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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!

Word List:

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

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When something is old, outdated, or no longer used.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
oblige
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"/> The artist will remake the painting.
	<input type="checkbox"/> The thunder made the dog bark. <input type="checkbox"/> The teacher asked to review the notes.
	<input type="checkbox"/> She will reconsider her theory. <input type="checkbox"/> The kind man helped restore the garden.
	<input type="checkbox"/> I heard a whisper in the dark. <input type="checkbox"/> The ball made a loud whack. <input type="checkbox"/> The girl began to whistle softly. <input type="checkbox"/> A thousand birds flew over the lake. <input type="checkbox"/> The theme of the play was friendship. <input type="checkbox"/> Ben wants to replace his broken kite.



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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 girl paints a picture.
			The dog runs fast.	The girl paints, and her brother watches.
			The bird flies high.	The bird flies high, but the wind was strong.
			The children play soccer.	The dog runs but gets tired.
			The baby cries, and Mom comes.	The boy reads a book.
			The boy reads and then sleeps.	The boy reads a book.

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

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 the side of the chart. Make sure every word is connected.

bring under control	<input type="checkbox"/>	subconscious	<input type="checkbox"/>	peace agreement	<input type="checkbox"/>	snarky
deep mind thoughts	<input type="checkbox"/>	subspecies	<input type="checkbox"/>	like better	<input type="checkbox"/>	prefer
special group words	<input type="checkbox"/>	subzero	<input type="checkbox"/>	hard effort	<input type="checkbox"/>	sarcastic
below zero	<input type="checkbox"/>	embark	<input type="checkbox"/>	something aimed at	<input type="checkbox"/>	adhere
small group in culture	<input type="checkbox"/>	submerge	<input type="checkbox"/>	clever but rude	<input type="checkbox"/>	fertilizer
total before adding	<input type="checkbox"/>	subdivide	<input type="checkbox"/>	stick firmly	<input type="checkbox"/>	target
start a journey	<input type="checkbox"/>	subculture	<input type="checkbox"/>	final decision	<input type="checkbox"/>	versatile
go underwater	<input type="checkbox"/>	jargon	<input type="checkbox"/>	sharp or bitter humour	<input type="checkbox"/>	armistice
divide into smaller parts	<input type="checkbox"/>	subtotal	<input type="checkbox"/>	able to do many things	<input type="checkbox"/>	
smaller type of species	<input type="checkbox"/>	subjugate	<input type="checkbox"/>	soil helper	<input type="checkbox"/>	

Find a phrase that matches the highlighted word using the clues in the sentence.

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





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

Check an X in the box for the correct answer.

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

Drag the principle to the matching part. 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

Implicit or Explicit?

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

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.	

Explicit
Biased
Implicit

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		Magical Abilities or Traits
Elaria the Sky Healer		A Can control plants and make forests come alive.
Thorne the Fire Guardian		B Can read minds and communicate silently.
Lira the Whispering Seer		C Can heal others using light and air.
Kael the Shadow Runner		D Can move unseen through darkness.
Mira the Green Sorceress		E Can summon flames to protect the realm.



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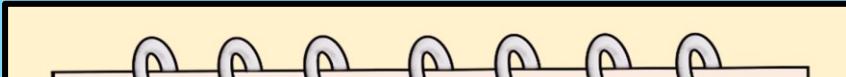


Saskatchewan Language Writing - Grade 5

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.

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.

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

Writing in Informal Emails

Directions: Use the words with the best fit from the word bank, then describe the voice (emotion) of the writer.

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

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.)

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.
Love,
Sophie

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

The Funny Files: Characters

Clumsy Detective

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

Sleepy 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 part. Match each letter that matches its correct definition.

Thinking

THINKING...

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

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