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Saskatchewan Language Curriculum Conventions & 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!

TRANSITIONOAGOKUY	obtain	object	obvious	champion
NTWTRIALIPOOMBCCR	oblige	objection	obscure	charity
JRVPOQXCXBTXTHHS	oblivious	obstacle	cheerful	chance
OAFLBSEODIJRMAEAZ	choke	chocolate	trivial	treasure
BGQXLFBHQBCIEHIEMU	transition	tragedy	trial	triumph
LERWIBUBPSCVYNRPQ				
IDIEGOBJECTIONFIO				
VYQJECCHOCOLATEUOB				
IFQEMRVXTYPOLCCLNS				
OCHOKEXNUAELILTWC				
UTGOBVIUUSLHFUEHU				
SCHARITYTREASURER				
WLTTRIUMPHCHANCEYE				

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When something is old, outdated, or no longer used.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!













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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Fluency Readings

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

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

Saskatchewan Language Curriculum Conventions & Vocabulary – Grade 5

Simple Sentences

Read each sentence carefully. Drag the simple sentences to the pictures they match.
Remember, a simple sentence has one subject and one complete thought.













The bird flies, and the wind blows.

The dog runs fast.

The bird flies high.

The children play soccer.

The baby cries, and Mom comes.

The boy reads and then sleeps.

The girl paints a picture.

The girl paints, and her brother watches.

The bird flies high, but the wind was strong.

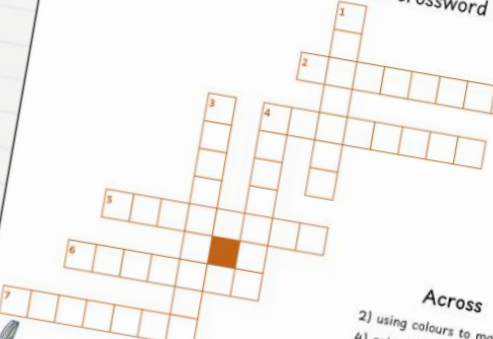
The dog runs but gets tired.

The boy reads a book.

The boy reads a book.

Suffix - ing

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



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	i	l	g
o	p	m	i	c	s	i	n	m	n	w

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

Draw a line to connect each word to its meaning.

Words	Meanings
combine <input type="checkbox"/>	<input type="checkbox"/> To pay or make up for completely
compress <input type="checkbox"/>	<input type="checkbox"/> To praise together (give approval)
compound <input type="checkbox"/>	<input type="checkbox"/> To make something more difficult or confusing
commend <input type="checkbox"/>	<input type="checkbox"/> To add to something to complete it
compensate <input type="checkbox"/>	<input type="checkbox"/> To put together
complicate <input type="checkbox"/>	<input type="checkbox"/> To gather together
complement <input type="checkbox"/>	<input type="checkbox"/> To press together
commemorate <input type="checkbox"/>	<input type="checkbox"/> To remember together
compile <input type="checkbox"/>	<input type="checkbox"/> To put parts together



Saskatchewan Language Curriculum Conventions & Vocabulary – Grade 5

Week 7 - Vocabulary List

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

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

Draw a line to connect each word to its definition on the right side of the chart. Make sure every word is connected.

- bring under control
- deep mind thoughts
- special group words
- below zero
- small group in culture
- total before adding
- start a journey
- go underwater
- divide into smaller parts
- smaller type of species

- subconscious
- subspecies
- subzero
- embark
- submerge
- subdivide
- subculture
- jargon
- subtotal
- subjugate

- peace agreement
- like better
- hard effort
- something aimed at
- clever but rude
- stick firmly
- final decision
- sharp or bitter humour
- able to do many things
- soil helper

- snoring
- prefer
- sarcastic
- adhere
- fertilizer
- target
- versatile
- armistice

Choose the word that matches the highlighted word using the clues in the sentence.

○ patience	○ skill	The athlete showed endurance, running for hours without stopping.
He would not listen to anyone who tried to persuade him.	○ stamina	○ weak
○ convince	○ please	The crowd was enormous, stretching farther than the eye could see.
He took off his hat and held it upside down, shaking it briskly.	○ quiet	○ huge
○ rapidly	○ slowly	Her explanation was lucid, so everyone understood it immediately.
I haven't had much sleep lately, so I feel drowsy.	○ confusing	○ clear
○ active	○ tired	The student complied with the rules as soon as they were given.
The chef added a pinch of salt to enhance the flavour of the dish.	○ obeyed	○ argued
○ improve	○ destroy	The teacher was impartial, giving all students equal treatment.
		○ biased
		○ fair



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Saskatchewan 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.



Drag the statements that make sense as real questions into the answer box. Leave the ones that don't belong.

What kinds of vegetables did the students grow?

How many students were in the class?

What did the students eat for dinner at home?

Why did the insects matter to the garden?

How did the students solve the problem of harmful insects?

What was the tallest plant in the garden?

How many vegetables did they harvest in total?

What lesson did the students learn from the project?

Pick The Best Questions



Part 2 – Action!

- Writing
- Matching
- Drag and Drop
- Drawing
- 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



Saskatchewan 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."	

Cultural Elements

Place an X in the box for the correct answer.

1) What artifact showed the community's history and memory?	2) What was the purpose of playing lacrosse?	3) How did music play a role in the story?
<input type="checkbox"/> The river	<input type="checkbox"/> To learn teamwork and respect	<input type="checkbox"/> It made players nervous
<input type="checkbox"/> Drums	<input type="checkbox"/> To win prizes	<input type="checkbox"/> It was only used for ceremonies
<input type="checkbox"/> Beadwork patterns	<input type="checkbox"/> To practice drumming	<input type="checkbox"/> It encouraged players and united the community
4) How did the community celebrate after the game?	5) Based on the story, what value was most important to the village?	6) Which norm did the elders remind the children of?
<input type="checkbox"/> By giving out gifts	<input type="checkbox"/> Wealth	<input type="checkbox"/> Always greet one another with kindness
<input type="checkbox"/> By playing more sports	<input type="checkbox"/> Respect	<input type="checkbox"/> Always win at all costs
<input type="checkbox"/> By singing together	<input type="checkbox"/> Competition	<input type="checkbox"/> Always bring food to the game

Email Writing

Dear Jordan,

Our class finished a big science project about space, and it was so exciting! We built model rockets. _____ 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.

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

From,
Sofia

Suddenly while In the end and Fortunately



Saskatchewan Language Curriculum

Reading Comprehension – Grade 5



Implicit or Explicit?

Read each statement carefully. Decide if the writer's message is explicit, implicit or biased.

Explicit

Biased

Implicit

Characteristic

Answer

- 1) It must be nice to sleep in until 10 am everyday.
- 2) Pineapple is the worst pizza topping ever.
- 3) History class is my favourite because I love learning about the past.
- 4) I really enjoy playing the guitar—it makes me feel relaxed.
- 5) Everyone knows that dogs are way better than cats.
- 6) That is an interesting choice in pants.
- 7) I think drawing comics is the most creative hobby.



Drag the principle to the matching part of the story. One principle because the principles are connected.

Part from The Gift of the Great Lake

"The trees give us shelter and wood, so we must honour them with songs."
"Only take what you need, so the bushes keep growing strong."
Families worked side by side, preparing food and decorating the meeting place.
"What we give will come back to us in kindness."
"When we eat together and listen to each other, our hearts grow stronger."
The roots of the cedar trees remind us of community strength.
The people sang and danced, each song weaving with the drumbeats.
"All living things are connected; when one thrives, we all thrive."
The feast ended with quiet thanks to the land and to the ancestors.
Everyone promised to care for the forest so the future generations would enjoy its gifts.

Respect

Reverence

Synergy

Holism

Responsibility

Character Power Match-Up!

Match each character on the left to its correct power or trait on the right. Then, discuss why each pair makes sense before drawing your lines.



Characters

Elaria the Sky Healer

Thorne the Fire Guardian

Lira the Whispering Seer

Kael the Shadow Runner

Mira the Green Sorceress

Magical Abilities or Traits

A Can control plants and make forests come alive.

B Can read minds and communicate silently.

C Can heal others using light and air.

D Can move unseen through darkness.

E Can summon flames to protect the realm.



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Saskatchewan Language Writing – Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to identify and understand different text forms, such as stories, reports, poems, and biographies, so that we can choose the right way to share our ideas, feelings, and information with others in the clearest and most effective way.

Decorative elements: a yellow heart, a pink heart, and a purple triangle.

Matching: Text Forms' Purposes

Drag each text form on the left to its correct purpose on the right.

1) Tells fun or exciting tales.
2) Tries to make someone agree with an idea.
3) Uses beautiful words to show feelings.
4) Shares true facts about a topic.
5) Writes to someone like a conversation.
6) Gives steps to follow.
7) Short, funny stories with pictures.
8) Tells about a person's life.



A	Poems
B	Instructions
C	Letters
D	Persuasive Writing
E	Reports
F	Comic Strips
G	Stories
H	Biographies

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Examples of Different Text Forms



Write two examples for each text form in the table.

Text Forms	Examples (Answers may vary)	
Stories		
Reports		
Poems		
Persuasive Writing		
Comic Strips		
Biographies		
Letters		
Instructions		



Saskatchewan Language Writing – Grade 5

Word Choice - Audience

Instruction: For each audience row, circle the words that best match that audience's voice.

Teachers	revise	riff	build	feedback	due date
	anchor chart	rubric	sauté	draft	conference
Athletes/ Coaches	timeout	personal record	playbook	dosage	hustle
	scrimmage	drill	palette	defense	deploy
Musicians	patch	set list	tempo	compost	groove
	harmony	chorus	blueprint	riff	encore
Doctors/ Nurses	dosage	vitals	riff	quest	diagnose
	triage	sterile	chart	scaffold	discharge

Words in Informal Emails

Subject: Lost Soccer Game
Hey Josh,

_____ We played so hard, but we lost the soccer game today. _____ I even missed the last goal. It was so disappointing! Anyway, let's practice together tomorrow. _____ we'll win next time! Talk soon,
Ryan

Voice (Angry, Sad, Mad, Frustrated, etc..)

Yay!	Ugh!	Wow!	Grrr!	EEK!
Oh!	Ouch!	Yippee!	No!	Yikes!
Hooray!	Sob!	Wahoo!	Argh!	Gulp!

Subject: Surprise Birthday Party
Hi Mia,

Guess what? _____ We're throwing a surprise party for Liza this weekend! _____ She has no idea, so don't tell her! Bring some snacks if you can. _____ It's going to be amazing! Love,
Sophie

Voice (Angry, Sad, Mad, Frustrated, etc..)

The Funny Files: Character



Clumsy Detective

Stand-out Trait	
Silly Quirk/Habit	
Catchphrase	
Setting	
Problem to Solve	



Superhero

Stand-out Trait	
Silly Quirk/Habit	
Catchphrase	
Setting	
Problem to Solve	

Drag one word from each column to fill in the boxes and complete the two-character profiles.

Stand-out Trait	Silly Quirk/Habit	Prop	Setting	Problem to Solve
brave	speaks in rhymes	rubber chicken	school library at night	lost class pet
quick-thinking	trips over capes	squeaky shoes	crowded cafeteria	silent school bell
kind-hearted	hides snacks	bubble wand	tiny apartment	exploding glitter jar
curious	mixes up left and right	extra-long notebook	science fair	runaway shopping cart





Saskatchewan Language Writing – Grade 5

Parts of an Informational Report

Match each label (A–F) to the correct part of the report. Then, write a short summary using the information provided.

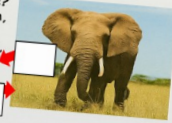
A	Fact	B	Introduction	C	Title
D	Photo	E	Paragraph	F	Subheading

Summary

Elephants

Elephants are the largest land animals on Earth. They are related to mammoths and have long trunks and big ears.

What do elephants look like?
Elephants have thick gray skin, large floppy ears, and a long trunk that they use for eating, drinking, and picking things up. They also have two long tusks made of ivory.



What do elephants eat?
Elephants are herbivores. They eat grass, leaves, bark, and fruit. An elephant can eat up to 300 pounds of food in a single day!

What do elephants do?
Elephants spend most of their time walking, eating, and drinking water. They live in herds and care for one another.



Did you know?
Elephants can live up to 70 years and are known for having a great memory!

Drag the correct names into each comic panel. Write the letter that matches its correct definition.



- A Boxes where the action happens.
- B Show what characters are saying.
- C Extra text that explains context.
- D The people or animals in the story.
- E Where and when the story takes place.
- F Show what characters are thinking.

Dialogue
Write the dialogue to plan the dialogue.
Write the dialogue in the comic according to the

2) Before writing in the comic, write a rough draft below by writing what the characters will say in each frame.

- | | |
|----|----|
| 1) | 2) |
| 3) | 4) |

