

Hello P4J

This will be the last set of work for our Primary Four School Year.

I have posted extra work so it should keep you busy for a while. Make sure you have read the final newsletter from Mrs. Daniels to find out how you are to collect your work books, school report and return library books.

Finally I am sorry I didn't get to say a big goodbye to everyone. You all have come so far in your education this year.

I wish you every success for your 2009-2010 Primary Five School Year.

I hope to see some of you when you come in to collect your books.

Kind regards,  
Arthur Jarden

# A pile of guesses

Collective nouns name collections.

*The name of a collection of sheep is a 'flock'.*



'Flock' is a collective noun.

Look at the collective nouns. Cut them out and match them to the things they collect.

## Collective nouns

a flock of	a litter of
a crowd of	a deck of
a bunch of	a school of
a team of	a staff of
a swarm of	a suit of
a herd of	a stack of
a hand of	a pack of
a choir of	a forest of
a crew of	a fleet of

## Nouns

trees	clothes
singers	sailors
whales	wolves
ships	cows
birds	cards
bees	bananas
grapes	teachers
puppies	people
hay	footballers

Compare your results with a friend.

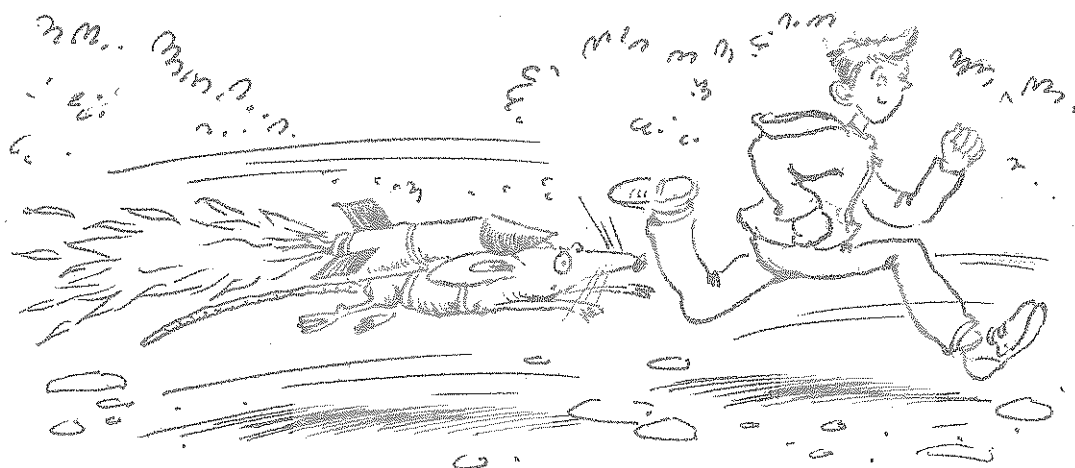
# Comparatives

## – using rhyming couplets

■ Below is the beginning of a poem. It is written in **rhyming couplets**. This means that each pair of lines rhyme at the end of the line. However, the rhyming words used to end lines changes with each couplet. The poem uses comparatives to make exaggerations.

■ Can you add more rhyming couplets to the poem below using the same structure?

I can jump higher than the roof of our house!  
 I can run faster than a rocket-propelled mouse!  
 I can laugh louder than my dad can snore!  
 I can keep my mouth shut tighter than a door!



I can \_\_\_\_\_ than \_\_\_\_\_

I can \_\_\_\_\_ than \_\_\_\_\_

I can \_\_\_\_\_ than \_\_\_\_\_

I can \_\_\_\_\_ than \_\_\_\_\_



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

- selling by telephone
- device for transmitting messages
- apparatus for transmitting sound (especially speech.)
- message sent by telegraph and delivered in printed form
- message sent by telephone or telex and delivered in printed form
- communication by telegraph

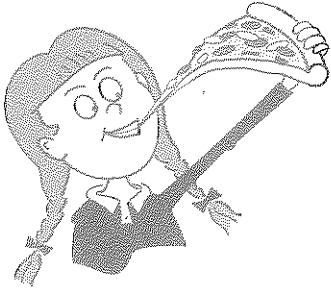
Write the correct definition from the box above next to each word. Remember to leave the correct space between the letters in your words. The first one is done to help you.

**Definition**

telephone	apparatus for transmitting sound (especially speech.)
telegram	
telegraph	
telegraphy	
telemesssage	
telesales	

Practising spacing within words.

# Pizza feast



Mr Mannix took his family to the Gourmet Pizza Restaurant.

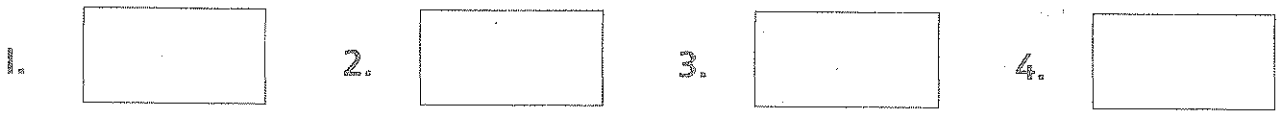
He was very happy with the price of the meals because he took \$150 to spend and received \$16 change.



Use the menu to calculate what the family might have had to eat and drink.

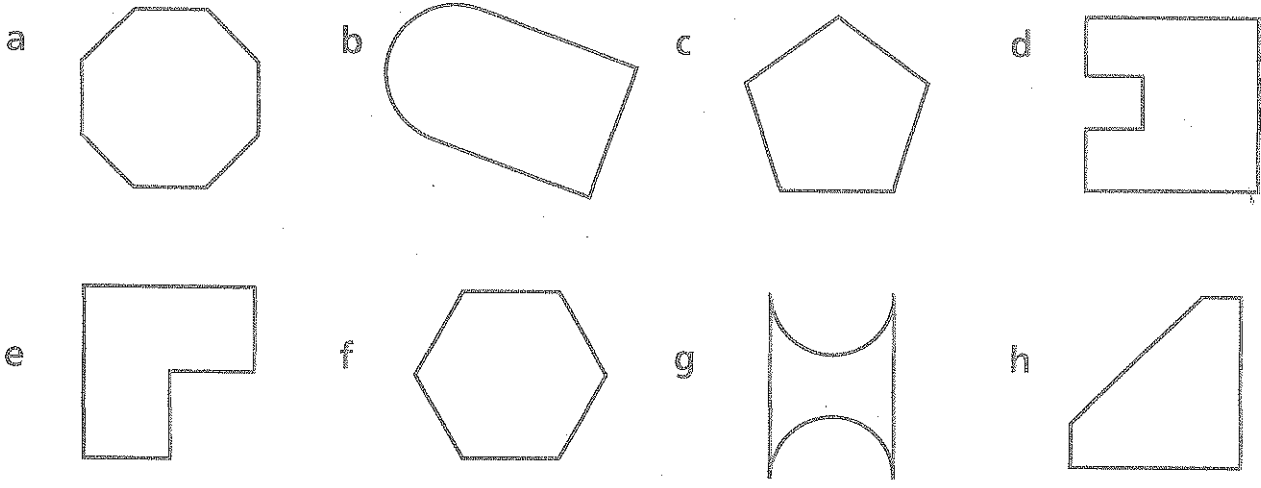
GOURMET PIZZA RESTAURANT		
<b>PIZZAS</b>		
Hawaiian	\$11.50	
Meat Lovers	\$13.00	
Mexicana	\$14.50	
Seafood	\$15.00	
<b>PASTA</b>		
Bolognaise	\$ 7.50	
Marinara	\$ 8.00	
Napolitani	\$ 9.00	
Lasagna	\$10.50	
<b>DRINKS</b>		
Soft Drinks	\$1.50	
Shakes	\$4.00	
Tea	\$3.00	
Coffee	\$3.50	

Name \_\_\_\_\_



4

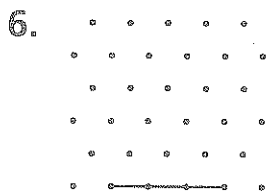
5. Shade the shapes that are polygons.



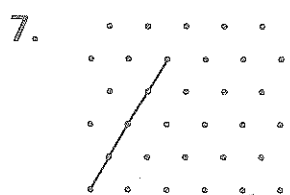
Below each polygon write its name and whether it is regular or irregular. E.g. regular pentagon.

14

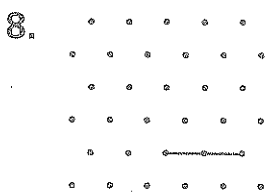
Draw in the other two sides for each of the triangles below so that they are isosceles or equilateral triangles.



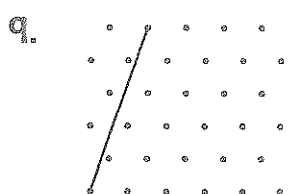
isosceles



equilateral



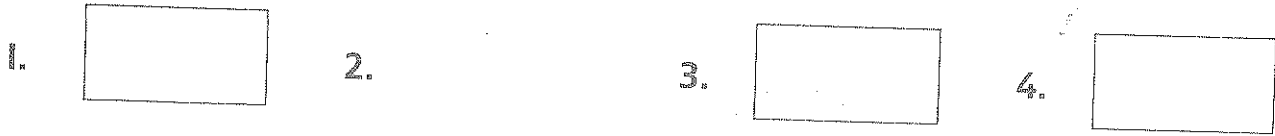
equilateral



isosceles


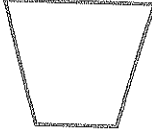

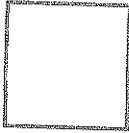

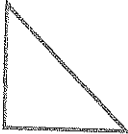
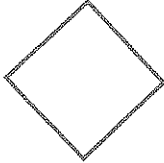

4

Name \_\_\_\_\_



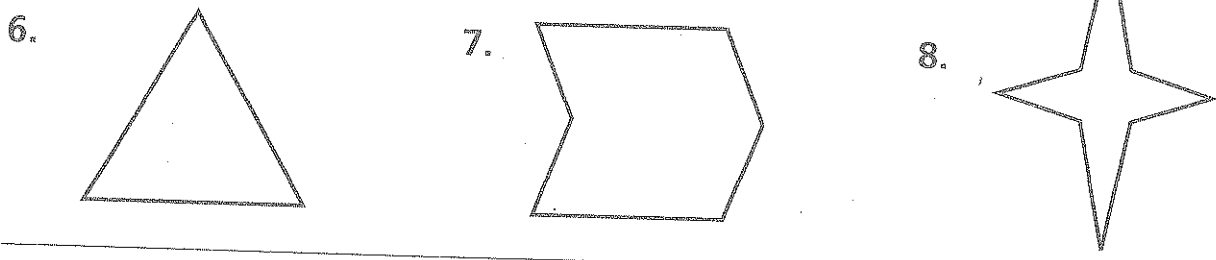
4

5. Join the shapes to the correct number of lines of symmetry.

a		0 lines	b	
c		1 line	d	
e		2 lines	f	
g		4 lines	h	

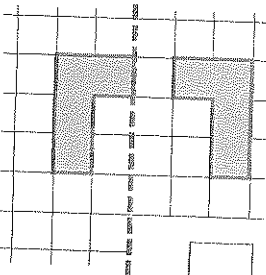
8

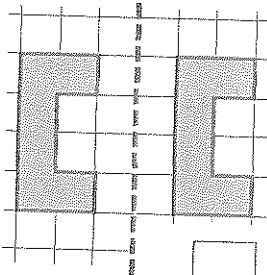
Draw lines of symmetry on these shapes.

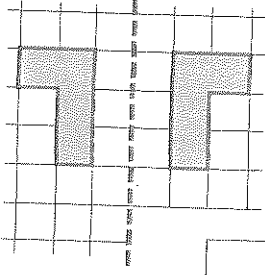


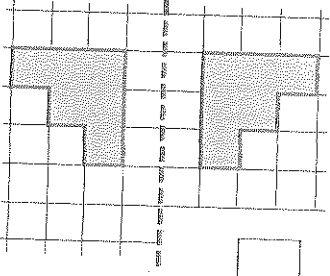
3

Tick the shapes that have been reflected correctly in the mirror line.

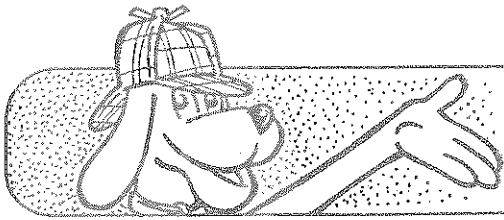
9. 

10. 

11. 

12. 

4



N.L.S.  
Year 4

# CHARLOTTE'S WEB

## Synonyms

**Synonyms** are words which have similar meanings. Write some synonyms for these words from the story.

1. That crazy rat!

---

2. "I think you're beautiful," said Wilbur.

---

3. Charlotte raced up to the top of the doorway.

---

4. Then he picked up the pail.

---

5. "I'm scared to death," whispered Mrs Zuckerman.

---

6. The goose chuckled.

---

7. Wilbur stood in the sun feeling lonely and bored.

---

8. And the rat began to climb a rope that hung against the wall.

---

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

Letters within words must only touch each other with a joining line. The joining line helps to make sure there is a space between the letters.

- A** Copy the suffix *tion*. Join your letters carefully.

*tion tion*

- B** Copy these words. Underline the suffix *tion*.

*direction*

*fiction*

*attention*

*proportion*

- C** Copy the suffix *sion*. Remember to space your letters neatly.

*sion sion*

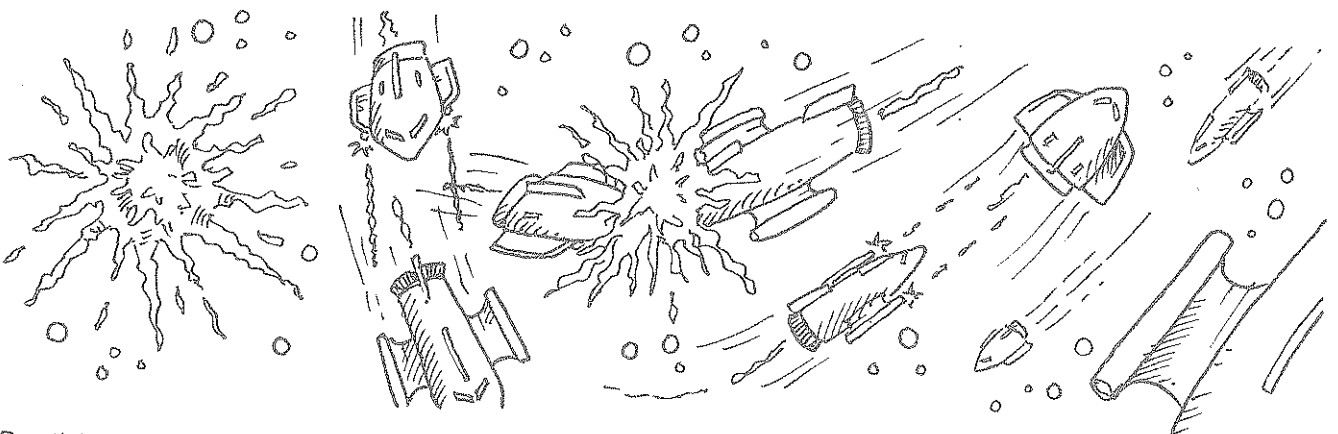
- D** Copy these words. Underline the suffix *sion*.

*collision*

*confusion*

*explosion*

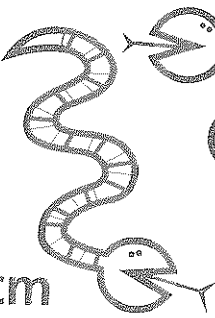

*exclusion*



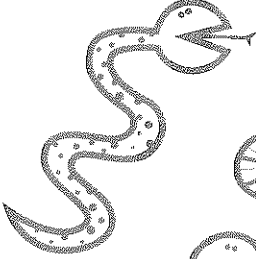

Practising spacing within words.

# Subtracting

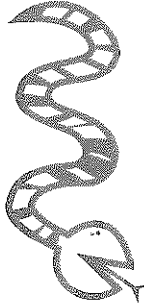

Write the difference between the length of the snakes.

31 cm  27 cm 

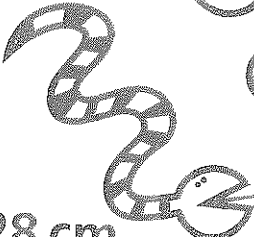
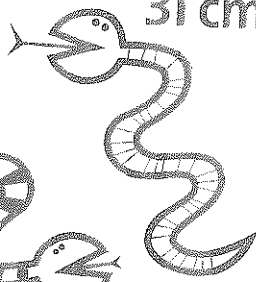
$31 \text{ cm} - 27 \text{ cm} = \square \text{ cm}$

19 cm  25 cm 

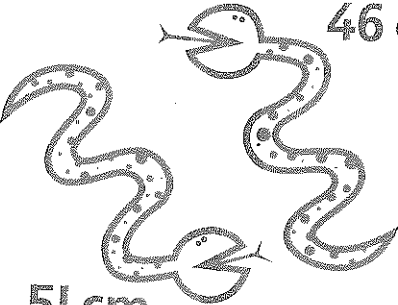

$25 \text{ cm} - 19 \text{ cm} = \square \text{ cm}$

35 cm  41 cm 

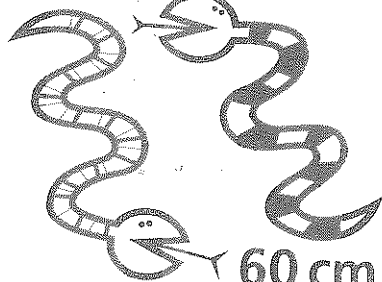
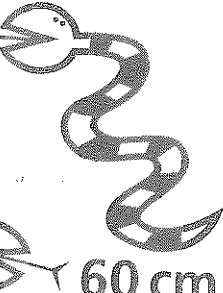
$41 \text{ cm} - 35 \text{ cm} = \square \text{ cm}$

28 cm  31 cm 

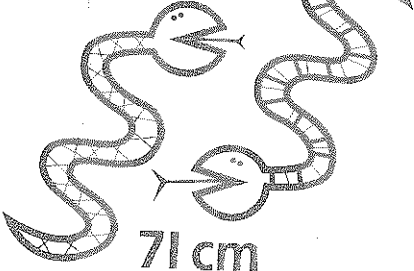

$31 \text{ cm} - 28 \text{ cm} = \square \text{ cm}$

46 cm  51 cm 

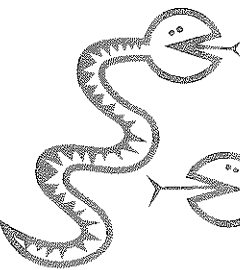
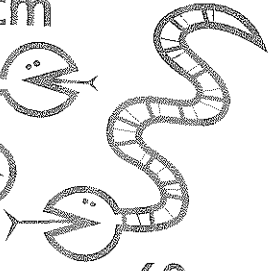
$51 \text{ cm} - 46 \text{ cm} = \square \text{ cm}$

53 cm  60 cm 

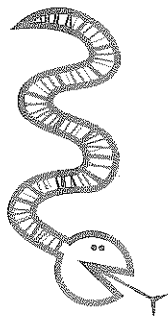
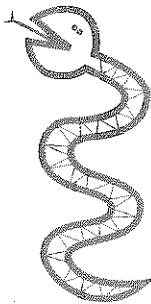
$60 \text{ cm} - 53 \text{ cm} = \square \text{ cm}$

65 cm  71 cm 

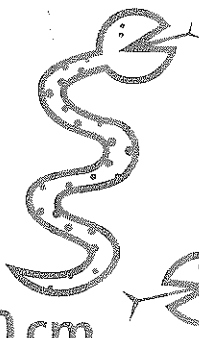
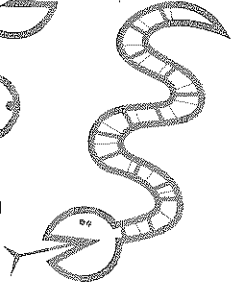
$71 \text{ cm} - 65 \text{ cm} = \square \text{ cm}$

37 cm  40 cm 

$40 \text{ cm} - 37 \text{ cm} = \square \text{ cm}$

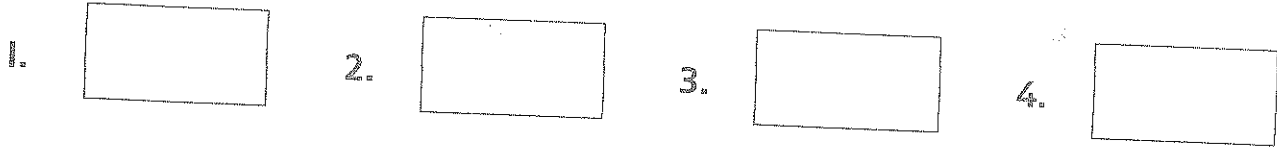
54 cm  61 cm 

$61 \text{ cm} - 54 \text{ cm} = \square \text{ cm}$

70 cm  64 cm 

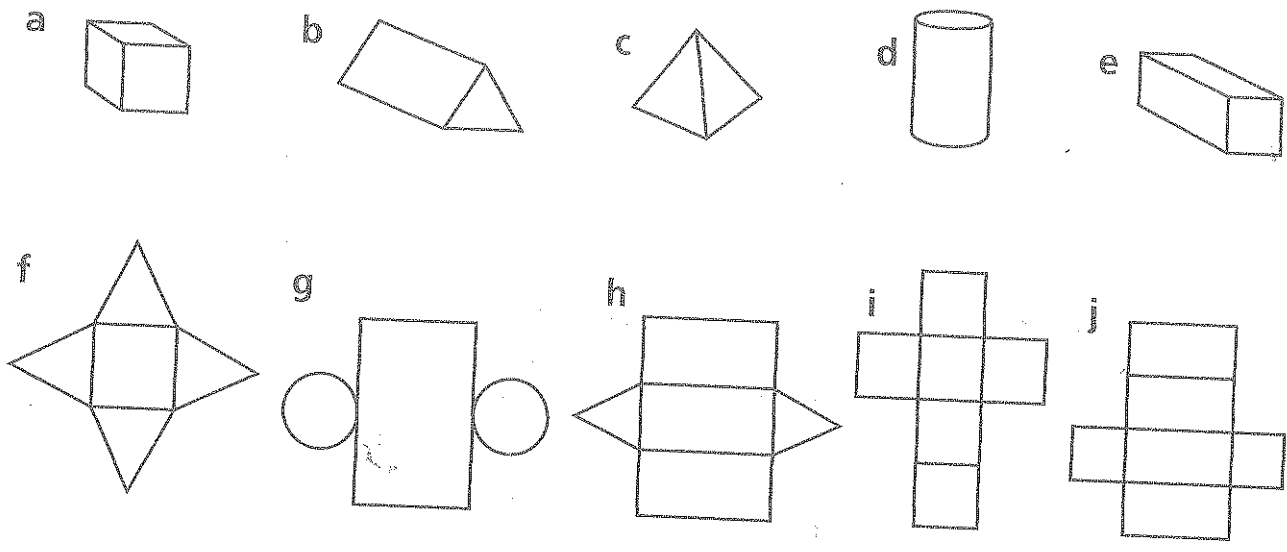
$70 \text{ cm} - 64 \text{ cm} = \square \text{ cm}$

Name \_\_\_\_\_



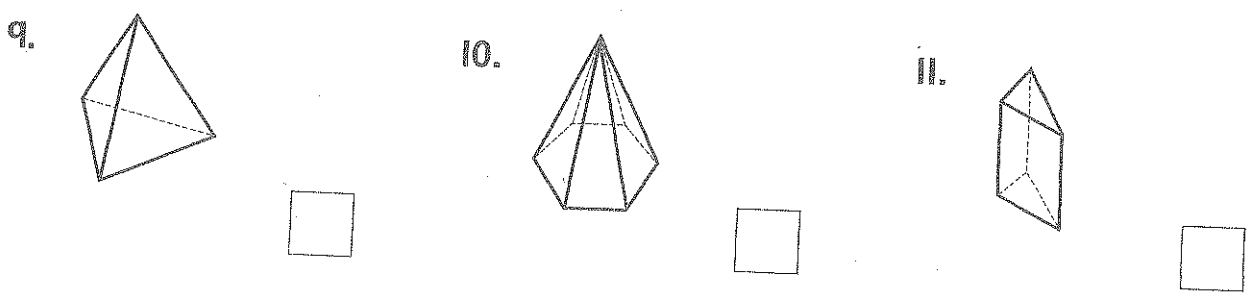
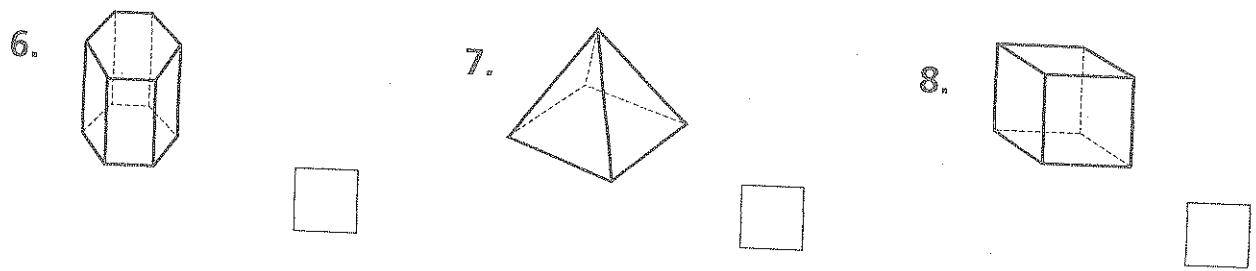
4

5. Join each shape to its net.



5

Name each of the shapes below.  
Tick the shapes that are pyramids.



12

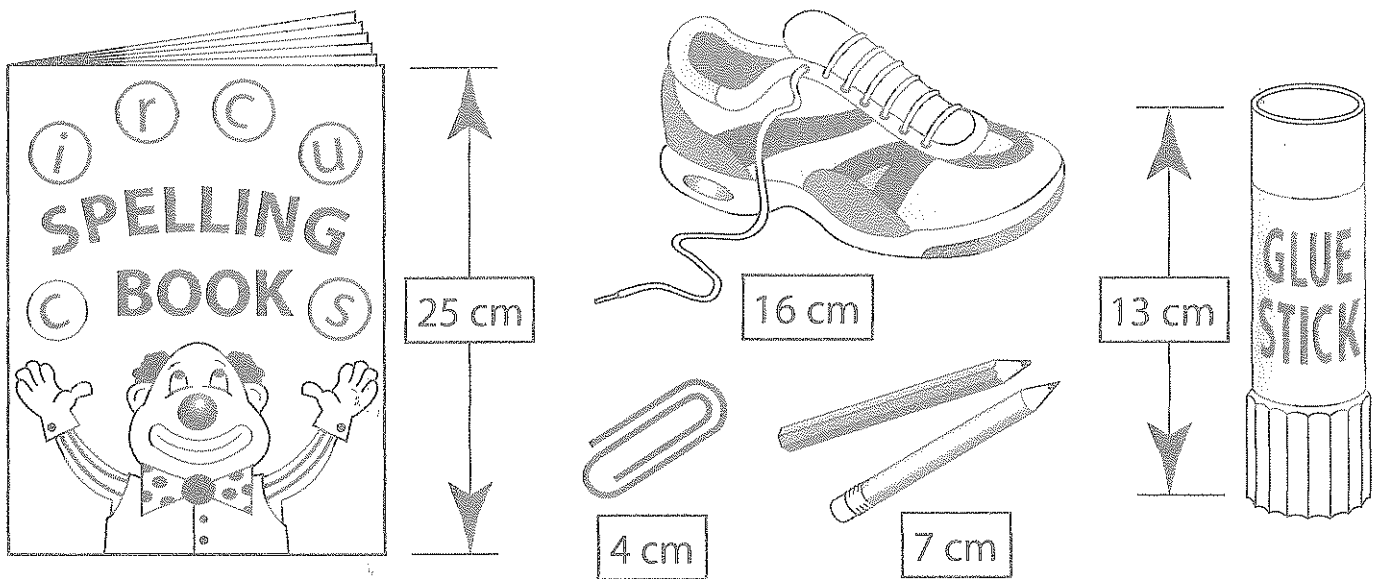
Score:  / 21

Total:

# Unusual lengths

Helena's teacher asked them to measure the length of the sink cupboard using only the items that she put on it. The teacher already knew the cupboard was 160 cm long.

These were the items she gave them with their lengths labelled.



How might Helena have measured the cupboard?  
Show a variety of ways.