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Saskatchewan Math Curriculum

Shape & Space – Grade 6

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Quotes
- 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.



Finding Obtuse, Acute, Straight, and Right Angles

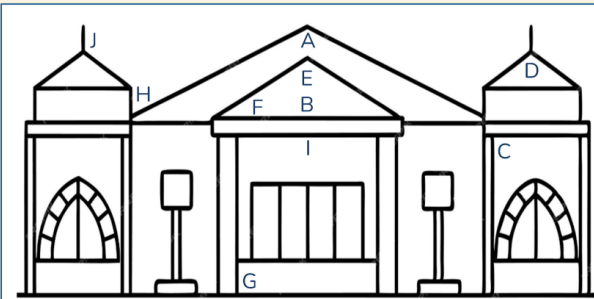
What are the angles that are labelled with a letter? Drag the labels to answer.

Right

Acute

Obtuse

Straight



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

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?



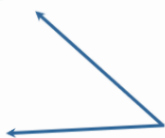


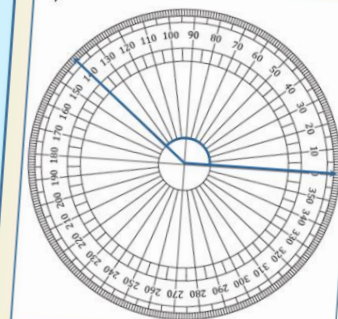
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Shape & Space – Grade 6

Analyzing Angles – Estimating – Multiple Choice

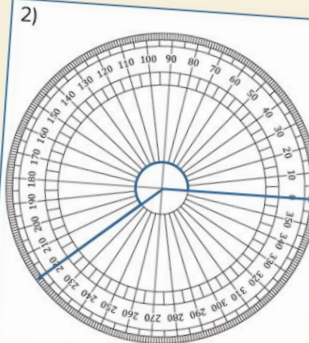
Which angle do you think it is? Drag the circle to your answer. Do not use a protractor.

1) 	2) 	3) 	4) 	5) 
a) $\angle = 90^\circ$	a) $\angle = 80^\circ$	a) $\angle = 60^\circ$	a) $\angle = 80^\circ$	a) $\angle = 140^\circ$
b) $\angle = 70^\circ$	b) $\angle = 45^\circ$	b) $\angle = 25^\circ$	b) $\angle = 100^\circ$	b) $\angle = 125^\circ$
c) $\angle = 55^\circ$	c) $\angle = 30^\circ$	c) $\angle = 45^\circ$	c) $\angle = 95^\circ$	c) $\angle = 160^\circ$
d) $\angle = 160^\circ$	d) $\angle = 70^\circ$	d) $\angle = 95^\circ$	d) $\angle = 110^\circ$	d) $\angle = 150^\circ$



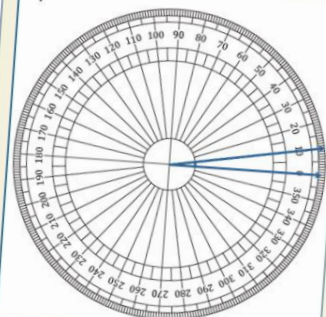
Angle

Type



Angle

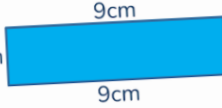
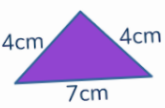
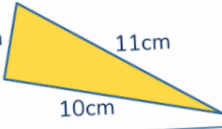
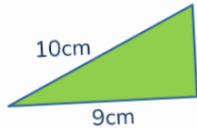
Type



Angle

Type

Find the perimeter of the shapes below. Drag the numbers to complete the equations.

 1cm 5cm 1cm 5cm _____ + _____ + _____ + _____ = _____ cm	 2cm 4cm 4cm 2cm _____ + _____ + _____ + _____ = _____ cm	 9cm 2cm 9cm 2cm _____ + _____ + _____ + _____ = _____ cm
 4cm 4cm 7cm _____ + _____ + _____ = _____ cm	 4cm 11cm 10cm _____ + _____ + _____ = _____ cm	 10cm 5cm 9cm _____ + _____ + _____ = _____ cm



Saskatchewan Math Curriculum

Shape & Space – Grade 6

Area – CM Squared

Solve using the formula: $A = b \times h$.

1 2 3 4 5 6 7 8 9 0

$A = b \times h$
 $A = \underline{\hspace{1cm}} \times \underline{\hspace{1cm}}$
 $A = \underline{\hspace{1cm}} \text{ cm}^2$

$A = b \times h$
 $A = \underline{\hspace{1cm}} \times \underline{\hspace{1cm}}$
 $A = \underline{\hspace{1cm}} \text{ cm}^2$

$A = b \times h$
 $A = \underline{\hspace{1cm}} \times \underline{\hspace{1cm}}$
 $A = \underline{\hspace{1cm}} \text{ cm}^2$

height
base

Calculating Volume

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

1 2 3 4 5 6 7 8 9 0

1)

Area of Base	Height	Volume

2)

Area of Base	Height	Volume

3)

Area of Base	Height	Volume

4)

Area of Base	Height	Volume

5)

Area of Base	Height	Volume

6)

Area of Base	Height	Volume

Yes No



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Saskatchewan 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...

Fill in the blanks with the missing number.

8 712 864
=
8 000 000 + _____ + 10 000 + _____ + 800 + 60 + 4

6 543 096
=
_____ + 500 000 + _____ + 3 000 + 000 + _____ + 6

7 108 664
=
7 000 000 + _____ + 00 000 + 8 000 + _____ + 60 + _____

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
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Consolidation - Place Value

Den's number has:

- 9 thousands
- 6 millions
- Half as many ones as millions
- Triple the number of ten thousands than ones.
- 4 less hundreds than thousands.
- 6 tens.
- 2 more hundred thousands than tens.

What is his number?



Answer





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Number Unit – Grade 6

Place Value Using Decimals

What is the name of the place value for the underlined number?

#	Question	Place Value
1	2. <u>6</u> 89123	
2	3.51 <u>4</u> 636	
3	5.127 <u>3</u> 17	
4	<u>7</u> .365545	
5	9.438 <u>3</u> 36	
6	4.7345 <u>6</u> 1	
7	5.2173 <u>4</u> 2	
8	8.6215 <u>7</u> 8	

Fill in the place value table for the numbers below

1) 3.265736

Ones	Decimal	Tenths	Hundredths	Thousandths	Ten Thousandths	Hun. Thousandths	Millionths

2) 6.412072

Ones	Decimal	Tenths	Hundredths	Thousandths	Ten Thousandths	Hun. Thousandths	Millionths

3) 8.724360

Ones	Decimal	Tenths	Hundredths	Thousandths	Ten Thousandths	Hun. Thousandths	Millionths

1 2 3 4 5 6 7 8
4, 8, 12, 16, 20, 24, 28, 32

2) 6×10	
3) 9×3	4) 5×8
5) 11×3	6) 15×5

$\div 3$	$\div 4$	$\div 6$
$3 \div 3 =$	$4 \div 4 =$	$6 \div 6 =$
$6 \div 3 =$	$8 \div 4 =$	$12 \div 6 =$
$9 \div 3 =$	$12 \div 4 =$	$18 \div 6 =$
$30 \div 3 =$	$44 \div 4 =$	$66 \div 6 =$
$33 \div 3 =$	$48 \div 4 =$	$72 \div 6 =$
$36 \div 3 =$	$52 \div 4 =$	$78 \div 6 =$
$39 \div 3 =$	$56 \div 4 =$	$84 \div 6 =$



Saskatchewan Math Curriculum

Number Unit – Grade 6

Prime Factor Trees

Fill in the factor trees below.

Tree 1: 18 branches into 6 and 3. 6 branches into 2 and 3.

Tree 2: 54 branches into 6 and an empty box. 6 branches into 2 and an empty box. The empty box branches into two empty boxes.

Tree 3: 240 branches into 12 and an empty box. 12 branches into 2 and an empty box. The empty box branches into two empty boxes. The empty box from 240 branches into an empty box and 5. The empty box branches into two empty boxes.

Multiplication

Use the standard algorithm to solve the multiplication problems.

1)	2)	3)
$\begin{array}{r} 33 \\ \times 14 \\ \hline \end{array}$	$\begin{array}{r} 47 \\ \times 24 \\ \hline \end{array}$	$\begin{array}{r} 58 \\ \times 37 \\ \hline \end{array}$

Division: 3 by 1 – No Remainders

Find out how many times you can divide the bigger number by the smaller number.

1)	2)	3)
$4 \overline{)232}$	$5 \overline{)310}$	$6 \overline{)444}$
4)	5)	6)
$7 \overline{)483}$	$9 \overline{)774}$	$8 \overline{)624}$



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Saskatchewan 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 analyze input-output tables using the four operations (+, -, x, ÷) to determine how numbers change and to find the pattern rule that connects them.

Input/Output Table

Fill in the tables below.

RULE = Add 10		RULE = Add 7		RULE = Subtract 13		RULE = Multiply 4		RULE = Divide 3	
In	Out	In	Out	In	Out	In	Out	In	Out
21			36	43		11		9	
70		67		97			36	27	
	22	177			200	23			11
793			468	503			48	36	
852		789			854	50			15

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
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Word Problems – Fence Panels

Complete the table and answer the questions below.

A gardener is building a fence around a flower bed. Each day, the gardener adds more fence panels. What could the pattern rule be? How do you know?

Term Number (Days)	1	2	3	4	5	6	7	8	9	10
Term Value (Fence Panels)										

1) Why is this a linear pattern?

2) Extend the line on the graph.

3) What will be the 7th and 12th term value?
7th term _____ 12th term _____

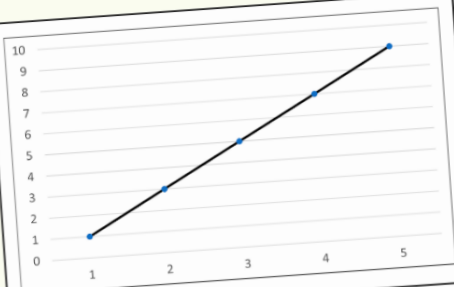


Saskatchewan Math Curriculum

Patterns & Relations – Grade 6

Increasing Linear Patterns - Yes or No? ☐

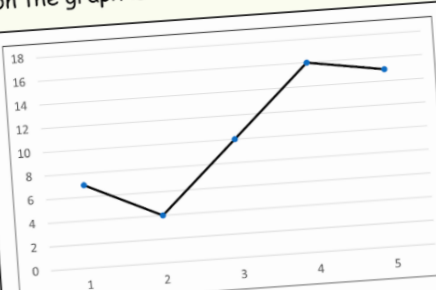
Circle if the pattern displayed on the graph is linear or not.



1)

Linear

Non-Linear



2)

Linear

Non-Linear

Deciding whether Nikhil is describing the recursive relationship or the functional relationship.

	Pattern					Nikhil'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	5	10	15	20	The term number is multiplied by 7.	
	y	35	70	105	140		
3)	x	1	2	3	4	The term number is multiplied by 3 and then 4 is added.	
	y	7	10	13	16		
4)	x	1	2	3	4	The pattern goes up by 8 each time.	
	y	12	20	28	36		
5)	x	1	2	3	4	$9x + 5$	
	y	14	23	32	41		

Table of Values

Use the algebraic expression to fill in the tables.

$3x + 5$	
Term Number	Term Value
0	
1	
2	
3	
4	
12	

$6x - 4$	
Term Number	Term Value
1	
2	
3	
4	
5	
15	

$20 \div x + 7$	
Term Number	Term Value
1	
2	
3	
4	
5	
10	



Saskatchewan Math Curriculum Patterns & Relations – Grade 6

Word Problem - T-Tables

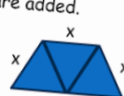
Enna is planning a birthday party and arranging triangle tables for guests. Her goal is to fit as many guests as possible in the room. The diagram below shows how the number of seats increases as more tables are added.



1 Table



2 Tables



3 Tables

Term Number (tables)	1	2	3	4	5	20
Term Value (# of seats)						

Write an algebraic expression that represents the function.

How many people could be seated if she had...

a) 11 tables b) 25 tables

What if you didn't put the tables together? Would 9 tables together fit more or less than 9 tables apart?

T-Tables - Finding Block Patterns

Fill in the T-Tables by counting the lines in each shape.

1)

Shapes	Figure	Lines
Figure 1	1	
Figure 2	2	
Figure 3	3	
	4	

3)

Shapes	Figure	Lines
Figure 1	1	
Figure 2	2	
Figure 3	3	
	7	

2)

Shapes	Figure	Lines
Figure 1	1	
Figure 2	2	
Figure 3	3	
	5	

4)

Shapes	Figure	Lines
Figure 1	1	
Figure 2	2	
Figure 3	3	
	8	

Equation 1

$y + 5$

Equation 2

$4y - 10$

Write four different expressions that represent the number 9. Use $g = 4$.

1)

2)

3)

4)



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Saskatchewan Math 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
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Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
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QUALITATIVE VS QUANTITATIVE DATA

Make observations about the image (shopping mall) and put a mark, if it is quantitative or qualitative. ✖

Observations	Qualitative	Quantitative
1) The mall has 3 floors		
2) There are 120 people inside the mall		
3) The mall is crowded and noisy		
4) The largest store is a clothing store		
5) A pair of shoes costs \$85		
6) The food court has 10 restaurants		
7) The mall looks modern and bright		
8) A movie ticket costs \$12.50		
9) The escalator is moving quickly		
10) There are 25 parking spaces available		





Saskatchewan Math Statistics– Grade 6

PRIMARY VS SECONDARY DATA

Sort the survey questions below into the correct category.

Primary Data	Secondary Data
Which sport do your classmates enjoy the most?	What is the average height of a giraffe?
What is the population your province?	What is your classmates' favourite video game?
How many siblings do students in your class have?	How high is the tallest mountain in Canada?
Which school club would students most like to join?	How many endangered species live in Canada?



QUALITATIVE, DISCRETE, AND CONTINUOUS DATA

Qualitative Data	Discrete Data	Continuous Data
Temperature outside today	Number of students in a class	Hair colour
Number of goals scored in a game	Weight of a backpack	Time it takes to run a mile
Amount of water in a bottle		



TYPES OF GRAPHS

Choose the graph you would use to represent the data. ✓

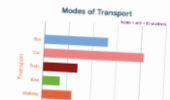
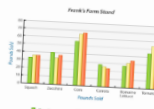
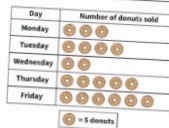
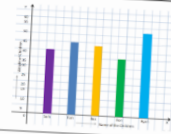
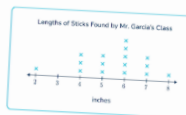
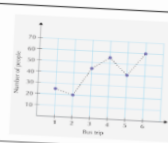
Description	A	B
1) You want to show how temperature changes throughout the day.	Broken-Line Graph	Bar Graph
2) You want to compare the favourite fruits of students in a class.	Multiple Bar Graph	Bar Graph
3) You want to show small amounts of data using symbols or pictures.	Pictograph	Line Plot
4) You are comparing the number of goals scored by two soccer teams during several games.	Multiple Bar Graph	Pictograph
5) You want to show the number of books read by students where several students read the same number of books.	Line Plot	Broken-Line Graph
6) You want a simple graph to display the number of pets owned by students.	Pictograph	Bar Graph



Saskatchewan Math Statistics– Grade 6

TYPES OF GRAPHS

Label the names of the graphs below.



Pictograph

Multiple Bar Graph

Line Plot

Horizontal Bar Graph

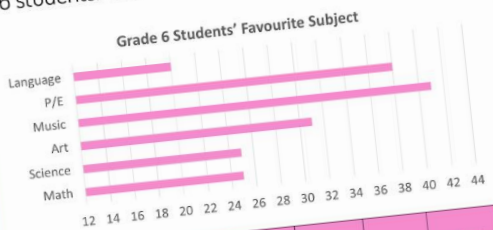
Bar Graph

Broken Line Graph



HORIZONTAL BAR GRAPH

A survey was conducted to find the favourite subject of Grade 6 students. The results are shown below.



Subjects	Math	Science	Art	Music	P/E	Language
Frequency						

Questions

Answer

- 1) How many students chose science as their favourite subject?
- 2) How many students chose math and music combined?
- 3) How many more students preferred art than science?
- 4) What is the difference between the most popular subject and the least popular subject?
- 5) How many students were surveyed in total?

What is your favourite snack at school?

What is your favourite way to stay active?

Categories

Tally

Frequency

1) Who did you survey?

2) How many people completed your survey?

3) What are the most and least popular categories?

Y-axis Title

X-axis Title

Legend