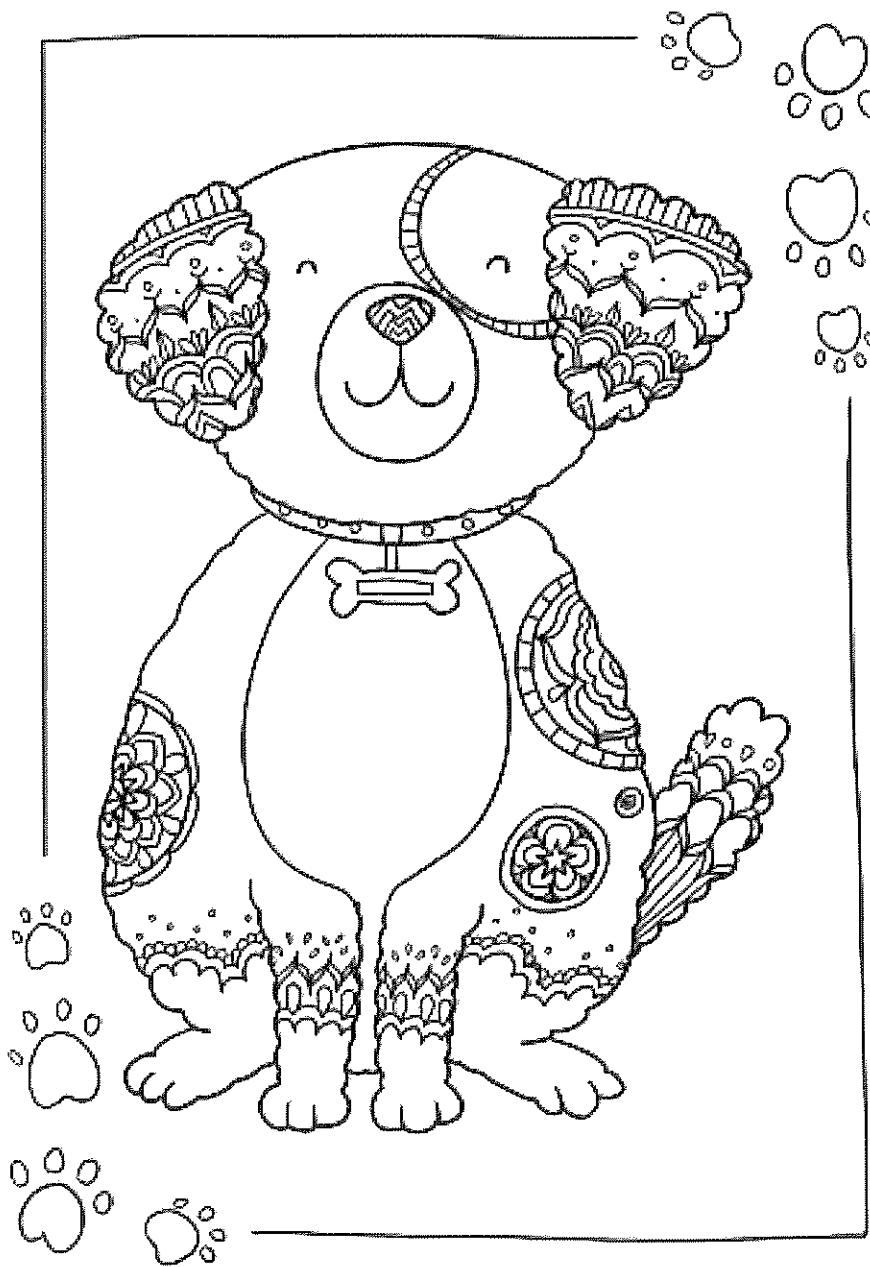


Year 4

Workbook

Week 2, Term 4



Name : _____

Class: _____



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Year Four

Continuity of Learning – Working at Home Program, Term 4 – Week 2

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Task: Make your bed, tidy your room and brush your teeth! Everyday! (10 mins)	Task: Help hang out the washing.	Task: Set the table for breakfast.	Task: Wash up the dishes after breakfast.	Task: Help with some gardening.



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<p>English Task 1: Spelling Write your weekly spelling list (look, cover, write, check)</p> <p>Task 2: Complete Activity- Write 10 of your tricky spelling words in sentences.</p> <p>Task 3: Reading Complete the comprehension in the workbook.</p> <p>Task 4: Writing - Fractured Fairy Tales - list settings found in well-known fairy tales. - use the table to list what the setting prompt picture (take from Hansel and Grettle) looks like, sounds like, feels like and smells like.</p> <p>- use this table to write a setting description of the prompt picture and attempt to use vocab adjective words (dingy, obscure, illuminated, incandescent, tranquil).</p> <p>Task 5: Complete Reading Eggs</p>	<p>English Task 1: Spelling Write your weekly spelling list (look, cover, write, check)</p> <p>Task 2: Complete Activity- Bubble writing- Write your list out in bubble writing.</p>  <p>Task 3: Reading Complete the comprehension in the workbook.</p> <p>Task 4: Writing - Fractured Fairy Tales - use the table to list what the setting prompt picture (take from Jack and the Beanstalk) looks like, sounds like and feels like. - use this table to write a setting description of the prompt picture and attempt to use vocab</p>	<p>English Task 1: Spelling Write your weekly spelling list (look, cover, write, check)</p> <p>Task 2: Complete Activity- Write your list words in alphabetical order. A to Z</p> <p>Task 3: Reading Read a book from your home library or watch a book reading from Storyline Online.</p>  <p>Task 4: Reading Complete the comprehension in the workbook.</p> <p>Task 5: Grammar Synonyms and antonyms A synonym is a word whose meaning is the same or nearly the same as another word. An antonym is a word that means the opposite of another word. Complete the antonym and synonym activities in your workbook.</p>	<p>English Task 1: Spelling Write your weekly spelling list (look, cover, write, check)</p> <p>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!</p> <p>Task 3: Writing - Fractured Fairy Tales - choose a setting from one of the pictures or choose your own setting from a fairy tale. Use the table to list what the setting prompt picture looks like, sounds like, feels like and smells like.</p> <p>- use this table to write a setting description of the prompt picture and attempt to use vocab adjective words (dingy, obscure, illuminated, incandescent, tranquil).</p> <p>Task 4: Reading</p>	<p>English Task 1: Spelling Write your weekly spelling list (look, cover, write, check)</p> <p>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</p> <p>Task 3: Reading Read a book from your home library or log in to Get Epic.</p>  <p>Task 4: Journal Writing Use the sentence recipe to write some sentences or a short story based on the prompt picture.</p>  <p>SENTENCE RECIPE:</p>
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		<p>adjective words (dingy, obscure, illuminated, incandescent, tranquil).</p> <p>Task 5: Complete Reading Eggs</p> 	<p>Task 6: Complete Reading Eggs</p> 	<p>Complete the comprehension in the workbook.</p> <p>Task 5: Complete Reading Eggs</p> 	<p>Character, what they are doing what is around them.</p> <p>EXAMPLE: The curious girl danced towards the tree home as a magical butterfly came to say hello.</p> <p>Task 5: Reading</p> <p>Complete the comprehension in the workbook.</p> 
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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	<p>Speaking and Listening Listen to the podcast of the latest News Time presentation. Retell the news item to someone in your family.</p> 	<p>Speaking and Listening 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.</p> 	<p>Speaking and Listening Listen to the weekly podcast of Noisy By Nature. Retell the news items to someone in your family.</p> 	<p>Speaking and Listening Listen to the daily podcast of Squizkids. Retell the news items to someone in your family.</p> 	<p>Speaking and Listening Watch this week's episode of BTN. Retell the news items to someone in your family.</p> 
	<p>Mathematics Task 1 - Addition If you can, watch the video by clicking the link below. 5 Digit Addition with Regrouping Learning Fun Show - Bing video Addition Activity Sheet Complete the subtraction activity sheet.</p> <p>Task 2 – Data-Picture Graphs</p>	<p>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.</p> <p>Task 2 – Data- Bar Graphs If you can, watch the video by clicking the link below.</p>	<p>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.</p> <p>Task 2 – Data- Line Graphs If you can, watch the video by clicking the link below.</p>	<p>Mathematics Task 1 – Division Division Activity sheet Complete the division activity sheet.</p> <p>Task 2- Create your own graph Survey as many family members and friends as you can about a topic of your choice and represent the information in a graph of your choice.</p>	<p>Mathematics Task 1 – Maths Problems Complete the activity sheet to work on your number problems.</p> <p>Task 2- Complete the Data Maths quiz.</p> <p>Task 3 Complete your Mathematics activities for today.</p>



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There are many different ways we can represent data. If you can, watch the video by clicking the link below.

[Types of Graphs and when to use them - Bing video](#)

What graphs did you see in the video?
Have you used any of these graphs before?

Complete the Picture graph activities.

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 **245**.

[Graphs - Bar graphs | Math | Grade-4,5 | Tutway | - Bing video](#)
Complete the activity sheets on bar graphs.

Task 3

Complete your Mathematics activities for today.



Task 4- Optional

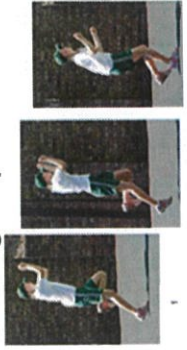
Complete the Number of the Day activity on paper or in a book.

[Number of the Day - MathsStarters](#)

Today's number is **368**.

PE- Hopping

Practise hopping by following the pictures.



[Learning About Line Graphs - Bing video](#)

Complete the activity sheets on line graphs.

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 **1150**.

You might like to do a graph on: There are so many options.

What is your favourite food?
What is your favourite animal?

What is your favourite sport?
Choose 4-6 options for people to choose from and tally your results before you graph your results.

Play the Designer Data board game.

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 **622**.



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 **925**.

CAPA - Music

1. Read the information about percussion instruments in your workbook.

2. Watch the video about the percussion family if you can!

https://www.youtube-nocookie.com/embed/F2kTeUxIQsA?autoplay=1&iv_load_policy=3&loop=1&modestbranding=1&playlist=F2kTeUxIQsA



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		<p>Activity: Traffic lights (Hopping):</p> <ol style="list-style-type: none"> 1. Make 15 coloured posters: 5 x Green, 5 x Red, 5 x Yellow. 2. Lay the posters flat in any order, on a large area in your backyard or inside your house. 3. Line up along a starting line and practise hopping to the other end of the space. If you land on any of the colours, you have to follow the new hopping rule: <u>Green light:</u> Hop on dominant foot towards the traffic light <u>Yellow light:</u> Hop on non-dominant foot to the next colour <u>Red light:</u> Double speed hop to the next colour <p>Time how quickly you can get to the other end of your space after stepping on all the colours.</p>			<p>The Percussion family</p> <ol style="list-style-type: none"> 3. Can you create a percussion instrument from recycled materials at home? Here is a video that might give you some ideas! https://www.youtube-nocookie.com/embed/Zjk1h7uJAvo?autoplay=1&iv_load_policy=3&loop=1&modestbranding=1&playlist=Zjk1h7uUAvo 4. Complete the musical instruments find-a-word!
<p>Break</p>	<p>Lunch Teach yourself to juggle in the backyard.</p>	<p>Lunch Kick a soccer ball against a wall. Count by 4's for each bounce.</p>	<p>Lunch Jump on a trampoline or skip using a rope.</p>	<p>Lunch Play a game of handball against a wall.</p>	<p>Lunch Eat outside in the fresh air and look up at the clouds.</p>



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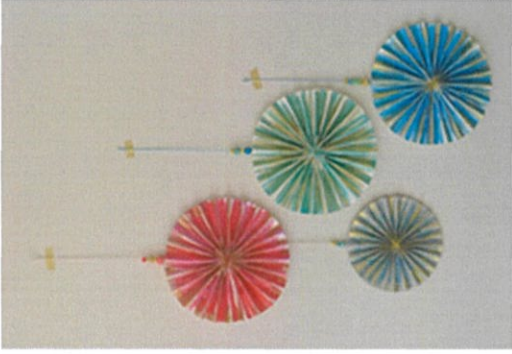


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<p>Afternoon</p>	<p>Geography: Lesson 1: My Home is My Castle Focus Question: How do people feel about their environment?</p>  <p>This lesson investigates the Mataranka Springs environment in the Northern Territory and The Hunter Valley region in NSW.</p>  <p>You will explore the different views of local people in these places and develop understanding of how people feel about their local</p>	<p>Science: Lesson 2: Natural Materials Focus Question: How do people use natural materials? In this lesson you will be focusing on natural materials and their purpose. You will explore the evolution of natural materials and how they are used. You will identify and describe the different ways human use natural materials.</p>  <p>Read and complete the worksheets provided.</p>	<p>PD/Health - Water Safety Task 1: If you can, watch the video below about pool safety. Kids Alive Cartoon - Pool Safety Adventure - Bing video Q1. Why do you think we have rules when swimming in a pool? Q2. Why is it important to learn CPR? (We will learn more about this next week) Task 2: Look at the picture below and write down as many of the pool safety rules that you can see. Task 3: Complete the spot the difference pool safety activity. Task 4: Create a pool safety sign that could be used to ensure the safety of all swimmers. See the example below.</p>	<p>Visual Arts - Pinwheels</p>  <p>These look great hanging in a window, on a branch of a tree or off a veranda, as they will spin in the breeze.</p>  <p>Plain paper Make up a wash with paint or food colouring</p>	<p>PE- Dance Dancing follows a beat of 8 counts. 1, 2, 3, 4, 5, 6, 7, 8. You can change the style of your dance by including low movements, medium levels movements and high movements.</p>  <p>Task 1: Add another 32 counts to your dance from last week. Or make a new dance with 32 counts. Add low, medium and high level movements to your dance. You can perform your dance to your family if you like. Task 2: Complete the dance worksheet in your work booklet.</p>
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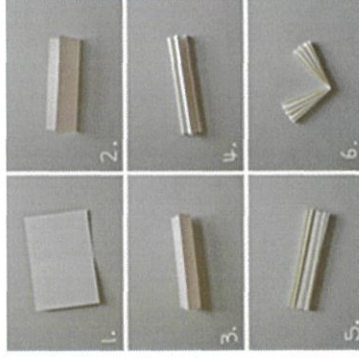


environment. You will identify how these people can have differing views and reasons for these views.

Read and complete the worksheets provided.



Coloured paper, foil or pencils to draw patterns on white paper
Paper glue
String
To do:
Decorate your paper with pencils.
Use a wash over the top of your design.
Allow to dry.
Fold your paper. Make sure you fold evenly with small folds.



Glue the side to join the circle.

Attach string and hang in a special place.

Spelling List Week 2 Term 4



bridge surface sabotage
ridge complete subsequent
edge enough succinct
hedge believe surgeon
lodge question surveillance

5 20 35

break quadruplets
brake quadrilateral
voice quadriplegic
scared quadriceps
focus quadraphonic

10 25

quadrant natural
quadratic processed
quadrangle manufacture
quadruple effective
quadgraph purpose

15 30

her break
herd brake
fern voice
stern scared
term focus
herb
verb
nerve
serve
verse
berth

Spelling Rule: The prefix “quad” means four of something.

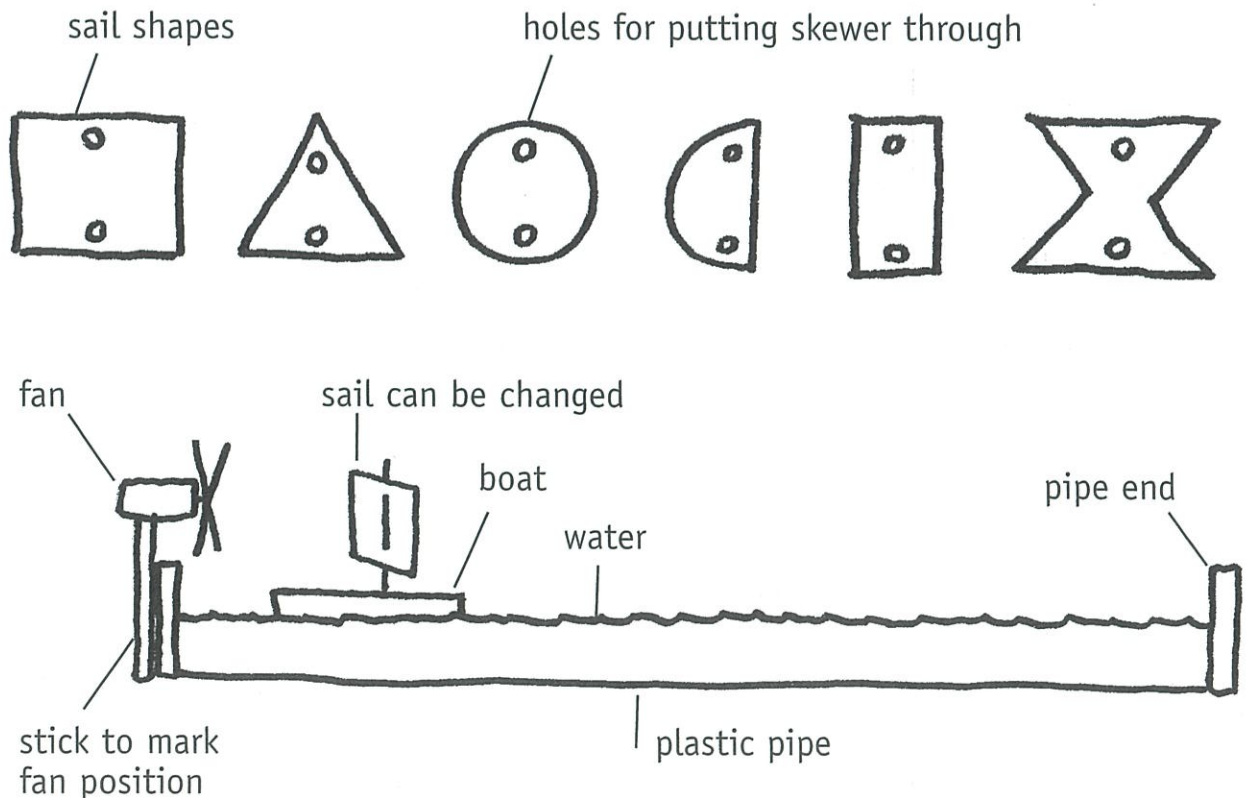
Wind power

Experiment

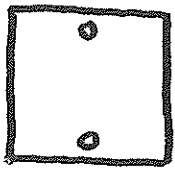
To find out if the shape of a boat's sail helps it go faster.

Procedure

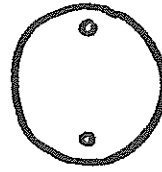
Dad cut a piece of plastic pipe in half for me and Mum helped me glue the ends on so the water wouldn't leak out. I cut a boat shape from some balsa wood and pushed in a skewer for the mast. I cut the sails from some cardboard. I filled the pipe with water and used a small battery fan to make the wind. The fan had to be a battery one because an electric one would be too dangerous near water and a hand one might change how much wind is made. The water, the pipe and the fan position was always the same. I timed how long it took the boat with different sails to get to the end of the pipe.



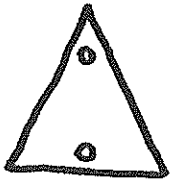
Results



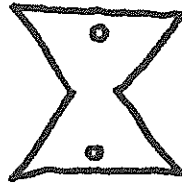
3.69 seconds
3.89
3.51
4.05



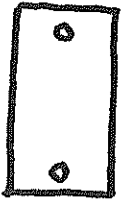
5.95 seconds
5.20
5.81
5.46



4.47
4.59
4.46
4.52



4.80
4.75
4.89
4.87



5.67
5.98
5.73
6.01



stopped
before the end

by Rachel Pearce, Class 4P

After writing up her experiment, Rachel had to fill in this information sheet for the Science Day Competition at her school. See how well you've understood her experiment by filling in the answers yourself.

1 What is the purpose of this experiment? _____

2 Materials used (even the ones not mentioned in this experiment)

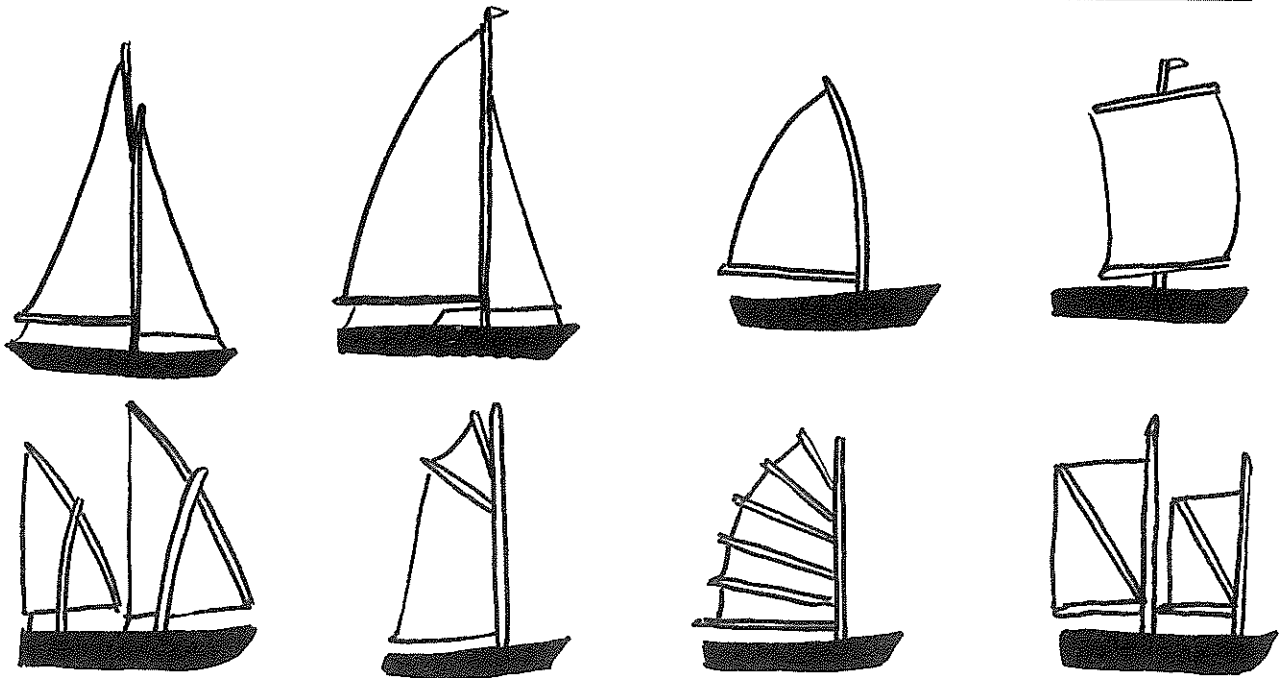
3 Procedure (the steps, in the correct order, that you took to do this experiment)

4 Variables (what things did you change?) _____

What things did you keep the same? _____

5 Results (in general) _____

6 What did this experiment prove? _____



'Hist!'



● Hist!.....Hark!
 ● The night is very dark,
 ● And we've to go a mile or so
 ● Across the Possum Park.
 ● Step.....Light,
 ● Keeping to the right;
 ● If we delay, and lose our way,
 ● We'll be out half the night.
 ● The clouds are low and gloomy. Oh!
 ● It's just begun to mist!
 ● We haven't any overcoats
 ● And — Hist!.....Hist!
 ●
 ● Mo.....poke!
 ● Who was that that spoke?
 ● This is not a fitting spot to make a
 ● silly joke.
 ● Dear.....me!
 ● A mopoke in a tree!
 ● It jarred me so, I didn't know
 ● Whatever it could be.
 ● But come along; creep along;
 ● Soon we shall be missed.
 ● They'll get a scare and wonder where
 ● We — Hush!.....Hist!
 ●
 ● Ssh!.....Soft!
 ● I've told you oft and oft
 ● We should not stray so far away
 ● Without a moon aloft.
 ● Oo!.....Scat
 ● Goodness! What was that?
 ● Upon my word, it's quite absurd;
 ● It's only just a cat.
 ● But come along; haste along;
 ● Soon we'll have to rush,
 ● Or we'll be late, and find the gate
 ● Is — Hist!.....Hush!



Kok.....Korrock!
 Oh! I've had a shock!
 I hope and trust it's only just
 A frog behind a rock
 Shoo!.....Shoo!
 We've had enough of you;
 Scaring folks just for a joke
 Is not the thing to do.
 But come along, slip along —
 Isn't it a lark.
 Just to roam so far from home
 On — Hist!.....Hark!
 ●
 Look!.....See!
 Shining through the tree,
 The window-light is glowing bright
 To welcome you and me.
 Shout!.....Shout!
 There's some one round about,
 And through the door I see some more,
 And supper all laid out.
 ●
 Now, Run, Run, Run.....
 Oh we've had such splendid fun —
 Through the park, in the dark,
 As brave as anyone.
 Laughed we did, and chaffed, we did,
 And whistled all the way.
 And we're home again! Home again!
 Hip!.....Hooray!

This poem was written about 80 years ago by a famous Australian 'bloke' called C J Dennis. School children used to learn it off by heart and it was often used for verse speaking choirs. In C J Dennis' days children could go off and explore by themselves, without their parents being too concerned.

1 To enjoy this poem, you need to read it aloud. Then with coloured pencils or a highlighter mark the words at the end of the lines which rhyme, eg hark, dark, park. Continue on like this throughout the poem.

2 Some words rhyme even in the same line. Write a line where that happens _____

3 Where are the children in the poem walking? _____

4 Why is the night so dark? _____

5 Which animals scared the children? _____

6 Some of the words used in this poem are now quite old fashioned. See if you can find out what these words mean.

a oft is short for _____

b aloft means _____

c supper is the same as our _____

d chaffed means _____

7 When did the children stop feeling frightened and start to feel brave? _____

8 In verse 3, it says, 'Soon we'll have to rush, or we'll be late, and find the gate is _____'

a What word do you think the children were going to say next? _____

b Which gate do you think they are worried about?

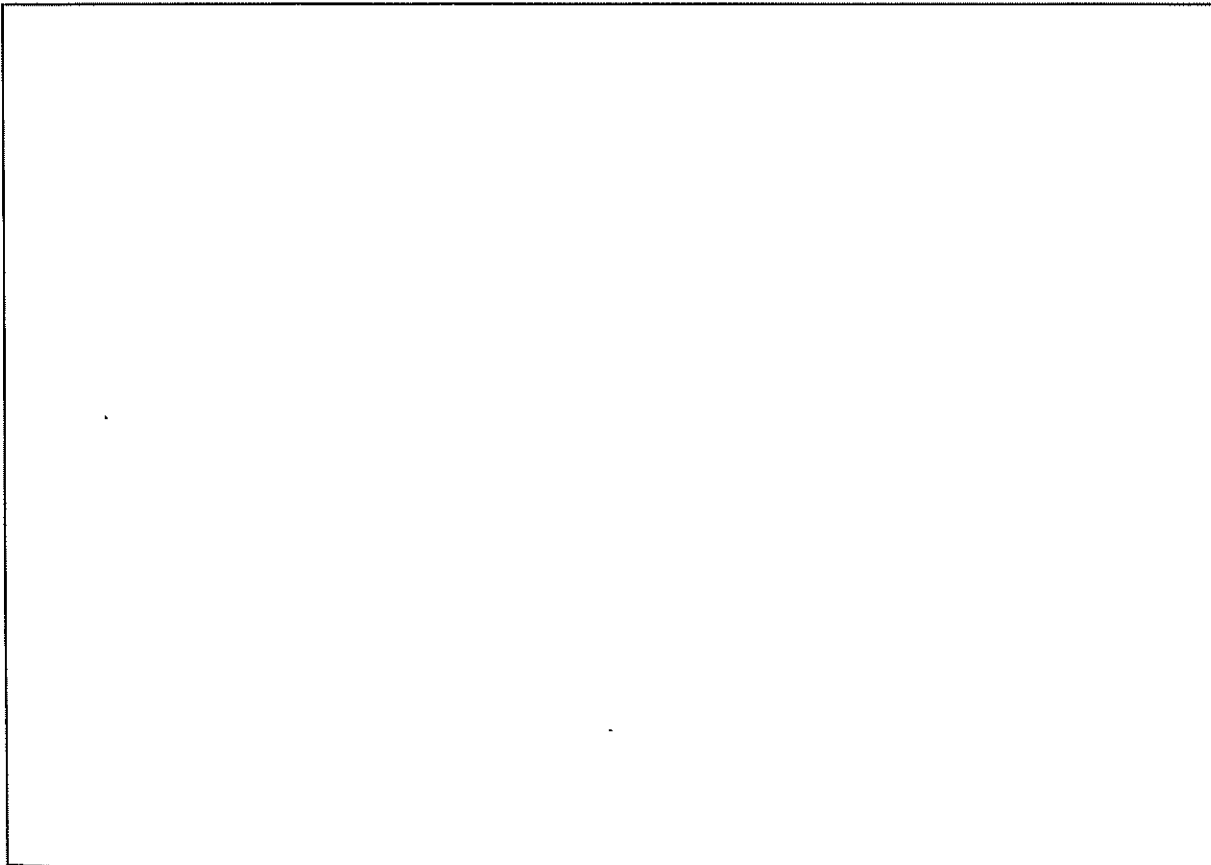
9 Was there someone home waiting for the children? _____

How do you know? _____

10 Write a word which would describe how the children felt when they arrived home. _____

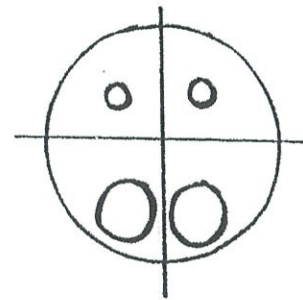
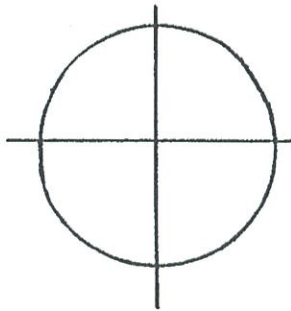
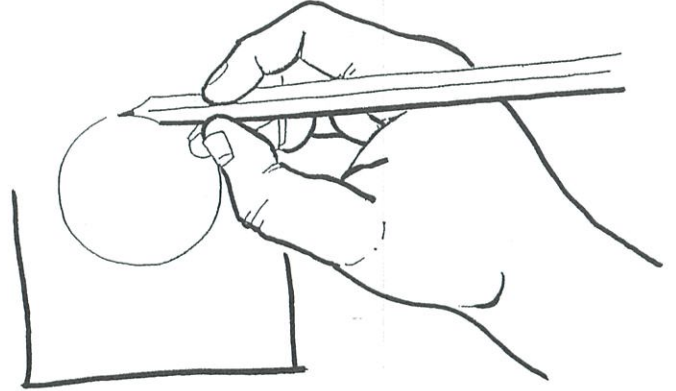
11 The children in the poem were frightened by the dark and the strange animal noises. What frightens you the most?

Illustrate one of the verses of this poem.

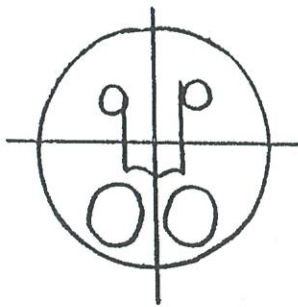



You can draw anything

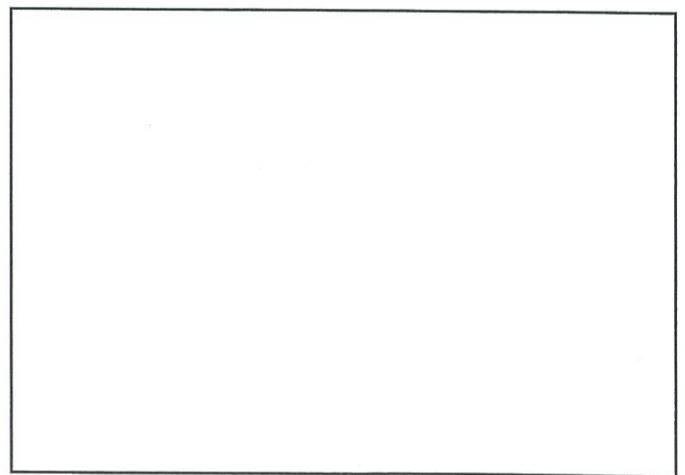
- 1 Using a pencil, begin with a circle. Let your hand *glide* around and around with your little finger just brushing the paper. Draw lightly, don't stop to rub out.



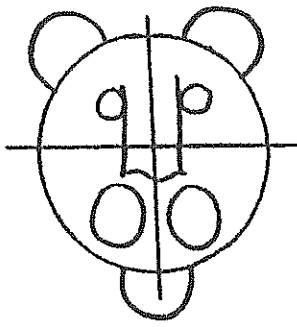
- 2 Lightly divide your circle through the centre, down and across.
- 3 Make two small circles in each top section, and two larger circles below.



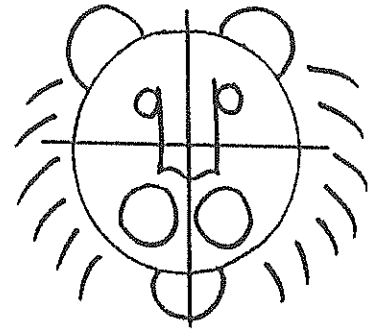
- 4 Draw two lines from the inside of the top circles to the ones below, and join them with a  line.



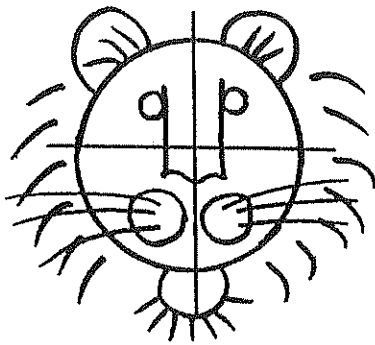
- 5 Practise those four steps in this box.



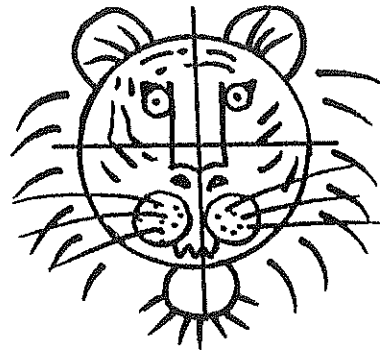
- 6 Make three half-circles, or C-shapes, for ears and a chin.



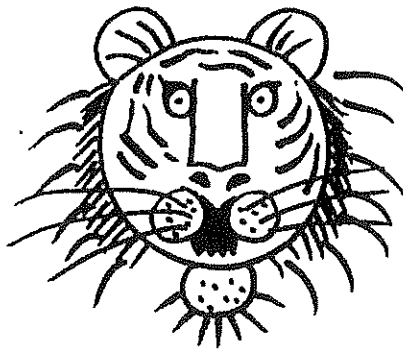
- 7 Make short, light dashes for a neck mane.



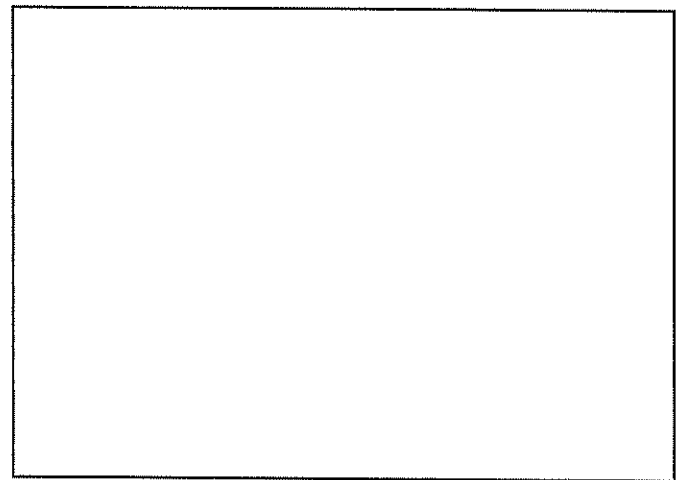
- 8 Shorter whiskers for the chin and ears, long curves for the cheek whiskers.



- 9 Add eyeballs and teeth, and draw in the stripes lightly.



- 10 Now you can go over the lines that need to be darker and erase the ones you don't want.



- 11 Start with Step 1 again and follow each step carefully to draw your tiger here.

by Kim Gamble

Settings

WRITING MONDAY

The setting of the story is where all the action is taking place and that it is important that the audience understands what the setting looks, sounds and feels like. It sets the scene and sometimes gives the readers clues on what may happen in the story.



Task 1: Think of some well-known fairy tales. Where do they take place?
List some settings below.

For example: a palace, the enchanted woods.

Here are some great adjectives that you may wish to include in your writing. Read the meaning of these words and an example of how to use the word in a sentence.

WORD	MEANING	USED IN A SENTNCE
dingy	dark, gloomy and unattractive	<i>The boy stepped into the <u>dingy</u> room.</i>
obscure		

	Concealed, kept from being seen or discovered	<i>As the troll entered the castle, he saw an obscure door in the corridor.</i>
illuminated	Lit with bright light	<i>The meadow became illuminated from the sun.</i>
Incandescent	Very bright	<i>The mountain's snow-white peak was incandescent against the blue sky.</i>
tranquil	Free from disturbance, calm	<i>As Sally stepped into the tranquil forest, she felt at home.</i>



Task 2: Complete this chart to discuss what this setting (taken from Hansel and Gretel) looks like, feels like, sounds like, smells like, describing the candy house and the surrounding woods. Use lots of ADJECTIVES (describing words).

LOOKS LIKE	FEELS LIKE	SOUNDS LIKE	SMELLS LIKE
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Settings

WRITING TUESDAY

Remember these words from our last lesson? Can you use these adjectives when describing a setting? Read the meaning of these words and an example of how to use the word in a sentence.

WORD	MEANING	USED IN A SENTNCE
dingy	dark, gloomy and unattractive	<i>The boy stepped into the <u>dingy</u> room.</i>
obscure	Concealed, kept from being seen or discovered	<i>As the troll entered the castle, he saw an <u>obscure</u> door in the corridor.</i>
illuminated	Lit with bright light	<i>The meadow became <u>illuminated</u> from the sun.</i>
incandescent	Very bright	<i>The mountain's snow-white peak was <u>incandescent</u> against the blue sky.</i>
tranquil	Free from disturbance, calm	<i>As Sally stepped into the <u>tranquil</u> forest, she felt at home.</i>



Task 1: Complete this chart to discuss what this setting (taken from Jack and the Beanstalk) looks like, feels like, sounds like, describing the castle at the top of the beanstalk. Use lots of ADJECTIVES (describing words).

LOOKS LIKE	FEELS LIKE	SOUNDS LIKE
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Settings

WRITNG THURSDAY



Remember these words from our last lesson? Can you use these adjectives when describing a setting? Read the meaning of these words and an example of how to use the word in a sentence.

WORD	MEANING	USED IN A SENTNCE
dingy	dark, gloomy and unattractive	<i>The boy stepped into the dingy room.</i>
obscure	Concealed, kept from being seen or discovered	<i>As the troll entered the castle, he saw an obscure door in the corridor.</i>
illuminated	Lit with bright light	<i>The meadow became illuminated from the sun.</i>
incandescent	Very bright	<i>The mountain's snow-white peak was incandescent against the blue sky.</i>
tranquil	Free from disturbance, calm	<i>As Sally stepped into the tranquil forest, she felt at home.</i>

FRIDAY – JOURNAL WRITING

Using this sentence recipe, write some sentences about the picture. You may like to write a short story about the picture.

SENTENCE RECIPE:

Character, what they are doing what is around them.

EXAMPLE: The curious girl danced towards the tree home as a magical butterfly came to say hello.



Grammar – Synonyms and Antonyms

Synonyms

Name _____ Grammar BLM **86**

A synonym is a word that has the same or similar meaning to another word.

1. Write the word from the box that has a similar meaning to the underlined word.

truck reply pester discovered sound certain

The first one is done for you.

- | | |
|--|--------------|
| a. What was Kyle's <u>answer</u> ? | <u>Reply</u> |
| b. A large <u>lorry</u> carried the furniture away. | _____ |
| c. I am <u>sure</u> she will arrive on time. | _____ |
| d. I heard a strange <u>noise</u> . | _____ |
| e. What did he say when he <u>found</u> the money missing? | _____ |
| f. Dad told me not to <u>annoy</u> him any longer. | _____ |

2. Think of synonyms of your own for each of the following words. Compare your answers with those of a friend.

- | | |
|------------|-------|
| a. Cure | _____ |
| b. Fix | _____ |
| c. Clever | _____ |
| d. Strange | _____ |
| e. Present | _____ |
| f. Tiny | _____ |

Antonyms

Name _____ Grammar BLM

85

An antonym is a word that has the opposite meaning to another word.

1. Write the word from the box that has the opposite meaning to the underlined word.

thin cruel dead glad sharp shallow

The first one is done for you.

- | | |
|--|----------------------|
| a. We swam in the <u>deep</u> end of the pool. | <u>Shallow</u> _____ |
| b. I am <u>sorry</u> I was late. | _____ |
| c. The pig is very <u>fat</u> . | _____ |
| d. This knife is quite <u>blunt</u> . | _____ |
| e. I am sure it is <u>alive</u> . | _____ |
| f. Sam is very <u>kind</u> to animals. | _____ |

2. Think of a word of your own that has the opposite meaning to the underlined word.

- | | |
|--|-------|
| a. We began to walk inside the room. | _____ |
| b. The nuts on this wheel are quite loose. | _____ |
| c. This animal is dangerous to touch. | _____ |
| d. That line is very straight. | _____ |
| e. This rock is rough. | _____ |
| f. Kylie got all her sums right. | _____ |

Name: Friday Spelling

Term 4, Week 2

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.	



Adding three 3-digit numbers in columns

Grade 4 Addition Worksheet

Find the sum.

$$\begin{array}{r} 1. \quad 51 \\ 169 \\ + 61 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 281 \\ 302 \\ + 889 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 840 \\ 908 \\ + 905 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 993 \\ 152 \\ + 178 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 183 \\ 657 \\ + 46 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 534 \\ 156 \\ + 251 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 91 \\ 647 \\ + 386 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 342 \\ 929 \\ + 273 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 561 \\ 213 \\ + 166 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 162 \\ 807 \\ + 170 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 475 \\ 277 \\ + 888 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 630 \\ 354 \\ + 994 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 922 \\ 609 \\ + 950 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 14. \quad 902 \\ 886 \\ + 995 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 601 \\ 191 \\ + 435 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 16. \quad 345 \\ 223 \\ + 80 \\ \hline \\ \hline \end{array}$$



Adding 5 & 6 digit numbers in columns

Grade 4 Addition Worksheet

Find the sum.

$$\begin{array}{r} 1. \quad 27,234 \\ + 95,201 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 640,291 \\ + 878,141 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 952,575 \\ + 83,392 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 528,593 \\ + 96,177 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 620,996 \\ + 812,712 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 888,435 \\ + 102,850 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 581,354 \\ + 158,414 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 191,191 \\ + 607,475 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 487,693 \\ + 180,034 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 273,119 \\ + 205,411 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 964,562 \\ + 974,966 \\ \hline \\ \hline \end{array}$$


$$\begin{array}{r} 12. \quad 838,095 \\ + 30,477 \\ \hline \\ \hline \end{array}$$





Data – picture graphs

Picture graphs use pictures to show how many items are in each category. They have a title that tells us the data that has been collected. A key tells us the value of the symbol. In the first picture graph below, we can see that one whole cupcake stands for 2 actual cupcakes. Half a cupcake stands for 1.

- 1 This picture graph shows the amount of cupcakes sold in each flavour:

Cupcakes sold in a day


Key:  = 2 cupcakes




Strawberry	
Lemon	
Vanilla	
Choc-chip	

- a How many lemon cupcakes were sold?
- b How many choc-chip cupcakes were sold?
- c How many were sold altogether?

- 2 This picture graph shows the number of tickets sold each day in the week leading up to the Friday night school concert. Answer the questions that follow:

Tickets sold

Key:  = 10 tickets

Monday	
Tuesday	
Wednesday	
Thursday	

- a How many tickets were sold on Monday night?
- b How many fewer tickets were sold on Tuesday night compared to Wednesday night?
- c 65 tickets were sold Thursday night, add this to the graph.

Data – picture graphs

- 3 Alexis and Xavier went to the zoo and counted the different animals that they saw. They saw 20 penguins, 16 chimpanzees, 24 flamingoes and 6 lions. Show this data in the picture graph below. Use ● for 4 animals. Add a heading.

Key: ● = _____

Penguins	
Chimpanzees	
Flamingoes	
Lions	

- 4 Here are the results of a charity drive where a group of kids worked together to sell cookies to raise money for the homeless. Help them turn the tally data into a picture graph to present in assembly. Use ■ for 4 boxes of cookies. Add a heading.

Max	
Harley	
Sara	
Christie	

Key: ■ = _____

Max	
Harley	
Sara	
Christie	



Subtracting 3-digit numbers, with regrouping

Grade 4 Subtraction Worksheet

Find the difference.

$$\begin{array}{r} 1. \quad 370 \\ - 255 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 382 \\ - 209 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 495 \\ - 168 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 318 \\ - 214 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 933 \\ - 824 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 862 \\ - 577 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 320 \\ - 253 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 290 \\ - 186 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 313 \\ - 257 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 788 \\ - 118 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 924 \\ - 452 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 289 \\ - 136 \\ \hline \\ \hline \end{array}$$



Subtracting 5 & 6 digit numbers

Grade 4 Subtraction Worksheet

Find the difference.

$$\begin{array}{r} 1. \quad 604,636 \\ - 491,127 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 522,326 \\ - 170,632 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 52,188 \\ - 24,971 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 623,755 \\ - 290,077 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 615,704 \\ - 72,668 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 988,077 \\ - 25,635 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 93,243 \\ - 12,390 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 126,637 \\ - 34,437 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 775,618 \\ - 58,436 \\ \hline \\ \hline \end{array}$$

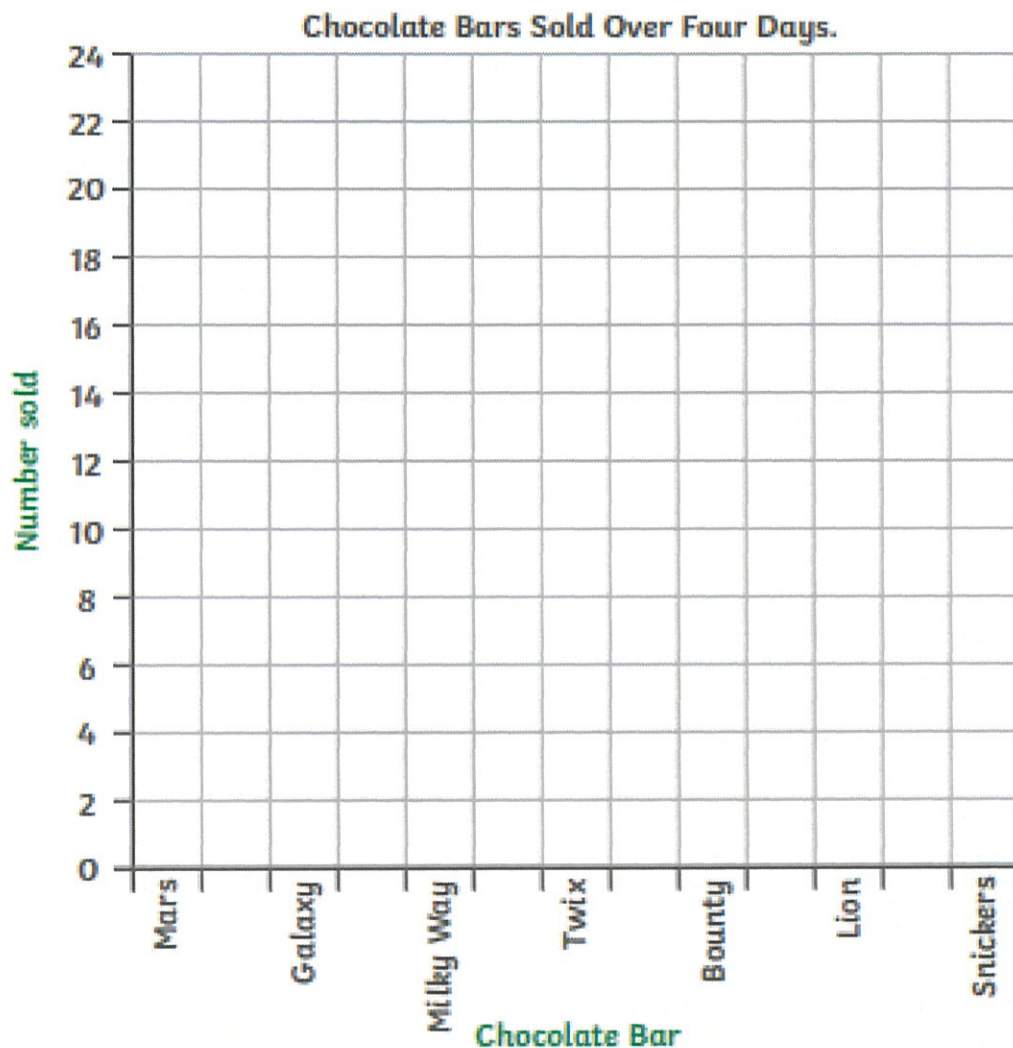
$$\begin{array}{r} 10. \quad 837,257 \\ - 93,116 \\ \hline \\ \hline \end{array}$$

Chocolate Bars Bar Chart

1. Here is a table of the chocolate bars sold to customers in a shop over 4 days:

	Monday	Tuesday	Wednesday	Thursday	Total
Mars	5	3	3	4	
Twix	8	2	2	5	
Galaxy	5	8	5	3	
Milky Way	5	3	2	2	
Bounty	4	2	5	0	
Lion	6	3	4	1	
Snickers	1	1	2	2	

2. Now draw a bar chart to show these results.




Ice Cream Flavour Data Investigation






I can use a data display with symbols to answer question. (ACMSP097)

A group of children were surveyed to find out what their favourite ice cream flavour is.

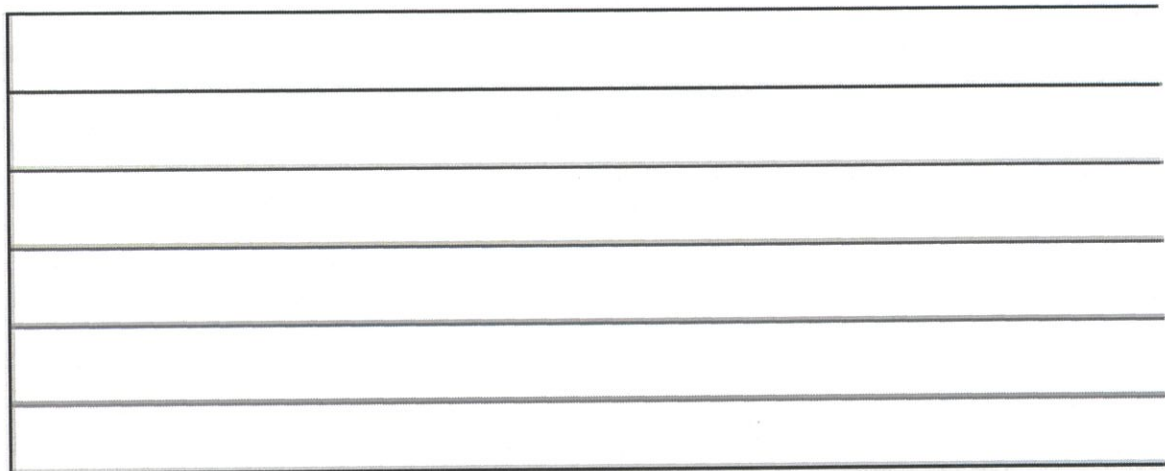
One ice cream scoop symbol is equal to two students. Use this to fill in the totals.

Survey Results

 = 2 people

				
Chocolate	Vanilla	Strawberry	Choc Chip	Mint

Bar Graph:



Ice Cream Flavour Data Investigation

Use the data display to help you answer these questions.

1. How many people does the half ice cream scoop represent?

2. What is the most popular ice cream flavour?

3. How many people enjoy that flavour?

4. What is the least popular ice cream flavour?

5. How many people enjoy that flavour?

6. What is the difference between the numbers of people who liked chocolate and choc chip?

7. How many people were surveyed?

8. How many people liked strawberry and choc chip altogether?

9. How many more people like chocolate than strawberry?

10. Use the data to write two questions of your own.



Multiplication Tables - 2 to 12 practice

Grade 4 Multiplication Worksheet

Find the product.

1. $5 \times 8 =$ _____ 2. $7 \times 5 =$ _____ 3. $9 \times 8 =$ _____

4. $7 \times 8 =$ _____ 5. $4 \times 5 =$ _____ 6. $5 \times 12 =$ _____

7. $4 \times 8 =$ _____ 8. $6 \times 5 =$ _____ 9. $8 \times 2 =$ _____

10. $9 \times 7 =$ _____ 11. $11 \times 2 =$ _____ 12. $5 \times 6 =$ _____

13. $2 \times 6 =$ _____ 14. $11 \times 9 =$ _____ 15. $9 \times 9 =$ _____

16. $4 \times 4 =$ _____ 17. $10 \times 12 =$ _____ 18. $6 \times 2 =$ _____

19. $9 \times 6 =$ _____ 20. $2 \times 2 =$ _____ 21. $4 \times 7 =$ _____

22. $12 \times 2 =$ _____ 23. $7 \times 11 =$ _____ 24. $7 \times 9 =$ _____

25. $8 \times 4 =$ _____ 26. $5 \times 7 =$ _____ 27. $2 \times 12 =$ _____



Multiply in columns - 1 digit by 3 digit

Grade 4 Multiplication Worksheet

Find the product.

$$\begin{array}{r} 1. \quad 640 \\ \times \quad 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 2. \quad 174 \\ \times \quad 7 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 3. \quad 315 \\ \times \quad 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 4. \quad 401 \\ \times \quad 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 5. \quad 983 \\ \times \quad 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 6. \quad 152 \\ \times \quad 8 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 7. \quad 486 \\ \times \quad 3 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 8. \quad 458 \\ \times \quad 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 9. \quad 272 \\ \times \quad 6 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 10. \quad 672 \\ \times \quad 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 11. \quad 663 \\ \times \quad 2 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 12. \quad 417 \\ \times \quad 5 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 13. \quad 496 \\ \times \quad 5 \\ \hline \\ \hline \end{array}$$

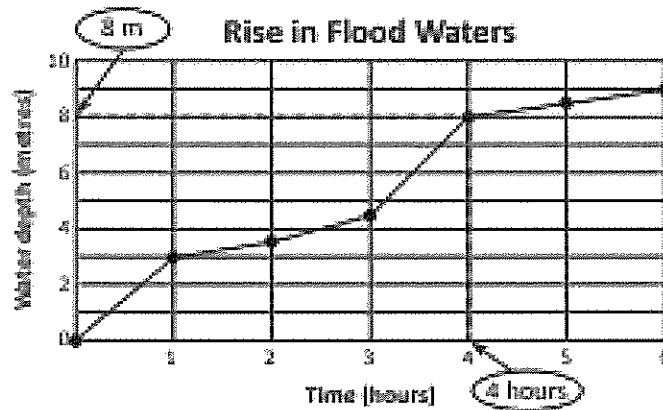
$$\begin{array}{r} 14. \quad 812 \\ \times \quad 4 \\ \hline \\ \hline \end{array}$$

$$\begin{array}{r} 15. \quad 709 \\ \times \quad 8 \\ \hline \\ \hline \end{array}$$

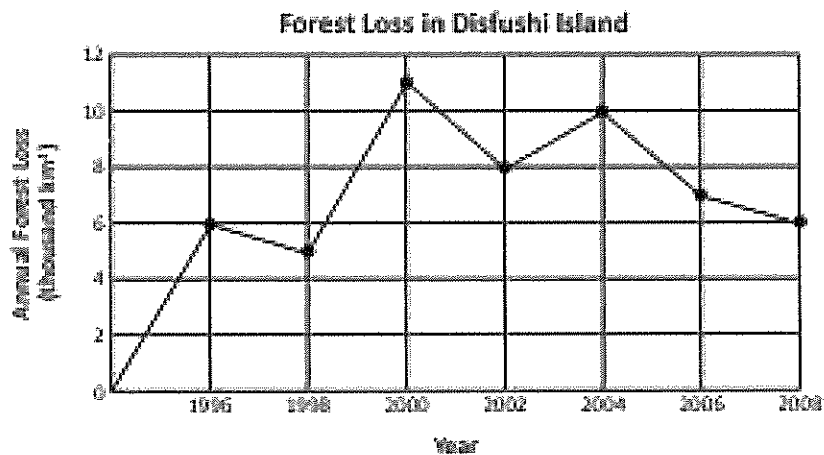
Types of graphs 3 – reading line graphs

Line graphs show how something changes over time in relation to something else. In this topic, we'll look at different examples of line graphs. Look at the line graph below. See how the more time passed, the higher the water got?

In which hour was the water 8 metres deep? Look below for how we read this information:



1 Look carefully at this line graph and answer the questions:

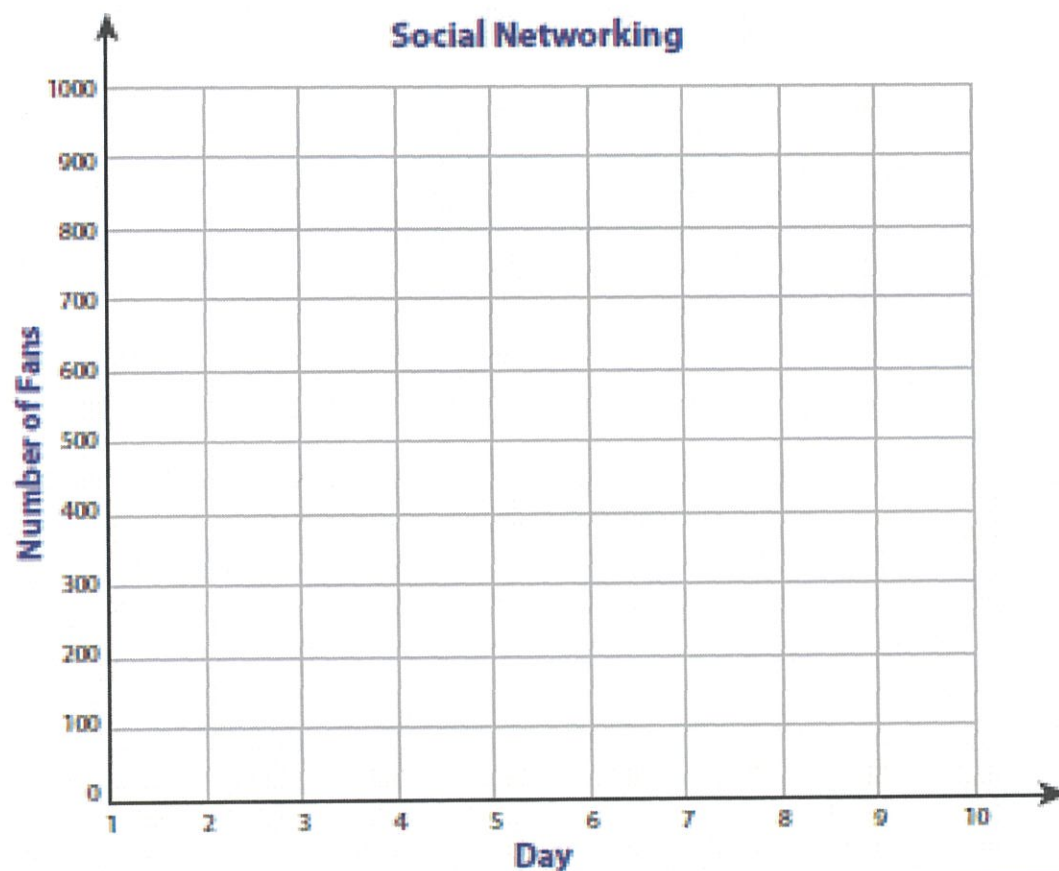


- How many square kilometres of forest was lost in 1996?
- How many square kilometres of forest was lost in 2000?
- In which year were 7 000 square kilometres of forest lost?
- How much more forest was lost in 2000 than in 2008?
- Use the graph to estimate the forest loss in 1999.
- Use the graph to estimate the forest loss in 2003.

Line Graph - Social Networking

Rockstar Jim's music album had just been released. The number of fan followers from a leading social networking site for the first ten days are noted. Read the data and draw a line graph.

Day	Number of Fans
1	300
2	500
3	550
4	800
5	600
6	700
7	850
8	600
9	450
10	300





Division Facts: Dividing by 1 - 12

Grade 4 Division Worksheet

Find the quotient.

1. $48 \div 12 =$ _____ 2. $14 \div 2 =$ _____ 3. $28 \div 7 =$ _____

4. $36 \div 12 =$ _____ 5. $20 \div 2 =$ _____ 6. $42 \div 7 =$ _____

7. $49 \div 7 =$ _____ 8. $32 \div 8 =$ _____ 9. $81 \div 9 =$ _____

10. $6 \div 1 =$ _____ 11. $24 \div 8 =$ _____ 12. $60 \div 6 =$ _____

13. $8 \div 4 =$ _____ 14. $7 \div 1 =$ _____ 15. $24 \div 12 =$ _____

16. $4 \div 4 =$ _____ 17. $33 \div 11 =$ _____ 18. $99 \div 11 =$ _____

19. $30 \div 10 =$ _____ 20. $70 \div 10 =$ _____ 21. $25 \div 5 =$ _____

22. $80 \div 10 =$ _____ 23. $60 \div 10 =$ _____ 24. $70 \div 7 =$ _____

25. $4 \div 2 =$ _____ 26. $9 \div 1 =$ _____ 27. $56 \div 8 =$ _____



Long Division with remainders within 1-1,000

Grade 4 Division Worksheet

Find the quotient with remainder.

1. $7 \overline{)716}$

2. $8 \overline{)511}$

3. $7 \overline{)804}$

4. $4 \overline{)720}$

5. $4 \overline{)126}$

6. $5 \overline{)175}$

7. $8 \overline{)558}$

8. $7 \overline{)201}$

9. $4 \overline{)858}$

FRIDAY MATHS

Activity 1: Create your own graph

Survey as many family members and friends as you can about a topic of your choice and represent the information in a graph of your choice.

You might like to do a graph on: There are so many options.

What is your favourite food?

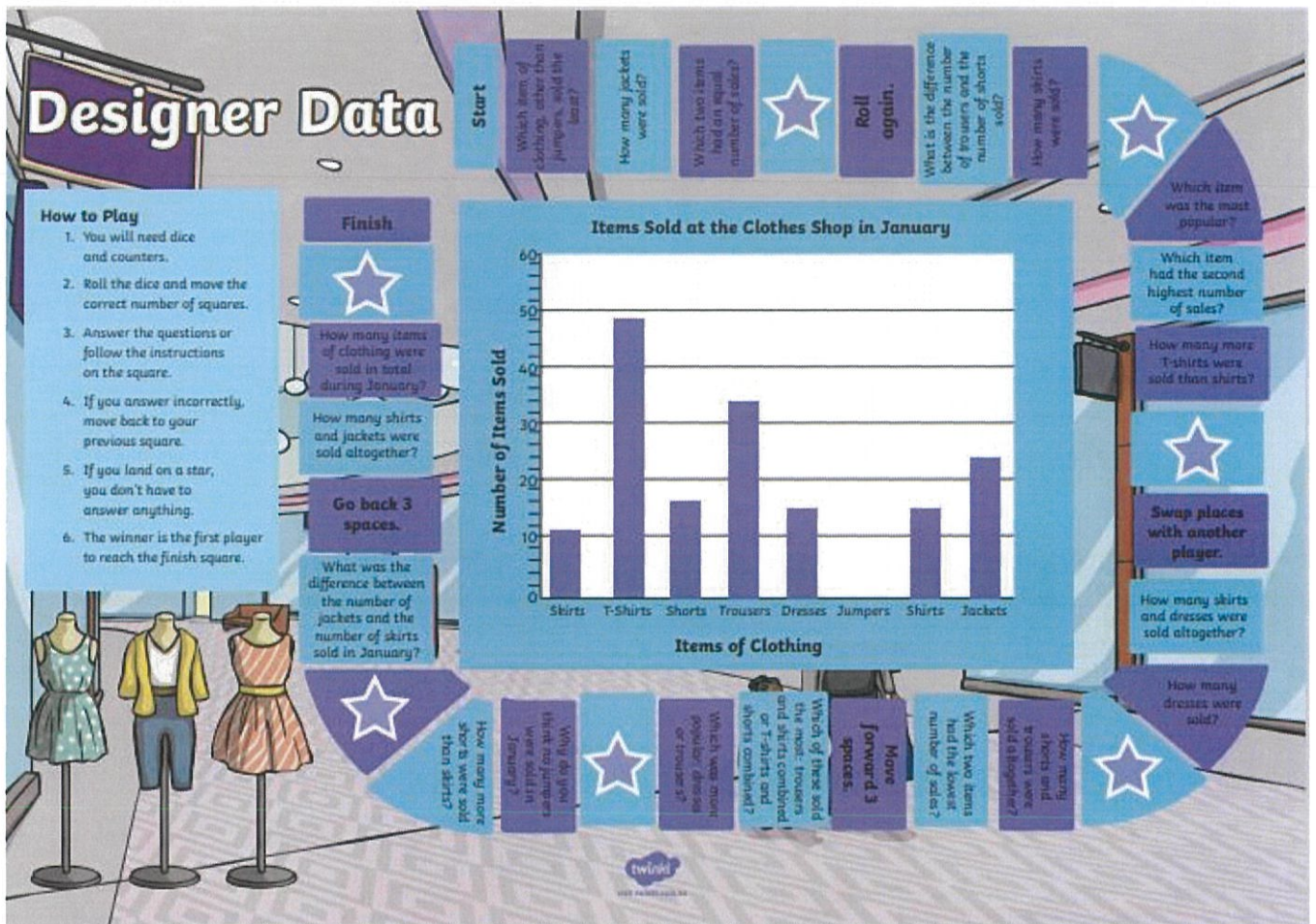
What is your favourite animal?

What is your favourite sport?

Choose 4-6 options for people to choose from and tally your results before you graph your results.

Topic	Tally

Draw your graph below.



Play the data game above with a family member.

Who won?

Did you enjoy this game?

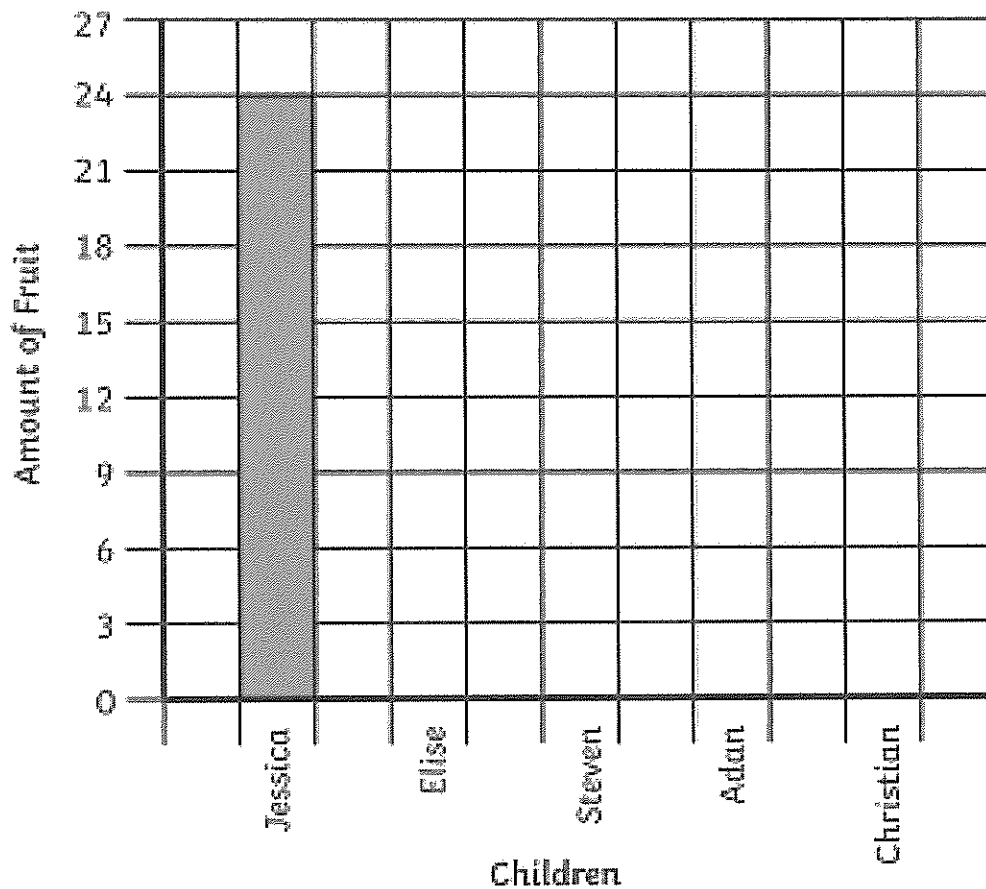
Data Maths Quiz- Term 4, Week 2

1. Five friends recorded how many pieces of fruit they ate in one week. This is the information they gathered.

Name	Amount of Fruit
Jessica	24
Elise	12
Steven	15
Adam	6
Christian	17

- a. Complete the following column graph based on the information above. One column has been drawn for you.

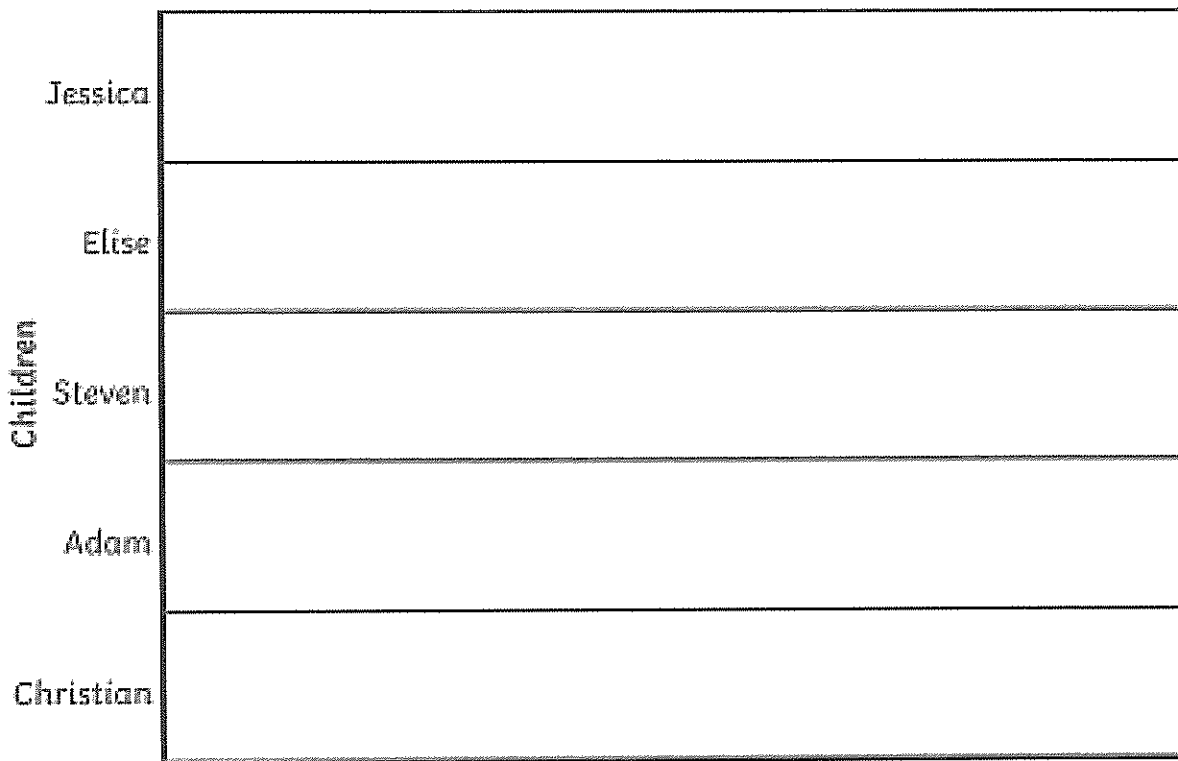
A graph to show how many pieces of fruit children ate in one week



- b. Which child ate the most fruit? _____
- c. Which child ate the least fruit? _____
- d. What is the difference between the amount of fruit eaten by the child who ate the most fruit and the child who ate the least? _____
- e. How many pieces of fruit were eaten altogether? _____
- f. Which child ate double the amount of fruit that Adam ate?


2. Create your own picture graph using the information from Question 1.

A picture graph to show how many pieces of fruit children ate in one week



Fruit

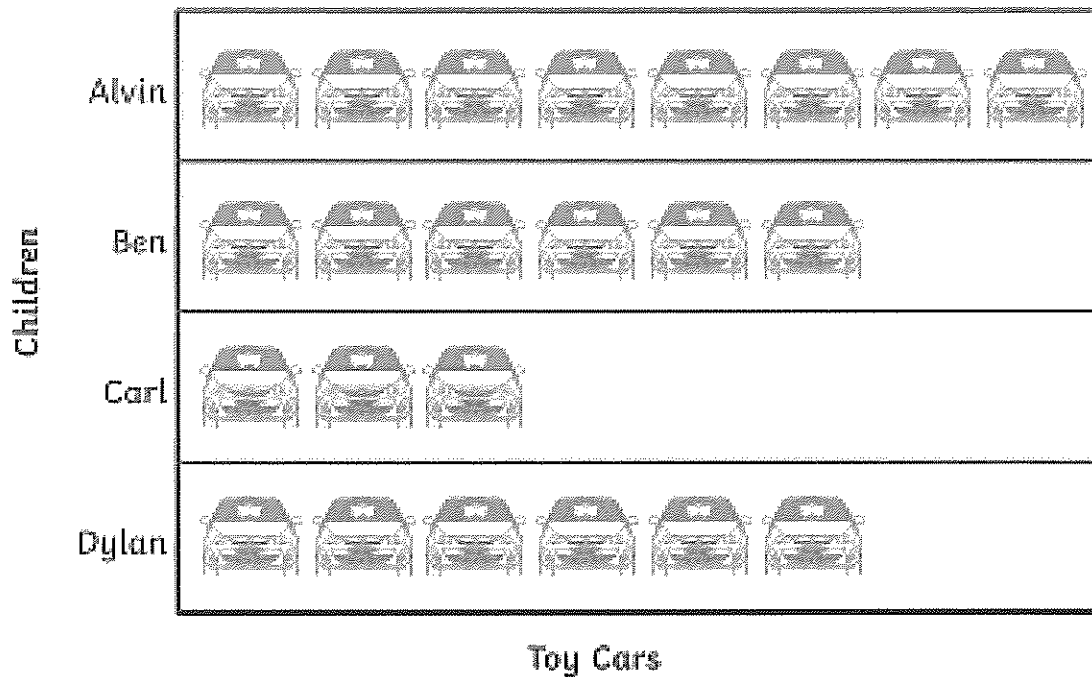
Key:



= 2 pieces of fruit

3. Look at the following graph and then answer the questions.

A picture graph to show the number of toy cars 4 boys have

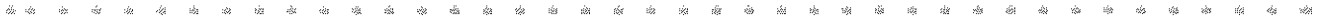


- How many toys cars do the boys have altogether? _____
- Which boy has the most toy cars? _____
- Which boy has the least toy cars? _____
- How many toy cars do Dylan and Alvin have altogether? _____
- How many more toy cars does Alvin have than Carl? _____

4. Answer the following questions based on the Toy Car Picture Graph in Question 3.

- a. Do you think this graph was a good choice for displaying the information about the boys and their toy cars? Explain your answer.

- b. Write two of your own questions that could be answered using the information in the Toy Cars picture graph.



How do people feel about their environment?

1

Read the information about Mataranka Springs and answer the questions.



Visit the small pastoral town of Mataranka, made famous by the novel *We of the Never Never* and renowned for its sandy-bottomed thermal pool.

The small town of Mataranka, south of Katherine, is renowned for its sandy-bottomed thermal pool, pastoral history and as a welcomed stop with tourers. The area was made famous by the novel *We of the Never Never* – a book written about nearby Elsey Station by Jeannie Gunn.

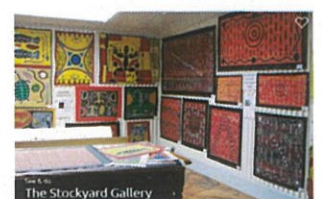
Spend some time looking around the Mataranka township. Browse the Stockyard Gallery's exhibit of local Aboriginal art from the Mataranka and Roper River areas. Pick up a didgeridoo, postcard, whip or spear and enjoy a homemade iced coffee and a scone in the cafe's garden.

See the fish being fed, witness the spectacle of enormous barramundi being plucked from a billabong, and learn how the fish live, change sex and breed on the twice-daily tours at Territory Manor.



Local histories

Wander through the Never Never Museum to learn about this country's traditional Aboriginal custodians, the Mangarayi and Yangman people. There are also displays about the region and the North Australian Railway, the Overland Telegraph Line construction and World War II.



At the Elsey Homestead Replica you'll start to understand that life was isolated and hard for early settlers. The building is a reconstruction of the original homestead and was built for the 1980s film adaptation of the novel *We of the Never Never*. Every detail of the homestead was faithfully replicated, down to the hand-hewn local cypress pine.

Learn about the region's WWII history at Larrimah, south of Mataranka. The historic outpost was established in 1940 to service the nearby Gorrie Airfield during the war. Look through photographs and interpretive signage at the Military Transport Museum.



What are some of the things that the locals and visitors would like about the environment of Mataranka Springs?

People value their environments for different reasons. Some examples of these are agricultural, commercial, recreational or cultural.

2 Match these words with their definitions:

Recreational

Cultural

Commercial

Agricultural

to do with farming crops or animals.

business that makes money.

activities that people do for fun or relaxation.

relates to the customs or beliefs of a place.

3

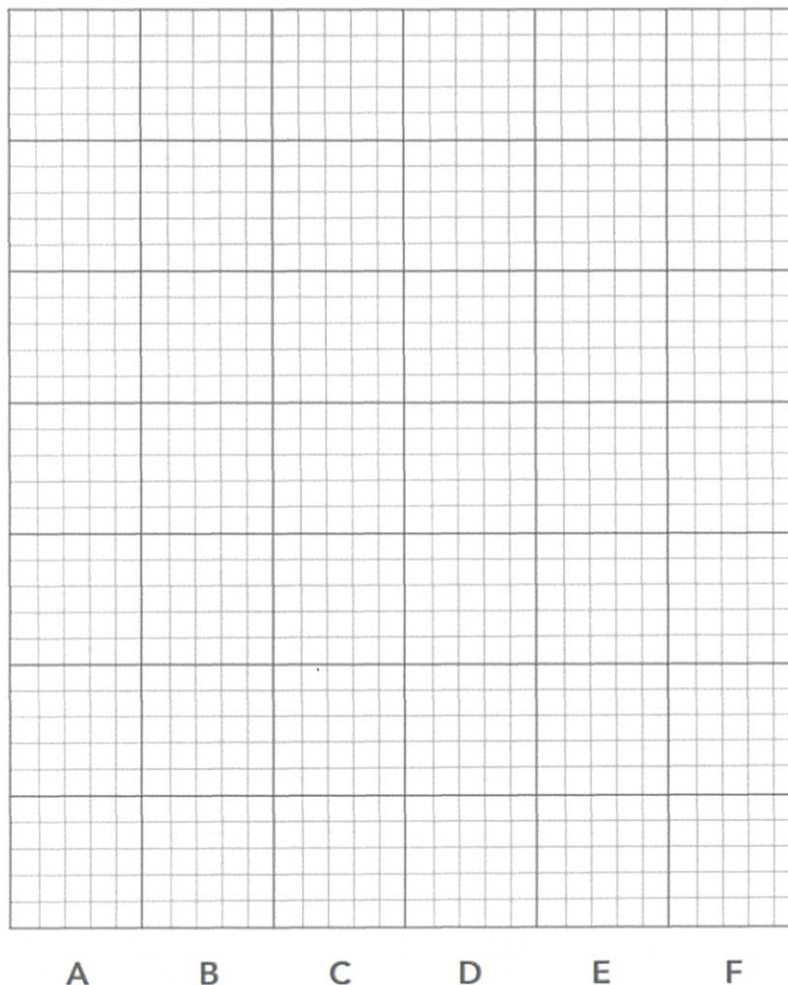
Ask someone at home about what they value about their environment.

4

Eighty-eight people were surveyed about what they like most about where they live. Construct a column graph using the survey results below.

- a Close to family/friends: IIII IIII IIII IIII IIII II
- b The natural environment (beach/mountains/country): IIII IIII IIII I
- c Recreational facilities nearby (pool/scout hall/skate park): IIII IIII IIII
- d Good sporting facilities: IIII II
- e Friendly/safe community: IIII IIII IIII IIII I
- f Good shops/restaurants: II

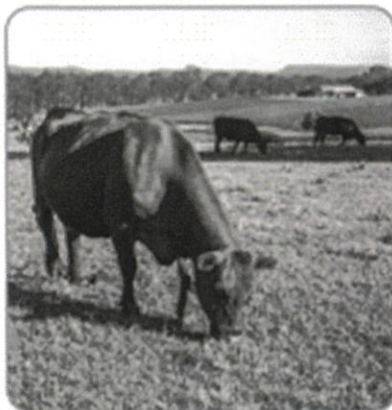
What people like most about where they live



5 What is the thing you like most about where you live?

Hunter Valley study: The Hunter Valley in NSW is a region with many industries and places. The people who live and work there value their environment for different reasons.

6 Look at these pictures from the Hunter Valley. With a partner, group or class, discuss what each picture is about. Label them as agricultural, commercial recreational or cultural. (Some of them may have two values.)



What are natural materials used for?

Natural Materials

All materials are made of matter. Natural materials are made from matter which is naturally occurring. This means the matter has not been altered or changed by people in any way - it is exactly as it formed through natural processes. Some examples of natural materials: minerals, leather, rubber, metal and many more.

1. Name three items in your house that are made from natural materials.

Item 1:	Item 2:	Item 3:
Object:	Object:	Object:
Material used:	Material used:	Material used:

Modern Use of Natural Materials

Today, we use natural materials our ancestors used. For example: wood from trees is still used for building and paper, animal skins are used in clothing and metals are still used into components and tools.

1. Why do you think clothes are made from animal skin rather than metals?

2. What tools do we use today that are made from metal?

3. Why do you think metal is used for tools rather than wood?

Our Current Situation

Our current use of natural materials is unsustainable. This means that we are using up natural materials faster than Earth can replenish, replace, or regrow them.

Ecological Footprint

Humans place many demands on nature and the earth. To support the lifestyle of all humans, we all have something called an 'ecological footprint'. Complete the 'My Ecological Footprint' activity below.

My Ecological Footprint

Read the following questions. Take note of your household's behaviour over one week. For each question, shade a number from 1 to 7 which best describes your household situation. The last question asks you to tally your results.

1. How often do you eat animal-based products? This includes meat, poultry, seafood, eggs and dairy.

1	2	3	4	5	6	7
Never		Once a day			Every meal	

2. Which foods that you eat have no packaging?

1	2	3	4	5	6	7
All of them		Vegetables and fruit			All of them have packaging	

3. How many bedrooms and bathrooms does your house have all together?

1	2	3	4	5	6	7
						If the number is greater than 7, pick 7

4. What material is the outside of your house made from?

1	2	3	4	5	6	7
Straw	Bamboo	Wood	Brick	Concrete	Adobe	Steel

5. How many people live in your household?

1	2	3	4	5	6	7
						If the number is greater than 7, pick 7

6. How do you mostly get to and from school and other places you regularly visit?

1	2	3	4	5	6	7
Always walk		Public transport			Always drive	

7. How often do members of your family carpool?

1	2	3	4	5	6	7
5 days a week			2 days a week		Never	

8. How often does your family plant trees, vegetables or other plants?

1	2	3	4	5	6	7
Everyday			Weekly		Never	

9. Use the space below to add up all the numbers you have shaded to work out your overall ecological footprint score. Then, use the data analysis table below to see what your score means.

Ecological Footprint- Data Analysis

Once you have tallied your results, find where your number sits in the table and read about your ecological footprint.

0-15	16-23	24-35	36-48	49-56
<p>You have a very low ecological footprint.</p> <p>In fact, if everyone on Earth had a footprint in this range the earth wouldn't be in trouble.</p>	<p>Your ecological footprint is small enough that it will reduce the growth of ecological destruction, but it will not provide a long-term solution to the problem.</p>	<p>You have an average ecological footprint. Remember that even though it is average, this number must be reduced.</p>	<p>Your ecological footprint is larger than average. You might consider how you can change your actions to reduce this number.</p>	<p>A number this high means you are living way beyond where you should be in order to protect the earth. Find ways to reduce your number now!!!</p>

10. Using your results, list three ways you can reduce your ecological footprint.

1. _____
2. _____
3. _____

Pool Safety

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



PDI Health - Wednesday

SAFETY TIPS FOR YOUR LOCAL POOL

SWIMMING POOLS ARE COOL IF YOU KNOW THE RULES.



OBEY SIGNS GIVING ADVICE TO SWIMMERS.



MAKE SURE THE WATER IS CLEAR OF SWIMMERS BEFORE YOU JUMP IN, SO REMEMBER YOU ARE NOT ALONE.



LIFEGUARDS WILL HELP YOU HAVE FUN SAFELY.



CHECK THE DEPTH MARKINGS BEFORE DIVING.

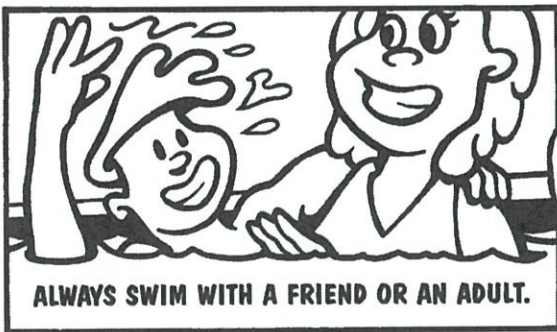


PLAY SAFELY WITH THE POOL EQUIPMENT.

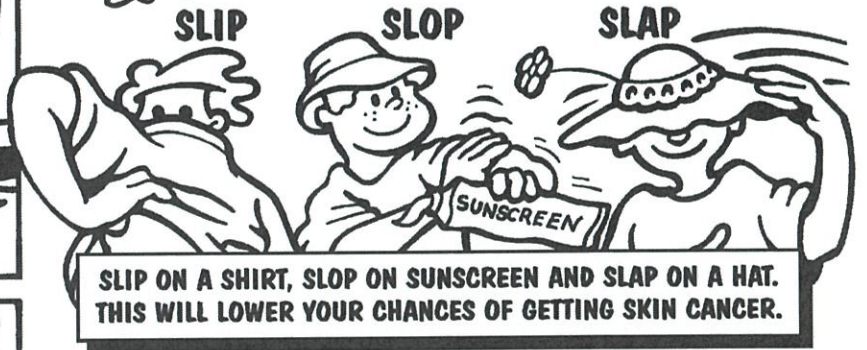


DON'T RUN!

CAREFUL - WET CONCRETE IS VERY SLIPPERY. IF YOU RUN AROUND THE POOL EDGE YOU COULD EASILY FALL AND HURT YOURSELF OR SOMEONE ELSE VERY BADLY.

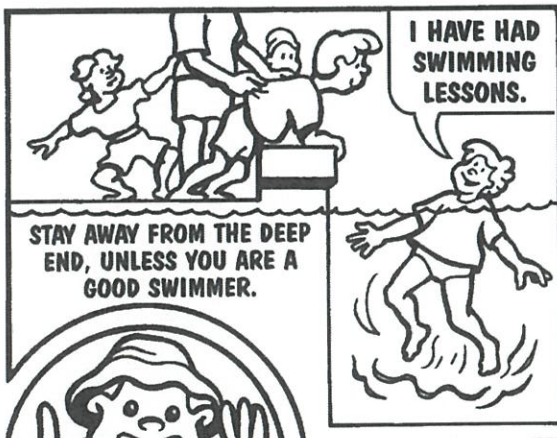


ALWAYS SWIM WITH A FRIEND OR AN ADULT.



SLIP SLOP SLAP

SLIP ON A SHIRT, SLOP ON SUNSCREEN AND SLAP ON A HAT. THIS WILL LOWER YOUR CHANCES OF GETTING SKIN CANCER.



STAY AWAY FROM THE DEEP END, UNLESS YOU ARE A GOOD SWIMMER.

I HAVE HAD SWIMMING LESSONS.



IF SOMEONE IS IN TROUBLE GET HELP QUICKLY.

HELP!



ALWAYS PLAY SAFELY NEAR WATER.

HEY!



MUMS AND DADS, KEEP AN EYE ON THE LITTLE ONES!



PLEASE BIN YOUR RUBBISH, OR TAKE IT HOME.

Musical Instruments

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

drums
cymbals
guitar
triangle

recorder
tambourine
maracas
violin

piano
trumpet
castanets
viola

What are Percussion Instruments?

Some percussion instruments are tuned and can sound different notes, like the xylophone or timpani. Some are untuned with no definite pitch, like the bass drum, cymbals or castanets. Percussion instruments keep the rhythm, make special sounds and add excitement and colour.



What are Percussion Instruments?

Percussion instruments include any instrument that makes a sound when it is hit, shaken, or scraped. It's not easy to be a percussionist because it takes a lot of practice to hit an instrument with the right amount of strength, in the right place and at the right time.





Dance lesson - Friday

1. Identify and explain two ways that dance can be a beneficial part of exercise.

- _____

- _____

2. By listening and counting to the beat of the music, we can identify the tempo of the music to keep our timing consistent. Explain below; what is tempo?

3. Using the table below, identify the three different levels we perform during a dance. Then, using the space provided underneath, draw a shape from your dance that is performed in that level.

Level:	Level:	Level:
Shape:	Shape:	Shape: