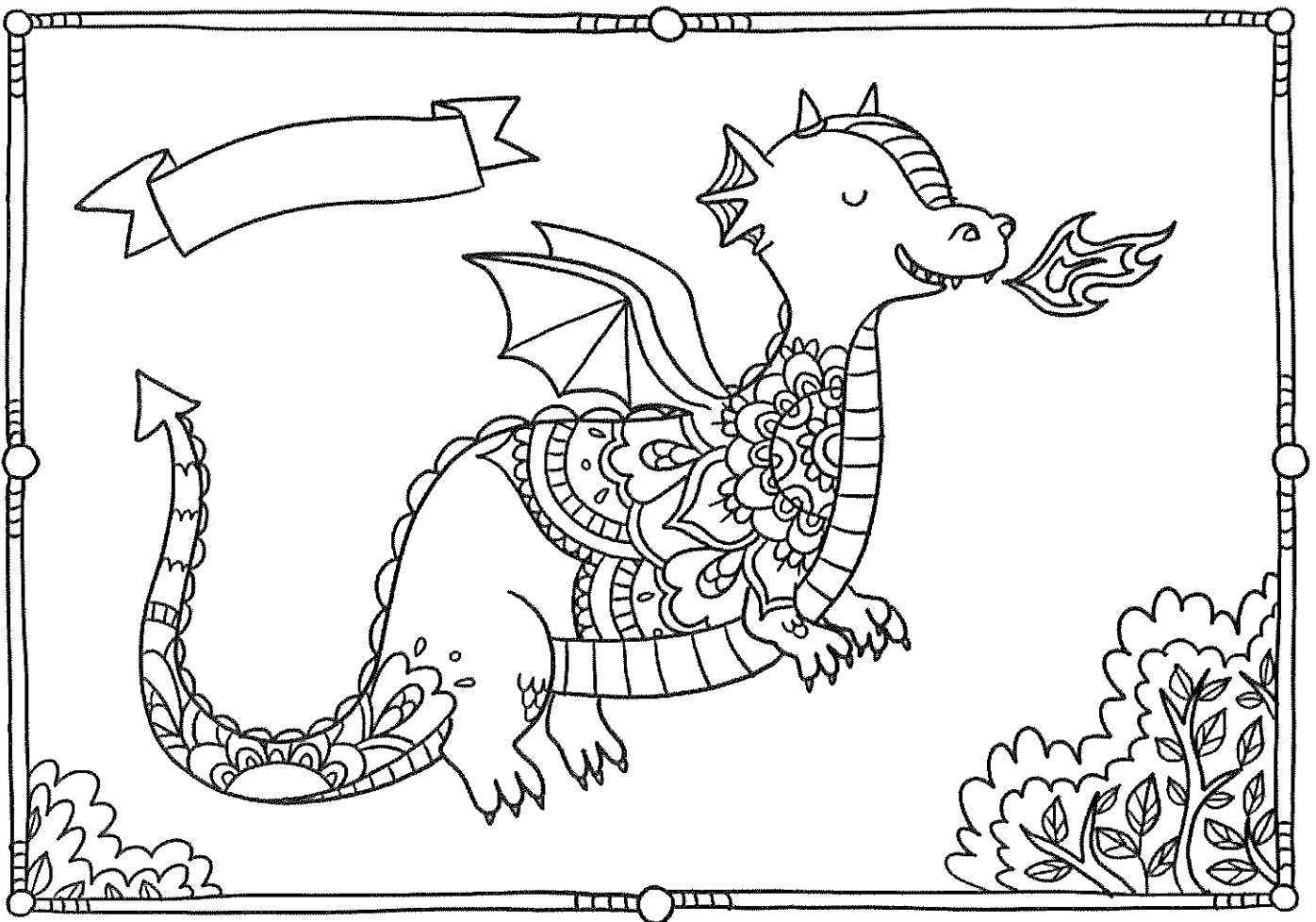


Year 4

Workbook

Week 1, Term 4



Name : _____

Class: _____



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Year Four

Continuity of Learning – Working at Home Program, Term 4 – Week 1

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	<p>Task: Make your bed, tidy your room and brush your teeth! Everyday! (10 mins)</p>	<p>Task: Help hang out the washing.</p>	<p>Task: Set the table for breakfast.</p>	<p>Task: Wash up the dishes after breakfast.</p>	<p>Task: Help with some gardening.</p>
	<p>PUBLIC HOLIDAY</p>	<p>English Task 1: Spelling Write your weekly spelling list (look, cover, write, check) Task 2: Complete Activity- Bubble writing- Write your list out in bubble writing.</p>	<p>English Task 1: Spelling Write your weekly spelling list (look, cover, write, check) Task 2: Complete Activity- Write your list words in alphabetical order. A to Z Task 3: Reading Read a book from your home library or watch a book reading from Storyline Online.</p>	<p>English Task 1: Spelling Write your weekly spelling list (look, cover, write, check) Task 2: Complete Activity- Make your own find-a- word for 15 (or more) of your spelling words. Ask a sibling or grown up to find the words. Mark their work! Task 3: Writing - Fractured Fairy Tales Choose a favourite fairy tale and rewrite it in your own words. Use the table to write about the orientation (who, what, when, where), complication (what goes wrong?) and resolution (how</p>	<p>English Task 1: Spelling Write your weekly spelling list (look, cover, write, check) Task 2: Complete Activity- Choose your two favourite colours. Write out your spelling words with the two colours- one for vowels (a,e,i,o,u) and one for consonants. E.g. crow Task 3: Reading Read a book from your home library or log in to Get Epic.</p>
		<p>Task 3: Reading Complete the comprehension in the workbook.</p>	<p>Task 4: Reading</p>		<p>Task 4: Journal Writing</p>



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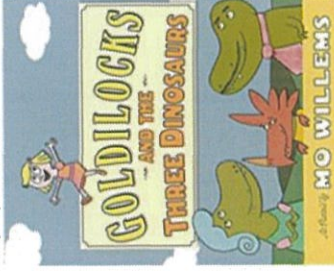

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	<p>Task 4: Writing - Fractured Fairy Tales Name as many fairy tales as you can think of. Write about your favourite fairy tale. Look at common features that are in fairy tales. Choose one feature and write about how a chosen fairy tale has this feature. Task 5: Complete Reading Eggs</p> 	<p>Complete the comprehension in the workbook. Task 5: Grammar A Compound word is formed when 2 small words combine to form a new word with an entirely new meaning. Complete the compound word activity in your workbook. Task 6: Complete Reading Eggs</p> 	<p>is the problem solved). Task 4: Reading Complete the comprehension in the workbook. Task 5: Complete Reading Eggs</p> 	<p>Use the sentence recipe to write some sentences or a short story based on the prompt picture.</p>  <p>SENTENCE RECIPE: Character, what they are doing, what is around them. Task 5: Reading Complete the comprehension in the workbook.</p> 	
Break	Movement and Fruit Break Game of catch	Movement and Fruit Break Bounce a tennis ball on a tennis racket.	Movement and Fruit Break Use a Hula Hoop.	Movement and Fruit Break Put out some buckets as markers and run around them. Time yourself.	Movement and Fruit Break Complete laps around your backyard. Time yourself.
Middle		Speaking and Listening	Speaking and Listening	Speaking and Listening	Speaking and Listening



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PUBLIC HOLIDAY

Choose an article from this website. Read the article or listen to the audio (scroll down to find). Retell the news item to someone in your family.



KIDSNEWS

Mathematics

Task 1 - Subtraction

If you can, watch the video by clicking the link below.

[Subtraction: Learn to subtract 4-digit numbers from 4-digit numbers with regrouping. - Bing video](#)

Subtraction Activity Sheet

Complete the subtraction activity sheet.

Task 2 - Whole Number

If you can, watch the video by clicking the link below.

[Rounding Numbers to the Nearest 10, 100, and 1000](#)

Listen to the weekly podcast of Noisy By Nature. Retell the news items to someone in your family.



news items to someone in your family.

Mathematics

Task 1 - Multiplication

If you can, watch the video by clicking the link below.

[Multiplication Mash Up - A Fun Way to Learn Your Multiplication Facts! - Bing video](#)

Multiplication Activity Sheet

Complete the multiplication activity sheet.

Task 2 - Whole Number

If you can, watch the video by clicking the link below.

[Rounding Numbers to the Nearest 10, 100, and 1000](#)

[Round up and Round down - Bing video](#)

Listen to the daily podcast of Squizkids. Retell the news items to someone in your family.



Mathematics

Task 1 - Division

Division Activity sheet

Complete the division activity sheet.

Task 2- Whole Number

If you can, watch the video by clicking the link below.

[Rounding Numbers to the Nearest 10, 100, and 1000](#)
[Round up and Round down - Bing video](#)

Rounding to 1 000 Activity Sheet

Complete the rounding to 1000 activity sheet.

Rounding Game

If you can, play the rounding game. Click the link below.

Watch this week's episode of BTN. Retell the news items to someone in your family.



Mathematics

Task 1 - Maths Problems

Complete the activity sheet to work on your number problems.

Task 2- Whole Number

If you can, watch the video by clicking the link below.

[Rounding Numbers to the Nearest 10, 100, and 1000](#)
[Round up and Round down - Bing video](#)

Rounding to 10 000 Activity Sheet

Complete the rounding to 1000 activity sheet.

Rounding Game



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Round up and Round down -
Bing video

**Rounding to 10 Activity
sheet**

Complete the rounding to 10
activity sheet.

Task 3
Complete your Mathematics
activities for today.



Task 4- Optional
Complete the Number of the
Day activity on paper or in a
book.

Number of the Day -
MathsStarters
Today's number is **625**.

PE- Hopping

If you can, watch this video to
practise the hopping skill.

[https://youtu-
be/R8VABKvS3c0](https://youtu-be/R8VABKvS3c0)

Warm Up:

10 x side gallops

**Rounding to 100 Activity
Sheet**

Complete the rounding to
100 activity sheet.

Task 3
Complete your Mathematics
activities for today.



Task 4- Optional
Complete the Number of the
Day activity on paper or in a
book.

Number of the Day -
MathsStarters
Today's number is **1500**.

Online Rounding Numbers
Games for Kids (free-training-
tutorial.com)

Task 3
Complete your Mathematics
activities for today.



Task 4- Optional
Complete the Number of the
Day activity on paper or in a
book.

Number of the Day -
MathsStarters
Today's number is **980**.

If you can, play the rounding
game. Click the link below.
Online Rounding Numbers
Games for Kids (free-training-
tutorial.com)

Task 3
Complete your Mathematics
activities for today.



Task 4- Optional
Complete the Number of the
Day activity on paper or in a
book.

Number of the Day -
MathsStarters
Today's number is **770**.

CAPA – Music

Read the information about
some music symbols in your
booklet and see if you can
clap along to the rhythm
patterns. Have a go at



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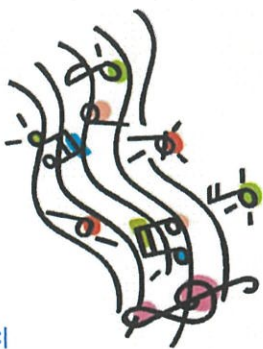
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		<p>10 x squats 10 x vertical jumps 10 x star jumps Activity: Place some objects or markers on the ground to make a maze. Try and follow this hopping pattern with your feet- Left, Left, Right, Right, Left, both, Right, Right. Next, make up 4 different hopping patterns and practise hopping them as fast as you can. Record your best time. Cool down: Stretch your arms up high, bring them down and reach forward, bring them down and reach for the floor. Stretch your legs in front of you while you sit on the ground and try to touch your toes.</p>			<p>completing the body percussion patterns too! Listen to the song <i>Can't Stop This Feeling</i> and follow along with using body percussion! https://www.youtube-nocookie.com/embed/92gf8dAlhUw?autoplay=1&iv_load_policy=3&loop=1&modestbranding=1&playlist=92gf8dAlhUw</p> 
Break	Lunch Teach yourself to juggle in the backyard.	Lunch Kick a soccer ball against a wall. Count by 4's for each bounce.	Lunch Jump on a trampoline or skip using a rope.	Lunch Play a game of handball against a wall.	Lunch Eat outside in the fresh air and look up at the clouds.
Afternoon	Science: Materials and their Properties	Science: Materials and their Properties	PD/Health- Water Safety Activity 1	Visual Arts - 3D Trees	PE- Dance Dancing follows a beat of 8 counts. 1, 2, 3, 4, 5, 6, 7, 8.



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PUBLIC HOLIDAY

There are lots of different materials on Earth. They can be natural or processed. Natural materials can be found in the environment, like stone and leaves. Processed materials are ones that are not found in nature. They have been produced by humans, either using a natural material, or in a factory.

In this lesson you will be learning about natural and processed materials and their properties.

Please complete the worksheets.



If you can, watch the video below on beach safety.

[Beach Safety Video - Bing video](#)



Activity 1

Answer the questions about beach safety in your workbook

1. Why is it important to follow the safety rules when you are around any body of water?
2. Why is it important to swim at a patrolled beach?
3. Why do you need to look at the signs when you go to the beach?
4. Where should you swim when you are at the beach?



We can make a three-dimensional design, just using lines. After drawing a simple tree in pencil, draw parallel lines with 4 colours in sequence, focusing on the development of lines that should be straight on the background of the drawing, and curves on the parts that made up the tree.

Materials

You will need:

- a piece of plain paper
- textas, coloured pencils or crayons

You are going to make up your own dance. The first thing to do is decide on your style of dance. There are lots of different types of dance style; ballet, modern, tap, ballroom, jazz and hip hop. Next you need to choose your music. Make sure that you speak to a parent or carer about your music first.



Practise this dance first:

Forward and back

1. Move one step forward then two steps back then pause for one beat.
2. Move three steps forward then four steps back then pause for one beat.

Side to side

1. Take two steps to your right.
2. Bend your knees twice.
3. Take two steps to your left.



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			<p>4. Bend your knees twice.</p> <p>Turning</p> <ol style="list-style-type: none"> 1. Take a step to your left and turn around to the count of four, make sure you are facing forwards by four. 2. Bounce on your heels four times. <p>You can also follow the worksheet for the steps.</p> <p>Cool down</p> <p>Choose a slow song to do stretches to. Stretch your arms up high, bring them down and reach forward, bring them down and reach for the floor. Keep doing this until you are feeling relaxed and cool.</p>
	<p>5. What do you do if you get into trouble when swimming at the beach?</p> <p>Activity 2 Complete the beach spot the difference activity.</p> <p>Activity 3 Complete the beach find a word.</p>		

Spelling List Week 1 Term 4



hair	rapid	scholar
stair	scream	sieve
chair	improve	subtlety
airport	concern	susceptible
repair	accident	suspicious
5	20	35
does	reignite	
friend	retrieve	
your	recycle	
through	readjust	
trouble	reschedule	
10	25	
reply	properties	
retry	materials	
refine	features	
refuse	suitability	
return	packaging	
15	30	

born	lord
corn	north
morn	corner
form	horse
storm	morning
port	does
sort	friend
short	your
sport	through
snort	trouble
fork	
stork	
cord	

Spelling Rule: The prefix 're' means back or again.

'Bartlett and the Ice Voyage'

COMPREHENSION

Do you remember the book review in Unit 21? Read it again to refresh your memory as to what this story is about.

In this part of the book, Bartlett and Jacques are on a voyage to find a way of bringing back a *fresh* melidrop for the Queen. Bartlett decides the only way is to freeze it in an iceberg and then tow it home behind their ship.

The icebergs were gigantic. They rose out of the sea like white cliffs. Captain Wrick sailed carefully amongst them, keeping as much distance as he could. Finally he made for an immense mountain of ice that stood twice as high as the ship's main mast. He ordered the sails to be furled. A cold sun was shining and the sea was as blue and as still as freezing metal. The *Fortune Bey* stood motionless on the water. Captain Wrick went below with Bartlett, Jacques and Michael. Outside the cabin window, the iceberg loomed silently, reaching into the sky with its whiteness, dwarfing everything.

'It'll be easier to tow than it looks,' said Captain Wrick. Bartlett glanced at the iceberg. It couldn't be harder to tow than it looked — it looked impossible.

'I'm certain,' said Captain Wrick, 'I've done all the calculations.' The calculations were on the desk — pages and pages. But no-one examined them. There was still the other problem they hadn't solved: how would they tow it?

'Shall we try the rope?' said Michael. They all gazed at the huge bulk of the iceberg. No-one could imagine getting enough rope around that monster to be able to tow it.

'The chain?' There was the same problem with the chain.

'You know we used to tow whales with chains,' said Michael. 'When I worked on a whaling ship, we used to put the chains around their tails and ...'

'Whales?' said Bartlett suddenly.
 'Yes. We used to put our chains ...'
 'What about harpoons?'
 'No, Bartlett', said Michael, glancing at Captain Wrick, with a grin,
 as if to say how little explorers knew about the sea. 'You kill the
 whales with the harpoons, then you drag them with chains.' But
 Bartlett wasn't listening. 'Captain Wrick,' he cried, 'have we got
 harpoons?'
 'Bartlett, the iceberg isn't alive. We don't have to kill it.'
 'I don't want to kill it. But I do want harpoons. Do we have any?'
 'Yes, but ...'
 'Good. Let's have them. Three. And three long chains. And we'll need
 a hammer, from the carpenter — the biggest he has!' Bartlett grinned.
 Captain Wrick and Michael were staring at him in confusion. 'Don't
 worry, you'll understand soon enough,' he said, and he turned to
 Jacques. 'Come on, Jacques, that iceberg won't wait forever!'

by Odo Hirsch

1 What is the name of the ship that Bartlett and Jacques are on?

2 Who is the captain of this ship? _____

3 What does it mean to 'furl' the sails of a ship? _____

4 Where in the world do you think the ship was anchored?

5 How high was the iceberg that the captain anchored near?

6 a Who thought, at first, it would be easier to tow than it looks?

b Who thought at first it would be impossible?

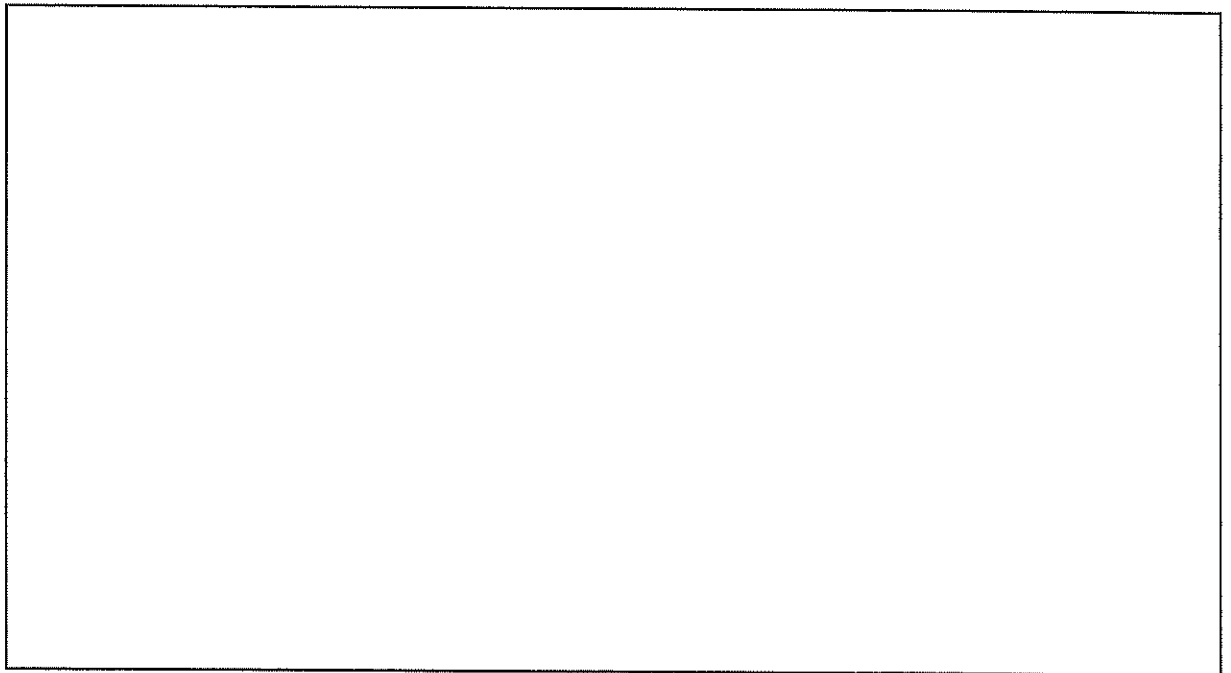
7 Which two ways were suggested to tow the iceberg?

8 What was the difficulty with these two ideas?

9 Without explaining his plan, Bartlett asked the captain for three different things. What were they?

10 Look at the three things Bartlett has asked for and then explain in detail how you think Bartlett intends to tow that iceberg.

Illustrate your answer in the same detail



'Bartlett and the Ice Voyage'

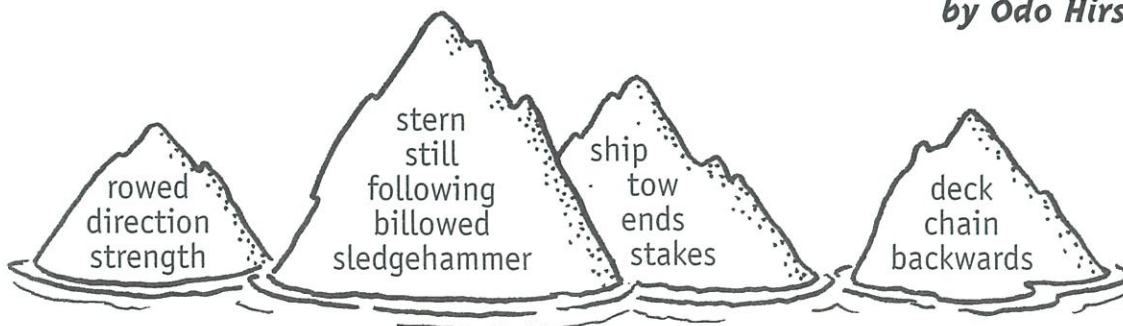
CLOZE

This story continues from Unit 29. Read it through first and then use the words below to complete the story.

A boat was lowered. Bartlett and Jacques jumped in and rowed to the iceberg. The whole crew was on _____ to see what they would do. And it was very simple: Jacques raised the _____ and, using his enormous _____, drove the harpoons into the side of the iceberg. The ice splintered and flew as the _____ went in. Then Bartlett attached a _____ to each one. Then they _____ back, bringing the other _____ of the chains with them to fasten to the _____ of the *Fortune Bey*. And now the iceberg was securely attached. The *Bey* was ready to _____ it.

But it didn't. For a day and a half the ship sat absolutely _____ in the water. Even when the breeze picked up and the sails _____ and filled with air, the *Bey* didn't move an inch. It was simply unable to shift the monstrous iceberg. And so everyone began to wonder — if the ship couldn't move the iceberg, did that mean that the iceberg could move the _____? The answer came on the second day. The wind changed _____ . The iceberg began to drift. But it wasn't _____ the *Bey*: the iceberg was moving _____, and the *Bey* was following it!

by Odo Hirsch



When you have finished, read the passage through again to make sure it all makes sense.

Flash and crash

You might be surprised to know that, nine times out of ten, lightning happens inside clouds or between clouds. Only about one lightning flash in ten leaps from a cloud to the ground. Lightning zips through the air at over 100 000 kilometres per second. Lightning always takes the easiest path it can find. It is easier for lightning to travel through air that has lots of water in it. Lightning makes zigzags because it is seeking out the wetter parts of the air. If something tall and pointy is handy — a skyscraper, a flagpole, a tall tree — the lightning will go through that instead of the air.

Because lightning is more likely to strike tall things, you should never take shelter under a tree during a storm. If you are out on a baseball field or another flat, open space, you may be the tallest thing around. That's why you should go inside when you see a storm coming. As the lightning streaks to Earth, its path through the air can heat up to 30 000 degrees Celsius. That's almost six times as hot as the surface of the Sun. Do you remember what happens to air when it's heated? Right, it expands (spreads out). The air in the lightning path spreads out so quickly that it sends a huge shock wave through the air around it. This reaches our ears as the crash and rumble of thunder.

Even though thunder and lightning happen at the same time, we see the flash of light first. This is because light reaches our eyes much faster than sound reaches our ears. Light travels at 300 000 kilometres per second. Sound travels much more slowly — 330 metres per second. Suppose lightning strikes 2 kilometres away from you. You'll see the lightning flash a split second later. You won't hear the thunder for about six seconds —that's time for you to count slowly to six.

Although a sudden thunderclap may make you jump, it can't hurt you. In fact, it's telling you about something that's already over!

by David Suzuki

You've just read a scientific explanation about lightning and thunder by the world famous scientist, Dr David Suzuki. Make sure your answers to the following are just as scientific by stating all the facts correctly.

1 Where does most lightning happen? _____

2 How fast does lightning zip through the air? _____

3 Why does some lightning make zigzag paths through the air?

4 *Draw and name* three tall things that lightning will go through instead of air.

5 Why wouldn't it be a good idea for you to keep playing cricket on an oval during an electrical storm? _____

6 About how hot is the air around the lightning as it streaks to Earth? _____

7 What happens to air when it's heated? _____

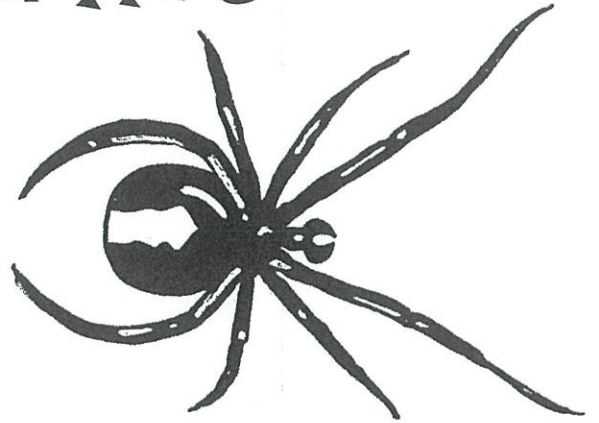
8 Explain how the crash and rumble of thunder is made.

9 Dr Suzuki tells us lightning and thunder happen at the same time. So why do we see the lightning first and hear the thunder later?

10 If you heard a clap of thunder three seconds after seeing the lightning flash, about how far away did the lightning strike?

Reading to save a life

The red-back spider is small, normally black with a red stripe on its back.



It is found

- throughout most parts of Australia
- in dark unused spots, eg under eaves, in old tyres, in garden sheds, under rocks.

It is not an aggressive spider, but if it feels threatened in its environment, it will bite and make you very sick.

Prevention

- Clean out its habitat.
- Use gloves when handling old tyres, cleaning out sheds, or carrying out other tasks likely to involve contact with the red-back spider.

Signs and symptoms if someone is bitten

- a sharp sting may be felt
- pain at the site of the bite, which then spreads
- nausea
- dizziness and sometimes faintness
- muscle weakness or spasm
- sweating, sometimes profuse
- swelling and localised sweating around the bite
- rapid pulse.

The first aider should

- remove the casualty from any further danger
- speak calmly to the casualty
- apply a cold pack or compress over the area
- seek medical aid.

Answer the questions below to see how well you've understood the information on the previous page.

1 Name three places where red-back spiders would like to live. (Use the places mentioned in the article or out of your own experience.)

2 The article tells us to 'clean out their habitats' to prevent red back spiders making their homes in your garden. How would you do that safely? _____

3 With the help of your dictionary, explain the meanings of these terms. (If the term has two words in it, eg muscle spasm, look up the meaning of the word you don't understand, eg spasm, before working out your answer.)

a nausea _____

b muscle spasm _____

c rapid pulse _____

d profuse sweating _____

e a casualty _____

4 List three signs or symptoms a casualty might have if bitten by a red-back spider? _____

5 If you were the first aider:

a what sorts of things would you say to keep the casualty calm?

b what treatment would you apply to the bite?

c how would you seek medical aid if the incident happened at someone's home? _____

Spelling Find-a-word

Choose 15 of your list words and write them below.

Now create your own find-a-word using these 15 words.

Ask a sibling or grown up to solve the **Find-a-word** and check their work!

FRIDAY

Name: Spelling Test

Term 4, Week 1

1.	21.
2.	22.
3.	23.
4.	24.
5.	25.
6.	26.
7.	27.
8.	28.
9.	29.
10.	30.
11.	31.
12.	32.
13.	33.
14.	34.
15.	35.
16.	Score ___ / ___
17.	
18.	
19.	
20.	

Grammar – Compound Words

A Compound word is formed when 2 Small words combine to form a new word with an entirely new meaning.

Compound words can be a combination of Noun + Noun or Adjective + Noun or even different combinations of nouns with verbs, prepositions, and adverbs.

Example: Sun + Flower = Sunflower Rain + Bow = Rainbow
Cup + Cake = Cupcake Snow + Man = Snowman

Compound words are words made by joining two or more words together.

1. Add a word from the box to complete each compound word in the sentence.

mother brush fish corn quake pan

- a. At the beach we saw a jelly_____.
- b. I cooked the eggs in the sauce_____.
- c. I like to eat pop_____ for lunch.
- d. My grand_____rides a motorbike.
- e. I cleaned my teeth with a tooth_____.
- f. A terrible earth _____struck the city.



2. Join the words in box A to the words in box B to make compound words.

A

foot	straw	note	break
hand	egg	photo	life

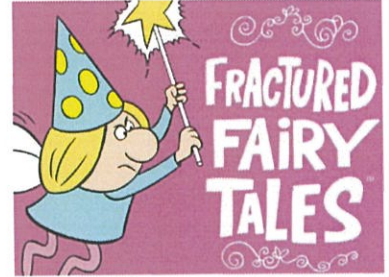
B

cup	boat	fast	book
berry	ball	graph	cuffs

_____	_____
_____	_____
_____	_____
_____	_____

WRITING TERM 4 WEEK 1

MONDAY – PUBLIC HOLIDAY



Fractured Fairy Tales

TUESDAY

What is a fractured Fairy Tale? A fractured fairy tale takes a **classic fairy tale or children's story** and adds a **twist, changes characters, or makes it more modern** (Think: language and setting).

This term we will be focusing on fractured fairy tales and putting our own twist onto well know fairytales.

Task 1: Name as many fairy tales that you can think of:

Which is your favourite and why?

THURSDAY

Today you are going to practise rewriting a well know fairy tale. There is a list of some well-known fairy tales. You may wish to choose your own fairy tale that is not in the list. An example is below on how to rewrite the story using the boxes below:

EXAMPLE:

Fairy Tale: GOLIDLOCK and THE THREE BEARS

Orientation: Who, What, When, Where

Once upon a time lived three bears. There was Daddy Bear, Mummy Bear and Baby Bear. They all lived together in a house on the edge of the forest and they loved to eat porridge for breakfast every day. Goldilocks is a young girl who lived near the forest but had never met the three bears.

Complication: What goes wrong?

*One day, the bears were about to eat their porridge for breakfast but it was too hot so they decided to go for a walk in the forest. Just after they left, Goldilocks was playing near the bear's house and she could smell the delicious breakfast. She went straight into the house and tried all the bowls of porridge. Daddy Bear's was too hot, Mummy Bear's was too cold but Baby Bear's was just right. She at it all up!
Goldilocks was then tired and wanted to have a nap. She went upstairs and found three beds. First she tried Daddy Bear's but his bed was too hard. Goldilocks then tried Mummy Bear's but her's was too soft. Last she tried Baby Bear's and his bed was just right. She fell soundly asleep.*

The bears all returned home to see someone had been eating their porridge and poor Baby Bear had no porridge left! They raced upstairs to see someone had been sleeping in their beds and someone was still in Baby Bear's bed!

Resolution: How is the problem solved?

At that moment, Goldilocks woke up and saw the three bears looking down at her. She screamed and jumped out the bed. Goldilocks ran as fast as could, down the stairs and out of the house, through the forest all the way to home. She never went to the bear's house again and lived happily ever after.

Choose from these fairy tales or choose your own. Retell the fairy tale it in your own words. You may not write about everything that happens but the most important parts.

Snow White	Jack and the Beanstalk	Hansel and Gretel	The Gingerbread Man	The Three Little Pigs	Billy Goats Gruff	Little Red Riding Hood
------------	------------------------	-------------------	---------------------	-----------------------	-------------------	------------------------

Fairy Tale: _____

Orientation: Who, What, When, Where

Draw some pictures of what happens in the fairy tale below:



Subtracting 4-digit numbers, with regrouping

Grade 4 Subtraction Worksheet

Find the difference.

$$\begin{array}{r} 1. \quad 4,387 \\ - 3,359 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 8,385 \\ - 1,851 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 6,247 \\ - 3,694 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 8,173 \\ - 2,950 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 4,184 \\ - 1,936 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 2,367 \\ - 1,308 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 9,532 \\ - 8,278 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 5,803 \\ - 3,290 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 550 \\ - 450 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 8,073 \\ - 7,000 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 4,792 \\ - 2,226 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 4,871 \\ - 2,890 \\ \hline \\ \hline \end{array}$$



Round numbers 0-1,000 to the nearest 10

Grade 4 Rounding Worksheet

Example: 329 rounded to the nearest 10 is 330

Round to the nearest ten.

1. 804 = _____ 2. 643 = _____ 3. 171 = _____

4. 700 = _____ 5. 735 = _____ 6. 181 = _____

7. 747 = _____ 8. 245 = _____ 9. 684 = _____

10. 415 = _____ 11. 149 = _____ 12. 481 = _____

13. 246 = _____ 14. 298 = _____ 15. 856 = _____

16. 497 = _____ 17. 550 = _____ 18. 893 = _____

19. 101 = _____ 20. 109 = _____ 21. 936 = _____



Multiplication Tables - 2 to 12 practice

Grade 4 Multiplication Worksheet

Find the product.

1. $7 \times 5 =$ _____ 2. $3 \times 7 =$ _____ 3. $2 \times 10 =$ _____

4. $2 \times 11 =$ _____ 5. $5 \times 2 =$ _____ 6. $5 \times 10 =$ _____

7. $6 \times 6 =$ _____ 8. $3 \times 2 =$ _____ 9. $12 \times 5 =$ _____

10. $2 \times 9 =$ _____ 11. $9 \times 10 =$ _____ 12. $12 \times 3 =$ _____

13. $8 \times 9 =$ _____ 14. $6 \times 2 =$ _____ 15. $4 \times 7 =$ _____

16. $12 \times 11 =$ _____ 17. $10 \times 5 =$ _____ 18. $5 \times 3 =$ _____

19. $5 \times 6 =$ _____ 20. $4 \times 6 =$ _____ 21. $4 \times 4 =$ _____

22. $10 \times 7 =$ _____ 23. $12 \times 8 =$ _____ 24. $4 \times 2 =$ _____

25. $7 \times 10 =$ _____ 26. $11 \times 9 =$ _____ 27. $2 \times 3 =$ _____



Multiply in columns - 1 digit by 3 digit

Grade 4 Multiplication Worksheet

Find the product.

$$\begin{array}{r} 1. \quad 822 \\ \times \quad 9 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 876 \\ \times \quad 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 899 \\ \times \quad 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 343 \\ \times \quad 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 216 \\ \times \quad 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 652 \\ \times \quad 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 227 \\ \times \quad 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 264 \\ \times \quad 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 710 \\ \times \quad 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 980 \\ \times \quad 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 637 \\ \times \quad 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 701 \\ \times \quad 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 201 \\ \times \quad 1 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 629 \\ \times \quad 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 313 \\ \times \quad 2 \\ \hline \\ \hline \end{array}$$



Round numbers 0-10,000 to the nearest 100

Grade 4 Rounding Worksheet

Example: 4,689 rounded to the nearest 100 is 4,700

Round to the nearest hundred.

1. 9,820 = _____ 2. 5,470 = _____ 3. 6,233 = _____

4. 2,930 = _____ 5. 4,881 = _____ 6. 3,027 = _____

7. 545 = _____ 8. 4,710 = _____ 9. 2,889 = _____

10. 195 = _____ 11. 5,872 = _____ 12. 1,749 = _____

13. 9,837 = _____ 14. 7,932 = _____ 15. 6,125 = _____

16. 8,713 = _____ 17. 8,684 = _____ 18. 8,097 = _____

19. 1,083 = _____ 20. 8,328 = _____ 21. 1,853 = _____



Division Facts: Dividing by 1 - 12

Grade 4 Division Worksheet

Find the quotient.

1. $10 \div 1 =$ _____ 2. $22 \div 11 =$ _____ 3. $20 \div 4 =$ _____

4. $96 \div 12 =$ _____ 5. $48 \div 12 =$ _____ 6. $60 \div 6 =$ _____

7. $110 \div 11 =$ _____ 8. $30 \div 3 =$ _____ 9. $18 \div 3 =$ _____

10. $54 \div 6 =$ _____ 11. $36 \div 6 =$ _____ 12. $50 \div 10 =$ _____

13. $56 \div 8 =$ _____ 14. $30 \div 10 =$ _____ 15. $2 \div 2 =$ _____

16. $70 \div 7 =$ _____ 17. $27 \div 3 =$ _____ 18. $80 \div 10 =$ _____

19. $108 \div 12 =$ _____ 20. $60 \div 12 =$ _____ 21. $28 \div 4 =$ _____

22. $3 \div 3 =$ _____ 23. $5 \div 5 =$ _____ 24. $28 \div 7 =$ _____

25. $35 \div 7 =$ _____ 26. $10 \div 10 =$ _____ 27. $20 \div 2 =$ _____



Divide whole tens or hundreds by a 1-digit number

Grade 4 Division Worksheet

Find the missing quotient:

1) $280 \div 4 = \underline{\hspace{2cm}}$

2) $600 \div 2 = \underline{\hspace{2cm}}$

3) $2100 \div 7 = \underline{\hspace{2cm}}$

4) $3000 \div 6 = \underline{\hspace{2cm}}$

5) $5600 \div 7 = \underline{\hspace{2cm}}$

6) $420 \div 6 = \underline{\hspace{2cm}}$

7) $500 \div 5 = \underline{\hspace{2cm}}$

8) $1200 \div 4 = \underline{\hspace{2cm}}$

9) $700 \div 7 = \underline{\hspace{2cm}}$

10) $210 \div 7 = \underline{\hspace{2cm}}$

11) $240 \div 3 = \underline{\hspace{2cm}}$

12) $7200 \div 8 = \underline{\hspace{2cm}}$

13) $500 \div 1 = \underline{\hspace{2cm}}$

14) $120 \div 6 = \underline{\hspace{2cm}}$

15) $1200 \div 3 = \underline{\hspace{2cm}}$

16) $600 \div 3 = \underline{\hspace{2cm}}$



Round numbers 0-10,000 to the nearest 1,000

Grade 4 Rounding Worksheet

Example: 4,689 rounded to the nearest 1,000 is 5,000

Round to the nearest thousand.

1. $\underline{1,539} = \underline{\hspace{2cm}}$ 2. $\underline{8,764} = \underline{\hspace{2cm}}$ 3. $\underline{3,695} = \underline{\hspace{2cm}}$

4. $\underline{8,220} = \underline{\hspace{2cm}}$ 5. $\underline{3,599} = \underline{\hspace{2cm}}$ 6. $\underline{209} = \underline{\hspace{2cm}}$

7. $\underline{3,941} = \underline{\hspace{2cm}}$ 8. $\underline{5,912} = \underline{\hspace{2cm}}$ 9. $\underline{1,908} = \underline{\hspace{2cm}}$

10. $\underline{5,388} = \underline{\hspace{2cm}}$ 11. $\underline{160} = \underline{\hspace{2cm}}$ 12. $\underline{1,329} = \underline{\hspace{2cm}}$

13. $\underline{6,273} = \underline{\hspace{2cm}}$ 14. $\underline{2,046} = \underline{\hspace{2cm}}$ 15. $\underline{4,218} = \underline{\hspace{2cm}}$

16. $\underline{9,186} = \underline{\hspace{2cm}}$ 17. $\underline{7,284} = \underline{\hspace{2cm}}$ 18. $\underline{1,658} = \underline{\hspace{2cm}}$

19. $\underline{9,129} = \underline{\hspace{2cm}}$ 20. $\underline{4,137} = \underline{\hspace{2cm}}$ 21. $\underline{6,086} = \underline{\hspace{2cm}}$



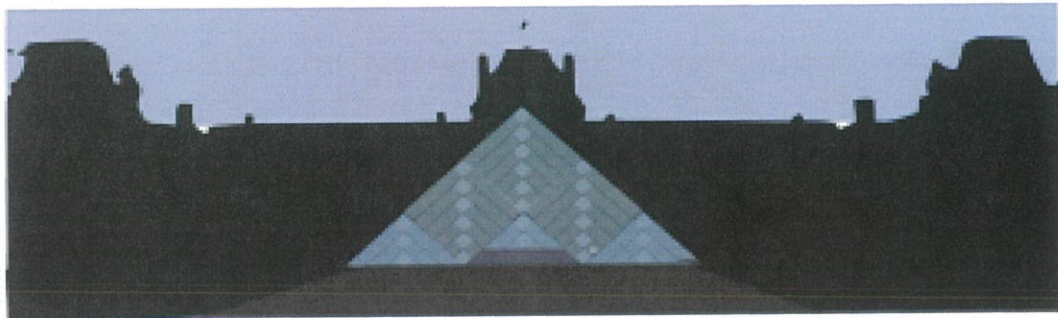
Addition and subtraction word problems

Grade 4 Word Problems Worksheet

The table shows the number of people visiting an art museum over 3 months.

	January	February	March
Child	28	34	56
Adult	59	?	55
Senior	15	22	?
Total	?	139	?

1. What is the total number of people that visited the art museum in January?
2. Compared to January, how many more children go to the museum in February?
3. How many adults visited the museum in February?





Round numbers under 1 million to the nearest 10,000

Grade 4 Rounding Worksheet

Example: 4,689 rounded to the nearest 1,000 is 5,000

Round to the nearest ten thousand.

1. $\underline{8}7,211 = \underline{\hspace{2cm}}$ 2. $7\underline{1}0,565 = \underline{\hspace{2cm}}$ 3. $5\underline{8}0,169 = \underline{\hspace{2cm}}$

4. $4\underline{2}2,798 = \underline{\hspace{2cm}}$ 5. $2\underline{8}8,335 = \underline{\hspace{2cm}}$ 6. $9\underline{0}8,579 = \underline{\hspace{2cm}}$

7. $9\underline{3}1,268 = \underline{\hspace{2cm}}$ 8. $4\underline{9}2,621 = \underline{\hspace{2cm}}$ 9. $6\underline{2}7,154 = \underline{\hspace{2cm}}$

10. $2\underline{7}4,768 = \underline{\hspace{2cm}}$ 11. $2\underline{2}9,295 = \underline{\hspace{2cm}}$ 12. $7\underline{6}8,194 = \underline{\hspace{2cm}}$

13. $6\underline{0}5,176 = \underline{\hspace{2cm}}$ 14. $5\underline{4}1,473 = \underline{\hspace{2cm}}$ 15. $4\underline{3}1,586 = \underline{\hspace{2cm}}$

16. $2\underline{8}5,896 = \underline{\hspace{2cm}}$ 17. $2\underline{7}5,370 = \underline{\hspace{2cm}}$ 18. $5\underline{8}2,072 = \underline{\hspace{2cm}}$

19. $9\underline{1}4,574 = \underline{\hspace{2cm}}$ 20. $8\underline{2}0,384 = \underline{\hspace{2cm}}$ 21. $\underline{1}5,850 = \underline{\hspace{2cm}}$

Number of the Day - Monday

The Number of the day is	
In words	
10 more	
15 less	
Subtract 25	
Round to the nearest 100	
Next even	
Complete the pattern, add 5	
List some factors	
Divisible by 2?	
Double it.	

Number of the Day - Tuesday

The Number of the day is	
In words	
10 more	
15 less	
Subtract 25	
Round to the nearest 100	
Next even	
Complete the pattern, add 5	
List some factors	
Divisible by 2?	
Double it.	

Number of the Day - Wednesday

The Number of the day is	
In words	
10 more	
15 less	
Subtract 25	
Round to the nearest 100	
Next even	
Complete the pattern, add 5	
List some factors	
Divisible by 2?	
Double it.	

Number of the Day - Thursday

The Number of the day is	
In words	
10 more	
15 less	
Subtract 25	
Round to the nearest 100	
Next even	
Complete the pattern, add 5	
List some factors	
Divisible by 2?	
Double it.	

Number of the Day - Friday

The Number of the day is	
In words	
10 more	
15 less	
Subtract 25	
Round to the nearest 100	
Next even	
Complete the pattern, add 5	
List some factors	
Divisible by 2?	
Double it.	

Do we really live in a material world?

What are materials?

We experience the world around us using our five senses. These are touching, smelling, hearing, tasting, and seeing. These senses interact with the matter that our world is made from. A **material** is the type of matter that an object is made from.



Natural and Processed Materials

There are lots of different materials on Earth. They can be natural or processed. **Natural materials** can be found in the environment, like stone and leaves. **Processed materials** are ones that are not found in nature. They have been produced by humans, either using a natural material, or in a factory.



Vocabulary

- wood
- plastic
- fabric
- metal
- paper
- glass
- cotton
- clay
- stone
- rubber
- property

1. Look at the image of the tree house.
 - a) Circle which material you think the tree house is made from.
 - b) Would you like to live in it? Why or why not?

2. Modern houses are made of and contain lots of different materials. Go around your house and find an example of each material to complete the table.

Wood	Glass	Plastic
Wax	Paper	Metal

3. The words below are all properties of materials. Remember that properties are words we use to describe materials for example, that wood is very smooth.

	light	absorbent	rigid	transparent	
	opaque	strong	weak	soft	hard
	smooth	rough	flexible	heavy	
		shiny	waterproof	dull	

Choose one of the words from the word bank and find the [dictionary definition](#) to help you complete the activity below:

The word I chose:		
What colour best represents your word?	Why symbol best represents your word?	What image best represents your word?
Why did you choose this colour?	Why did you choose this symbol?	What did you choose this image?

OBJECT INVESTIGATION

When we are discussing materials, we are talking about the matter that one item is made from. Many items are made up of different objects or 'components', which may be made from different matter. For example, a child's toy might be made from a combination of **wood, metal and plastic**.

4. Using one of the objects you found in activity 2, investigate the object and its components by completing the table. For example, a fridge might be made up of metal, plastic, and glass. Metal might be used to keep it cool. Plastic might be used to make it lighter when you need to move it and glass may be used for shelves to make it easier to clean.

Object name: _____

Sketch and label your object below.	Material	Source	Why was this material used?

PD/Health - Wednesday

Beach Safety Spot the Difference

There are 8 differences in the pictures below. Can you find them? Circle them in red.



Sun, Sea and Beach Safety

e l w s e a k y n
g i s a z n q g c
p f u f c k x y q
r e n e f l a g s
o g o t s k i n g
t u o y u c h a t
e a n l u q w e g
c r w a t e r c h
t d v b e a c h s



beach
sun
sea
safety
lifeguard



flags
protect
water
hat
skin

Sun, Sea and Beach Safety

b e a c h p n w a s u n
e g b a b r m a a e n r
l s e q e o n t a a u e
i s a f e t y e a r n w
f l c q e e k r y r s o
e d h a k c o h t h e i
g a k p l t p s k i n r
u n f y w x q f k c v x
a g i o j r a l b i d b
r e e v h s a a p r p g
d r g g a e f g a s s z
z y e t t i m s s w i m



beach
sun
sea
safety

lifeguard
protect
water
hat

skin
flags
danger
swim


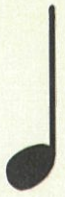


Music - Friday

Read the information below about music notes and body percussion below!

This is Crotchet

Crotchet



It is worth one beat.
Clap four crotchets:


Clap, clap, clap, clap.

These Are the Quaver Twins

Their tails are joined together like they are holding hands to stick together.

They are worth one beat **together**...

Quavers




but they are twice as fast because they need to fit into the same one beat as a crotchet.

This is a Crotchet Rest (or one-beat rest)

It is worth one beat – the same as a crotchet.

It looks a bit like a seagull flying on its side.


Rest




What is body percussion?

Did you know we can use our body as an instrument? We can use different parts of our body to make lots of different sounds!


Body Percussion




Clap



Snap



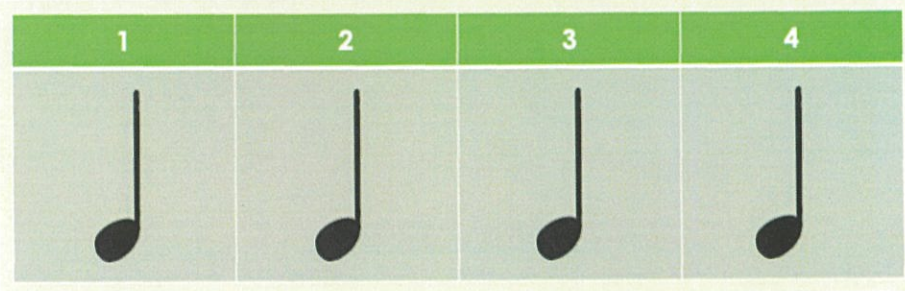
Pat



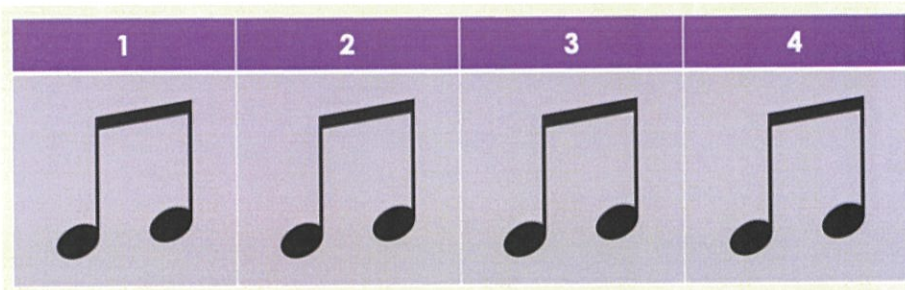
Stomp

Can you try clapping some of these rhythms?

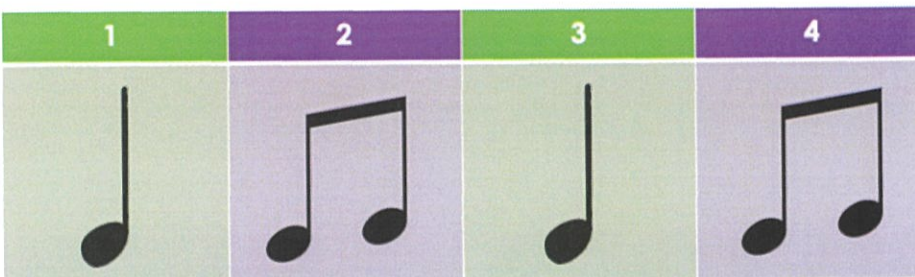
a.



b.



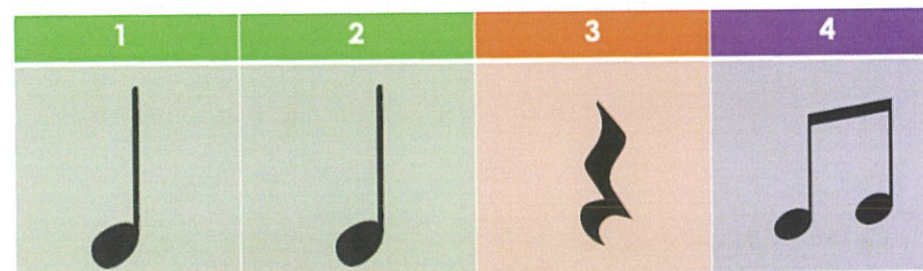
c.



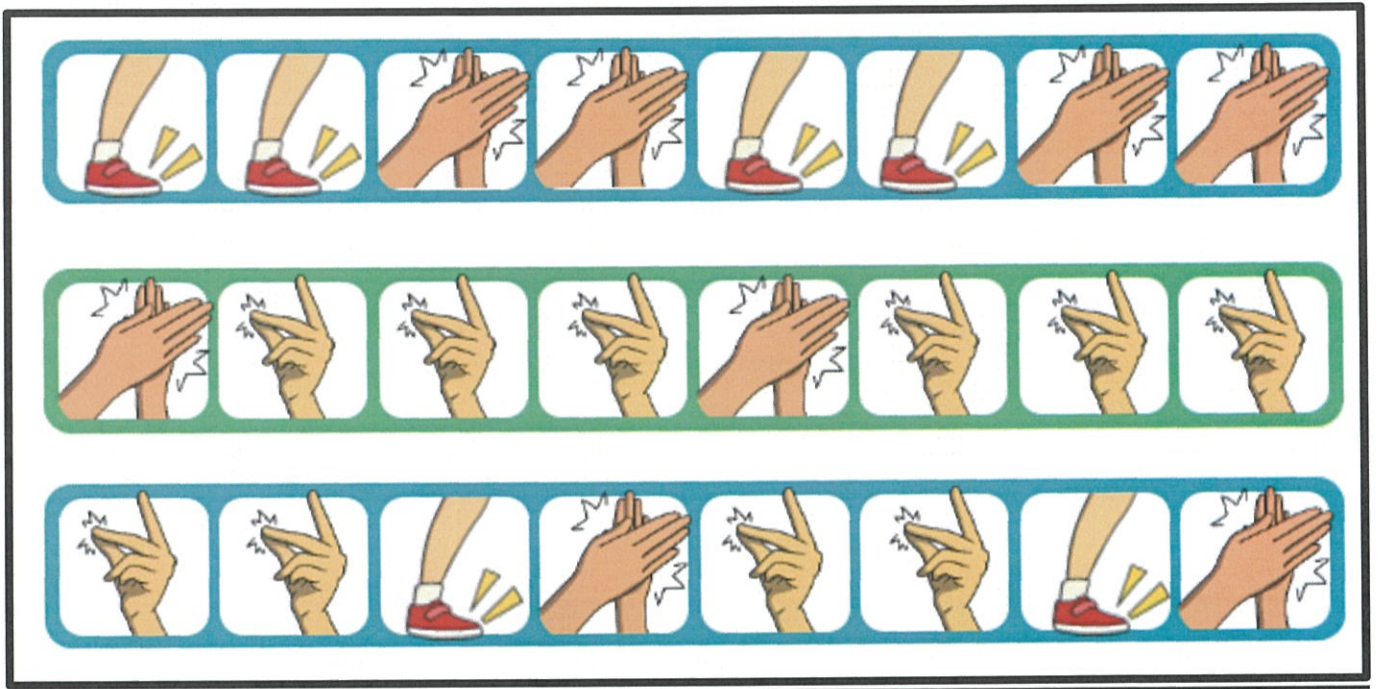
d.



e.



Have a go at completing these body percussion patterns!



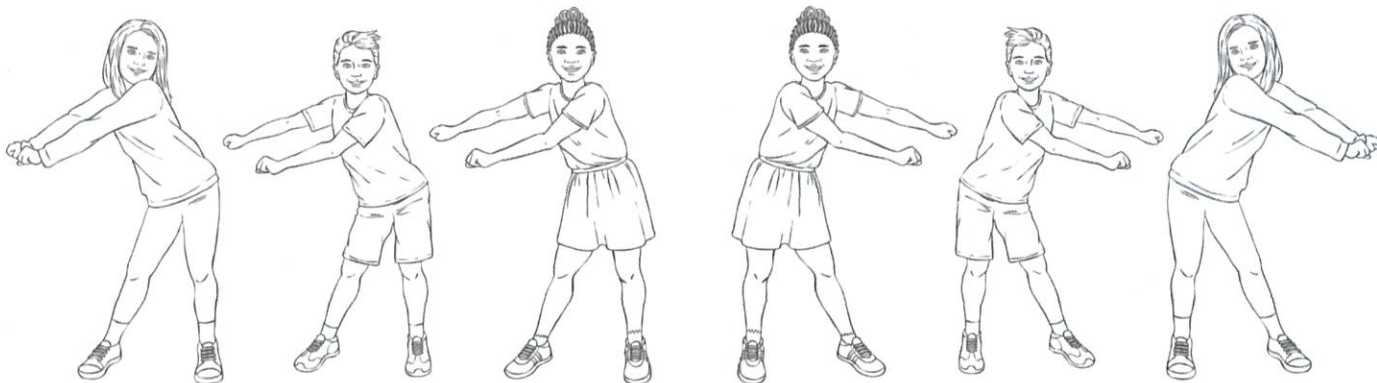
	1	2	3	4
A				
B				
C				
D				

Friday

Choreograph a Dance

Choreography is making up and putting together steps for a dance. Use this activity sheet to help you choreograph your own dance.

The first thing to do is decide on your style of dance. The type of steps you choose will depend on this. There are lots of different types of dance style; ballet, modern, tap, ballroom, jazz and hip hop are examples although there are many more.



Next you need to choose your music. Try to choose a piece that suits your style of dance.

You could use the Internet to find out dance steps that belong to your chosen style. However, here are some simple steps that you could use. Do them in the style of your dance type and make them match the music you have chosen.

Forward and back

1. Move one step forward then two steps back then pause for one beat.
2. Move three steps forward then four steps back then pause for one beat.

Side to side

1. Take two steps to your right.
2. Bend your knees twice.
3. Take two steps to your left.
4. Bend your knees twice.

Turning

1. Take a step to your left and turn around to the count of four, make sure you are facing forwards by four.
2. Bounce on your heels four times.