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Saskatchewan Math 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.	A book is used to find facts about whales.
Daily screen time is tracked for one month.	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.



Saskatchewan Math Statistics– Grade 5

SURVEY

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

DOUBLE BAR GRAPHS

Students were asked which after-school activity they prefer. The results are shown below for Group A and Group B.

Activity	Group A	Group B
Basketball	9	6
Soccer	4	8
Swimming	7	3
Tennis	7	6
Chess	3	5
Reading	0	0

- Which activity was most popular in Group A?
- Which activity was most popular in Group B?
- Which activity received the least total votes combined?
- Which activity shows the narrowest difference between the two groups?
- How many students participated in the survey altogether?
- If 3 more students participated in the survey, how many would that add to the total?

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.

Lunch Item	Teachers	Students
Pizza	6	11
Poutine	10	8
Pasta	6	7
Salad	6	6
Sushi	4	5
Rice	5	12

- Which lunch did the **students** like the most?
- Which lunch got the **most votes combined**?
- Which lunch did both groups like the **same amount**?
- Did more **students or teachers** participate in the survey?
- What is the **mode** for each group?

	Pizza	Poutine	Pasta	Salad	Sushi	Rice
Teachers						
Students						

Saskatchewan Math Statistics– Grade 5

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

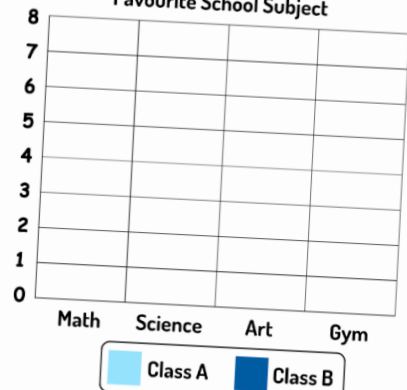
Class B: Science, Gym, Math, Gym, Science, Art, Gym, Science, Math, Gym, Science, Art

Fill in the frequency table below. Then draw a double bar graph.

Subject	Class A	Class B	Total
Math			
Science			
Art			
Gym			



 
Favourite School Subject



Which is greater? Use > = <

### III	10
### ### ### I	23
### ### ### II	31
### ### ### III	24
### ### ### IIII	37
### ###	12

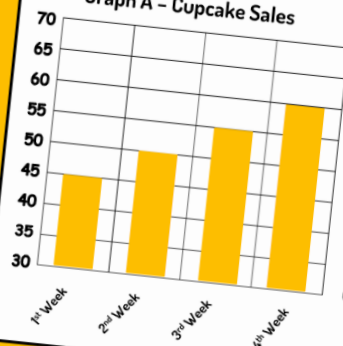


MISLEADING GRAPHS

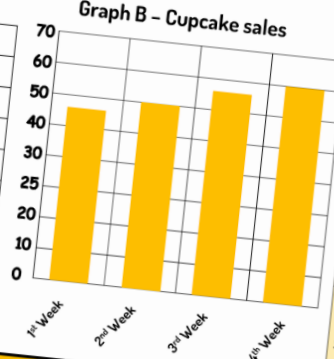


Imagine you started a school bake sale business. You want to show that your cupcake sales are growing very quickly in one month alone.

Graph A - Cupcake Sales



Graph B - Cupcake sales



Graph A	Graph B	YES	NO
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Questions

- 1) Which graph makes the sales growth look larger?
- 2) Which graph gives a more accurate picture of the growth?
- 3) Do both graphs show the same data?



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Saskatchewan 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 find and describe increasing number patterns using addition and multiplication so we can understand how numbers grow and change.

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
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Exit Card: The Case of the Shrinking Supplies

The Problem: At the start of the week, the Art Club had 48 brushes.

Pattern A: Every day, they lose 4 brushes under the furniture.

Pattern B: Every day, the number of brushes is divided by 2 because they are moved to different classrooms.

Your Task:

- Write the next 3 numbers for both Pattern A and Pattern B.
- Which pattern makes the brushes disappear **faster**?
- Identify the **rule** for each (e.g., "start at ___ and subtract ___").



Saskatchewan Math Curriculum Patterns & Relations – Grade 5

Growing Number Patterns - 5s

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-Tables by counting the blocks.

1) Blocks

Figure	Term Value
1	
2	
3	
4	

2) Blocks

Figure	Term Value
1	
2	
3	
4	

3) Blocks

Figure	Term Value
1	
2	
3	
4	

4) Blocks

Figure	Term Value
1	
2	
3	
4	

Addition

Circle the expression that matches the shaded expression.

1) 43 + 12	22 + 33	34 + 19
2) 26 + 8	12 + 13	14 + 20
3) 27 + 15	26 + 18	20 + 22
4) 77 + 6	33 + 50	53 + 23
5) 101 + 23	98 + 26	100 + 23
6) 137 + 42	111 + 68	65 + 58



Saskatchewan Math Curriculum Patterns & Relations – Grade 5

Subtraction - Which Equation Matches?

Circle the expression that matches the shaded expression.

1) $28 - 9$	$22 - 12$	$19 - 0$
2) $75 - 7$	$70 - 2$	$74 - 8$
3) $78 - 13$	$86 - 21$	$90 - 22$
4) $108 - 15$	$100 - 17$	$120 - 27$
5) $124 - 23$	$110 - 8$	$113 - 12$
6) $143 - 19$	$150 - 26$	$125 - 7$

Pre-Algebra - Balancing Division Equations

Balancing equations means both sides of the equal sign must be the same.

Examples: $\overset{5}{15 \div 3 = 5}$ $\overset{2}{6 \div 3 = 2}$

Fill in the missing number and balance the equation.

1) $\square \div 3 = 6$	2) $14 \div \square = 2$	3) $\square \div 4 = 5$
4) $\square \div 11 = 3$	5) $\square \div 6 = 7$	6) $100 \div \square = 10$
7) $63 \div \square = 9$	8) $81 \div 9 = \square$	9) $70 \div \square = 7$
10) $\square \div 5 = 11$	11) $49 \div \square = 7$	12) $\square \div 8 = 4$

Fill in the box.

a = 5	2) $b - 9 = 32$ b = 41	3) $35 - c = 15$ c = 20
4) $47 - e = 11$ e = 36	5) $f - 56 = 0$ f = 56	6) $84 - 79 = g$ g = 5
7) $95 - i = 58$ i = 37	8) $j - 88 = 12$ j = 100	9) $k - 23 = 70$ k = 93



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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

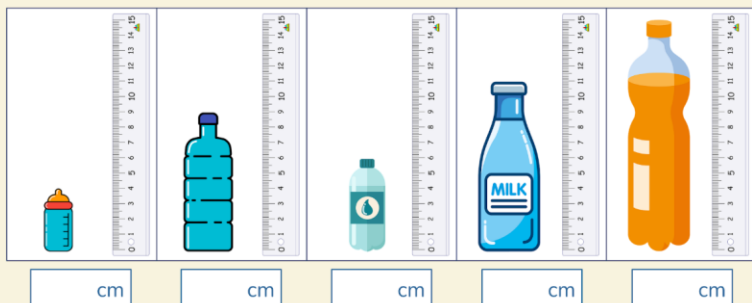
We are learning to use appropriate metric units to estimate and measure length so we can accurately determine and communicate the dimensions of various objects and spaces.



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



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

Write two “I wonder...” statements about what you learned today. Your statements can be questions, predictions, or curiosities about area and metric units.

Examples:

- I wonder how many m^2 it would take to cover a soccer field.
- I wonder why we don’t use km^2 to measure small rooms.





Saskatchewan Math Curriculum

Shape & Space – Grade 5

Finding the Perimeter of Triangles

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

 $3\text{cm} \quad 3\text{cm} \quad 3\text{cm}$ ____ + ____ + ____ = ____ cm	 $6\text{cm} \quad 6\text{cm} \quad 6\text{cm}$ ____ + ____ + ____ = ____ cm	 $12\text{cm} \quad 12\text{cm} \quad 12\text{cm}$ ____ + ____ + ____ = ____ cm
 $2\text{cm} \quad 2\text{cm} \quad 2\text{cm}$ ____ + ____ + ____ = ____ cm	 $5\text{cm} \quad 5\text{cm} \quad 5\text{cm}$ ____ + ____ + ____ = ____ cm	

1 2 3 4 5 6 7 8 9 0

Calculating Area Using CM

We can draw lines on shapes to segment them into cm squares. Try your best to make the squares equal. Use the draw tool to draw lines to create cm squares. Then count the squares and drag the numbers to determine the area.

 Area = ____ cm^2	 Area = ____ cm^2	 Area = ____ cm^2
 Area = ____ cm^2	 Area = ____ cm^2	

1 2 3 4 5
6 7 8 9 0



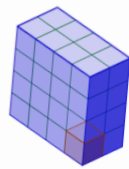
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Shape & Space – Grade 5

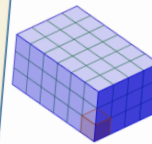
Calculating Volume - Blocks

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

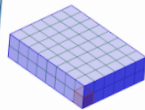
1 2 3 4 5 6 7 8 9 0 cm cm³



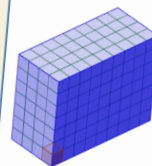
Length	Height
Width	Volume



Length	Height
Width	Volume



Length	Height
Width	Volume



Length	Height
Width	Volume

Capacity

Estimate how many of the smaller things will fit into the container. Drag the numbers to determine your answers.

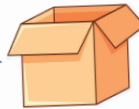
1 2 3 4 5 6 7 8 9 0



x _____



x _____



x _____



x _____



x _____



x _____



x _____



x _____



x _____



c) 1kL

d) 50mL

A household mop bucket

2)

a) 250mL

b) 8L

c) 3000mL

d) 2kL

A school swimming pool

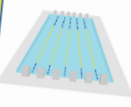
3)

a) 50 kL

b) 5000 mL

c) 1L

d) 100 mL



4)

a) 5mL

b) 4kL

c) 3L

d) 20mL

A medicine syringe

5)

a) 2L

b) 200mL

c) 10mL

d) 1kL

A city water reservoir

6)

a) 100kL

b) 10mL

c) 1L

d) 1mL





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Saskatchewan Math Curriculum

Number Unit – Grade 5

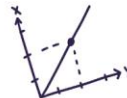
3-Part Lesson Format

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!



4

Place Value

Which place value is the underlined number?

1) 734 831

2) 137 893

3) 510 632

4) 638 730

5) 709 932

6) 327 441

7) 579 990

8) 982 105

Part 2 – Action!

- Writing
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Part 3 – Consolidation!

- Exit Cards
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- And More!

Exit Card – Expanded Form

Write any number between 10 000 and 100 000 in standard form on a piece of paper. Then write it in expanded form.





Saskatchewan Math Curriculum

Number Unit – Grade 5

Decimals on a Number Line

Fill in the number lines below.

Four number lines are shown, each with arrows at both ends. The first line has labels 0, .167, .33, and three empty boxes. The second line has labels 0, .125, .375, .625, .875, and one empty box. The third line has labels 0 and four empty boxes. The fourth line has labels 0, .1, .3, .5, .7, .9, and one empty box.

Round the number to the nearest 10

Below the number line are six boxes with numbers: 18, 3, 72, 99, 65, and 55. Arrows point from each box to the nearest 10 on the number line. To the left of the number line is a box with numbers 0, 10, 20, 30, 40, 50. To the right is a box with numbers 60, 70, 80, 90, 100.

Comparing Numbers

Write a number that fits the comparison.

#	Number 1	Sign	Number 2
1	235 432	>	
2		>	618 765
3	343 210	>	
4	477 654	>	
5		>	599 001
6	654 321	>	

#	Number 1	Sign	Number 2
7	766 789	>	
8		>	1 000 000
9		>	478 888
10		>	542 345
11		>	631 234
12	823 456	>	



Saskatchewan Math Curriculum

Number Unit – Grade 5

Multiplication – Repeated Addition



 $8 + 8 = 16$ or $2 \times 8 = 16$ ____ + ____ = ____ ____ x ____ = ____	 ____ + ____ = ____ ____ x ____ = ____	 ____ + ____ = ____ ____ x ____ = ____
 ____ + ____ = ____ ____ x ____ = ____	 ____ + ____ = ____ ____ x ____ = ____	 ____ + ____ = ____ ____ x ____ = ____

Division – 2s, 5s, 10s

Solve the division equations below

÷ 2	÷ 5	÷ 10
$2 \div 2 =$	$5 \div 5 =$	$10 \div 10 =$
$12 \div 2 =$	$10 \div 5 =$	$20 \div 10 =$
$18 \div 2 =$	$50 \div 5 =$	$30 \div 10 =$
$20 \div 2 =$	$55 \div 5 =$	$40 \div 10 =$
$22 \div 2 =$	$60 \div 5 =$	$50 \div 10 =$
$24 \div 2 =$	$65 \div 5 =$	$60 \div 10 =$
$26 \div 2 =$	$70 \div 5 =$	$70 \div 10 =$

Borrowing

Solve the equations below.

1) 16.39 ____ _____	2) 53.37 $- 26.49$ _____ _____	3) 65.15 $- 38.47$ _____ _____
4) 79.24 $- 24.58$ _____ _____	5) 83.14 $- 56.26$ _____ _____	6) 98.46 $- 45.68$ _____ _____