area Using Nets – Prisms

Measure the 3D objects using the numbers to answer.

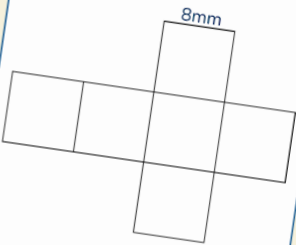
cm² 1 2 3 4 5 6 7 8 9 0

1) Rectangular Prism



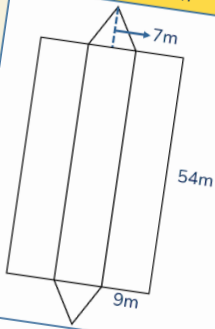
Surface area = _____

2) Cube



Surface area = _____

3) Triangular Prism



Surface area = _____



Google Slides Lessons Preview





Ontario Math Number Unit – Grade 6

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Why Math Is Important
- 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 car that costs \$104 489. If you don't understand place value, you might think it's only \$14 489 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					
2.	13 429					
3.	78 362					
4.	102 758					
5.	574 846					
6.	1 000 000					

Part 2 – Action!

- Questions
- Matching
- Drag and Drop
- Videos
- And More!

Part 3 – Consolidation!

- Exit Cards
- Word Problems
- Quizzes
- Student Created Quizzes

Exit Card: Word Problem

The population of a city is 823 000.
How many thousands of people live in the city?



Ontario Math Number Unit – Grade 6

Opposite Integers

Drag an integer from the number bank in front of the corresponding opposite integer to complete the chain links.

-20	-78
32	5
-12	7
8	56
49	14

Blank boxes for chain links: -14, -7, -32, -49

Decimals

Fill in the place value table for the numbers below.

#	Question	Place Value
1	7 863.035	
2	5 991.474	
3	3 463.834	
4	2 748.595	
5	6 137.883	

Thousands	Hundreds	Tens	Ones	Decimal	Tenths	Hundredths	Thousandths

Rounding Decimal Numbers – Nearest Tenth

Round the following decimal numbers to the nearest tenth.

1) 4.827 → _____	2) 5.929 → _____	3) 7.921 → _____
4) 2.492 → _____	5) 12.867 → _____	6) 13.717 → _____
7) 20.513 → _____	8) 29.555 → _____	9) 34.684 → _____



Ontario Math Number Unit - Grade 6

Comparing Integers, Decimals, and Fractions

Drag the correct sign between the numbers.

#	Number 1	Sign	Number 2
1	-4		$\frac{5}{8}$
2	0.314		-2
3	$\frac{5}{8}$		0.562
4	0.653		$\frac{3}{7}$
5	-5		$\frac{2}{9}$

#	Number 1	Sign	Number 2
6	0.367		-15
7	$\frac{7}{10}$		0.734
8	0.895		$\frac{6}{8}$
9	-7		0.239
10	$\frac{2}{4}$		0.5

Prime and Composite

Write the factors. Circle if the number is prime.

1)	13	2)	20
	Prime	Composite	Prime
3)	32	4)	47
	Prime	Composite	Prime
5)	59	6)	73
	Prime	Composite	Prime
	Prime	Composite	Prime

Prime Factor Trees

Fill in the factor trees below.

18

```

graph TD
    18[18] --> 6[6]
    18 --> 3[3]
    6 --> 2[2]
    6 --> 3[3]
            
```

54

```

graph TD
    54[54] --> 6[6]
    54 --> [ ]
    6 --> 2[2]
    6 --> [ ]
    [ ] --> [ ]
    [ ] --> 3[3]
            
```

240

```

graph TD
    240[240] --> 12[12]
    240 --> [ ]
    12 --> 2[2]
    12 --> [ ]
    [ ] --> [ ]
    [ ] --> [ ]
    [ ] --> 5[5]
            
```