



Preview – Information



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Google Slides Lessons Preview





BC Math Curriculum Financial Literacy– Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

What is Money?

Learning Goal

We are learning to identify the different kinds of money, like coins and bills so we can explain how people use money to pay for the things they need and the things they like.

Counting Dollars

Drag the correct bills and coins to match the total amount.

Total Amount \$36	Total Amount \$58	Total Amount \$42
Total Amount \$23	Total Amount \$87	Total Amount \$164

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Consolidation

Instruction: Drag "True" or "False" to answer the questions.

Question	Answer
1. Money is something people use to pay for things they need and want.	
2. Money can only look like paper bills, nothing else.	
3. Coins are one type of money.	
4. People trade money to get food, clothes, or toys.	
5. A nickel is worth 10 cents.	
6. Two quarters are worth 50 cents.	
7. You can make 65 cents with only 3 coins.	
8. Four quarters equal one dollar.	
9. A loonie and a toonie together make 3 dollars.	
10. 3 dimes equals one quarter.	

BC Math Curriculum

Financial Literacy– Grade 2

Representing Cents Up To 200

Represent the money amounts using the coins in the coin bank

115¢	45¢	95¢
160¢	120¢	40¢
80¢	35¢	55¢

Coin Bank



Represent the money amounts using the bills and coins in the money bank.

\$28	\$28	\$28
\$13	\$13	\$13
\$36	\$36	\$36

Money Bank



Place a checkmark inside the box with equal amounts of money.

 =  	 =    
  =   	 =   
 =   	 =   



BC Math Curriculum Financial Literacy- Grade 2

Which Would You Rather?

Place a checkmark next to the bag you would rather have.

Paying For Things Up To 10

Drag the coins you will use to pay for the item.

Coin Bank

Sunglasses (\$20)	Headset (\$42)	Baseball Cap (\$33)	Yoyo (\$16)	Water Bottle (\$23)



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BC Math Curriculum Statistics Unit – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

GENERATING QUESTIONS

Learning Goal

We are learning to **create clear questions** that match a **survey goal**, so we can **collect the right information**, **organize our data**, and **understand what our results show**.

GENERATING QUESTIONS

Drag 4 correct options for each question below.

Questions		Summer	Tiger
1) Which season do you like best?		Play Tag	Dog
A) _____	C) _____	Fish	Swing
B) _____	D) _____	Sunny	Bird
2) What is your favourite pet?		Skip Rope	Cat
A) _____	C) _____	Taking Exam	Winter
B) _____	D) _____	Autumn	Studying
3) What do you like to do at recess?		Spring	Hopscotch
A) _____	C) _____		
B) _____	D) _____		

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

GENERATING QUESTIONS

One student comes to the front and asks the class a question. Count and record the responses in the table provided. Repeat the process again.



Questions	Category	Tally	Frequency
What is your favourite snack?			
What do you like to do at recess?			
What is your favourite season?			
What pet would you like to have?			
What is your favourite pizza topping?			
What is your favourite cartoon?			
What is your favourite toy?			

BC Math Curriculum Statistics Unit – Grade 2



TALLY MARKS



Compare the tally marks and numbers.

 7	 13	 12	 9
 8	 17	 18	 15

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Students chose each game.

Grade 1's Favourite Games				
				
				
				
				
				
				
				
Hockey	Soccer	Basketball	Dodgeball	

Question	Answer
1) Which game is the most popular?	
2) Which game is the least popular?	
3) How many more students like playing soccer than dodgeball?	
4) How many students chose their favourite game in total?	
5) Order the games from most to least popular.	

1 2 3 4 5 6 7 8 9 0






CREATING A GRAPH

The grade 1s were asked which dinosaur is their favourite. The data is in the table below. Fill in the table and then graph the data in the concrete graph.



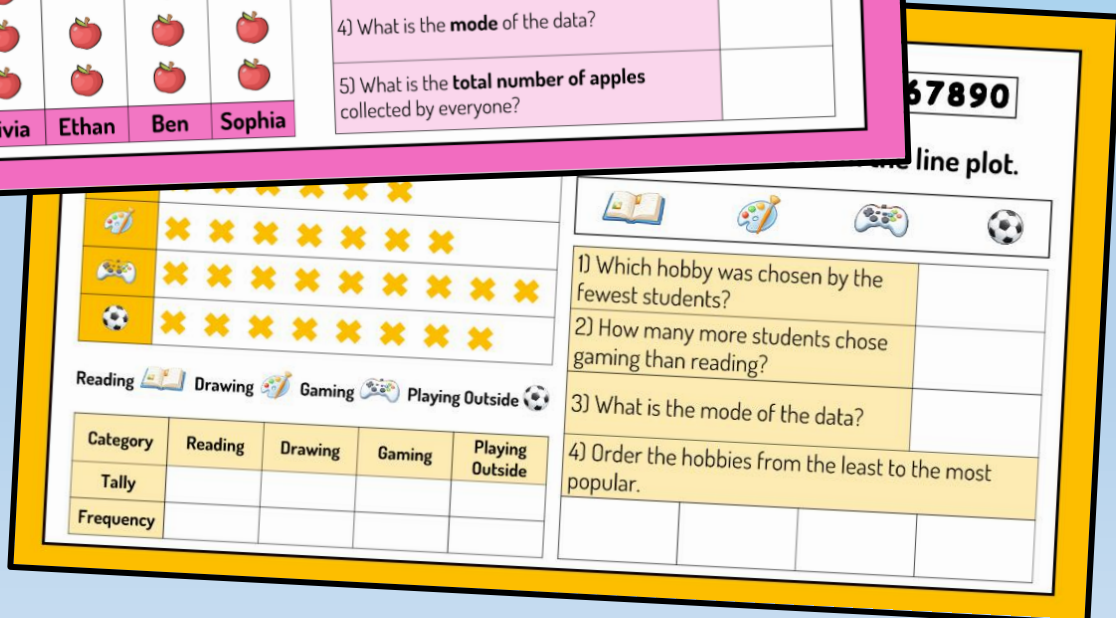
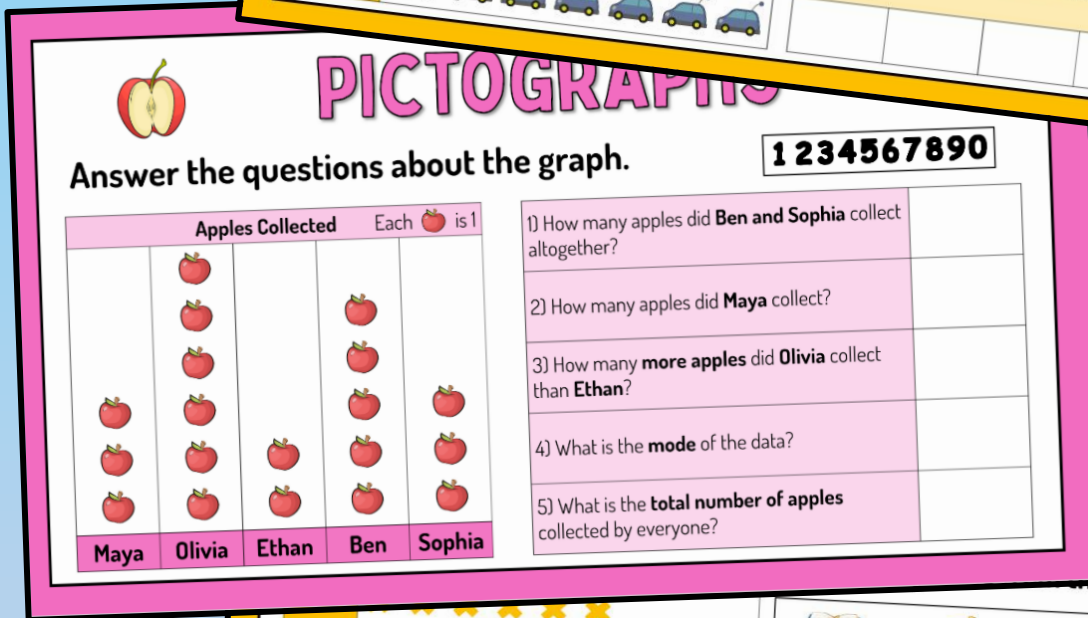
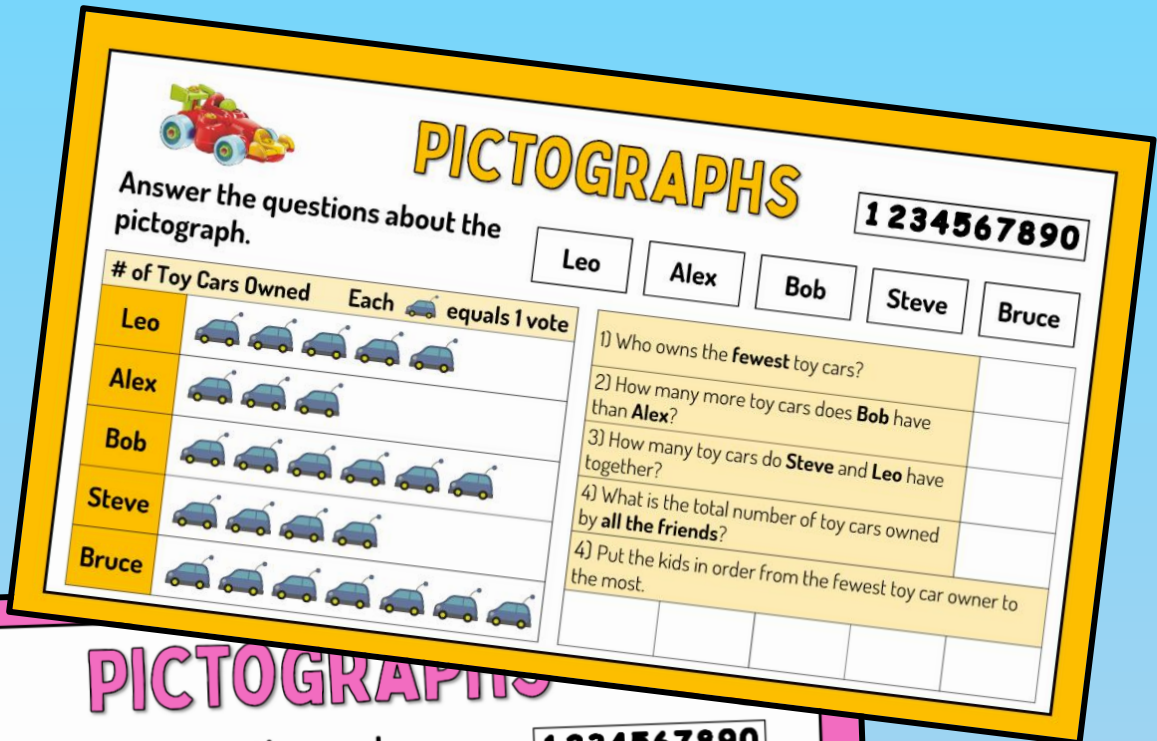



Survey Question: Which dinosaur is your favourite?				
Category	T-Rex	Triceratops	Stegosaurus	Brachiosaurus
Tally				
Frequency	8		7	

T-Rex	Triceratops	Stegosaurus	Brachiosaurus



BC Math Curriculum Statistics Unit – Grade 2





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BC Math Curriculum

Measuring Unit – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to **choose and use non-standard units to measure length**, so we can **understand that the bigger the unit, the fewer we need, and the smaller the unit, the more we need.**



Finger Benchmark



Assume this is your fingertip. Measure the objects by dragging and using this fingertip.

1 2 3 4 5
6 7 8 9 0



Approximately 8 cm



Approximately _____ cm



Approximately _____ cm



Approximately _____ cm



Approximately _____ cm



Approximately _____ cm

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Card – Quick Draw

Quick Draw Time!

Grab a piece of paper. Draw a picture of an object (like a pencil, your shoe, or a book).

Then, draw or write what you would use to measure it (like paperclips, erasers, or blocks).

Think:

- What would happen if you used big blocks?
- What would happen if you used small paperclips?





BC Math Curriculum

Measuring Unit – Grade 2

Measuring Height – Lamps

Measure the height of the lamps below. Drag the numbers to answer in the white box.

1 2 3 4 5 6 7 8 9 0

cm	cm	cm	cm	cm

Metres
Centimetres

A square has 4 sides that are the same length. We can find out if a shape is a square by measuring the side lengths.

Use the rulers to measure the squares. Write the side lengths.

1 2 3 4 5
6 7 8 9 0

 _____ cm _____ cm _____ cm _____ cm	 _____ cm _____ cm _____ cm _____ cm	 _____ cm _____ cm _____ cm _____ cm
--	--	--



BC Math Curriculum

Measuring Unit – Grade 2

Congruent Shapes

Drag the labels to determine whether the shapes are congruent or not.

Congruent		Not Congruent	

2D vs 3D

Determine whether the shape is 2D or 3D. Circle your answer.

 2D 3D	 2D 3D	 2D 3D	 2D 3D	 2D 3D
 2D 3D	 2D 3D	 2D 3D	 2D 3D	 2D 3D

Shapes

Below

I	J	K	L	M	N	O	P
1 Side				3 Sides			
4 Sides				5 Sides			



Google Slides Lessons Preview





BC Math Curriculum

Patterning & Equations – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

LEARNING GOAL

We are learning to identify and describe different patterns made with geometric shapes so we can recognize and understand patterns around us in everyday life.

Creating Repeating Patterns - Colours

Drag the coloured shapes from the shape bank to create repeating patterns with different colours.

SHAPE BANK

1) ☺ ☺ ☺ ☺ ☺ ☺ ☺ ☺

2) ♥ ♥ ♥ ♥ ♥ ♥ ♥ ♥

3) ☾ ☾ ☾ ☾ ☾ ☾ ☾ ☾

4) ☆ ☆ ☆ ☆ ☆ ☆ ☆ ☆

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Card – “I Wonder...”

After completing today's lesson:
Write **two** “I wonder...” statements about patterns.
These could be about something you learned, noticed, or are still curious about.

Examples:

- I wonder how repeating patterns can be shown with both numbers and shapes.
- I wonder what happens to a pattern when one part changes.



BC Math Curriculum

Patterning & Equations – Grade 2

Hundreds Chart

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Number Patterns 1 - 20

Drag the numbers to extend the patterns below.

1 2 3 4 5 6 7 8 9 0

1 2 3 4 5

1 3 5 7 9

2 4 6 8 10

Drag the numbers to complete the number patterns.

12	14	16	18	20					
5	10	15	20	25					
10	20	30	40	50					



BC Math Curriculum

Patterning & Equations – Grade 2

Increasing Number Patterns

Drag the numbers to extend the patterns below. **1 2 3 4 5 6 7 8 9 0**

Pattern Rule: Start at _____, add _____ each time.

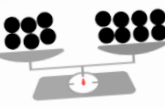
Pattern Rule: Start at _____, add _____ each time.

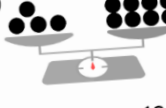
Pre-Algebra

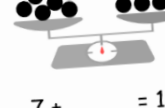
Balance the scales by putting the same number of circles on each scale.

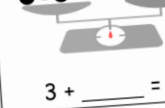
Drag the numbers to show how many balls are needed to balance the scales?

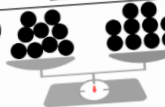
1 2 3 4 5 6 7 8 9 0

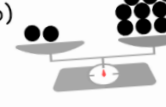
1)  $6 + \underline{\quad} = 8$

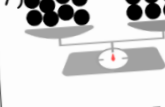
2)  $4 + \underline{\quad} = 13$

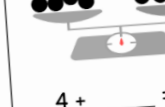
3)  $7 + \underline{\quad} = 11$

4)  $3 + \underline{\quad} = 8$

5)  $9 + \underline{\quad} = 10$

6)  $2 + \underline{\quad} = 12$

7)  $8 + \underline{\quad} = 9$

8)  $4 + \underline{\quad} = 8$

	TRUE	FALSE
2) $21 + 9 = 30$	TRUE	FALSE
3) $5 + 5 = 10$	TRUE	FALSE
4) $19 + 10 = 39$	TRUE	FALSE
5) $60 + 3 = 63$	TRUE	FALSE
6) $31 + 3 = 35$	TRUE	FALSE
7) $42 + 7 = 48$	TRUE	FALSE
8) $63 + 6 = 69$	TRUE	FALSE
9) $16 + 4 = 22$	TRUE	FALSE
10) $77 + 8 = 84$	TRUE	FALSE



Google Slides Lessons Preview





BC Math Curriculum Number Unit – Grade 2

3-Part Lesson Format

Part 1 – Minds On!

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

Learning Goal

We are learning to count 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 100, 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 100 By 10s

Drag the circles in the correct order to count to 200 by 20s and build the caterpillar's body.

60 90 30 100 50 80 10 70 20 40

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Solve...

My number has, 8 tens, and 2 ones. What is my number?

Drag the base ten blocks below

Write the Number:

35



BC Math Curriculum Number Unit – Grade 2

Base Ten Blocks

How many blocks do you count?

	Answer	
	Answer	
	Answer	
	Answer	

One	Five	Nine	13 Thirteen	17 Seventeen	21 Twenty-one	25 Twenty-five
2 Two	6 Six	10 Ten	14 Fourteen	18 Eighteen	22 Twenty-two	30 Thirty
3 Three	7 Seven	11 Eleven	15 Fifteen	19 Nineteen	23 Twenty-three	40 Forty
4 Four	8 Eight	12 Twelve	16 Sixteen	20 Twenty	24 Twenty-four	50 Fifty

Comparing

Drag the correct sign between the numbers.

#	Number 1	Sign	Number 2
1	23		28
2	47		42
3	85		93
4	104		104
5	136		148
6	152		129

#	Number 1	Sign	Number 2
7	31		89
8	164		160
9	141		163
10	186		186
11	200		199
12	165		178



BC Math Curriculum Number Unit – Grade 2

Comparing Base Ten Blocks

Drag the correct sign between the number of base ten blocks.

Even And Odd

Count the objects. Write the number and circle if its even or odd.

	Count	
	Even	Odd

	Count	
	Even	Odd

	Count	
	Even	Odd

	Count	
	Even	Odd

3)

	+	
$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$		

2)

	+	
$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$		

4)

	+	
$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} = \underline{\hspace{1cm}}$		