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BC Math Curriculum Financial Literacy– Grade 7

3-Part Lesson Format

Part 1 – Minds On!

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

Calculating Percentage

Learning Goal

We are learning to **calculate percentages by multiplying decimals**, so we can **make informed financial decisions** about discounts, taxes, tips, and savings.

Multiplying Decimals

Multiply the decimals and write the answer.

1 2 3 4 5 6 7 8 9 0

*0.1	*0.01
20*0.1	30*0.01
200*0.1	700*0.01
4*0.1	800*0.01
40*0.1	40*0.01
450*0.1	500*0.01
6*0.1	100*0.01
60*0.1	1500*0.01
650*0.1	2000*0.01

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Calculating Percentages

Answer the questions below

1 2 3 4 5 6 7 8 9 0

Questions	Answer
1) Daniel wants to buy a bicycle helmet that costs \$60.00 . It is on sale for 15% off . How much will Daniel pay for the helmet before tax?	
2) Sofia has \$150.00 to spend at an electronics store. She finds a pair of headphones priced at \$120.00 with a 20% discount . a) How much money will Sofia save with the discount? b) How much will the headphones cost before tax? c) If 15% tax is added to the discounted price, how much will she pay in total? d) How much of her \$150.00 will Sofia have left after buying the headphones?	



BC Math Curriculum Financial Literacy– Grade 7

Calculating Percentages

Find half of the numbers below.

Number
32
74
56
112
180
546
782
834

0
1
2
3
4
5
6
7
8
9

Fill in the table below.

Number	50%	25%
120		
180		
260		
316		
452		
576		
624		
748		

Item

 \$70.00	10%	5%	Total Tax
 \$20.00			
 \$100.00			
 \$40.00			

2.00 10.00 10.50
7.00 2.00 3.00
1.00 3.50 6.00
5.00 4.00 15.00

Solve the word problems below using a 15% tax rate

1) Jacob wants to buy a new pair of soccer shoes that cost \$50. About how much will he pay in sales tax?	
2) Ethan buys headphones for \$20. If he pays with a \$50 bill, about how much change will he get after tax?	
3) Nicole is buying a new backpack that costs \$40. About how much will she pay in sales tax?	
4) Chloe is buying some art supplies that cost \$24 before tax. About how much will she pay just for the tax?	
5) Bryan is shopping for a soccer ball priced at \$30. About how much will he pay after adding tax?	

4.50 27.00
34.50 3.00
6.00 3.60
46.00 7.50



BC Math Curriculum Financial Literacy– Grade 7



Estimating Sales Tax



Solve the word problems below using a 15% tax rate

- 1) Jacob wants to buy a new pair of soccer shoes that cost \$50. About how much will he pay in sales tax?
- 2) Ethan buys headphones for \$20. If he pays with \$50 bill, about how much change will he get after tax?
- 3) Nicole is buying a new backpack that costs \$40. About how much will she pay in sales tax?
- 4) Chloe is buying some art supplies that cost \$24 before tax. About how much will she pay just for the tax?
- 5) Bryan is shopping for a soccer ball priced at \$30. About how much will he pay after adding tax?

\$4.50

\$27.00

\$34.50

\$3.00

\$6.00

\$3.60

\$46.00

\$7.50



Determining Sales Tax

Determine the tax and total price of the items below.

Item	Tax (13%)	Total Price
 \$13.00		
 \$72.00		
 \$36.00		
 \$14.00		

\$1.69

\$9.46

\$1.82

\$5.10

\$81.26

\$15.82

\$40.68

\$4.65

\$14.69

\$9.36

\$81.36

\$4.68



\$400

\$600

\$1100

\$2300

\$1800

\$2500

\$360

\$71.50

\$39

\$650

\$110

\$117

\$162.50

\$325

\$15

\$26

\$315

\$149.50



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BC Math Curriculum Statistics – Grade 7

3-Part Lesson Format

Part 1 – Minds On!

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

REPRESENTING DISTRIBUTION USING PERCENTAGE

Learning Goal

We are learning to **explain why percentages are used to represent the distribution of data in populations and large data sets**, so we can **compare data and identify patterns more easily**.

QUALITATIVE VS QUANTITATIVE DATA

Make observations about the image (playground) and sort them as quantitative or qualitative.

#	Description	Data Type
1	The playground equipment is brightly coloured.	
2	Two children are playing on the swings.	
3	Three children are playing on the merry-go-round.	
4	The slide is green.	
5	Two children are building a sandcastle in the sandbox.	
6	The climbing dome is red and blue.	
7	Two children are playing soccer with one soccer ball.	
8	The children look happy and active.	

Quantitative

Qualitative



Part 2 – Action!

- Writing
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Part 3 – Consolidation!

- Exit Cards
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QUALITATIVE, DISCRETE OR CONTINUOUS DATA

You are helping organize a school music festival and are collecting information about performers and attendees. Decide whether the data collected is qualitative, discrete, or continuous.

Data Collected	Data Type
1) How many performers are in each band?	
2) How long is each performance (in minutes)?	
3) What type of music does each band play?	
4) How many songs does each band perform?	
5) What colour are the stage lights?	
6) How many tickets were sold for the event?	
7) What is the age of each performer?	
8) How loud is the music (in decibels)?	
9) What is the name of each band?	
10) How many instruments are used in each performance?	

Qualitative Data

Discrete Data

Continuous Data

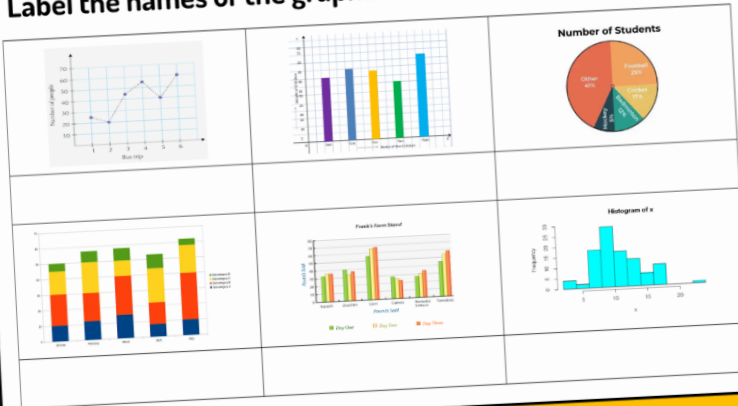




BC Math Curriculum Statistics – Grade 7

TYPES OF GRAPHS

Label the names of the graphs below.



Histogram

Multiple Bar Graph

Bar Graph

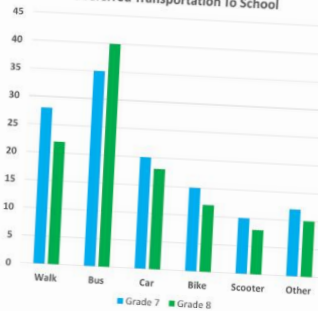
Stacked Bar Graph

Circle Graph

Broken Line Graph

Grade 7 and Grade 8 were asked how they prefer to travel to school. The results are shown below.

Preferred Transportation To School



Scooter

Other

1 2 3 4 5 6 7 8 9 0

- 1) Which transportation method did the **Grade 7** students choose the most?
- 2) Which transportation method did the **Grade 8** students choose the most?
- 3) How many more students chose **Bus** than **Walk** in total?
- 4) How many students **participated** in the survey?
- 5) What **percentage** of **Grade 7** students chose **Walk**?
- 6) What **percentage** of **Grade 8** students chose **Bus**?

Grade 7 Grade 8

Walk

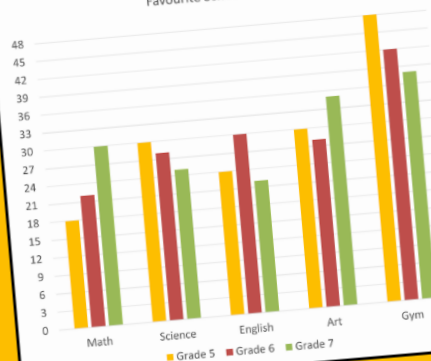
Bus

Car

Bike

The students in Grade 5, 6, and 7 were asked which school subject is their favourite. The results are shown in the multiple-bar graph below.

Favourite School Subject



Subject	Grade 5		Grade 6		Grade 7	
	#	%	#	%	#	%
Math	18/150	12				
Science						
English						
Art	30/150	20				
Gym						
Total						

- 1) How many students in each grade were surveyed?
- 2) How many votes did the most popular subject receive in total?

Grade 5

Grade 6

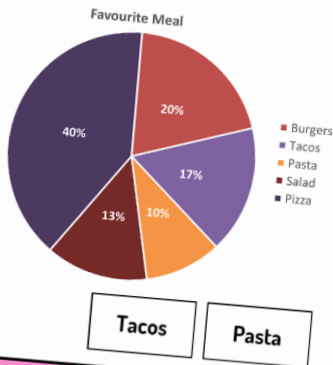
Grade 7



BC Math Curriculum Statistics – Grade 7

INTERPRETING A CIRCLE GRAPH

A group of teens were asked to choose their favourite meal. The results are shown in the circle graph below.



Salad

Pizza

1 2 3 4 5 6 7 8 9 0 . -

Fill in the frequency table and answer the questions.

	Burgers	Tacos	Pasta	Salad	Pizza
Votes	6/30	5/30			
%			10%	13%	40%

1) Which meal is the **most popular** among the teens?

2) Do **Tacos, Pasta, and Salad combined** make up more than half of the choices?

3) Which meal represents **one-fifth (20%)** of the choices?

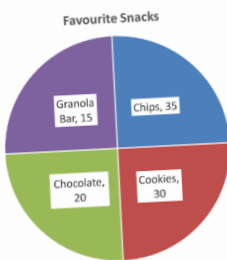
4) What **percentage** of teens did **NOT** choose pizza?

Yes No

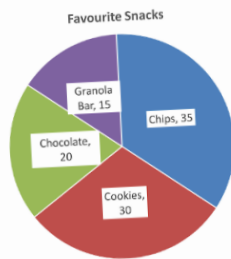
MISLEADING CIRCLE GRAPHS

A local snack company wants to advertise that their new product (Granola Bars) is just as popular as other snacks among students.

Graph A

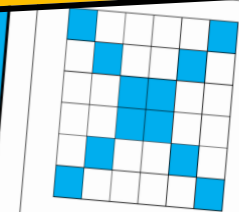


Graph B



Answer the questions below.

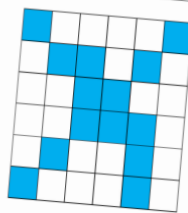
Questions	
1) Which graph is misleading?	Graph A
	Graph B
2) Which graph would you trust more? Explain your reasoning.	Graph A
	Graph B
3) How can you tell if a circle graph is accurate or misleading? Discuss it with your classmates.	



Fraction

Decimal

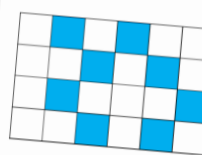
Percent



Fraction

Decimal

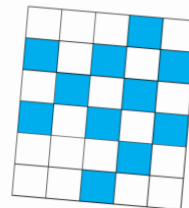
Percent



Fraction

Decimal

Percent



Fraction

Decimal

Percent

1 2 3 4 5 6 7 8 9 0 . %



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BC Math Curriculum

Measuring Unit – Grade 7

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to use the relationships between the radius, diameter, and circumference of a circle to explain the formula for finding the circumference so we can solve problems and understand how circles work in real-life situations.



Which is Longer?

Which distance is farther? Drag the circle to the longest distance.

1)	460m	319cm	582mm	1.7km
2)	1890cm	2.4km	4670m	250mm
3)	310m	5300cm	0.6km	8130mm
4)	67300m	420mm	72000cm	9.4km

Which distance is nearer? Drag the circle to the shortest distance.

5)	2100cm	840m	5100mm	2.7km
6)	36800m	920cm	6450mm	3.6km
7)	4.9km	47000mm	2650m	1730cm
8)	5690mm	3310m	84170cm	1.2km

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Radius and Diameter – Word Problems

- 1) A circular window in a library has a radius of 24 cm. A worker needs to cut a piece of glass to fit exactly inside the frame. What is the diameter of the glass?

- 2) A water tank has a circular lid with a diameter of 50 cm. A mechanic needs to drill a small handle exactly in the middle of the lid. How many cm from the edge is the centre of the lid?





BC Math Curriculum

Measuring Unit – Grade 7

Circumferences, Radius and Diameter

Calculate the diameter and radius. Round to the nearest tenth.

**Calculating Diameter
(Circumference)**
 $d = \frac{C}{\pi}$ or $d = C \div \pi$

**Calculating Radius
(Circumference)**
 $r = \frac{C}{\pi} \div 2$

1	2	3	4	5
6	7	8	9	0.

cm	mm
m	km

#	Circumference	Radius	Diameter
1)	13 mm		
2)	25 cm		
3)	44 km		
4)	65 cm		
5)	71 m		

#	Circumference	Radius	Diameter
6)	38 mm		
7)	47 km		
8)	89 m		
9)	54 cm		
10)	93 mm		

1 2 3 4 5 6 7 8 9 0

 Area of Base Height Volume	2) Area of Base Height Volume	3) Area of Base Height Volume
4) Area of Base Height Volume	5) Area of Base Height Volume	6) Area of Base Height Volume

Solve the questions. Drag the numbers to answer.

1)

Area of the Base= _____

Volume: _____

2)

Area of the Base= _____

Volume: _____

Area of the Base= _____

Volume: _____



BC Math Curriculum

Measuring Unit – Grade 7

Four Quadrants - Cartesian Plane

Drag the labels to identify the coordinates for each animal on the cartesian plane.

Symbols	Coordinates (x, y)
	(,)
	(,)
	(,)
	(,)
	(,)
	(,)

Describing Translations

Describe the translations below by dragging the arrows and numbers. Shape A is the original object.

6 7 8 9 0

Shape Bank

Points: e points.

4) 5) 6)

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



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BC Math Curriculum

Patterning & Equations – Grade 7

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to recognize and describe increasing number patterns using addition and multiplication to understand how numbers grow and change.

Increasing Decimal Pattern Rules - Tenths

Fill in the blanks to complete the increasing patterns below.

1)	17.6	17.9	18.2	18.5				
2)	55.1	55.6	56.1	56.6				
3)	125.8	126.8	127.8	128.8				
4)	299.9	301.1	302.3	303.5				

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Consolidation - Multiple-Choice Questions

Drag the checkmark to answer the following multiple-choice questions about the topic.

1) Which pattern is increasing, but not by a constant amount each time?	2) The pattern 4, 9, 14, 19, 24 can be described by which rule?	3) Which statement best describes how these two patterns grow? Pattern A: 6, 9, 12, 15, 18 Pattern B: 6, 12, 24, 48, 96
1) 10, 12, 14, 16, 18	1) Start at 4 and multiply by 5 each time	1) Both patterns increase by adding the same number each time
2) 1, 2, 4, 8, 16	2) Start at 9 and add 4 each time	2) Pattern A increases by multiplication; Pattern B increases by addition
3) 3, 6, 9, 12, 15	3) Start at 4 and add 4 each time	3) Pattern A increases by addition; Pattern B increases by multiplication
4) 30, 25, 20, 15, 10	4) Start at 4 and add 5 each time	4) Both patterns increase by multiplying by the same number each time



BC Math Curriculum

Patterning & Equations – Grade 7

Input/Output Table

Fill in the tables below.

RULE = Add 8		RULE = Subtract 6		RULE = Multiply 8		RULE = Divide 5		RULE = Add 9	
In	Out	In	Out	In	Out	In	Out	In	Out
107		284		4		30		472	
260		375		6		45		594	
374		396		8		60		667	
592		504		13		95		891	
733		859		20		115		908	

Pattern - Graph

Continue the line on the graph and fill in the table of values.

Fence Panel Pattern

Term Number	Term Value
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Circle which variable (x or y) increases.

1) Term Number	1	2	3	4	5
x	325	350	375	400	425
y	315	330	345	360	375
x or y					

2) Term Number	1	2	3	4	5
x	764	780	796	812	828
y	832	850	868	886	904
x or y					



BC Math Curriculum

Patterning & Equations – Grade 7

Bridge Word Problem - T-Tables

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.

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

Write an algebraic expression that represents the function. _____

1) How many people could be seated if she had...

a) 11 squares b) 95 squares

2) If you have exactly 34 toothpicks, how many connected squares can you build?

Integer Patterns

-20	-19	-18	-17	-16	-15	-14	-13	-12	-11	-10	-9	-8	-7	-6	-5	-4	-3	-2	-1	
0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20

Fill in the blanks below using the pattern rule.

1) Start at 1, subtract 2 each time

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

2) Start at -6, subtract 3 each time

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

3) Start at -20, subtract -5 each time

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

4) Start at 35, subtract -7 each time

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Algebraic Expressions

2) Subtract five from a number.	
3) Double a number, then add nine.	
4) Subtract twelve from a number, then multiply the result by three.	
5) Add seven to a number, then divide the result by two.	
6) Half of the sum of a number and ten.	



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BC Math Curriculum Number Unit – Grade 7

3-Part Lesson Format

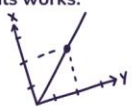
Part 1 – Minds On!

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



Learning Goal

We are learning to **multiply three-digit whole numbers by decimal tenths using algorithms** so we can accurately solve real-world problems that involve decimals and understand how multiplication with decimals works.



Discussion Questions

- 1) If you multiply a number by a decimal number less than 1, will the number get larger or smaller? Explain.
- 2) What happens when you multiply a whole number by 10? What about by 0.1?
- 3) How do you think multiplying by a decimal is different from multiplying by a whole number?
- 4) If I multiply 250 by a number, and the product is less than 250, what do you know about the number I multiplied by?

Comparing Integers

Drag the correct sign between the numbers.



#	Number 1	Sign	Number 2
1	-7		4
2	8		-8
3	3		-27
4	63		14
5	-6		-6
6	9		-12

#	Number 1	Sign	Number 2
7	54		12
8	-78		-24
9	-45		-45
10	23		-11
11	67		29
12	-33		-6

Part 2 – Action!

- Writing
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Part 3 – Consolidation!

- Exit Cards
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Consolidation - Word Problems

- 1) Cedric is at -25 points in a game, while Dorothea is at 18 points. Who has the higher score, and what is the difference?
- 2) Alistair has a bank balance of -\$80, and Beatrice has a balance of \$45. Who has more money, and by how much?
- 3) A runner started a race at a position of 5 meters above sea level. Halfway through the first lap, the runner was at -12 meters. What was the difference in elevation between the start and the halfway point?





BC Math Curriculum Number Unit – Grade 7

Multiplying Integers

Use the rules above to answer the 1-step equations below.

1) $6 \times (-3) =$	2) $(-4) \times (-9) =$	3) $(-12) \times (-5) =$
4) $(-14) \times 13 =$	5) $19 \times (-11) =$	6) $24 \times (-31) =$
7) $(-45) \times (-68) =$	8) $(-72) \times (-89) =$	9) $93 \times 212 =$

1)

x	4	-7
-2		
-5		

2)

x	3	-6
-5		
-4		

3)

x	8	-3
-6		
-7		

4)

x	5	-2
-8		
-9		

5)

x	9	-7	9
-5			
-2			
4			

6)

x	13	-14	17
-9			
-5			
-8			

7)

x	-23	28	-39
-7			
-8			
8			

$4.347 + 6.132$

$4 + 6 = 10$
 $0.3 + 0.1 = 0.4$
 $0.04 + 0.03 = 0.07$
 $0.007 + 0.002 = 0.009$
 $10 + 0.4 + 0.07 + 0.009 = 10.479$

$5.613 + 2.235$

$7.864 + 6.923$

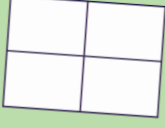
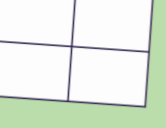
$12.618 + 18.353$



BC Math Curriculum Number Unit – Grade 7

Area Model Multiplication – 2 x 2 Digits

Use the area model to solve the multiplication problems below.

1) $13 \times 18 =$ _____ 	2) $22 \times 19 =$ _____ 	3) $36 \times 45 =$ _____ 
4) $53 \times 67 =$ _____ 	5) $78 \times 61 =$ _____ 	6) $84 \times 92 =$ _____ 

Division

How many times you can divide

1) $2 \overline{) 3.26}$	2) $5 \overline{) 8.75}$	3) $6 \overline{) 6.18}$
4) $7 \overline{) 21.42}$	5) $9 \overline{) 36.81}$	6) $8 \overline{) 64.88}$

... and $50 \times 0.01 = 0.5$... by 100. Move the digits two places to the right.

Match each equation with its answer.

$60 \times 0.1 =$ _____		2
$200 \times 0.01 =$ _____		90
$40 \times 0.1 =$ _____		6
$9\,000 \times 0.01 =$ _____		300
$3\,000 \times 0.1 =$ _____		4