



Preview – Information



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Google Slides Lessons Preview





Alberta Language Curriculum Writing Unit – Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to **write strong paragraphs** with **clear topic sentences and hooks** so we can **organize** our ideas and make our writing more interesting to read.

Spot the Strong Beginnings!



Drag the  check mark to the sentences that are strong hooks.

"Zap! Lightning flashed across the sky."	"The sky was blue today."
"Dogs are animals that people keep as pets."	"Have you ever wondered what it feels like to fly?"
"Crash! The glass shattered into a thousand tiny pieces."	"The library is a place where students read books."
"Plants need water and sunlight to grow."	"Guess what! Dinosaurs once roamed where your school is now!"
"Boom! The volcano shook the ground as fire lit the sky."	"Imagine living in a world with no electricity."
"Apples are a type of fruit that grows on trees."	"Canada is a country located in North America."

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Writing Engaging Topic Sentences



Rewrite the topic sentence below using the different strategies.

Topic Sentence: Reading books is fun.

Asking a Question: Start with a question This makes people curious to read more.	Have you ever wondered why reading books can be so much fun?
Using an Exclamation: Use an exclamation to show something exciting.	Reading books is the best way to enjoy your free time!
Making a Bold Statement: Use big words to share your main idea.	Books are the most exciting adventure you can hold in your hands.
Adding an Interesting Fact: Use a cool fact to make your paragraph interesting.	Reading books can take you to new places without ever leaving your chair.

	Original Version: Rainy days can be enjoyable.
Asking a Question	
Using an Exclamation	
Making a Bold Statement	
Adding an Interesting Fact	



Alberta Language Curriculum Writing Unit – Grade 5



Choosing the Right Transition Word

Circle the transition word that best completes each sentence

Which transition word introduces a cause-and-effect relationship?

a) However

b) Therefore

c) For example

To compare two similar ideas, one might use the transition word

a) Nevertheless

b) Likewise

c) Instead

Emma forgot her lunch; _____, her friend shared a sandwich with her

a) However

b) Similarly

c) Consequently

The dog barked all night; _____, I couldn't get any sleep.

a) As a result

b) However

c) In contrast

Sorting Character Traits

Positive Traits

Negative Traits



Drag each word from the box into the correct column. Place it under **Positive Traits** or **Negative Traits** depending on what it describes.

Kind	Rude	Dishonest
Lazy	Honest	Patient
Wise	Arrogant	Selfish
Impatient	Generous	Brave
Fair	Greedy	Respectful
Mean	Friendly	Unkind

Persuasive Sentence Starters

I believe that...

Once upon a time...

I like ice cream.

I agree that...

In truth...

I'm absolutely certain...

In my opinion...

It was a sunny day.

It is vital that...

She lives near the park.

The fact is...

Others must agree that...

I really feel that...

This story begins with...

The dog ran fast...

My favourite colour is blue.

It seems to me that...



Alberta Language Curriculum

Writing Unit – Grade 5

Spot the Conclusion

Strong Conclusions

Drag and drop the correct letters into the "Strong Conclusions" box. Remember, a strong conclusion wraps up the ideas and gives a final thought.

- | | |
|---|---|
| A | That's why penguins are amazing animals for us to learn about. |
| B | Rainforests have tall trees, animals, and many plants. |
| C | For these reasons, rainforests are very important to the Earth. |
| D | That's why dogs are called loyal and helpful companions. |
| E | Clearly, water is one of the most important resources on Earth. |
| F | The Sun is a star at the center of our solar system. |
| G | Therefore, reading books is a fun and powerful way to learn. |
| H | Recycling helps reduce waste in landfills. |
| I | Without the Sun, life on Earth would not exist. |
| J | So, recycling is one of the best ways to protect our planet. |
| K | Altogether, the Moon plays a key role in our daily lives |

Labeling the Parts

Read each step of the book review. Then drag the correct (Conclusion) to match each part.

- | | |
|---|---|
| 1 | Share the title and author of the book. |
| 2 | Describe the main characters and their role in the story. |
| 3 | Share your own thoughts (funny, exciting, or boring parts). |
| 4 | Write a catchy hook to grab attention. |
| 5 | Rate the book with stars, emojis, or thumbs up/down. |
| 6 | Summarize the main events without giving away too much. |
| 7 | Mention why you chose to read the book. |
| 8 | Point out something unique about the book (e.g., illustrations, style). |
| 9 | Suggest if others should read it. |

Conclusion



Biography

Read the topics below and drag them in the correct order from beginning to end of a person's life story.

- | |
|----------------------------------|
| Childhood and school life |
| Important life events |
| Family life (marriage/children) |
| Birth (year/place) |
| Accomplishments / fame |
| Later years / legacy |
| Introduction / opening statement |



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Alberta Language Curriculum Reading Comprehension – Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

What are Reading Comprehension Strategies?

We are learning to use different reading comprehension strategies so we can better understand texts, make connections, ask questions, and draw inferences that help us think more deeply about what we read.



Making Inferences From a Letter

★★★★★

Read the sentences. Drag and drop stars to rate each sentence: ★★★★★ = Perfect inference (matches the letter best) and ★ = Weak inference (doesn't fit well)

Sentence	★★★★★
1) Jess is a teacher at the school.	★★★★★
2) Jess is training to become a professional athlete.	★★★★★
3) Jess has an injury so she can't participate in the event.	★★★★★
4) The event was just for fun, and the results were not important.	★★★★★
5) Jess is a student in the class she was coaching.	★★★★★
6) Jess couldn't do the race, so she helped the teacher.	★★★★★
7) Jess was in charge of the event.	★★★★★

Part 2 – Action!

- Writing
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- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Read the passage carefully and think about how good readers use strategies to understand and respond to texts.

Leah pushed open the creaking door of the old library that had been closed for years. Dust floated in the beams of light from cracked windows. Shelves leaned under the weight of forgotten books, some open as if the readers had left in a hurry. A single chair sat in the middle of the room, facing a fireplace that hadn't been lit in decades. Leah brushed her hand across the spines of books, noticing handwritten notes in the margins. Something about the place felt both inviting and unsettling, as though stories still lingered in the air, waiting to be uncovered.

Consolidation – The Abandoned Library

- 1) **Making Connections** – What does this scene remind you of from your own life, a text you've read, or something you know about the world?
- 2) **Questioning** – What question do you have to understand the story?
- 3) **Visualizing** – What images or details appeared most strongly in your mind as you read?
- 4) **Prediction** – If Leah continues to explore, what might she discover next? Explain your reasoning with evidence from the text.
- 5) **Inference** – Why do you think the library was abandoned? Use clues from the passage to support your idea.



Consolidation



Alberta Language Curriculum

Reading Comprehension – Grade 5

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.

Eagle Deer Bear Narrator Turtle

Who Said It?	Answer
1 "There must be something tall to break the wind."	
2 Mountains rose strong, their valleys sheltered life.	
3 Struck the stone to soften the slopes.	
4 "I will drop stones from the sky to build great towers."	
5 "I cannot climb these steep cliffs to find food."	

We decorated them with bright colours. Some students made posters about the planets, others created drawings of astronauts.

We tested the rockets in the gym. one rocket fell over. we all worked together to fix it. I felt happy to see my project displayed. Everyone shared their work proudly.

From, I learned how fun it is to combine creativity with science.

Sofia

Suddenly **while** **In the end** **and** **Fortunately**

Point of View

Read each sentence and identify the point of view. Then, rewrite the sentence in a new point of view of your choice and tell which point of view you used.

First Person Second Person Third Person

Original Sentence	Original Point of View	Rewrite the Sentence in a New Point of View	New Point of View Used
I opened the treasure chest.			
You walk into a dark cave.			
She scored the winning goal.			
We built a treehouse together.			
He solved the last riddle.			



Alberta Language Curriculum

Reading Comprehension – Grade 5

Q Cause and Effect

Read the passage carefully. Then, look at the causes and effects. Match them together by dragging the correct effect next to its cause, or the correct cause next to its effect.

Cause	Match with Effect
Heat melts rocks into magma.	
Pressure builds up inside the Earth.	
Ash and gases rise high into the air.	
Lava flows across large areas of land.	

Effect	Match with Cause
Rocks form from cooled lava.	
People must evacuate for safety.	
Plants grow faster.	
People feel earthquakes.	

People feel earthquakes.

Homes and forests are destroyed.

Magma pushes upward, leading to eruptions.

Sunlight gets blocked for days.

Eruptions enrich the soil.

Cooled lava hardens over time.

Communities live close to volcanoes.

Eruptions shake the ground.

Q Cause-and-Effect Match-Up

Match each cause on the left to its correct effect on the right. Then, discuss why each pair makes sense before drawing your lines.

Cause	Effects
People throw plastic bottles and bags into rivers instead of recycling them.	A Beaches become smelly, dirty, and unpleasant for people to visit.
Factories dump dirty water filled with chemicals into rivers.	B Fish and birds eat the plastic and get very sick or die.
Oil leaks from ships and spreads across the ocean's surface.	C The chemicals make the water unsafe for people to drink or use.
Trash and oil wash up on beaches after storms.	D Sea animals get coated in oil and can't swim or breathe properly.

When you read a poem, you can often find clues about its type. Complete the chart below.

Question	A	B	C	Answer
1) Which poem often captures a single moment in nature with very few words?	Cinquain	Limerick	Haiku	
2) Which poem hides a secret word or message when the first letters are read vertically?	Limerick	Acrostic	Cinquain	
3) Which poem usually makes people laugh with silly or funny rhymes?	Cinquain	Limerick	Haiku	
4) Which poem has five lines, with each line having its own special job?	Acrostic	Cinquain	Haiku	
5) Which poem uses rhythm and rhyme patterns like AABBA?	Haiku	Acrostic	Limerick	
6) Which poem is the shortest, often written with a 5-7-5 syllable pattern?	Haiku	Cinquain	Acrostic	



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Alberta Language Curriculum

Conventions and Vocabulary – Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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

Week 1 - Vocabulary List

Find 20 words in the word search and circle each one. Look at the word list to help you!

obtain	object	obvious	champion
oblige	objection	obscure	charity
oblivious	obstacle	cheerful	chance
choke	chocolate	trivial	treasure
transition	tragedy	trial	triumph

Word search grid (transposed):

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

Prefix OB-

Drag each OB- word from the boxes on the right and drop it into the sentence that matches its meaning. Make sure each word is used only once.

Something that blocks your path or gets in the way.	
When you disagree or go "against" an idea.	
When you watch something carefully.	
When you get or acquire something you want.	
When something is unclear, hidden, or hard to see.	
When someone is extremely annoying or unpleasant.	
When someone cannot stop thinking about something.	
When you feel required or forced to do something.	
When something is old, outdated, or no longer used.	
When something blocks or prevents passage.	

object
obsession
obtain
obsolete
obstacle
obligate
observe
obnoxious
obscure
obstruct

Part 2 – Action!

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Fluency Readings

Look at the picture. Read both sentences. Mark the sentence that tells what is happening. ✓

	☐ Mia will retry baking the cake.		☐ I heard a whisper in the dark.
	☐ The artist will remake the painting.		☐ The ball made a loud whack.
	☐ The thunder made the dog bark.		☐ The girl began to whistle softly.
	☐ The teacher asked to review the notes.		☐ A thousand birds flew over the lake.
	☐ She will reconsider her theory.		☐ The theme of the play was friendship.
	☐ The kind man helped restore the garden.		☐ Ben wants to replace his broken kite.



Alberta Language Curriculum

Conventions and Vocabulary – Grade 5

Correct Sentence Fragments

Read each sentence fragment on the left. Then draw a line to the complete sentence on the right that best completes the idea or makes the most sense.

Sentence Fragments	Complete Sentences
☐ If only he tried.	☐ The lightning lit up the entire sky.
☐ Right on time.	☐ He tripped and fell to the ground.
☐ Out of nowhere.	☐ The bus arrived just as the bell rang.
☐ In a flash.	☐ She didn't start too early or act too soon.
☐ With all her strength.	☐ He could have won the race.
☐ So close to the finish line.	☐ They stopped and looked down at the ocean below.
☐ At the edge of the cliff.	☐ She pushed the heavy door open.
☐ Before the sun rose.	☐ The farmer was already working in the field.
☐ For the very first time.	☐ She performed on stage in front of an audience.

Suffix - ing

Drag the letters to fill the crossword boxes. Use the clues to help you make the words!

Across

- 2) using colours to make art
- 4) going up something high
- 5) resting with eyes closed
- 6) moving with your feet
- 7) showing happiness on your face

Down

- 1) making a picture with a pencil or crayon
- 3) paying attention to sounds
- 4) making food by heating it

Letter bank: i k i n p g n i g n i k g e d i g i n n k g l t n w o i t l a n l b s f e n s r a l g i o p m i c s i n m n w

Week 7 - Vocabulary

Find 20 words in the word search and circle each one. Look at the list of words to the right.

Word Search:

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

spluttered	splatter	splendid
splinter	splash	thrive
thrifty	thriller	threaten
threshold	prerequisite	splurge
throttle	predetermine	preview
predate	preschool	preclude
precaution		preface

Alberta Language Curriculum

Conventions and Vocabulary – Grade 5

Analogies: Understanding and Creating

	→		::		→	
	→		::		→	
	→		::		→	
	→		::		→	
	→		::		→	














Read all the sentences on the page.
Drag each declarative sentence to the picture box.

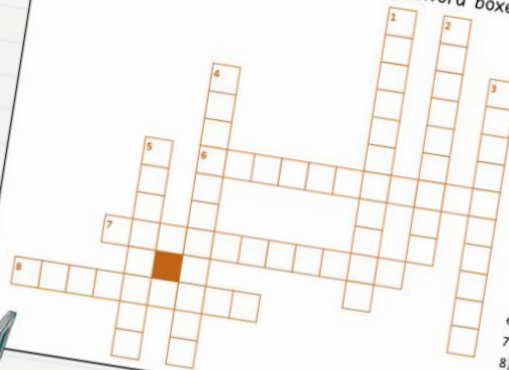
		
		

My mom is cooking dinner.
Go play soccer in the park.
Water the flowers in the garden.
Are we playing soccer in the park?
He drinks a glass of milk every day.
Why is the dog barking loudly?
The flowers are growing.

soccer in the park.
Is the cat sleeping on the chair?
The cat is sleeping on the chair.
Listen to the barking dog.
Is my mom cooking dinner?
The dog is barking loudly.
Drink a glass of milk every day.

Suffix -ment

Drag the letters to fill the crossword boxes. Use the clues to help you make the words!



i	m	e	z	a	m	a	n	n	b	t	t
e	d	m	m	t	e	n	e	n	t	t	e
m	t	e	n	e	m	p	j	o	i	v	e
c	a	o	m	n	m	n	e	v	g	e	t
m	t	n	e	m	e	v	p	e	i	h	i
a	r	o	x	n	r	o	y	c	r	v	m

Across

Down

- | | |
|-----------------------------------|---------------------------------------|
| 6) the act of achieving something | 1) the act of making something better |
| 7) the process of growing | 2) the feeling of pleasure |
| 8) a strong feeling of surprise | 3) a feeling of great joy |
| | 4) the act of putting things in order |
| | 5) the act of moving |