



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





BC Math Curriculum Financial Literacy– Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

Needs Vs Wants

Learning Goal

We are learning to **identify and explain the difference between needs and wants**, so we can understand how people make smart choices about what to buy and what to save for.

Needs Vs Wants

Needs vs Wants

- **Needs** are things we must have to live and stay healthy.

Examples: food, water, clothes, and a place to live.

- **Wants** are things we would like to have, but we can live without them.

Examples: toys, video games, and new shoes when old ones still fit.

- We should always spend money on our **needs** first.
- Learning to tell the difference helps us make **smart choices** when buying things.



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Need Vs Want

Determine each item as "Need" or "Want".

☐ Need

☐ Want

Item Description	
1. Clean drinking water	☒ Need
2. Fast food burger and fries	☐ Want
3. A warm winter jacket	☒ Need
4. Newest video game	☐ Want
5. Basic school supplies	☒ Need
6. Expensive brand-name sneakers	☐ Want
7. Headphones for music	☐ Want
8. Trip to an amusement park	☐ Want
9. Fruits and vegetables	☒ Need
10. Clean clothes to wear	☒ Need
11. Toothbrush and toothpaste	☒ Need
12. Shoes for school	☒ Need
13. Safe place to live	☒ Need
14. Movie theatre popcorn	☐ Want
15. Ice cream sundae	☐ Want
16. Medicine when you're sick	☒ Need
17. Warm blanket for sleeping	☒ Need
18. Designer phone case	☐ Want
19. Fancy jewelry	☐ Want
20. Toy robot	☐ Want



BC Math Curriculum Financial Literacy– Grade 4

Spending and Saving

A bank pays you an extra (interest) \$10 for every \$100 you save.

Savings	Saving + Interest
1) \$400	\$440
2) \$600	\$660
3) \$800	\$880
4) \$1100	\$1210
5) \$2000	\$2200
6) \$2400	\$2640

\$480

\$840

\$2100

\$630

\$2440

\$1310

Safe

Risky

Putting money in a savings account to earn a little extra interest.

Buying lemonade ingredients to start a lemonade stand.

Buying trading cards hoping to sell them later for more money.

Buying garden seeds to grow and sell vegetables.

Buying a company's stock because you saw it in a social media ad.

Starting a pet-sitting business without any customers.

Buying craft supplies to make and sell bracelets.

Buying a shovel to earn money.

Investing

An investment pays you 3x the amount of money you invested (Principal)

Investment	Principal + Profit
1) \$450	
2) \$670	
3) \$300	
4) \$1220	
5) \$1500	
6) \$430	

\$3660

\$1290

\$480

\$640

\$1350

\$900

\$2150

\$4500

\$1440

\$2010



BC Math Curriculum Financial Literacy– Grade 4



Donating Wordsearch

Circle the words in the wordsearch

Donating	Charity
Help	Organization
Food	Money
Clothing	Goods
Services	Free
Volunteer	Recipient



LEAGFWBHD EXDTHPU
FDORGANIZATIONYB
ZGOSERVICESOHDNU
VOWNEIHLFREEYRBN
POKWAMPFOODHWEFD
EDCLOTHINGYOFEVY
LSZOFFIEOMTHZTEM
XRHTHTFNLWIVKNBT
PMXOJOJTGPRDOUGH
RECIPIENTYAMTLZI
FONSGUDMOOHBSOAV
TVFRLGCCKECEK VNS



Adding Up Canadian Bills

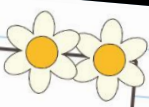
Hank has bills in his wallet. Help him count them by completing these steps.

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



Answer Bank
\$445
\$435
\$425

Answer Bank





\$18.35	\$36.20
\$93.25	\$126.55
\$18.55	\$35.20
\$92.25	\$127.25



Google Slides Lessons Preview





BC Math Curriculum Number Unit – Grade 4

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!



Place Value - How Many...

	Number	# of Thousands	# of Hundreds	# of Tens	# of Ones
1.	435				
2.	1 128				
3.	5 782				
4.	8 058				
5.	7 846				
6.	15 972				



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Solve...

My number has 6 thousands, 3 less hundreds than thousands, 2 ones, and 5 more tens than ones. What is my number?

Drag the base ten blocks below

Write the Number:





BC Math Curriculum Number Unit – Grade 4

Written Form

Draw A Line Matching The Standard Form To The Written Form	Standard Form
Two thousand three hundred thirty-six	2 368
Two thousand four hundred sixty-eight	2 333
Two thousand three hundred sixteen	2 468
Two thousand three hundred sixty-eight	3 368
Two thousand three hundred thirty-three	2 316
Three thousand three hundred sixty-eight	2 336

Th	H	T	O

- 1) 4 937 = _____
2) 4 9 37 = _____
3) 4 9 3 7 = _____

Fill in the blanks by writing the expanded form below

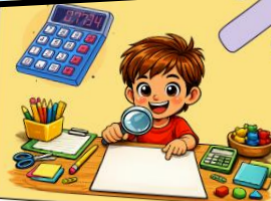
_____ + _____ + _____ + _____

Fill in the pattern below

4 937 , _____ , 4 957 , _____ , _____ , 4 987

Fill in the pattern below

4 937 , _____ , 5 137 , _____ , 5 337 , _____



Answer Bank

Thousands

Hundreds

Tens

Ones

Drag the correct sign between the

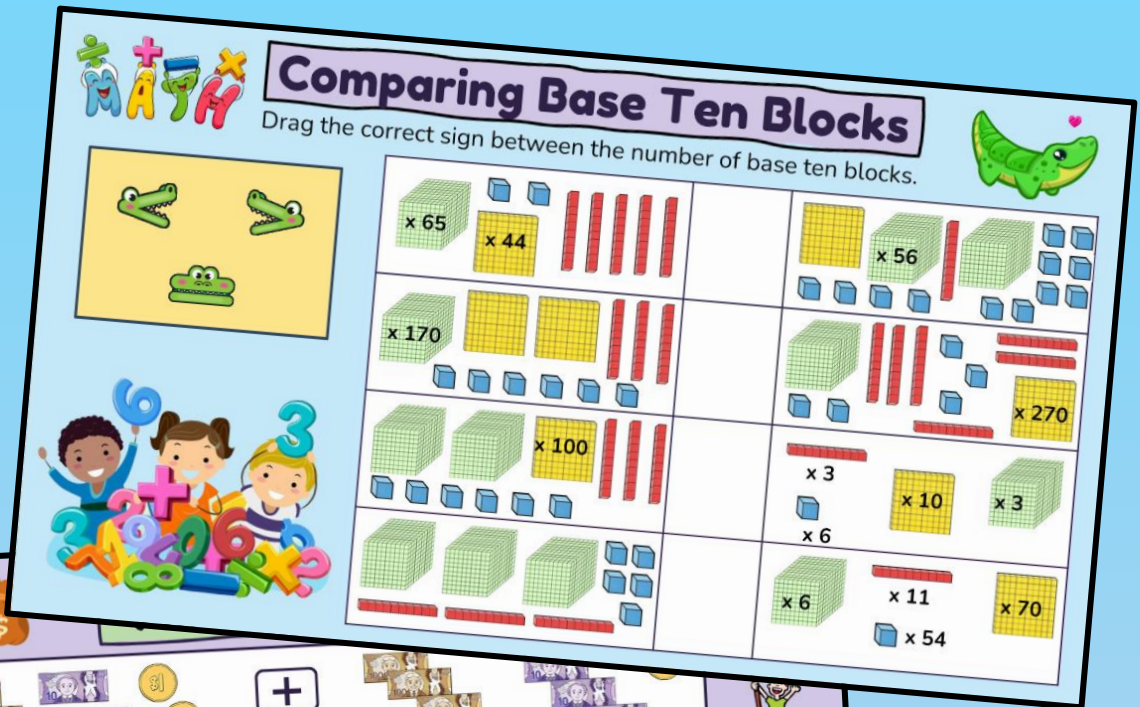
#	Number 1	Sign	Number 2
1	9 876		9 875
2	6 789		6 798
3	8 888		8 789
4	1 234		1 243
5	9 999		10 000
6	7 777		7 777

#	Number 1	Sign	Number 2
7	4 444		4 445
8	2 345		2 354
9	5 678		5 678
10	6 000		6 001
11	7 654		7 653
12	2 987		2 978

BC Math Curriculum Number Unit – Grade 4

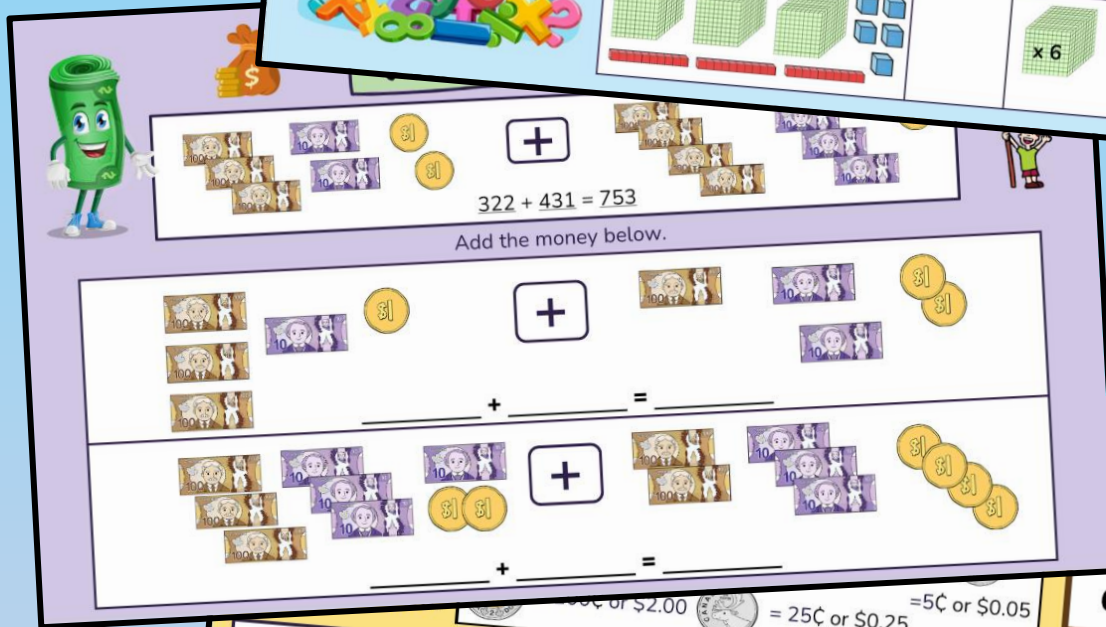
Comparing Base Ten Blocks

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



Add the money below.

322 + 431 = 753



Identify the value of the coins.

1) _____ ¢ or \$ _____

2) _____ ¢ or \$ _____

3) _____ ¢ or \$ _____

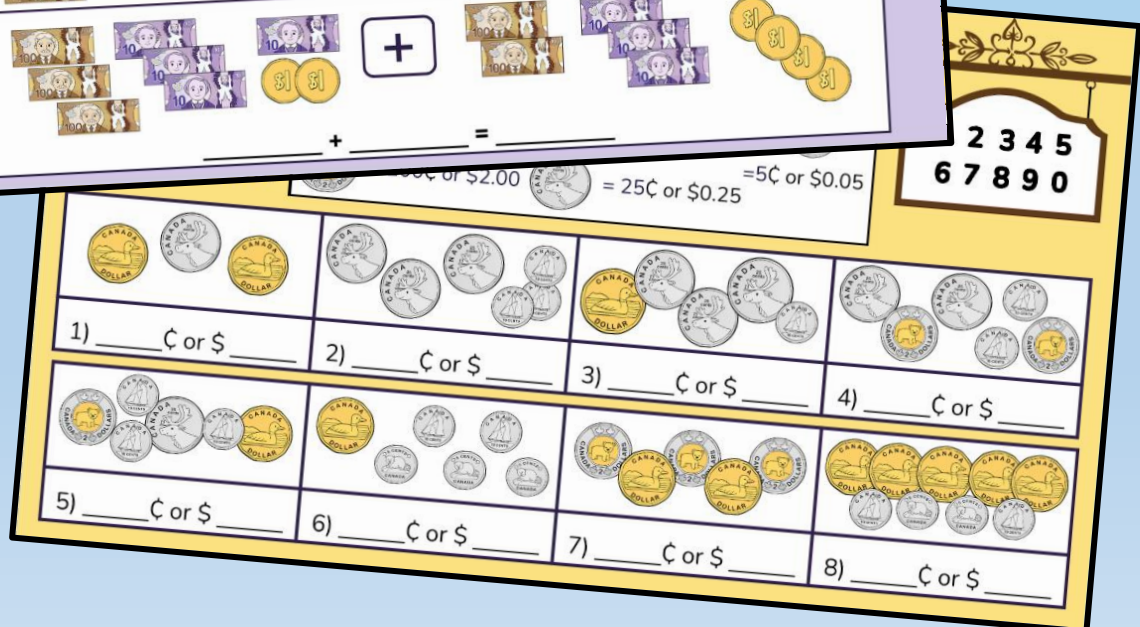
4) _____ ¢ or \$ _____

5) _____ ¢ or \$ _____

6) _____ ¢ or \$ _____

7) _____ ¢ or \$ _____

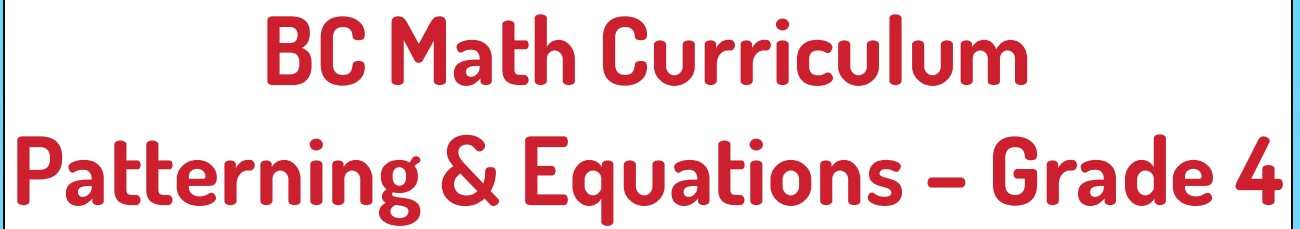
8) _____ ¢ or \$ _____





Google Slides Lessons Preview







EXIT CARD

How many shapes will be in the 3rd pattern?







1	2	3	4	5
6	7	8	9	0

ANSWER



BC Math Curriculum

Patterning & Equations – Grade 4

Decreasing Patterns-Word Problems

Drag the numbers to fill in the numerical sequences for the patterns below.

Olivia built a snowman, but each sunny day, some of the snow melted. She made a pattern to show how her snowman got smaller.

Day 1: 10 dots (2x5)
Day 2: 8 dots (2x4)
Day 3: 6 dots (2x3)
Day 4: 4 dots (2x2)
Day 5: 2 dots (2x1)

Numerical Sequence

1 2 3 4 5
6 7 8 9 0

Number Strings (2s)

Drag the numbers to complete the increasing patterns below.

1 2 3 4 5 6 7 8 9 0

1)	6	8	10	12						
2)	33	35	37	39						
3)	44	46	48	50						
4)	69	71	73	75						

Pattern Rule

Drag the numbers to continue the pattern according to the pattern rule.

#	PATTERN	RULE
1)	5 10 20	Multiply by 2
2)	2 8 32	Multiply by 4
3)	5 50 500	Multiply by 10
4)	3 9 27	Multiply by 3
5)	2 10 50	Multiply by 5



BC Math Curriculum

Patterning & Equations – Grade 4

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 5	
In	Out
53	
75	
443	
511	
940	

RULE = Subtract 6	
In	Out
62	
97	
211	
404	
539	

RULE = Multiply by 3	
In	Out
1	
3	
5	
11	
20	

RULE = Divide by 2	
In	Out
10	
16	
22	
100	
180	

Word Problem

The Grade 5 class is collecting bottles for recycling. They collect bottles for 5 days. The total number of bottles collected each day is shown below:

40, 80, 120, 160, 200

a) How many bottles were collected on Day 3?

b) How many bottles were collected on Day 5?

c) How many bottles would they collect on Day 12?

1 2 3 4 5 6 7 8 9 0

Term Number (Day)	Term Value (Bottles)

Squares

1 Square 2 Squares 3 Squares

Term Number (Squares) **Term Value (# of toothpicks)**

Term Number (Squares)	1	2	3	4	5	20
Term Value (# of toothpicks)						

1 2 3 4 5 6 7 8 9 0

How many toothpicks would be needed for...

a) 11 squares b) 35 squares

2) If you have exactly 34 toothpicks, how many connected squares can you build?



Google Slides Lessons Preview





BC Math Curriculum

Measuring Unit – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to use analog and digital clocks and timers to tell time in hours, minutes, and seconds so we can measure and understand time accurately in our daily activities.



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!

Telling Time – Word Problems

1) Jonah's swimming lesson starts at quarter after 2. What time is that? Draw it on the clock.



2) Dinner at Mateo's house starts at quarter to 7. What time is that? Draw it on the clock.





a) 10 : 15
b) 02 : 30
c) 06 : 10
d) 05 : 20

WINTER





BC Math Curriculum

Measuring Unit – Grade 4

Vertices

How many sides and vertices does the shape have?
Drag the numbers to answer.

1 2 3 4 5
6 7 8 9 0

Sides	Vertices

Sides	Vertices

Sides	Vertices

Sides	Vertices

Sides	Vertices

Sides	Vertices

Sides	Vertices

Sides	Vertices

Sides	Vertices

Sides	Vertices

Sides	Vertices

Sorting

Drag and sort the angles into the categories below.

Right Angle	Smaller Than A Right Angle	Larger Than A Right Angle

Shapes with angles marked for sorting:

shapes

WORD BANK

- Circle
- Rectangle
- Triangle
- Square
- Trapezoid



Google Slides Lessons Preview





BC Math Curriculum Statistics Unit – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

TALLY MARKS

Learning Goal

We are learning to **record and organize data using tally marks and frequency tables**, so we can **analyze data, compare results, and draw conclusions from the information we collect.**

TALLY MARKS

Count the tally marks.

	19
14	18
4	12
17	9
10	8

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

PICTOGRAPH

Survey your classmates and use the data to create a pictograph.
Survey Question: Which snack do you like best?

Options	Popcorn	Crackers	Granola Bar	Yoghurt
Tally				
Frequency				

1) Which snack was the most popular?

2) How many more students chose the most popular snack than the least popular snack?

3) Which two snacks had the closest number of votes?

4) How many students participated in the survey?

1 2 3 4 5 6 7 8 9 0

Y-axis Title

X-axis Title

Legend

Popcorn

Crackers

Granola Bar

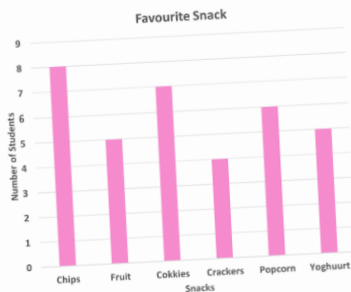
Yoghurt



BC Math Curriculum Statistics Unit – Grade 4

VERTICAL BAR GRAPH

The students in a class were asked which snack they liked best. The results are shown in the bar graph below.



- 1) Which snack was most popular?
- 2) Which snack was the least popular?
- 3) How many students chose cookies as their favourite?
- 4) How many students liked fruit and popcorn combined?
- 5) How many more students liked chips than crackers?
- 6) How many students were surveyed in total?

Chips

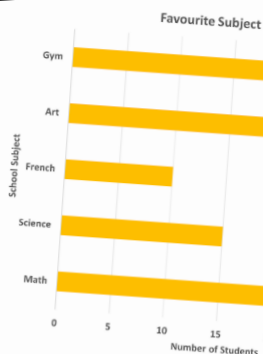
Fruit

Cookies

Crackers

Popcorn

Yoghurt

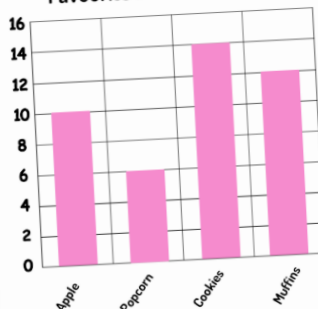


- 1) Which subject is the most popular?
- 2) What is the **title of the X-axis**?
- 3) What is the **title of the Y-axis**?
- 4) How many more students liked gym than math?
- 5) How many students chose science as their favourite?
- 6) Which two subjects add up to the same number of students as gym?

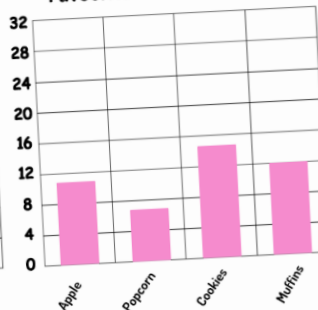
ONE-TO-ONE

Grade 4 students answered questions about their favourite snacks. The results are displayed in the two bar graphs below.

Favourite Snack – Scale = 2



Favourite Snack – Scale = 4



Apple

Popcorn

Cookies

Questions

- 1) How many students were surveyed in total?
- 2) Which snack was chosen the least?
- 3) Which scale made the graph easier to read? (2 or 4)

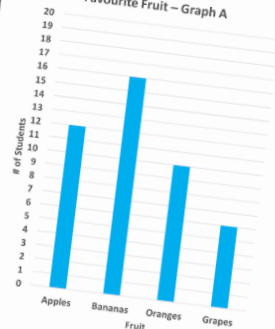


BC Math Curriculum Statistics Unit – Grade 4

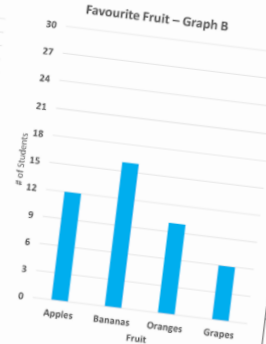
ONE-TO-ONE VS MANY-TO-ONE

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

Favourite Fruit – Graph A



Favourite Fruit – Graph B



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 space?
- 4) Which graph is easier to read and understand? Why?
- 5) Why is it important to choose a good scale when making a graph?

Graph A

Graph B

Graph A

Graph B



During gym class, 12 students counted how many push-ups they could complete in one minute. The results are shown below:

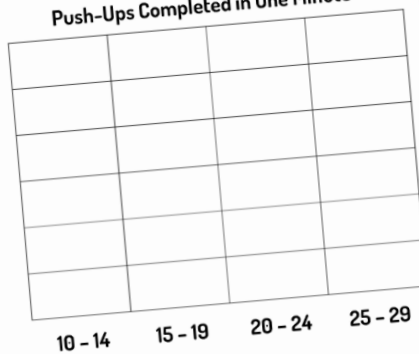
Data: 12, 15, 18, 14, 22, 25, 17, 19, 21, 16, 18, 14

Create an infographic that represents the above data.

____% of the students
did 15-19 Push-Ups

Push-Up Count	# of Students
10 - 14	
15 - 19	
20 - 24	
25 - 29	

Push-Ups Completed in One Minute



10 - 14 15 - 19 20 - 24 25 - 29

Impossible

Certain

Christmas comes every year.



There is a maple leaf on the Canada flag.



You brush your teeth every morning.



A snowman will eat pizza for lunch.



You will grow 10 cm overnight.



There are 24 hours in a single day.

