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BC 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 **identify the place value of digits in whole numbers** so we can **read, write, and understand large numbers accurately.**

Why Are We Learning This?

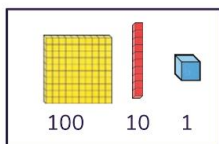
Imagine you're saving up for a new toy that costs \$160. If you don't understand place value, you might think it's only \$16 and show up at the store with way too little money! Knowing place value helps you understand big numbers, so you can save, spend, and count your money like a pro!



Base Ten Blocks

Count the groups of blocks and drag the numbers to write the total.

1 2 3 4 5
6 7 8 9 0



	____ hundreds + ____ tens + ____ ones ____ + ____ + ____ = ____
	____ hundreds + ____ tens + ____ ones ____ + ____ + ____ = ____
	____ hundreds + ____ tens + ____ ones ____ + ____ + ____ = ____
	____ hundreds + ____ tens + ____ ones ____ + ____ + ____ = ____

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Exit Card: Word Problem

The population of a village is 442.

- a) How many hundreds of people live there?
- b) How many tens of people live there?
- c) How many ones of people live there?



BC Math Curriculum Number Unit – Grade 3

Expanded Form

Number	Expanded Form
147	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + 7$
126	$100 + 20 + \underline{\hspace{1cm}}$
153	$100 + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$
175	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$
200	$\underline{\hspace{1cm}} + \underline{\hspace{1cm}} + \underline{\hspace{1cm}}$

Write the missing expanded form on the blanks below.

1 2 3 4 5
6 7 8 9 0

Count forwards by 10s to 100

1)	1	11					61			
2)	3			33				73		
3)	5				45				85	
4)	6		26			56				
5)	8	18					68			
6)	9			39					89	

Standard forms:

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

32
154
197
176
88



BC Math Curriculum Number Unit – Grade 3

Counting By 50s

Complete the counting by 50s.

Start

50 100 250 1000

End

450 700 800 850

ANSWER BANK

150	600
300	200
400	900
350	550
500	650
750	950

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

50



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BC Math Curriculum Patterning & Equations – 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 repeating elements in different patterns so we can recognize and explain how patterns are formed and continue.

Repeating Patterns

Continue the repeating patterns below by dragging the objects from the box.

1)		
2)		
3)		
4)		
5)		
6)		

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
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- And More!

EXIT CARD

How many shapes will be in the 3rd pattern?

↓

↓

↓

↓

1	2	3	4	5
6	7	8	9	0

ANSWER



BC Math Curriculum

Patterning & Equations – Grade 3

Decreasing Patterns-Word Problems

Drag the numbers to fill in the numerical sequences for the patterns below.

Olivia built a snowman, but each sunny day, some of the snowman melted. She made a pattern to show how her snowman got smaller.

Day 1: 10 dots (2x5)
Day 2: 8 dots (2x4)
Day 3: 6 dots (2x3)
Day 4: 4 dots (2x2)
Day 5: 2 dots (2x1)

Numerical Sequence

1 2 3 4 5
6 7 8 9 0

Chart Patterns 100

INSTRUCTIONS
A number pattern needs to have a rule that the pattern follows. Drag the orange star to the numbers in the hundreds chart that show the pattern rule.
Rule: start at 4, add 4 each time

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

Drag the numbers to complete the number pattern.

52	57	62							
26	33	40							
94	96	98							



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Patterning & Equations – Grade 3

T-Tables - Finding Block Patterns

Drag the numbers to fill in the T-Tables by counting the blocks.

1 2 3 4 5 6 7 8 9 0

1) Blocks Figure Term Value

Figure 1	Figure 2	Figure 3	1	
			2	
			3	
			4	

2) Blocks Figure Term Value

Figure 1	Figure 2	Figure 3	1	
			2	
			3	
			4	

3) Blocks Figure Term Value

Figure 1	Figure 2	Figure 3	1	
			2	
			3	
			4	

4) Blocks Figure Term Value

Figure 1	Figure 2	Figure 3	1	
			2	
			3	
			4	

Shrinking/Decreasing Patterns

Drag the numbers to determine the pattern and fill in the blanks in the decreasing pattern.

1 2 3 4 5 6 7 8 9 0 -

1) $\begin{array}{c} \wedge \quad \wedge \quad \wedge \quad \wedge \\ -10 \quad -10 \quad -10 \quad -10 \quad -10 \\ 60, 50, 40, 30, 20, 10 \end{array}$

2) $\begin{array}{c} \wedge \quad \wedge \quad \wedge \quad \wedge \quad \wedge \\ -5 \quad -5 \quad -5 \quad -5 \quad -5 \\ 28, 23, 18, 13, 8, 3 \end{array}$

3) $\begin{array}{c} \wedge \quad \wedge \quad \wedge \quad \wedge \\ 15, 13, 11, \end{array}$

4) $\begin{array}{c} \wedge \quad \wedge \quad \wedge \quad \wedge \\ 44, 40, 36, \end{array}$

5) $\begin{array}{c} \wedge \quad \wedge \quad \wedge \quad \wedge \\ 35, 30, 25, \end{array}$

6) $\begin{array}{c} \wedge \quad \wedge \quad \wedge \quad \wedge \\ 90, 87, 84, \end{array}$

7) $\begin{array}{c} \wedge \quad \wedge \quad \wedge \quad \wedge \\ 81, 72, 63, \end{array}$

8) $\begin{array}{c} \wedge \quad \wedge \quad \wedge \quad \wedge \\ 100, 90, 80, \end{array}$

RULE

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



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BC Math Curriculum

Measuring Unit – Grade 3

3-Part Lesson Format

Part 1 – Minds On!

- Learning Goals
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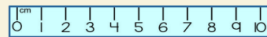
Learning Goal

We are learning to measure and draw lengths in centimetres and metres using a ruler, so we can understand how to measure things the right way, even if we don't start at zero.



Measuring in Centimetres

Measure the lines using the ruler. Match each line with its length in centimetres.



3 cm	
10 cm	
1 cm	
9 cm	
7 cm	
5 cm	

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
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Measurement Word Problems

Noah walked 1 metre and 50 centimetres to get to the lunchroom. Mia walked 160 centimetres, and Jayden walked 1 metre and 20 centimetres.

1) Who walked the farthest?

2) Who walked the shortest distance?





BC Math Curriculum

Measuring Unit – Grade 3

Capacity

1 2 3 4 5 6 7 8 9 0

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

x	x	x
x	x	x
x	x	x

1 litre = 4 cups

Does the container hold more or less than 1 litre? Drag the checkmark to your answer.

More Less	More Less	More Less	More Less
More Less	More Less	More Less	More Less

Does the container hold more or less than 500mL? Drag

More Less	More Less	More Less	More Less
More Less	More Less	More Less	More Less



BC Math Curriculum

Measuring Unit – Grade 3

Calculating Perimeter

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

1 2 3 4 5 6 7 8 9 0		
 $__ + __ + __ + __ = __ \text{ cm}$	 $__ + __ + __ + __ = __ \text{ cm}$	 $__ + __ + __ + __ = __ \text{ cm}$
 $__ + __ + __ + __ = __ \text{ cm}$	 $__ + __ + __ + __ = __ \text{ cm}$	 $__ + __ + __ + __ = __ \text{ cm}$

Perimeter

Step 1 - Use a string to find the length of these shapes.
 Step 2 - Measure the length of the string with a ruler to find the perimeter.

 Perimeter = $__ \text{ cm}$	 Perimeter = $__ \text{ cm}$	 Perimeter = $__ \text{ cm}$
 Perimeter = $__ \text{ cm}$	 Perimeter = $__ \text{ cm}$	 Perimeter = $__ \text{ cm}$

greater mass.



Google Slides Lessons Preview





BC Math Curriculum Statistics Unit – Grade 3

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 and thoughtful questions** that **help us gather useful information**, so we can **collect data**, **organize our findings**, **look for patterns**, and **understand what our results tell us**.

GENERATING QUESTIONS

Drag 4 correct options for each question below.

Questions		Hot Dog	Ferris Wheel
1) What is your favourite amusement park ride?		Burger	Mario Kart
A)	C)	Roblox	Bicycle
B)	D)	Among Us	Poutine
2) What is your favourite video game?		Bumper Cars	Macaroni
A)	C)	Minecraft	Roller Coaster
B)	D)	Water Slide	Pizza
3) What is your favourite fast-food meal?			
A)	C)		
B)	D)		

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

TALLY MARKS

1 2 3 4 5 6 7 8 9 0

Directions: Survey your classmates using the statistical question below. Record the results using tally marks and frequencies.

Question: What is your favourite recess activity?

Category	Tag	Soccer	Basketball	Hopscotch	Skipping Rope
Tally					
Frequency					

Discuss the story your data gave you with your class and answer the questions below.

- How many classmates participated in the survey?
- Which activities are the most and least popular?
- What did you learn about the data?
- What other recess activity could you include?
- If you surveyed another Grade 3 class, which activity do you think would be most popular? Explain.



BC Math Curriculum Statistics Unit – Grade 3

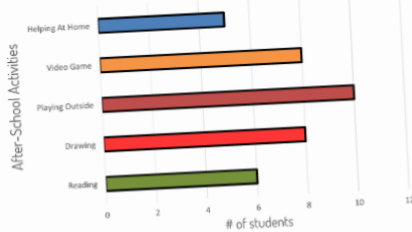
BAR GRAPHS

1 2 3 4 5 6 7 8 9 0

Answer the questions about the graph.

Grade 3 students were asked which after-school activity was their favourite.

Grade 3s Favourite After-School Activities



1) Which after-school activity is the **most popular**?

2) Which activity is the **least popular**?

3) How many students chose **reading**?

4) How many students chose **drawing and playing outside** altogether?

5) How many **more** students chose playing outside than helping at home?

6) What does the **length of each bar** show in this graph?

of Students

Helping At Home

Reading

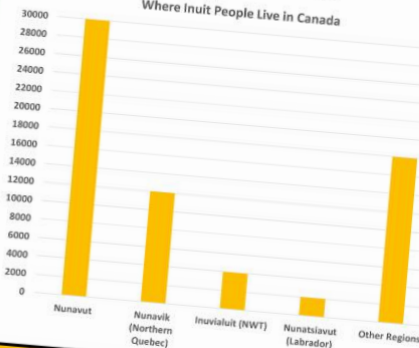
After-school Activities

Playing Outside

Drawing

Where Inuit People Live in Canada. The data has been rounded to the nearest thousand.

Where Inuit People Live in Canada



1 2 3 4 5 6 7 8 9 0 -

1) Where do most Inuit people live in Canada?

2) How many thousand Inuit people live in other regions than the ones listed?

3) How many thousand Inuit people live in Nunavut?

4) How many thousand Inuit people live in the NWT and Labrador combined?

5) What did you learn about the data?

Write a sample of the population that would NOT be a good representation of the population.

Population	Survey Question	Bad Sample
Students in your school	What is your favourite snack?	
Kids in your neighbourhood	What game do kids like best?	
Students in Grade 3	What is the best subject?	
Families in your city	What is the best dinner?	
Kids who play sports	What sport is the best?	
Students in your school	What is your favourite colour?	
Kids in your class	What do you like to do after school?	



BC Math Curriculum Statistics Unit – Grade 3

QUALITATIVE AND QUANTITATIVE DATA

Observe the pictures and give as much qualitative and quantitative data as you can.



Smell:
Hear:
Feel:
See:
Taste:



Height: cm
Length: cm
Weight: kg
Speed: km/hr



Height: cm
Length: cm
Weight: kg
Speed: km/hr

1 2 3 4 5 6 7 8 9 0

PROBABILITY

What is the likelihood of the events happening?

Certain

You can fly in the air.



You will read a book in a class.



A bell rings at recess.



A lion that has wings.



A dog that eats only grass.



A teacher writing on a board.



1 A child might lose a tooth this year.

2 A fish will ride a skateboard at the park.

3 There will be 7 days in a week.

4 Someone might visit a museum this year.

5 A cookie will do your homework.

6 A person might learn a new sport.

7 The month after September will be October.

8 A backpack will eat a sandwich for lunch.

9 Someone might win a prize at a fair.

10 A triangle will have 3 sides.

Certain

Possible

Impossible

Certain

Possible

Impossible





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BC Math Curriculum Financial Literacy– Grade 3

3-Part Lesson Format

Part 1 – Minds On!

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

Counting & Representing Money

Learning Goal

We are learning **to count and represent money** using **bills and coins** so we can **show different amounts of money** and explain how much they are worth.

Adding Up Canadian Bills

Jenny has bills in her purse. Help her count them by completing these steps.

- 1) Sort the bills into piles.
- 2) Start by skip counting the bills that are worth the most.
- 3) Now count the next largest bill amount by adding on to your total. **Change the way you count by skip counting by that amount!**
- 4) Continue until all piles are counted.

Answer Bank

\$100

\$110

\$120

Answer Bank

Part 2 – Action!

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

Part 3 – Consolidation!

- Exit Cards
- Quizzes
- Reflection
- And More!

Consolidation

Put the mark on the correct answer for each question

Question	A	B
1. If you have 3 quarters, what amount do you have?	75¢	\$1
2. Which shows \$2?	Two loonies	Two quarters
3. If you have 5 dimes, what amount do you have?	25¢	50¢
4. What is another way to show \$4?	Four toonies	Two toonies
5. Which is the same as \$10?	Four toonies	Two \$5 bills



BC Math Curriculum Financial Literacy– Grade 3

Counting Dollars

Count the money and drag the correct total amount to each box

\$158

\$64

\$91

\$186

\$105

Counting Cents

Count the money and drag the correct total amount to each box

	Total	20¢	110¢
	Total	95¢	45¢
	Total	25¢	130¢
	Total	60¢	55¢

Converting Dollars To Cents

Drag the correct cent amount to its matching dollar amount

\$1.60		\$2.04		\$2.50	
\$0.85		\$1.85		\$0.75	
\$0.35		\$3.33		\$1.43	
\$6.28		\$2.33		\$2.80	
\$9.42		\$6.75		\$7.44	

744¢

75¢

942¢

333¢

250¢

233¢

204¢

160¢

240¢

143¢

106¢

185¢

185¢

280¢

628¢

675¢

85¢

35¢



BC Math Curriculum Financial Literacy- Grade 3

Calculating Change Using \$5

Calculate how much your change would be if you paid \$5 for each item

 \$3	 \$3
 \$4	 \$2.50
 \$2	 \$2
 \$1.75	 \$1

Coin Bank



Calculating Change Using \$1

Calculate how much change Sam gets if he pays \$1 for each item



 25¢	 85¢
 35¢	 40¢
 60¢	 50¢
 70¢	 45¢

Coin Bank



Money Used	Item	Change Due
	 \$8	
Money Used	Item	Change Due
	 \$1	
Money Used	Item	Change Due
	 \$27	

Money Bank

