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Saskatchewan 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.



2 ✓ =

Pythagorean Theorem

1 2 3 4 5 6 7 8 9 0

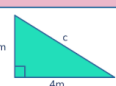
The most common use of the Pythagorean Theorem is to find the value of a side on a right-triangle. We do this by applying our understanding of simplifying algebraic equations. To find the value of the hypotenuse, simply plug the values into the equation.



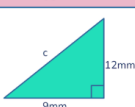
Solution
 $a^2 + b^2 = c^2$
 $5^2 + 12^2 = c^2$
 $25 + 144 = c^2$
 $\sqrt{169} = c^2$
 $13 = c$

Find the value of the hypotenuse. Drag the numbers and labels to answer.

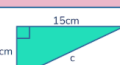
1)



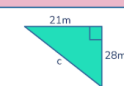
2)



3)



4)



Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Part 2 – Action!

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

Pythagorean Theorem – Word Problems

1) A ladder is leaning against a wall. The base of the ladder is 9 m away from the wall, and the top of the ladder touches the wall at a height of 12 m. How long is the ladder?

2) Ethan designed a triangular ramp for skateboarding. The ramp is 4 m tall and 7 m long at the base. What is the length of the sloping side of the ramp?

3) A rectangular garden is 20 m long and 15 m wide. The gardener wants to lay a path diagonally from one corner to the opposite corner. How long will the path be?



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Shape & Space – Grade 8

Telling Time – Multiple Choice

Drag the circle to the correct time shown on the clock.

1)



- a) 02 : 15
- b) 06 : 05
- c) 10 : 25
- d) 08 : 30

2)



- a) 11 : 50
- b) 03 : 20
- c) 12 : 35
- d) 07 : 55

3)



- a) 10 : 55
- b) 06 : 30
- c) 11 : 10
- d) 08 : 45

4)



- a) 12 : 55
- b) 07 : 15
- c) 02 : 00
- d) 04 : 20

5)



- a) 01 : 00
- b) 12 : 30
- c) 04 : 45
- d) 03 : 15

6)

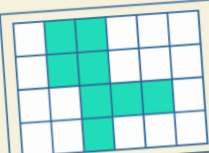


- a) 10 : 15
- b) 02 : 30
- c) 06 : 10
- d) 05 : 20

#	Start Time	End Time	How Much Time Has Passed?	
1)	12:47	16:59	Hours	
			Minutes	
2)	05:26	23:48	Hours	
			Minutes	
3)	09:14	18:52	Hours	
			Minutes	
4)	15:32	20:46	Hours	
			Minutes	

#	Start Time	End Time	How Much Time Has Passed?	
5)	03:21	17:53	Hours	
			Minutes	
6)	14:10	22:46	Hours	
			Minutes	
7)	21:33	23:59	Hours	
			Minutes	
8)	07:14	19:38	Hours	
			Minutes	

What is the area of the shape in squares? Drag the



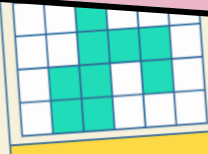
Area: _____ Squares



Area: _____ Squares



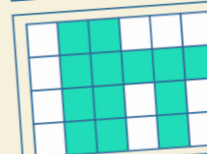
Area: _____ Squares



Area: _____ Squares



Area: _____ Squares



Area: _____ Squares



Area: _____ Squares



Area: _____ Squares



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Shape & Space – Grade 8

Congruent Shapes

Find the shape that is congruent to each shape and drag it from the shape bank.

1)		5)	
2)		6)	
3)		7)	
4)		8)	

SHAPE BANK

Consolidation - Congruent Shapes

Observe the two sets of shapes. Circle the shapes which make the sets "NOT CONGRUENT".

 Surface area = _____	 Surface area = _____	 Surface area = _____
4) Rectangular Pyramid Surface area = _____	5) Square Pyramid Surface area = _____	6) Triangular Pyramid Surface area = _____



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Saskatchewan Math Curriculum

Number Unit – Grade 8

3-Part Lesson Format

Part 1 – Minds On!

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



Learning Goal

We are learning to **estimate and calculate square roots** so we can **solve problems involving area, measurements, and real-life situations more accurately and efficiently.**



Why Are We Learning This?

- 1) If a square has an area of 25 square metres, what could the length of one side be?
- 2) If your friend told you the area of a square garden is 100 m², how would you figure out the length of one side without measuring it?
- 3) Imagine a robot that can only move in square paths. If it walks a path that encloses 49 square metres, how long is each side of the path?
- 4) Can you find a number that, when multiplied by itself, gives you 64? What's your strategy?



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.

9 units

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

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

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
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Perfect Squares - Word Problems

- 1) A public garden is designed in the shape of a square and covers an area of 225 square metres. What is the length of each side of the garden?

	Side Length

- 2) A farmer wants to build a square pen using 169 wooden planks to form equal rows and columns. How many planks will go along each side of the square?

	Number of Planks



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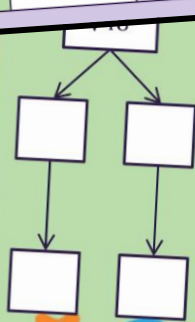
Number Unit – Grade 8

Perfect Squares – Square Roots

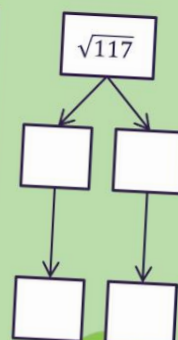
Every positive number has two square roots—one positive and one negative. For example, $\sqrt{81} = 9$, but also $-9 \times -9 = 81$, so $\sqrt{81} = \pm 9$. In this activity, you'll write both the positive and negative square roots for each perfect square.

#	Question	Square Root	
		(+)	(-)
1)	$\sqrt{81}$		
2)	$\sqrt{121}$		
3)	$\sqrt{196}$		
4)	$\sqrt{225}$		
5)	$\sqrt{256}$		

#	Question	Square Root	
		(+)	(-)
6)	$\sqrt{289}$		
7)	$\sqrt{324}$		
8)	$\sqrt{361}$		
9)	$\sqrt{400}$		
10)	$\sqrt{441}$		



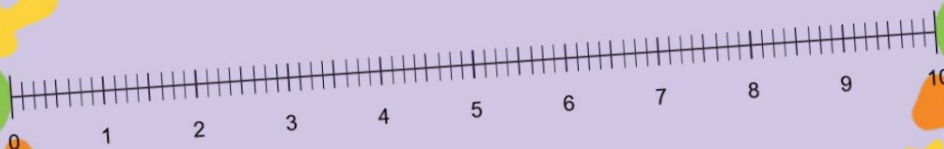
$$\begin{array}{r} \square - \square = \square \\ \square - \square = \square \\ \sqrt{48} = \frac{\square}{\square} \text{ or } \frac{\square}{\square} \end{array}$$



$$\begin{array}{r} \square - \square = \square \\ \square - \square = \square \\ \sqrt{117} = \frac{\square}{\square} \text{ or } \frac{\square}{\square} \end{array}$$

Place each square root on the number line.

1) $\sqrt{24}$	2) $\sqrt{45}$	3) $\sqrt{39}$
4) $\sqrt{55}$	5) $\sqrt{68}$	6) $\sqrt{74}$





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Number Unit – Grade 8



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

MEGA SALE

sale price.

Original Price \$150	Sale 25% off
Original Price \$300	Sale 10% off
Original Price \$50	Sale 15% off
Original Price \$220	Sale 50% off
Original Price \$2300	Sale 25% off
Original Price \$4000	Sale 75% off

Items: Sneakers, Watch, Necklace, Perfume, Body Lotion, Soap.

Price Tags: \$17.25, \$270, \$1000, \$100, \$112.50, \$112, \$275, \$1725, \$110, \$40.25, \$42.5, \$101.



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Saskatchewan 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
- Drag and Drop
- Drawing
- And More!

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, 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

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	_____	_____	_____	_____	

Fill in the tables below.

RULE = Add 44		RULE = Subtract 25		RULE = Multiply 11		RULE = Divide 8	
In	Out	In	Out	In	Out	In	Out
129		363			77	48	
	347		494	11			9
	438		507	15			11
696		679					

Decreasing Patterns

How many blocks are in each term? Sketch the next 3 terms.

1)						
	Functional Relationship	Expression:				
	Figure Number	1	2	3	4	5
	Number of Blocks					
2)						
	Functional Relationship	Expression:				
	Figure Number	1	2	3	4	5
	Number of Blocks					



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	$2x + m + 3t$ $2 \times 3.75 + 4.50 + 3 \times 2.25$ $7.50 + 4.50 + 6.75 = 18.75$	\$20.00	$20.00 - 18.75$ \$1.25
1	3	2		\$30.00	
4	0	1		\$50.00	

Algebraic Expressions

- 1) $9 - t$
- 2) $k + 22$
- 3) $36 + m$
- 4) $45 \div 5$
- 5) $68x$
- 6) $(y \div 13) + 72$
- 7) $9(z - 51)$

In words

Nine subtract a number



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Saskatchewan Math Statistics– Grade 8

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
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- 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 & QUANTITATIVE DATA

Write one quantitative and one qualitative description for each topic below.

1) Topic: Video Games	
Qualitative	
Quantitative	
2) Topic: Movies & TV shows	
Qualitative	
Quantitative	
3) Topic: Music & Streaming	
Qualitative	
Quantitative	
4) Topic: Food & Restaurants	
Qualitative	
Quantitative	

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
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- 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		



Saskatchewan Math Statistics– Grade 8

MODE



Find the mode for the data sets below.

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

MEAN, MEDIAN, MODE

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

3.2, 4.5, 3.8, 4.5, 2.9, 3.2, 5.1	9.4, 7.6, 8.2, 9.4, 6.8, 7.6, 8.9	6.4, 7.8, 5.9, 6.4, 8.2, 7.1, 5.9
Mean =	Mean =	Mean =
Median =	Median =	Median =
Mode =	Mode =	Mode =
15.3, 18.7, 17.2, 16.5, 18.7, 19.1, 15.3	30.5, 28.7, 32.1, 29.9, 31.4, 28.7, 30.5	22.4, 24.6, 23.1, 25.8, 24.6, 21.9, 23.1
Mean =	Mean =	Mean =
Median =	Median =	Median =
Mode =	Mode =	Mode =

FINDING MISSING DATA

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

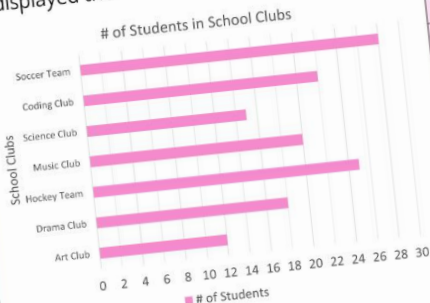
Find the mean, median, mode, and outlier for each shot type.

	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 BAR GRAPH

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



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

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 Quantitative Qualitative
4) Is the data quantitative or 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.	

Students' Daily Screen Time (Hours)



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	

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