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BC Math Curriculum Financial Literacy– Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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

Financial Literacy

Learning Goal

We are learning to **understand** what financial literacy means and how it helps us make smart decisions about earning, saving, spending, and sharing money, so we can **use** money wisely and plan for the things we need and want in the future.

Financial Literacy

Circle the words in the wordsearch

Interest	Debit
Invest	Loan
Credit	Profit
Loss	Finance
Asset	Earning
Liability	Cash

Wordsearch grid:

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

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Consolidation

Put the mark on the correct answer. ✓

Question	A	B
1) Which is a smart financial choice?	Spending all your allowance	Saving part of your allowance
2) Which of these shows using money wisely?	Buying the first thing you see	Comparing prices before buying
3) Why is financial literacy important?	It helps us make smart money choices	It helps us earn free money
4) What should you do before spending your money?	Spend it on things you want to have	Think about needs and goals
5) What does financial literacy help us understand?	How money works	How to play games
6) What happens when we learn to manage money wisely?	We make better financial decisions	We never need to save again



BC Math Curriculum Financial Literacy– Grade 5

Converting Dollars To Cents

Drag the correct cent amount to its matching dollar amount

\$2.20		\$2.06		\$5.40	
\$0.75		\$6.65		\$0.84	
\$1.45		\$5.93		\$7.03	
\$7.62		\$1.88		\$1.90	
\$3.45		\$9.75		\$2.25	

540¢	593¢	225¢	190¢	762¢	735¢
145¢	84¢	220¢	185¢	206¢	188¢
665¢	355¢	975¢	75¢	703¢	345¢

for each box.

		435¢	\$4.60
		\$6.40	\$2.50
		460¢	635¢
		465¢	640¢

Adding Up Canadian Bills

Miley has bills in her purse. Help her count them by completing these steps.

- 1) Sort the bills into piles.
- 2) Start by skip counting the bills that are worth the most.
- 3) Now count the next largest bill amount by adding on to your total. **Change the way you count by skip counting by that amount!**
- 4) Continue until all piles are counted.

Answer Bank

- \$455
- \$415
- \$445

Answer Bank



BC Math Curriculum Financial Literacy– Grade 5

Calculating Change Using \$1

Calculate the change for each purchase.

Money Used	Item Bought	Change Due
	 60¢	
	 35¢	
	 70¢	
	 55¢	



Adding Decimals

Read each word problem carefully. Solve it mentally, then write your answer.

Word problems	Answers
1) During recess, Emma buys a banana for \$2.30 and a bottle of water for \$1.40 from the school snack shop. How much does Emma spend altogether?	
2) Noah needs a few supplies for school. He buys a notebook for \$2.50 and a 30 cm ruler for \$4.10 . What is the total cost of the two school supplies?	
3) Sophia stops at a small café after soccer practice. She buys a sandwich for \$6.70 and a juice box for \$3.10 . How much does Sophia spend altogether?	
4) Liam goes to the movies with his family. His movie ticket costs \$11.40 , and he buys a bag of popcorn for \$7.50 . How much does Liam spend in total?	

1 2 3 4 5 6 7 8 9 0 .

Money Bank



		
\$15.50	\$6	\$16.80
		
\$14.60	\$28.50	\$2
		
\$2	\$6	\$8

- Drag 3 foods you would like to have for lunch?
- If you paid with a \$100 bill, how much change would you get?
- If you buy the three most expensive foods and pay with \$100, how much change will you get?



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BC Math Curriculum Statistics Unit – Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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

SAMPLING METHODS

Learning Goal

We are learning to **explain and compare different sampling methods**, so we can **collect data that fairly represents a population and understand why the way we choose a sample is important.**

DRAWING A DOUBLE BAR GRAPH

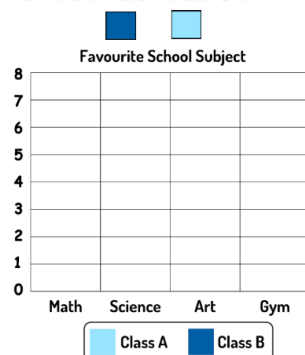
Two Grade 5 classes were asked which school subject they find most interesting. The result is listed below:

Class A: Math, Science, Math, Art, Science, Math, Science, Math, Art, Science, Math

Class B: Science, Gym, Math, Gym, Science, Art, Gym, Science, Math, Gym, Science, Art

Fill in the frequency table below. Then draw a double bar graph.

Subject	Class A	Class B	Total
Math			
Science			
Art			
Gym			



Part 2 – Action!

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

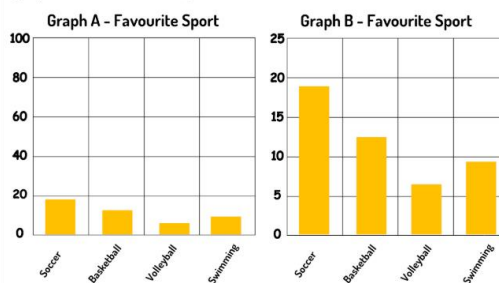
Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

FAVOURITE SPORT – EXAMINING SCALE

The two graphs below display the same data. Examine both graphs and answer the questions.

1 2 3 4 5 6 7 8 9 0



Questions	
1) What is the scale in Graph A?	
2) What is the scale in Graph B?	
3) Which graph uses more of the graph space?	Graph A Graph B
4) What is the largest value shown in the graphs?	
5) What scale would you use for this data?	



BC Math Curriculum Statistics Unit – Grade 5

TALLY MARKS

1 2 3 4 5 6 7 8 9 0

Fill in the table by drawing the tally marks based on the frequency



A teacher asked students what type of transportation they use to get to school. The tally marks were not recorded, but the frequencies are shown below. Help complete the table by drawing the tally marks.

Category	Bus	Car	Walk	Bike
Tally				
Frequency	22	22	13	18

Questions	Answer
1) How many students participated in the survey?	
2) Which type of transportation is the most common?	
3) How many more students travel by bus than walk?	
4) How many students travel by car and bike combined?	

What is the likelihood of the events happening?

Impossible

Certain

A basketball will hatch into a chick.



A week will have seven days.



You will sleep tonight.



A rock will suddenly turn into popcorn by itself.



Your dog will represent Canada at the next Olympics.



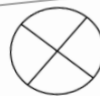
Snow will fall in the winter.



Mark half part of the shapes. Then write the fraction.



Fraction



Fraction



Fraction



Fraction



Fraction



Fraction

Write half of the numbers below in fraction.

1 2 3 4 5 6 7 8 9 0 /

Number	Half	Fraction
18		
24		
36		

Number	Half	Fraction
50		
64		
90		

Number	Half	Fraction
120		
144		
108		



Fraction	
Decimal	
Percent	

Fraction	
Decimal	
Percent	

Fraction	
Decimal	
Percent	





What is the probability of...	Fraction	Decimal	Percent
a) Spinning black			
b) Spinning green or red			
c) Spinning blue or orange or red			



What is the probability of...	Fraction	Decimal	Percent
a) Spinning red			
b) Spinning red or blue			
c) Spinning blue or green or black			



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BC Math Curriculum Measuring Unit – Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to use appropriate metric units to estimate and measure length so we can accurately determine and communicate the dimensions of various objects and spaces.



Telling Time – Digital Clocks

1 2 3 4 5
6 7 8 9 0

Drag the numbers to fill in the answers below – Hours, Minutes and Seconds.

1)		4)	
	Hours Minutes		Hours Minutes Seconds
2)		5)	
	Hours Minutes		Hours Minutes Seconds
3)		6)	
	Hours Minutes		Hours Minutes Seconds

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Measurement Word Problems

- 1) Paula and Gareth are running laps around the school field. Paula runs 2.6 km and Gareth runs 2,350 m. Who runs a longer distance?

- 2) Jenn jumped 259 cm and Chris jumped 3.01 m. Who jumped further?





BC Math Curriculum

Measuring Unit – Grade 5

Finding the Perimeter of Squares

Find the perimeter of the squares below. Drag the numbers to complete the equations.

1 2 3 4 5 6 7 8 9 0

 $__ + __ + __ + __ = __ \text{ cm}$	 $__ + __ + __ + __ = __ \text{ cm}$	 $__ + __ + __ + __ = __ \text{ cm}$
 $__ + __ + __ + __ = __ \text{ cm}$	 $__ + __ + __ + __ = __ \text{ cm}$	

What shape in squares? Drag the numbers to answer.

1 2 3 4 5
6 7 8 9 0

 Area: $__$ Squares	 Area: $__$ Squares	 Area: $__$ Squares	 Area: $__$ Squares
 Area: $__$ Squares	 Area: $__$ Squares	 Area: $__$ Squares	 Area: $__$ Squares

Calculate the area of the floor plan below.

Entrance	
Arcade Gaming	
Jumping Castle	
VR Section	
Go Karting Area	
Bowling Area	
Bathroom	



BC Math Curriculum

Measuring Unit – Grade 5

Telling Time – Digital Clocks

Drag the numbers to fill in the answers below – Hours, Minutes and Seconds.

	Hours	Minutes	Seconds
1)			
2)			
3)			
4)			
5)			
6)			

1 2 3 4 5
6 7 8 9 0

Telling Time – Quarter To or Quarter After

Is the time quarter to or quarter after? Drag your answer.

	Quarter To	Quarter After
1)		
2)		
3)		
4)		
5)		
6)		

Elapsed Time

	Start Time	End Time	How Much Time Has Passed?
5)	5:45	7:11	Hours Minutes
6)	1:05	12:26	Hours Minutes
7)	4:40	5:20	Hours Minutes
8)	1:00	3:27	Hours Minutes



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BC Math Curriculum Number Unit – Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to **identify the place value of digits in whole numbers** so we can read, write, and understand large numbers accurately.

Why Are We Learning This?

Imagine you're saving up for a new bike that costs \$1489. If you don't understand place value, you might think it's only \$148 and show up at the store with way too little money! Knowing place value helps you understand big numbers, so you can save, spend, and count your money like a pro!

Tlingit Counting Using Hands and People

Drag the numbers to determine what the symbols represent in Tlingit counting.

#	Symbols	Number
1		
2		
3		
4		
5		
6		

1 2 3 4 5
6 7 8 9 0



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Card – Writing Numbers



Write the following numbers on a piece of paper after they are read aloud.

- Ten-thousand eight hundred thirty-three
- Thirty-three thousand, eight hundred twenty-one.
- Three hundred seventeen thousand, seven hundred sixty-four.
- Six hundred forty-one thousand, two hundred fifty-nine
- Nine hundred sixty-eight thousand, three hundred fifteen.
- Seven hundred seventy-two thousand, six hundred eleven.
- Eight hundred thirty-seven thousand, five hundred thirty-nine.
- Four hundred eighty thousand, one hundred ninety-nine.



BC Math Curriculum Number Unit – Grade 5

Base Ten Blocks

Count the groups of blocks and write the total.

1 2 3 4 5
6 7 8 9 0

1000 100 10 1

16 723

52 324

39 456

88 479

greater than
equal to
lesser than

26 876 is
54 634 is
75 300 is
13 456 is
56 908 is
102 345 is
204 678 is
555 876 is

54 436
57 509
31 456
56 076
102 354
204 678
556 678



BC Math Curriculum Number Unit – Grade 5

Comparing Base Ten Blocks

Drag the correct sign between the number of base ten blocks.

Match the decimal numbers with the word descriptions.

123.05	One hundred sixty-seven and eight thousandths
14.9	One thousand eight hundred ninety and four tenths
167.008	One hundred twenty-three and five hundredths
56.222	One hundred seventy-nine and one hundred eight thousandths
1 890.4	Nine thousand nine hundred ninety-nine and one thousandth
6701.56	Ninety-three and forty-two hundredths
179.108	Fifty-six and two hundred twenty-two thousandths
9999.001	Six hundred and twenty-one thousandths
600.021	Fourteen and nine tenths
93.42	Six thousand seven hundred one and fifty-six hundredths

Writing

Match the decimal numbers with the word descriptions.

123.05	One hundred sixty-seven and eight thousandths
14.9	One thousand eight hundred ninety and four tenths
167.008	One hundred twenty-three and five hundredths
56.222	One hundred seventy-nine and one hundred eight thousandths
1 890.4	Nine thousand nine hundred ninety-nine and one thousandth
6701.56	Ninety-three and forty-two hundredths
179.108	Fifty-six and two hundred twenty-two thousandths
9999.001	Six hundred and twenty-one thousandths
600.021	Fourteen and nine tenths
93.42	Six thousand seven hundred one and fifty-six hundredths

#	Number 1	Sign	Number 2
1	0.5		0.57
2	2.34		4.2
3	0.932		0.88
4	4.587		4.58
5	45.758		54.758
6	35.300		35.3
7	115.89		114.989
8	345.562		543.26
9	848.08		848.80
10	962.105		962.105
11	5 403.456		5 304.654
12	8 769.894		8 769.489



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BC Math Curriculum Patterning & Equations – 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 describe repeating and growing patterns so we can understand how patterns work in math and in real-life situations.

Repeating Pattern Core

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

- 1) A sequence of 12 bottles: 6 pink, 6 orange.
- 2) A sequence of 12 eggs: 4 brown, 4 purple, 4 brown.
- 3) A sequence of 12 balls: 4 pink, 4 blue, 4 pink.
- 4) A sequence of 12 pencils: 4 brown, 4 white, 4 brown.

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Card

Answer the questions below on scrap paper and hand in.

- 1) Write the next 3 terms • ▲
▲ • ▲ • ▲ • ▲ • ▲ • ▲
Next 3 terms: _____, _____, _____
What is the pattern core? _____
- 2) Write the next 3 terms
2, 2, 4, 4, 4, 4, 6, 6, 6, 6, 2, 2, 4, 4, 4
Next 3 terms: _____, _____, _____
What is the pattern core? _____
Challenge: What will the 36th term be? _____



BC Math Curriculum

Patterning & Equations – Grade 5

Arithmetic Sequences - Subtraction

Fill in the boxes and blanks to complete the patterns to figure out the pattern rules.

#	PATTERN					RULE	
1)	56	54	52	50		Start at ____, then subtract ____ each time	
2)	40	36	32	28		Start at ____, then subtract ____ each time	
3)	88	80	72	64		Start at ____, then subtract ____ each time	
4)	115	105	95	85		Start at ____, then subtract ____ each time	
5)	85	78	71	64		Start at ____, then subtract ____ each time	

Number Patterns - 2s

Drag the numbers to complete the number patterns below.

1 2 3 4 5 6 7 8 9 0

85	87	89			
242	244	246			
495	497	499			

Drag the numbers to fill in the tables. The first one is done for you.

RULE = Add 4		RULE = Add 10		RULE = Add 6		RULE = Add 9		RULE = Add 3	
In	Out	In	Out	In	Out	In	Out	In	Out
12	16	35		26		0		14	
60	64	96		79		19		64	
224	228	343		112		41		219	
617	621	590		440		762		641	
825	829	763		953		875		799	



BC Math Curriculum

Patterning & Equations – Grade 5

Input / Output Table

Drag the numbers to fill in the tables. The first one is done for you.

1 2 3 4 5 6 7 8 9 0

RULE = Add 3	
In	Out
12	15
60	63
224	227
617	620
825	828

RULE = Add 7	
In	Out
53	
	107
344	
	529
770	

RULE = Subtract 8	
In	Out
30	
	91
112	
	550
602	

RULE = Multiply by 2	
In	Out
5	
	20
12	
	48
40	

RULE = Divide by 5	
In	Out
15	
	6
45	
	10
100	

T-Tables - Finding

Fill in the T-Tables by counting the blocks.

1)   

Figure	Term Value
1	
2	
3	
4	

2)   

Figure	Term Value
1	
2	
3	
4	

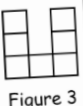
3)   

Figure	Term Value
1	
2	
3	
4	

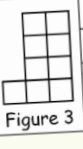
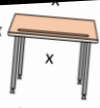
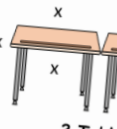
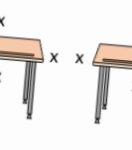
4)   

Figure	Term Value
1	
2	
3	
4	

1 Table 2 Tables 3 Tables

Term Number (Tables)	1	2	3	4	5	20
Term Value (Seats)						

How many people could sit with the following number of tables?

a) 15 tables b) 40 tables

3) How many tables are needed for the following number of people?

a) 120 people b) 280 people