



Preview – Information



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Google Slides Lessons Preview





BC Math Curriculum Financial Literacy – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

What is Money?

Learning Goal

We are learning to **understand what money is** and the **different forms it can take** so we can **explain how people use it to buy the things they need and want.**

What Needs Money?

Drag each picture to the YES or NO side to show if you need money for the following:

				YES	NO
Buying food	Giving a hug	Buying toys	Saying "I Love You"		
					
Smiling at someone	Paying house rent	Helping someone	Buying clothes		
					

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Consolidation

Complete these sentences to show what you learned about money:

- 1) Coins are made of _____.
- 2) Bills are made of _____.
- 3) Digital money can be used on a _____.





BC Math Curriculum

Financial Literacy – Grade 1



Shop and Pay!

Instruction: Drag each item to "Cash" or "Card" to show how you would pay!



\$2



\$1



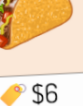
\$50



\$15



\$65



\$6

Cash 

Card 

Drag the pictures into the right category.

Coins	Bills	Digital Money
      		

Canadian Currency

Drag the correct word to complete each sentence.

#	Sentence
1)	The is worth twenty-five cents.
2)	The loonie is worth dollar.
3)	The nickel has a picture of a .
4)	The toonie has a picture of a .
5)	The is worth five cents.
6)	The dime is worth cents.

Word Bank

quarterdime

beaverpolar bear

caribouloon

onenickel

tennickel



BC Math Curriculum

Financial Literacy – Grade 1

Dimes

Drag the number of dimes you need to make the total.

30 Cents	
70 Cents	
90 Cents	
\$1.20	

Matching Canadian Coins

Draw a line from the coin to the name to the amount

Coin	Name	Amount
	Toonie	10¢
	Nickel	200¢
	Dime	25¢
	Loonie	5¢
	Quarter	100¢

Matching Coin.

10¢							
10¢							
200¢							
200¢							
5¢							
5¢							
100¢							
100¢							
100¢							
100¢							
25¢							
25¢							



Google Slides Lessons Preview





BC Math Curriculum

Measuring Unit – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to use appropriate units of length to estimate, measure, and compare the lengths of different objects so we can clearly understand and describe how long things are.

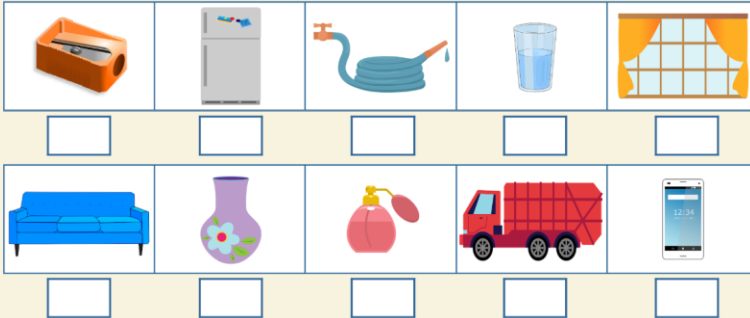


Estimating Measurements - Referents

Decide which referent would be most suitable to measure the length of the following objects. Drag m or cm to answer.

m

cm



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Card – I Wonder Statements

Think about what you learned today about measuring and comparing the length of shapes and objects.

Write **two** "I wonder..." statements to show your thinking.

Examples:

- I wonder why some objects are easier to measure than others.
- I wonder if I can measure the playground equipment the same way I did in class.



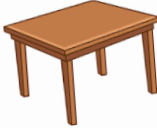


BC Math Curriculum

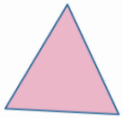
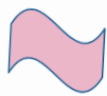
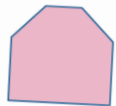
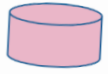
Measuring Unit – Grade 1

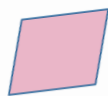
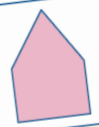
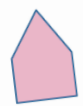
Area

Area is how much space is taken up by a 2D shape. The area of your notebook or backpack is how large the surface is. Which surface has more area? Drag the checkmark to your answer.

 ☐	 ☐	 ☐	 ☐	 ☐	 ☐
 ☐	 ☐	 ☐	 ☐	 ☐	 ☐

Area? Drag the checkmark to your answer.

 ☐	 ☐	 ☐	 ☐	 ☐	 ☐
 ☐	 ☐	 ☐	 ☐	 ☐	 ☐

Column 1	Column 1 is _____ than Column 2	Column 2
	a larger area than a smaller area than the same area as	
	a larger area than a smaller area than the same area as	
	a larger area than a smaller area than the same area as	

	a larger area than a smaller area than the same area as	
	a larger area than a smaller area than the same area as	
	a larger area than a smaller area than the same area as	



BC Math Curriculum

Measuring Unit – Grade 1

Familiar Two-Dimensional Shapes

Drag each shape and place it above its name.

Circle

Rectangle

Square

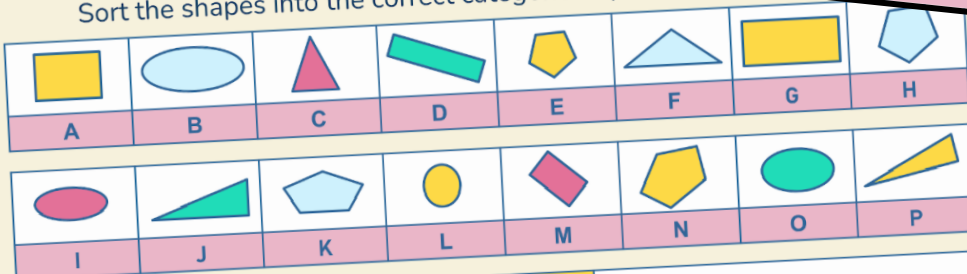
Triangle

Star



Sorting 2D Shapes

Sort the shapes into the correct categories by dragging.



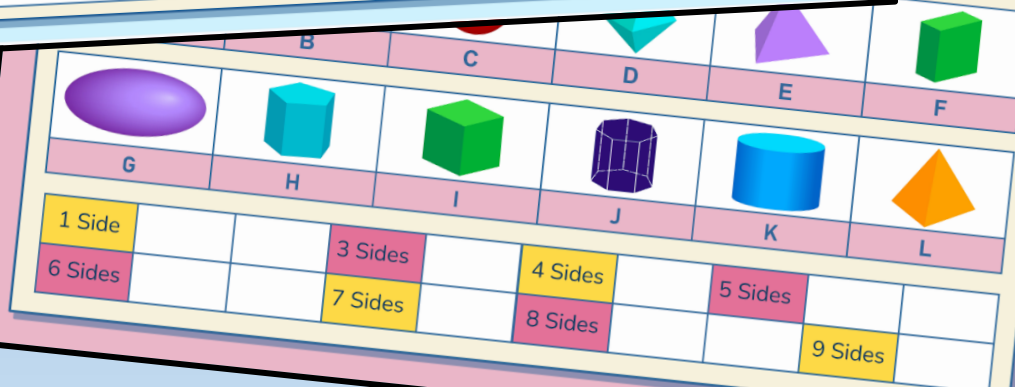
1 Side

3 Sides

4 Sides

5 Sides

below.





Google Slides Lessons Preview





BC Math Curriculum Patterning & Equations – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

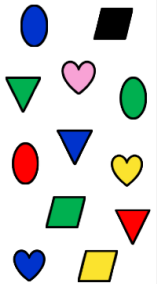
We are learning to identify and describe patterns so we can understand how they repeat and change in everyday life.

Creating Repeating Patterns - Shape Colour

Drag the corresponding-coloured shapes from the shape bank to create repeating patterns. The first one is done for you.

- | | 1) | 2) | 3) | 4) |
|--|---|---|---|--|
| | Red Blue Green Red Blue Green Red Blue Green Red Blue Green | Black Yellow Green Black Yellow Green Black Yellow Green Black Yellow | Blue Red Green Blue Red Green Blue Red Green Blue Red Green | Yellow Blue Pink Yellow Blue Pink Yellow Blue Pink Yellow Blue Pink Yellow |

SHAPE BANK



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

EXIT CARD - QUICK DRAW

Draw one pattern you can find in real life — it could be on clothing, nature, buildings, or objects. Then, describe the **rule** for your pattern (for example: red-blue-red-blue).

Prompt examples:

- "I noticed a pattern on..."
- "The pattern repeats every..."



BC Math Curriculum

Patterning & Equations – Grade 1

Translating Patterns – ABC Patterns

Translate the first pattern into a new pattern by dragging the different elements.

1)	
Translated	Answers may vary...

2)	
Translated	

3)	
Translated	

4)	
Translated	

1 2 3 4 5
6 7 8 9 0
A B C D E
F G H I J
K L M N O

Number Patterns 1 – 20

Drag the numbers to fill in the missing numbers below.

1 2 3 4 5 6 7 8 9 0

1	3	4	6	8	9
---	---	---	---	---	---

3	5	9	13	17
---	---	---	----	----

2	4	8	10	14	20
---	---	---	----	----	----

Create equalities by filling in the blanks.

1)		=	
	Total Candles = 3		3
	1 purple + 2 red		2 + 1

2)		=	
	4		4
	2 + 2		1 + 3

3)		=	
	5		5
	3 + 2		2 + 3

4)		=	
	6		6
	3 + 3		4 + 2

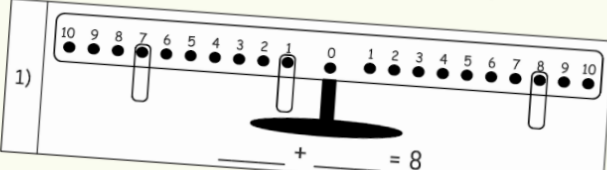


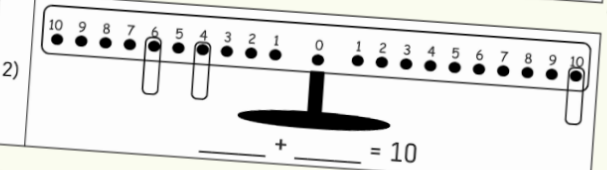
BC Math Curriculum

Patterning & Equations – Grade 1

Pan Balance - Equalities

Fill in the blanks to balance the equations.

1)  $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 8$

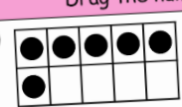
2)  $\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 10$

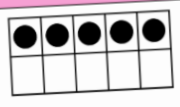


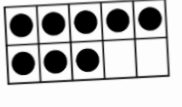
1 2 3 4 5
6 7 8 9 0

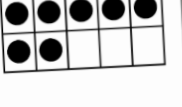
When we make tens, we are using a variable. The ten is the constant and the number we use to add to 10 is the variable.

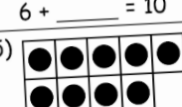
Drag the numbers to show how many more dots you need to add to make 10?

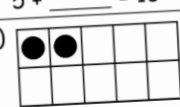
1)  $6 + \underline{\hspace{1cm}} = 10$

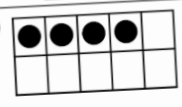
2)  $5 + \underline{\hspace{1cm}} = 10$

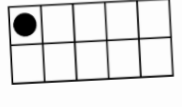
3)  $8 + \underline{\hspace{1cm}} = 10$

4)  $7 + \underline{\hspace{1cm}} = 10$

5)  $9 + \underline{\hspace{1cm}} = 10$

6)  $2 + \underline{\hspace{1cm}} = 10$

7)  $4 + \underline{\hspace{1cm}} = 10$

8)  $1 + \underline{\hspace{1cm}} = 10$

Answer	12
$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 9$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 12$
$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 9$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 12$
$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 9$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 12$
$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 9$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 12$
$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 9$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 12$

Answer	15
$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 15$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 15$
$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 15$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 15$
$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 15$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 15$
$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 15$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 15$
$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 15$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 15$

Answer	20
$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 20$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 20$
$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 20$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 20$
$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 20$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 20$
$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 20$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 20$
$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 20$	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = 20$



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BC Math Curriculum Number – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

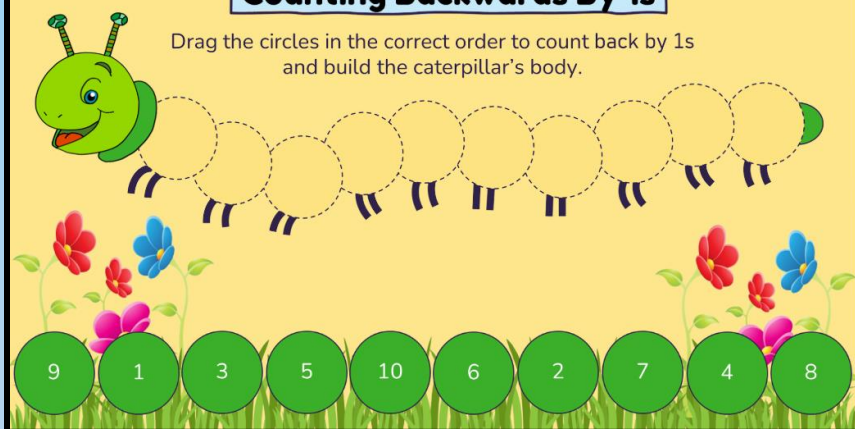
We are learning to **read and show numbers up to 50** so we can **understand** how numbers are used in daily life.

Discussion Questions

- 1) What numbers do you see around you every day? Can you find some in the classroom right now?
- 2) Can you think of a time when knowing numbers helped you in real life? Maybe at a store, playing a game, or telling time?
- 3) How would the world be different if we didn't have numbers? What would be tricky to do?

Counting Backwards By 1s

Drag the circles in the correct order to count back by 1s and build the caterpillar's body.



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Representing Numbers

Represent the following numbers in three different ways.

\$1
 \$5
 \$2
 \$10

Number	Base Ten Blocks Drag as many base ten blocks as you need to represent the number.	10 Frames Drag as many black dots as you need to represent the number.	Money Drag as much money as you need to represent the number.												
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18		<table border="1"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>													



BC Math Curriculum Number – Grade 1

Written Form

1 One	5 Five	9 Nine	13 Thirteen	17 Seventeen	21 Twenty - one	25 Twenty - five
2 Two	6 Six	10 Ten	14 Fourteen	18 Eighteen	22 Twenty - two	30 Thirty
3 Three	7 Seven	11 Eleven	15 Fifteen	19 Nineteen	23 Twenty - three	40 Forty
4 Four	8 Eight	12 Twelve	16 Sixteen	20 Twenty	24 Twenty - four	50 Fifty

Standard forms.

Nineteen

Twelve

Thirty-three

Twenty-five

12

44

19

25

33

Composing

How many ways can you compose and

1) 10 9

2) 10 9

3) $\square + 9 = 19$

4) $10 + \square = 19$

5) $19 = \square + 9$

6) $19 = 10 + \square$

Show the number 19 using 10 frames

0 1 2
3 4 5 6
7 8 9

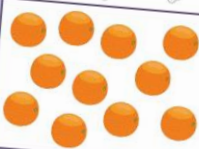


BC Math Curriculum Number – Grade 1

Comparing Food

Compare the units below based on their "how muchness".
Drag the correct sign between the boxes.



Write one less and one more on the trucks.

Up To 5
the top?



3 0	5 2
3) 4 1	4) 4 2



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BC Math Curriculum Statistics – Grade 1

3-Part Lesson Format

Part 1 – Minds On!

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

TALLY MARKS

Learning Goal

We are learning to use tally marks to count and collect data, so we can keep track of information clearly, see which things happen more or less, and use our tallies to compare and talk about what we discovered.

TALLY MARKS

Count the tally marks.

				8
				13
				2
				10
				6
				4
				13
				18
				14

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

1 2 3 4 5 6 7 8 9 0

TALLY MARKS



Fill in the tally table below and answer the questions.

Pizza Order By Months of The Year		
Months	Tallies	Frequency
January		13
February		
March		7
April		16
May		
June		9

Question	Answer
1) Which month had the second least number of pizza orders?	
2) What is the difference in number of pizza orders between April and May?	
3) How many more orders were there in February than in June?	
4) Which month had the third most number of pizza orders?	
5) What is the total number of orders for March and June?	

January
February
March
April
May
June

BC Math Curriculum Statistics – Grade 1

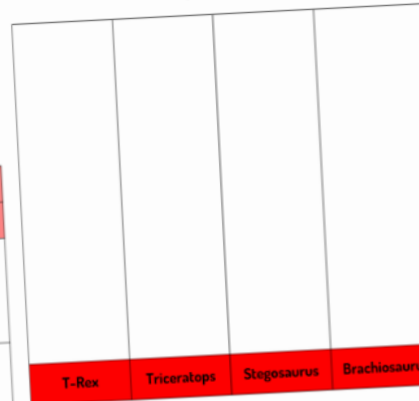
CREATING A CONCRETE GRAPH

The grade 1s were asked which dinosaur is their favourite. The data is in the table below. Fill in the table and then graph the data in the concrete graph.



Survey Question: Which dinosaur is your favourite?

Category	T-Rex	Triceratops	Stegosaurus	Brachiosaurus
Tally				
Frequency	8		7	



Create a pictograph that shows the data in the table below.

On Silly Sock Day, students wore funny socks to school. Each student wore a different number of silly socks (some wore socks on their bodies too).

Student	Number of Socks
Ava	4
Ben	2
Maya	6
Leo	5
Sam	3



Ava	
Ben	
Maya	
Leo	
Sam	

Circle if the likelihood is possible or impossible.

You will lose a tooth this year.



Possible

Impossible

You will ride a dragon to school tomorrow.



Possible

Impossible

You will eat a fruit today.



Possible

Impossible

You will hear someone laugh today.



Possible

Impossible

A penguin will be your teacher tomorrow.



Possible

Impossible

The moon will turn into cheese tonight.



Possible

Impossible



BC Math Curriculum Statistics – Grade 1

PROBABILITY

Describe the likelihood of the events in the pictures. ✓

	Possible
	Impossible
	Certain

	Possible
	Impossible
	Certain

	Possible
	Impossible
	Certain

	Possible
	Impossible
	Certain

	Possible
	Impossible
	Certain

Choose the likelihood of the events happening.

A family will visit a park this weekend.



Certain
Possible
Impossible

A horse will drive a school bus.



Certain
Possible
Impossible

A butterfly will come out of a cocoon.



Certain
Possible
Impossible

Someone will get a haircut this month.



Certain
Possible
Impossible

Ice left outside on a hot day will melt.



Certain
Possible
Impossible

A pencil will grow into a tree.



Certain
Possible
Impossible

What is happening? ✓

The sun will come up tomorrow.



Possible
Impossible
Certain

A dog can talk like a person.



Possible
Impossible
Certain

A chair will fly by itself.



Possible
Impossible
Certain

You might see a bird outside today.



Possible
Impossible
Certain

It might rain today.



Possible
Impossible
Certain

A coin flip can land on heads.



Possible
Impossible
Certain