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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

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:





BC 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

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

Bella and Simon

	Question	Bella	Simon
1)	$(4 \times 6) - 8$	18	16
2)	$49 - (4 \times 2)$	38	41
3)	$(9 \times 5) + 8$	53	18
4)	$2 + 6 \times 5 \div 2$	17	11
5)	$8 \div 2 \times (6 \times 4)$	24	96



BC Math Curriculum Number Unit – Grade 6

Factors

Drag the blocks into the respective boxes to show the factors of each number.

8	17	18

49	45	17	24

Available 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

Paste the sticky notes on the specified box.

45	95	105	135	351	501	81	570	456	3456

Divisible by 5

Divisible by 9

Answer Bank

$\frac{2}{3}$	$\frac{4}{5}$
$\frac{1}{3}$	$\frac{1}{2}$
$\frac{3}{4}$	$\frac{2}{5}$
$\frac{3}{4}$	$\frac{7}{12}$
$\frac{1}{2}$	$\frac{3}{4}$

2) $\frac{5}{10} \rightarrow$

3) $\frac{8}{12} \rightarrow$

4) $\frac{12}{16} \rightarrow$

5) $\frac{14}{24} \rightarrow$

7) $\frac{30}{40} \rightarrow$

8) $\frac{25}{50} \rightarrow$

9) $\frac{12}{30} \rightarrow$

10) $\frac{36}{48} \rightarrow$



Google Slides Lessons Preview





BC Math Curriculum

Patterning & Equations – 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.

Graphing Increasing Patterns - Lemonade Stand Earnings

Complete the table of values and answer the questions below.

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

Harper runs a lemonade stand after school and earns \$7 each day. Complete the table of values to track how much money is earned over the first 10 days.

Pattern Rule: _____

1) How much money will Harper have after 8 days? _____

2) How many days will it take to reach \$70? _____

3) If a neighbour earns \$10 a day for 10 days, and harper works for 13 days, who earns more? _____

4) How much money will Harper have after 20 days? _____

5) Harper wants to buy a game that costs \$154. How many days of work will she need? _____

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
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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.

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

a) Describe the pattern. _____

b) How many cars would you expect in 2030? _____

c) How many cars would you expect in 2120? _____



BC Math Curriculum

Patterning & Equations – Grade 6

Decreasing Patterns - Emojis

Drag the shapes to fill the missing line of the decreasing pattern.

1) Draw the missing line in the pattern.

2) Draw the missing line in the pattern.

3) Draw the next line in the pattern.

4) Draw the next line in the pattern.

5) Draw the next line in the pattern.

6) Draw the next line in the pattern.

Decreasing Patterns - Table of Values and Graph

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

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

Look at the patterns below and find the pattern that is straight?

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



BC Math Curriculum

Patterning & Equations – Grade 6

0 1 2 3 4 5 6 7 8 9

Increasing Patterns Within Number Strings – 2s

Continue the increasing patterns below.

256	258	260				
813	815	817				
7850	7852	7854				
9249	9251	9253				

0 1 2 3 4 5 6 7 8 9

Patterning with Tables

A gardener is planting flowers in a garden over 5 days. The gardener has 3 different planting patterns. Fill in the tables below to represent each pattern.

a) Each day, he plants the same number of flowers. The gardener has 3 different planting patterns. Fill in the tables below to represent each pattern.

Days	Flowers
1	7
2	
3	17
4	
5	

Days	Flowers
1	
2	9
3	
4	
5	27

Days	Flowers
1	4
2	
3	
4	28
5	

b) Oops! The gardener made a mistake when completing the table of values. The planting pattern was supposed to add the same number of flowers each day. Identify the error in the table and correct it.

Term Number (Days)	1	2	3	4	5
Term Value (Flowers)	23	27	32	37	42

The gardener wants to plant flowers in a garden, but each flower costs \$4. The gardener has created 4 different planting plans and has a budget of \$30. Which planting plan should the gardener choose? Explain your reasoning.

Plan	Flowers	\$
Plan 1	1	
	2	
Plan 2	3	
	4	
Plan 3		
Plan 4		

0 1 2 3 4 5 6 7 8 9

Swimming Distance

Adam swims 250 metres each day for 7 days. One of his friends swims 300 metres each day for 5 days. Who swims a greater total distance?

Term Number (Day)	1	2	3	4	5	6	7
Term Value (Metres)							

Function – Algebraic Expression

Metres

Day



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BC Math Curriculum Financial Literacy– Grade 6

3-Part Lesson Format

Part 1 – Minds On!

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

Counting Money

Learning Goal

We are learning to **count, convert, and calculate** amounts of money using coins, bills, and decimals, so we can solve real-world money problems with confidence.

Counting Canadian Coins

Drag the correct amounts under each box.

		435¢	\$4.60
		\$6.40	\$2.50
		460¢	635¢
		465¢	640¢
		250¢	\$4.65
		\$4.35	\$6.35

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
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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.		



BC Math Curriculum Financial Literacy– Grade 6

Calculating Change Using \$2

Calculate the change for each purchase.

Money Used	Item Bought	Change Due
	\$1.50	
	\$0.65	
	\$1.80	
	\$1.40	

	Item Bought	Change Due
	\$65.00	
	\$58.00	
	\$73.90	
	\$85.30	



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



BC Math Curriculum Financial Literacy– Grade 6



Financial Goals



Drag each scenario into the correct box to show whether it is a short or long term goal.

Short-Term Goal	Long-Term Goal

Emma wants to earn \$20 this week to buy art supplies.

Mason wants to start saving early for college or university.

Jack plans to donate \$25 to a charity that helps animals.

Liam plans to put away money each month for a new bike.

Zoe sets her sights on buying a car when she turns sixteen.

Owen saves a bit each week to redecorate his bedroom.



Financial Goals

Answer the questions below.

1) Sophia is saving for a school trip to Montreal that costs \$800. She earns \$75 a week from dog walking. She spends \$10 a week on snacks and movies. Halfway through the 8-week saving plan, she wins \$50 in a raffle. At the end of 8 weeks, how much money has Sophia saved?

2) Ethan plans to start saving for college. He earns \$200 every month from mowing lawns and he receives \$150 from his grandparents. How much money does Ethan need to save for college?

\$950

\$800

\$570

\$670

\$550



Financial Goals



Circle the words in the wordsearch

Income	Plan
Budget	Goal
Savings	Choices
Future	Earn
Purchase	Spending
Money	Decision

H X Q I X K P E P V R X K N V R

G E W C X A G I R C T H A V A C

D E C I S I O N O X E N G F Z X

E R W A C W A P H F G R T L E Z

K M U A F P L P S D U H O P H I

D O M K T D K L X V L T W E R Q

C N P U R C H A S E B F U B J E

K E T U N U I N C O M E Z R G A

J Y L R N T T T H L H S T E E R

S P E N D I N G Q Q R P R U M N

C H O I C E S G I B R P C L V W

S A V I N G S B U D G E T Q S U



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BC Math Curriculum

Measuring Unit – Grade 6

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
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- And More!

Learning Goal

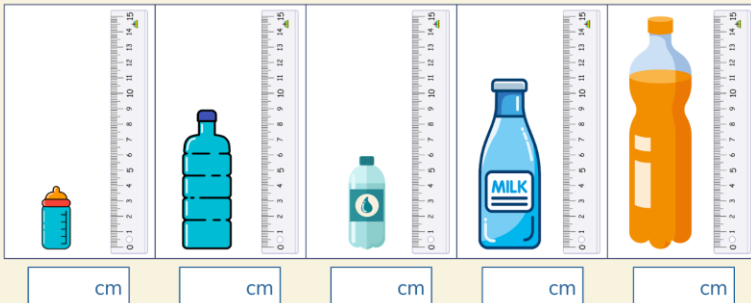
We are learning to measure length using the right metric units and to change between smaller and larger units so we can solve real-life problems that involve different lengths.



Measuring Height – Bottles

Measure the height of the bottles below. Drag the numbers to answer in the white box.

1 2 3 4 5 6 7 8 9 0



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
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Measurement Word Problems

- 1) Elias biked 12.5 kilometres on Friday and 12,300 metres on Saturday. On which day did he bike a longer distance?
- 2) Tanvi measured a piece of string and found it was 89.7 centimetres long. Her friend Owen had a string that was 0.896 metres. Whose string is longer?



BC Math Curriculum

Measuring Unit – Grade 6

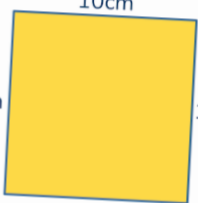
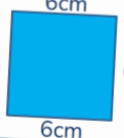
Estimating Distance

Which distance makes the most sense? Drag the circle to the correct answer.

1) Length of a spoon a) 15cm b) 1500mm c) 1.5m		4) Length of a bed a) 20cm b) 2000mm c) 20m	
2) Length of a school bus a) 100mm b) 1km c) 10m		5) Distance across a soccer field a) 10km b) 100m c) 10000mm	
3) Height of a giraffe a) 550m b) 5.5m c) 550mm		6) Height of a basketball hoop a) 3.05m b) 3005cm c) 305mm	

Use the number line below to complete the equations.

1 2 3 4 5 6 7 8 9 0

 $3\text{cm} + 3\text{cm} + 3\text{cm} = \underline{\hspace{2cm}} \text{cm}$	 $1\text{cm} + 1\text{cm} + 1\text{cm} = \underline{\hspace{2cm}} \text{cm}$	
 $4\text{cm} + 4\text{cm} + 4\text{cm} = \underline{\hspace{2cm}} \text{cm}$	 $6\text{cm} + 6\text{cm} + 6\text{cm} = \underline{\hspace{2cm}} \text{cm}$	
$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{2cm}} \text{cm}$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{2cm}} \text{cm}$	

Use the formula $A = l \times w$ to complete the equations.

	$A = l \times w$ $A = \underline{\hspace{2cm}} \times \underline{\hspace{2cm}}$ $A = \underline{\hspace{2cm}} \text{ units}^2$		$A = l \times w$ $A = \underline{\hspace{2cm}} \times \underline{\hspace{2cm}}$ $A = \underline{\hspace{2cm}} \text{ units}^2$
	$A = l \times w$ $A = \underline{\hspace{2cm}} \times \underline{\hspace{2cm}}$ $A = \underline{\hspace{2cm}} \text{ units}^2$		$A = \underline{\hspace{2cm}} \times \underline{\hspace{2cm}}$ $A = \underline{\hspace{2cm}} \text{ units}^2$
	$A = l \times w$ $A = \underline{\hspace{2cm}} \times \underline{\hspace{2cm}}$ $A = \underline{\hspace{2cm}} \text{ units}^2$		$A = l \times w$ $A = \underline{\hspace{2cm}} \times \underline{\hspace{2cm}}$ $A = \underline{\hspace{2cm}} \text{ units}^2$



BC Math Curriculum

Measuring Unit – Grade 6

Area of Trapezoids

Find the area of the trapezoids below. They have two triangles in them. You can add the area of the rectangle with the areas of the two triangles to find the area of the trapezoid.

1	2	3	4	5	6	7	8	9	0
Area = _____ cm^2	Area = _____ cm^2	Area = _____ cm^2	Area = _____ cm^2	Area = _____ cm^2	Area = _____ cm^2				

Measuring Angles

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

Right Acute Obtuse

1) Angle _____ Type _____	2) Angle _____ Type _____	3) Angle _____ Type _____
4) Angle _____ Type _____	5) Angle _____ Type _____	6) Angle _____ Type _____

c = _____	b = _____	a = _____	c = _____
------------------	------------------	------------------	------------------



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BC Math Curriculum Statistics Unit – 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.**

QUALITATIVE DATA

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

Description of data	YES/NO
1) Favourite type of music	
2) The number of goals scored by a hockey team	
3) Eye colour of students in the class	
4) The distance from home to school	
5) Favourite season of the year	
6) The amount of rainfall in your city last month	
7) Brand of backpack students use	

YES

NO



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

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?





BC Math Curriculum Statistics Unit – 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

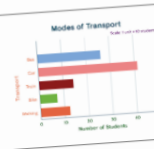
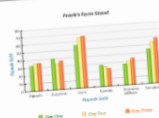
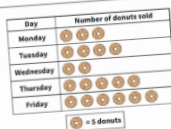
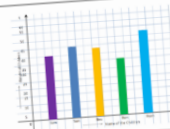
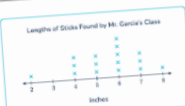
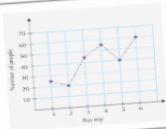


Correct category.

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 1 kilometre
Amount of water in a bottle	Favourite school subject	Choice of music genre
Type of pet at home	Number of text messages sent	Number of siblings



Label the names of the graphs below.



Pictograph

Multiple Bar Graph

Line Plot

Horizontal Bar Graph

Bar Graph

Broken Line Graph



BC Math Curriculum Statistics Unit – Grade 6

1 2 3 4 5 6 7 8 9 0

PICTOGRAPHS

Create a pictograph based on the data below.

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

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

■ = 5 Books



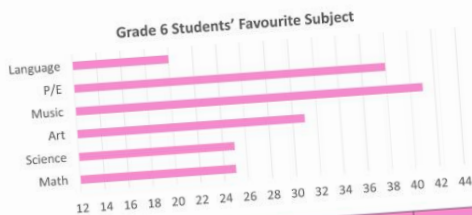
Questions

- 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?
- 4) What is the total number of books sold in the last 3 days?



HORIZONTAL BAR

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						

1 2 3 4 5 6 7 8 9 0

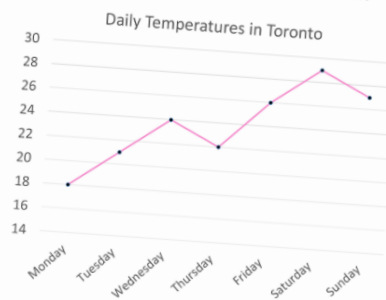
Questions

- 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?

Answer

PHS

...score in Toronto for one week. The data is shown in the table below.



Fill in the frequency table and answer the questions.

Days	M	T	W	T	F	S	Su
Temperature							

- 1) Liam and Ava are arguing about when the temperature increased the most. Liam says the biggest increase happened from Tuesday to Wednesday, but Ava says it happened from Thursday to Friday. Who is correct?
- 2) Noah and Emma are arguing about the weekend temperatures. Noah says the temperature increased by 3°C from Friday to Saturday, while Emma says the increase was 4°C. Who is correct?

Liam

Ava

Noah

Emma