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Alberta Language Curriculum

Conventions And Vocabulary – Grade 7

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!

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

ungrateful	greatest	proceed
unceremonious	refugee	unorthodox
conceal	release	disease
unwarranted	unease	volunteer
employee	unhindered	beneath
unfathomable	engineer	demean
unknown		pioneer

Prefix Un-

Drag each word to the basket if it is a real word with the prefix Un-.
Drag it to the bin if it is not.

- | | | |
|------------|------------|---------|
| Unit | Unfinished | Uniform |
| Unwrap | Until | Unfair |
| Unicorn | Unusual | Unkind |
| Unclear | Unhappy | Unite |
| Understand | Undo | Unable |



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. ✓



- The disease spread through the town.
- The refugee crossed the border safely.



- The pioneer explored new lands alone.
- The employee arrived early for work.



- The runner moved unhindered forward.
- She achieved her greatest goal today.



- The engineer repaired the broken bridge.
- The path led into the unknown.



- The treasure lay beneath the sand.
- He sounded ungrateful after the gift.



- They will proceed with the plan.
- The volunteer helped during the storm.



Alberta Language Curriculum Conventions And Vocabulary – Grade 7

ANSWER SLIDE

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. <input type="checkbox"/>	<input type="checkbox"/> The lightning lit up the entire sky.
Right on time. <input type="checkbox"/>	<input type="checkbox"/> He tripped and fell to the ground.
Nervously hesitating. <input type="checkbox"/>	<input type="checkbox"/> The bus arrived just as the bell rang.
In a flash. <input type="checkbox"/>	<input type="checkbox"/> He was afraid to start too early or act too soon.
With all her strength. <input type="checkbox"/>	<input type="checkbox"/> He could have won the race.
So close to the finish line. <input type="checkbox"/>	<input type="checkbox"/> They stopped and looked down at the ocean below.
At the edge of the cliff. <input type="checkbox"/>	<input type="checkbox"/> She pushed the heavy door open.
Before the sun rose. <input type="checkbox"/>	<input type="checkbox"/> The farmer was already working in the field.
For the very first time. <input type="checkbox"/>	<input type="checkbox"/> She performed on stage in front of an audience.

Word Search

Use the clues to help you make the words!

Word Search Grid:

a	e	x	s	u	c	r	n	i	r	a	t
g	a	t	n	a	r	t	a	p	r	c	e
e	e	k	c	r	s	e	c	r	e	e	i
n	r	f	e	a	d	c	m	r	a	m	g
o	n	r	r	e	o	r	n	e	t	c	l
f	e	r	a	o	e	d	i	c	e	r	
r	e	c	e	r							

Conjunctive Adverbs

Choose the correct word to fill in the blank and complete each sentence.

The library was closed; _____, we studied at home. instead likewise therefore meanwhile	She enjoys drawing; _____, she loves painting. likewise however instead otherwise
He did not revise for the test; _____, his mark was low. meanwhile however as a result likewise	He dislikes spicy food; _____, his brother enjoys it. consequently therefore instead however
I wanted to go skating; _____, the ice was unsafe. meanwhile therefore however likewise	The storm ended suddenly; _____, the sun came out. likewise afterward therefore instead
The rules were clear; _____, problems happen. otherwise therefore instead meanwhile	The bus was delayed; _____, students waited patiently. consequently therefore instead meanwhile
The road was icy; _____, cars slowed. however consequently instead meanwhile	She forgot to set her alarm; _____, she arrived late to school. instead as a result however meanwhile

Alberta Language Curriculum Conventions And Vocabulary – Grade 7

Prefix In-

Unscramble the letters and drag them into the boxes to spell the words below that begin with the prefix "In-."

□ □ □ □ □ □

q i a u n e l

□ □ □ □ □ □

v i e a n t i c

□ □ □ □ □ □

i t s n u c i e i

□ □ □ □ □ □

l i r n e n a t

□ □ □ □ □ □

q n y t i u e

□ □ □ □ □ □

b n i l a i t y i

□ □ □ □ □ □

p c a n i a l b e

□ □ □ □ □ □

i l a m n f r o

□ □ □ □ □ □

d c i n e n t e

Imperative

Read each sentence. Decide if it is **Imperative** or **Not Imperative**. Drag the sentence into their categories.

Imperative	Not Imperative

Pass me the pencil, please.

The cat is sleeping on the bed.

Could you help me carry this box?

He was hungry, so he made a sandwich.

Kindly pass me the pencil.

How old are you?

Could you pass the salt, please?

The sun is shining brightly.

Don't run in the hallway.

Let's have dinner tonight.

Declarative Sentences

Read all the sentences on the right. Choose only the declarative sentences. Drag each declarative sentence to the picture it matches.



□ □ □ □ □ □



□ □ □ □ □ □



□ □ □ □ □ □



□ □ □ □ □ □



□ □ □ □ □ □



□ □ □ □ □ □

My mom is cooking dinner.

We are playing soccer in the park.

Go play soccer in the park.

Is the cat sleeping on the chair?

Water the flowers in the garden.

The cat is sleeping on the chair.

Are we playing soccer in the park?

Listen to the barking dog.

He drinks a glass of milk every day.

Is my mom cooking dinner?

Why is the dog barking loudly?

The dog is barking loudly.

The flowers are growing.

Drink a glass of milk every day.



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Alberta Language Curriculum Reading Comprehension – Grade 7

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 understand different reading comprehension strategies so we can make connections, ask questions, make inferences, predict outcomes, and visualize ideas to better understand what we read.



Mental Rehearsal – Visualization Activity

Read each short situation carefully. Then, imagine it in your mind and answer the quick question that follows.

Situation	Question	Answer	
1) You're about to present a science project to your class. You take a deep breath and picture yourself speaking clearly and smiling.	How do you feel in your mental rehearsal?		Deep Breathing
2) You're visualizing playing in a big soccer game. You imagine scoring a goal.	What action did you imagine?		Scoring
3) You close your eyes and imagine performing a song on stage while everyone claps.	What do you hear?		Positive
4) You picture yourself before a test, breathing slowly and focusing on each question.	What are you doing to stay calm?		Success
5) You imagine helping a friend give their presentation by encouraging them.	What kind of thought is this?		Confident
6) You see yourself finishing a challenge successfully.	What is the main goal of this mental rehearsal?		Applause

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.

Emma spends a weekend at her grandfather's lighthouse on a rocky point. Thick fog wraps the harbour; the horn blows every thirty seconds. The air smells of salt and kelp. Waves slap the stones. Grandpa polishes the glass, and the red beam sweeps the grey. The radio crackles: "...low battery...north buoy..." then silence. Emma notices gulls gone quiet and the barometer needle low. In the boathouse, coils of rope and bright lifejackets hang ready. Grandpa checks the tide chart and circles midnight. He asks Emma to keep the log while he tests the backup lamp. Through the window she spots a faint shape near the bell buoy. It drifts, then jerks sideways. The horn sounds again, longer, and Emma wonders who is out there.



Consolidation – The Lighthouse in Fog

- 1) Making Connections** – (1) How does this scene connect to something you know—an adventure story, or a similar thing you've faced? (2) Name a real event or story about a rescue or warning at sea. How is it similar?
- 2) Questioning** – (1) What how/why question would you ask about the radio message "...low battery... north buoy..."? (2) What is one more need-to-know question you have about the faint shape near the bell buoy?
- 3) Visualizing** – Describe the scene using three senses (sight, sound, smell). Quote the trigger words.
- 4) Prediction** – (1) What do you predict might happen by midnight, when the tide changes? Why? (2) Who or what do you predict the faint shape could be? Explain your best reason.
- 5) Inference** – What can you infer about the weather that is coming? Use two clues.



Consolidation



Alberta Language Curriculum Reading Comprehension – Grade 7

Implicit or Explicit?

Read each statement carefully. Decide if the writer's message is explicit or implicit. Drag "Explicit" or "Implicit" to show your answer.

Characteristic	Answer
1) Every student should take part in community service—it builds character.	
2) The new school schedule is great—it finally gives us enough time for lunch.	
3) The art club's mural makes the hallway look so much brighter.	
4) I guess some people think cleaning up after themselves is optional.	
5) It's strange how some teachers never seem to notice when the Wi-Fi stops working.	
6) I can't say the cafeteria pizza is my favourite, but it's... interesting.	
7) Joining the robotics team was the best decision I made this year.	

Explicit

Implicit

Principle!

Answers can be used twice.

Text	Principle
Eli felt grateful while learning from his uncle.	
They returned the river to its clear flow, giving back to nature.	
Eli and his friends cleaned the river after the storm.	
Eli thanked the salmon and the river for their song.	
"Everything—water, people, animals—was part of one great circle."	
The salmon needed them, and they needed the salmon.	
Eli and his friends worked together to help the river.	
The storm reminded them how every part of nature affects another.	
Eli listened carefully and honoured his uncle's wisdom.	
Together, they created change that helped both people and nature.	

Principle Bank

- Reciprocity
- Interrelatedness
- Respect
- Reverence
- Synergy
- Holism
- Responsibility

Which Point of View Works Best?

After reading, answer choice questions by dragging the correct advantage or disadvantage of each point of view.


1) What is an advantage of Story 1?	2) What is a disadvantage of Story 1?
<input type="checkbox"/> Helps readers feel the character's emotions closely	<input type="checkbox"/> Gives away the ending too early
<input type="checkbox"/> Lets readers know everyone's thoughts	<input type="checkbox"/> Focuses only on one viewpoint
<input type="checkbox"/> Keeps the story distant and objective	<input type="checkbox"/> Uses too many pronouns
3) What is an advantage of Story 2?	4) What is a disadvantage of Story 2?
<input type="checkbox"/> Keeps the reader outside the story	<input type="checkbox"/> Some readers may dislike being told what to do
<input type="checkbox"/> Explains what all characters feel	<input type="checkbox"/> It never uses sensory details
<input type="checkbox"/> Pulls the reader directly into the adventure	<input type="checkbox"/> It hides the main character's goal
5) What is an advantage of Story 3?	6) What is a disadvantage of Story 3?
<input type="checkbox"/> Focuses on only one emotion	<input type="checkbox"/> Always uses second person
<input type="checkbox"/> Describes the whole scene clearly and calmly	<input type="checkbox"/> May feel less emotional or distant
<input type="checkbox"/> Uses "I" for personal connection	<input type="checkbox"/> Makes it hard to follow the plot



Alberta Language Curriculum Reading Comprehension – Grade 7

Character Symbol Sort

After reading, match each character to the symbolic meaning that best fits them. Think about what lesson the story might be teaching through these symbols.



The Garden of Mirrors – Symbolic Meanings	Answer	Character
Truth and self-reflection		Lila
Community and shared understanding		Rowan
Carelessness and growth through learning		The Mirrors
Confusion or ignorance		The Fog
Wisdom and forgiveness		The Villagers

Cause and Effect

Cause	Match with Effect
The science club researched the school's annual energy use.	
Construction started in early spring.	
The solar panels were finally completed.	
The school saved money on electricity.	

Effect	Match with Cause
The school board approved the project.	
Students felt proud and motivated to take part in green initiatives.	
Nearby schools started exploring solar energy options.	
The school hosted an environmental awareness week.	

The savings funded new equipment.
They discovered switching to solar could reduce costs by half.
The school celebrated its first week on renewable energy.
Students watched the installation and progress firsthand.
They were inspired by Lakewood's success with solar energy.
Extra funds from the savings made it possible.
The science club presented their findings to the principal.

Comparison Chart

Information into the Venn diagram. One circle is for Electric Cars, the other circle is for Gasoline Cars, the middle section is for things they share.

Fact Number	Feature
1	1 Uses rechargeable batteries
2	2 Produces exhaust fumes
3	3 Costs less to buy
4	4 Better for the environment
5	5 Needs charging instead of refueling
6	6 Can refuel quickly at a gas station
7	7 Quiet on the road
8	8 Depends on nonrenewable fuel
9	9 Both allow people to travel easily
10	10 Both offer comfort and convenience



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Alberta Language Curriculum Writing Unit – Grade 7

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to write clear paragraphs by using a strong topic sentence, supporting details, and a closing sentence so we can communicate ideas effectively.

Choose the Best Ending

Read each paragraph and draw a checkmark (✓) beside the ending that best completes the paragraph.

<p>School uniforms can improve learning focus. They cut down on outfit distractions. They also build a shared school identity.</p>	<p>Reading every day strengthens vocabulary. It exposes students to new ideas. It also trains the brain to concentrate for longer.</p>
<input type="checkbox"/> Uniforms can help students aim their attention at class.	<input type="checkbox"/> Libraries sometimes host weekend events.
<input type="checkbox"/> Some students like to design their own jackets.	<input type="checkbox"/> Daily reading supports both language growth and focus.
<input type="checkbox"/> Uniforms come in many fabrics these days.	<input type="checkbox"/> Paperbacks are easy to carry around.
<p>Regular exercise supports mental health. It releases endorphins that lift mood. It also strengthens the heart and muscles.</p>	<p>Responsible online behaviour keeps people safe. Limiting personal data protects privacy. Using respectful language builds trust.</p>
<input type="checkbox"/> Overall, exercise improves both body and mind.	<input type="checkbox"/> After all, some apps change their layouts often.
<input type="checkbox"/> Ultimately, sports stores can be crowded after school.	<input type="checkbox"/> In summary, screens can be too bright at night.
<input type="checkbox"/> In conclusion, many teams practise on weekdays.	<input type="checkbox"/> In conclusion, smart choices online protect relationships and information.

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Analyzing Paragraphs

Read each paragraph carefully and complete the boxes by writing the main idea, two supporting details, and the conclusion sentence.

<p>Clean water is one of the most valuable resources on Earth. People need it to drink and stay healthy. Farmers use water to grow crops that provide food for everyone. Clean rivers and lakes are also home to many fish and animals. Clearly, protecting our water supply is important for all life.</p>	<p>Main idea</p>	
	<p>Supporting Detail #1</p>	
	<p>Supporting Detail #2</p>	
	<p>Conclusion</p>	
<p>Technology has become an important part of our daily lives. We use computers and phones to communicate with friends and family. Students rely on the internet to research and complete schoolwork. Many jobs today also require basic computer skills. In short, technology connects people and makes work and learning easier.</p>	<p>Main idea</p>	
	<p>Supporting Detail #1</p>	
	<p>Supporting Detail #2</p>	
	<p>Conclusion</p>	



Alberta Language Curriculum Writing Unit – Grade 7

Parts of a Formal Letter – Drag and Match

Drag the parts of a formal letter into the ladder in the correct top-to-bottom sequence, then write the matching letter beside each definition.

- The day the letter is written, written below the sender's address.
- A polite greeting such as "Dear Sir/Madam".
- The address of the person receiving the letter, written below the date.
- A polite ending followed by the sender's name and signature.
- The address of the person writing the letter, placed at the top.
- The main message of the letter, usually written in paragraphs.

A	Sender's Address	D	Receiver's Address
B	Salutation	E	Date
C	Closing & Signature	F	Body

Story Writing Checklist

Read each item carefully and write a check mark (✓) beside the things you should do when writing a story

Character/ Setting	Main Body
Describe what your characters look like	Characters face an interesting problem
Write the story in bullet points	Explain how characters tackled the problem
Use only dialogue without any description	Add random fun facts to the story
Explain how your characters know each other	Included paragraphs to break up your story
Describe the setting using descriptive language	Write the entire story in one single sentence
Conclusion	Summary
End with "The End" as the only sentence	Include the main idea of the text
Introduce brand-new characters at the very end	Copy every single sentence from the text
Describe your characters' final feelings	Add your own opinions and feelings
Leave the reader with a strong message	Include only the most important details
Characters solve the problem in a realistic way	Include unrelated examples from other books

Identifying Character Traits



Honest	Lazy	Patient	Brave	
Careless	Reliable	Impatient	Kind	Hardworking

Read each passage carefully and drag the best word from the word bank that describes the character's trait.

1	Mia always helps her younger brother with homework, even when she is tired from school.	
2	Daniel never forgets to water the plants, feed the dog, or finish his chores before playing games.	
3	Aiden admitted to his teacher that he forgot to do his assignment, instead of making an excuse.	
4	Clara argued with her friends and kept all the snacks for herself during the picnic.	
5	Luke waited calmly for his turn at the doctor's office, even though the line was very long.	
6	Sarah studied late at night, woke up early, and still worked hard on her project.	
7	Ben ran into the storm to rescue his puppy, even though it was dangerous.	
8	Emily forgot to lock her bike and left her books outside in the rain.	



Alberta Language Curriculum Writing Unit - Grade 7

Redundant or Not? :Concise Word Choice

Circle Redundant if the phrase repeats the same idea and Not Redundant if it's clear and concise.

advance planning	Redundant	Not Redundant	financial aid	Redundant	Not Redundant
unexpected surprise	Redundant	Not Redundant	traffic report	Redundant	Not Redundant
early arrival	Redundant	Not Redundant	ATM machine	Redundant	Not Redundant
return back	Redundant	Not Redundant	electrical outlet	Redundant	Not Redundant
deep concern	Redundant	Not Redundant	merge together	Redundant	Not Redundant
completely finished	Redundant	Not Redundant	budget request	Redundant	Not Redundant

Match the Part

Read each description carefully, then match it with (A-F) into the box.

1	A short summary that tells what the report is about.	
2	The section that explains why the topic matters and gives background.	
3	The main part of the report where facts, data, and details are explained.	
4	Extra information like charts, graphs, or data tables.	
5	The final section that sums up the most important points.	
6	The list of books, websites, or sources used.	

A	Conclusion
B	Appendices
C	Abstract
D	References
E	Body
F	

Identifying Bias in a Source

Read each description carefully. Put an X if the source is **biased** and a ✓ if the source is **reliable**.

The article favours one side of an argument without giving the other side.	The content was reviewed by experts before being published.	✓	✗
The information is supported with clear facts and credible evidence.	The author only shares facts that support their own viewpoint.	✓	✗
The author uses emotional or exaggerated language to persuade readers.	The author's name or background is provided.	✓	✗
The source is connected to a group or company that benefits from the claim.	The source is mainly meant for entertainment, like satire or parody.	✓	✗
The author gives opinions but does not provide proof.	The article tries to convince readers to buy a product or service.	✓	✗
The website includes ads or sponsorships that match the message of the article.	The content shares many personal opinions instead of balanced facts.	✓	✗