



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





Manitoba Math Curriculum Statistics– Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

GENERATING QUESTIONS

Learning Goal

We are learning to **create clear and thoughtful questions** that **help us gather useful information**, so we can **collect data**, **organize our findings**, look for **patterns**, and understand what our results tell us.

GENERATING QUESTIONS

Drag 4 correct options for each question below.

Questions

1) What is your favourite amusement park ride?

- A) ☐ Ferris Wheel C) ☐ Water Slide
B) ☐ Bumper Cars D) ☐ Roller Coaster

☐ Bicycle

2) What is your favourite video game?

- A) ☐ Mario Kart C) ☐ Roblox
B) ☐ Minecraft D) ☐ Among Us

☐ Macaroni

3) What is your favourite fast-food meal?

- A) ☐ Hot Dog C) ☐ Poutine
B) ☐ Burger D) ☐ Pizza

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

TALLY MARKS

Circle the words in the wordsearch



Table	Symbol
Count	Value
Number	Record
Choice	Chart
Result	Difference

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



Manitoba Math Curriculum Statistics– Grade 3

TALLY MARKS

Count the tally marks.

7

14

4

17

13

8

6

9

11

TALLY MARKS

4.38 Compare the tally marks and numbers.

17	13	16	9
8	13	16	14

>

=

TALLY MARKS

| —

Emma asked her classmates which pet they like the most. She forgot to draw the tally marks, but she wrote down the frequency. Help Emma fill in the table by drawing the tally marks.

Category	Dog	Cat	Fish	Bird
Tally				
Frequency	7	13	9	16

Questions	Answer
1) How many students were surveyed in the class?	
2) Which pet is the most popular in the class?	
3) Which pet is the least popular in the class?	
4) How many more students chose Bird than Cat?	

Cat

3

45

Bird

Dog



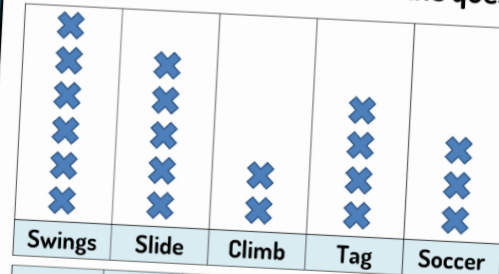
Manitoba Math Curriculum

Statistics– Grade 3

LINE PLOT

Read the line plot and answer the questions

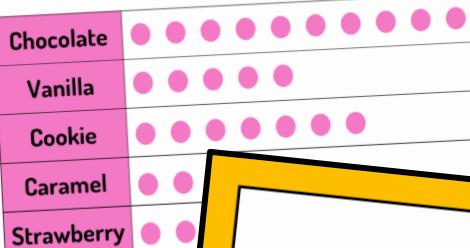
1 2 3 4 5 6 7 8 9 0



- 1) Which playground activity is the most popular?
- 2) Which playground activity is the least popular?
- 3) How many more students chose Slide than Tag?
- 4) How many students chose Swings and Soccer altogether?
- 5) How many students were surveyed in total?

LINE PLOT

Answer the questions and fill the tally and frequency table from the line plot.

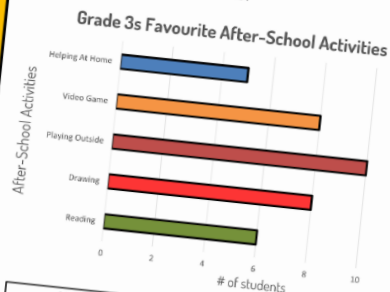


- 1) Which ice cream flavour was the most popular?
- 2) Which ice cream flavour was the least popular?
- 3) How many total students were surveyed?

BAR GRAPHS

Answer the questions about the graph.

Grade 3 students were asked which after-school activity was their favourite.



of Students

Helping At Home

Reading

After-school Activities

Playing Outside

Drawing

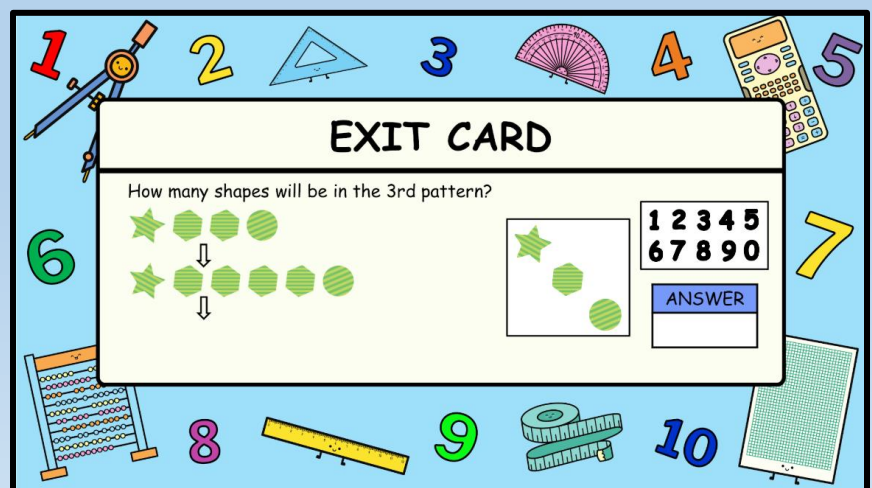
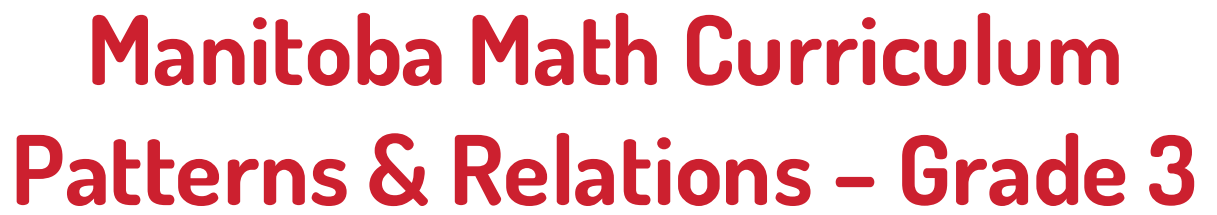
1 2 3 4 5 6 7 8 9 0

- 1) Which after-school activity is the most popular?
- 2) Which activity is the least popular?
- 3) How many students chose reading?
- 4) How many students chose drawing and playing outside altogether?
- 5) How many more students chose playing outside than helping at home?
- 6) What does the length of each bar show in this graph?



Google Slides Lessons Preview







Manitoba Math Curriculum

Patterns & Relations – Grade 3

Decreasing Patterns - Emojis

Drag the shapes to fill the missing line of the decreasing pattern.

1) Draw the missing line in the pattern. 	2) Draw the missing line in the pattern. 	3) Draw the next line in the pattern.
4) Draw the next line in the pattern. 	5) Draw the next line in the pattern. 	6) Draw the next line in the pattern.

Drag the numbers to determine the pattern rule and fill in the blanks in the growing pattern.

1 2 3 4 5 6 7 8 9 0 +

1) 21, 25, 29, _____, _____, _____	2) 34, 40, 46, _____, _____, _____
3) 55, 65, 75, _____, _____, _____	4) 100, 200, 300, _____, _____, _____
5) 47, 55, 63, _____, _____, _____	6) 33, 63, 93, _____, _____, _____

Shrinking/Decreasing Patterns

Drag the numbers to determine the pattern rule and fill in the blanks in the decreasing pattern.

1 2 3 4 5 6 7 8 9 0 -

1) 32, 28, 24, _____, _____, _____	2) 65, 55, 45, _____, _____, _____
3) 89, 86, 83, _____, _____, _____	4) 118, 116, 114, _____, _____, _____
5) 355, 348, 341, _____, _____, _____	6) 550, 548, 546, _____, _____, _____



Manitoba Math Curriculum Patterns & Relations – Grade 3

Input/Output Table - Subtraction

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

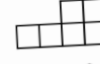
Rule = Subtract 6		Rule = Subtract 0		Rule = Subtract 3		Rule = Subtract 2		Rule = Subtract 5	
In	Out	In	Out	In	Out	In	Out	In	Out
15	9	11		29		25		17	
36	30	48		60		79		84	
145	139	284		290		352		479	
566	560	621		657		700		707	
852	846	869		902		938		985	

T-Tables - Finding Block Patterns

Drag the numbers to fill in the T-Tables by counting the blocks.

1 2 3 4 5 6 7 8 9 0

Blocks	Figure	Term Value
1) 	1	
	2	
	3	
	4	

Blocks	Figure	Term Value
2) 	1	
	2	
	3	
	4	

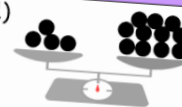
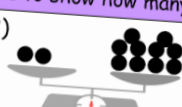
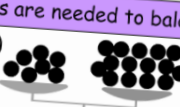
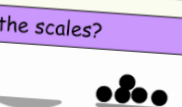
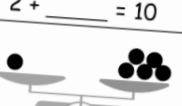
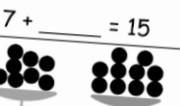
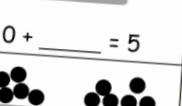
Blocks	Figure	Term Value
3) 	1	
	2	
	3	
	4	

Blocks	Figure	Term Value
4) 	1	
	2	
	3	
	4	

Questions

Drag the numbers to show how many balls are needed to balance the scales?

1 2 3 4 5 6 7 8 9 0

1)  $4 + \underline{\quad} = 11$	2)  $2 + \underline{\quad} = 10$	3)  $7 + \underline{\quad} = 15$	4)  $0 + \underline{\quad} = 5$
5)  $3 + \underline{\quad} = 9$	6)  $1 + \underline{\quad} = 5$	7)  $8 + \underline{\quad} = 10$	8)  $6 + \underline{\quad} = 6$



Google Slides Lessons Preview





Manitoba Math Curriculum Shape & Space – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to use units of time, including seconds, minutes, hours, and non-standard units, so we can describe how long different events take.



Non-Standard Units - How Much Time Has Passed?

Drag the numbers and labels to determine how much time has passed using non-standard units of time.

Field Trip

Birthday Party

1 2 3 4 5

Or

Swimming Lesson

And

6 7 8 9 0

Elapsed Time	Non-Standard Units - How Much Time Has Passed?
1) 5 hours	1 Birthday Party And 1 Field Trip
2) 2 hour	
3) 7 hours	
4) 4 hours	
5) 1 hour	
6) 9 hours	
7) 10 hours	

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Non-Standard Units – Word Problems

- 1) Noah went to a swimming lesson and a field trip. How many hours did he spend altogether?
- 2) Ethan had 10 hours for weekend fun. He went to one birthday party and two swimming lessons. How many hours did he use? How many hours did he have left?





Manitoba Math Curriculum Shape & Space – Grade 3

Non-Standard Units of Time - Minutes

Drag the numbers and labels of non-standard units of time to determine how much time each event would take.

Pet Feeding

And

Or

Snack Time

Drawing

1 2 3 4 5
6 7 8 9 0

Event	How Much Time Would Pass
1) Reading a short story	
2) Going for a walk	
3) Baking muffins	
4) Visiting a friend's house	
5) Making your bed	
6) Taking a bath	
7) Going grocery shopping	

Use the objects to estimate the length of time.

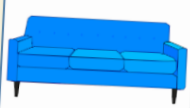












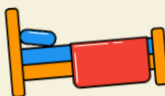








Use the fingertip to estimate which is longer.



Manitoba Math Curriculum Shape & Space – Grade 3

Measuring Height – Lamps

Measure the height of the lamps below. Drag the numbers to answer in the white box.

1 2 3 4 5 6 7 8 9 0

				
cm	cm	cm	cm	cm

Metric System

Which unit would you use to measure the things below. Drag the labels to answer.

Metres		Centimetres	
			
			
			

Which unit would you use to measure the things below. Drag the labels to answer.

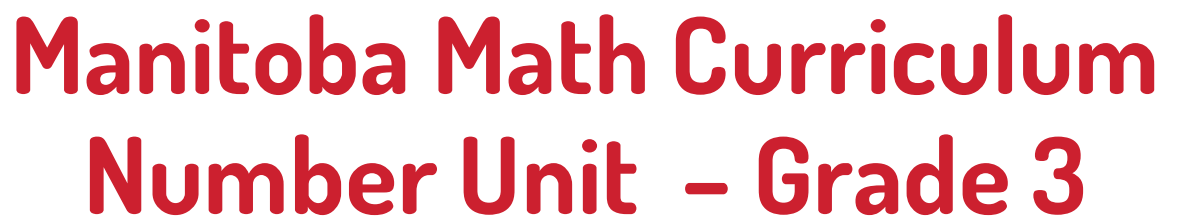
		
		
		

... a greater mass.



Google Slides Lessons Preview







Manitoba Math Curriculum Number Unit – Grade 3

Base Ten Blocks

Count the groups of blocks and drag the numbers to write the total.

1 2 3 4 5 6 7 8 9 0									
	100	10	1						

	___ hundreds + ___ tens + ___ ones ___ + ___ + ___ = ___
	___ hundreds + ___ tens + ___ ones ___ + ___ + ___ = ___
	___ hundreds + ___ tens + ___ ones ___ + ___ + ___ = ___
	___ hundreds + ___ tens + ___ ones ___ + ___ + ___ = ___

Eighty-eight	32
One hundred fifty-four	154
Thirty-two	197
One hundred seventy-six	176
	88

Draw A Line Matching The Standard Form To The Written Form

One hundred thirty-five	42
One hundred ninety-two	76
Forty-two	124
Seventy-six	135
One hundred twenty-four	168
One hundred sixty-eight	192



Manitoba Math Curriculum Number Unit – Grade 3

Composing Numbers

Compose the numbers by dragging digits from the number bank.

1) 30 6 	2) 70 2
3) 100 40 5 	4) 100 20 8
5) 100 10 9 	6) 100 60 0



Estimation – Compatible Numbers

Compatible numbers are numbers that are easy to add, subtract, multiply, or divide. They are chosen to make math problems simpler.
Example: Instead of adding $198 + 305$, you can use $200 + 300 = 500$ to estimate the sum.

#	Original Question	Compatible Numbers
1	$54 + 27$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
2	$37 + 68$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
3	$187 + 296$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
4	$352 + 153$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$

#	Original Question	Compatible Numbers
1	$48 + 16$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
2	$89 + 55$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
3	$195 + 94$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$
4	$247 + 153$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$

4, 8, 12, 16, 20, 24, 28, 32

3) 9×3

4) 5×8

Counting