



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 Science Curriculum Earth Systems Unit – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

SUDDEN VS GRADUAL CHANGES TO EARTH



LEARNING GOAL

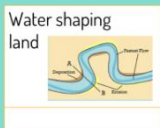
We are learning to understand sudden and gradual changes to Earth so we can explain how the land can change quickly or slowly over time due to natural forces.

SUDDEN OR GRADUAL CHANGES?

Drag the boxes into the correct box to show whether the change happens **suddenly** or **gradually**.

Sudden Change

Gradual Change



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Consolidation – Exit Card

After learning about sudden and gradual changes to Earth, answer the multiple-choice questions below.

A

B

C

Question	A	B	C	Answer
1) What does "sudden change" mean?	A change that happens slowly	A change that happens very fast	A change that never happens	
2) Which of these is a sudden change to Earth?	Wind shaping rocks	An earthquake	Water slowly moving sand	
3) What does "gradual change" mean?	A change that happens all at once	A change that happens by accident	A change that happens slowly over time	
4) Which of these is a gradual change to Earth?	A volcano erupting	A landslide	Water shaping land	
5) Which force can slowly change the Earth over time?	Wind	Lava	Shaking ground	



Alberta Science Curriculum Earth Systems Unit – Grade 3

THE EARTH'S PLATES

Sort the following statements into two groups:

✓ The statement is correct

✗ The statement is incorrect

1) The Earth's crust is broken into large pieces called plates.	
2) Earth's plates never move. They always stay in one place.	
3) When plates push together, mountains can form.	
4) When plates move apart, the ground never changes.	
5) Some plates slide past each other, which can make the ground shake.	
6) All plate boundaries are the same and cause the same changes.	
7) Some plates are under the ocean.	
8) Transform boundaries happen when plates slide past each other.	

MOUNTAINS ARE FORMED

Write the names of the four mountain types by dragging the boxes to the correct places in the table.

Folded Mountain

Fault-Block Mountain

Upwarped Mountain

Volcanic Mountain

MATCH THE

	Valley
	Riverbed
	Delta



Alberta Science Curriculum Earth Systems Unit – Grade 3

DRAG & SORT: HELPFUL OR HARMFUL?

Drag each statement into the correct box: **Helpful** to the Earth or **Harmful** to the Earth (makes glaciers melt).

1) Turning off lights to save energy	
2) Leaving the car engine running	
3) Using buses or carpooling	
4) Throwing garbage on the ground	
5) Picking up litter	
6) Planting more trees	
7) Driving a car every day	
8) Riding a bike or walking	
9) Cutting down trees	
10) Recycling paper and plastic	

Helpful
Harmful

SPOT THE CONTRADICTIONS

Drag the ✓ to each statement that is true about landslides and the ✗ to each statement that is not true.

<input type="checkbox"/>	Heavy rain can make the ground too wet and cause a landslide.	<input type="checkbox"/>	Landslides can block roads and make it hard for people to travel.	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Landslides only happen on flat ground.	<input type="checkbox"/>	A tiny amount of water can cause a very big landslide.	<input type="checkbox"/>
<input type="checkbox"/>	Landslides can move rocks, dirt, and old trees down a hill.	<input type="checkbox"/>	Landslides only move soft soil, not rocks.	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Landslides can change how the land looks.	<input type="checkbox"/>	Landslides can fill up rivers and make new lakes.	<input type="checkbox"/>
<input type="checkbox"/>	All landslides move slowly and take many years to happen.	<input type="checkbox"/>	Earthquakes can shake the ground and start a landslide.	<input type="checkbox"/>

TRUE OR FALSE?

How does weathering change rocks. Decide if the statement is **True** or **False**.

1) Weathering only happens in winter.	
2) Weathering happens very quickly, like in a few minutes.	
3) Water freezing in cracks can make rocks break apart.	
4) Weathering means rocks break down into smaller pieces over time.	
5) Rocks can rub against each other and wear down.	
6) Chemicals in rain can cause rocks to break down.	
7) Weathering makes rocks get bigger and sharper.	
8) Abrasion is when rocks bump or scrape against each other.	
9) Weathering can happen because of wind, water, or ice.	

True
False



Google Slides Lessons Preview





Alberta Science Curriculum Matter Unit – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

RAW MATERIALS



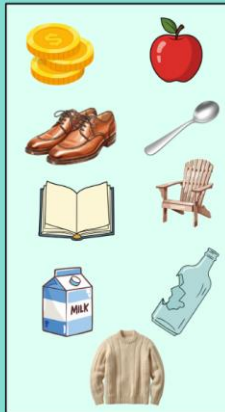
LEARNING GOAL

We are learning to **understand** what raw materials are and where they come from so we can **identify** different types of raw materials and explain how they are used in our everyday lives.

Where Did It Come From?

Drag each object into the correct box to show where it comes from: Plant, Animal, or Mined.

Plant	Animal	Mined



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Consolidation – Reflection



Read each set of three statements. Two statements are true and one is a lie. Drag to the lie in each set.

Glass is found growing on trees.
Some raw materials come from plants.
Milk comes from animals.

Raw materials come from nature.
Wood is a raw material.
A chair is a raw material.

Some raw materials come from underground.
All raw materials are made in factories.
Metal can be a raw material.



Alberta Science Curriculum Matter Unit – Grade 3

PHYSICAL OR CHEMICAL CHANGE

Read each sentence. Decide what type of change is happening. Drag **Physical Change** or **Chemical Change** into the box.

1) Paper is folded to make a paper airplane.	
2) Wood is cut into smaller pieces.	
3) Cake batter is baked into a cake.	
4) A piece of metal rusts over time.	
5) Milk turns sour and smells bad.	
6) Paper is torn into strips.	
7) Oil is changed into plastic.	
8) Chocolate melts when it is heated.	
9) Cotton fibres are spun into fabric.	

Physical Change
Chemical Change

INDIGENOUS USE OF TREES AND ROCKS

Draw a line to match each cause with the correct effect. Think about how Indigenous peoples used trees and rocks in their daily lives.

Cause	Effect
Indigenous peoples used trees to make canoes.	They became tools for cutting and scraping.
Trees were cut and shaped carefully.	Tools and shelters were made.
Dry wood was used.	Nature was respected and used wisely.
Sharp rocks were shaped.	They could travel on water.
Rocks were stacked to make Inukshuks.	People could find directions and important places.
Trees and rocks were not wasted.	People could make fire for warmth and cooking.

Sort the

Drag each picture into the correct box to show its state of matter.

Solid	Liquid	Gas

Smoke
Milk
Air
Steam



Alberta Science Curriculum Matter Unit – Grade 3

SPOT THE STATES OF MATTER: SOLID, LIQUID, OR GAS?

Drag the ✓ to each statement that is true about solids, liquids, or gases. Leave the ✗ on statements that are not true.

<input type="checkbox"/>	Solids keep their own shape.	<input type="checkbox"/>	Water is a liquid.
<input type="checkbox"/>	Liquids take the shape of the container they are in.	<input type="checkbox"/>	Air is a solid.
<input type="checkbox"/>	Solids can be poured like water.	<input type="checkbox"/>	A desk is a solid.
<input type="checkbox"/>	Liquids always keep the same shape.	<input type="checkbox"/>	Steam is a gas.
<input type="checkbox"/>	Gases have a fixed shape.	<input type="checkbox"/>	Rocks can flow like liquids.
<input type="checkbox"/>	Gases spread out to fill the space around them.	<input type="checkbox"/>	All matter is the same state all the time.

✓
✗

Sequence It.

Drag the steps into the correct order to show how snow forms.

Ice forms on roads, trees, and sidewalks

Snow melts into rain as it falls

Rain hits very cold ground

Snow falls from the clouds

Drag and Drop Here

Match each statement to a change of state.

1) Water in a puddle slowly disappears on a warm day.	<input type="checkbox"/>
2) Water drops form on the outside of a cold glass.	<input type="checkbox"/>
3) Frost forms on a window on a cold morning.	<input type="checkbox"/>
4) Dry ice changes directly into gas.	<input type="checkbox"/>
5) Wet clothes dry outside in the sun.	<input type="checkbox"/>
6) Water vapour in the air turns into tiny water drops.	<input type="checkbox"/>
7) Snow or frost forms from water vapour in very cold air.	<input type="checkbox"/>
8) A liquid turns into a gas when it warms up.	<input type="checkbox"/>

Condensation

Deposition

Evaporation

Sublimation



Google Slides Lessons Preview





Alberta Science Curriculum Living Systems – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

TYPES OF CONSUMERS

LEARNING GOAL

We are learning to **understand different types of consumers** so we can **identify and explain the difference between herbivores, carnivores, and omnivores based on what they eat.**

HERBIVORES, CARNIVORES, OMNIVORES

Read each sentence. Decide what type of consumer the animal is. Write **Herbivore**, **Carnivore**, or **Omnivore** in the box.

1) A bear eats berries and fish.	
2) A rabbit eats leaves and carrots.	
3) A deer eats plants and grass.	
4) A cow eats grass and plants.	
5) A lion eats other animals.	
6) A chicken eats seeds and worms.	
7) A wolf hunts and eats meat.	
8) A shark eats fish.	
9) A raccoon eats fruit and small animals.	

Herbivore Carnivore
Omnivore

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Consolidation - Reflection

Complete these sentences to reflect on what you learned about types of consumers. Use what you know about what animals eat.

- 1) I learned that _____ are animals that eat plants only.
- 2) An _____ is an animal that eats both plants and animals.
- 3) A _____ gets its energy by eating other animals.
- 4) One animal that is a herbivore is a _____.
- 5) One animal that is an omnivore is a _____.
- 6) Knowing what animals eat helps me understand _____.

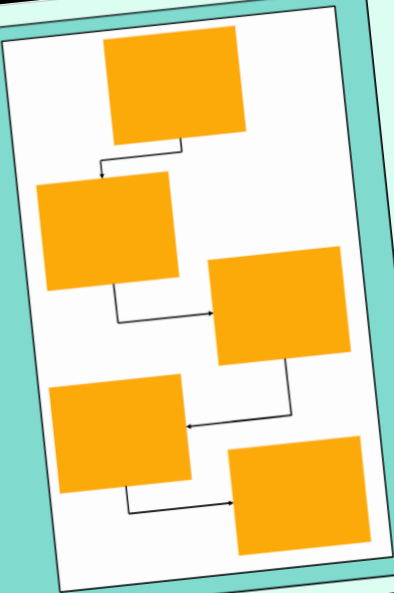


Alberta Science Curriculum

Living Systems - Grade 3

Build a Food Chain

Drag the pictures to build one food chain. Start with the sun and place each picture in the correct order to show how energy moves.



WHAT HAPPENS TO PLANTS WHEN THEIR ENVIRONMENT CHANGES?

Read what happens to the plant on the left. Draw a line to match it with the result to the plant on the right.

What Happens to the Plant?

- 1 A plant is placed near a window
- 2 A plant does not get enough water
- 3 A plant is touched often
- 4 A seed is watered
- 5 Gravity pulls on a growing plant

What Is the Result?

- A A. Roots grow downward into the soil
- B B. The plant bends toward the light
- C C. The plant may droop or stop growing well
- D D. Leaves may close or move
- E E. The seed begins to sprout

Migrate

Drag each animal into the correct box to show how it survives in cold weather: Migrate or Hibernate.

Migrate	Hibernate



Alberta Science Curriculum Living Systems – Grade 3

PLANT OR NOT A PLANT?

Look at each item. Drag a "Plant" if it comes from a plant, or a "Not A Plant" if it does not come from a plant.

	Plant	Not A Plant

RESPECT FOR PLANTS

Look at each action. Drag a thumbs up if it shows respect for plants.

WHERE OUR FOOD COMES FROM

Food comes from many places. Most of the food we eat comes from . Farmers grow food on , in greenhouses, and in home gardens. Plants need sunlight, water, and soil to . Some food is grown close to where we live. This is called food. Buying local food helps our and keeps food fresh.



Google Slides Lessons Preview






Alberta Science Curriculum Energy Force Unit – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

FORCES - PUSH AND PULL



LEARNING GOAL

We are learning to **understand** how forces like pushes and pulls can make objects move, stop, or change direction so we can **explain** how things move in our everyday lives.

Push or Pull? Let's Sort It Out!

Drag each picture card into the correct box: **Push** or **Pull**. Think about whether the object is being moved away from you or toward you.

Push	Pull




Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!



Consolidation – Exit Card

After learning about sudden and gradual changes to Earth, answer the multiple-choice questions below.

A

B

C

Question	A	B	C	Answer
1) What does "sudden change" mean?	A change that happens slowly	A change that happens very fast	A change that never happens	
2) Which of these is a sudden change to Earth?	Wind shaping rocks	An earthquake	Water slowly moving sand	
3) What does "gradual change" mean?	A change that happens all at once	A change that happens by accident	A change that happens slowly over time	
4) Which of these is a gradual change to Earth?	A volcano erupting	A landslide	Water shaping land	
5) Which force can slowly change the Earth over time?	Wind	Lava	Shaking ground	



Alberta Science Curriculum Energy Force Unit – Grade 3

SPOT THE CONTACT FORCE: TRUE OR FALSE?

Drag the ✓ to each statement that is true about contact forces. Leave the ✗ on statements that are not true.

<input type="checkbox"/>	A push or pull can make an object move.	<input type="checkbox"/>	Spring force happens when a spring is stretched or pressed.	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Contact forces happen when objects touch.	<input type="checkbox"/>	Friction makes it easier to slide on ice.	<input checked="" type="checkbox"/>
<input type="checkbox"/>	Friction helps slow objects down.	<input type="checkbox"/>	Applied force can be a push or a pull.	<input checked="" type="checkbox"/>
<input type="checkbox"/>	You can pull something without touching it.	<input type="checkbox"/>	A loose rope has tension force.	<input type="checkbox"/>
<input type="checkbox"/>	Tension happens when a rope or string is pulled tight.	<input type="checkbox"/>	A spring has force even when it is not stretched or pressed.	<input type="checkbox"/>

WHAT CHANGES THE MOTION?

For each situation. Drag the correct label to show what changes or stops the motion.

A ball is rolled on the floor and slowly stops.

A ball is thrown up into the air and comes back down.

A toy car is pushed and keeps rolling on a smooth floor.

A bike slows down when the rider stops pedalling.

A leaf falls slowly through the air.

A parachute slows down as it falls from the sky.

Nothing Yet

Gravity

Air Resistance

Friction

BALANCED

Sort the following statements into two groups.

✓ The statement is correct ✗ The statement is incorrect

1) When forces are balanced, an object does not move.	<input type="checkbox"/>
2) An unbalanced force can make an object move or change direction.	<input type="checkbox"/>
3) A book sitting still on a table has balanced forces.	<input type="checkbox"/>
4) Balanced forces always make objects move faster.	<input type="checkbox"/>
5) If one force is stronger than the other, the forces are unbalanced.	<input type="checkbox"/>
6) Tug-of-war with equal pulling on both sides is an example of unbalanced forces.	<input type="checkbox"/>
7) Unbalanced forces can change how fast an object moves.	<input type="checkbox"/>
8) Balanced forces mean there are no forces acting at all.	<input type="checkbox"/>



Alberta Science Curriculum Energy Force Unit – Grade 3

DRAG & SORT: STRONG OR WEAK FORCE

Read each sentence. Decide what type of force they would use. Drag **Strong Force** or **Weak Force** in the box.

1) Bulldozer pushing dirt	
2) Petting a kitten	
3) Pushing a heavy box	
4) Picking up a feather	
5) Pushing a toy car	
6) Lifting a full backpack	
7) Kicking a soccer ball hard	
8) Turning the pages of a book	

Strong Force
Weak Force

Drag & Sort: Is It a Machine?

Drag each picture card into the correct box: **Machine** or **Not A Machine**. Think about whether the object can be used as a machine or not.

Machine	Not A Machine

Images to be sorted: bicycle, spoon, pulley, ramp, rocks, scissors.

How Easy to Move?

Use stars to show how easy each object is to move:
★ = Very easy to move and ★★★★★ = Very hard to move
