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Manitoba Math Curriculum Statistics– 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.

FIRST-HAND VS SECOND-HAND DATA

Read the description and decide whether it is First-Hand or Second-Hand data.

Description	Data Type
1) The heights of students in a Grade 5 class are measured and recorded.	First-Hand Data
2) Information about the population of Canadian provinces is found in a report.	
3) A survey is given to classmates about their favourite after-school activity.	
4) The number of books read each month is tracked in a reading journal.	Second-Hand Data
5) A news article is used to find the average snowfall in Yellowknife.	
6) The number of cars passing the school during recess is counted.	
7) A website is used to find the distances between major Canadian cities.	

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

FIRST-HAND VS SECOND-HAND DATA

Drag the descriptions into the correct category.

First-Hand Data	Second-Hand data
Rainfall is measured each day for a week. Daily screen time is tracked for one month.	A book is used to find facts about whales. A news article is used to find election results. Plant heights are measured every week. The colours of cars in a parking lot are counted.



Manitoba Math Curriculum Statistics– Grade 5

SAMPLING METHODS

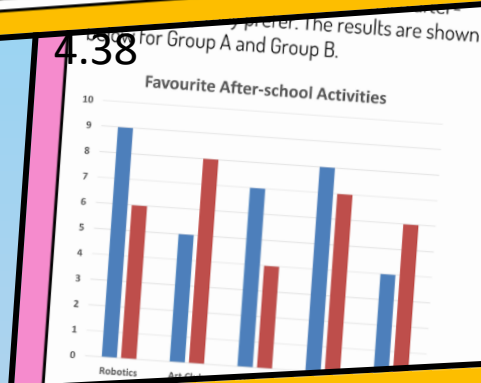
Which type of sampling method was used in the examples below?

Examples of Sampling Methods	Sampling Methods
1) Selecting names by pulling them out of a hat from the whole class list	
2) Dividing a school into boys and girls, then randomly choosing students from each group	
3) Surveying every 6th student who enters the library	
4) Separating a city's population into age groups (children, adults, seniors) and choosing some from each group	
5) Putting all employee names into a random number generator to pick participants	
6) Using a computer to randomly select 25% of households in a neighbourhood	

Random Sampling

Stratified Sampling

Systematic Sampling



- 1) Which activity was most popular in Group A?
- 2) Which activity was most popular in Group B?
- 3) Which activity received the least total votes combined?
- 4) Which activity shows the narrowest difference between the two groups?
- 4) How many students participated in the survey altogether?
- 5) If 3 more students in Group A preferred Robotics, how many more votes would it have than the next most popular activity?

INTERPRETING DOUBLE BAR GRAPHS

The students in grade 5 were asked which type of lunch they prefer, and the teachers were asked the same question. The results are shown in the double bar graph below.

Favourite Lunch Choice (Teachers vs Students)

Lunch Choice	Teachers	Students
Pizza	6	11
Poutine	10	9
Pasta	6	7
Salad	6	6
Sushi	10	4
Rice	5	12

	Pizza	Poutine	Pasta	Salad	Sushi	Rice
Teachers						
Students						

1) Which lunch did the **students** like the most?

2) Which lunch got the **most votes combined**?

3) Which lunch did both groups like the **same amount**?

4) Did more **students or teachers** participate in the survey?

5) What is the **mode** for each group?

Teachers

Students

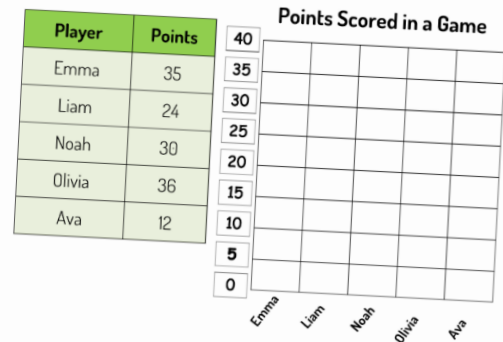
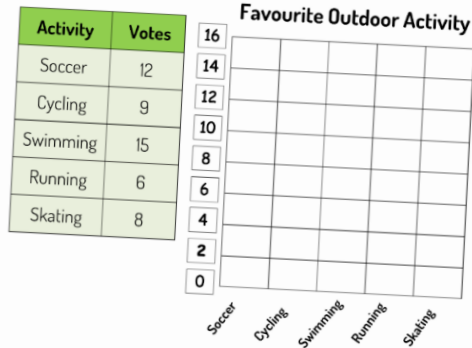
Teachers Students



Manitoba Math Curriculum Statistics– Grade 5

DRAWING BAR GRAPHS

Draw the bars for each of the many-to-one bar graphs below.



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, Gym, 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
Math		
Science		
Art		
Gym		

Favourite School Subject



TALLY MARKS

Which is greater? Use $>$ $=$ $<$

		10
		23
		31
		24
		37
		12
		11
		22



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Manitoba Math Curriculum Patterns & Relations – 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)	
2)	
3)	
4)	

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, 6, 6, 6, 6, 2, 2, 4, 4
Next 3 terms: _____
What is the pattern core? _____
Challenge: What will the 36th term be? _____



Manitoba Math Curriculum

Patterns & Relations – Grade 5

Increasing Patterns - Shapes

Drag the coloured block on top of the block that was added to the pattern.

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

Complete the shrinking pattern.

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

Increasing Patterns

Fill in the blanks to complete the increasing patterns below.

1)	10.1	10.6	11.1	11.6	_____	_____	_____	_____	_____
2)	15.8	16.0	16.2	16.4	_____	_____	_____	_____	_____
3)	21.7	22.0	22.3	22.6	_____	_____	_____	_____	_____
4)	57.6	58.3	59.0	59.7	_____	_____	_____	_____	_____



Manitoba Math Curriculum Patterns & Relations – Grade 5

Increasing Patterns Rules- Multiplication

Fill in the blanks to determine the pattern rule.

#	PATTERN					RULE
1)	1	5	25	125	625	Start at ____, then multiply by ____ each time
2)	2	4	8	16	32	Start at ____, then multiply by ____ each time
3)	5	50	500	5000	50000	Start at ____, then multiply by ____ each time
4)	3	9	27	81	243	Start at ____, then multiply by ____ each time
5)	4	20	100	500	2500	Start at ____, then multiply by ____ each time

Growing Number Patterns

5.58"

Drag the numbers to complete the number patterns below.

1 2 3 4 5 6 7 8 9 0

32	37	42	—	—	—	—	—
255	260	265	—	—	—	—	—
468	473	478	—	—	—	—	—

Figure 1 Figure 2 Figure 3

Figure	Term Value
1	
2	
3	
4	

Figure 1 Figure 2 Figure 3

Figure	Term Value
1	
2	
3	
4	

Figure 1 Figure 2 Figure 3

Figure	Term Value
1	
2	
3	
4	

Figure 1 Figure 2 Figure 3

Figure	Term Value
1	
2	
3	
4	



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Manitoba Math Curriculum Shape & Space – Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

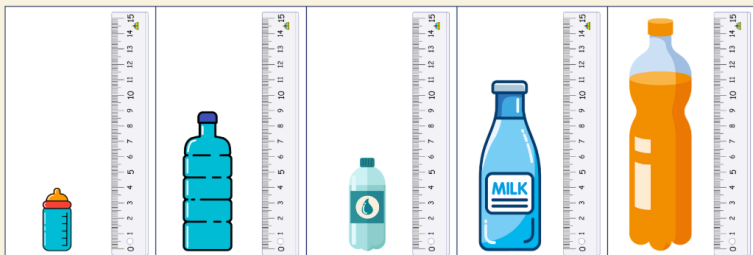
We are learning to use appropriate metric units to estimate and measure length so we can accurately determine and communicate the dimensions of various objects and spaces.



Measuring Height – Bottles

Measure the height of the bottles 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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Part 2 – Action!

- Writing
- Matching
- Drag and Drop
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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?



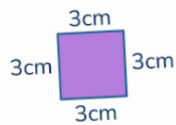


Manitoba Math Curriculum Shape & Space – Grade 5

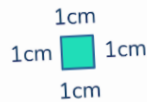
Finding the Perimeter of Squares

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

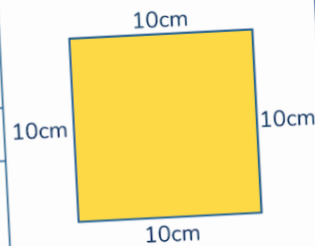
1 2 3 4 5 6 7 8 9 0



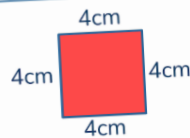
$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \text{ cm}$$



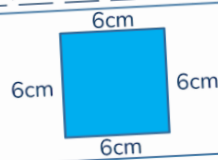
$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \text{ cm}$$



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



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

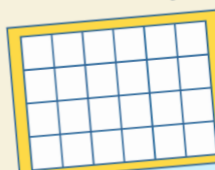


$$\underline{\quad} + \underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad} \text{ cm}$$

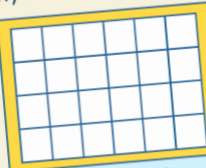
Perimeter = $\underline{\quad}$ cm Perimeter = $\underline{\quad}$ cm Perimeter = $\underline{\quad}$ cm

Perimeter = $\underline{\quad}$ cm Perimeter = $\underline{\quad}$ cm Perimeter = $\underline{\quad}$ cm

Drag as many red squares



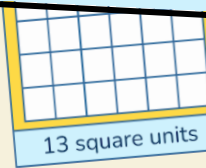
4 square units



7 square units



9 square units



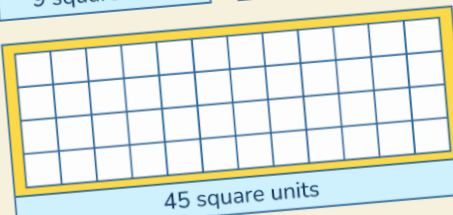
13 square units



21 square units



23 square units



45 square units



Manitoba Math Curriculum Shape & Space – Grade 5

Calculating Area – Amusement Centre

Calculate the area of the sections in the Amusement Centre.

The diagram shows the following sections and dimensions:

- Arcade Gaming: 8m (width), 4m (height)
- VR Section: 2m (width), 8m (height)
- Jumping Castle: 6m (width), 6m (height)
- Go Karting Area: 4m (width), 6m (height), 11m (total width)
- Bowling Area: 9m (width), 6m (height)
- Entrance: 3m (width), 6m (height)
- Bathroom: 5m (width), 3m (height)

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

Calculating Volume

Determine the length, width and height of the rectangular prisms and then calculate their volumes.

	Length	Height
	Width	Volume

	Length	Height
	Width	Volume

	Length	Height
	Width	Volume

x	x	x
x	x	x
x	x	x



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Manitoba Math Curriculum Number Unit – Grade 5

3-Part Lesson Format

Part 1 – Minds On!

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



Learning Goal

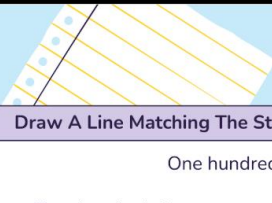
We are learning to **identify the place value of digits in whole numbers** so we can read, write, and understand large numbers accurately.



Why Are We Learning This?

Imagine you're saving up for a new 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!





Written Form

Draw A Line Matching The Standard Form To The Written Form	Standard Form
One hundred eighty-nine thousand thirty-six	323 479
Two hundred ninety-seven thousand two hundred forty-one	745 333
Seven hundred forty-five thousand three hundred thirty-three	631 760
Three hundred Twenty-three thousand four hundred seventy-nine	562 552
Six hundred thirty-one thousand seven hundred sixty	189 036
Five hundred sixty-two thousand five hundred fifty-two	297 241

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Card – Composing/Decomposing Numbers

Jim and Jenny finished their homework. In each question, one of them got it wrong. Find their error and correct it.

Number	Jim's Composition	Jenny's Composition
14 325	$10\ 000 + 2\ 000 + 1\ 300 + 1\ 000 + 22 + 4$	$9\ 000 + 4\ 000 + 1\ 300 + 20 + 5$
27,608	$20\ 000 + 6\ 000 + 1\ 000 + 500 + 50 + 50 + 8$	$20\ 000 + 5\ 000 + 2\ 000 + 600 + 60 + 8$
39,042	$20\ 000 + 10\ 000 + 5\ 000 + 4\ 000 + 40 + 2$	$30\ 000 + 5\ 000 + 3\ 000 + 2\ 000 + 40 + 2$
642,715	$600\ 000 + 40\ 000 + 1\ 500 + 1\ 500 + 700 + 10 + 5$	$600\ 000 + 40\ 000 + 1\ 000 + 1\ 000 + 700 + 10 + 5$
378,093	$300\ 000 + 70\ 000 + 8\ 000 + 30 + 3$	$200\ 000 + 170\ 000 + 8\ 000 + 90 + 3$
596,481	$500\ 000 + 90\ 000 + 4\ 000 + 2\ 400 + 70 + 11$	$500\ 000 + 90\ 000 + 5\ 100 + 1\ 200 + 80 + 1$



Manitoba Math Curriculum Number Unit – Grade 5

Comparing Numbers



Drag the correct sign between the numbers.

#	Number 1	Sign	Number 2
1	529 876		829 875
2	436 789		236 798
3	618 888		518 889
4	241 234		941 243
5	999 999		1 000 000
6	357 777		357 777

#	Number 1	Sign	Number 2
7	724 444		424 445
8	182 345		282 354
9	375 678		975 678
10	646 000		446 001
11	277 654		177 653
12	562 987		762 978

Number to the nearest 10

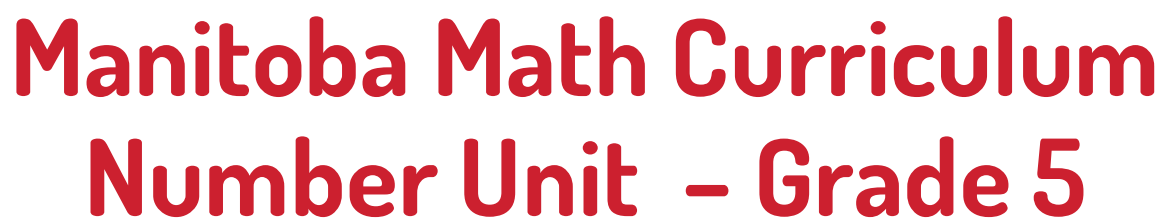
#	Rounded to Nearest 10
18	
72	

#	Rounded to Nearest 10
55	
3	

#	Rounded to Nearest 10
99	
65	

Match the numbers after rounding numbers

#		
1)	4 546	4 540
2)	7 487	3 420
3)	8 932	4 550
4)	7 553	3 430
5)	3 421	8 940
		7 490
		7 480
		7 550
		8 930



Round these numbers to the nearest thousand. Then add the numbers together.

$$\begin{array}{r} 87\,356 \\ + 90\,784 \\ \hline \end{array} \quad \begin{array}{l} \longrightarrow \\ \longrightarrow \end{array} \quad \begin{array}{l} \boxed{} \\ \boxed{} \\ \hline \boxed{} \end{array}$$

Round these numbers to the nearest ten thousand. Then add the numbers together.

$$\begin{array}{r} 368\,047 \\ + 458\,796 \\ \hline \end{array} \quad \begin{array}{c} \longrightarrow \\ \longrightarrow \end{array} \quad \begin{array}{c} \boxed{} \\ \boxed{} \\ \hline \boxed{} \end{array}$$

Compatible numbers are numbers that are easy to add, subtract, multiply, or divide. They are often chosen to make math problems simpler.

Example: Instead of subtracting $424 - 281$, you can use $400 - 300 = 100$ to estimate the sum quickly.

#	Original Question	Compatible Numbers
1	51 - 26	- =
2	46 - 19	- =
3	495 - 94	- =
4	647 - 553	- =

