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Ontario Language Curriculum Foundations of Language – 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!

ungrateful	greatest	proceed
uncharismatic	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 pioneer explored new lands alone.
	☐ The refugee crossed the border safely.		☐ The employee arrived early for work.
	☐ The runner moved unhindered forward.		☐ The engineer repaired the broken bridge.
	☐ She achieved her greatest goal today.		☐ The path led into the unknown.
	☐ The treasure lay beneath the sand.		☐ They will proceed with the plan.
	☐ He sounded ungrateful after the gift.		☐ The volunteer helped during the storm.

Ontario Language Curriculum

Foundations of Language – Grade 7

Suffix -Ing

Decide if the word with the Suffix -Ing makes sense.

Word	Makes Sense?
cooking	
drawing	
wing	
string	
thing	
thinking	
jumping	
ring	
playing	

Word	Makes Sense?
walking	
climbing	
bringing	
morning	
singing	
reading	
cleaning	
king	
sing	

Yes
No

Prefix Re-

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

Letters: 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 z e r e c e r n e p o l i r

Across

- 4) appear once more
- 8) examine carefully again
- 9) install once again
- 10) connect back again

Down

- 1) package again neatly
- 2) make something again
- 3) teach again properly
- 5) confirm once again
- 6) put in order again
- 7) think about again

Choose the correct word.

The speech was full of useless **drivel** **treasure** **drowsy** **treason**

It is wrong to **drivel** school rules on purpose.

traceable **drowsy** **transgress** **drivel**

He felt **drivel** after staying up too late.

treasure **undeniable** **drowsy** **drastic**

The explorers searched the island for hidden **driftwood** **drapery** **trifecta** **treasure**

To **transgress** the rules can lead to serious consequences.

transgress **treacherous** **drought** **interchangeable**

The package was **drowsy** **traceable** using a tracking number.

The package was **drought** **traceable** **drivel** **treason**

The soldier was accused of **drivel** **treason** **traceable** **drought** against his country.

His explanation sounded **questionable** **undeniable** **interchangeable** **trifecta** to the teacher.

Winning first place in three events was a **drapery** **treasure** **trifecta** **drivel**

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Week 9 - Vocabulary List

Draw a line to connect each word to match it with its correct meaning on the other side of the chart. Make sure every word is connected to the meaning that fits best.

twist around rules ☐	☐ irreversible	annoying or bothersome ☐	☐ obscure
very painful experience ☐	☐ circumvent	shiny shifting colours ☐	☐ surrender
make very frustrated ☐	☐ extraction	feeling of annoyance ☐	☐ irksome
set someone free ☐	☐ exonerate	open or spread ☐	☐ urgent
dig something out ☐	☐ exponential	needing quick action ☐	☐ adjourn
cannot be undone ☐	☐ expedite	give up control ☐	☐ irony
speed something up ☐	☐ exasperate	care and support ☐	☐ unfurl
take something out ☐	☐ excavate	hard to see ☐	☐ iridescent
small selected part ☐	☐ excerpt	opposite than expected ☐	☐ nurture
grow very fast ☐		end a meeting ☐	☐ irritation

Deep E

Read each sentence and match the highlighted word to its meaning: an action, an event, or a state of being.

Describes an action ☐

Describes an event ☐

States of being ☐

- ☐ The room **was** silent during the meeting.
- ☐ The meeting **occurred** after lunch.
- ☐ The parade **began** downtown at noon.
- ☐ He **feels** nervous about the exam.
- ☐ The accident **happened** on the highway.
- ☐ The class **watched** the movie quietly.
- ☐ She **runs** every morning before school.
- ☐ The answer **seems** correct.
- ☐ She **is** very excited today.
- ☐ He **builds** models after dinner.

Sentences

Choose only the declarative sentences. Write the sentence to the picture it matches.



My mom is cooking dinner.

Go play soccer in the park.

Water the flowers in the garden.

Are we playing soccer in the park?

He drinks a glass of milk every day.

Why is the dog barking loudly?

The flowers are growing.

We are playing soccer in the park.

Is the cat sleeping on the chair?

The cat is sleeping on the chair.

Listen to the barking dog.

Is my mom cooking dinner?

The dog is barking loudly.

Drink a glass of milk every day.



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Ontario 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.



Pick the Best Inferences



After reading the passage, read the sentences. Drag and drop stars to rate each sentence:
★★★★★ = Perfect inference (matches the letter best) and ★ = Weak inference (doesn't fit well)

Sentence	★★★★★
1) The class wants to keep e-waste out of landfills.	★★★★★
2) The repair shop will pay the school for the metals.	★★★★★
3) Many families have unused electronics at home.	★★★★★
4) Battery safety is a concern for the school.	★★★★★
5) The event time was chosen to avoid heavy gym traffic.	★★★★★
6) The drive will definitely last all afternoon.	★★★★★
7) Volunteers will be better prepared because students practised sorting.	★★★★★
8) Ms. Chen forced students to participate.	★★★★★

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.





Ontario Language Curriculum

Reading Comprehension – Grade 7

Exploring Cultural Elements

Each question asks which cultural element is being shown in part of the story. Choose the best answer from the three options provided. Put an X in the box for the correct answer.

A ☒ B ☐ C ☐

X

1) The people placing cedar branches by the doorway shows which cultural element?	2) The gathering inside the great roundhouse is an example of which cultural element?	3) The great roundhouse made from cedar logs and bark shows which cultural element?
☐ Art	☐ Values	☐ Architecture
☐ Architecture	☐ Ceremonies	☐ Rituals
☐ Rituals	☐ Dance	☐ Art
4) The dancers moving in circles with swirling ribbons represent which cultural element?	5) The painted masks and sand drawings in the roundhouse display which cultural element?	6) When people reflect on kindness, courage, and care for one another, they are expressing which cultural element?
☐ Ceremonies	☐ Art	☐ Ceremonies
☐ Values	☐ Rituals	☐ Values
☐ Dance	☐ Architecture	☐ Dance

My family went camping at Blue Lake Park, and it was amazing! We set up our tents near the campfire with a tarp. [] we could hear the gentle waves all night. The weather was chilly in the morning. [] we made hot chocolate to warm up. [] the rain started, Dad quickly covered the campfire.

My little brother tried fishing. [] the view was breathtaking. [] he didn't catch anything this time. We hiked up to a lookout point, [] we took some photos to remember the trip.

From, []
Nina

I realized spending time outdoors is one of my favourite ways to relax.

even if afterward so that where when although in the end

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.	



Ontario Language Curriculum

Reading Comprehension – Grade 7

“Similar or Different?” Venn Diagram Sort

Use the number label of the fact strips to sort information into the Venn diagram. Place each fact number in the correct circle. One circle is for Electric Cars, the other for Gasoline Cars, and the middle section is for things they share.

Electric Cars Shared Features Gasoline Cars

Fact Number	Fact
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

Read each poem. Put a ✓ if it is a haiku (5–7–5 beats). Put an X if it is not. Then, give short explanation of why you made your choice.

✓ X



Heartbeat races,
The ball goes up and time stops,
Swish the crowd goes wild.
Reason: _____

The rocket takes off,
Flames light up the endless sky,
Science meets the stars.
Reason: _____

My alarm clock rings,
I groan and pull up my sheets,
Monday wins again.
Reason: _____

Bag on the counter,
My stomach growls all day,
Crumbs won't save me now.
Reason: _____

	Emotional	Analytical	Persuasive
	Sarcastic	Reflective	Dramatic
		Descriptive	Critical
2) "Oh sure, another story about how friendships change over time. I could almost see myself in the character's shoes."			
3) "You have to read this! It's full of energy, powerful lessons, and unforgettable characters. Trust me — it's worth your time."			
4) "The author paints every scene so vividly that I could feel the cool mountain air and hear the rustle of the trees."			
5) "I was holding my breath by the last chapter! The tension was unbearable — my heart was racing the whole time."			
6) "The story structure is well-balanced, and the theme of resilience is supported by strong character development."			
7) "Every twist hit like a lightning strike! I gasped, cheered, and nearly shouted at the final page."			
8) "While the premise was promising, the pacing lagged, and the dialogue felt forced. It needed tighter editing."			



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Ontario Language Curriculum Composition (Writing) – 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.

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

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.	Main idea		
	Supporting Detail #1		
	Supporting Detail #2		
	Conclusion		
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.	Main idea		
	Supporting Detail #1		
	Supporting Detail #2		
	Conclusion		



Ontario Language Curriculum Composition (Writing) – 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

Purpose and Audience of Letters

Audience of Letters			
Think of emails you might want to send. Circle whether it should be formal or informal.			
Audience	Purpose	Formal or Informal	
		Formal	Informal
		Formal	Informal
		Formal	Informal
		Formal	Informal
		Formal	Informal
		Formal	Informal
		Formal	Informal
		Formal	Informal
		Formal	Informal

Quotation Detective: Fix the Sentences

Read each sentence, find the mistakes, and rewrite it correctly in the "Edited" box.

Original	I like cookies said Emma.	Original	"Can I borrow your pen asked Jake"
Edited		Edited	
Original	"what time is lunch?" asked Mia.	Original	"I love basketball he shouted."
Edited		Edited	
Original	David said "lets play soccer".	Original	Lily said my cat is cute.
Edited		Edited	
Original	"Do you want to go outside Sam?"	Original	The coach said "start running now."
Edited		Edited	



Ontario Language Curriculum Composition (Writing) – Grade 7

Spotting Bias in a Source

Read each statement 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.	



Finding Solutions



Problem

Your group is working on a science project, but two members are not participating and keep distracting others. What would you do to handle the situation?

Your close friend is upset with you because you accidentally shared something they told you in confidence. How can you solve this problem and rebuild trust?

You studied for a math test but still got a low score. You feel discouraged and embarrassed. What steps can you take to improve next time?

Some classmates are pressuring you to skip class and hang out with them. You don't want to disappoint your friends, but you also don't want to get in trouble. What should you do?

Word Search

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

☐ Limerick

☐ Narrative

☐ Sonnet

☐ Haiku

☐ Rhyming

☐ Free Verse

Find the poem types in the word search. Then, match each description by writing the correct type of poem on the lines provided.

A short, funny 5-line poem with rhythm and rhyme.

A poem with 14 lines that follows a rhyme pattern.

A short 3-line poem from Japan.

A poem that tells a story with characters and events.

A poem with no set pattern or rhyme.

Words sound the same at the end of lines.