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Ontario Language Curriculum

Foundations of Language – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

- Word Lists
- Word Searches
- Discussions
- And More!

Week 1 - Vocabulary List

Read each clue. Find the word that matches the meaning. Drag the correct word card to the empty box beside the clue.

done or ended	lift in a building	hiked	picked
went up fast	not closed	jumped	banana
tool for pictures	sweet cocoa food	tricked	chocolate
fooled someone	let others see	drama	elevator
set of letters	chose or took	alphabet	animal
soft brown candy	long seat	caramel	astronaut
play or story	yellow fruit	finished	sofa
made a happy sound	space traveler	showed	wanted
wished for	living creature	baked	camera
cooked in an oven	walked far	laughed	opened

Spelling Patterns - VVCC Words

Drag each word into the correct box. If the word follows the VVCC pattern, place it in the VVCC box. If it does not, place it in the NOT VVCC box.

VVCC	NOT VVCC	
		feast beach team least
		speech loaf rain poach
		stream coast peach meat
		cream coat boat snow
		teach green roast bleach
		fear roach trip seat
		cast stone glow reach
		toast boast read leaf
		beast fast coach yeast

Part 2 – Action!

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

Part 3 – Consolidation!

- Fluency Reading
- Quizzes
- Reflection
- And More!

Fluency Readings

Read each line slowly. Say the words out loud.
Have fun reading!

The clown.
The clown tricked.
The clown tricked the kid.
The clown tricked the kid in the show.
The boy.
The boy jumped.
The boy jumped on the sofa.
The boy jumped on the sofa & laughed.



The girl.
The girl hiked.
The girl hiked the trail.
The girl hiked the trail with her camera.
The team.
The team finished.
The team finished the drama.
The team finished the drama after school.





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Week 2 - Vocabulary List

Find 10 words in the word search and circle each one. Look at the word list to help you!

W S F U Z F F O N A R E G R E T T
P R E T Z E L E C H O E S A K C Y
R U S A G E N D A V C Z Q T S O Q
P B E T A C T W E N T Y V O X M R
E E X T N L E M O N A D E R H P G
N F O C L E M O N S C K C S E A H
N R B E S S T A B L E S Q H D S O
I I A L T E L E P H A N T S G S R
E E H E E V E G E T A B L E E E S
S N I S P Y T R I P S E D B S S E
L D J M E L O N S Q Z B M B O M S

agenda	vegetable	select	pretzel
befriend	lemonade	horses	twenty
pennies	compasses	echoes	hedges
regret	elephants	lemons	stables
melons	trips	boxes	pets

Parts Of Speech - Nouns, Verbs, Adjectives

Drag the correct label Noun, Verb, or Adjective to each word in the list.

music	
eat	
house	
dance	
cold	
bicycle	
green	
laugh	
freedom	
river	

write	
shiny	
brave	
jump	
garden	
think	
dream	
funny	
doctor	
sing	

bright	
book	
quiet	
apple	
cat	
tall	
park	
run	
young	
fast	

Nouns

Verbs

Adjectives

Prefix - Re Words and Sentences

Draw a line to connect each "Re-" word with its correct meaning.

Words

- Rewind ☐
- Replace ☐
- Recreate ☐
- Relearn ☐
- Return ☐
- Recycle ☐
- Repaint ☐
- Repack ☐
- Rethink ☐

Meanings

- ☐ To go back
- ☐ To learn something again
- ☐ To use materials again in a new way
- ☐ To paint again
- ☐ To go back to the beginning (as in a video)
- ☐ To think again or differently
- ☐ To put something new in place of another
- ☐ To pack again
- ☐ To make or do something again

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Foundations of Language – Grade 4

Alliteration

Put the words in order to make an alliterative sentence.

snakes	through	soil	Silly	slithered	sandy	silently	soft
foxes	the	Friendly	in	fields	frolicked	forest	freely
perfect	Peter	pretty	packed	pails	peaches	purple	into
toward	trotted	tall	trees	turtles	tangled	the	Tiny

Figurative Language

Complete each sentence by dragging the sound word to the box.
Use the correct sound word to create figurative language.

 The cat _____ softly.	 The cow _____ in the barn.	 The duck _____ outside.
 The lion _____ loudly.	 The owl _____ at night.	 The mouse _____ by the door.

barked	meowed
roared	hissed
buzzed	chirped
bleated	mooed
squeaked	growled
neighed	quacked
shouted	hooted

More E and Exceptions

Drop the missing letters into each box to spell the correct "I before E" or exception word that matches the picture.

 F _ _ _ d	 S _ i _ e _	 T _ e _
 C _ o _ k _	 E _ _ h _	 H _ i _ e _

e	c	r	d	h
d	i	e	l	h
f	e	n	h	g
h	o	i	a	c
r	a	i	e	t
t	h	i	s	h



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Ontario Language Curriculum Composition (Writing) – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to **write strong paragraphs** so we can **share our ideas** clearly with **main ideas, supporting details, and a closing sentence.**

Decorative elements: a yellow heart, a purple heart, and a pink triangle with a black 'X' mark.

Building Strong Paragraphs

Drag and drop two correct supporting details into each topic sentence box to complete the paragraph.

Reading helps me learn new words and ideas.	Fresh air and sunshine make us feel happy and relaxed.
Taking care of pets teaches us responsibility.	Books can take me on adventures to new and exciting places.
They keep us company and make us feel loved.	Running and playing games keeps our bodies strong and healthy.

Topic Sentence	Reading books is one of my favorite hobbies.
Supporting Detail # 1	Supporting Detail # 2

Topic Sentence	Playing outside is good for kids.
Supporting Detail # 1	Supporting Detail # 2

Topic Sentence	Pets make great companions.
Supporting Detail # 1	Supporting Detail # 2

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

1) What pet would you like to have?

Brainstorming and Organizing Ideas

Read the Instructions below:

Step 1: Brainstorm your pet.
In the cloud bubble, write the name of a pet you would like (e.g., dog, cat, fish, rabbit, bird).

Step 2: Think of reasons why you want this pet.
Write several reasons around the bubble (e.g., "It keeps me company," "It's fun to play with," "It can learn tricks," "It makes me happy").

Step 3: Group your reasons into 2 big ideas.
Choose the two strongest reasons and write them in the numbered boxes below.

Write the 2 ideas you can pull from your brainstorming.

1)	
2)	

Decorative elements: a cloud bubble with the word "Pet", a goldfish, a dog, a cat, and a turtle.



Ontario Language Curriculum Composition (Writing) – Grade 4



Analyzing Informal Emails



Read each email carefully. Decide what emotion or voice the author is showing, then drag the correct letter (A–H) to match the author's voice.

Hey Sam! Guess what? There's a new superhero movie coming out this Friday. I've already got the tickets, and I was hoping you could come with me. It's going to be so much fun! Let me know if you're free.

Wow, yesterday's beach trip was amazing! The waves were huge, and we built the tallest sandcastle ever. I still feel so relaxed from the ocean breeze.

Haha, last night's sleepover was so funny! I can't stop laughing about the prank you pulled with the flashlight. My cheeks still hurt from laughing.

Hi Ava, I think I lost my jacket in the gym after PE. I'm so frustrated because it was brand new! If you see it, can you grab it for me?

Ugh! Our soccer game got cancelled because of the rain. I was really looking forward to playing. Maybe we can practice at the park tomorrow instead?

Author's Voice

A

Frustrated

B

Disappointed

C

Relaxed

D

Scared

E

Playful

G

Excited

H

Worried

Story Setting

For a story setting and drag the appropriate story title from the boxes on the right to match it.



Snow White and The 7 Dwarves

Hansel and Gretel

The Tortoise and The Hare

Alice in Wonderland

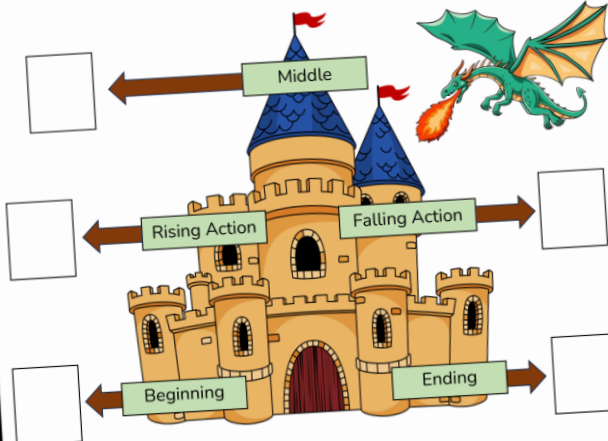
Cinderella

Little Mermaid

Rapunzel

Three Little Pigs

The Castle Plot Path



Drag each part of the story to the correct box.

A

One night, she heard a roar echoing through the halls.

B

The guards rushed out, and the dragon flew away into the night.

C

Ella lived in a castle with tall stone towers.

D

Ella smiled, "The castle is safe—for now."

E

A dragon appeared in the courtyard, breathing smoke! Ella bravely rang the warning bell.



Ontario Language Curriculum Composition (Writing) – Grade 4

Space Edition: Fact or Not?

Circle the sentences that you think are true facts about space. Be ready to explain to the class why you chose them to persuade others that they are correct.

Astronauts wear spacesuits to survive in space.	Earth takes 365 days to orbit the Sun.	Space travel is boring.	Saturn has rings made mostly of ice and rock.
Saturn's rings are made of cotton candy.	Stars are huge balls of burning gas.	The Sun is smaller than Earth.	The Sun is a star at the center of our solar system.
The Moon reflects light from the Sun.	The Sun goes around the Earth.	Rockets are used to send astronauts into space.	Aliens live on the Moon.
There are 20 planets in our solar system.	Jupiter is the largest planet in our solar system.	The Moon is made of cheese.	Mars is also called the "Red Planet."



Poetry Word Search

R Z P M W B V T Q L Q L P B L
K Y W Y O K K L L I B E M B A
H Q F L S Q N A V M R T I J P
F R E E V E R S E E A H X D H
G A K K N R V F N R P N B N M
B M A U Q Z H Q Q I O K H C W
Q R V D I D H Y B C T P U Z Q
K K Z S H S F A M K T I Q B T
S O N N E T L R I I W T O H
N A R R A T I V E K N I U N B
A L D Z L P V B R X U G L V W

☐ Limerick

☐ Narrative

☐ Sonnet

☐ Haiku

☐ Rhyming

☐ Free Verse

A short poem with rhyming lines.

A poem with 14 lines that follows a rhyme pattern.

A short 3-line poem from Japan.

A poem that tells a story with characters and events.

A poem with no set pattern or rhyme.

Words sound the same at the end of lines.

Matching: Parts of a Comic Strip

Drag and drop the correct labels to match each part of the comic strip.



Characters

Background

Sound Effects

Expression

Speech Bubbles



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Ontario Language Curriculum

Reading Comprehension – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

What are Cultural Text Forms?

We are learning to understand what Cultural Text Forms are, including Creation Stories, cultural elements such as norms, values, artifacts, music, sports, and songs from different Indigenous communities, so we can explain how these texts share traditions, history, and identity.



Who Said It? – Creation Story Voices



Read the story carefully. Then drag each quote or idea to the character who said it or thought it.

People

Sky Spirit

Who Said It?		Answer
1	"The world is too dark—we cannot see!"	
2	"I will place a glowing ember in the sky."	
3	"Then I will give you gentle light for the night."	
4	"It is too bright! We cannot rest."	
5	"Now we can live in balance."	

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Consolidation – Exit Card



After learning about Creation Stories, Cultural Elements, and Songs from Indigenous Communities, complete the multiple-choice questions below.

A

B

C

Question	A	B	C	Answer
1) What is the main purpose of a Creation Story?	To tell jokes about animals	To explain how the world or nature began	To describe what food people eat	
2) Which of the following is an example of a cultural value?	Sharing with others in your community	Winning every game you play	Reading only adventure stories	
3) Songs from Indigenous communities are often used to:	Teach lessons and share traditions	Count numbers and do math	Name every animal in the forest	
4) When reading cultural text forms, what should you look for?	The length of each sentence	The number of characters mentioned	The message or teaching inside the story or song	



Ontario Language Curriculum

Reading Comprehension – Grade 4

Answer Slide

Email Writing - Cohesive Ties

Dear Ethan,

Yesterday, our history club visited Heritage Village for a special workshop. We explored old houses and learned about how people lived 200 years ago. I wanted to take lots of photos, _____ my camera battery died halfway through the tour! We watched a blacksmith at work, _____ he showed us how tools were made by hand. The guide shared fascinating stories, _____ many of them came from his own family's history. It started to rain suddenly, _____ we moved into the barn to finish the activities. _____, I've collected so many cool facts to share with you!

From,
Clara

however meanwhile besides since finally

Each cause on the left. Then, choose the correct effect on the right and check the box to show your answer.

2) Zoe planted sunflower seeds in spring.	☐ He had to start over.	5) Priya spilled juice on the homework sheets.	☐ The pages got sticky.
3) A tree branch fell during a windy night.	☐ The sunflowers grew tall and bright.	6) Noah's kite got caught in the tree.	☐ The papers stayed clean.
4) Caleb left the freezer door open.	☐ The ground stayed empty.	7) Jordan stayed up late reading.	☐ The kite flew away perfectly.
	☐ Nothing was on the road.	8) Evelyn practiced basketball after school every day.	☐ He couldn't pull it down.
	☐ The road was blocked.		☐ He was full of energy all morning.
	☐ The ice cream melted.		☐ He felt sleepy in class.
	☐ Everything stayed frozen.		☐ She missed every basket.
			☐ She became the best shooter on her team.

Consolidation – Exit Card

After learning about Finding Bias in Reviews, Voice in Review Writing, and Understanding Hyperbole in Review Writing, complete the multiple-choice questions below. Choose the best answer for each question.

Question	A	B	C	Answer
1) What makes a perspective explicit in a review?	The reviewer's opinion is clearly stated	The reviewer hides their feelings	The reviewer uses lots of facts only	
2) Which sentence shows an implicit perspective?	"This book was boring and too long."	"The story moved slowly, like a turtle's crawl."	"I loved every page of this book."	
3) If a review says, "Cats are the best animals, so this story was amazing," what is the problem?	It's balanced	It shows bias	It's implicit	
4) How can a reader recognize a reviewer's "voice"?	By the words and style they use	By the pictures in the review	By the length of the review	
5) Which review line is an example of hyperbole?	"The mystery kept me turning pages."	"This story was so thrilling, my heart nearly exploded!"	"I thought the book was a little too long."	



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Reading Comprehension – Grade 4

Order The Comic Panels

Number the comics in the right order to show how the story goes from beginning to end.

1

2

3

4

In the end, Marcus smiles, proud that he saved the laundry from getting soaked.

He quickly rushes outside to bring in the laundry from the clothesline.

Just as he grabs the last shirt, the rain starts pouring down.

Marcus looks out the window and notices dark clouds gathering.

Look at each meme picture carefully and match them with the correct caption in the table.

A

B

C

When Mom asks Who ate the cookies and you're still chewing one.	
Math class versus gym class	
Stop stop, I am going to pee!	

Structure Of Biography

Match the descriptions to the matching description.

Descriptions	Parts
Lists when life events happened, like moving or starting a job.	
Lists hard words at the back with their meanings.	
Splits the story into sections about the person's life.	
Gives the opening that introduces the person.	
Lists topics in ABC order to find them fast.	
Shows photos or drawings to make the story real.	
At the front, lists chapters and page numbers.	

Pictures

Timeline

Glossary

Chapters

Index

Table of Contents

Introduction