



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





Saskatchewan Math Statistics– Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

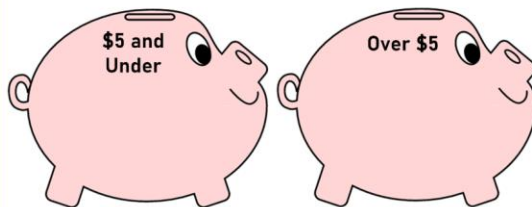
SORTING DATA

Learning Goal

We are learning to **sort and group objects** by looking at their **features**, so we can **notice patterns**, **compare things**, and **organize information** to help us understand the world around us.

SORTING DATA – MONEY

Move the money to the correct piggy bank.



Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

SORTING DATA – CARROLL DIAGRAM

Sort the numbers into the correct categories in the Carroll diagram.

	Number Less than 75	Number Greater than 75
Odd Number	14 73 35 84 102	95 103 88 63 107
Even Number	132 126 25 47 118	58 69 91 44 150



Saskatchewan Math Statistics– Grade 3

SORTING DATA – PETS

Drag the animals into the correct category.

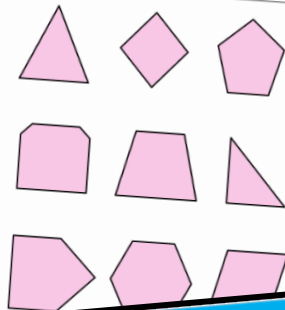
			
Hamster	Kangaroo	Penguin	Turtle
			
Horse	Bunny	Frog	Parrot

Can Be
Pets

Can't Be
Pets

4.38

Sort the shapes based on their number of sides.



3 Sides

4 Sides

GENERATING QUESTIONS

Drag 4 correct options for each question below.

Questions	
1) Which country would you most like to visit?	
A)	C)
B)	D)
2) What is your favourite type of dessert?	
A)	C)
B)	D)
3) Which magical creature do you like best?	
A)	C)
B)	D)

Mermaid

Ice Cream

Brazil

Dragon

Cake

France

Unicorn

Cookies

Japan

Dinosaur

Brownies

China

Phoenix

Europe



Saskatchewan Math Statistics– Grade 3

TALLY MARKS

Count the tally marks.

S	7
14	4
17	13
8	6
9	11

TALLY MARKS

1 2 3 4 5 6 7 8 9 0

The students in a class were asked what their favourite fruit is. The results are shown using tally marks. Fill in the frequency for each category.

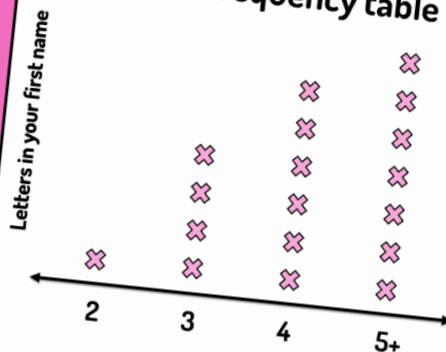
Category	Apples	Bananas	Oranges	Grapes
Tally				
Frequency				

Oranges
Grapes
1

- 1) How many students were asked?
- 2) Which fruit is the most popular?
- 3) Which fruit is the least popular?
- 4) How many more students chose apples than bananas?

READING LINE PLOTS

Fill in the frequency table below.



1 2 3 4 5 6 7 8 9 0

Category	2 letters	3 letters	4 letters	5+
Tally				
Frequency				



Google Slides Lessons Preview





Saskatchewan 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?





Saskatchewan Math Curriculum

Shape & Space – Grade 3

Measuring Time – Seconds, Days, Hours, Minutes

1 2 3 4 5 6 7 8 9 0

Drag the numbers to fill in the tables below.

Seconds (sec)	Minutes (min)
60 seconds = 1 minute	60 minutes = 1 hour

Hours (hr)	Days (d)
24 hours = 1 day	1 day = 24 hours

Seconds	Minutes
60	1
	3
360	
	8
540	
600	

Minutes	Hours
60	1
	2
300	
	7
	9
	10

Hours	Days
24	1
	3
96	
	7
192	
	10



WORD BANK

Wednesday

Friday

Saturday

Monday

Compare the objects below and drag the checkboxes.



Saskatchewan Math Curriculum

Shape & Space – Grade 3

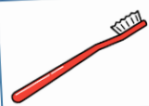
Using Referents to Measure Mass

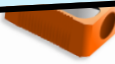
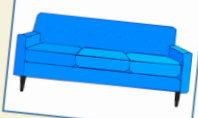
Drag the circle to the estimate you think makes the most sense.

1) A tennis ball	a) 1g b) 500g c) 1kg d) 50g		4) A button	a) 100g b) 500g c) 100kg d) 1g	
2) A can of soup	a) 10g b) 500g c) 100kg d) 1g		5) A pair of trainers	a) 100g b) 500g c) 1kg d) 10g	
3) A laptop	a) 10g b) 500g c) 1kg d) 200g		6) A postage stamp	a) 100g b) 50g c) 1g d) 10g	

Metric System – Grams

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

				Grams	Kilograms
Pair of socks	Cat	Toothbrush	Sandwich	Television	Cupboard
					
Scissors	Guitar	Headphones	Picture frame	Bicycle	Perfume
					

					Units
					m cm
					



Google Slides Lessons Preview





Saskatchewan Math Curriculum Patterns & Relations – Grade 3

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 patterns grow.

Increasing Patterns - Shapes

Drag the shapes to draw the next line of the increasing pattern.

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

Legend:

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

EXIT CARD

How many shapes will be in the 3rd pattern?

↓

↓

Legend:



Saskatchewan 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.

10, 20, 30, 40, 50, 60

3, 8, 13, 18, 23, 28

1 2 3 4 5 6 7 8 9 0 +

Increasing

Drag the numbers to fill in the blanks and figure out the pattern rules.

#	PATTERN								RULE
1)	115	120	125	130	135	140	145	150	Start at _____, then add _____ each time
2)	135	141	147	153	159	165	171	177	Start at _____, then add _____ each time
3)	346	348	350	352	354	356	358	360	Start at _____, then add _____ each time
4)	708	716	724	732	740	748	756	764	Start at _____, then add _____ each time
5)	963	966	969	972	975	978	981	984	Start at _____, then add _____ each time



Saskatchewan Math Curriculum Patterns & Relations – Grade 3

Decreasing Pattern Rules - Subtracting To 100

Drag the numbers to create patterns according to the pattern rule.

#	PATTERN	RULE
1)		Start at 43, then subtract 3 each time
2)		Start at 68, then subtract 2 each time
3)		Start at 98, then subtract 10 each time
4)		Start at 91, then subtract 6 each time
5)		Start at 72, then subtract 4 each time

1 2 3 4 5 6 7 8 9 0

Input/Output Table - Subtraction

Drag the numbers to fill in the tables. The first one is done for you.

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	

1 2 3 4 5 6 7 8 9 0

Patterns & Relations - Figure 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	

Figure 1 Figure 2 Figure 3

Figure	Term Value
1	
2	
3	
4	

1 2 3 4 5 6 7 8 9 0



Google Slides Lessons Preview





Saskatchewan Math Curriculum

Number Unit – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to count to 1000 by 1s, 2s, 50s, 100s, and 200s using different tools and strategies so we can understand patterns in numbers and improve our counting skills.

Discussion Questions

- 1) What are some things in our world that we need to count? Can you think of big numbers we use every day?
- 2) If you had to count to 1000, what would be the fastest way to do it? Would you count by 1s, 2s, or something bigger?
- 3) Imagine you are a store owner. What numbers would you use to count your money or items on the shelves? How would you make counting faster?

4

Counting To 200 By 25s

Drag the circles in the correct order to count to 200 by 25s and build the caterpillar's body.

150 75 125 200 25 175 50 100

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Solve...

My number has 1 hundreds, 7 tens, and 4 ones. What is my number?

Drag the base ten blocks below

Write the Number:

33



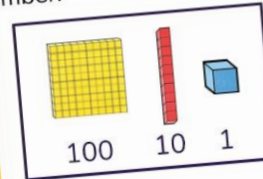
Saskatchewan Math Curriculum

Number Unit – Grade 3

Skip Counting - Base Ten Blocks

Drag the base ten blocks to match the value of the number.

65	
79	
148	
200	



Eighty-eight
One hundred
fifty-four
Thirty-two
One hundred
seventy-six

32
154
197
176
88

Co

Compose the numbers by dragging digits

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





Saskatchewan Math Curriculum

Number Unit – Grade 3

Comparing Numbers

Drag the correct sign between the numbers.



#	Number 1	Sign	Number 2
1	876		875
2	789		798
3	888		689
4	234		243
5	999		1 000
6	88		777

#	Number 1	Sign	Number 2
7	444		435
8	345		354
9	678		678
10	99		446
11	277		177
12	987		978

Estimation – Compatible Numbers

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

#	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	$247 + 153$	$\underline{\quad} + \underline{\quad} = \underline{\quad}$

How many objects are there?
How many groups did you make?
How many are in each group?
Write the division sentence

Objects

Questions

How many objects are there?
How many groups did you make?
How many are in each group?
Write the division sentence