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Manitoba Math Curriculum Statistics– Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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

DATA TYPES

Learning Goal

We are learning to **understand and identify** different types of data (qualitative, quantitative, discrete, and continuous) by examining their characteristics and examples, so we can correctly classify data in different situations.

QUALITATIVE, DISCRETE OR CONTINUOUS DATA

You are helping organize a school music festival and are collecting information about performers and attendees. Decide whether the data collected is qualitative, discrete, or continuous.

Data Collected	Data Type
1) How many performers are in each band?	
2) How long is each performance (in minutes)?	
3) What type of music does each band play?	
4) How many songs does each band perform?	
5) What colour are the stage lights?	
6) How many tickets were sold for the event?	
7) What is the age of each performer?	
8) How loud is the music (in decibels)?	
9) What is the name of each band?	
10) How many instruments are used in each performance?	

Qualitative Data

Discrete Data

Continuous Data



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

PRIMARY VS SECONDARY DATA

Read each situation and determine if it is primary or secondary data. ✓

Scenario	Primary	Secondary
1) You design a survey to find out how many hours students spend on homework each week		
2) You use a government website to find the average temperature in your city last year		
3) You count how many cars pass your school in 10 minutes		
4) You read a news article about the most popular social media apps among teens		
5) You measure how long it takes your classmates to run 100 metres		
6) You collect data from a sports website about a basketball player's scoring average		
7) You record how many students bring lunch from home each day for a week		
8) You use a textbook to find the population of different provinces in Canada		
9) You interview students about their favourite type of music		
10) You look up the nutritional information of snacks from a company's website		



Manitoba Math Curriculum

Statistics– Grade 8

MODE

1 2 3 4 5 6 7 8 9 0 -

Find the mode for the data sets below.

24, 8, 20, 12, 24, 16 Mode	36, 42, 39, 36, 45, 36 Mode	21, 28, 16, 40, 55 Mode
690, 725, 670, 718, 705, 600 Mode	72, 85, 91, 75, 78, 85 Mode	305, 318, 311, 327, 318, 302 Mode
144, 152, 144, 167, 152, 149 Mode	210, 225, 218, 238, 225, 210 Mode	480, 495, 502, 480, 517, 480 Mode

15.3, 18.7, 17.2, 16.5, 18.7, 19.1, 15.3 Mean = Median = Mode =	30.5, 28.7, 32.1, 29.9, 31.4, 28.7, 30.5 Mean = Median = Mode =	6.4, 7.8, 5.9, 6.4, 8.2, 7.1, 5.9 Mean = Median = Mode =
--	--	---

INTERPRETING HISTOGRAM

1 2 3 4 5 6 7 8 9 0

A school counsellor surveyed Grade 8 students to find out how many **hours of screen time** they have on a typical school day.

Grade 8 Students' Daily Screen Time (Hours)

Screen Time (Hours)	Frequency
0-1	
1-2	
2-3	
3-4	
4-5	
5-6	
6-7	
7-8	

Fill in the frequency table and answer the questions.

1) Which screen time interval is the most common among students? 2) How many students spend less than 2 hours on screens each day? 3) How many students spend 5 hours or more on screens each day? 4) How many students were surveyed in total? 5) Describe one pattern or trend you notice in the distribution of screen time.	
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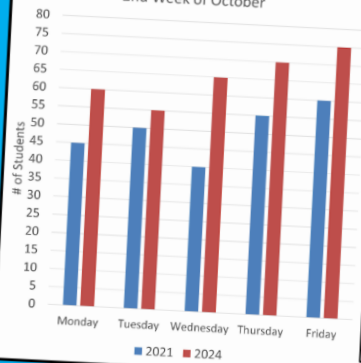


Manitoba Math Curriculum Statistics– Grade 8

INTERPRETING DOUBLE BAR GRAPHS

The graph below shows the number of students visiting the school library during the second week of October in 2021 and 2024.

of Students Visiting The School Library -
2nd Week of October



- 1) Which day had the highest number of library visitors in 2021?
- 2) Which day had the lowest number of library visitors in 2024?
- 3) What was the mean number of visitors in 2024 during this week?
- 4) What was the median number of visitors in 2021 during this week?
- 5) Describe two conclusions you can draw from the data.

Monday

Tuesday

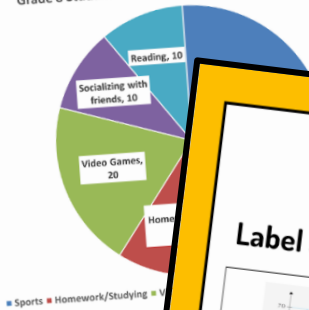
Wednesday

Thursday

Friday

A group of 120 Grade 8 students were surveyed to find out how they usually spend their time after school. The results were organized into a circle graph below

Grade 8 Students' Favourite After-School Activities



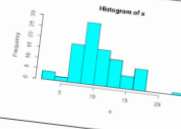
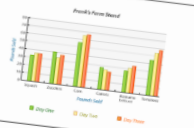
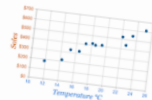
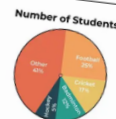
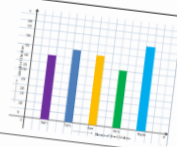
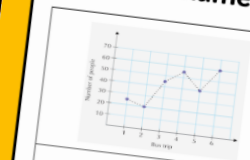
Fill in the frequency table and answer the questions.

Activity	Sports	Homework/ Studying	Video Games	Socializing	Reading
%					
# of Students					

- 1) Which activity is the most popular among the students?

TYPES OF GRAPHS

Label the names of the graphs below.



Histogram

Multiple Bar Graph

Bar Graph

Scatter Plot

Circle Graph

Broken Line Graph



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Manitoba Math Curriculum Patterns & Relations – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to analyze and describe increasing patterns using addition and multiplication to understand how numbers grow, change, and relate to each other.

Increasing Decimal Pattern Rules - Tenths

Fill in the boxes and blanks to complete the patterns by figuring out the pattern rules.

#	PATTERN				RULE			
1)	7.8	8.3	8.8					Start at _____, then add _____ each time
2)	22.9	23.2	23.5					Start at _____, then add _____ each time
3)	41.0	41.7	42.4					Start at _____, then add _____ each time
4)	53.5	54.6	55.7					Start at _____, then add _____ each time
5)	79.8	82.1	84.4					Start at _____, then add _____ each time

Part 2 – Action!

- Writing
- Matching
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Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Cards - Increasing Patterns

✓ Decide if the statements below are True or False. ✗

Pattern: 1, 2, 4, 8, 16, _____, _____, _____	Pattern Rule: Start at 147.53, add 1.08 each time.
Pattern Rule: Start at 1, multiply by 2 each time.	Next numbers: 148.61, 149.69, 150.77
True/False Statements: a) The 6th number is 32. b) The pattern adds 2 each time. c) The 7th number is 64.	True/False Statements: a) The pattern will land on 155.09 b) The 5th number is 152.85. c) The pattern multiplies by 1.08 each time.



Manitoba Math Curriculum

Patterns & Relations – Grade 8

Recursive vs Functional Relationships

Complete the table by deciding whether Tavish is describing the recursive relationship or the functional relationship.

	Pattern					Tavish's Description	Recursive or Functional
1)	x	1	2	3	4	The pattern goes up by 6 each time.	
	y	9	15	21	27		
2)	x	2	4	6	8	The term number is multiplied by 7.	
	y	14	28	42	56		
3)	x	3	6	9	12	The term number is multiplied by 3 and then 4 is added.	
	y	13	22	31	40		
4)	x	1	2	3	4	The pattern goes up by 9 each time.	
	y	12	21	30	39		
5)	x	5	10	15	20	$3x + 3$	
	y	18	33	48	63		

Rule: add 12

In	Out
279	
	561

Rule: multiply 5

In	Out
13	
	225

Rule: subtract 23

In	Out
649	
	737

Rule: divide 9

In	Out
81	
	15

Fill in the tables and answer the questions.

1) Ronan rents a delivery van and pays a set rate for every 10 km he drives.

KM Driven (x)	0	10	20	30	40	50
Cost (y)	\$4.00	\$6.50	\$9.00	\$11.50	\$14.00	\$16.50

a) What is the functional relationship between the two variables (algebraic expression)?



b) How much would it cost to drive 100 km?

c) How much would it cost to drive 250 km?



Manitoba Math Curriculum Patterns & Relations – Grade 8

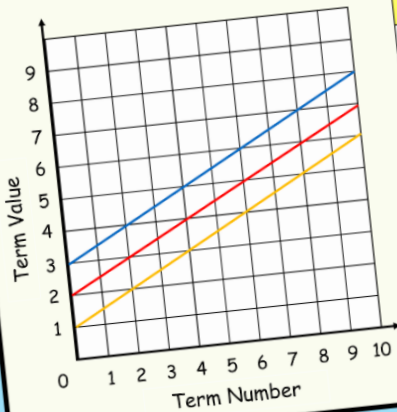
Decreasing Decimal Pattern Rules - Hundredths

Fill in the blanks to complete the decreasing patterns below.

1)	8.61	8.57	8.53	8.49				
2)	89.43	89.30	89.17					
3)	164.78	163.53	162.28					
4)	503.04	497.70	492.36					

Linear and Non-Linear

Look at the graphs closely. Answer the questions below.

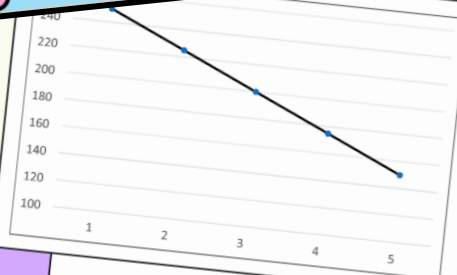


1) How are the lines the same?

2) How are the lines different?

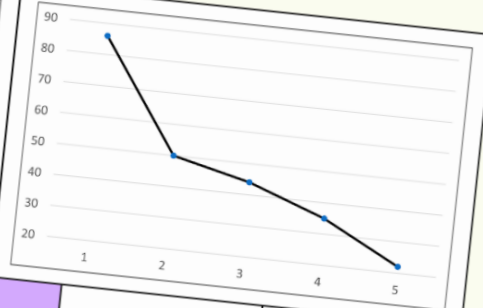
3) What could these three lines represent?

played on the graph is linear or not.



1) Linear

Non-Linear



2) Linear

Non-Linear



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Manitoba Math Curriculum Shape & Space – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to describe and use the Pythagorean relationship with different geometric models so we can solve problems to find missing side lengths in right triangles.



Pythagorean Theorem – Missing Side

a b c

Find the value of the missing side. Record your answer as a square root. Drag the numbers and labels to answer.

2 √ = 1 2 3 4 5 6 7 8 9 0

1) $a^2 + b^2 = c^2$ $12^2 + 6^2 = c^2$ $144 + 36 = c^2$ $\sqrt{180} = c$ $c = \sqrt{180}$	2)	3)	4)
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Part 2 – Action!

- Writing
- Matching
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Part 3 – Consolidation!

- Exit Cards
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Consolidation – Multiple-Choice Questions

Drag the checkmark to answer the following multiple-choice questions about the topic.

1) In a right triangle, the side opposite the right angle is called:	2) Which geometric model BEST demonstrates the Pythagorean relationship?	3) Which of the following sets of side lengths forms a right triangle?
a) The adjacent side	a) Three circles whose areas add up	a) 7 cm, 24 cm, 25 cm
b) The base	b) Three squares built on the sides of a right triangle	b) 6 cm, 8 cm, 15 cm
c) The altitude	c) A rectangle divided into two triangles	c) 5 cm, 12 cm, 20 cm
d) The hypotenuse	d) A hexagon inside a circle	d) 8 cm, 9 cm, 16 cm





Manitoba Math Curriculum

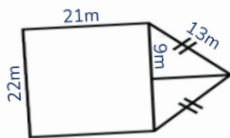
Shape & Space – Grade 8

Area of Composite Polygons

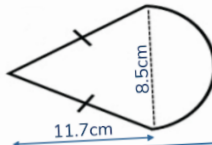
Find the area of each composite polygon below.
Drag the numbers to complete the equations.

cm mm m

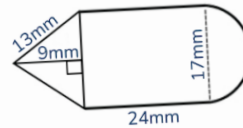
1 2 3 4 5 6 7 8 9 0.



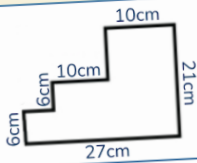
Area = _____



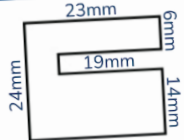
Area = _____



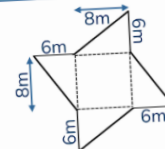
Area = _____



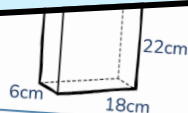
Area = _____



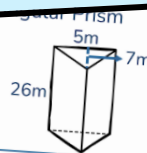
Area = _____



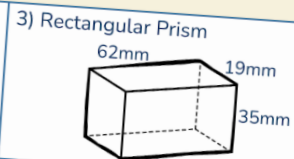
Area = _____



Surface area = _____

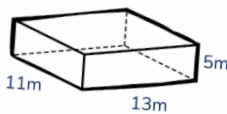


Surface area = _____



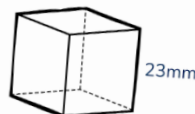
Surface area = _____

4) Rectangular Prism



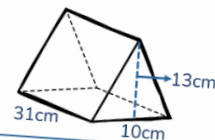
Surface area = _____

5) Cube



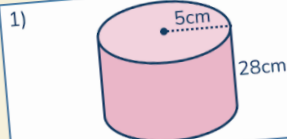
Surface area = _____

6) Triangular Prism

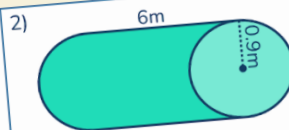


Surface area = _____

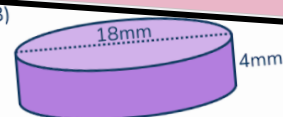
Find the surface area of the 3D objects below.



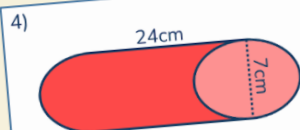
Surface area = _____



Surface area = _____



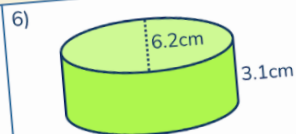
Surface area = _____



Surface area = _____



Surface area = _____



Surface area = _____



Manitoba Math Curriculum

Shape & Space – Grade 8

Circumferences Word Problems

1) Nathan is planning to buy a new rug. The rug is circular with a diameter of 3.2 m. What is the circumference of the rug?

2) Liam wraps a rope tightly around a tree trunk. If the rope makes exactly one full loop and the rope length is 314 cm, what is the diameter of the tree trunk?

Fill in the blanks below.

cm mm m km

1 2 3 4 5 6 7 8 9 0

1)  Area _____ Perimeter _____

2)  Area _____ Perimeter _____

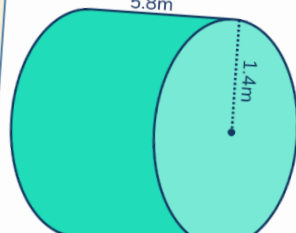
3)  Area _____ Perimeter _____

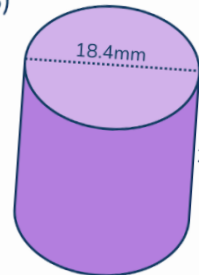
4)  Area _____ Perimeter _____

5)  Area _____ Perimeter _____

6)  Area _____ Perimeter _____

1)  Area of the Base= _____ Volume: _____

2)  Area of the Base= _____ Volume: _____

3)  Area of the Base= _____ Volume: _____



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Manitoba Math Curriculum Number Unit – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
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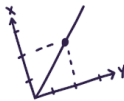


Learning Goal

We are learning to **multiply and divide whole numbers by other whole numbers** so we can accurately solve problems involving measurements, money, and real-world situations.

Discussion Questions

- 1) If you had 4 bags with 25 marbles in each, how could you quickly figure out the total without counting one by one?
- 2) If you double a number and then double it again, what operation are you really doing?
- 3) If 5 friends split a \$100 bill evenly, will everyone get a whole number amount? How do you know?



Area Model Multiplication – 3 x 1 Digits

Use the area model to solve the multiplication problems below.

1) $236 \times 2 =$ _____

--	--	--

2) $417 \times 5 =$ _____

--	--	--

3) $368 \times 4 =$ _____

--	--	--

4) $627 \times 8 =$ _____

--	--	--

5) $745 \times 7 =$ _____

--	--	--

6) $903 \times 9 =$ _____

--	--	--

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
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Multiplication – Word Problem

- 1) A student reads 35 pages of a novel each day for 24 days. How many pages has the student read by the end of that time?

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- 2) A theatre sells 248 tickets for each show. If they run 12 shows in a month, how many tickets do they sell in total?

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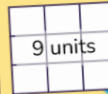
Manitoba Math Curriculum

Number Unit – Grade 8

Area of a Square – Square Root

When we calculate the area of a square, we use a square number to determine the area.

Example: If the area of a square is 9, its side length is $\sqrt{9}$ or 3.



What is the area? Write the side lengths as square roots and units.

#	Question	Area	Side Length
1)			____ units $\sqrt{\quad}$
2)			____ units $\sqrt{\quad}$

#	Question	Area	Side Length
3)			____ units $\sqrt{\quad}$
4)			____ units $\sqrt{\quad}$

#	Number 1	Sign	Number 2
1	2^2		$\sqrt{16}$
2	$\sqrt{81}$		12
3	$\sqrt{49}$		3^2
4	8^2		$\sqrt{121}$
5	$\sqrt{225}$		18

#	Number 1	Sign	Number 2
6	12^2		$\sqrt{169}$
7	$\sqrt{196}$		15
8	$\sqrt{400}$		21^2
9	18^2		$\sqrt{361}$
10	$\sqrt{576}$		23

Fill in the blanks by

$\sqrt{48}$

$\sqrt{48} = \frac{\quad}{\quad}$ or $\frac{\quad}{\quad}$

$\sqrt{117}$

$\sqrt{117} = \frac{\quad}{\quad}$ or $\frac{\quad}{\quad}$



Manitoba Math Curriculum

Number Unit – Grade 8

Fractions, Decimals, and Percents

What fraction, decimal, and percent of the area is shaded in?



Fraction Decimal Percent	Fraction Decimal Percent	Fraction Decimal Percent	Fraction Decimal Percent
Fraction Decimal Percent	Fraction Decimal Percent	Fraction Decimal Percent	Fraction Decimal Percent

A **ratio** shows the relationship between two amounts.

Example  

The ratio of chips to juices can be written in 3 ways:

Words: 1 to 4 Ratio: 1:4 Fraction: $\frac{1}{4}$

Write the ratio for the questions below.

1) Cellphones to telephones



2) Coffee to croissants



3) Eggs to bread slices



Words	Ratio	Fraction

2)	7:14	14:28	1:3	$\frac{3}{7}$	21 to 42
3)	$\frac{5}{8}$	2 to 3	$\frac{10}{16}$	6:9	25:40
4)	6 to 4	$\frac{12}{8}$	3:2	18 to 16	9:6
5)	9:15	$\frac{6}{10}$	12:18	18 to 30	21:40