



Preview – Information



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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.

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Google Slides Lessons Preview





Ontario Math Curriculum Financial Literacy Unit – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

Discussion Questions

- 1) Why are bills in different colours?
- 2) What does a debit card do?
- 3) How is a card different from coins and bills?



Sorting: What Kind of Money Is It?

Drag the pictures into the right category.

Coins

Bills

Digital Money



Part 2 – Action!

- Surveys/Polls
- Matching
- Drag and Drop
- Videos
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quick Draw
- 3-2-1 Reflection
- One-Sentence Summary

Consolidation

Instruction: Drag A or B to answer the questions.

A

B

| Question | A | B | Answer |
|---|------------|-------------|--------|
| 1. What are coins made of? | Metal | Paper | |
| 2. What are bills made of? | Plastic | Paper | |
| 3. Which is flat and colourful? | Bills | Coins | |
| 4. Which comes in nickels and dimes? | Bills | Coins | |
| 5. What card uses money from your bank? | Debit | Credit | |
| 6. What card lets you borrow money? | Debit | Credit | |
| 7. Which is often used for bigger things? | Coins | Credit card | |
| 8. Which helps you buy without cash? | Debit card | Bills | |



Ontario Math Curriculum

Financial Literacy Unit – Grade 1

Nickels

Drag the nickels into the piggy bank.

Canadian Coins

Match the coin to the amount

| Coin | Name | Amount |
|------|---------|--------|
| | Toonie | 10¢ |
| | Nickel | 200¢ |
| | Dime | 25¢ |
| | Loonie | 5¢ |
| | Quarter | 100¢ |

Comparing Coins

Which box has the most money – A, B, or C?

| | A | B | C | Answer |
|----|---|---|---|-----------------------|
| 1) | | | | <input type="radio"/> |
| 2) | | | | <input type="radio"/> |
| 3) | | | | <input type="radio"/> |
| 4) | | | | <input type="radio"/> |

☐ A

☐ B

☐ C




Ontario Math Curriculum

Financial Literacy Unit – Grade 1

Representing Money


Represent the money amounts using different combinations of bills



| | | |
|-------|-------|-------|
| 45\$ | 45\$ | 45\$ |
| 60\$ | 60\$ | 60\$ |
| 110\$ | 110\$ | 110\$ |

Order

Drag and put the money in order from the least amount to greatest



| | |
|--|--|
| | |
| | |
| | |
| | |

Which Would You Rather?

Which piggy bank would you rather have.





Google Slides Lessons Preview





Ontario Math Spatial Sense Unit – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Why Math Is Important
- And More!

Learning Goal

We are learning to build 3D shapes and find 2D shapes inside them so we can understand shapes better.



Identifying 2D Shapes In 3D Objects

Circle the 2D shapes found in each 3D object.

| | | | | | |
|---|-----------|-----------|---|-----------|-----------|
|  | Circle | Square |  | Triangle | Rectangle |
| | Rectangle | Triangle | | Square | Circle |
|  | Triangle | Square |  | Circle | Square |
| | Pentagon | Circle | | Pentagon | Hexagon |
|  | Triangle | Rectangle |  | Circle | Square |
| | Square | Circle | | Rectangle | Triangle |

Part 2 – Action!

- Questions
- Matching
- Drag and Drop
- Videos
- And More!

Part 3 – Consolidation!

- Exit Cards
- Word Problems
- Quizzes
- Student Created Quizzes

Exit Card – Quick Draw

- Step 1: Grab a piece of paper. Draw one 3D object you learned about today.
- Step 2: Label two different 2D shapes you see inside your 3D object.

(Example: Draw an ice cream cone, then label the circle and triangle you find.)

















Ontario Math Spatial Sense Unit – Grade 1





Congruent Shapes





Circle the congruent shape.





1)    





2)    





3)    

4)    

5)    









6)    









7)    

8)    

Shapes - Number of Sides

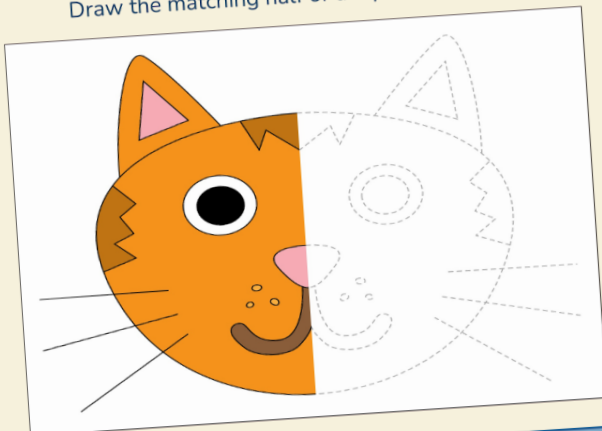
Drag the correct sign between the shapes.

| | Shape 1 | Sign | Shape 2 |
|---|---|------|---|
| 1 |  | |  |
| 2 |  | |  |
| 3 |  | |  |
| 4 |  | |  |

| # | Shape 1 | Sign | Shape 2 |
|---|---|------|---|
| 5 |  | |  |
| 6 |  | |  |
| 7 |  | |  |
| 8 |  | |  |

Draw the Mirror Image – Match

Draw the matching half of the picture below.

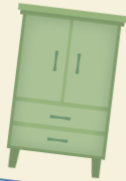




Ontario Math Spatial Sense Unit – Grade 1

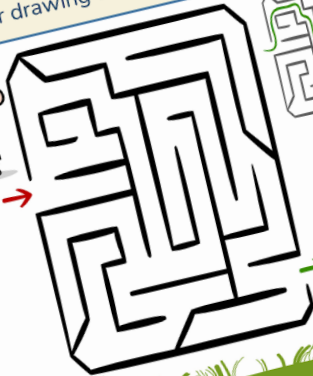
Line of Symmetry on Real – Life Objects

Draw a line of symmetry on the real-life images below.



Describing Direction

After drawing a line through the maze, describe your path.



Right
Up

Days Of The Week

Use the words from the word bank to complete the sequence of days.



WORD BANK

Wednesday

Friday

Saturday

Monday



Ontario Math Number Unit – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
- Why Math Is Important
- And More!

Learning Goal

We are learning to
read and show
numbers up to 50 so
we can **understand**
how numbers are used
in daily life.

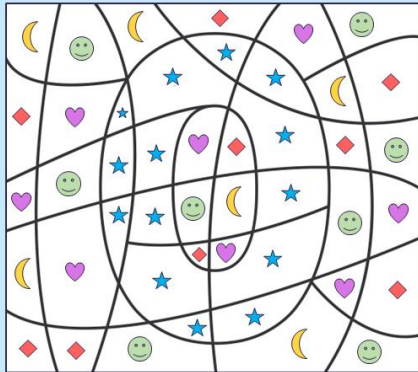
Discussion Questions

- 1) What numbers do you see around you every day? Can you find some in the classroom right now?
- 2) Can you think of a time when knowing numbers helped you in real life? Maybe at a store, playing a game, or telling time?
- 3) How would the world be different if we didn't have numbers? What would be tricky to do?

The Number Zero - 0

Colour the parts red that have a blue ★.

Which digit did you get? _____



Part 2 – Action!

- Questions
- Matching
- Drag and Drop
- Videos
- And More!

Part 3 – Consolidation!

- Exit Cards
- Word Problems
- Quizzes
- Student Created Quizzes

Subitizing

Subitizing – This is when you can look at a small group of objects and know how many there are without counting one by one.

Imagine rolling a dice—you don't have to count the dots, you just *know* it's a 5! That's subitizing!

Fun Tips:

- Try spotting groups of dots on playing cards or dice.
- Clap the number as soon as you see it!
- Play quick games with flashcards to practice.
- Look for number patterns in everyday life, like on dominoes or ten frames!



Ontario Math Number Unit – Grade 1

Comparing Numbers

Drag the correct sign between the numbers.

| # | Number 1 | Sign | Number 2 |
|---|----------|------|----------|
| 1 | 16 | | 15 |
| 2 | 29 | | 28 |
| 3 | 38 | | 39 |
| 4 | 34 | | 32 |
| 5 | 49 | | 47 |
| 6 | 17 | | 18 |

| # | Number 1 | Sign | Number 2 |
|----|----------|------|----------|
| 7 | 34 | | 35 |
| 8 | 45 | | 50 |
| 9 | 28 | | 28 |
| 10 | 46 | | 46 |
| | 18 | | 18 |
| | | | 29 |



Place Value - How Many...

Drag the numbers in the correct column to determine the place values.

| # | Number | # of Tens | # of Ones |
|----|--------|-----------|-----------|
| 1. | 11 | | |
| 2. | 5 | | |
| 3. | 26 | | |
| 4. | 38 | | |
| 5. | 50 | | |



Subitizing

How many fingers do you see? Try not to count.
Drag your answers from the answer bank.


| | | |
|------------|------------|------------|
| 1) | 2) | 3) |
| 4) | 5) | 6) |








Ontario Math Number Unit – Grade 1


Multiplication – Repeated Addition


 $8 + 8 = 16$ or $2 \times 8 = 16$


____ + ____ = ____
____ x ____ = ____



____ + ____ = ____
____ x ____ = ____



____ + ____ = ____
____ x ____ = ____



____ + ____ = ____
____ x ____ = ____


Finding Equal Groups – Division

Circle the groups from the total number of shapes below and answer the division equation.

1)  $15 \div 5 = \underline{\quad}$

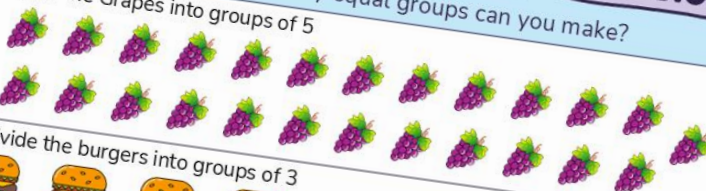
2)  $20 \div 4 = \underline{\quad}$

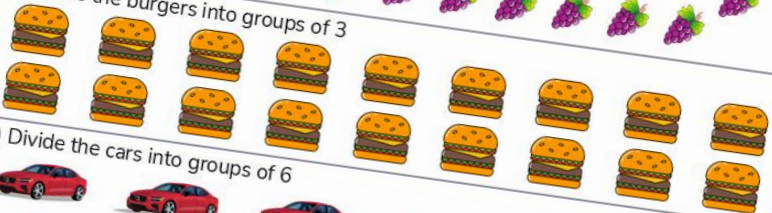
3)  $21 \div 7 = \underline{\quad}$


4)  $16 \div 8 = \underline{\quad}$

Finding Equal Groups – Division

How many equal groups can you make?

1) Divide the Grapes into groups of 5


2) Divide the burgers into groups of 3


3) Divide the cars into groups of 6




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Ontario Math Curriculum

Data Literacy & Probability – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

SORTING DATA

Learning Goal

We are learning to **sort objects into groups** by their **features** and explain how and why we grouped them, so we can **organize information** clearly and understand how things are the same or different.

SORTING DATA – OBJECTS

Move the objects to the correct category.

1 2 3 4 5 6 7 8 9 0

| Used for playing | Used to carry something | Found in a classroom |
|------------------|-------------------------|----------------------|
| | | |



| Questions | Answer |
|---|--------|
| 1) How many objects belonged to more than one group? | |
| 2) How many objects are there in the largest group? | |
| 3) Drag an object that belonged to more than 1 group. | |

Part 2 – Action!

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

Part 3 – Consolidation!

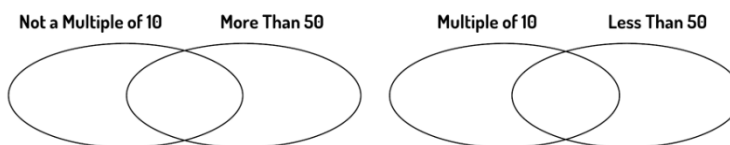
- Exit Cards
- Quizzes
- Reflection
- And More!

SORTING DATA – VENN/CARROLL DIAGRAMS

11 60 51 40 73 25 10 80

Sort the numbers into the Carroll diagram and Venn Diagram.


| | Less Than 50 | More Than 50 |
|----------------------|--------------|--------------|
| Multiple of 10 | | |
| Not a Multiple of 10 | | |






Ontario Math Curriculum

Data Literacy & Probability – Grade 2



TALLY MARKS



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

| Ways of getting to school | # of Students | Tally |
|---------------------------|---------------|-------|
| Walking | 7 | |
| Car | 16 | |
| Bus | 14 | |
| Bike | 13 | |

||||| |||

|||||

||||| |||

||||| |||

||||| |||

||||| |||

TALLY MARKS

Use the data about books in a school's library. Use it to fill in the table below showing only two attributes.

| How often the book is used? | Type of Books | | | |
|-----------------------------|---------------|-------------------|----|----|
| | Story Books | Information Books | | |
| Used a lot | | | 9 | 3 |
| Used sometimes | | | 5 | 10 |
| Used a little | | | 7 | 12 |
| | | | 13 | 14 |

What is the mode of the data in the tables below?

| Favourite Lunch Food | |
|----------------------|------------|
| Food | # of votes |
| Sandwich | 12 |
| Pizza | 15 |
| Macaroni | 10 |
| Pasta | 8 |
| Mode | |

| Favourite Drink | |
|-----------------|------------|
| Drink | # of votes |
| Water | 8 |
| Milk | 12 |
| Juice | 9 |
| Smoothie | 12 |
| Mode | |

| Best Ice-cream Flavour | |
|------------------------|------------|
| Flavour | # of votes |
| Vanilla | 6 |
| Chocolate | 14 |
| Mint | 11 |
| Caramel | 7 |
| Mode | |

| Season | |
|--------|------------|
| Season | # of votes |
| Winter | 16 |
| Summer | 20 |
| Autumn | 13 |
| Spring | 18 |
| Mode | |

Milk

Chocolate

Milk, Smoothie

Smoothie

Summer

Pizza



Ontario Math Curriculum

Data Literacy & Probability – Grade 2

CONCRETE GRAPHS

Answer the questions about the concrete graph.

Grade 2's Favourite Superhero Character

| Superhero | Superman | Batman | Spiderman | Hulk |
|-----------|----------|--------|-----------|------|
| Tally | | | | |
| Frequency | 4 | 6 | 5 | 3 |

Survey Question: Who is your favourite superhero character?

1) Who is the most popular superhero character?

2) Who is the least popular superhero character?

3) What is the mode?

Superman Batman Spiderman Hulk

LINE

Answer the questions and fill the tally and frequency table.

| Category | Reading | Drawing | Gaming | Playing Outside |
|-----------|---------|---------|--------|-----------------|
| Tally | | | | |
| Frequency | | | | |

1) Which hobby was chosen by the fewest students?

2) How many more students chose gaming than reading?

3) What is the mode of the data?

4) Order the hobbies from the least to the most popular.

Reading Drawing Gaming Playing Outside

Toy Cars Owned

Each car equals 1 vote

| Leo | Alex | Bob | Steve | Bruce |
|-----|------|-----|-------|-------|
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

1) Who owns the **fewest** toy cars?

2) How many more toy cars does **Bob** have than **Alex**?

3) How many toy cars do **Steve** and **Leo** have together?

4) What is the total number of toy cars owned by **all the friends**?

4) Put the kids in order from the fewest toy car owner to the most.



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Ontario Math Curriculum

Algebra - Patterns, Equations - Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to identify and describe patterns so we can understand how they repeat and change in everyday life.

Creating Repeating Patterns - Shape Colour

Drag the corresponding-coloured shapes from the shape bank to create repeating patterns. The first one is done for you.

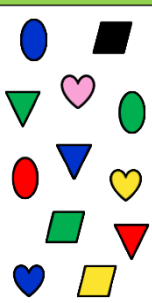
1) Red Blue Green Red Blue Green Red Blue Green Red Blue Green

2) Black Yellow Green Black Yellow Green Black Yellow Green Black Yellow

3) Blue Red Green Blue Red Green Blue Red Green Blue Red Green

4) Yellow Blue Pink Yellow Blue Pink Yellow Blue Pink Yellow Blue Pink Yellow

SHAPE BANK



Part 2 – Action!

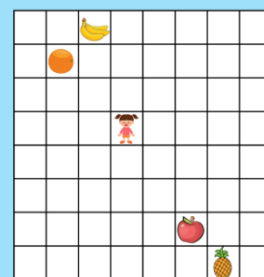
- Writing
- Matching
- Drag and Drop
- Drawing
- And More!

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

EXIT CARD - QUESTIONS

- | | |
|--|--|
| 1) Abby moves up 2 and left 2. Which fruit will she have? | |
| 2) Abby moves down 4 and right 3. Which fruit will she have? | |
| 3) Abby moves up 3 and left 1. Which fruit will she have? | |
| 4) Abby moves right 2 and down 3. Which fruit will she have? | |

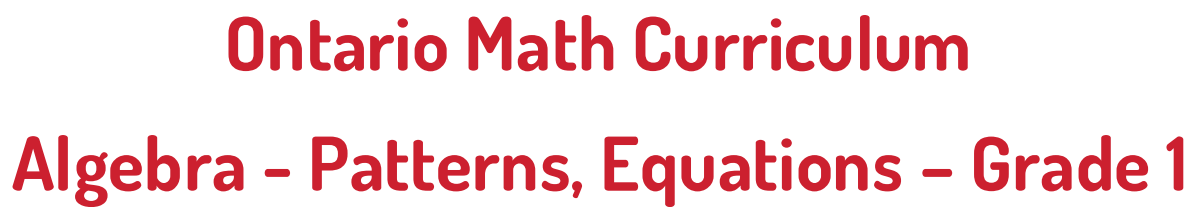


Banana

Pineapple

Orange

Apple



Pattern Cores - 4 Elements

Core = Part that repeats - Circle the pattern core in each pattern.

1)

2)

3)

4)

5)

he shapes from the
ns below with three more shapes

Ex 4

Drag the shapes from the patterns below with three more shapes.

5)

1)

2)

3)

4)

5)



Ontario Math Curriculum

Algebra - Patterns, Equations - Grade 1

Repeating A/B Patterns

Drag and label the A/B patterns below and extend the pattern with 4 more objects.

1) 