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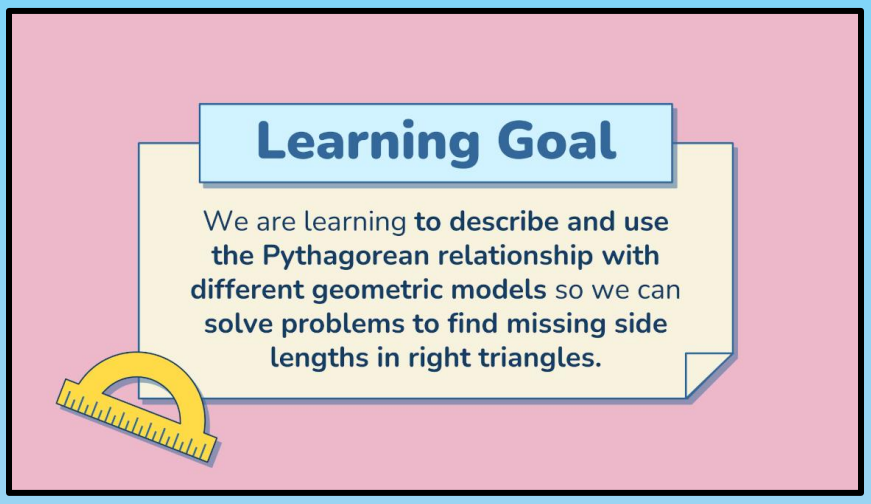
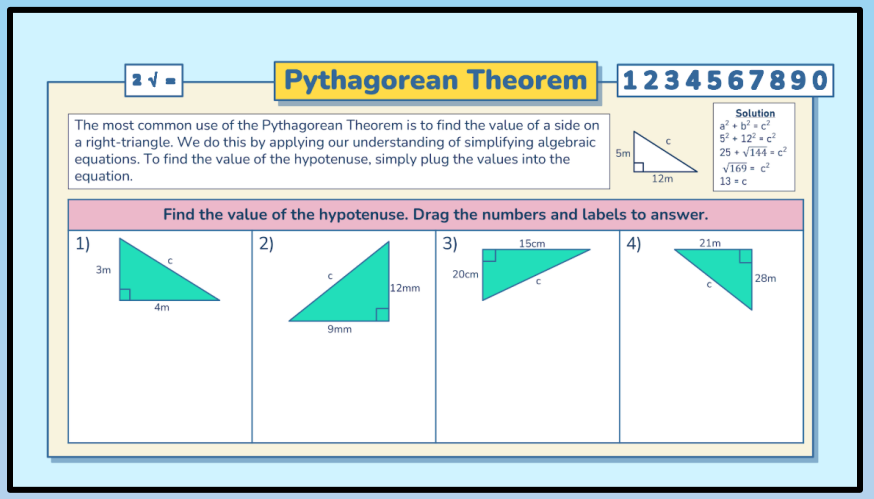
Google Slides Lessons Preview

Saskatchewan Math Curriculum
Shape & Space – Grade 8

3-Part Lesson Format

Part 1 – Minds On!
- Learning Goals
- Discussion Questions
- Quotes
- And More!





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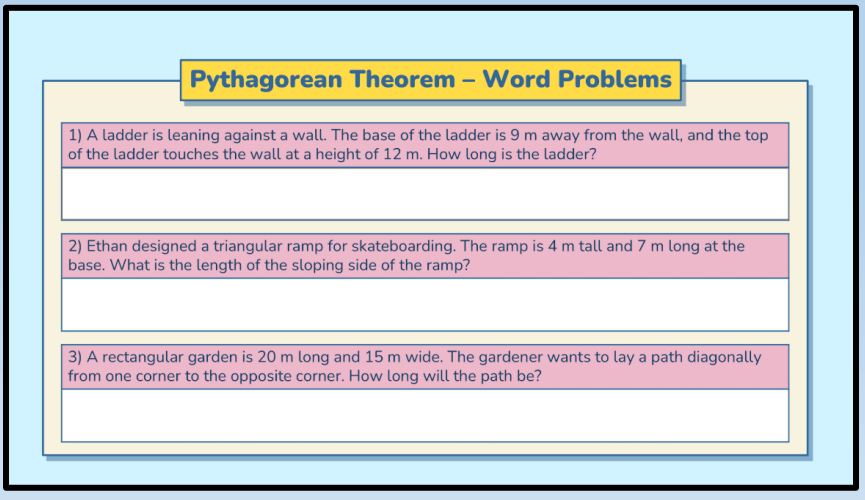

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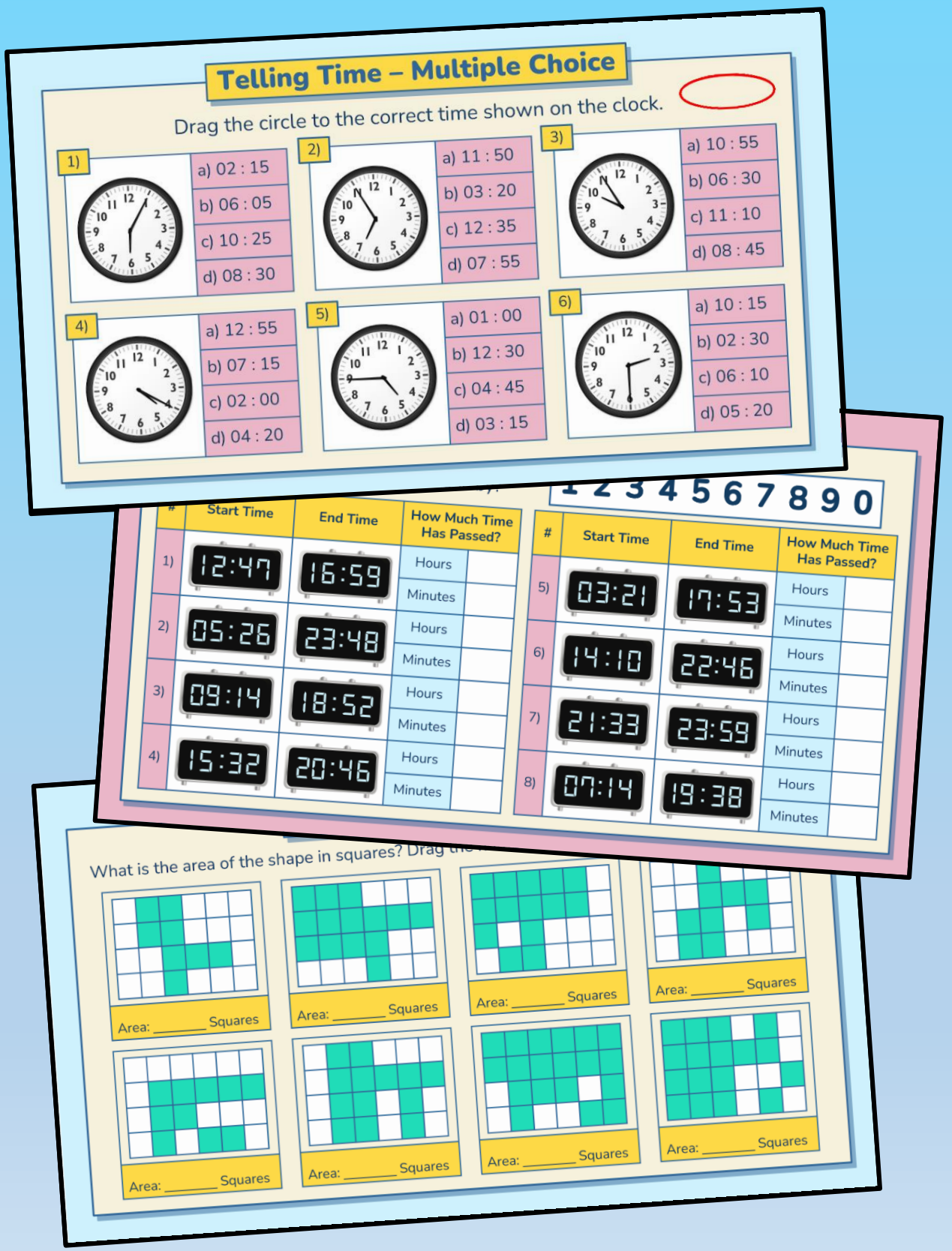
Shape & Space – Grade 8



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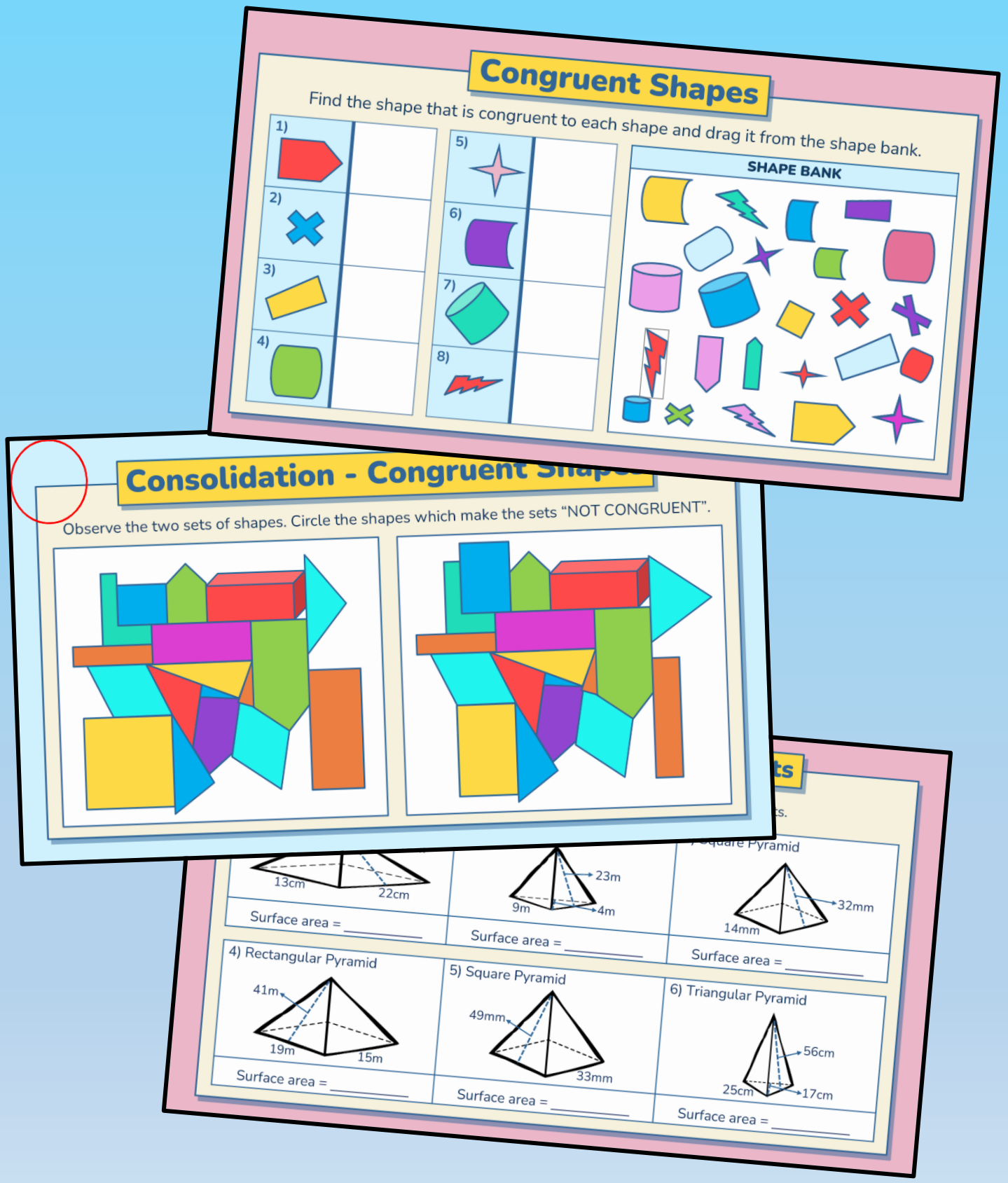

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Saskatchewan Math Curriculum
Number Unit – Grade 8

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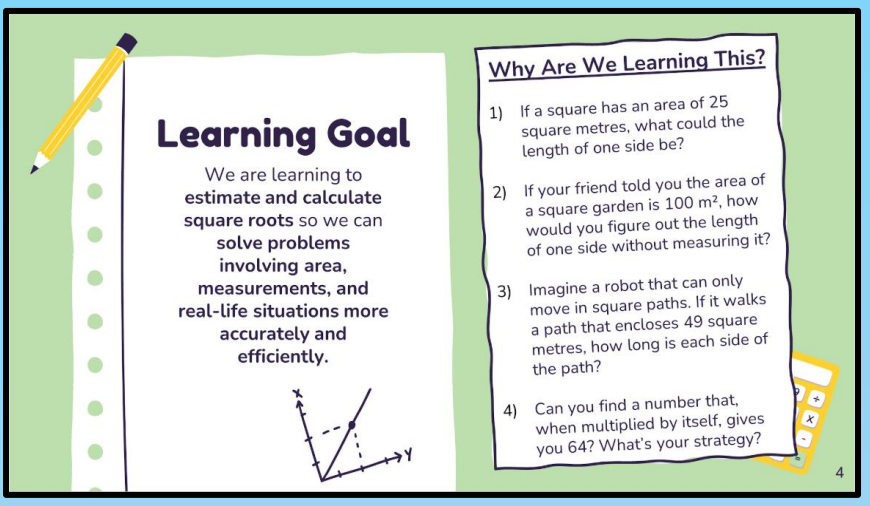

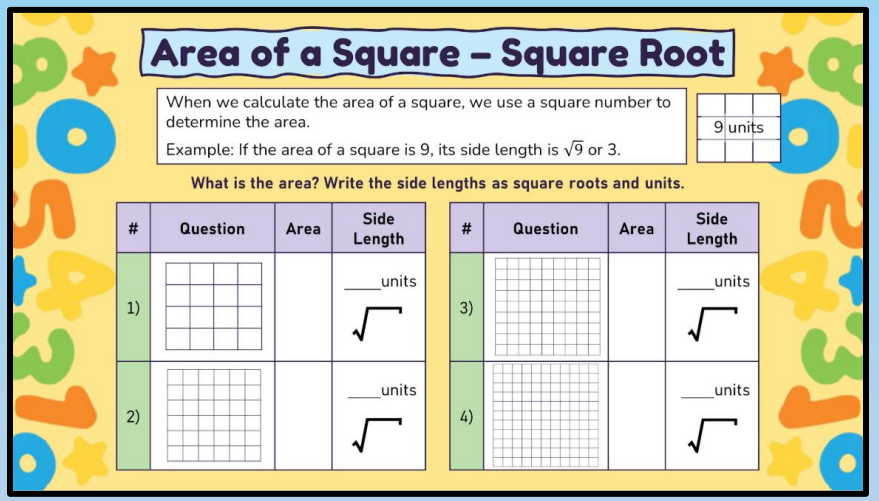

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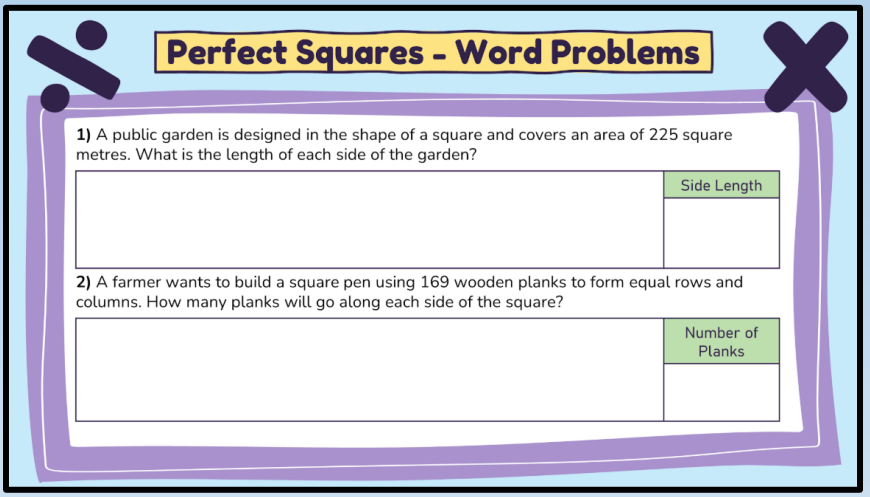

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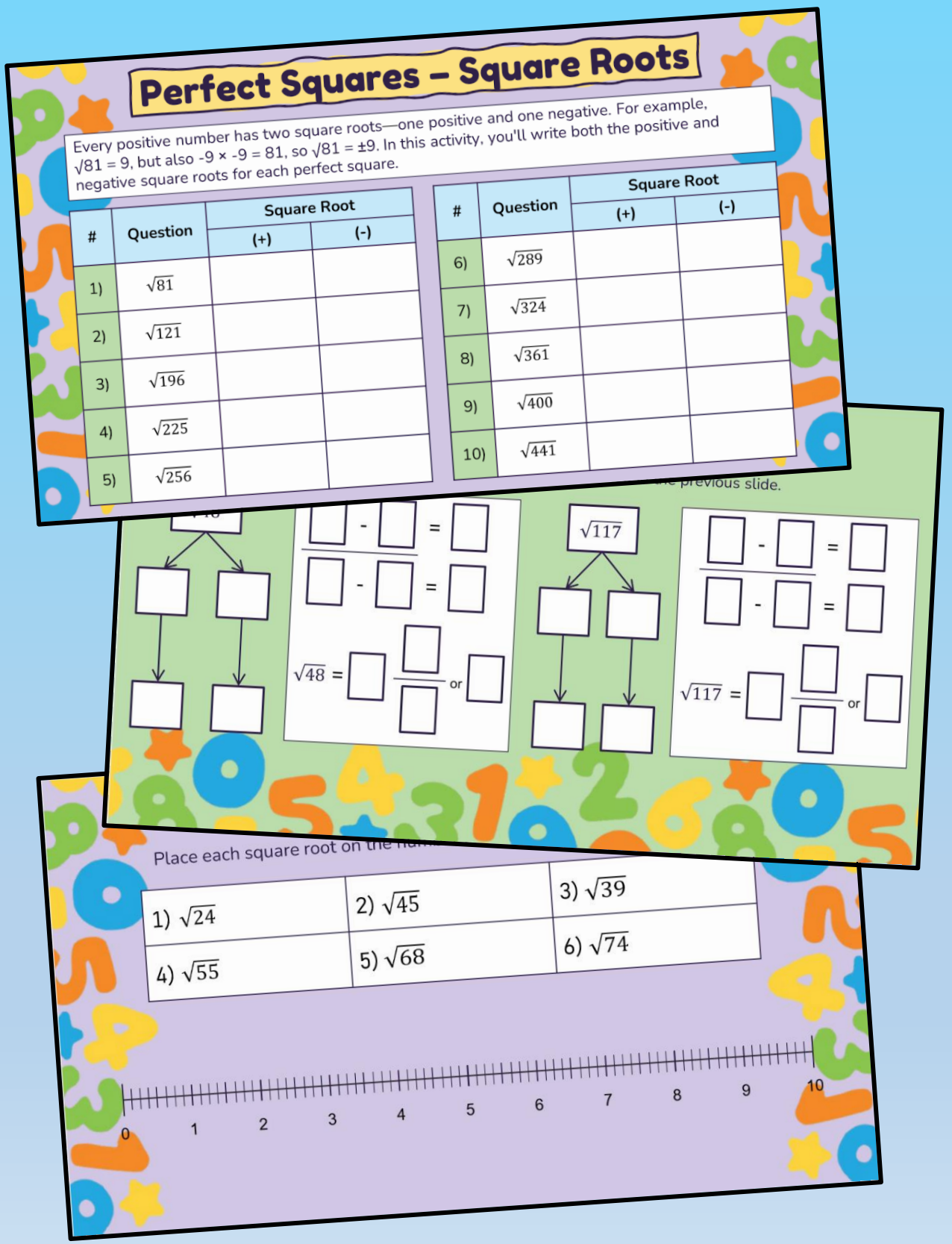
Number Unit – Grade 8



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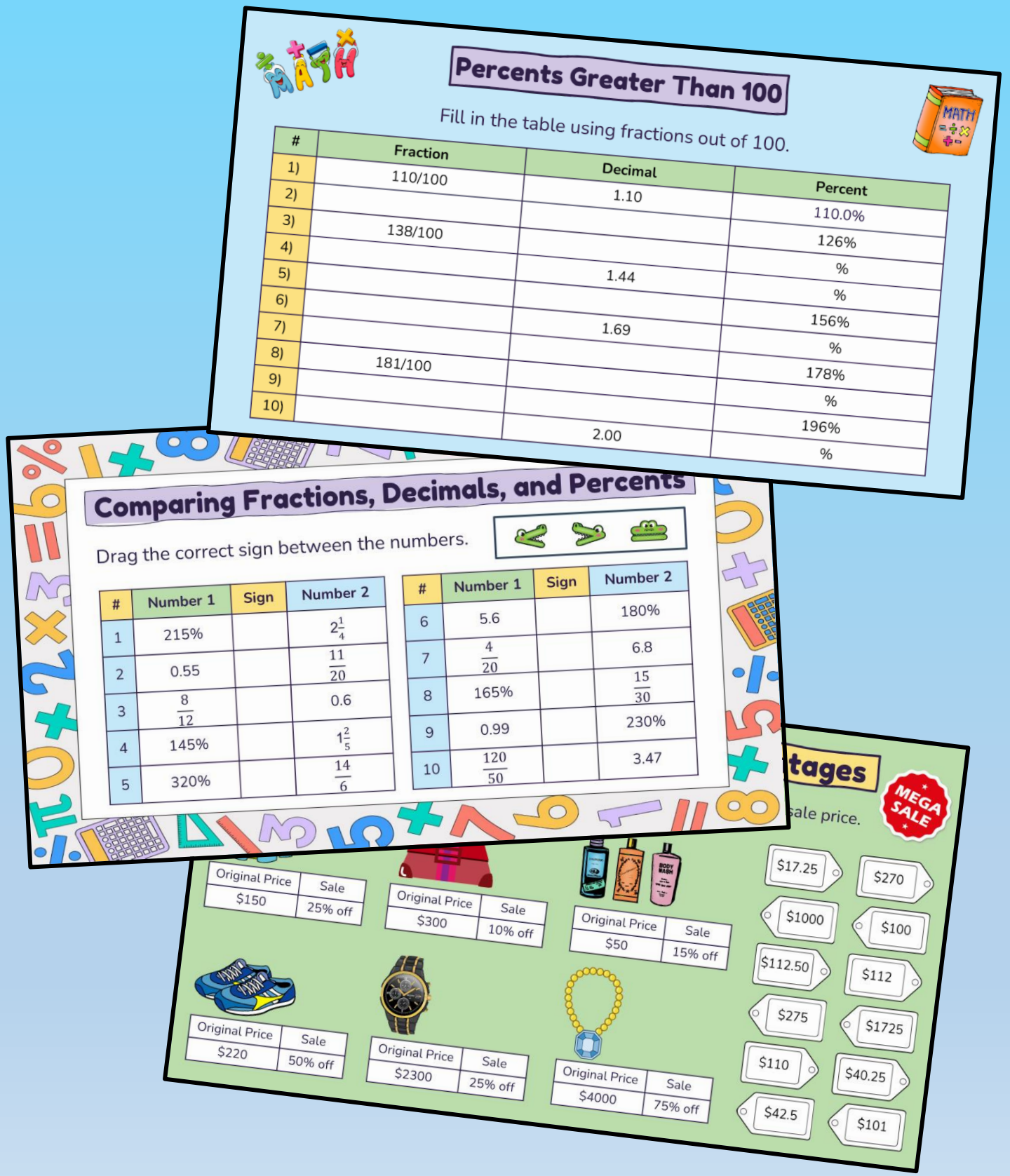

Percents Greater Than 100

Fill in the table using fractions out of 100.

#	Fraction	Decimal	Percent
1)	110/100	1.10	110.0%
2)			126%
3)	138/100		%
4)		1.44	%
5)			156%
6)		1.69	%
7)			178%
8)	181/100		%
9)			196%
10)		2.00	%

Comparing Fractions, Decimals, and Percents

Drag the correct sign between the numbers.

#	Number 1	Sign	Number 2
1	215%		$2\frac{1}{4}$
2	0.55		$\frac{11}{20}$
3	$\frac{8}{12}$		0.6
4	145%		$1\frac{2}{5}$
5	320%		$\frac{14}{6}$

#	Number 1	Sign	Number 2
6	5.6		180%
7	$\frac{4}{20}$		6.8
8	165%		$\frac{15}{30}$
9	0.99		230%
10	$\frac{120}{50}$		3.47

tages

sale price.

MEGA SALE

Original Price	Sale
$150	25% off

Original Price	Sale
$300	10% off

Original Price	Sale
$50	15% off

Original Price	Sale
$220	50% off

Original Price	Sale
$2300	25% off

Original Price	Sale
$4000	75% off

$17.25 $270 $1000 $100 $112.50 $112 $275 $1725 $110 $40.25 $42.5 $101

Google Slides Lessons Preview

Saskatchewan Math Curriculum
Patterns & Relations – Grade 8

3-Part Lesson Format

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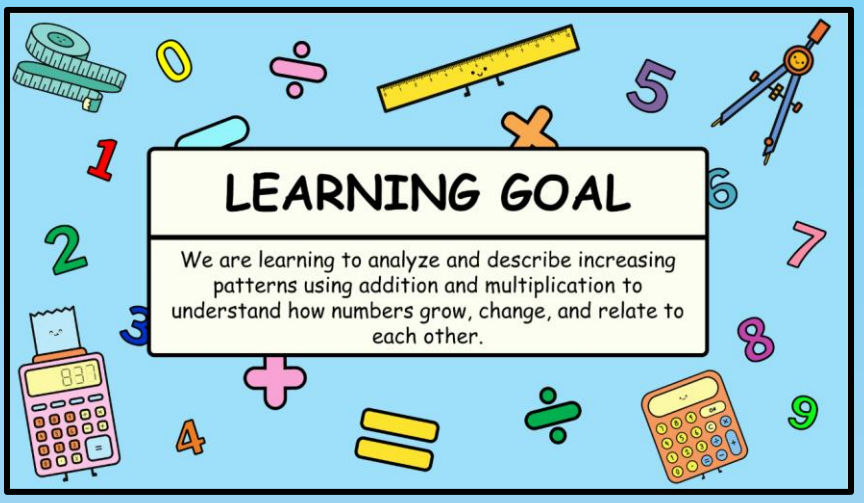

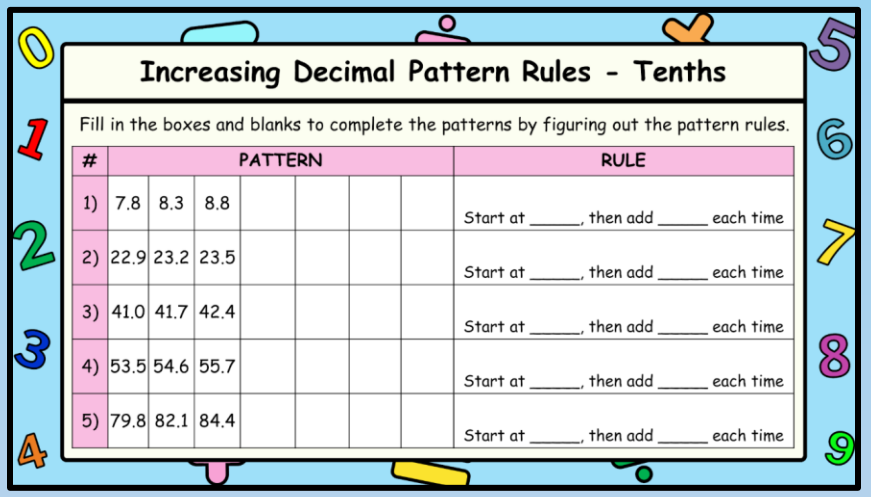

Increasing Decimal Pattern Rules - Tenths

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

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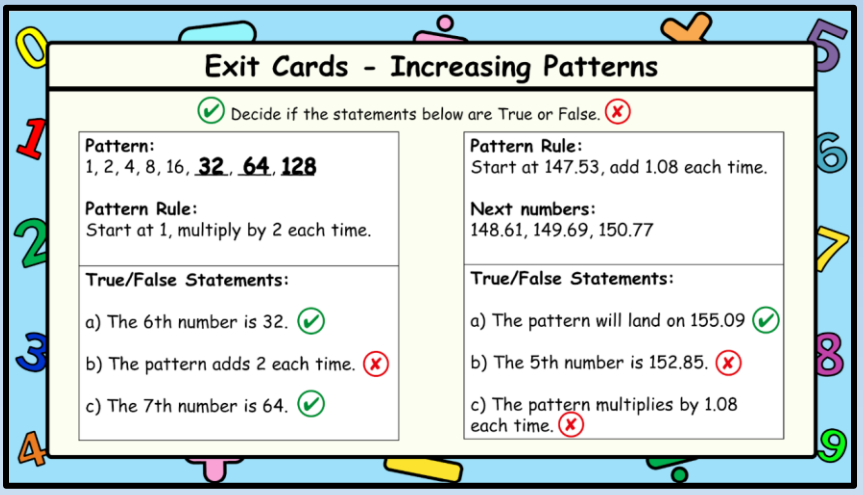


Exit Cards - Increasing Patterns

✔ Decide if the statements below are True or False. ✘

Pattern:
1, 2, 4, 8, 16, **32**, **64**, **128**

Pattern Rule:
Start at 1, multiply by 2 each time.

True/False Statements:

a) The 6th number is 32. ✔

b) The pattern adds 2 each time. ✘

c) The 7th number is 64. ✔

Pattern Rule:
Start at 147.53, add 1.08 each time.

Next numbers:
148.61, 149.69, 150.77

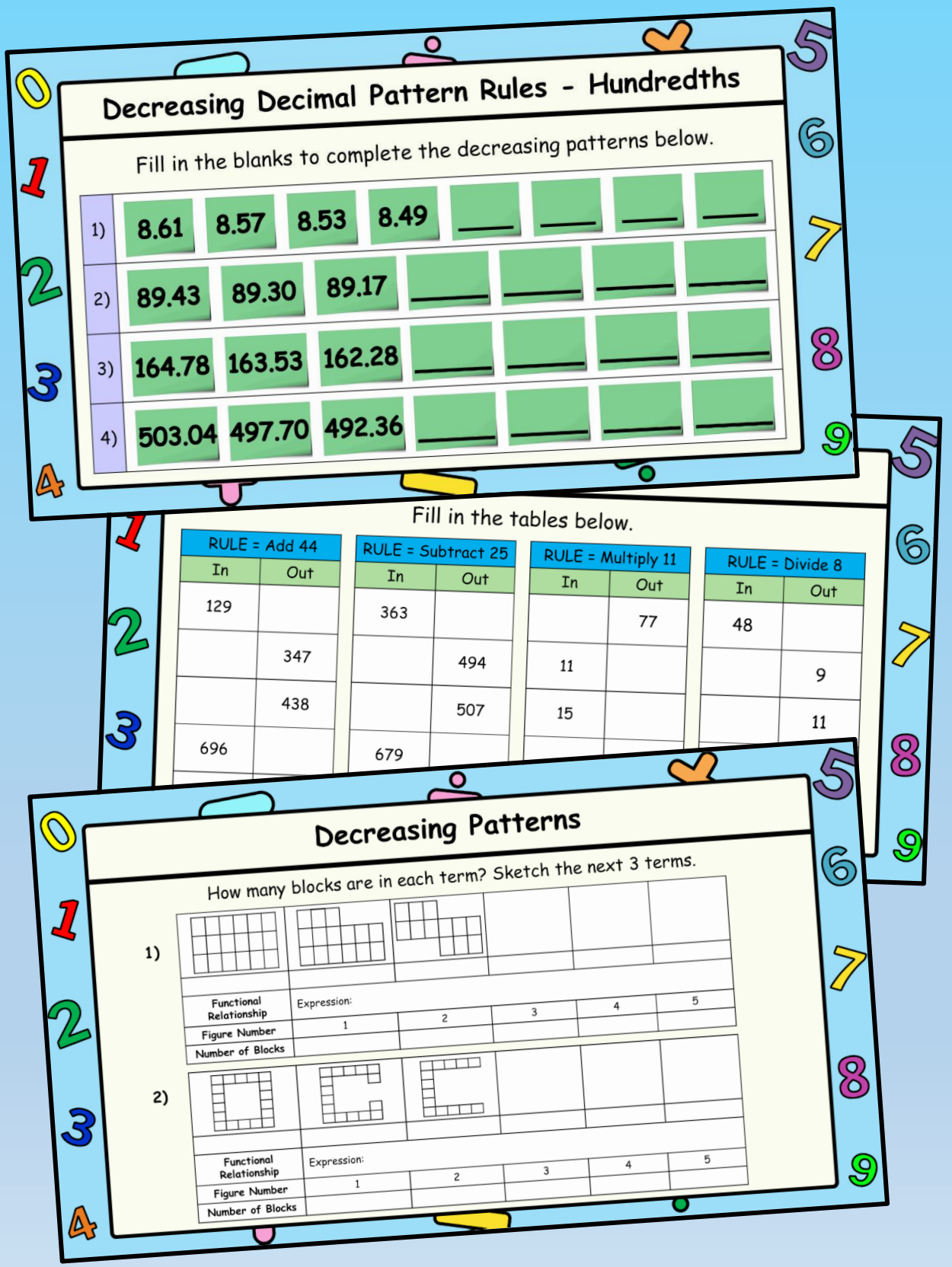
True/False Statements:

a) The pattern will land on 155.09 ✔

b) The 5th number is 152.85. ✘

c) The pattern multiplies by 1.08 each time. ✘

Saskatchewan Math Curriculum
Patterns & Relations – Grade 8



Saskatchewan Math Curriculum
Patterns & Relations – Grade 8

Two-Variable Linear Relationships

Fill in the tables and answer the questions.

1) At a skate rental kiosk, you pay a fixed fee for the helmet, then more money for every hour you skate.

Hours (x)	0	1	2	3	4	5
Cost (y)	$4.00	$9	$14	$19	$24	$29

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

b) How much does the helmet fee cost?

c) How much would 12 hours of skating cost?

Evaluating Algebraic Expressions – Bowling

Solve the subtraction expressions below. Then calculate the order and determine the customer's change.

Morgan works at the Harbourview Bowling Centre snack counter. They sell pizza slices (x), smoothies (m), and token packs (t). Morgan finds the total cost of an order (o) and subtracts it from the customer's payment (p) to determine the change (c).

Item	Price
Pizza slice (x)	$3.75
Smoothie (m)	$4.50
Token pack (t)	$2.25

Order Cost (o)	Payment (p)	Expression: p–o
$14.30	$20.00	
$27.85	$30.00	
$8.95	$20.00	
$41.70	$50.00	

Order			Expression	Payment (p)	Change (c) (p – o)
x	m	t			
2	1	3	2x + m + 3t 2 × 3.75 + 4.50 + 3 × 2.25 7.50 + 4.50 + 6.75 = 18.75	$20.00	20.00 – 18.75 $1.25
1	3	2		$30.00	
4	0	1		$50.00	

…one is done for you.

…a number" in place of the

	…ic Expressions	In words
1)	9 - t	Nine subtract a number
2)	k + 22	
3)	36 + m	
4)	45 ÷ 5	
5)	68x	
6)	(y ÷ 13) + 72	
7)	9(z - 51)	

Google Slides Lessons Preview

Saskatchewan Math Statistics– Grade 8

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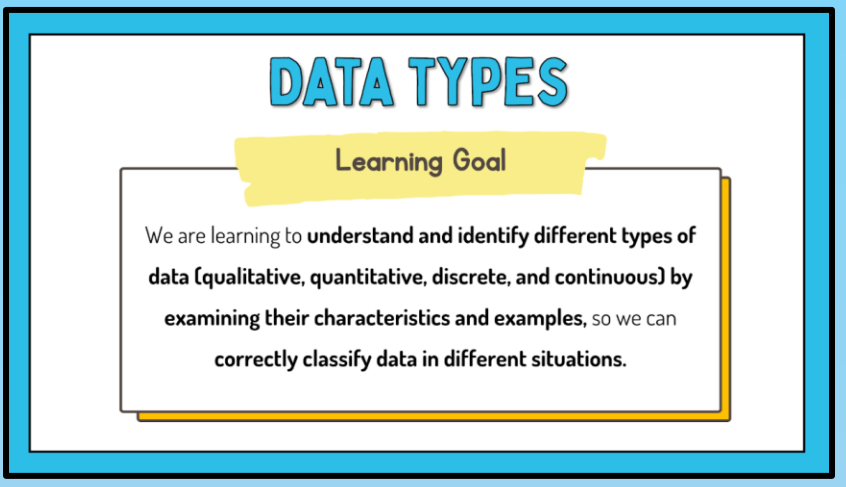

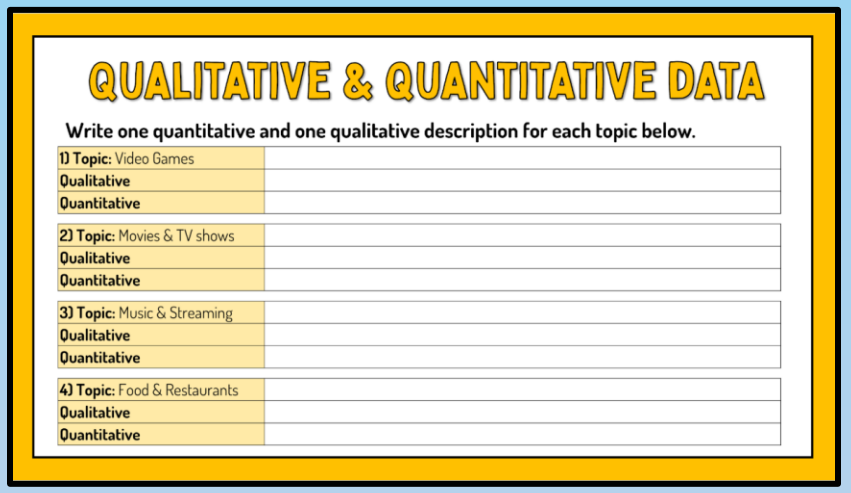

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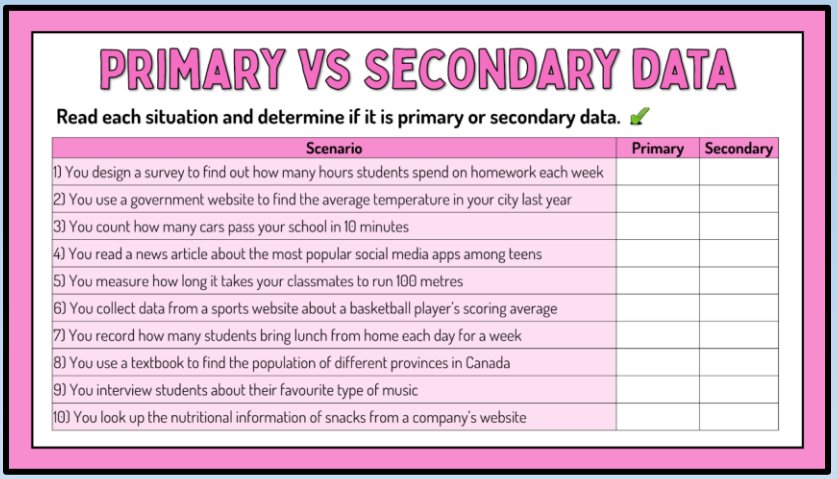


Saskatchewan Math Statistics– Grade 8

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

MEDIAN, MODE

Find the mean, median, mode, and range of each data set below.

1 2 3 4 5 6 7 8 9 0 .

3.2, 4.5, 3.8, 4.5, 2.9, 3.2, 5.1 Mean = Median = Mode =	9.4, 7.6, 8.2, 9.4, 6.8, 7.6, 8.9 Mean = Median = Mode =	6.4, 7.8, 5.9, 6.4, 8.2, 7.1, 5.9 Mean = Median = 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 =	22.4, 24.6, 23.1, 25.8, 24.6, 21.9, 23.1 Mean = Median = Mode =

FINDING MISSING

Fill in the table below and find the missing data point.

#	Data Set	Mean	Calculations	Missing Data Point
1	5, 9, ?, 13, 11	10		
2	40, 35, ?, 45, 30	38		
3	-6, -10, ?, -8	-7		
4	2.5, 3.5, ?, 4.0	3.25		

Saskatchewan Math Statistics– Grade 8

MEAN, MEDIAN, MODE – OUTLIERS WORD PROBLEM

Sofia plays basketball. She recorded the number of points she scored in her last 10 games for four different types of shots.

Shot Type	Game 1	Game 2	Game 3	Game 4	Game 5	Game 6	Game 7	Game 8	Game 9	Game 10
Free Throws	6	8	7	6	9	7	8	6	25	7
Layups	14	16	15	17	16	14	18	15	3	16
Mid-Range Shots	10	12	11	13	12	10	11	12	35	11
Three-Pointers	9	9	9	12	9	12	6	30	9	12

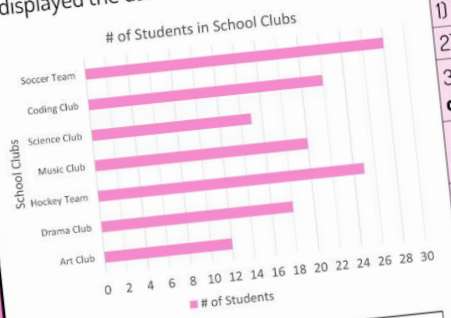
Find the mean, median, mode, and outlier for each shot type. 1 2 3 4 5 6 7 8 9 0 %

	Free Throws	Layups	Mid-Range Shots	Three-Pointers
Mean				
Median				
Mode				
Outlier				

To calculate the average performance across all four shot types, find the mean of the medians.

HORIZONTAL

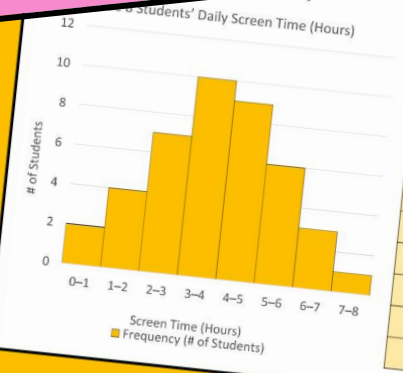
A student surveyed how many students are in different school clubs and displayed the data in a horizontal bar graph.



Questions	Answer
1) Which club has the greatest number of students?	
2) Which club has the least number of students?	
3) Did the student collect **primary or secondary data**?	Primary / Secondary
4) Is the data **quantitative or qualitative**?	Quantitative / Qualitative
5) What is the **average (mean)** number of students across all clubs?	
6) What patterns or trends do you notice in the graph? **List 2 observations and discuss with your classmates.**	

Art Club | Coding Club | Music Club | Hockey Team | Drama Club | Science Club | Soccer Team

GRAM



1 2 3 4 5 6 7 8 9 0

Fill in the frequency table and answer the questions.

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

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.