



Preview - Information



Thank you for your interest in this bundle.
Within this preview, you will see:

- ✓ A selection of Ready-To-Use Google Lesson Slides for each unit included in this bundle.

When you make a purchase, you will receive a link to where you can make copies of the Google Lesson Slides to your Google Drive.

Thank you for shopping with us. Please let us know if you have any questions at:

rob@supersimplesheets.com



Google Slides Lessons Preview





Alberta Math Curriculum Patterns & Algebra – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

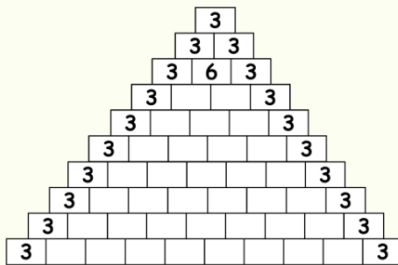
LEARNING GOAL

We are learning to create and translate patterns that have increasing numbers so we can understand how patterns grow and change in different ways.

Fibonacci Sequence

The Fibonacci sequence is a pattern in which each number is the sum of the two numbers before it. For example, the first 10 numbers of the sequence are:
0, 1, 1, 2, 3, 5, 8, 13, 21, 34

Fill in the blanks below using the Fibonacci sequence.



Discussion: How many terms can you write in the Fibonacci sequence?

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

EXIT CARD – Word Problem

1. Create Your Pattern:

Invent a new number pattern that increases (grows).
Example: 5, 10, 15, 20...

2. Write 2 Quiz Questions:

Write two questions about your pattern for a classmate to solve.

Question Idea 1: Ask for the next two numbers.

Question Idea 2: Ask them to describe the pattern rule in words.

3. The Challenge:

Write the answers on the back of your paper (or at the bottom) so you can grade it!



Alberta Math Curriculum Patterns & Algebra - Grade 4

Growing Patterns - Multiplication

Drag the numbers to determine the pattern rule and fill in the blanks in the growing pattern.

1 2 3 4 5 6 7 8 9 0 x

Growing/Increasing Patterns

$\times 2 \quad \times 2 \quad \times 2 \quad \times 2 \quad \times 2$
 $\wedge \quad \wedge \quad \wedge \quad \wedge \quad \wedge$
 1, 2, 4, 8, 16, 32

$\times 3 \quad \times 3 \quad \times 3 \quad \times 3 \quad \times 3$
 $\wedge \quad \wedge \quad \wedge \quad \wedge \quad \wedge$
 1, 3, 9, 27, 81, 243

1) $3, 6, 12, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}$

2) $5, 10, 20, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}$

3) $2, 6, 18, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}$

4) $6, 12, 24, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}$

5) $1, 3, 9, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}$


6) $4, 8, 16, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}, \underline{\hspace{1cm}}$

Patterning Word Problem

Tavin feeds his tiny pet dragon special treats that multiply each day.
 On Day 1, the dragon eats 1 treat.
 On Day 2, it eats 2 treats.
 On Day 3, it eats 4 treats.
 On Day 4, it eats 8 treats, and the pattern keeps going.

a) How many treats will the dragon eat on Day 7?

b) How many treats will it eat on Day 12?



1) Leo wants to place an equal number of 48 books on 6 shelves. How many books will be on each shelf?



| | | | | | |
|----|--|--|--|--|--|
| 48 | | | | | |
| | | | | | |

Division Equation Sentence: $\underline{\hspace{1cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$

2) Leo bought 63 stickers and wants to share them equally among 9 pages in his scrapbook. How many stickers will go on each page?

| | | | | | | | | |
|----|--|--|--|--|--|--|--|--|
| 63 | | | | | | | | |
| | | | | | | | | |

Division Equation Sentence: $\underline{\hspace{1cm}} \div \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$



Google Slides Lessons Preview





Alberta Math Curriculum Statistics– Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

STATISTICAL QUESTIONS

Learning Goal

We are learning to **identify and create statistical questions using real-life examples and simple surveys**, so we can **collect relevant data and make sense of the information to answer those questions**.

STATISTICAL QUESTIONS

Drag and drop the questions into the boxes below.

Statistical Question

Non-Statistical Question

How many siblings do students in our class have?

What is the favourite lunch in our class?

How tall are students in our class?

What is your favourite subject?

How many siblings do you have?

How many books do students read each month?

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

STATISTICAL QUESTIONS

Write your own predictions for the statistical questions below

1 2 3 4 5 6 7 8 9 0

| # | Questions | Prediction | |
|---|--|------------|------|
| 1 | Which shoe type is most common in your class – running shoes, boots, sandals, sneakers, or flip-flops? | | |
| 2 | Which activity do students enjoy the most – reading, drawing, building, playing outside, or games? | | |
| 3 | How many minutes do students in your class spend doing homework each day? | Least | Most |
| 4 | How many minutes do students in your class spend playing outside each day? | Least | Most |
| 5 | How many times do students in your class eat snacks in a day? | Least | Most |
| 6 | How many hours do students in your class sleep each night? | Least | Most |



Alberta Math Curriculum Statistics- Grade 4

TALLY MARKS

Drag the tally marks that match the # of students in the table.

| Ways of getting to school | # of Students | Tally |
|---------------------------|---------------|---|
| Walking | 11 | <div style="border: 1px solid black; width: 100px; height: 30px; display: flex; align-items: center; justify-content: center;"> </div> |
| Car | 21 | <div style="border: 1px solid black; width: 100px; height: 30px; display: flex; align-items: center; justify-content: center;"> </div> |
| Bus | 25 | <div style="border: 1px solid black; width: 100px; height: 30px; display: flex; align-items: center; justify-content: center;"> </div> |
| Bike | | <div style="border: 1px solid black; width: 100px; height: 30px; display: flex; align-items: center; justify-content: center;"> </div> |

LINE PLOT

Create a line plot based on the data below.

Grade 4 students were asked how many sneakers they own and the data is stored below.

| Name | # of Sneakers |
|-------|---------------|
| Tim | 5 |
| Noah | 7 |
| Lucas | 8 |
| Viola | 5 |
| Becky | 4 |

| # of Sneakers | |
|---------------|--|
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |
| | |

| Questions | Answer |
|---|--------|
| 1) What is the most number of sneaker owned by anyone? | |
| 2) What is the least number of sneaker owned by anyone? | |
| 3) How many students own 5 sneakers? | |

PICTOGRAPHS

Create a pictograph based on the data below.

Students in a class were asked what their favourite sport activity is.

| Type of Sport | # of Students |
|---------------|---------------|
| Soccer | 30 |
| Basketball | 20 |
| Hockey | 25 |
| Volleyball | 20 |
| Skating | 15 |

| Favourite Sport | | | | |
|-----------------|--|--|--|--|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

| Questions | Answer |
|--|--------|
| 1) Which sport is the most popular? | |
| 2) How many students chose basketball and volleyball combined? | |
| 3) How many more students chose soccer than skating? | |



Alberta Math Curriculum Statistics- Grade 4

HORIZONTAL BAR GRAPH

100 students were surveyed about their favourite school subject. The results are shown in the bar graph below.

| School Subject | Number of Students |
|----------------|--------------------|
| Gym | 25 |
| Art | 20 |
| French | 10 |
| Science | 15 |
| Math | 20 |

1 2 3 4 5 6 7 8 9 0

- Which subject is the most popular?
- What is the **title of the X-axis** → ?
- What is the **title of the Y-axis** | ?
- How many more students liked gym than math?
- How many students liked French?

ONE-TO-ONE VS MANY-TO-ONE

Grade 4 students answered questions about their favourite snacks. The results are displayed in the two bar graphs below.

Favourite Snack - Scale = 2

Favourite Snack - Scale = 4

| Apple | Popcorn | Cookies |
|-------|---------|---------|
| 10 | 6 | 0 |

1 2 3 4 5 6 7 8 9 0

Questions

- How many students were surveyed in total?
- Which snack was chosen by the most students?

DISPLAYING DATA USING DIFFERENT GRAPHS

Answer the questions below

Last 70 Ice Cream Orders - Graph A

Last 70 Ice Cream Orders - Graph B

■ = 5 Ice Creams

Questions

- Which graph shows the data more clearly? Explain your thinking.
- If you needed to read the data quickly, which graph would you choose? Why?
- When would you choose a bar graph instead of a pictograph (or the other way around)?



Google Slides Lessons Preview





Alberta Math Curriculum Number Unit – Grade 4

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 car that costs \$104 489. If you don't understand place value, you might think it's only \$14 489 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 | | | | | |
| 2. | 13 429 | | | | | |
| 3. | 78 362 | | | | | |
| 4. | 102 758 | | | | | |
| 5. | 574 846 | | | | | |
| 6. | 1 000 000 | | | | | |

1 2 3 4 5



6 7 8 9 0

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Card: Word Problem

The population of a city is 823 000.
How many thousands of people live in the city?

283

823

328

_____ thousand





Alberta Math Curriculum Number Unit - Grade 4



Written Form

Draw A Line Matching The Standard Form To The Written Form

| Standard Form | Written Form |
|---------------|---|
| 323 479 | One hundred eighty-nine thousand thirty-six |
| 745 333 | Two hundred ninety-seven thousand two hundred forty-one |
| 631 760 | Seven hundred forty-five thousand three hundred thirty-three |
| 562 552 | Three hundred Twenty-three thousand four hundred seventy-nine |
| 189 036 | Six hundred thirty-one thousand seven hundred sixty |
| 297 241 | Five hundred sixty-two thousand five hundred fifty-two |

Select values that add up to the number. Write the correct values that add up to the number. Write the correct values that add up to the number.

22 543

30 000, 20 000, 2 000, 5 000, 200, 40 000, 500, 50, 2, 60, 40, 3

53 917

50 000, 2 000, 900, 500, 5 000, 3 000, 9 000, 100, 10, 70, 20, 7

78 324

70 000, 8 000, 800, 200, 2, 4, 80 000, 5 000, 300, 20, 40, 1

Compare

Drag the correct sign

| # | Number 1 | Sign | Number 2 |
|---|----------|------|-----------|
| 1 | 529 876 | | 829 875 |
| 2 | 436 789 | | 236 798 |
| 3 | 618 888 | | 518 889 |
| 4 | 241 234 | | 941 243 |
| 5 | 999 999 | | 1 000 000 |
| 6 | 357 777 | | 357 777 |

| # | Number 1 | Sign | Number 2 |
|----|----------|------|----------|
| 7 | 724 444 | | 424 444 |
| 8 | 182 345 | | 282 354 |
| 9 | 375 678 | | 975 678 |
| 10 | 646 000 | | 446 001 |
| 11 | 277 654 | | 177 653 |
| 12 | 562 987 | | 762 978 |



Alberta Math Curriculum Number Unit – Grade 4

Comparing Decimals

Drag the correct sign between the numbers

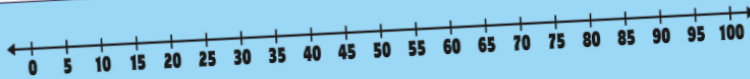


| # | Number 1 | Sign | Number 2 |
|---|----------|------|----------|
| 1 | 0.25 | | 0.64 |
| 2 | 1.42 | | 1.16 |
| 3 | 4.78 | | 5.21 |
| 4 | 7.65 | | 8.33 |
| 5 | 24.79 | | 24.79 |
| 6 | 43.92 | | 33.56 |

| # | Number 1 | Sign | Number 2 |
|----|----------|------|----------|
| 7 | 278.33 | | 231.91 |
| 8 | 226.46 | | 292.32 |
| 9 | 648.53 | | 424.73 |
| 10 | 759.39 | | 899.14 |
| 11 | 385.64 | | 284.35 |
| 12 | 821.87 | | 821.87 |

Rounding Numbers

Place the numbers on the number line. Then round them by filling in the table.



| | |
|----|----|
| 0 | 10 |
| 20 | 30 |
| 40 | 50 |

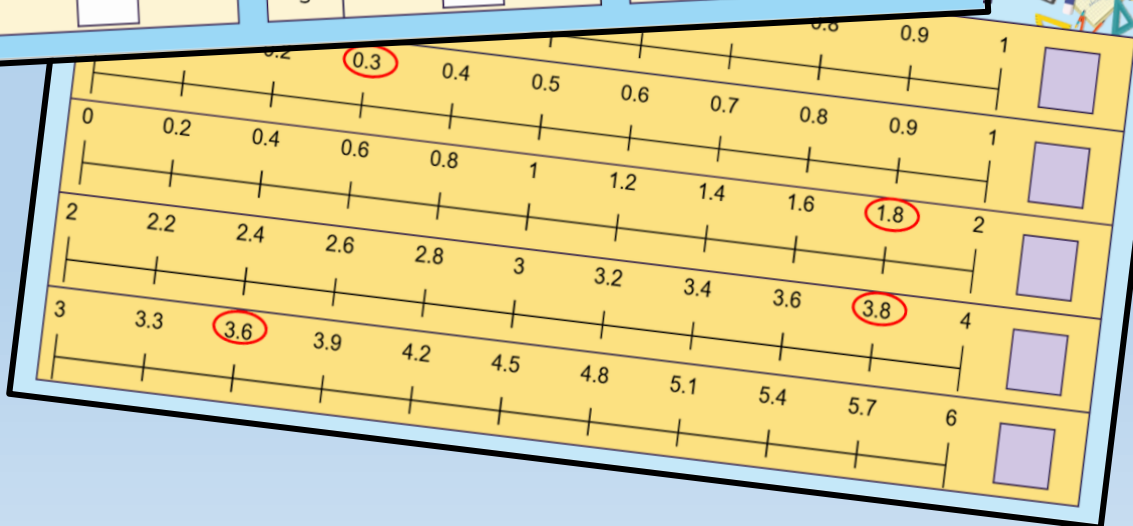


| | |
|-----|----|
| 60 | 70 |
| 80 | 90 |
| 100 | |

| # | Rounded to Nearest 10 |
|----|-----------------------|
| 18 | <input type="text"/> |
| 72 | <input type="text"/> |

| # | Rounded to Nearest 10 |
|----|-----------------------|
| 55 | <input type="text"/> |
| 3 | <input type="text"/> |

| # | Rounded to Nearest 10 |
|----|-----------------------|
| 99 | <input type="text"/> |
| 65 | <input type="text"/> |





Google Slides Lessons Preview





Alberta Math Curriculum Shape and Space – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal


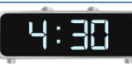

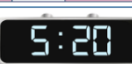
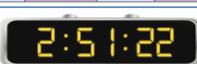
We are learning to use analog and digital clocks and timers to tell time in hours, minutes, and seconds so we can measure and understand time accurately in our daily activities.



Telling Time – Digital Clocks

1 2 3 4 5
6 7 8 9 0

Drag the numbers to fill in the answers below – Hours, Minutes and Seconds.

| | |
|---|--|
| 1)  Hours <input type="text"/> Minutes <input type="text"/> | 4)  Hours <input type="text"/> Minutes <input type="text"/> Seconds <input type="text"/> |
| 2)  Hours <input type="text"/> Minutes <input type="text"/> | 5)  Hours <input type="text"/> Minutes <input type="text"/> Seconds <input type="text"/> |
| 3)  Hours <input type="text"/> Minutes <input type="text"/> | 6)  Hours <input type="text"/> Minutes <input type="text"/> Seconds <input type="text"/> |

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Telling Time – Word Problems

1) Jonah's swimming lesson starts at quarter after 2. What time is that? Draw it on the clock.



2) Dinner at Mateo's house starts at quarter to 7. What time is that? Draw it on the clock.





Alberta Math Curriculum Shape and Space – Grade 4

1 2 3 4 5 **Measuring in Centimeters** **6 7 8 9 0**

We can accurately measure the length of something by using a ruler.

Read the rulers below to find the distance between the arrows. Drag numbers to answer.

5 cm

_____ cm

_____ cm

_____ cm

_____ cm

_____ cm

_____ cm

_____ cm

What is the area of the shape in _____ Squares

| | | | |
|---------------------|---------------------|---------------------|---------------------|
| | | | |
| Area: _____ Squares | Area: _____ Squares | Area: _____ Squares | Area: _____ Squares |
| | | | |
| Area: _____ Squares | Area: _____ Squares | Area: _____ Squares | Area: _____ Squares |

1 2 3 4 5 6 7 8 9 0

| | | |
|--|--|--|
| $6 = ___ \times 2$ | $A = b \times h$ $4 = 1 \times ___$ | $A = b \times h$ $8 = ___ \times 4$ |
| $A = b \times h$ $15 = 3 \times ___$ | $A = b \times h$ $16 = ___ \times 4$ | $A = b \times h$ $20 = 4 \times ___$ |