

Grade 4 Everything Else

32 sheets • Language • Français • Science • Social Studies • Health • The Arts

THIS BOOK BELONGS TO

Find your subject

	Language	prefixes and suffixes • point and proof • checking a source	Sheets 1–8
	Français	brand new this year — greetings, numbers, describing	Sheets 9–13
	Science	habitats • light and sound • pulleys and gears • rocks	Sheets 14–21
	Social Studies	early societies • the political map of Canada	Sheets 22–26
	Health & PE	puberty begins • online safety • what “healthy” means	Sheets 27–29
	The Arts	proportion • two-part music • the critical process	Sheets 30–32

New this year

French
a whole new subject

Habitats and food chains
who eats whom

Early societies
3000 BCE to 1500 CE

Point and proof
say it, then back it up

Light and sound
both travel, differently

Puberty begins
what’s coming, and when

Checking sources
who made this, and why?

Pulleys and gears
machines that trade force

Proportion
how big things are next to each other



Bits on the front, bits on the end

A prefix goes on the front and changes the meaning. A suffix goes on the end and changes the job.

[split](#)[define](#)

The useful ones

un- not · re- again · dis- not or opposite · pre- before · mis- wrongly
-ful full of · -less without · -ly in that way · -ness the state of being · -able able to be

Word	Split it	What it means
unhappy		
rebuild		
hopeless		
carefully		
misunderstand		
washable		

Build four. Take the word *help* and add different endings. How many real words can you make?

Grown-ups: this is how children unlock long words in science and social studies without a dictionary. It's worth more than a spelling list.

Language B2.1



Say it, then prove it

This is the biggest writing change of Grade 4. Making a point isn't enough any more — you have to back it up.

 write

 find proof

✓ Point, then proof

Point: The main character is brave.

Proof: When the bridge collapsed, she went back for her brother even though she was frightened.

The proof is the bit that makes somebody believe you. Without it, it's just an opinion.

Point	Your proof
Winter is the best season.	
This book is worth reading.	
School should start later.	

Now a whole paragraph. One point, two pieces of proof, and a sentence at the end that ties it up.



Who made this, and why?

Two questions to ask about anything you read, watch or scroll past. They take five seconds and change everything.

 inspect judge

The thing	Who made it?	What did they want?
An advert for a toy		
A museum page about dinosaurs		
A video of somebody unboxing a game		
A charity's poster		
A news report about a flood		

Fact or opinion?

This car is red.

This car is the best.

It costs \$30 000.

It's worth every penny.

The clue words. What words tip you off that something is an opinion rather than a fact?

.....
.....

Grown-ups: asking "who made this and what did they want?" out loud at adverts turns a curriculum expectation into a family habit.

Language C3



Joining two into one

Short sentences are fine. But joining them well is what makes writing sound like a real writer.

 join

 read it back

Joining words

and · but · so · because · although · while · when · if

1. It was raining. We went outside anyway.

2. The dog barked. Someone was at the door.

3. I finished my homework. I went out to play.

Punctuate these properly.

wheres my bag asked sam

i bought apples pears and bananas

Read it out loud. If you run out of breath, it's too long. If it sounds choppy, join some up.



Reading to learn

Read the passage twice. The second time, look for the answers rather than the story.

👁 read twice

✍ answer

Beavers change the land more than almost any animal apart from humans. By damming a stream they flood the area behind it, turning fast-moving water into a still pond. Frogs, fish and birds move into the new pond. When the beavers eventually leave, the dam breaks down and the pond drains, leaving a meadow of rich soil where the water used to be.

Right there — the answer is in the text.

What do beavers build?

Name two animals that move in.

.....

Work it out — the answer isn't stated.

Why would a meadow have rich soil?

.....

Is a beaver good or bad for the land? Explain.

.....

In one sentence — what is this passage mainly about? Not everything it says. The main thing.

.....

Grown-ups: the "work it out" questions are where Grade 4 comprehension actually lives. A child who only answers the "right there" ones is decoding, not comprehending.

Language C1 · C2



Finding out, and writing it up

Two sources, in your own words, and say where you got them. That's a Grade 4 research project.

 research write

My topic:

Three questions I want answered:

.....

.....

.....

Source	What it is	One thing I learned
1		
2		

Putting it in your own words

Read it. Close the book. Say it out loud. Then write. Closing the book is the part that matters — you can't copy what you can't see.

What I found out

.....

.....

.....



Saying it so people listen

Plan it, practise it, then deliver it. Two minutes is plenty.

 present

 listen

My topic:

Opening – one sentence that makes people want to listen

Three things I want to say

Ending – what I want them to remember

While I speak

- ☐ look up, not down
- ☐ slow enough to be heard
- ☐ loud enough at the back

While I listen to somebody else – write down one question you'd like to ask them.

.....

Listening is half the expectation. A good question at the end proves you were paying attention.



Language – how am I doing?

Tick honestly. A blank is information, not a failure.

✓ tick

- | | |
|---|---|
| ☐ I can split a word into prefix, root and suffix | ☐ I back up a point with proof |
| ☐ I ask who made something and why | ☐ I can tell a fact from an opinion |
| ☐ I can join two sentences well | ☐ I can punctuate speech |
| ☐ I can answer questions the text doesn't state directly | ☐ I can say what a passage is mainly about |
| ☐ I use my own words and say where I got things | ☐ I can plan and give a short talk |

The book I'm reading right now is...

One word I had to work out:

How I worked it out:

Grown-ups: Grade 4 is the last year of the Language Foundations Continuum. If word-level reading is still hard, raise it now rather than next year.

Language B1–D3



Bonjour ! A whole new subject

French starts this year. Nobody expects you to be good at it yet — they expect you to try saying things out loud.

[dis-le](#)[écoute](#)

Français	English	Français	English
Bonjour		Merci	
Au revoir		S'il vous plaît	
Ça va ?		Oui / Non	
Je m'appelle...		Excusez-moi	

Présente-toi. Write three true sentences about yourself in French.

Je m'appelle... · J'ai ... ans · J'habite à...

Le truc le plus important. Say it out loud, even badly. A child willing to sound silly will learn faster than a careful one. Every time.



Les nombres et les couleurs

Numbers to twenty and the colours. These two turn up in almost every French lesson from now on.

☰ compte

✎ colorie

1 un

2 deux

3 trois

4 quatre

5 cinq

6 six

7 sept

8 huit

9 neuf

10 dix

11 onze

12 douze

Écris en français.

7 =

3 =

11 =

9 =

Colorie chaque case.

rouge

bleu

jaune

vert

Compte en français. Stairs, cutlery, pieces of pasta. Anything countable, counted out loud in French, is a French lesson.



Ma famille et moi

Describing people and things. Notice that in French, words are either *le* or *la* — and you just have to learn which.

✎ écris

💬 dis-le

Des mots utiles

ma mère my mother · mon père my father · ma sœur my sister · mon frère my brother
grand big · petit small · gentil kind · drôle funny · J'aime I like

Décris trois personnes.

Le ou la ?

..... maison

..... livre

..... table

..... chien

J'aime... / Je n'aime pas... Write two things you like and two you don't.

Le français au Canada

French isn't a foreign language here. It's one of Canada's two official languages, and it's printed on nearly everything you own.

 cherche

 écris

Va chercher. Find French on five things in your home — a cereal box, a shampoo bottle, a road sign, a form, a games console.

Where I found it	The French word	What it means

Où parle-t-on français ? Find one fact about each.

le Québec

le Nouveau-Brunswick

.....

Franco-Ontarians are French speakers born and living right here in Ontario. Find out one thing about them.

.....

Bonjour / Hello. Next time you're in a shop, look at how many signs are in both languages. Once you start noticing, you can't stop.



Français – comment ça va ?

First year. Tick what you can do – and remember that "a bit" counts.

✓ coche

- | | |
|--|---|
| ☐ Je peux dire bonjour et au revoir | ☐ Je peux dire mon nom |
| ☐ Je peux compter jusqu'à 20 | ☐ Je connais les couleurs |
| ☐ Je peux décrire ma famille | ☐ Je peux dire ce que j'aime |
| ☐ Je comprends quand on parle lentement | ☐ J'ai trouvé du français chez moi |

The thing I most want to be able to say in French is...

Now go and find out how. Write it here when you know.

Cinq choses faciles. Label five things at home. Watch a familiar cartoon in French. Count the stairs in French. Learn one song. Read the French side of the cereal box.



Everything a living thing needs

A habitat isn't just where something lives. It's everything that keeps it alive.

- 👁 observe
- ✎ record

The four things every habitat provides

1. _____
2. _____
3. _____
4. _____
- food · water · shelter · space

A habitat near you. A pond, a hedge, a park, a garden, even a crack in the pavement. Draw it.

Living thing	Its habitat	What it gets there
a beaver		
an earthworm		
a maple tree		

Adaptation. Pick one animal and name a body part that suits its habitat exactly. A beaver's teeth. A duck's feet. Why that shape?

Grown-ups: fifteen minutes looking at one real habitat beats an hour of diagrams. Even a crack in the pavement has something living in it.



Who eats whom

A food chain is a line. A food web is what happens when you join all the lines up — and that's closer to the truth.

~ draw arrows

predict

✓ Which way do the arrows go?

grass → rabbit → fox

The arrow means "is eaten by" — it shows where the *energy* travels, not who eats what. That catches people out.

Build a food web. Draw at least six arrows.

Use: grass · seeds · mouse · rabbit · grasshopper · bird · fox · owl

Name each one.

Producer:

Herbivore:

Carnivore:

Take one away. If all the rabbits disappeared, what would happen to the foxes? And to the grass?

.....

.....



Light travels in straight lines

That's why shadows have sharp edges, and why you can't see round corners.

test it draw

Material	Can you see through it?	The word for it
a window		transparent
tracing paper		translucent
a book		opaque
frosted glass		
a plastic bottle		

Shadow experiment. Shine a torch at an object.
Move the torch closer.

The shadow got

Now move it further away. It got

Draw it. Show the torch, the object and the shadow. Draw the light as straight lines.

Reflection. Light bounces off a mirror. Try to make a torch beam turn a corner using two mirrors. Can you do it?

Grown-ups: a torch and a dark room teaches more here than any explanation. Shadow size changing with distance always surprises. Science C2



Sound is something shaking

Every sound you have ever heard was made by something vibrating. Feel your throat while you hum.

listen

make one

Feel it. Hum with your fingers on your throat. What do you feel?

Now hum higher. What changed?

Build an instrument. Elastic bands over a box. Draw yours.

Change this	What happens to the sound?
Pull the band tighter	
Use a thicker band	
Make the band shorter	
Pluck it harder	

Two different words. Pitch is how high or low. Volume is how loud. Which of the four changes above altered the pitch, and which altered the volume?



Machines that trade force for distance

A pulley doesn't give you free strength. It lets you pull down instead of up, and pull further instead of harder.

- build
- test

Where you'll find pulleys — name three real ones.

a flagpole, a blind, a crane, a lift, a well

Where you'll find gears — name three.

a bike, a clock, an egg whisk, a drill

✓ **Two gears touching**

When one gear turns clockwise, the one next to it turns **the other way**. Always. And a small gear driving a big one makes the big one turn slower but with more force.

Set-up	What happens
Gear A turns clockwise. Which way does B turn?	
A small gear drives a big one. Faster or slower?	
A big gear drives a small one. Faster or slower?	

Go and look at a bicycle. Change gear and watch the chain move. Which gear makes hills easier, and what do you give up?

Grown-ups: a bicycle is the best teaching aid in this unit and most families have one. Easier pedalling for more pedalling — that's the trade. Science D1 · D2



Three kinds of rock

Every rock on Earth was made in one of three ways. Go outside and find some.

collect

sort

How each one forms

Igneous — cooled from molten rock. Often has crystals.

Sedimentary — layers squashed together over a very long time. Often striped, sometimes has fossils.

Metamorphic — an existing rock changed by heat and pressure. Often banded or shiny.

My rock	Where I found it	What it looks like	My guess
1			
2			
3			

Tests you can do

Does it scratch paper? Does a coin scratch it? Is it heavy for its size? Any layers? Any crystals?

Where rocks get used. Name three things around you made from rock or minerals.



A fair test

Change one thing. Keep everything else the same. Otherwise you'll never know what caused what.

 set up

 observe

Pick a question. Does a shadow get bigger when the torch is closer? Does a tighter elastic band make a higher note? Does a bigger gear turn slower?

My question:

What I'll change (only one thing)

What I'll measure

What I'll keep the same

My prediction

Try	What I changed it to	What happened
1		
2		
3		

What I found out – was my prediction right?



Science – how am I doing?

Tick honestly. A blank is information.

✓ tick

- | | |
|--|---|
| ☐ I know the four things a habitat provides | ☐ I can give an example of an adaptation |
| ☐ I know which way food chain arrows point | ☐ I can name a producer, herbivore and carnivore |
| ☐ I know light travels in straight lines | ☐ I can use transparent, translucent and opaque |
| ☐ I know sound comes from vibration | ☐ I can tell pitch from volume |
| ☐ I know which way a touching gear turns | ☐ I can name the three kinds of rock |
| ☐ I can plan a fair test with one variable | |

The experiment I'd most like to do again is...

...and I'd change this about how I did it:



People a very long time ago

Grade 4 studies early societies from 3000 BCE to about 1500 CE. Choose one and get to know it properly.

research

record

The society I'm studying:

Question	What I found out
Where in the world were they?	
When did they live?	
What did they eat, and where did it come from?	
What did their homes look like?	
Who made the decisions?	
What did they build or invent?	

BCE and CE. BCE counts *backwards* towards zero — so 3000 BCE is longer ago than 1000 BCE. That trips everybody up at first.



Then and now

Compare their daily life with yours. The things that are the same are more interesting than the things that differ.

- compare
- discuss

	Them	Me
Food		
Home		
Clothes		
Learning		
Fun		

Three things completely different

Three things surprisingly the same

One thing they had that we've lost. Not everything got better. Can you think of something?

Grown-ups: the "same" column is the interesting one — families ate together, children played, adults taught skills. That doesn't change much across five thousand years. SS A2 · A3



Thirteen pieces

Ten provinces and three territories. Learn where they are, then learn what makes each one different.

find them

label

Sketch Canada and label as many as you can from memory. Then check and fix.

Province or territory	Capital city	One thing it's known for
Ontario		
Quebec		
British Columbia		
Nunavut		

Ottawa is the capital of Canada. Toronto is the capital of Ontario. They're different jobs, and people mix them up constantly.

Grown-ups: a jigsaw map or a placemat does more than any worksheet. Repetition in passing beats concentrated study for this one.



Why people live where they live

Most Canadians live in a thin strip near the southern border. That isn't an accident.

- 👁 notice
- 💬 explain

Region	What the land is like	What people do there
The Prairies		
The Canadian Shield		
The West Coast		
The Far North		

Why so few people in the north? Give two reasons.

Your own region. What is the land like where you live, and what work does that make possible?

Whose land is it? First Nations, Métis and Inuit peoples lived across all of these regions long before any of the provinces existed. Find out whose traditional territory you live on.

Grown-ups: most Ontario school boards publish a land acknowledgement naming the local nations. It's usually one search away.



Social Studies – how am I doing?

Tick honestly.

✓ tick

- | | |
|---|---|
| ☐ I can describe one early society in detail | ☐ I know how BCE and CE work |
| ☐ I can compare their daily life with mine | ☐ I can name the provinces and territories |
| ☐ I know Ottawa is Canada's capital | ☐ I can describe two regions of Canada |
| ☐ I can say why people settle where they do | ☐ I know whose traditional territory I live on |

The thing that surprised me most this year was...

One question I still want answered:



What's coming

Grade 4 Health names the changes of puberty. Reading about it early means nothing arrives as a shock.

read

note

What Grade 4 covers. The physical changes that happen during puberty, and the emotional and social changes that come with them. It also covers personal hygiene — why washing, clean clothes and looking after your teeth start to matter more than they used to.

Normal changes. Tick any you already knew about.

- ☐ getting taller, sometimes quickly
- ☐ body hair starting to grow
- ☐ voices changing
- ☐ more body odour
- ☐ skin getting oilier
- ☐ feelings changing more easily

Everyone's timing is different. Some people start at nine, some at fourteen. Why is it useful to know that in advance?

Two or three people I could ask about this. Write them down now, on an ordinary day.

In Canada, Kids Help Phone is free at any hour: **1-800-668-6868**, or text CONNECT to **686868**.



Being sensible online

The internet is genuinely useful and genuinely risky. Both things are true at once.

 decide

 plan

What happens	What would you do?
Somebody you've never met asks where you go to school	
A message says you've won something and asks for details	
People in a group chat are being unkind about someone	
You see something that makes you feel uncomfortable	

Never share online

your full name and address · your school · your phone number · when your family is away · passwords

Telling isn't tattling. Tattling tries to get somebody in trouble. Telling tries to keep somebody safe. Write an example of each.

Things stay. Something posted or sent can be copied, saved and shared onwards. "Deleted" doesn't always mean gone.

Grown-ups: "you will never be in trouble for telling me about something online" is the most protective sentence available. Say it before it's needed.

HPE D2 · D3



What "healthy" actually means

Not a list of good and bad foods. A pattern over a week, and how you feel.

 track

 reflect

Things that help me feel good

Things that make me feel worse

This week	Mon	Tue	Wed	Thu	Fri
Something active I enjoyed					
Slept well?					
Time outside					

Something active I actually enjoy. It doesn't have to be a team sport — swimming, dancing, cycling, climbing, walking the dog all count.

How could I do a bit more of it?

Enjoyment is the point. Grade 4 is where children who don't like team sports start opting out of being active altogether. Finding something you like is what prevents that.



Where does your eye go first?

Emphasis is the Grade 4 principle of design. It means deciding what somebody notices first — and doing it on purpose.

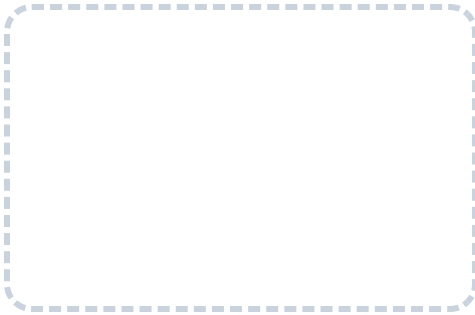
 notice

 make it

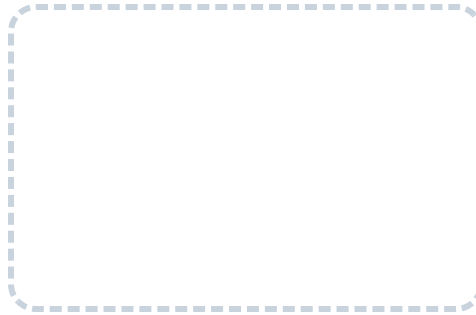
Five ways to make one thing stand out

Make it bigger · leave empty space around it · give it a colour nothing else has · point lines towards it · make everything else quiet

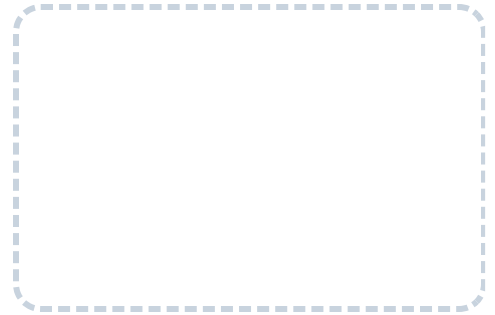
The same simple drawing, three times. Change only how you make one thing stand out.



by size



by colour



by empty space

Now find it in the wild. Look at a book cover, an advert or a film poster. Where does your eye go first, and what did the designer do to send it there?

Grown-ups: the progression is contrast (Gr 1) → repetition (Gr 2) → variety (Gr 3) →

emphasis (Gr 4) → proportion (Gr 5) → balance (Gr 6). Emphasis is a decision rather than a technique, which is what makes it usable straight away.

Arts D1 · D2



Two parts at once, and being someone else

Two jobs on one page — the Grade 4 music step, and the question that unlocks any drama scene.

 listen

 perform

Music — holding your own part

Word	What it means
unison	
a round	
rhythm	
pitch	

A round we can sing in two parts:

Two parts is Grade 4. Three parts comes next year.

Drama — being in role

The question that unlocks any scene: *What does this character want?*

My character is:

They want:

So in the scene they:

.....

Staying in role. Try answering questions *as* your character for one whole minute. It's much harder than it sounds.

Grown-ups: for a child who hates performing, devising, directing and designing are all real drama roles that meet the same expectations.

Music C1 · Drama B1



Talking about art properly

Describe it before you judge it. That's what makes the judgement worth something.

👁 look properly

✍ respond

What I chose — a painting, a song, a dance or a play:

1. First reaction — before thinking about it

.....

2. Description — only what's actually there. No opinions yet.

.....

3. How is it made? Colours, shapes, sounds, movements — and the proportion.

.....

4. What might it mean?

.....

5. What do you think of it, and why?

.....

.....

"I don't like it" is not a response. "I don't like it because..." is. The *because* is the whole assignment.

Grown-ups: the same five steps work for a painting, a piece of music, a dance or a play — and they're the same five Grade 5 uses.

Arts A2 · B2 · C2 · D2

Answers – Language, Français

Only the questions with one right answer are here. Anything asking you to explain, choose or design is judged on the reasoning.

1. un+happy = not happy · re+build = build again · hope+less = without hope · care+ful+ly = in a careful way · mis+understand = understand wrongly · wash+able = able to be washed. From *help*: helpful, helpless, helping, helper, helpfully, unhelpful.

3. Fact: *this car is red, it costs \$30 000*. Opinion: *this car is the best, it's worth every penny*. Opinion clue words include best, worst, should, beautiful, amazing, terrible — anything you couldn't check.

4. Many correct answers. Punctuation: *"Where's my bag?" asked Sam. and I bought apples, pears and bananas.*

5. Right there: beavers build dams; frogs, fish and birds move in. Work it out: the soil is rich because years of pond mud and dead plants settled there. Whether a beaver is good or bad depends who you ask — good for frogs and birds, bad for someone whose field floods.

9. Bonjour = hello · Au revoir = goodbye · Ça va ? = how are you? · Je m'appelle = my name is · Merci = thank you · S'il vous plaît = please · Oui/Non = yes/no · Excusez-moi = excuse me.

10. 7 = sept · 3 = trois · 11 = onze · 9 = neuf. Rouge is red, bleu is blue, jaune is yellow, vert is green.

11. **la** maison · **le** livre · **la** table · **le** chien. There's no rule that predicts these — they're learned by hearing them.

Answers – Science

14. Every habitat provides **food, water, shelter and space**. A beaver lives near slow water and gets wood, safety and building material. An earthworm lives in soil and gets food, moisture and protection. A maple gets light, water and root space. Adaptations: beaver teeth never stop growing so they can gnaw wood; duck feet are webbed for pushing water.

15. The arrow means "**is eaten by**" and follows the energy, so it points towards the eater. Producer: grass or seeds. Herbivore: rabbit, mouse or grasshopper. Carnivore: fox, owl or bird. If rabbits vanished, foxes would have less to eat and would decline or switch prey — and the grass would grow taller.

16. Window — transparent. Tracing paper — translucent. Book — opaque. Frosted glass — translucent. A plastic bottle — usually translucent, sometimes transparent. Moving the torch **closer** makes the shadow **bigger**; further away makes it smaller. Yes, two mirrors can turn a beam round a corner.

17. You feel a vibration in your throat, and it changes when the pitch changes. Tighter band → higher pitch. Thicker band → lower pitch. Shorter band → higher pitch. Plucking harder → louder, but the same pitch. So the first three change **pitch**; the last changes **volume**.

18. If gear A turns clockwise, B turns **anticlockwise**. A small gear driving a big one makes the big one turn **slower** with more force. A big gear driving a small one makes the small one turn **faster** with less force. On a bicycle, an easier gear for hills means more pedal turns for the same distance.

19. Igneous cooled from molten rock and often has crystals. Sedimentary formed in layers and may hold fossils. Metamorphic was changed by heat and pressure and is often banded or shiny.

Grown-ups: the arrow direction in sheet 15 is the reliable error. Saying "the arrow follows the energy" out loud once usually fixes it for good.

Science A1–E2

Answers – Social Studies, Health, The Arts

22. BCE counts backwards towards zero, so 3000 BCE is further in the past than 1000 BCE. CE counts forwards, so 1500 CE is later than 1000 CE.

24. Ontario — Toronto. Quebec — Quebec City. British Columbia — Victoria (not Vancouver, which catches almost everybody). Nunavut — Iqaluit. And **Ottawa** is the capital of Canada as a whole.

25. Few people live in the Far North because the winters are long and severe, the ground is frozen for much of the year, farming is very limited, and travel and building are expensive. The Prairies are flat with deep soil, so much of Canada's grain is grown there. The Canadian Shield is rock with thin soil, so mining and forestry matter more than farming.

28. You should never share your full name and address, your school, your phone number, when your family is away, or any password. Telling keeps somebody safe; tattling just gets somebody into trouble.

31. Unison — everyone doing exactly the same thing at the same time. A round — the same tune started at different times. Rhythm — the pattern of long and short sounds. Pitch — how high or low a sound is.

Most of this book has no answer key on purpose. Anything asking you to research, design, decide, explain or reflect is judged on whether the thinking holds together — not on matching a particular sentence. A well-argued answer nobody expected is worth more than a predictable one.

Grown-ups: in Ontario's four achievement categories, the open-ended sheets assess

Thinking and **Application** — which is where Level 4 lives. Accuracy alone is Level 3.

Growing Success, 2010