



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 4

3-Part Lesson Format

Part 1 – Minds On!

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

GRAPHS

Learning Goal

We are learning to **choose, make, and read** different graphs using data, so we can **show information clearly, compare results, and explain patterns** we notice.



PICTOGRAPHS



Answer the questions about the pictograph.

1 2 3 4 5 6 7 8 9 0

Ways Students Get to School		
Walk	  	1) How many students walk or bike to school altogether?
Bus	      	2) How many more students take the bus than walk to school?
Car	     	3) If 3 more students started walking, what would the new total for walking be?
Bike	   	4) How many fewer students walk than take the bus?
 = 1 Student		5) What is the difference between the number of students who walk and those who go by car?

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				

- Which snack was the most popular?
- How many more students chose the most popular snack than the least popular snack?
- Which two snacks had the closest number of votes?
- How many students participated in the survey?

1 2 3 4 5 6 7 8 9 0

Y-axis Title

X-axis Title

Legend  



Manitoba Math Curriculum

Statistics– Grade 4

PICTOGRAPHS

Five students counted the sea animals they saw at an aquarium. The results are shown below.

# of Sea Animals Spotted				
    	    	      	     	      
Nick	Mel	Dustin	Jay	Jose

 = 4 sea animals  = 2 sea animals

Answer the questions about the pictograph.

- How many sea animals is one goldfish symbol worth?
- How many sea animals is half a goldfish worth?
- Who saw the most sea animals?
- How many sea animals did all 5 students see altogether?
- Did Nick and Mel see more or fewer sea animals than Jay and Jose combined?

1 2 3 4 5 6 7 8 9 0

4.38 Create a pictograph based on the data below.

Type of Sport	# of Students
Soccer	60
Basketball	40
Hockey	45
Volleyball	35
Skating	20

★ = 10 Stickers
★ = 5 Stickers

Favourite Sport				

1 2 3 4 5 6 7 8 9 0

Soccer

Hockey

Questions

- Which sport is the most popular?
- How many students chose basketball?

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				

- Which snack was the most popular?
- How many more students chose the most popular snack than the least popular snack?
- Which two snacks had the closest number of votes?
- How many students participated in the survey?



1 2 3 4 5 6 7 8 9 0

Y-axis Title

X-axis Title

Legend

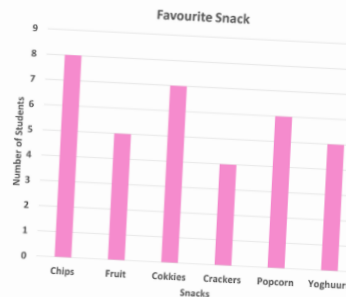




Manitoba Math Curriculum Statistics– Grade 4

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 2 3 4 5 6 7 8 9 0

- 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

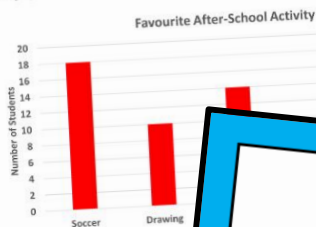
Crackers

Popcorn

Yoghurt

VERTICAL BAR GRAPH

A community centre wants to know which activities students enjoy after school. They collected data from students in one day.



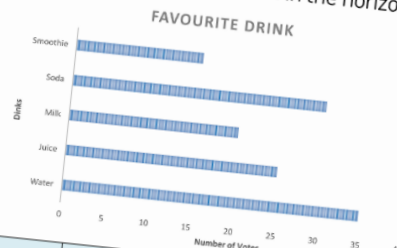
✓ 1 2 3 4 5 6 7 8 9 0 -

- 1) Which activity was the most popular?
- 2) How many more students chose soccer than dancing?
- 3) How many students were surveyed in total?

Activities	Soccer	Drawing
# of Students	18	12

HORIZONTAL BAR GRAPH

The students in grade 4 were asked which drink they liked the most. The results are shown in the horizontal bar graph below.



YES

NO

1 2 3 4 5 6 7 8 9 0 -

- 1) What is the scale on the graph? What does it go up by?
- 2) How many grade 4 students were surveyed?
- 3) Which drink was the most popular? How many votes did it get?
- 4) A student says more students liked soda than juice and milk combined. Is the student correct?

Drinks	Smoothie	Soda	Milk	Juice	Water
# of Votes	18	32	22	25	35



Google Slides Lessons Preview





Manitoba Math Curriculum Patterns & Relations – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to identify and describe increasing elements in different patterns so we can understand how and why patterns grow.

Increasing Patterns - Shapes

Drag the coloured block on top of the two blocks that were added to the pattern.

#	Figure 1	Figure 2	Figure 3	Figure 4
1)				
2)				
3)				

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Word Problems: Growing Patterns - Addition

1) Marlowe has a small plant collection. She places 2 plants on her windowsill on Monday. Each day after that, she adds 3 more plants. How many plants will she have on the windowsill by Friday?



2) Iris is making bead bracelets. She uses 6 beads for the first bracelet and adds 4 more beads for every bracelet she makes after that. How many beads will she use in total for four bracelets?





Manitoba Math Curriculum Patterns & Relations – Grade 4

Patterns Within Number Strings (2s)

Drag the numbers to complete the decreasing patterns below.

1 2 3 4 5 6 7 8 9 0

1)	23	21	19	17						
2)	66	64	62	60						
3)	81	79	77	75						
4)	100	98	96	94						

the first one is

1 2 3 4 5 6 7 8 9 0

Rule = Divide by 3		Rule = Divide by 2		Rule = Divide by 1		Rule = Divide by 5		Rule = Divide by 10	
In	Out	In	Out	In	Out	In	Out	In	Out
9	3	6		4		10		10	
18	6	14		12		15		20	
24	8	10		8		25		40	
30	10	24		16		40		60	
36	12	40		20		50		80	

Table of values

Drag the numbers to fill in the tables of values below and determine the increasing/decreasing pattern.

1 2 3 4 5 6

Term Number	Term Value
1	88
2	95
3	102
4	
5	
6	

+

+

+

+

+

+

Term Number	Term Value
1	97
2	92
3	87
4	
5	
6	

-

-

-

-

-

-



Manitoba Math Curriculum Patterns & Relations – Grade 4

Patterning Word Problem - Shapes

A class is competing to build the longest bridge using toothpicks to form a chain of squares. To save toothpicks, the squares are connected so they share one side.

1 Square 2 Squares 3 Squares

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

1 2 3 4 5 6 7 8 9 0

1) 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?

Venn Diagrams - Subsets

Sort the numbers into the correct categories in the Venn Diagrams

5.58"

Numbers greater than 400

Multiples of 10 that are greater than 400

NUMBER BANK

275 430 517

360 680 445

190 720 563

400 810 492

325 950 671

Multiple of 4

Not a multiple of 4

More Than 80

NUMBER BANK

16 28 44 72 84 96

140 19 35 58 73 87

112 101 126 153

Less Than 80

Multiples of 4

More than 80

Not a multiple of 4



Google Slides Lessons Preview





Manitoba Math Curriculum Shape & Space – 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

- Jonah's swimming lesson starts at quarter after 2. What time is that? Draw it on the clock.
- Dinner at Mateo's house starts at quarter to 7. What time is that? Draw it on the clock.





Manitoba Math Curriculum Shape & Space – Grade 4

24 – Hour Clock

Drag the numbers and labels to answer the questions below.

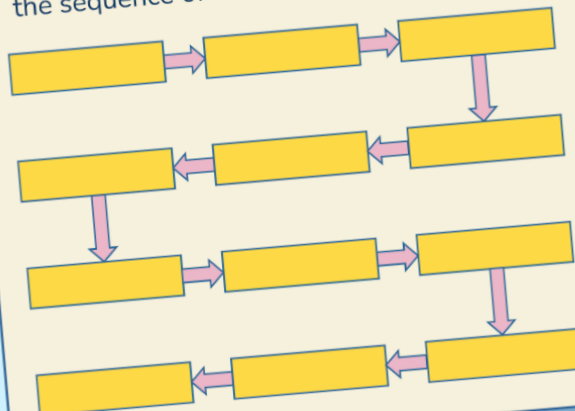
1 2 3 4 5 6 7 8 9 0 AM PM:

#	Questions	Answer
1)	Amira's flight is at 21:10. What time is her flight in 12-hour time (AM/PM)?	
2)	Jasper eats lunch at 12:30 PM. What is that time in 24-hour clock time?	
3)	A concert starts at 18:45. What time is that on the 12-hour clock?	
4)	Sophie's birthday party begins at 2:00 PM. What is that time in 24-hour time?	
5)	The train leaves at 07:20. What time is the train leaving in 12-hour time with AM or PM?	

Drag the numbers to fill in the tables below.

Days	Weeks	Weeks	Months	Months	Years
7	1	4	1	12	1
	2	12			2
28			5	36	3
	6		7		6
63		32		108	9
70			10		10

Drag the words from the sequence of months in a year.



July	October
September	February
May	December
November	April
June	August
March	January



Manitoba Math Curriculum Shape & Space – Grade 4

Calendar Investigation - June

Answer the questions below by looking at the calendar.

June						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
		1		3		5
6	7			10	11	
	14	15			18	19
20		22	23			26
	28		30			

- 1) Which season is it in June?
- 2) What date is circled?
- 3) What will the date be...
 - a) 2 days after June 4?
 - b) 7 days before June 14?
 - c) 20 days after June 6?
 - d) 2 weeks before June 21?

1 2 3 4 5

We can accurately measure the length of something by using a ruler.

Read the rulers below to find the distance between the arrows. Drag numbers to answer.

 _____ cm	 _____ cm
 _____ cm	 _____ cm
 _____ cm	 _____ cm

- a) 15 km
- b) 4 cm
- c) 12 m



Length of a school bus



3) Length of a computer keyboard

- a) 10 m
- b) 40 cm
- c) 3 km



4) Height of a door

- a) 1 mm
- b) 5 km
- c) 2 m



5) Width of a crayon

- a) 6 cm
- b) 1 cm
- c) 1 m



6) Distance from Toronto to Montreal

- a) 1500 m
- b) 550 km
- c) 2000 mm





Google Slides Lessons Preview





Manitoba 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 toy that costs \$460. If you don't understand place value, you might think it's only \$46 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!

4

Place Value - How Many...

#	Number	# of Thousands	# of Hundreds	# of Tens	# of Ones
1.	657				
2.	483				
3.	540				
4.	814				
5.	372				
6.	1 000				

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Solve...

My number has 9 hundreds, 7 tens, and 4 ones. What is my number?

Drag the base ten blocks below

Write the Number:

9



Manitoba Math Curriculum

Number Unit – Grade 4

Expanded Form

1 2 3 4 5
6 7 8 9 0



What is the standard form of the numbers below?

Expanded Form	Standard Form
$6\ 000 + 800 + 00 + 4$	
$7\ 000 + 000 + 30 + 8$	
$4\ 000 + 600 + 20$	
$5\ 000 + 900 + 90 + 3$	
$1\ 000 + 300 + 20 + 3$	
$2\ 000 + 500 + 80 + 1$	

Four thousand two
hundred eighty-three

One thousand four
hundred fifteen

Six thousand forty-eight

Seven thousand one
hundred fifty-nine

6 048

2 356

7 159

4 283

1 415

Breaking into place value means separating numbers into hundreds, tens, and ones, then adding the parts separately before combining them.

How to do it:

Write each digit's place value. Example: $135 = 100 + 30 + 5$.

Add the same place values together.

Example: Add hundreds to hundreds, tens to tens, and ones to ones.
Combine all your totals at the end.

Add the following numbers using the "Breaking Into Place Value" mental math strategy.

$$367 + 926$$

$$300 + 900 = 1200$$

$$60 + 20 = 80$$

$$7 + 6 = 13$$

$$1200 + 80 + 13 = 1293$$

$$138 + 617$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$677 + 244$$

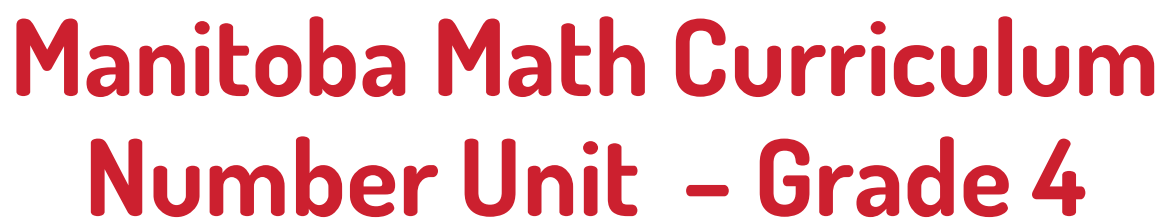
$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} = \underline{\quad}$$

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$





Adding Base Ten Blocks

Add up the base ten blocks.

 $12 + 43 = 55$	 $50 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$	 $\underline{\hspace{2cm}} + 15 = \underline{\hspace{2cm}}$
 $106 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$	 $\underline{\hspace{2cm}} + 320 = \underline{\hspace{2cm}}$	 $213 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$
 $\underline{\hspace{2cm}} + 44 = \underline{\hspace{2cm}}$	 $32 + \underline{\hspace{2cm}} = \underline{\hspace{2cm}}$	 $\underline{\hspace{2cm}} + 76 = \underline{\hspace{2cm}}$