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Saskatchewan Math Statistics– Grade 4

3-Part Lesson Format

Part 1 – Minds On!

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

STATISTICAL QUESTIONS

Learning Goal

We are learning to **identify and create statistical questions using real-life examples and simple surveys**, so we can **collect relevant data and make sense of the information to answer those questions**.

STATISTICAL QUESTIONS

Drag and drop the questions into the boxes below.

Statistical Question

Non-Statistical Question

How many siblings do students in our class have?

How tall are students in our class?

How many siblings do you have?

What is the favourite lunch in our class?

What is your favourite subject?

How many books do students read each month?

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

STATISTICAL QUESTIONS

Write your own predictions for the statistical questions below

1 2 3 4 5 6 7 8 9 0

#	Questions	Prediction	
1	Which shoe type is most common in your class – running shoes, boots, sandals, sneakers, or flip-flops?		
2	Which activity do students enjoy the most – reading, drawing, building, playing outside, or games?		
3	How many minutes do students in your class spend doing homework each day?	Least	Most
4	How many minutes do students in your class spend playing outside each day?	Least	Most
5	How many times do students in your class eat snacks in a day?	Least	Most
6	How many hours do students in your class sleep each night?	Least	Most

Saskatchewan Math Statistics– Grade 4



TALLY MARKS



Drag the tally marks that match the # of students in the table.

Ways of getting to school	# of Students	Tally
Walking	11	
Car	21	
Bus	25	
Bike	15	

Grade 4 students were asked which classroom job they like to do best. Fill in the table by drawing the tally marks.

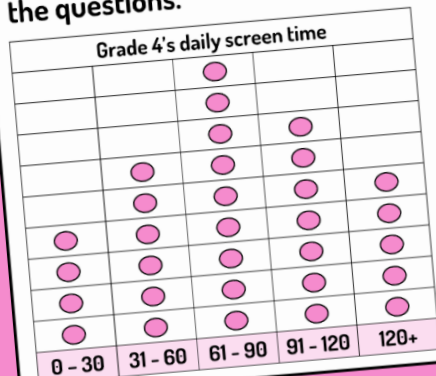
Category	Line Leader	Door Holder	Board Cleaner	Paper Passer
Tally				
Frequency	19	14	25	16

Questions	Answer
1) Which job is the most popular among grade 4 students?	
2) How many more students chose board cleaner than door holder?	
3) How many students chose their favourite job?	

74
Board Cleaner
76
9
11
Line Leader
Door Holder

Read the line plot and answer the questions.

Grade 4's daily screen time



Screen Time (in min)	Frequency
0 - 30	4
31 - 60	6
61 - 90	8
91 - 120	5
120+	3

Screen Time (in min)	0 - 30	31 - 60	61 - 90	91 - 120	120+
Frequency					

Questions	Answer
1) Which screen time range was the most common ?	
2) Which screen time range was the least common ?	
3) How many students were surveyed in total ?	
4) How many more students spent 31-60 minutes on screens than more than 120 minutes?	
5) What is the difference between the number of students who spent 61-90 minutes and those who spent 0-30 minutes on screen time?	

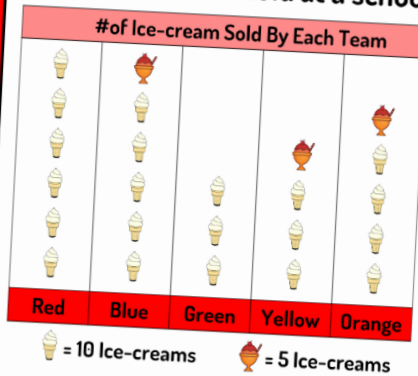


Saskatchewan Math Statistics– Grade 4

PICTOGRAPHS

The pictograph shows how many ice cream cones each team sold at a school fundraiser.

1 2 3 4 5 6 7 8 9 0



Answer the questions about the pictograph.

- 1) How many ice creams is one ice cream cone worth?
- 2) How many ice creams is one ice cream cup worth?
- 3) Which team sold the least number of ice cream?
- 4) How many more ice creams did the Blue Team sell than the Yellow Team?
- 5) How many more ice creams would the Orange Team need to sell to match the Red Team?

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				

1) Which snack was the most popular?

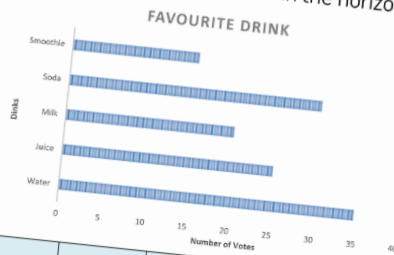
2) How many more students liked the most popular snack than the least popular?

3) Which two snacks had the most votes?

4) How many students liked the most popular snack?

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?



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Saskatchewan 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 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

Drag the numbers to fill in the answers below – Hours, Minutes and Seconds.

1 2 3 4 5
6 7 8 9 0

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

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





Saskatchewan Math Curriculum

Shape & Space – Grade 5

Telling Time – Multiple Choice

Drag the circle to the correct time shown on the clock.

1)



- a) 02 : 15
- b) 06 : 05
- c) 10 : 25
- d) 08 : 30

2)



- a) 11 : 50
- b) 03 : 20
- c) 12 : 35
- d) 07 : 55

3)



- a) 10 : 55
- b) 06 : 30
- c) 11 : 10
- d) 08 : 45

4)



- a) 12 : 55
- b) 07 : 15
- c) 02 : 00
- d) 04 : 20

5)



- a) 01 : 00
- b) 12 : 30
- c) 04 : 45
- d) 03 : 15

6)

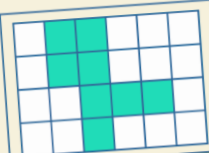


- a) 10 : 15
- b) 02 : 30
- c) 06 : 10
- d) 05 : 20

	Start Time	End Time	How Much Time Has Passed?	
1)	12:47	16:59	Hours	
			Minutes	
2)	05:26	23:48	Hours	
			Minutes	
3)	09:14	18:52	Hours	
			Minutes	
4)	15:32	20:46	Hours	
			Minutes	

#	Start Time	End Time	How Much Time Has Passed?	
5)	03:21	17:53	Hours	
			Minutes	
6)	14:10	22:46	Hours	
			Minutes	
7)	21:33	23:59	Hours	
			Minutes	
8)	07:14	19:38	Hours	
			Minutes	

What is the area of the shape in squares? Drag the



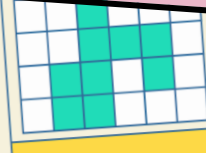
Area: _____ Squares



Area: _____ Squares



Area: _____ Squares



Area: _____ Squares



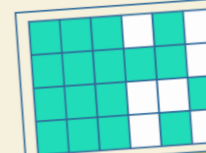
Area: _____ Squares



Area: _____ Squares



Area: _____ Squares



Area: _____ Squares



Saskatchewan Math Curriculum

Shape & Space – Grade 4

Area – Units Squared

Use the formula to find the area of the shapes below. Drag the numbers to complete the equations.

1	2	3	4	5
6	7	8	9	0

$$A = l \times w$$
$$A = __ \times __$$
$$A = __ \text{ units}^2$$

$$A = l \times w$$
$$A = __ \times __$$
$$A = __ \text{ units}^2$$

$$A = l \times w$$
$$A = __ \times __$$
$$A = __ \text{ units}^2$$

$$A = l \times w$$
$$A = __ \times __$$
$$A = __ \text{ units}^2$$

$$A = l \times w$$
$$A = __ \times __$$
$$A = __ \text{ units}^2$$

$$A = l \times w$$
$$A = __ \times __$$
$$A = __ \text{ units}^2$$

Angles

Drag and label the angles in comparison to a right angle – larger, smaller, right angle.

Right Angle

Smaller

Larger

2	3	4	5
7	8	9	0



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Saskatchewan Math Curriculum Patterns & Relations – Grade 4

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
- Discussion Questions
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- And More!

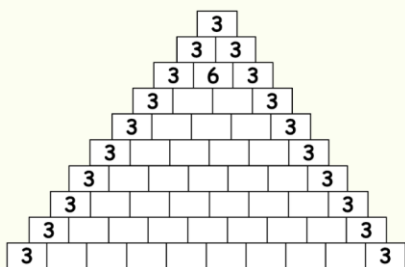
LEARNING GOAL

We are learning to create and translate patterns that have increasing numbers so we can understand how patterns grow and change in different ways.

Fibonacci Sequence

The **Fibonacci sequence** is a pattern in which each number is the sum of the two numbers before it. For example, the first 10 numbers of the sequence are:
0, 1, 1, 2, 3, 5, 8, 13, 21, 34

Fill in the blanks below using the Fibonacci sequence.



1 2 3 4 5
6 7 8 9 0

Discussion: How many terms can you write in the Fibonacci sequence?

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

EXIT CARD – Word Problem

1. Create Your Pattern:

Invent a new number pattern that increases (grows).
Example: 5, 10, 15, 20...

2. Write 2 Quiz Questions:

Write two questions about your pattern for a classmate to solve.

Question Idea 1: Ask for the next two numbers.

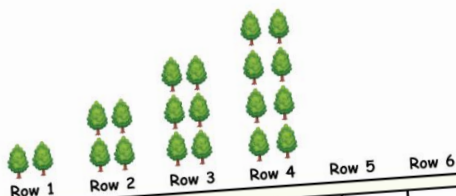
Question Idea 2: Ask them to describe the pattern rule in words.

3. The Challenge:

Write the answers on the back of your paper (or at the bottom) so you can grade it!

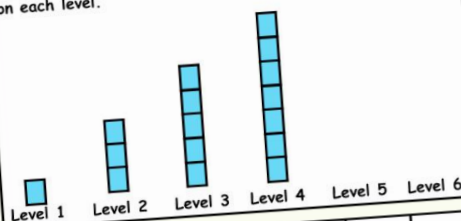
Drag the numbers to write the numerical sequence that represents the picture sequence.

A farmer plants the following number of trees in each row.



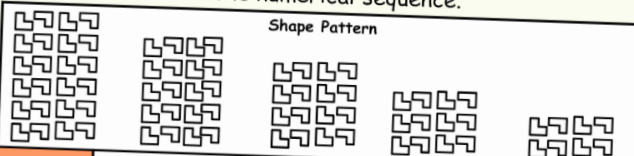
Numerical Sequence

A tower has the following number of blocks on each level.



Numerical
Sequence

Translate the pattern using the table of values and write the numerical sequence.



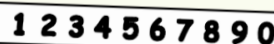
Pattern

Start at _____ subtract _____ each time.

Numerical Sequence

Term Number

Term Value



Brant starts a jar with 30 stickers. Every school day he adds 6 more stickers. He adds stickers for 8 school days.

- a) Draw or write the pattern to show how many stickers he has each day.

b) How many stickers does he have after the 15 days?





Saskatchewan 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						

Extending Patterns

Drag the numbers and labels to extend the patterns and determine the pattern rule.

add multiply by 1 2 3 4 5 6 7 8 9 0

#	PATTERN				RULE	
1)	2	4	8			Start at _____, _____ each time
2)	3	6	12			Start at _____, _____ each time
3)	5	15	45			Start at _____, _____ each time
4)	1	4	16			Start at _____, _____ each time
5)	6	60	600			Start at _____, _____ each time

Number less than 200

Multiple of 5		
Not a multiple of 5		

47	245	310
139	620	82
90	347	475
125	486	196
35	218	509
731	170	163



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Saskatchewan 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
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Part 3 – Consolidation!

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Solve...

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

Drag the base ten blocks below

Write the Number:



Saskatchewan Math Curriculum

Number Unit – Grade 4

1 2 3 4 5
6 7 8 9 0



Expanded Form

What is the expanded form of the numbers below?

Standard Form	Expanded Form
2 725	_____ + _____ + _____ + _____
4 762	_____ + _____ + _____ + _____
9 905	_____ + _____ + _____ + _____
2 168	_____ + _____ + _____ + _____
7 411	_____ + _____ + _____ + _____
4 197	_____ + _____ + _____ + _____

hundred sixty-five

Four thousand two hundred eighty-three

One thousand four hundred fifteen

Six thousand forty-eight

Seven thousand one hundred fifty-nine

6 048

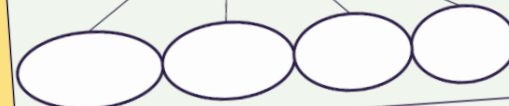
2 356

7 159

4 283

1 415

Decompose the numbers by typing in the boxes.

1) 6 723 	2) 2 324 
3) 9 456 	4) 8 479 



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Number Unit – Grade 4

Comparing Numbers

Drag the correct sign between the numbers.



#	Number 1	Sign	Number 2
1	7 306		8 456
2	9 734		2 743
3	5 000		3 000
4	4 123		4 123
5	6 458		8 432
6	2 876		9 097

#	Number 1	Sign	Number 2
7	1 987		9 432
8	4 327		2 906
9	1 432		3 768
10	6 054		6 054
11	3 098		9 044
12	5 234		8 765

Multiplication – Repeated Addition



$$8 + 8 = 16 \text{ or } 2 \times 8 = 16$$

×		×
×		×
×		×

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


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



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



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



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

1 2 3 4 5
6 7 8 9 0

		$\times 2$	$\div 8$	$\times 9$	$\div 9$
$7 \times 4 =$	$28 \div 7 =$	$8 \times 4 =$	$16 \div 8 =$	$9 \times 2 =$	$18 \div 9 =$
$7 \times 5 =$	$35 \div 7 =$	$8 \times 5 =$	$32 \div 8 =$	$9 \times 4 =$	$36 \div 9 =$
$7 \times 7 =$	$49 \div 7 =$	$8 \times 7 =$	$40 \div 8 =$	$9 \times 5 =$	$45 \div 9 =$
$7 \times 9 =$	$63 \div 7 =$	$8 \times 7 =$	$56 \div 8 =$	$9 \times 7 =$	$63 \div 9 =$
$7 \times 10 =$	$70 \div 7 =$	$8 \times 9 =$	$72 \div 8 =$	$9 \times 9 =$	$81 \div 9 =$
		$8 \times 10 =$	$80 \div 8 =$	$9 \times 10 =$	$90 \div 9 =$