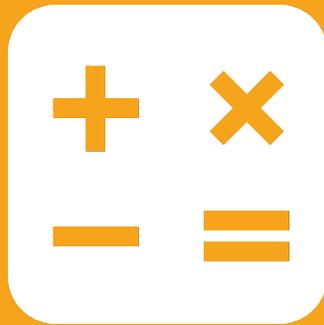
The page features several decorative circular icons: a blue circle with a white bird-like icon at the top left; a grey circle with a white classical building icon on the left; a green circle with a white location pin icon in the center; a large orange circle with a white laptop icon on the right; and a purple circle with a white line graph icon at the bottom right. A horizontal bar with segments of orange, yellow, purple, blue, green, and light green spans the width of the page above the photograph.

## 4th Grade Worksheet Bundle:

Printable worksheets that include multiple subjects from a variety of our online solutions, including Study Island, EducationCity, and ReadingEggs





# Math Activities

Fill in the missing numbers from these sums.

1 10 less than 2609 = \_\_\_\_\_

2 1000 more than 7890 = \_\_\_\_\_

3  $3678 - \underline{\hspace{2cm}} = 2678$

4 100 less than 6088 = \_\_\_\_\_

5  $5601 - \underline{\hspace{2cm}} = 5591$

6 1 more than 3999 = \_\_\_\_\_

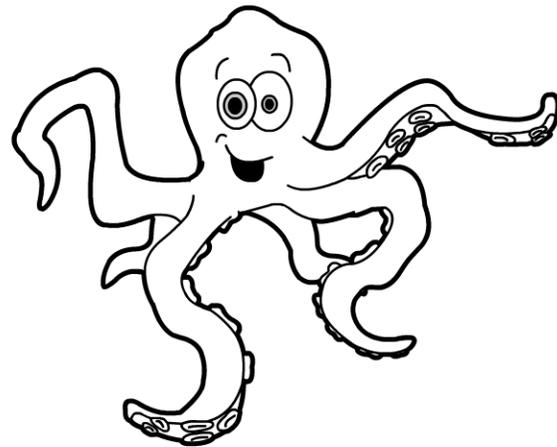
7 1 less than 3672 = \_\_\_\_\_

8  $9817 - \underline{\hspace{2cm}} = 9807$

9  $2119 - \underline{\hspace{2cm}} = 2019$

10  $8062 - 100 = \underline{\hspace{2cm}}$

11  $7201 - 100 = \underline{\hspace{2cm}}$



Look at the number 4017.

a Add 10 more = \_\_\_\_\_

b What is 10 less? = \_\_\_\_\_

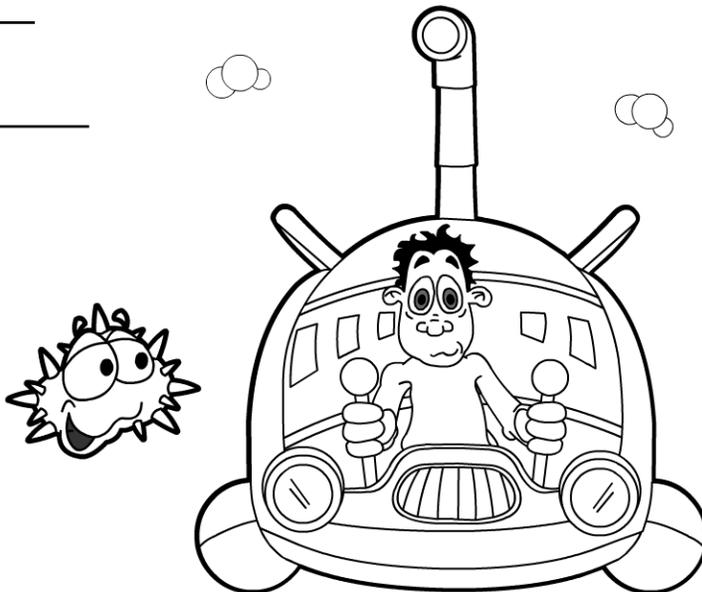
c 1000 less = \_\_\_\_\_

d 100 more = \_\_\_\_\_

e 1 less = \_\_\_\_\_

f 100 less = \_\_\_\_\_

g 1000 more = \_\_\_\_\_



Fill in the missing numbers from these sums.

1 10 less than 2609 = 2599

2 1000 more than 7890 = 8890

3  $3678 - \underline{1000} = 2678$

4 100 less than 6088 = 5988

5  $5601 - \underline{10} = 5591$

6 1 more than 3999 = 4000

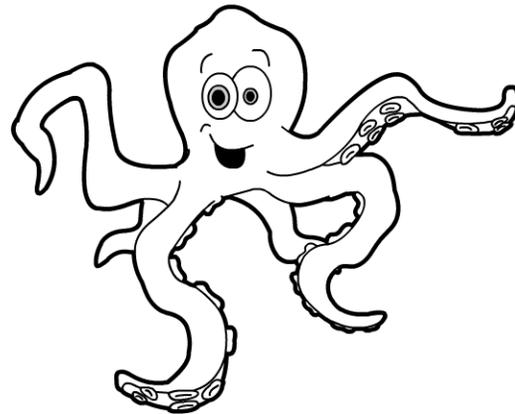
7 1 less than 3672 = 3671

8  $9817 - \underline{10} = 9807$

9  $2119 - \underline{100} = 2019$

10  $8062 - 100 = \underline{7962}$

11  $7201 - 100 = \underline{7101}$



Look at the number 4017.

a Add 10 more = 4027

b What is 10 less? = 4007

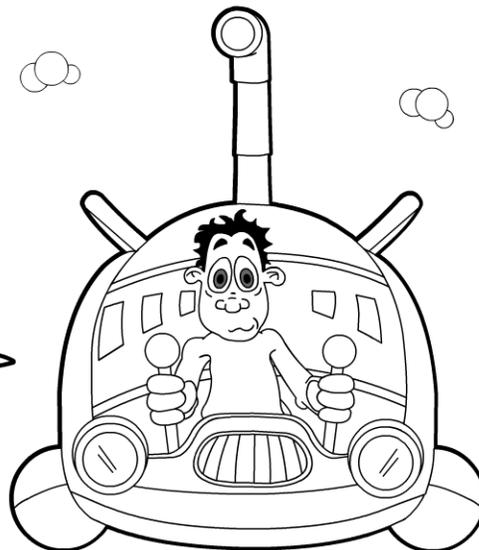
c 1000 less = 3017

d 100 more = 4117

e 1 less = 4016

f 100 less = 3917

g 1000 more = 5017



Use a written method to solve the division questions.

1  $484 \div 4 =$      
  $\overline{)$

2  $624 \div 3 =$      
  $\overline{)$



Klara has some orders to make at the pet shop.  
Help her by solving these problems.

a

There are 852 bags of rabbit food to be delivered to 4 stores. Each store will get the same number of bags. How many bags will Klara's store receive?

$\overline{)$

b

There are 721 hamster cages that need to be shared equally between 7 stores. How many will each store receive?

$\overline{)$

c

There are 635 cans of dog food to be placed on 5 shelves. Each shelf will hold the same number of cans. How many cans will go on each shelf?

$\overline{)$

Use a written method to solve the division questions.

1  $484 \div 4 =$ 

1	2	1
---	---	---

4	4	8	4
---	---	---	---

2  $624 \div 3 =$ 

2	0	8
---	---	---

3	6	2	4
---	---	---	---



Klara has some orders to make at the pet shop.  
Help her by solving these problems.

a

There are 852 bags of rabbit food to be delivered to 4 stores. Each store will get the same number of bags. How many bags will Klara's store receive?

2	1	3
---	---	---

4	8	5	2
---	---	---	---

b

There are 721 hamster cages that need to be shared equally between 7 stores. How many will each store receive?

1	0	3
---	---	---

7	7	2	1
---	---	---	---

c

There are 635 cans of dog food to be placed on 5 shelves. Each shelf will hold the same number of cans. How many cans will go on each shelf?

1	2	7
---	---	---

5	6	3	5
---	---	---	---

# Study Island 4th Grade Math - Place Value

## Question 1 .

7 2 , 4 4 9

What is the relationship between the value of the 4 in the square and the value of the 4 in the circle in the number above?

- A. The value of the 4 in the circle is 100 times the value of the 4 in the square.
- B. The value of the 4 in the square is 10 times the value of the 4 in the circle.
- C. The value of the 4 in the circle is 10 times the value of the 4 in the square.
- D. The value of the 4 in the square is 100 times the value of the 4 in the circle.

## Question 2 .

3 4 , 4 2 1

What is the relationship between the value of the 4 in the square and the value of the 4 in the circle in the number above?

- A. The value of the 4 in the square is 10 times the value of the 4 in the circle.
- B. The value of the 4 in the square is 100 times the value of the 4 in the circle.
- C. The value of the 4 in the circle is 10 times the value of the 4 in the square.
- D. The value of the 4 in the circle is 100 times the value of the 4 in the square.

## Question 3 .

Which of the following is 10 times what the 3 represents in 5,638?

- A. 3,000
- B. 300
- C. 3
- D. 30

**Question 4 .**

Which equation correctly compares the tens place and ones place in 8,888?

- A.  $80 \div 8 = 10$
- B.  $8,000 \div 80 = 100$
- C.  $800 \div 8 = 100$
- D.  $800 \div 80 = 10$

**Question 5 .**

Which equation correctly compares the tens place and ones place in 9,999?

- A.  $90 \div 9 = 10$
- B.  $900 \div 9 = 100$
- C.  $900 \div 90 = 10$
- D.  $9,000 \div 90 = 100$

**Question 6 .**

**Directions: Select the correct answer from each drop-down menu.**

Complete the statement below to compare 5 in the tens place to 5 in the hundreds place in the number 5,555.

5 tens   is equal to 5 hundreds  
5 hundreds is  the size of 5 tens

**Question 7 .**

Which of the following is 10 times what the 7 represents in 8,137?

- A. 70
- B. 7,000
- C. 7
- D. 700

**Question 8 .**

Which of the following is 10 times what the 9 represents in 9,614?

- A. 9,000
- B. 90
- C. 900
- D. 90,000

Question 9 .

8 , 9 9 2

What is the relationship between the value of the 9 in the square and the value of the 9 in the circle in the number above?

- A. The value of the 9 in the circle is 100 times the value of the 9 in the square.
- B. The value of the 9 in the square is 10 times the value of the 9 in the circle.
- C. The value of the 9 in the square is 100 times the value of the 9 in the circle.
- D. The value of the 9 in the circle is 10 times the value of the 9 in the square.

Question 10 .

Which equation correctly compares the thousands place and hundreds place in 66,666?

- A.  $600 \div 6 = 100$
- B.  $60,000 \div 600 = 100$
- C.  $6,000 \div 600 = 10$
- D.  $60,000 \div 6,000 = 10$

## Answers: Math - Place Value

1. B
2. A
3. B
4. A
5. A
6. --
7. A
8. D
9. B
10. C

# Explanations: Math - Place Value

1. The 4 in the square is in the hundreds place, so it represents 400.  
The 4 in the circle is in the tens place, so it represents 40.

Since  $400 = 40 \times 10$ , **the value of the 4 in the square is 10 times the value of the 4 in the circle.**

2. The 4 in the square is in the thousands place, so it represents 4,000.  
The 4 in the circle is in the hundreds place, so it represents 400.

Since  $4,000 = 400 \times 10$ , **the value of the 4 in the square is 10 times the value of the 4 in the circle.**

3. The 3 in 5,638 represents 30.

To find the number that is 10 times 30, add another 0 to the end of 30.

So, **300** is 10 times what the 3 represents in 5,638.

4. In 8,888, the value of the tens place is 80 and the value of the ones place is 8. To compare using division, divide the value of the tens place, 80, by the ones place, 8.

The value in the tens place is ten times the value in the ones place. So, the equation that correctly compares the tens and ones place is  **$80 \div 8 = 10$ .**

5. In 9,999, the value of the tens place is 90 and the value of the ones place is 9. To compare using division, divide the value of the tens place, 90, by the ones place, 9.

The value in the tens place is ten times the value in the ones place.

So, the equation that correctly compares the tens place and ones place is  **$90 \div 9 = 10$ .**

6. To compare 5 tens to 5 hundreds, start by showing the numeric value of each.

$$5 \text{ tens} = 50$$

$$5 \text{ hundreds} = 500$$

Next, figure out how to go between 50 and 500. When comparing place values, always use multiplication or division.

$$50 \times 10 = 500$$

$$500 \div 10 = 50$$

Since 5 tens **times 1 ten** is equal to 5 hundreds, then 5 hundreds is **ten times** the size of 5 tens

7. The 7 in 8,137 represents 7.

To find the number that is 10 times 7, add a 0 to the end of 7.

So, **70** is 10 times what the 7 represents in 8,137.

8. The 9 in 9,614 represents 9,000.

To find the number that is 10 times 9,000, add another 0 to the end of 9,000.

So, **90,000** is 10 times what the 9 represents in 9,614.

9. The 9 in the square is in the hundreds place, so it represents 900.  
The 9 in the circle is in the tens place, so it represents 90.

Since  $900 = 90 \times 10$ , **the value of the 9 in the square is 10 times the value of the 9 in the circle.**

10. In 66,666, the value of the thousands place is 6,000 and the value of the hundreds place is 600. To compare using division, divide the value of the thousands place, 6,000, by the hundreds place, 600.

The value in the thousands place is ten times the value in the hundreds place.

So, the equation that correctly compares the thousands place and hundreds place is  **$6,000 \div 600 = 10$ .**



# Reading and Literacy

# Hit and Miss

Name \_\_\_\_\_ Date \_\_\_\_\_

**1 Color the correct word in the brackets.**

- He (**bold bowled**) the cricket ball at the stumps.
- The toy is made of painted (**metal medal**).
- We listened to the news on the (**radar radio**).
- Our city (**counsel council**) is building a new art gallery.
- Everyone came to the picnic (**except expect**) Pamela.



**2 Write sentences to show the different meanings of these words.**

dessert: \_\_\_\_\_

desert: \_\_\_\_\_

**3 Write the irregular past tense of these verbs. Example: fly → flew.**

Today I...	Yesterday I...
wear	_____
lose	_____
blow	_____
sell	_____
feel	_____



**4 Answer the questions.**

- Would you play in a **teem** or a **team**? \_\_\_\_\_
- Would you eat a **snake** or a **snack**? \_\_\_\_\_
- Does a flag fly on a **pole** or a **poll**? \_\_\_\_\_
- Does an **angle** or an **angel** have wings? \_\_\_\_\_
- Do you eat ice cream in a **cone** or a **comb**? \_\_\_\_\_



**Spelling Challenge**

**Unscramble the letters to spell five WILD ANIMALS.**

nilo

gteir

nethpra

lwfo

bzare

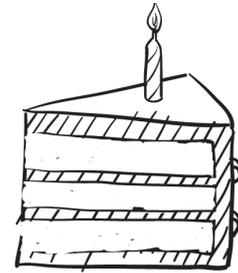
\_\_\_\_\_

# Hit and Miss

Name \_\_\_\_\_ Date \_\_\_\_\_

**1 Spell the missing words.**

- The knight fought the dragon with his **s** \_\_\_\_\_.
- I had a glass of milk and a **p** \_\_\_\_\_ of cake.
- He can hold his **b** \_\_\_\_\_ for two minutes underwater.
- There is a parking lot 500 **m** \_\_\_\_\_ ahead.
- Several **w** \_\_\_\_\_ wore dresses and carried handbags.



**2 Write meanings for these common expressions.**

at a loose end: \_\_\_\_\_  
 feeling blue: \_\_\_\_\_  
 frighten off: \_\_\_\_\_  
 phase in: \_\_\_\_\_  
 comb the area: \_\_\_\_\_

**3 Add the missing letters.**

- He did **w** \_\_\_\_ **n** us about the approaching storm. ( **ar** or **or** )
- He doesn't **s** \_\_\_\_ **m** to be tired after his long run. ( **ee** or **ea** )
- Milk and cream are **d** \_\_\_\_ **ry** products. ( **ia** or **ai** )
- The **ma** \_\_ **or** of the city led the grand parade. ( **j** or **y** )
- There was a **min** \_\_ **r** accident at the street corner. ( **o** or **e** )

**4 Sort the following words under the correct heading.**

woman	snake	mayor	oar	fowl	sword	radio	miner	raven
-------	-------	-------	-----	------	-------	-------	-------	-------

**Animal**

**Person**

**Thing**

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

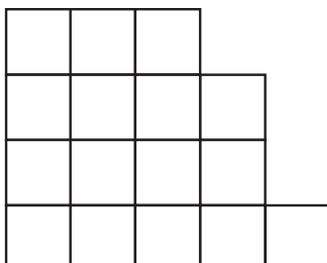
\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**Spelling Challenge**

Use the letters in this word to make new words.



**c o m f o r t a b l e**

Score five points for each correct word.

My score:

# Hit and Miss

## Worksheet A

- 1 bowled, metal, radio, council, except
- 2 Answers will vary.
- 3 wore, lost, blew, sold, felt
- 4 team, snack, pole, angel, cone



Spelling Challenge

lion, tiger, panther, wolf, zebra

## Worksheet B

- 1 sword, piece, breath, meters, women
- 2 at a loose end: having nothing to do; feeling blue: feeling sad, unhappy, glum; frighten off: scare something away; phase in: introduce something slowly into use; comb the area: search for carefully
- 3 warn, seem, dairy, mayor, minor
- 4 Animal: snake, fowl, raven; Person: woman, mayor, miner; Thing: oar, sword, radio



Spelling Challenge

c o m f o r t a b l e  
\_ \_ \_ \_ \_

**3 letters:** ace, act, arc, are, arm, art, ate, bam, bar, bat, bet, boa, bra, cab, car, cat, cob, coo, cot, ear, eat, elf, elm, era, far, fat, foe, for, fro, lab, let, lot, mat, met, mob, moo, oaf, oar, oat, orb, ore, ram, rat, rob, roe, rot, tab, tar, tea, toe, too

**4 letters:** able, acre, aloe, atom, bale, balm, bare, beam, bear, beat, belt, blot, boar, boat, bolt, boom, boot, bore, brat, cafe, calf, calm, came, care, cart, clot, coal, coat, colt, comb, come, cool, core, corm, crab, cram, earl, face, fact, fame, fare, farm, fate, fear, feat, felt, flab, flat, flea, foal, foam, fool, foot, fore, form, fort, fret, from, lace, lamb, lame, late, leaf, left, loaf, lobe, loft, loom, loot, lore, mace, male, malt, mare, mart, mate, meal, meat, melt, moat, mole, moor, moot, more, oboe, oral, race, raft, rate, real, ream, roam, robe, role, roof, room, root, taco, tale, tame, teal, team, tear, term, tomb, tool, tore, tram

**5 letters:** abort, actor, afoot, after, alert, aloft, aloof, alter, amber, amble, blame, blare, bleat, bloat, bloom, brace, broom, cable, camel, carol, cater, clear, cleft, cobra, comet, coral, craft, crate, cream, fable, facet, farce, feral, flame, flare, float, floor, flora, focal, force, forte, frame, later, metal, metro, molar, moral, motel, motor, react, realm, robot, table, taboo, tamer, trace

# Punctuation

Read each sentence below. Decide which kind of punctuation mark is missing and should be used. Circle the correct choice.

1. Why can't I go to the sleepover party next weekend
  - A. question mark
  - B. exclamation point
  - C. period
  - D. comma
  
2. "Where are you going? Mom asked.
  - A. period
  - B. question mark
  - C. exclamation point
  - D. quotation mark
  
3. Remember, there will be no school tomorrow so we all can celebrate Thanksgiving
  - A. period
  - B. question mark
  - C. exclamation point
  - D. quotation mark
  
4. My father can point out all of the constellations in the night sky
  - A. period
  - B. comma
  - C. exclamation point
  - D. question mark
  
5. Aren't you bored reading all of those vampire books
  - A. period
  - B. quotation mark
  - C. question mark
  - D. exclamation point

6. "We will go shopping tomorrow" James said
- A. period
  - B. question mark
  - C. comma
  - D. exclamation point
7. Our teacher told us not to look at the answers in the back of the book
- A. period
  - B. question mark
  - C. comma
  - D. exclamation point
8. Do you think that it's okay to constantly bully your sister?" asked Dad.
- A. period
  - B. quotation mark
  - C. question mark
  - D. exclamation point
9. Look out for that stop sign
- A. period
  - B. comma
  - C. question mark
  - D. exclamation point
10. Aren't you going to join us for pizza after school
- A. period
  - B. question mark
  - C. exclamation point
  - D. quotation mark



## Answers

1. A
2. D
3. A
4. A
5. C
6. C
7. A
8. B
9. D
10. B



# Study Island 4th Grade Reading - Poems, Drama, and Prose

## Question 1 .



We are going to the State Fair  
To play on the rides there  
Our mom will buy us some Fried Coke  
I think it is a joke

How can you fry a drink?  
It really makes me think.  
I will just have to see  
If such a thing can be.

Our daddy likes the Ferris Wheel  
Do not ask how I feel!  
Now, I am tall enough for it  
I am scared just a bit

Which of these is true about this poem? (Hint: Each time a syllable sounds stronger than the others, that is called a beat.)

- A. All the stanzas have the same beat.
- B. None of the stanzas share the beat.
- C. Stanzas 1 and 3 have the same beat.
- D. Stanzas 1 and 2 have the same beat.

Question 2 .

**Pit and Pat**

by J. Robbins

Two mice once lived inside a clock;  
Their names were Pit and Pat;  
They'd sneak around the house at night  
and play with Bob the cat.

Which two lines have the same number of beats? (Hint: Each time a syllable sounds stronger than the others, that's called a beat.)

- A. lines 2 and 3
- B. lines 2 and 4
- C. lines 1 and 4
- D. lines 1 and 2

Question 3 .

**Night-Song in the Jungle**

*adapted from Mowgli's Brothers in The Kipling Reader Selections*  
by Rudyard Kipling

It was seven o'clock of a very warm evening in the Seonee hills when Father Wolf woke up from his day's rest, scratched himself, yawned, and spread out his paws one after the other to get rid of the sleepy feeling in their tips. Mother Wolf lay with her big gray nose dropped across her four tumbling, squealing cubs, and the moon shone into the mouth of the cave where they all lived. "Augrh!" said Father Wolf, "it is time to hunt again"; and he was going to spring down hill when a little shadow with a bushy tail crossed the threshold and whined, "Good luck go with you, O Chief of the Wolves; and good luck and strong white teeth go with the noble children, that they may never forget the hungry in this world."

**Directions: Select all the correct answers.**

Which **two** sets of words from the story would be examples of words found in poetry?

- shone/spring
- nose/noble
- lay/gray
- feeling/squealing
- little/bushy

Question 4 .



Yellow balloon  
Red and maroon  
Mom and I blow them up

Tiny cupcakes  
Cream cheese snowflakes  
Mom and I decorate

It's my birthday  
Mom and I play  
Till my friends make their way

The poem is different from prose because

- A. of its use of rhyme.
- B. its use of rhythm.
- C. it has similes.
- D. of what it is about.

Question 5 .

Her face is like the moon  
That glows in the dark sky  
When the sun is up high

Her eyes are fireflies  
Shining away at night  
Her smile is kind and wise  
She makes you feel alright

Which of these is true about this poem?

- A. Every line has a different rhythm.
- B. All the lines have the same rhythm.
- C. The poem does not have rhythm.
- D. Every other lines share a rhythm.

**Question 6 .**

Inauguration Day is the day where a new president takes office. Over the years, many customs have been added. Now, the new president is a very busy person on this day. He starts off his day with a morning church service. Then, he goes to the White House to meet with the president who is leaving office. When they are done, they leave for the U.S. Capitol together. There, the new president takes an oath. He promises that he will carry out his duties the best he can.

What type of writing is this?

- A. drama
- B. fiction prose
- C. poetry
- D. nonfiction prose

**Question 7 .**

Today I wore two different shoes!  
Oh boy! I am a mess!  
Fell on my face and got a bruise  
Oh boy! I am a mess!

I poured some ketchup on my dress  
Oh boy! I am a mess!  
The dress was white if you could guess  
Oh boy! I am a mess!

Read this poem out loud. How many beats are in the fifth line? (Hint: Each time a syllable sounds stronger than the others, that is called a beat.)

- A. 6
- B. 3
- C. 4
- D. 2

Question 8 .



An ant is crawling  
On my tomato plant  
I think to myself  
What could it really want?

It seems to search hard  
On the green leaves now  
Perhaps it lost a friend  
On a trip somehow

I want to help the ant  
but it does not know  
How to talk to a kid  
So I watch him go

What is one important difference between this passage and prose? (Hint: Prose is ordinary writing different from poetry.)

- A. It uses similes.
- B. It has a meter.
- C. It has a rhythm.
- D. It uses short lines.

Question 9 .

(1) Jolene! Jolene!  
How have you been?  
It's been so long  
Since you left town.

(5) Jolene! Jolene!  
Remember when  
We climbed those trees  
All afternoon

(10) Jolene! Jolene!  
How we promised  
To write always  
When you were gone

(15) Jolene! Jolene!  
How have you been?  
It's been so long  
Now we have grown.

One of the ways the author creates rhythm for this poem is by

- A. using the different number of syllables in the odd lines.
- B. using the same number of syllables in each line.
- C. using the same rhyme at the end of each pair of lines.
- D. having every other line end in different rhymes.

Question 10 .



Sunflowers face the sun  
The morning has begun  
Birds have left the trees  
To fly with the breeze

Now, I am awake  
Staring at the lake  
Outside my window  
Where did the night go?

Which of these is true about this poem?

- A. The poem lacks a meter.
- B. It has two stanzas.
- C. Each line has three beats.
- D. Only the odd lines rhyme.

## **Answers: Reading - Poems, Drama, and Prose**

1. C
2. B
3. --
4. A
5. B
6. D
7. C
8. D
9. B
10. B

# Explanations: Reading - Poems, Drama, and Prose

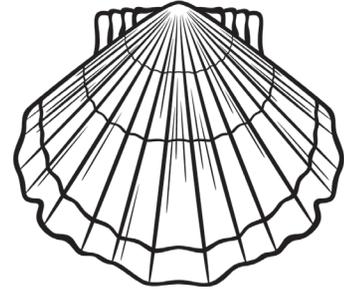
1. In poetry, some syllables sound louder or stronger than the others. That is what gives a poem or verse its meter. Meter is the pattern of which syllables sound strong and which ones do not. A stanza is a group of lines in a poem. Read the poem out loud. The first and the third stanza have the same meter. The odd lines have four beats; the even lines have three beats. In the second stanza, all the lines have three beats. For example, the third stanza sounds like: (Ta-DUH-da-DUH-da-DUH-da-DUH / ta-DUH-da-DUH-da-DUH / Ta-DUH-da-DUH-da-DUH-da-DUH / ta-DUH-da-DUH-da-DUH) Our DADDy LIKES the FERRis WHEEL/ Do NOT ask HOW I FEEL! / Now, I am TALL eNOUGH for IT / I AM scared JUST a BIT.
2. In poetry, some syllables sound louder or stronger than the others. That's what gives a poem its meter. Meter is the pattern of which syllables sound strong and which ones do not. When you read the second and the fourth lines out loud, they sound like "Ta-DUH-da-DUH-da-DUH" ("And PLAY with BOB the CAT"). The second and the fourth lines in this poem both have three beats!
3. Unlike prose, poems often use rhythm and words that rhyme. Hence, the words **feeling** and **squealing**, and **lay** and **gray** are examples of rhyming words found in poetry.
4. Poetry is known for the way it uses rhymes. In each stanza of this poem, the first two lines end in the same rhyme. Remember that similes compare two unlike things using words "like" and "as." This poem does not have similes.
5. Many poems have a rhythm. A poet can create rhythm by making certain lines contain the same number of syllables. In this poem, all of the lines have the same rhythm. They have six syllables each.
6. Nonfiction text gives facts and true information. This passage gives facts and information about Inauguration Day. The passage is prose because it is written in sentences and paragraphs. It uses normal everyday language.
7. In poetry, some syllables sound louder or stronger than the others. That is what gives a poem its meter. Meter is the pattern of which syllables sound strong and which ones do not. Read the fifth line out loud. It sounds like "Ta-DUH-da-DUH-da-DUH-da-DUH" ("I Poured some KETCHup ON my DRESS"). The fifth line has four beats in it! All the lines in this poem, except the repeated line, have the same number of syllables.
8. Poems are known for the way they use lines. This poem does not use similes. Not all poems have a fixed meter or a strong rhythm in all the stanzas.
9. Many poems have a rhythm. A poet can create rhythm by making certain lines contain the same number of syllables. In this poem, all of the lines have the same rhythm. Can you tell how many syllables there are in each line?
10. A stanza is a group of lines in a poem. Just like a story or an essay has paragraphs, a poem has stanzas. The poem has two stanzas which have four lines each.

# Word Factory

Name \_\_\_\_\_ Date \_\_\_\_\_

**1 Add the missing vowels.**

- Our family **w** \_ **nt** for a **v** \_ **cation** in a caravan.
- The man drove his **tr** \_ **ck** to the top of the **h** \_ **ll**.
- We saw sand **cr** \_ **bs** and **seash** \_ **lls** at the beach.
- Sally **s** \_ **t** the table for **d** \_ **inner**.
- James has a **b** \_ **x** of toys \_ **nder** his bed.



**2 Join the letters to make words. Example: f → ur → l = furl.**

(cl)	(b)	(g)	(f)	(t)	_____	_____
(ow)	(ou)	(ir)	(ur)		_____	_____
(n)	(d)	(l)	(st)		_____	_____

**3 Add the missing letters. Choose from "ou" or "ow".**

- A **cr** \_ **d** gathered in the middle of the **t** \_ **n**.
- There were a **th** \_ **sand** people, all **sh** \_ **ting** loudly.
- The **cl** \_ **n** is wearing baggy, green **tr** \_ **sers**.
- The cowboy is **r** \_ **nding** up the herd of **br** \_ **n** cows.
- It takes us one **h** \_ **r** to drive to the **m** \_ **ntains**.



**4 Write three words that rhyme with each of these words.**

<b>flower</b>	<b>how</b>	<b>growl</b>	<b>town</b>	<b>our</b>
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____



**Spelling Challenge**

**Unscramble the letters to spell five FLOWERS.**

pppoy

osre

iasdy

lyli

ffdolida

\_\_\_\_\_

# Word Factory

Name \_\_\_\_\_ Date \_\_\_\_\_

**1 Write the compound words. Read them to a friend.**

side  
board  
line  
fit  
law

out

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

doors  
break  
skirts  
burst  
field

out

\_\_\_\_\_

\_\_\_\_\_

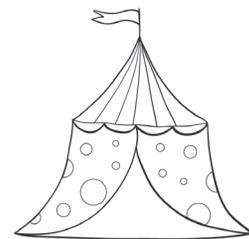
\_\_\_\_\_

\_\_\_\_\_

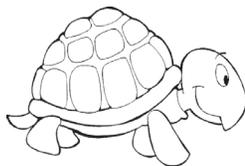
\_\_\_\_\_

**2 Add the missing letters. Choose from "er", "ir" or "ur".**

- Ken came **f** \_\_\_\_ **st** and I came **th** \_\_\_\_ **d** in the foot race.
- We are going to the **c** \_\_\_\_ **cus** on **Th** \_\_\_\_ **sday** evening.
- The girl in the blue **sk** \_\_\_\_ **t** has long, **c** \_\_\_\_ **ly** hair.
- Bill has a pet **b** \_\_\_\_ **d** and his sister has a pet **t** \_\_\_\_ **tle**.
- My **p** \_\_\_\_ **ple** balloon **b** \_\_\_\_ **st** with a loud bang.



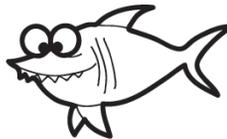
**3 Unscramble the letters to name the pictures.**



letrut



hrsit



rakhs



ofwrel



wnroc

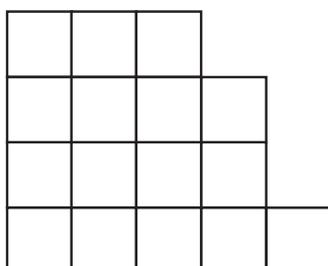
**4 Spell the missing words.**

- An orange is sweet, but a lemon is **s** \_\_\_\_\_.
- You put food into your **m** \_\_\_\_\_.
- Mom carries her money in a **p** \_\_\_\_\_.
- The farmer has a large **h** \_\_\_\_\_ of cattle.
- I threw the ball high and Greg **c** \_\_\_\_\_ it.



**Spelling Challenge**

Use the letters in this word to make new words.



**m a r v e l o u s**

Score five points for each correct word.

My score:



## Lesson 130 • Coral Reefs

Name \_\_\_\_\_

Coral Reefs



### Working out Word Meanings

We can often use clues in the text to help us work out the meaning of words we do not understand.

### Read the passage.

Underline the sentence that contains the clue to question 1's answer.

Color two sentences that contain clues to question 3's answer.

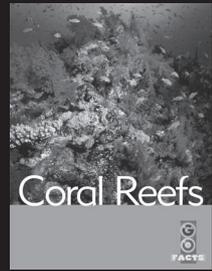
Many reef fish have bright colors. This provides them with good camouflage. Colorful spots and stripes make them difficult to see among the coral. Some fish can even change their color to hide from predators. Others, such as trumpetfish, are predators that change color to trick their prey.

Circle the word that is the name for the animals predators catch.

### Color the correct answers.

- Which option **best** describes what camouflage is?
  - scales
  - a disguise
  - color
  - speed
- Which key phrase is the **clue** to question 1's answer?
  - bright colors
  - Colorful spots and stripes
  - trick their prey
  - make them difficult to see
- Which option **best** describes a predator?
  - a hunter
  - a victim
  - an old fish
  - a large fish
- What are the **two best clues** to question 3's answer? Some fish ...
  - have to hide from predators.
  - have bright colors.
  - are predators that change color to trick their prey.
  - have good camouflage.
- Which word in the passage is the **opposite** of predator?
  - fish
  - spots
  - trick
  - prey

# Lesson 130 • Coral Reefs



Name \_\_\_\_\_

## Read the passage.

Highlight the words that help us work out the meaning of *fragile*.

Circle the key word that tells us what happens when there are no longer any trees to protect the ground.

Coral reefs are fragile and they need to be protected. There are some natural threats to coral reefs, but people cause the most damage. Coral needs clear water to grow. When forests are cut down on land, erosion washes soil into the ocean. The plants inside the corals stop growing and the corals begin to die. Pollution caused by industry and shipping can also poison coral polyps. Ships leak fuel into the water and the boat anchors break off coral. Oil spills can cause huge damage as well.

Underline the words and phrases that show how people damage coral reefs.

In paragraph 3, color three words that help to explain the word *pollution*.

1 What does the phrase *need to be protected* suggest about the meaning of the word, fragile?

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2 Use the **clues** in paragraph 2 to help you write a definition for the word, erosion.

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3 Use the **clues** in paragraph 3 to help you write a definition for the word, pollution.

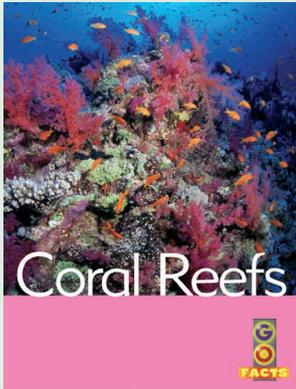
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# Lesson 130 • Coral Reefs



*Coral Reefs*, pages 20-21

**Level 26, Lexile 820L**

A non-fiction, informative book written by Katy Pike and Garda Turner. Tropical reefs grow in warm, clear, tropical seas. They are home to many colorful and unusual plants and animals.

## Comprehension strategy focus

**Word Study:** Vocabulary and usage: using context clues to understand complex vocabulary. Good readers think as they read. They ask and answer questions to help them focus and to build better understanding. Good readers use clues in the text to help them work out the meaning of unfamiliar words. Looking for key words in the questions and in the text will help students find the right answers.

The two worksheets for this lesson reinforce inferential comprehension skills by asking students to use clues in the text to work out complex vocabulary.

## Online objectives

Students will:

- Predict actions and outcomes
- Understand the meanings of words
- Identify the main idea and find supporting details
- Make inferences
- Understand word meanings

## State standards

**CCSS.ELA-Literacy.RI.4.1**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

**CCSS.ELA-Literacy.RI.4.2**

Determine the main idea of a text and explain how it is supported by key details; summarize the text

**CCSS.ELA-Literacy.RI.4.4**

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

**CCSS.ELA-Literacy.L.4.4.a**

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

## Online lesson sequence:

- *Vocabulary and Usage Video*: using clues in the text to understand complex vocabulary.
- *Cover Story*: predicts what the book will be about.
- *Dictionary*: understands the meaning of these **focus words**: polyp (noun), algae (plural noun), erosion (noun).
- *Main Idea and Details*: identifies the main idea and finds supporting details.
- *Making Inferences*: makes judgments based on clues in the text.
- *Key Words*: understands word meanings.
- *Fill in the Blanks*: identifies the main idea and finds supporting details.
- *Read the Extract: Coral Reefs* (pp. 20-21).
- *Comprehension Quiz*
- Map book *Polar Animals, Chapter 5: Arctic Foxes* is unlocked.

## Online assessment

- Students complete a 16-question comprehension quiz. The quiz tests literal, inferential, vocabulary and usage, text analysis and critical literacy comprehension skills. Example questions are:
  - *What causes the most damage to coral reefs?*
  - *What does it mean that the crown-of-thorns starfish is a natural predator?*
  - *Why do the coral plants stop growing?*

## Additional writing response

Using information from the excerpt, write the text for a poster to encourage people to protect coral reefs.

## Lesson book pages

**Reefs Under Threat**

Coral reefs are fragile and they need to be protected. There are some natural threats to coral reefs, but people cause the most damage.

The crown-of-thorns starfish is a natural predator that eats coral polyps. Large numbers of crown-of-thorns starfish are destroying parts of Australia's Great Barrier Reef.

Reef fish are caught to sell to people who keep aquariums. Fishing may remove too many fish. When there are not enough fish, algae can grow over the coral.

Coral needs clear water to grow. When forests are cut down on land, erosion washes soil into the ocean. The plants inside the corals stop growing and the corals begin to die.

Pollution caused by industry and shipping can also poison coral polyps. Ships leak fuel into the water and boat anchors break off coral. Oil spills can cause huge damage as well.

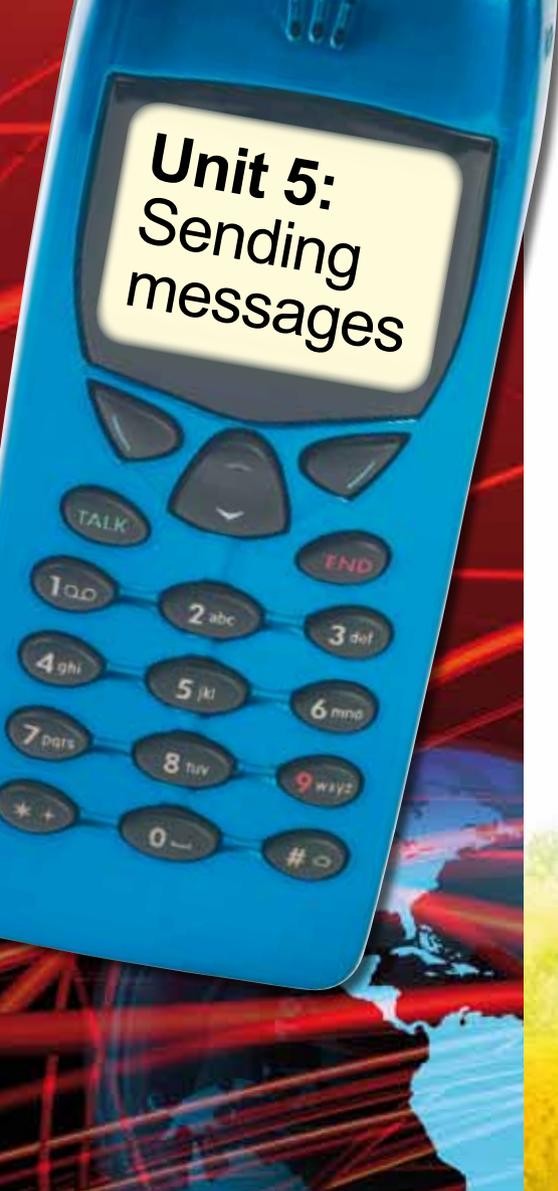
**SO FACTS**  
**DO YOU KNOW?**  
Coral reefs are slow growing. They only grow about 0.8-1.2 inches per year.

**Crown-of-thorns starfish destroy coral reefs.**

By studying coral reefs we can learn how to protect them.

20

21



## Unit 5: Sending messages

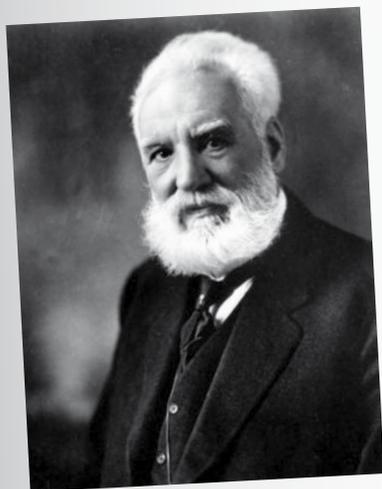
## A Last-Minute Warning

In 404 BC, a messenger staggered up to the Greek general Lysander (lie-SAND-a). Five messengers had set out from Persia. He was the only one to survive. The messenger handed his belt to Lysander. Inside the belt was a meaningless line of letters. But when Lysander wrapped the belt around a scytale, or wooden baton, the letters lined up and a message appeared. It said that the Persians were about to attack. Lysander prepared for battle, and won!



Great Inventors 19

### Alexander Graham Bell



Alexander Graham Bell was born in Scotland in 1847. His father, Alexander Melville Bell, was an expert on speech and how the voice worked. His mother, Eliza, had poor hearing but learned to play the piano very well.

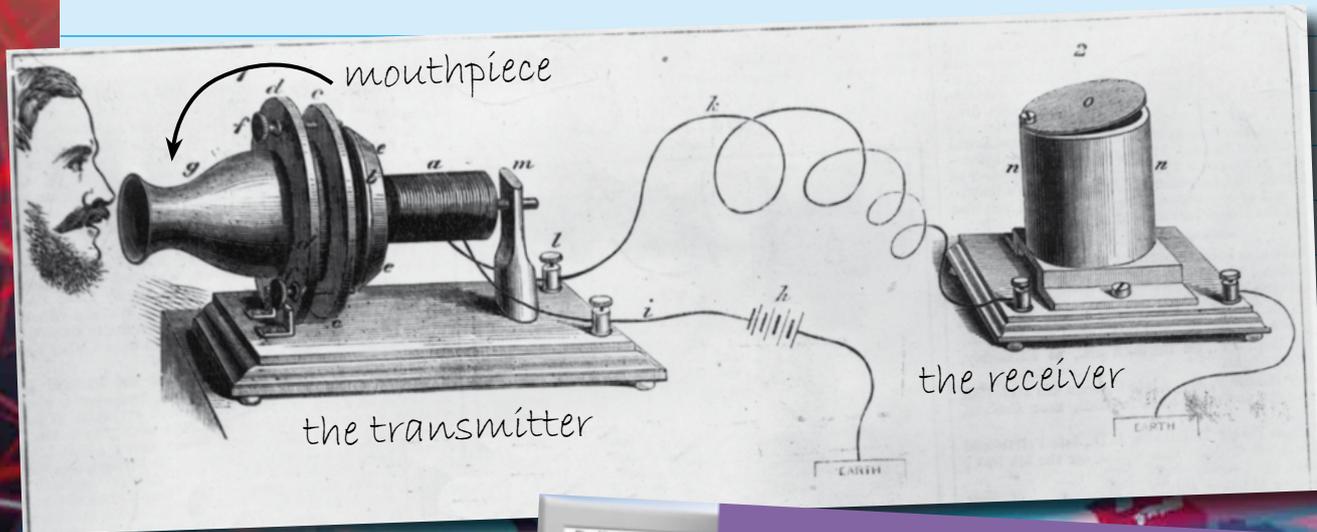
In 1865 Bell studied how the mouth was used to make sounds and speech. In 1870, the Bells moved to Canada, then America. The next year, Alexander Graham Bell began to teach at a school for deaf people.

He experimented with many inventions. Bell came up with the ideas and his assistant, Thomas Watson, made the equipment. They invented an electric speaking telegraph, which we now call a telephone.

On March 10, 1876, Alexander Graham Bell made the first ever telephone call.

March 10, 1876

I then shouted into the mouthpiece the following sentence:  
"Mr. Watson, come here — I want to see you."  
To my delight he came and declared that he had heard  
and understood what I said.



## The Internet

In 1960s USA, a few large computers connected to each other.

If one of the computers broke down, the others would keep working. Universities began to connect computers in the same way. This grew into the Internet — lots of computers connected to each other.

The Internet spread as more people were allowed to use it. Thousands and then millions of computers went online around the world. The speed at which the Internet sent information got much faster.

Early on, the Internet was mainly used for email. The

**World Wide Web** became the main way to share media in the 1990s.

### GO FACT!

#### THE FIRST

Spam is unwanted email. The first spam was sent to 600 people in 1978.



## In the texts

**1** Which of the following can you see on pages 46 and 47?

drawings of telephone parts  black-and-white photo

color photo of a man  color illustration

**2** Are the texts in this unit fiction or nonfiction? \_\_\_\_\_

**3** Read the text at the top of page 47.

**a** How does it *look* different from the other texts?

**b** Circle *I* and *my* in the text. ☆ Done

**c** Who do you think *I* and *my* refer to?

**d** This text comes from: a set of instructions  diary  recipe .

Why do you think so?

**4** Answer **yes** or **no**. The texts on page 46 and at the bottom of page 47:

**a** are in the present tense \_\_\_\_\_

**b** tell about who or what, where and when \_\_\_\_\_

**c** tell what happened, in time order \_\_\_\_\_

**d** give facts and personal information \_\_\_\_\_

**5** Which text type are the texts listed in question 4?

procedures  descriptions  factual recounts

**6** Write down all the dates you can find on pages 46 and 47.



## Read and learn

**1 Who or what am I?** Read all the texts and fill in the missing nouns.

- a** I won a battle after I read a message. \_\_\_\_\_
- b** I send information around the world really fast. \_\_\_\_\_
- c** I made the first telephone equipment. \_\_\_\_\_
- d** the part of a phone you speak into \_\_\_\_\_
- e** a sMark and belt for sending secret messages \_\_\_\_\_
- f** the inventor of the telephone \_\_\_\_\_

**2 With a partner, discuss the diagrams on page 47.** Describe what you see.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3 What do you think the man holding the tin can is doing?**

\_\_\_\_\_

\_\_\_\_\_

**4 Complete these sentences with words from the word bank.**

**Word bank** assistant inventor messenger general Persian

- a** A person who carries a message is a \_\_\_\_\_.
- b** A person who creates something that has never been made before is an \_\_\_\_\_.
- c** A person from a country once called Persia is a \_\_\_\_\_.
- d** A person who helps another person do a job is an \_\_\_\_\_.
- e** A person in charge of many soldiers is a \_\_\_\_\_.





**5 Cross out the small letter at the beginning of each proper noun.**

Write a capital letter below each one.

~~a~~lexander graham bell was born in scotland.

A \_\_\_\_\_

**6 List some technical words from the texts.** Put a comma between each one and a period at the end.

**7 Underline the exact words that Mr. Bell said to Mr. Watson.**

Add punctuation marks ( , “ ” . — ).

The first sentence ever said over a telephone was Mr. Watson come here I want to see you

**8 Draw lines to join the beginning of each sentence to its ending.**

A transmitter is the part of a telephone

that you hold to your ear.

A receiver is the part of a telephone

that you speak into.

Equipment is

where sound is changed into electrical signals and sent to a receiver.

A mouthpiece is the part of a telephone

all the things you need for a job.

**9 Why do you think Alexander Graham Bell was interested in the voice, and taught deaf people to speak?**

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## Making verbs agree

### 1 A verb has a subject, which is the person or thing that does something.

For example, *One computer broke down*. The subject is *One computer*, and the verb is *broke down*. Circle the subjects in these sentences. The verbs are underlined.

- a The other computers kept working.
- b Eliza Bell had poor hearing.

### 2 A verb can be singular (one) or plural (more than one). A verb must go with its subject. This is called *making the subject-verb agreement*. It means:

- if a subject is singular, its verb must be singular.
- if a subject is plural, its verb must be plural.

For example, *I am* is singular, and *We are* is plural.

Mark a box to show if the subjects and verbs are singular or plural.

	singular	plural
a (She) <u>has</u> a telephone.	<input type="checkbox"/>	<input type="checkbox"/>
b (We) <u>have</u> mobile phones.	<input type="checkbox"/>	<input type="checkbox"/>
c (Spam) <u>is</u> email that we don't want.	<input type="checkbox"/>	<input type="checkbox"/>
d (Many soldiers) <u>are</u> waiting.	<input type="checkbox"/>	<input type="checkbox"/>

### 3 Sometimes it can be hard to tell if a verb is singular or plural, eg *come* can be singular (*I come*) or plural (*we come*).

1st person singular	<i>I walk</i>	1st person plural	<i>we walk</i>
2nd person singular	<i>you walk</i>	2nd person plural	<i>you walk</i>
3rd person singular	<i>he/she/it walks</i>	3rd person plural	<i>they walk</i>

- a Circle the verb with *s* on the end. ★ Done
- b Which person has a different ending? \_\_\_\_\_

**4 Add s to make singular verbs in the 3rd person present tense.**

She cuts

c The child play \_\_\_\_\_

a It put \_\_\_\_\_

d He drive \_\_\_\_\_

b The man eat \_\_\_\_\_

e She swim \_\_\_\_\_

**5 If a verb ends in *ch, sh, ss, x* or *z* add *es* to make it singular in the 3rd person present tense, eg *he searches, she fusses*.**

Underline the verbs and circle their *es* endings.

She rushes

c he boxes

a she reaches

d it watches

b it pinches

e he washes

**6 If a verb ends in *y*, change the *y* to *i* and add *es* to make it singular in the 3rd person present tense, eg *try* becomes *tries*.**

Write these verbs in the 3rd person present tense.

carry → carries

b cry → \_\_\_\_\_

a study → \_\_\_\_\_

c worry → \_\_\_\_\_

**7 Read *The Internet* on page 47. Add verbs to complete the sentences.**

Computers and the Internet \_\_\_\_\_ very important inventions.

The Internet \_\_\_\_\_ lots of computers connected to each other. If

one computer \_\_\_\_\_ down, the others \_\_\_\_\_ working.

At first, only universities \_\_\_\_\_ able to use the Internet. Then, it

\_\_\_\_\_ mainly used for email. Now, millions of people \_\_\_\_\_

it. The Internet \_\_\_\_\_ information so fast that the World Wide Web

\_\_\_\_\_ now the main way to share media. Spam however

\_\_\_\_\_ a big problem.

# Unit 1: I'm goalie AGAIN!



"Hey Ben, are you ready for the big game?" asked Coach. He ruffled Ben's hair with his hand. Coach had selected Ben to be the team's goalie for this week.

"Yep," said Ben, trying to sound like he was excited as he patted his hair back down on his head.

6



Inside his head a small voice teased, "Liar, liar, pants on fire. You're not ready. Go on, tell him the truth."

Ben looked up at his coach and smiled. He put on his best happy face. This wasn't easy when it felt like rats were gnawing away at his guts. He didn't want to be the goalie and he wasn't at all happy.

7

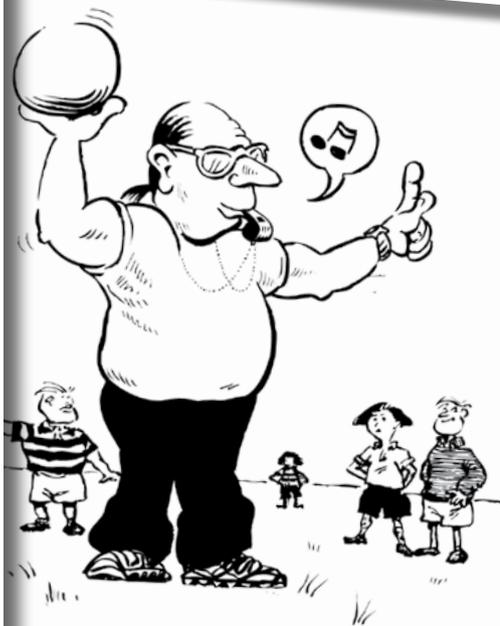
"Don't pick Toby," one of the boys whispered to Ryan. "He's hopeless at soccer."

That's how I got to be the eleventh player in Lisa's team.

"You can be a mid-fielder, Toby," Lisa said.

"Try not to let anything get past you. I want to win."

"Can I play goalie instead?" I asked. I'd always wanted to play goalie. Lisa shook her head. "Scott wants to be goalie," she said, smiling at him.



Mr. Chapman told us that he was picking the A and B teams today.

"So everybody play your best," he said.

We lost six zero. It didn't help when I kicked the ball into our own net, scoring a goal for Ryan's team.



## In the texts

**I** Read the texts on pages 2 and 3.

**a** Complete the table about the narrative on page 2.

Who are the characters?	Where is it set?	Write a title for this narrative.

**b** Complete the table about the narrative on page 3.

Who are the characters?	Where is it set?	Write a title for this narrative.

**c** What are three important parts of a narrative?

\_\_\_\_\_

\_\_\_\_\_

**2 a** Find 10 words in the texts that have an apostrophe. Write them below.






**b** Next to each word in 2a, write:

**P** if the apostrophe shows possession, eg *Ben's boots*

or

**L** if the apostrophe shows that letters have been left out, eg *isn't*.



**3** Change the words from past tense to present tense.

Example: *Ben looked* looks *up at his coach and smiled* smiles .

**a** "Hey Ben, are you ready for the big game?" asked \_\_\_\_\_ Coach.

**b** "Yep," said \_\_\_\_\_ Ben, trying to sound like he was \_\_\_\_\_ excited as he patted \_\_\_\_\_ his hair back down on his head.

**c** He didn't \_\_\_\_\_ want to be goalie and he wasn't \_\_\_\_\_ happy at all.

**d** Mr. Chapman told \_\_\_\_\_ us that he was \_\_\_\_\_ picking the A and B teams today.

## Read and learn

**1** Who chose Ben to be the goalie? \_\_\_\_\_

**2** Give one reason why Ben might not tell the coach the truth.  
\_\_\_\_\_  
\_\_\_\_\_

**3** Have you ever felt like rats have been gnawing at your guts? Circle your answer.

yes      maybe      never

**4** What was the score of the game Toby played?  
\_\_\_\_\_

**5** Why doesn't Ryan choose Toby for his team?  
\_\_\_\_\_



**6** How do you think Toby would feel at the end of the game?

**7** Read the narrative on page 2 again and fill in the table.

**a** What do you find out about Coach?

**b** What do you find out about Ben?

**c** What do you find out about the relationship between Ben and Coach?

**8** Read the narrative on page 3 again and fill in the table.

**a** What do you find out about Toby?

**b** What do you find out about the relationship between Toby and the other players?





## Common and proper nouns

**A noun is a naming word. It can be a person, place, feeling or thing.**

A proper noun is a particular person, place or thing, such as *Ben* and *Bathurst Soccer Field*. Proper nouns start with capital letters.

A common noun is a person, place, feeling or thing that is general, such as *boy* and *soccer field*.

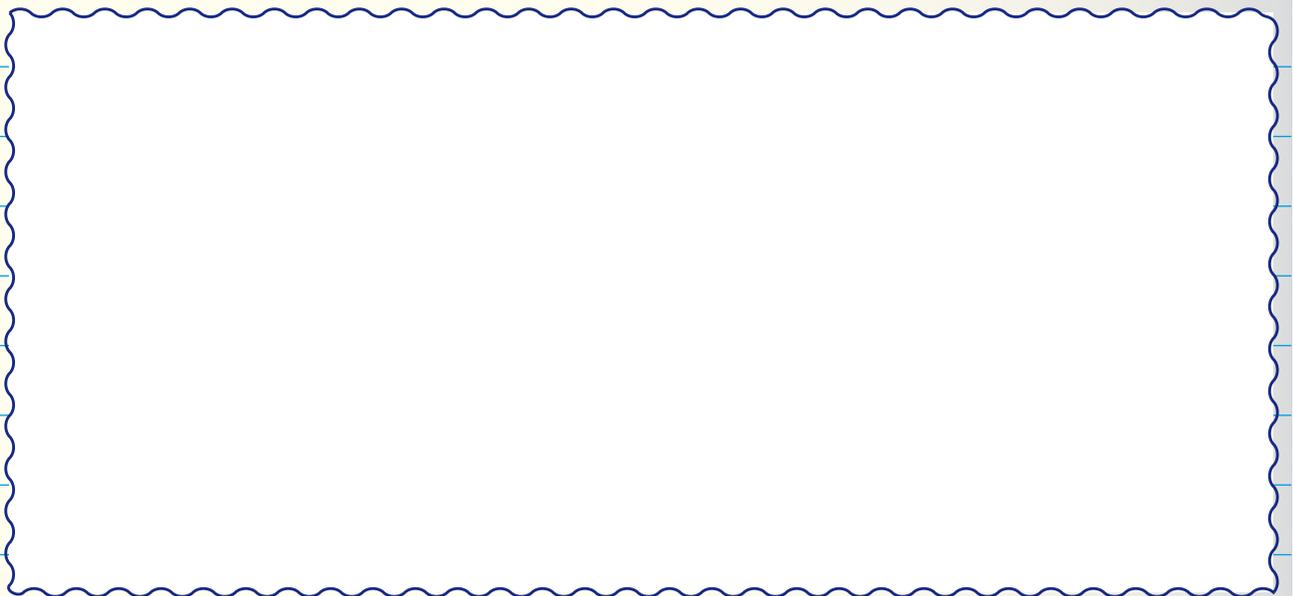
**1 Circle the proper nouns.**

- a** “Hey Ben, are you ready for the big game?”
- b** “You can be a mid-fielder, Toby,” Lisa said.
- c** “Scott wants to be goalie,” she said, smiling at him.

**2 Circle the common nouns.**

- a** Ben looked up at his coach and smiled.
- b** This wasn't easy when it felt like rats were gnawing away at his guts.
- c** That's how I got to be the eleventh player in Lisa's team.

**3 Draw Ben's coach.** Use common nouns to label as many parts of him as possible, eg *chin, nose, mustache*.





**4** Did you use common or proper nouns to label Ben's coach?

**5** Find a classmate to work with. Take turns to circle nouns on pages 2 and 3 of this workbook. Keep going until you cannot find any more. ☆ Done

**6** Use these common nouns to complete the sentences.

**Common nouns** voice pants face week soccer

- a** Coach had selected Ben to be the team's goalie for this \_\_\_\_\_.
- b** Inside his head a small \_\_\_\_\_ teased, "Liar, liar, \_\_\_\_\_ on fire."
- c** He put on his best happy \_\_\_\_\_.
- d** "Don't pick Toby," one of the boys whispered to Ryan. "He's hopeless at \_\_\_\_\_."

**7** Write at least four nouns in each column of the table.

They don't have to be nouns from the stories on pages 2 and 3.

Write common nouns in one color and proper nouns in a different color.

person	place	feeling	thing
Lisa	field	excitement	goal
		love	

# Unit 10: Hear the beat

## Telling a Story

A dancer doesn't need words to tell a story. Many cultures use dance to tell stories and teach young people.

Aboriginal Australians dance to celebrate events and tell stories. Their dances are about people, their way of life and the land. Some dances have been passed on for many generations.

## Making African drums

14

African drums are made by skilled people using special hand tools.

The best African drums are hand-carved. They are made from a single piece of wood, which is then hollowed out.

Drumheads were made from the skin of animals, such as antelopes. Most modern drumheads are made from synthetic materials or from the skins of domestic animals, like goats or cows.

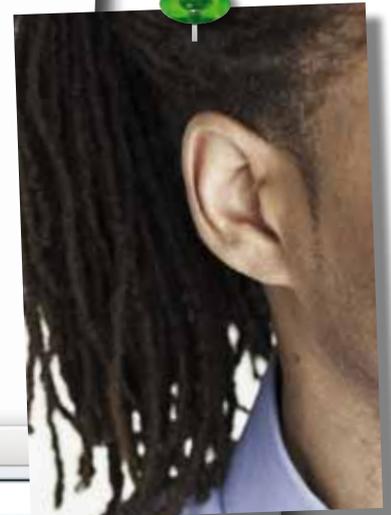


# Sound

Sound is an important part of films and videos.

The first films ever made were silent. There was no speaking or music in the film. People played live music whenever the film was shown.

Today, the **soundtrack** helps to set the mood of the film. If the story is meant to be scary, the music will sound scary. The volume of the instruments and voices are edited, so that they can all be heard. This is called **mixing** the sound.



## EAR WORLD

HOME TOPICS CONTACT SITE MAP ONLINE EAR INFORMATION

EAR CARE HEARING FAQs

### HEARING

The ear is the sense organ that recognizes sound. Information about sound is passed to the brain, which 'hears' the sound.

Sound is a form of energy that moves in waves of pressure. The outer part of the ear, the pinna, collects sound. The middle part of the ear amplifies sound, and the inner parts of the ear change sound waves into a signal sent to the brain.

The temporal lobes of the brain receive these signals. There is a temporal lobe on either side of the head, above the ear and just in front and behind the ear.

## In the texts

**1** Look at pages 98–99.

**a** Put a cross **X** next to the title of each text.

☆ Done

**b** Which text is from a website? \_\_\_\_\_

**c** Put square brackets around the opening of each text.

☆ Done

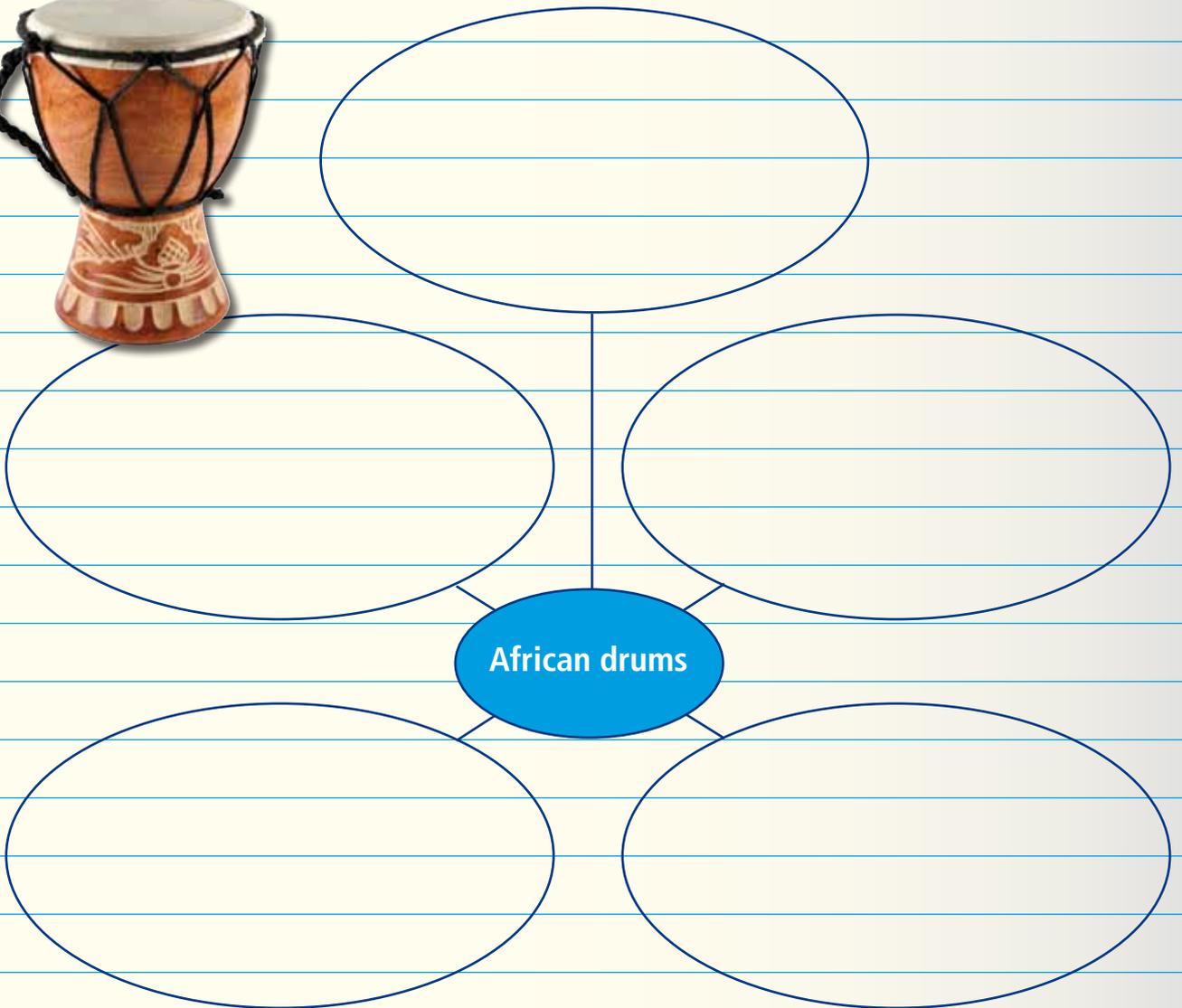
**d** Write a keyword that summarizes the topic of each text.

*dance*, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**e** Circle the text type you think all the texts are.

narrative      poetry      procedure      information report

**2** Write words from the text that describe how African drums are made.





**3 Find and write words from the texts that fit the categories below.**

**a Dance, Music, Film**

**b The ear and brain**

**c Parts of a website**



**4 Reports usually have a title and are divided into paragraphs.**

Is this true of all the texts on pages 98–99? \_\_\_\_\_

**5 Reports are not personal.** They do not use “I” often. They usually use the third person (*he, she, it, they*).

Are the reports on pages 98–99 personal? \_\_\_\_\_

**6 Reports use linking words to connect ideas and sentences.**

Circle these linking words on pages 98–99.



*and if most or some so that such as*  
*that to which*

**7 Most verbs in a report are in the present tense.** Are most of the verbs on pages 98–99 in the present, past or future tense? \_\_\_\_\_

**8 Underline time words that tell *when* or *how long*.**

**a** Some dances have been passed on for many generations.

**b** The piece of wood is then hollowed out.

**c** The best films ever made were silent.

**d** Today, the soundtrack helps to set the mood of a film.



## Read and learn



### 1 Use the word bank to match a word with its meaning.

**Word Bank** ear soundtrack volume dance

**a** \_\_\_\_\_ I sometimes tell a story and teach young people.

**b** \_\_\_\_\_ I help set the mood of a film.

**c** \_\_\_\_\_ I am the amount of sound you hear.

**d** \_\_\_\_\_ I send information about sound to the brain.

### 2 Use the word bank to complete the following.

**Word bank** rounded lobes temples

A lobe is a rounded part. An ear lobe is the soft \_\_\_\_\_ part of the lower outer ear. The temples are the sides of the forehead. The temporal \_\_\_\_\_ of the brain are the rounded parts of the brain near the \_\_\_\_\_.

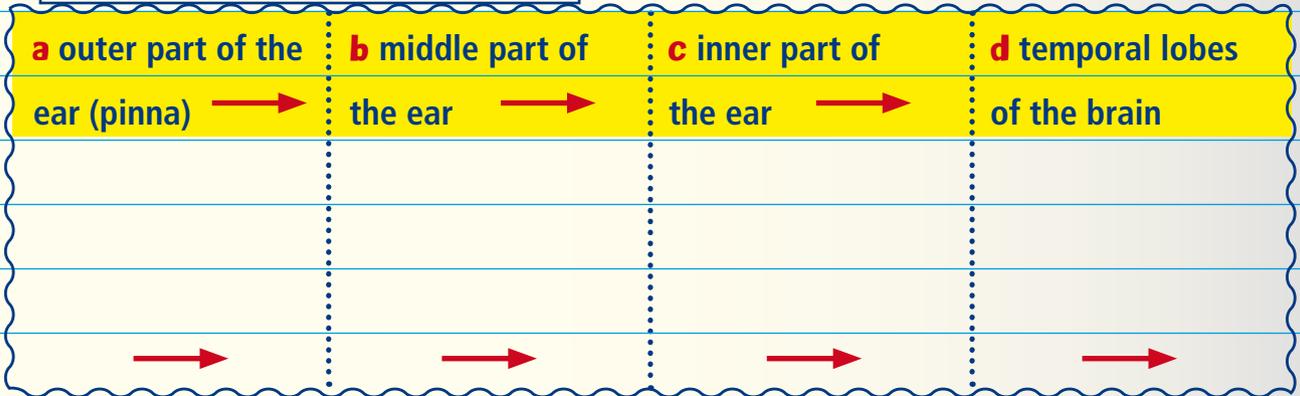
### 3 Copy these notes onto the correct part of the flow chart below.

amplifies sound

'hears' signals from the ear

collects sound

changes sound waves into a signal



### 4 Write true (T) or false (F) in each box.

**a** Musicians used to play music at the cinema while the film was showing, because the first movies had no sound at all.

**b** The sound of a film is mixed, to make sure all the voices and instruments can be heard.

**c** Drums are stringed instruments.

**d** The sound volume means how loud or soft the music is.



## Your turn

### 1 Close your eyes and listen to the sounds around you.

Describe what you hear.

**An information report** presents information about something. It usually describes an entire class of things, such as planets or plants. It has:

- a general opening statement
- paragraphs describing different features (each begins with a topic sentence)
- a conclusion
- text in present tense.

### 2 Eat a soft food, like bread or a banana. Then eat a crunchy food, like an apple or biscuit. Listen while you chew. Write the sounds on the table below.

Sound of eating soft food

Sound of eating crunchy food

### 3 Write an information report about a musical instrument.

Title:

Write a title.

Opening:

Write the opening sentence about the instrument.

Description:

Use key words about the instrument — size, color, shape, what it's made from, the sound it makes.



## Common, proper and abstract nouns

- 1** Mark ✓ the correct answers below. Put a cross X against wrong answers.

Words have capital letters because:

they begin sentences  they are in a title  they look pretty

they are about the people, language or culture of a particular place

- 2** A common noun is the name of a thing or person we can see, hear, feel, taste or smell. eg *picture, dancer, skin, goat, soundtrack*.

Write three common nouns.

- 3** A proper noun is the name of a particular thing, person or place, such as the days of the week, months and titles. Proper nouns start with a capital letter. eg *Mrs Jones, Tom, Canberra, Sunday, Christmas Day*.

Write three proper nouns and circle their capital letters.

- 4** An abstract noun is the name of something we cannot see, such as an idea or a feeling. eg *air, knowledge, help, happiness*. Write three abstract nouns.

- 5** A noun can be singular (one) or plural (more than one).

eg one drum/two drums      a story/many stories      a man/some men

Write the plural versions of these nouns.

dancer/                      way/                      baby/                      person/

- 6** A compound noun is made up of two nouns. To make a compound noun plural, add an s to the end of the noun. eg *playgrounds*.

Put a slash [/] between the two nouns that make each compound noun below.

Then add an s to the very end to make the compound noun plural.

drumhead                      soundtrack                      motorcycle

**7 Some words in front of nouns have to agree with the noun.**

If the noun is singular, the word in front must be singular too.

If the noun is plural, the word in front must be plural too.

Singular		Plural	
a film	an event	some films	some events
this story	that goat	these stories	those goats

Use the word bank to complete the table below.

**Word Bank** a an either this that these those many some

Singular	Plural
_ dancer doesn't need words to tell a story.	___ dances have been passed on for many generations.
___ drumhead was made from the skin of ___ a goat or ___ antelope.	___ animals were killed to make ___ drumheads over there.
___ drumhead over there was made from synthetic materials.	___ drumheads here were made from the skins of domestic animals.

**8 Read the poem about love.** Underline the verbs to do with the senses.

Finish the poem called *Happiness* in your own words.

Love	Happiness
Love smells like flowers.	Happiness <i>smells</i> like...
It tastes like a spoon of honey.	It <i>tastes</i> like...
It sounds like a baby's gurgle.	It <i>sounds</i> like...
It feels like warm toast.	It <i>feels</i> like...
Love lives inside my friends.	Happiness lives...

# My stuff

Interesting things I've read, seen or done lately.

## Cool games

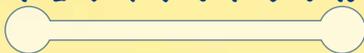


Best part

Hardest part

Most interesting

1 2 3 4 5 6 7 8 9 10



UNIT 9: TELLING OLD TALES

plays

Unit 10: Hear the beat

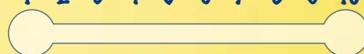


Best part

Hardest part

Most interesting

1 2 3 4 5 6 7 8 9 10



## Books read

great  
websites

Cut and stick  
pictures from  
magazines or  
newspapers

# Diary

drawings



poetry

photos

MUST SEE  
CHARACTERS!



# Assessment: Units 9 and 10

Print your name here:

(First name)

(Last name)

This is a test to see how well you understand what you have read, and to see what you know about using language, spelling and punctuation. It is also a writing test.

## Instructions

Read each question carefully. Some questions will ask you to read a text from another page in this book before answering.

Use a pencil. **DO NOT** use a pen. If you make a mistake, erase it and try again.

There are three different ways to show your answer:

- Shade the bubble next to the correct answer.
- Write a word in a box.
- Write a number in a box.

## Start of test

Read the story on pages 90 and 91, and answer questions 1 to 8.

**1 Which place is not a setting in this legend?**

- a cool river pool
- the bat's cave
- the home of the Lord of the Pipil

**2 The main purpose of the story is to explain**

- how a crop of white corn grew after a famine.
- why Miya's father blamed her for the famine.
- why Miya had no teeth.

**3 The main character is**

- the Lord of the Pipil.
- the Lord of the Bats.
- Miya.

**4 Miya's father blamed the famine on**

- the rats.
- the drought.
- Miya's marriage to the Lord of the Bats.

**5 Which event is not real?**

- Rats ate the corn.
- Miya's teeth grew into white corn.
- A good year followed a bad year.

**6 What is the main reason Miya planted her teeth?**

- Her husband told her to.
- She wanted to please her father.
- She couldn't let her people starve.

**7** The corn Miya planted became ripe

- overnight.
- the next spring.
- the next season.

**8** A legend is

- an information report.
- a story that teaches and explains natural events.
- a story poem.

Read the texts on pages 98 and 99, and answer questions 9 to 16.

**9** All the texts are

- procedures.
- information reports.
- recounts.

**10** Most of the verbs in the texts are in the

- present tense.
- future tense.
- past tense.

**11** The word "I" is used in

- all the texts.
- some of the texts.
- none of the texts.

**12** The text titled *Ear World* is from a

- textbook.
- magazine.
- website.

**13** The text with the most formal and technical language is

- Telling a Story*
- Making African Drums*
- Sound*
- Ear World*

**14** Which statement is not true?

- You can tell a story without words.
- The best African drums are made by machines.
- The first films had no sound.

**15** The middle part of the ear

- collects sound.
- makes sound louder.
- changes sound into a signal that goes to the brain.

**16** Which statement is not true?

- An information report is usually not personal.
- An information report has a title and paragraphs.
- An information report tries to make you laugh.

The spelling mistakes in these sentences have been circled.

Write the correct spelling for each circled word in the box.

**17** There was no wellcom for Miya.

**18** Dancing is a way to sellabrait .



## 25 Write about what really happened in Miya's village.

### Plan your account

- There was a drought and the villagers ate the corn seeds.
- There was no money to buy more seeds.
- The Lord of the Bats bought white corn from another town.
- Miya stole some seed to give to the villagers.
- Miya fell over and broke two of her teeth.
- The next crop of corn was white, not yellow.

Use **some** or **all** of these facts to recount what really happened in the village.

### Remember

- Give your recount a title.
- Tell the events in the order they happened.
- Take a new paragraph for each new event.
- Check your spelling and punctuation.
- Read your recount carefully when you finish.
- Make changes if it doesn't make sense.

A vertical dotted line separates the text from a large area of horizontal blue lines for writing.