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Alberta Math Curriculum Number – Grade 7

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to recall and use division facts for numbers like 2, 5, 10, 3, 4, 6, 7, 8, and 9, and divide by 10, so we can solve problems with numbers quickly and easily.

Discussion Questions

- 1) How can you tell if a number is divisible? – If you look at a number like 24, how can you quickly decide if it is divisible by 2, 3, or 4 without dividing each time? What clues do you notice?
- 2) What's the fastest way to divide? – If you need to solve $72 \div 8$, would you rather skip count, use multiplication, or another strategy? Why?
- 3) Why does dividing by a bigger number make the answer smaller? – If you divide $48 \div 4$, you get 12, but if you divide $48 \div 8$, you get 6. Why does dividing by a bigger number give you a smaller answer?

Divisibility Check

Paste the sticky notes on the specified boards.

48	546	100	127	264	72	556	675	528
----	-----	-----	-----	-----	----	-----	-----	-----

Divisible by 4

Divisible by 6

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Divisibility Rules - Word Problems

- 1) Eli says that all numbers divisible by 6 are also divisible by 3. Is Eli correct? Explain why or why not.
- 2) Sorrel says that all odd numbers are not divisible by 2. Is this always true? Explain why.
- 3) Kairo has 96 pencils. He wants to arrange them into equal rows of 7. Will there be any pencils left over? How do you know?





Alberta Math Curriculum Number – Grade 7

Adding Decimals – Thousandths – Regrouping

Use the standard algorithm to solve the addition problems below.

	2	3	.	5	2	6	
+	3	5	.	2	4	4	

	4	5	.	4	3	8	
+	1	3	.	2	4	3	

	3	2	5	.	1	8	6
+	2	1	3	.	5	5	4

	5	3	6	.	6	7	9
+	4	4	1	.	5	8	8

Multiplying Whole Numbers

Use the standard algorithm to solve the multiplication problems below.

1) $13 \times 18 =$ _____

2) $22 \times 19 =$ _____

3) $36 \times 45 =$ _____

4) $53 \times 67 =$ _____

5) $78 \times 61 =$ _____

6) $84 \times 92 =$ _____

Use the standard algorithm to solve the multiplication problems below.

1)

	2	5	.	3	6
x				1	4

2)

		3	.	6	5
x				7	2

3)

	9	4	.	5	2
x				9	6





Alberta Math Curriculum Number – Grade 7

Mental Math – Multiplying by 0.1 and 0.01

When you multiply by 0.1, it's the same as dividing by 10. Move the digits one place to the right.
Example: $500 \times 0.1 = 50$ and $50 \times 0.1 = 5$

When you multiply by 0.01, it's the same as dividing by 100. Move the digits two places to the right.
Example: $500 \times 0.01 = 5$ and $50 \times 0.01 = 0.5$

Match each equation with its answer.

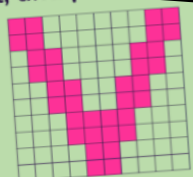
$60 \times 0.1 = \underline{\hspace{2cm}}$		2
$200 \times 0.01 = \underline{\hspace{2cm}}$		90
$40 \times 0.1 = \underline{\hspace{2cm}}$		6
$9\,000 \times 0.01 = \underline{\hspace{2cm}}$		300
$3\,000 \times 0.1 = \underline{\hspace{2cm}}$		4

Fractions, Decimals, and Percents

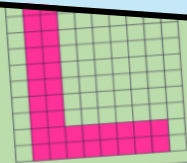
What fraction, decimal, and percent does each grid represent?



Fraction	Decimal	Percent



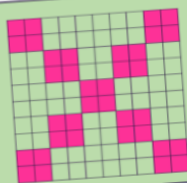
Fraction	Decimal	Percent



Fraction	Decimal	Percent



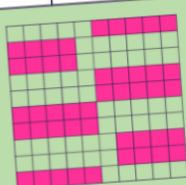
Fraction	Decimal	Percent



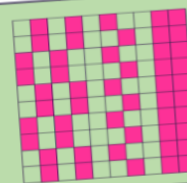
Fraction	Decimal	Percent



Fraction	Decimal	Percent

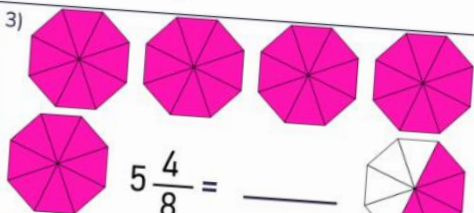


Fraction	Decimal	Percent

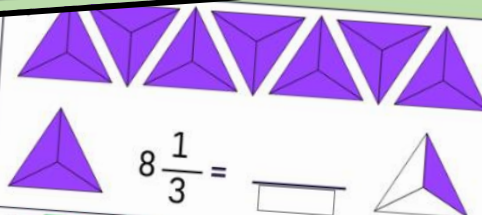


Fraction	Decimal	Percent

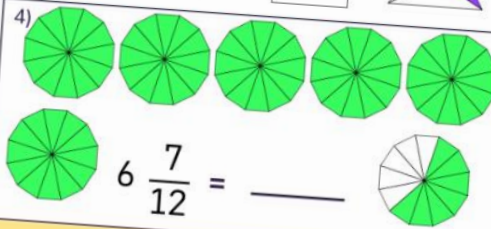
$$3\frac{2}{7} = \underline{\hspace{2cm}}$$



$$5\frac{4}{8} = \underline{\hspace{2cm}}$$



$$8\frac{1}{3} = \underline{\hspace{2cm}}$$



$$6\frac{7}{12} = \underline{\hspace{2cm}}$$



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Alberta Math Curriculum Shape and Space – Grade 7

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to compare angles and determine their sizes so we can understand which angles are larger or smaller by matching them and measuring with non-standard units.



Angles

Drag and label the angles.

			Right Angle
			Acute Angle
			Obtuse Angle
			Straight Angle

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Measuring Angles – Word Problems

- 1) Theo measures the three angles of a triangle as 70° , 70° , and 40° . Is Theo's triangle a right triangle, an acute triangle, or an obtuse triangle?

- 2) Naomi drew a triangle where one angle was 100° and another was 30° . What is the measure of the third angle? What type of triangle is this based on its angles?





Alberta Math Curriculum Shape and Space – Grade 7

Using Printed Protractor – Angles Up To 360°

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

Reflex
Acute
Obtuse

1	2	3	4	5
6	7	8	9	0

1)

Angle Type

2)

Angle Type

3)

Angle Type

#	Radius	Diameter
1)	5cm	
2)		19mm
3)		12m
4)	4mm	
5)	11m	

#	Radius	Diameter
6)		28mm
7)	7cm	
8)		54m
9)		92mm
10)	19cm	

1	2	3	4	5	6	7	8	9	0
---	---	---	---	---	---	---	---	---	---

cm mm m

Fill in the blanks below. cm mm m km

<p>1)</p> <p>Area: _____</p>	<p>2)</p> <p>Area: _____</p>	<p>3)</p> <p>Area: _____</p>	<p>4)</p> <p>Area: _____</p>
<p>5)</p> <p>Area: _____</p>	<p>6)</p> <p>Area: _____</p>	<p>7)</p> <p>Area: _____</p>	<p>8)</p> <p>Area: _____</p>



Alberta Math Curriculum Shape and Space - Grade 7

Finding the Missing Information - Visuals

Find the missing piece of information.

cm mm m mm² cm² m² **1 2 3 4 5 6 7 8 9 0**

<p>A=35m² 7m</p> <p>Base = _____ Height = _____ Area = _____</p>	<p>A=9cm² 3cm</p> <p>Base = _____ Height = _____ Area = _____</p>	<p>A=92mm² 4mm</p> <p>Base = _____ Height = _____ Area = _____</p>
<p>A=85cm² 5cm</p> <p>Base = _____ Height = _____ Area = _____</p>	<p>A=108m² 9m</p> <p>Base = _____ Height = _____ Area = _____</p>	<p>A=120cm² 8cm</p> <p>Base = _____ Height = _____ Area = _____</p>

Find the area of the triangles below. Drag the numbers to answer the questions.

<p>3m 12m</p> <p>Area of a rectangle = _____ Area of a triangle = _____</p>	<p>8mm 17mm</p> <p>Area of a rectangle = _____ Area of a triangle = _____</p>	<p>9cm 15cm</p> <p>Area of a rectangle = _____ Area of a triangle = _____</p>
<p>0.3m 100cm</p> <p>Area of a rectangle = _____ Area of a triangle = _____</p>	<p>14.8cm 310mm</p> <p>Area of a rectangle = _____ Area of a triangle = _____</p>	<p>2500mm 19m</p> <p>Area of a rectangle = _____ Area of a triangle = _____</p>

8 9 0

<p>9m 6m 0.2cm 0.006m 0.017m</p> <p>Area = _____</p>	<p>6m 7m 1200cm 1500cm</p> <p>Area = _____</p>	<p>96mm 18cm 0.07m 15cm 245mm 3cm</p> <p>Area = _____</p>
<p>0.0018km 1.5m 2.6m 130cm 160cm 0.7m</p> <p>Area = _____</p>	<p>11cm 15cm 0.18m 340mm</p> <p>Area = _____</p>	<p>8m 1400cm 13m 6m 4000mm 0.019km</p> <p>Area = _____</p>



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Alberta Math Curriculum Patterns & Relations – Grade 7

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to recognize and describe increasing number patterns using addition and multiplication to understand how numbers grow and change.

Consolidation – Multiple-Choice Questions

Drag the checkmark to answer the following multiple-choice questions about the topic.

1) Which pattern is increasing, but not by a constant amount each time?	2) The pattern 4, 9, 14, 19, 24 can be described by which rule?	3) Which statement best describes how these two patterns grow? Pattern A: 6, 9, 12, 15, 18 Pattern B: 6, 12, 24, 48, 96
1) 10, 12, 14, 16, 18	1) Start at 4 and multiply by 5 each time	1) Both patterns increase by adding the same number each time
2) 1, 2, 4, 8, 16	2) Start at 9 and add 4 each time	2) Pattern A increases by multiplication; Pattern B increases by addition
3) 3, 6, 9, 12, 15	3) Start at 4 and add 4 each time	3) Pattern A increases by addition; Pattern B increases by multiplication
4) 30, 25, 20, 15, 10	4) Start at 4 and add 5 each time	4) Both patterns increase by multiplying by the same number each time

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Pattern Rule – Input/Output Tables

Fill in the input/output tables below by using the expression provided.

In	Out	In	Out	In	Out	In	Out
a	$4a + 6$	b	$6b \div 2$	c	$10c - 7$	d	$9 + 2d$
1		2		1		1	
2		4		2		2	
3		6		3		3	
4		8		4		4	
5		10		5		5	



Alberta Math Curriculum Patterns & Relations – Grade 7

Graphing Increasing Patterns

Translate the increasing patterns into a table of values and a line graph.

A gardener plants flowers in a row. On Day 1, there are 6 flowers planted. Each day after that, 3 more flowers are added.

Term Number (Day)	1	2	3	4	5	9	15
Term Value (Flowers)							

Graphing Decreasing Patterns

Translate the decreasing patterns into a table of values and a line graph.

How many days the temperature was above 30°C each month from June to October.

Term Number (Month)	1	2	3	4	5	6
Term Value (Days)						

Writing Expressions

Answer the questions below.

#	Situation	Expression/Answer
1)	A schoolbook fair sells notebooks for \$6 each. Let the number of notebooks sold be n . Write an expression for the total cost.	
2)	On the first day, 9 notebooks were sold. Write the expression and find the total amount earned.	
3)	By the end of the fair, 75 notebooks were sold. Write the expression and calculate the total earnings.	
4)	One afternoon, the book fair earned \$180. How many notebooks (n) were sold? Explain your answer.	



Alberta Math Curriculum Patterns & Relations – Grade 7

Word Problems - Increasing Patterns

Sketch the next 2 terms. Complete the table and answer the questions below.
A student is stacking cups for a display. Each round, the student adds more cups than in the previous round.
What could the pattern rule be? How can you justify your choice?

Term Number (Round)	1	2	3	4	5	6	7	8	9	10
Term Value (Cups)										

1) Describe the pattern rule:
2) How many cups will he add in the 9th round?
3) How many cups will he add in the 13th round?

Reading

Continue the line on the graph and fill in the table.

Fence Panel Pattern

2	
3	
4	
5	
6	
7	
8	
9	
10	

equal and "FALSE" if it is not.

1) $159 - 24 = 137$	TRUE	FALSE	6) $549 - 55 = 449$	TRUE	FALSE
2) $246 - 50 = 196$	TRUE	FALSE	7) $672 - 101 = 571$	TRUE	FALSE
3) $381 - 44 = 337$	TRUE	FALSE	8) $719 - 305 = 414$	TRUE	FALSE
4) $339 - 58 = 218$	TRUE	FALSE	9) $848 - 82 = 676$	TRUE	FALSE
5) $467 - 43 = 424$	TRUE	FALSE	10) $904 - 76 = 828$	TRUE	FALSE



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Alberta Math Curriculum Statistics – Grade 7

3-Part Lesson Format

Part 1 – Minds On!

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

MEASURES OF CENTRAL TENDENCY

Learning Goal

We are learning to choose the best measure of central tendency (mean, median, mode), and explain how an outlier can affect these measures, so we can choose the most useful way to describe a data set.



CALCULATING MEAN

1 2 3 4 5 6 7 8 9 0

Halloween – Add the total candies and share them equally.

Ethan	Olivia	Mason	=	Total	=	Ethan	Olivia	Mason	Mean =
24	18	15							
Nikki	Logan	Amelia	=	Total	=	Nikki	Logan	Amelia	Mean =
30	21	24							
Jacob	Aiden	Harper	=	Total	=	Jacob	Aiden	Harper	Mean =
18	24	21							
Nora	Caleb	Isla	=	Total	=	Nora	Caleb	Isla	Mean =
69	85	104							

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



CALCULATING MEAN - OUTLIERS

1 2 3 4 5 6 7 8 9 0

Answer the word problems below.

1) A soccer coach is choosing a goalie for the team. To qualify, a goalie must save an average of 8 shots or more per game. The goalie's saves were: 11, 8, 10, 2, 12, 9, 10, 3. Should the goalie qualify? Explain using outliers and calculations.

2) A student is trying to earn a fitness badge. To earn the badge, the student must walk an average of 6,000 steps or more per day. The step counts were: 6,400, 6,200, 6,500, 1,000, 6,300, 6,600, 1,400. Should the student earn the badge? Explain using outliers and calculations.



Alberta Math Curriculum Statistics – Grade 7

MEAN, MEDIAN, MODE

1 2 3 4 5 6 7 8 9 0

A B C

Answer the questions below.

You are choosing between 3 fitness programs based on how active participants are. You are given the number of steps taken in one day by 5 participants in each program.

	Participant 1	Participant 2	Participant 3	Participant 4	Participant 5
Program A	8,200	8,500	8,300	8,100	8,400
Program B	7,800	7,900	15,000	7,800	8,000
Program C	6,500	6,700	6,600	10,500	10,500

a) Rank the 3 programs by their **mean number of steps**. Which program would you choose?

A
B
C

b) What are the modes of the three programs?

c) Now find the **median number of steps instead of the mean to rank the programs**.

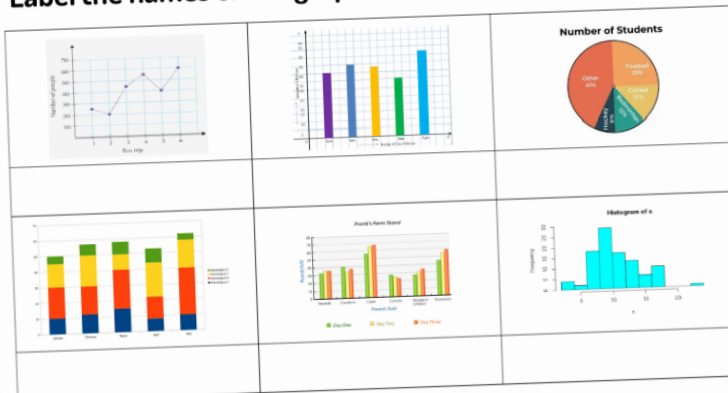
d) If you remove the outlier from **Program B**, what is the **new mean**?

Scenario 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		

TYPES OF GRAPHS

Label the names of the graphs below.



- Histogram
- Multiple Bar Graph
- Bar Graph
- Stacked Bar Graph
- Circle Graph
- Broken Line Graph



Alberta Math Curriculum Statistics – Grade 7

M DRAWING BAR GRAPH

Draw the bars for the bar graphs below.

Favourite Sport	# of Students
Soccer	26
Basketball	18
Volleyball	14
Hockey	22
Tennis	10

Game	# of Students
Minecraft	7
Fortnite	12
Roblox	9
FIFA	14
Among Us	6

CREATING A DOUBLE BAR GRAPH

A teacher surveyed Grade 7 and 8 students about their weekly screen time data in the table to create a double bar graph.

Activity	Grade 7	Grade 8
Gaming	12	18
Watching TV	20	16
Social Media	25	30
Homework (Online)	15	22
Video Streaming	28	35

WATER USAGE BY DAY (L)

Fill in the frequency table and answer the questions.

Days	M	T	W	Th	F	S	Su
Amount of Water (L)							

- What percentage of the total weekly water usage was used on Friday and Saturday?
- Which day had the highest water usage?
- Josh's friend claims that more water was used in the second half of the week (Thursday–Sunday) than in the first half (Monday–Wednesday). Is he correct? Discuss with your classmates.

		Friday						
		Saturday						
		M	T	W	Th	F	S	Su
Yes	NO							