



# 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.

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# Google Slides Lessons Preview





# Manitoba Math Curriculum Number Unit – Grade 1

## 3-Part Lesson Format

### Part 1 – Minds On!

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

**Learning Goal**

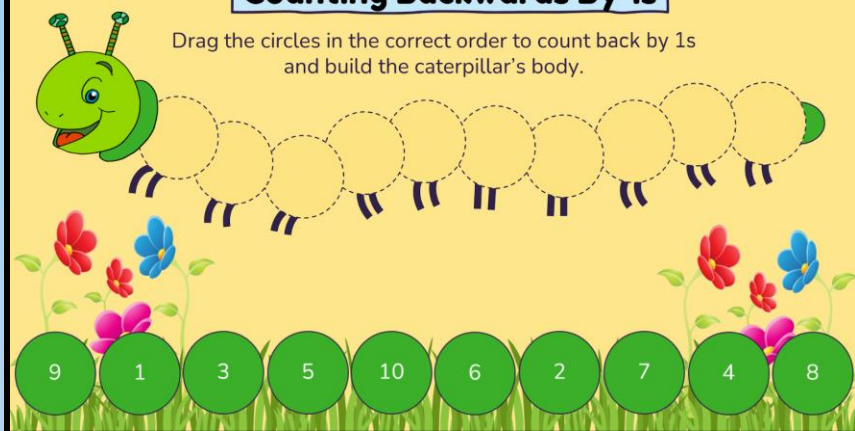
We are learning to **read and show numbers up to 50** so we can **understand** how numbers are used in daily life.

**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!

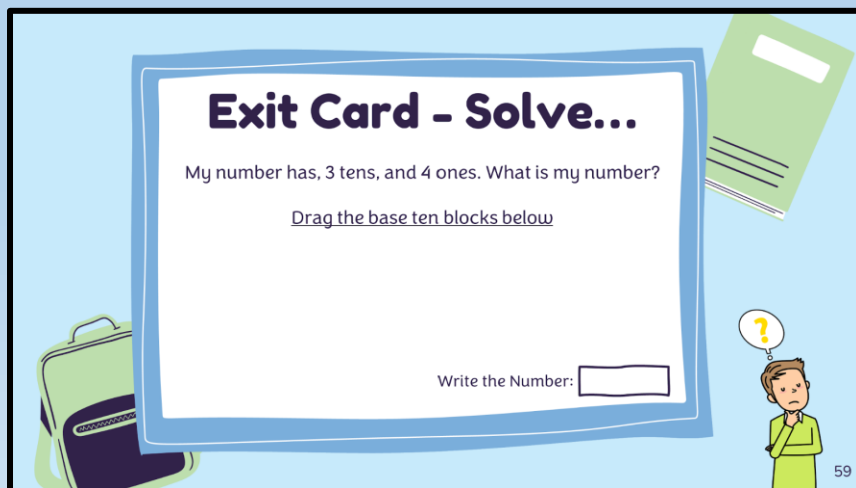
- Exit Cards
- Quizzes
- Reflection
- And More!

### **Exit Card - Solve...**

My number has, 3 tens, and 4 ones. What is my number?

Drag the base ten blocks below

Write the Number:





# Manitoba Math Curriculum Number Unit – Grade 1

## Written Form

Match the written forms with their correct standard forms.



Forty-four

Nineteen

Twelve

Thirty-three

Twenty-five

12

44

19

25

33

|    |    |   |
|----|----|---|
| 3) | 20 | 1 |
| 4) | 10 | 7 |
| 5) | 10 | 5 |
| 6) | 30 | 3 |



Drag the correct sign between the numbers.

| # | Number 1 | Sign | Number 2 |
|---|----------|------|----------|
| 1 | 16       |      | 15       |
| 2 | 29       |      | 28       |
| 3 | 38       |      | 39       |
| 4 | 34       |      | 43       |
| 5 | 49       |      | 49       |
| 6 | 17       |      | 17       |

| #  | Number 1 | Sign | Number 2 |
|----|----------|------|----------|
| 7  | 34       |      | 35       |
| 8  | 45       |      | 50       |
| 9  | 28       |      | 28       |
| 10 | 46       |      | 46       |
| 11 | 18       |      | 18       |
| 12 | 27       |      | 29       |



# Manitoba Math Curriculum Number Unit – Grade 1

## Comparing Food

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



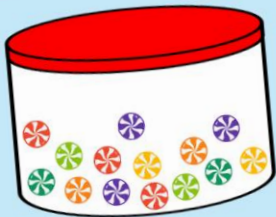
|  |  |  |
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Estimate how many candies are in each jar without counting.



Estimate: About \_\_\_\_\_ pieces

Actual: There are \_\_\_\_\_ pieces



Estimate: About \_\_\_\_\_ pieces

Actual: There are \_\_\_\_\_ pieces



Estimate: About \_\_\_\_\_ pieces

Actual: There are \_\_\_\_\_ pieces

|  |  |  |
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# Google Slides Lessons Preview





# Manitoba Math Curriculum Patterns & Relations – 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 Size

Drag the labels under the shapes depending on their size.

Small Medium Big

|    |                      |                      |                      |                      |                      |                      |                      |                      |                      |
|----|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 1) |                      |                      |                      |                      |                      |                      |                      |                      |                      |
|    | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 2) |                      |                      |                      |                      |                      |                      |                      |                      |                      |
|    | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 3) |                      |                      |                      |                      |                      |                      |                      |                      |                      |
|    | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

### 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..."



# Manitoba Math Curriculum Patterns & Relations – Grade 1

## Translating Patterns - AB Patterns

Translate the first pattern into a new pattern by dragging shapes of different colours.

|            |   |   |   |   |   |   |   |   |
|------------|---|---|---|---|---|---|---|---|
| 1)         | A | B | A | B | A | B | A | B |
| Translated |   |   |   |   |   |   |   |   |
| 2)         | A | B | B | A | B | B | A | B |
| Translated |   |   |   |   |   |   |   |   |
| 3)         | A | A | B | B | A | A | B | B |
| Translated |   |   |   |   |   |   |   |   |
| 4)         | A | A | B | A | A | B | A | A |
| Translated |   |   |   |   |   |   |   |   |

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

|            |   |   |   |   |   |   |   |   |
|------------|---|---|---|---|---|---|---|---|
| 1)         | ← | ▢ | ▤ | ◀ | ▢ | ▤ | ◀ | ▢ |
| Translated |   |   |   |   |   |   |   |   |
| 2)         | ◊ | └ | ○ | ▽ | └ | ◊ | └ | ○ |
| Translated |   |   |   |   |   |   |   |   |
| 3)         | ◀ | ▽ | ☆ | ◊ | ☆ | ◀ | ▽ | ☆ |
| Translated |   |   |   |   |   |   |   |   |
| 4)         | ◡ | 😊 | ▢ | ◡ | ◡ | 😊 | ▢ | ◡ |
| Translated |   |   |   |   |   |   |   |   |

Balance the equation below.

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



# Manitoba Math Curriculum Patterns & Relations – Grade 1

## Making Tens - Changing Variables

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 2 3 4 5 6 7 8 9 0

|                                    |                                    |                                    |                                    |
|------------------------------------|------------------------------------|------------------------------------|------------------------------------|
| 1)<br>$6 + \underline{\quad} = 10$ | 2)<br>$5 + \underline{\quad} = 10$ | 3)<br>$8 + \underline{\quad} = 10$ | 4)<br>$7 + \underline{\quad} = 10$ |
| 5)<br>$9 + \underline{\quad} = 10$ | 6)<br>$2 + \underline{\quad} = 10$ | 7)<br>$4 + \underline{\quad} = 10$ | 8)<br>$1 + \underline{\quad} = 10$ |

## Pre-Algebra - Balancing Scales

Balance the scales by taking away circles from the scale. The first one is done for you.

Drag the numbers to show how many balls you need to take away to balance the scales.

1 2 3 4 5 6 7 8 9 0

|                                   |                                   |                                   |                                   |
|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|
| 1)<br>$6 - 2 = 4$                 | 2)<br>$4 - \underline{\quad} = 3$ | 3)<br>$8 - \underline{\quad} = 5$ | 4)<br>$5 - \underline{\quad} = 3$ |
| 5)<br>$7 - \underline{\quad} = 3$ | 6)<br>$9 - \underline{\quad} = 5$ | 7)<br>$9 - \underline{\quad} = 2$ | 8)<br>$9 - \underline{\quad} = 6$ |

## Equations

Drag the numbers to fill in the missing number to balance the equation.

1 2 3 4 5  
6 7 8 9 0

|                                   |                                   |                                   |                                 |
|-----------------------------------|-----------------------------------|-----------------------------------|---------------------------------|
| 1)  - 2 =  = <input type="text"/> | 2)  - 3 =  = <input type="text"/> | 3)  - 3 =  = <input type="text"/> | 4)  -  = 5                      |
| 5) <input type="text"/> - 6 = 3   | 6)  - 4 =  = <input type="text"/> | 7)  -  = 2                        | 8) <input type="text"/> - 4 = 8 |



# Google Slides Lessons Preview





# Manitoba Math Curriculum Shape & Space – Grade 1

## 3-Part Lesson Format

### Part 1 – Minds On!

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

### Learning Goal

We are learning to find how long shapes and objects are so we can tell how they are the same or different.



### Comparing Length – Shortest to Longest

Drag the numbers to order the shapes from shortest (1) to longest (3).

1 2 3

|  |  |  |
|--|--|--|
|  |  |  |
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|  |  |  |
|  |  |  |
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### 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:

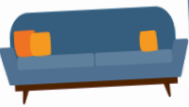
- I wonder why some objects are easier to measure than others.
- I wonder if I can measure the playground equipment the same way I did in class.



# Manitoba Math Curriculum Shape & Space – Grade 1

## Mass

Which object has more mass? Drag the checkmark to your answer.

|                                                                                                                                                  |                                                                                                                                                  |                                                                                                                                                  |                                                                                                                                                  |                                                                                                                                                    |                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <br><input style="width: 30px; height: 20px;" type="checkbox"/> | <br><input style="width: 30px; height: 20px;" type="checkbox"/> | <br><input style="width: 30px; height: 20px;" type="checkbox"/> | <br><input style="width: 30px; height: 20px;" type="checkbox"/> | <br><input style="width: 30px; height: 20px;" type="checkbox"/> | <br><input style="width: 30px; height: 20px;" type="checkbox"/> |
| <br><input style="width: 30px; height: 20px;" type="checkbox"/> | <br><input style="width: 30px; height: 20px;" type="checkbox"/> | <br><input style="width: 30px; height: 20px;" type="checkbox"/> | <br><input style="width: 30px; height: 20px;" type="checkbox"/> | <br><input style="width: 30px; height: 20px;" type="checkbox"/> | <br><input style="width: 30px; height: 20px;" type="checkbox"/> |

Order from heaviest to lightest.

|                                                                                                                                                    |                                                                                                                                                    |                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <br><input style="width: 30px; height: 20px;" type="checkbox"/> | <br><input style="width: 30px; height: 20px;" type="checkbox"/> | <br><input style="width: 30px; height: 20px;" type="checkbox"/> |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|

3) Order the fruits from heaviest to lightest.

|                                                                                                                                                    |                                                                                                                                                    |                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| <br><input style="width: 30px; height: 20px;" type="checkbox"/> | <br><input style="width: 30px; height: 20px;" type="checkbox"/> | <br><input style="width: 30px; height: 20px;" type="checkbox"/> |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|

4) Order the kitchen items from heaviest to lightest.

|                                                                                                                                                     |                                                                                                                                                      |                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br><input style="width: 30px; height: 20px;" type="checkbox"/> | <br><input style="width: 30px; height: 20px;" type="checkbox"/> | <br><input style="width: 30px; height: 20px;" type="checkbox"/> |
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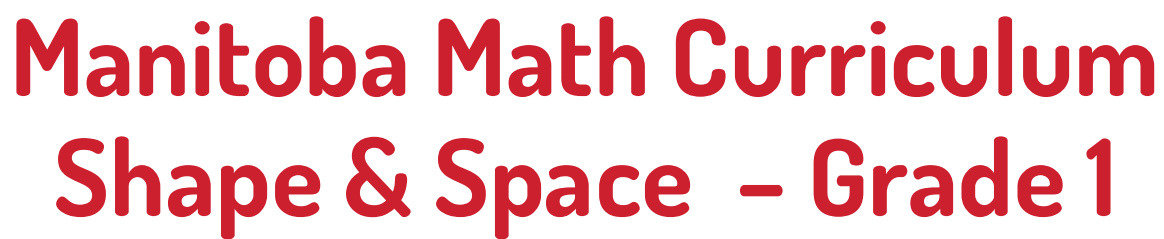
Order the animals from heaviest (1) to lightest (6).

|                                                                                                                                                    |                                                                                                                                                    |                                                                                                                                                    |                                                                                                                                                    |                                                                                                                                                      |                                                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <br><input style="width: 30px; height: 20px;" type="checkbox"/> | <br><input style="width: 30px; height: 20px;" type="checkbox"/> | <br><input style="width: 30px; height: 20px;" type="checkbox"/> | <br><input style="width: 30px; height: 20px;" type="checkbox"/> | <br><input style="width: 30px; height: 20px;" type="checkbox"/> | <br><input style="width: 30px; height: 20px;" type="checkbox"/> |
|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|








[illegible]