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WHAT IS A HABITAT?

LEARNING INTENTION:

Students will learn about what a habitat is, and what living things co-exist in a local area.

SUCCESS CRITERIA:

- describe a habitat
- identify a variety of plants and animals in your school yard/ local park as living things
- illustrate a habitat
- determine the populations of living things in your school yard/ local park
- describe how inhabitants of an area live together as a community
- determine the threats to a forested habitat and its inhabitants

MATERIALS NEEDED:

- a copy of “A Habitat is a Home” worksheet 1 for each student
- a copy of “What’s Living Out There?” worksheet 2 and 3 for each student
- a copy of “Populations” worksheet 4 for each student
- a copy of “A Tree in the Forest” worksheet 5, 6, and 7 for each student
- iPods or iPads (*optional*)
- a class set of magnifying glasses
- a read aloud about habitat (*see suggestion in #5 of procedure section*)
- modeling clay
- chart paper, markers, pencil crayons, clipboards, pencils

PROCEDURE:

***This lesson can be done as one long lesson, or can be done in four or five shorter lessons.**

1. Using worksheet 1, do a shared reading activity with the students. This will allow for reading practise and breaking down word parts to read the larger words. Along with the content, discussion of vocabulary words would be of benefit for their comprehension.

Some interesting vocabulary words to focus on are:

- | | |
|--------------|--------------------------|
| • depend on | • sheltered |
| • ecosystem | • moss |
| • particular | • community |
| • contain | • biological environment |
| • habitat | • moist |
| • climate | • physical environment |

2. Give each student worksheet 2, a magnifying glass, and clipboard and pencil. Take them out into the school yard or to a neighborhood park to look for living things. (Remind students to be respectful of a living thing’s habitat, by leaving it just as they found it, and all things left unharmed.) Encourage students to notice the different types of trees, plants, animals, birds, and insects. Pose this question as they look, ‘how are the living things using their habitat and sharing the space?’ *An option is to give students iPods or iPads to take photos of the different living things that they see.*
3. Upon returning, engage students in a discussion about their observations, and of how the living things used and shared the habitat. Give students worksheet 3 to complete.
4. Discuss the meaning of ‘population’ with the students. Give them worksheet 4 to complete. Their data should be displayed using a bar graph.



5. Review the meanings of habitat, community, and population, with the students. At this point, it may be beneficial to do a read aloud about these concepts in order to further their understanding. A suggested book is A Tree in the Forest (Author: Jan Thornhill). During reading, ask students about the populations of certain animals that live in this area of the forest. Sample questions are:
- When the tree was 10 years old, what population of skunks lived in its area?
 - When the tree was 25 years old, what population of deer lived in its area?
 - When the tree was 70 years old, what population of chickadees lived in its area?
 - When the tree was 150 years old, what population of raccoons lived in its area?
 - When the tree was 195 years old, what population of wolves lived in its area?
6. Give students worksheets 5, 6, and 7 to complete. A follow up option is to come back together as a large group and have students share their responses about natural events that could threaten a forest habitat, and how exactly it could impact living things in it. This could generate some rich discussion and allow students to use some topic specific vocabulary.

DIFFERENTIATION:

Slower learners may benefit by working in a small group with teacher support to create a bar graph together on chart paper of the populations of living things found in their school yard or local park, thus eliminating the need to complete it individually on a worksheet. An additional accommodation would be for these learners to work in a small group with teacher guidance to discuss the questions on worksheet 6, and omitting the written expectation to respond.

For enrichment, faster learners could use modeling clay to create a three dimensional figurine of an animal that they saw in their school yard habitat, and/or of an animal they read about living in the story A Tree in the Forest.

A Habitat is a Home

All living things depend on other living things for survival. Plants and animals that live in a particular place share the same water, air, climate, and type of soil, which make up their physical environment. These plants and animals also share their physical environment with other plants and animals living there. This is the biological environment. Both environments make up the habitat of each plant and animal.

Many plants and animals that use trees and sheltered areas for their homes live in a forest environment. Birds, mice, owls, squirrels, deer, and other living things make their homes in the forest. In the forest, there are many small habitats. Animals can even be found living in tree trunks, among dead leaves, in holes, in the branches of trees, or under rocks!

Wood lice like to live under rocks or rotting logs where it is moist. The rotting log or rock is their habitat. They may share space with millipedes, moss, and other living things. Together, they all live in a community. This community is one of the many communities of living things in the forest. Living things, along with the non-living things like soil, wind, and rain, form a very large habitat or what is called an ecosystem.



Wood lice are also called sow bugs or pill bugs.

In a backyard habitat you might find living things such as robins, starlings, sparrows, squirrels, trees, plants, grass, and insects. A robin may make its nest in a maple tree and feed on earthworms. Sparrows may live in a pine tree and eat insects or seeds from a bird feeder. Short plants may grow under tall plants, and vines may grow along a fence. Moss may be growing on the trunks of trees. All these living things form a large backyard habitat that contains many smaller habitats. Are you wondering what is living in your yard? It's time to find out!



What's Living Out There?

Did you know that your own school yard is a home for many different plants and animals? Take a walk out into your yard or a nearby park. List the different types of plants and animals that you see living there.

TREES

PLANTS



BIRDS

INSECTS

ANIMALS

Draw a map of the habitat that you have investigated as though you were looking down from a helicopter, in other words, a bird's eye view.

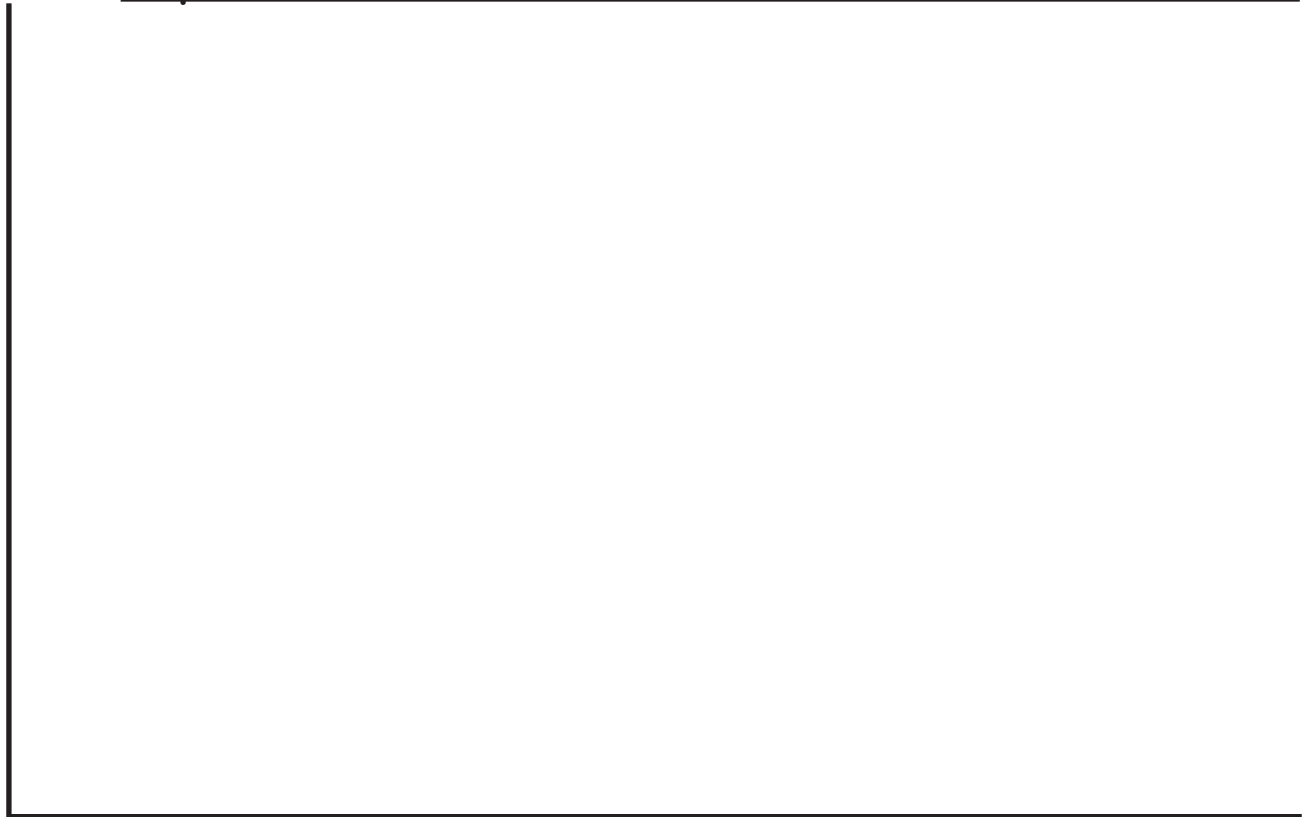


Populations

Through your investigation you found a variety of plants and animals in your school yard or neighborhood park habitat.

Look at your data on worksheet 2. Graph the number of populations of trees, plants, birds, insects, and animals that live there. For example, if you found six species of insects, you would show six in the 'insects' column.

Populations of Inhabitants Found in the School Yard



Conclusions:

A Tree in the Forest

Working with a partner, talk about the living things that inhabited the forest. Remember, living things can be plants or animals. Record your thoughts in the box below.



List the living things inhabiting the forest in the story A Tree in the Forest.



Do the inhabitants of this forest change depending on the seasons? Explain your thinking.

Explain how the inhabitants in this forest area live together as a community. (How do they depend on each other?)

Illustrate how the early settlers in the story A Tree in the Forest depended on the forest habitat.

Think **Pair** **Share**



With a partner, do some thinking and sharing of ideas about natural events that can threaten a community living in a forest habitat. Record your ideas.



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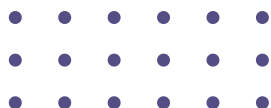
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Name: _____

WEEK

1

ACTIVITY

1

TOTAL

/5

Correct these sentences.

1. have you ever been to niagara falls ontario

2. my friend nicole lives in montreal quebec

Number these words to show their alphabetical order.

3. _____ buffalo _____ beaver _____ bear _____ bison

4. _____ elm _____ elk _____ eagle _____ eel

Circle the word that does not belong.

5. hockey lacrosse football french fries soccer

Name: _____

Sentence or not a sentence?

1. Animals in Canada's North. _____

2. There are five Great Lakes in Canada. _____

Correct these sentences.

3. my teacher said that we are going to visit the royal canadian mint in ottawa

4. don't you agree that canadians are the greatest hockey players

Common or proper noun?

5. Royal Canadian Mounted Police _____

WEEK

1

ACTIVITY

2

TOTAL

/5

Name: _____

Use context clues to explain the meaning of the underlined word.

1. We were dumbfounded by the beauty of the Rocky Mountains.

Correct these sentences.

2. our family is going to visit an old viking settlement in newfoundland

3. wouldn't it be fun to pan for gold in dawson city in the yukon

Circle the words that are spelled incorrectly.

4. elm mapel oake birch cedar
5. robin cardonal blue jay eagel sparrow

WEEK

1

ACTIVITY

3

TOTAL

/5

Name: _____

Divide each word into syllables.

1. pioneer _____
2. Saskatchewan _____

Correct these sentences.

3. have you ever been to the cn tower asked chloe

4. our teacher read the story called white fang by jack london

Circle the correct abbreviation for "post office"

5. po. P.O. P/O pst.

WEEK

1

ACTIVITY

4

TOTAL

/5

Name: _____

Write the word or words that best complete each sentence.

1. Have you ever _____ on an overnight train ride?
went / gone / go
2. My friend took two days to _____ reading "Underground to Canada"
finish / done / completed
3. _____ late for school each morning.
She's / She'd / She'll
4. My uncle's four-wheeler _____ a flat tire.
gots / have / has
5. Remember that we _____ beside the light pole so we can find it later.
parks / parking / parked

WEEK

1

ACTIVITY

5

TOTAL

/5

Name: _____

Bonus Activity

How many words can you make using the letters in the word "CANADA"?

Remember you can not use a letter more than once unless it is in the word more than once. Check your dictionary if you are unsure of the spelling of your answer.

WEEK

1



MY CANADA

When in full production, **15 million loonies** can be produced per day.

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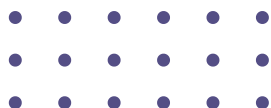
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Name: _____

1. **Word Meanings:** Match these words from the story to their meanings.
Write the letter beside the word in front of the correct meaning.

Word	#	Meaning
a) croutons		to lace, tie or put together
b) mesh		a net made of laced threads or wires
c) photograph		a kind of fat from cattle and sheep
d) source		small cubes of crisply toasted bread
e) suet		where something begins or comes from
f) weave		to take a picture of something

2. Birds are creatures that can find their own food most of the time. Why do you think some people like to provide food for birds?

3. What are some situations where it would be very difficult for birds to find their own food? Try to think of at least three answers.

4. What dangers might birds face in their search for food? Try to think of at least three answers.



Feeding Our Feathered Friends

Many birds live year round in some of the colder countries like Canada. During the long, cold winter, they have to work very hard to find enough food. They spend almost the entire day searching for seeds, dried berries and anything else that they can eat. We can help out these winter birds by setting up feeders in our yards.

5. What are some foods that humans like to feed to birds? Try to think of as many answers as you can.

Making a simple feeder can be easy to do. Here are some ideas for you to try.

Pine Cone Feeder

- Collect some big pine cones.
- Tie a piece of string about 12 inches (30 cm) around the biggest end. Weave it around the cone pieces so you can hang the cone.
- Spread peanut butter around the top of the cone (evenly over the top of the string)
- Sprinkle some bird seed on the peanut butter. Press the seeds in with your fingers.
- Hang the cones from a branch or hooks where the birds will find them.



Mesh Bag Feeder

- Find a mesh plastic bag. They are used to package onions and some fruits.
- Fill the bag with suet. Suet is a kind of fat that you can get from your butcher.
- Tie off the end and then tie a string around that end so you can hang up the feeder.
- You can try other foods in the mesh bag feeder: stale cookies, doughnuts and bread, fruit, dried cereals.
- Hang your feeder where the bird will visit and eat.





Milk Carton Feeder

- Make a hole through the top part of the carton that stands up. Put a piece of string through the hole and tie it tightly.
- Near the bottom of the carton, cut out an opening. Ask an adult to help you. Make the opening large enough for the bird to feed there.
- Put in some birdseed, dried cereal or croutons.
- Hang your feeder where the birds will see it and feed there.



As soon as the birds discover your feeders, they will be regular visitors! However, there are some points you need to keep in mind when placing your feeders.

Points to Remember	Why This Point is Important
1. Keep the feeders filled with food.	
2. Be sure to place your feeders where they are out of the reach of cats and squirrels.	
3. Check your feeders to see if they need repairs.	

You will be rewarded by watching different species feed each day. Maybe if you are careful and quiet, you will be able to photograph these feathered friends!



Design Your Own Bird Feeder

Think about:

- The kind and size of bird you want to attract
- The materials you will use
- Where you will place the feeder (trees, fence post, hanging from a hook)

Complete the chart below.

- List the materials you will use.
- Illustrate and label the feeder. In your picture show where the feeder will be placed

Materials I Used for My Feeder	Illustration of My Feeder

Thinking Beyond the Facts

Try to find out more about building bird feeders.
Use magazines, non-fiction library books, and the internet to help you.
Here are some websites to help you get started:

www.feedersandhouses.com

www.a-home-for-wild-birds.com/build-a-bird.html

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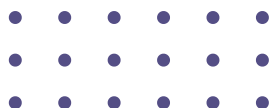
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CANADIAN MAPPING

Helpful Teacher Notes for Specific Pages:

It is well worth the time taken to insist early on that map colouring and labelling guidelines be followed. Explain that a map is intended to provide us with information. It must be legible.

- Colour inside the lines using horizontal movements.
- Colours should not mix.
- Shade lightly.
- Label in small neat printing.
- Label rivers by printing along the meandering direction of the river.
- All maps should have great titles that immediately tell us how this map will be useful.
- The best maps include a Legend or Key.

Pages 58 – 59: Landforms – The Physical Regions of Canada: Discuss the uses for a physical map. Go over the main regions of Canada as noted on the map. Make a list of these with small drawings beside each to help students remember what those areas are like. If possible, show photographs taken in each region. **Teaching Idea:** Provide pairs of students with a map of Canada mounted on cardboard. Challenge students to depict Canada's landforms (3D) using play dough.

They will enjoy using popsicle sticks to create texture in the various regions.

Page 63: The Niagara Region of Canada and Page 64: Alberta's Oil Region: Economic Regions of Canada: You may wish to change this activity from poster to booklet, computer presentation, 3D diorama, etc. The guidelines given here will help with any of these project choices.

An economic region is an area in Canada that is significant because of its high volume of production, exchanging and transporting of certain goods and services, resulting in wealth to that region and to Canada.

- **Niagara Region** - Ontario
- **Oil Rich Lands** - Alberta
- **Tourism** - Maritimes
- **Agriculture** - Prairies and Southern Ontario
- **Mining** - Northern Ontario, Yukon, Northern Quebec, Northwest Territories
- **Forestry** - British Columbia
- **Energy** - Ontario, Quebec
- **The St. Lawrence-Great Lakes Seaway** - Ontario and Quebec

Other:

Main Economic Activity in Niagara Region: tourism, agriculture (especially viticulture – winemaking)



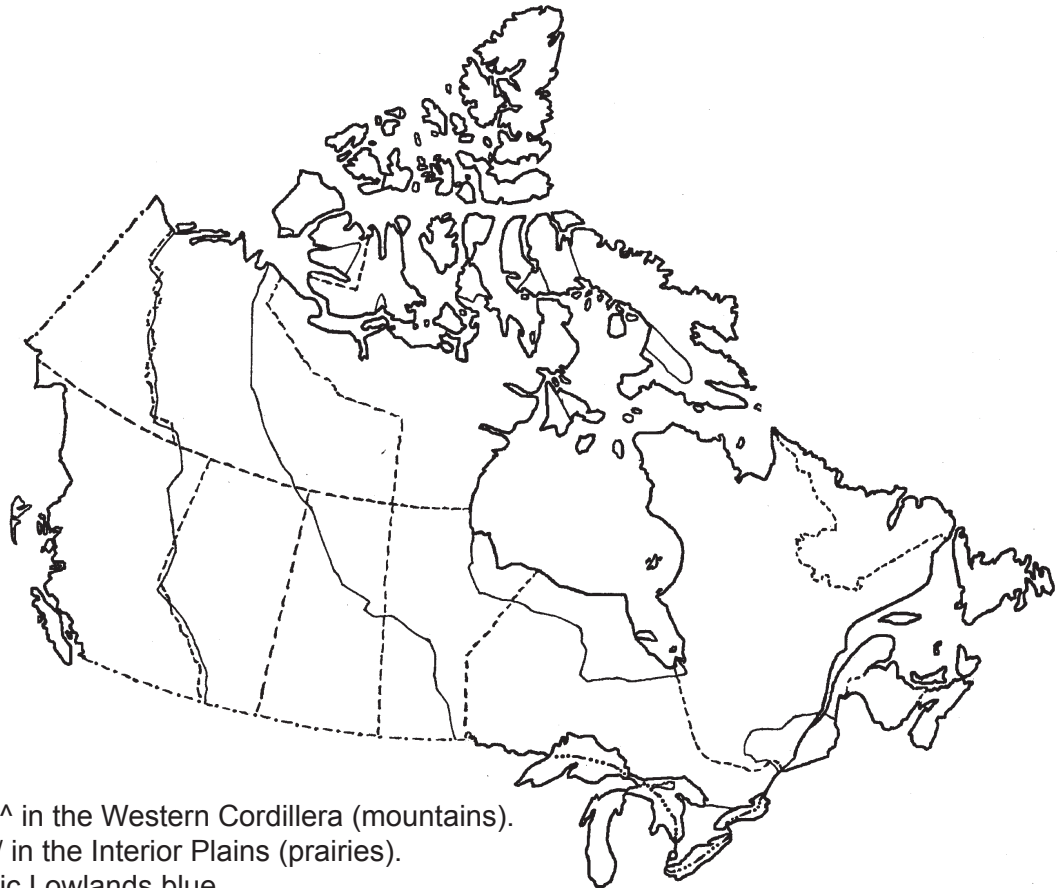
Main Economic Activity in the Alberta Oil Sands Area: mining, oil extraction, natural gas.
Literacy connection: Students write a letter as if they live in a region (could be their own or another) to a person in a far off place...the letter will show what they know about their region.



Landforms: The Physical Regions of Canada - Part 1

Physical maps show the natural features of the earth such as mountains, valleys, ranges, and deserts. Canada can be divided into seven physical regions based on the landforms found there.

Physical Map of Canada



1. Draw purple ^^^ in the Western Cordillera (mountains).
2. Draw brown //// in the Interior Plains (prairies).
3. Colour the Arctic Lowlands blue.
4. Draw red ----- in the Hudson Bay Lowlands.
5. Colour the Appalachian Region orange.
6. Colour the Canadian Shield black.
7. Colour the Great Lakes-St. Lawrence Lowlands green.
8. Draw a large dot ● for your community.
9. My community is in _____

(Print the name of the physical region for your community.)

10. Underline the landforms found in your physical region:

mountains
deserts
rocky shield

huge freshwater
lakes
prairies(plains)

foothills
good farmland
large forests

wide river valleys
tundra

Think about the land in and around your community. Describe it here: _____



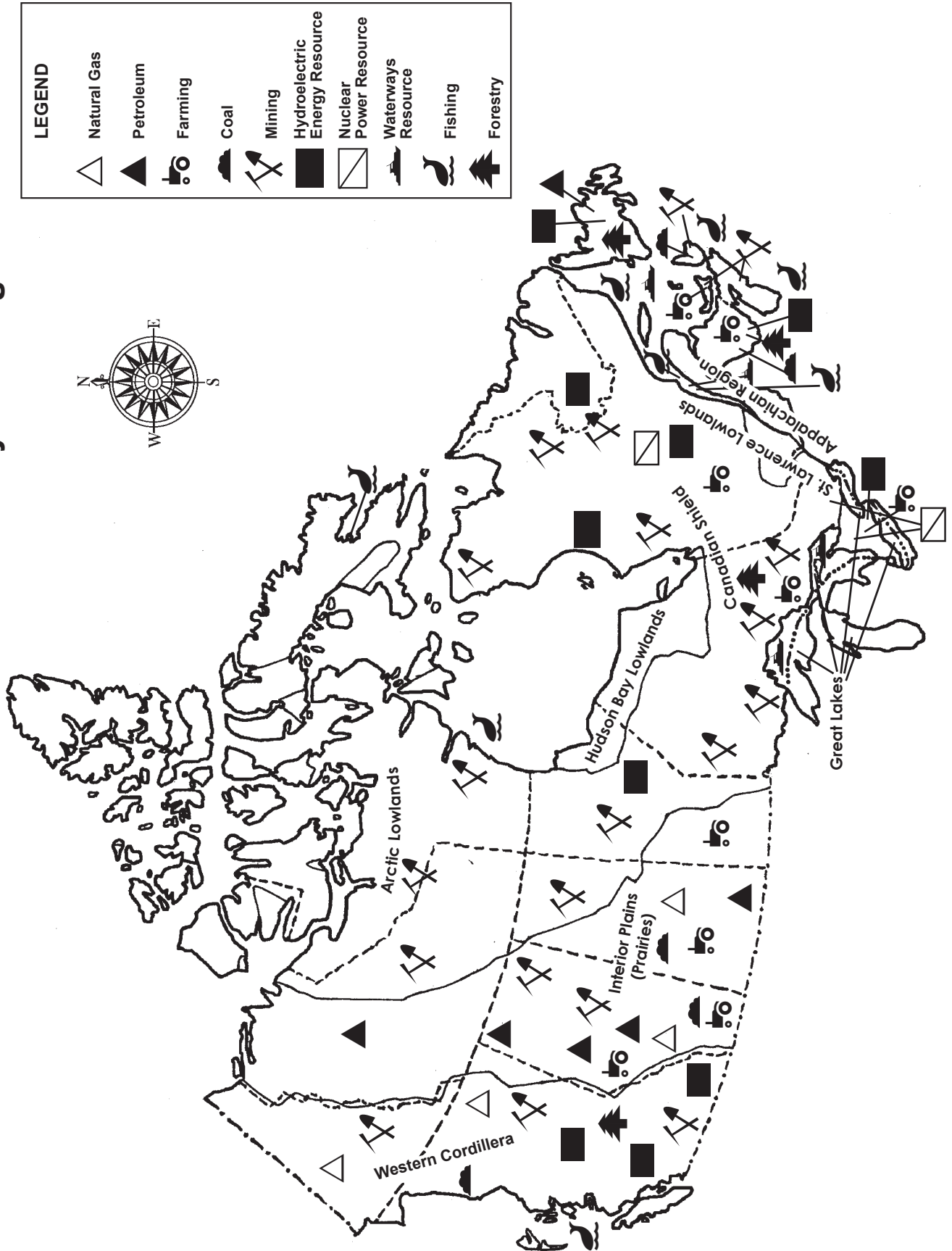
Landforms: The Physical Regions of Canada - Part 2

Canada can be divided into seven physical regions based on the landforms found there.

1. Join each physical region with its description.
2. Shade with a light green crayon the two rectangles that tell about the physical region where you live.

Physical Region	Descriptions of Physical Regions
Western Cordillera ☒	☉ is a northern landscape and is a combination of the Cordillera, Plains and the Canadian Shield.
Arctic Lowlands ☒	☉ is in between the Cordillera and the Great Canadian Shield. It is generally flat plains. However, there are also hills, low mountains, cliffs, forests, and wide river valleys.
Interior Plains ☒	☉ is low, rounded mountains crossed by valleys and lowland areas.
Canadian Shield ☒	☉ is wetlands, with many rivers flowing North.
Great Lakes-St. Lawrence Lowlands ☒	☉ is the largest of Canada's seven physical regions. It is mainly rock. In many places, this rock is cut by rivers, lakes, and valleys.
Appalachian Region ☒	☉ is fairly small in area, made up of the peninsula of southern Ontario and extending along the St. Lawrence River to the Atlantic Ocean. There are many farms, urban areas, and industries.
Hudson Bay Lowlands ☒	☉ is located on the west coast of Canada. The landscape has long ranges of high rugged mountains. This includes the Rocky Mountains and the Coastal Mountains. Parts of this region are covered with forests.

Canada's Natural Resources and Physical Regions





Canada's Natural Resources and Physical Regions

1. Circle the names of Canada's provinces and territories found in the rectangles below.
2. In each rectangle below, put an X beside the word that does not belong.
3. Put a checkmark for words that do belong.
4. Add a correct word to each list.

___ mountains ___ Atlantic Ocean ___ British Columbia ___ West Word: _____	___ minerals ___ Nova Scotia ___ West ___ Atlantic Ocean Word: _____	___ Great Lakes ___ forestry ___ minerals ___ Ontario Word: _____	___ Yukon ___ mountains ___ minerals ___ North Word: _____	___ fishing ___ forests ___ New Brunswick ___ East Word: _____
___ Nunavut ___ mining ___ hot ___ North Word: _____		___ farming ___ Pacific Ocean ___ P.E.I. ___ island Word: _____	___ hunting ___ North ___ Northwest Territories ___ farming Word: _____	
___ Quebec ___ hydro-electricity ___ minerals ___ prairie Word: _____	___ farming ___ mountains ___ minerals ___ Manitoba Word: _____	___ Alberta ___ farming ___ petroleum ___ fishing Word: _____	___ prairie ___ Saskatchewan ___ farming ___ mountains Word: _____	___ Newfoundland and Labrador ___ East ___ fishing ___ farming Word: _____



Economic Regions of Canada

An economic region is an area in Canada that is significant because of its high volume of production, exchanging, and transporting of certain goods and services, resulting in wealth to that region and to Canada.

Using the colour indicated, lightly shade the approximate area of these economic regions of Canada.

- | | |
|--|---|
| 1. Niagara Region (Blue) | 5. Oil Rich Lands Alberta (Red) |
| 2. Tourism Maritimes (Purple) | 6. Forestry British Columbia (Black) |
| 3. Agriculture Prairies, Prince Edward Island and Southern Ontario (Yellow) | 7. Energy Ontario, Quebec (Orange) |
| 4. Mining Northern Ontario, Yukon, Northern Quebec, Northwest Territories (Brown) | 8. The St. Lawrence-Great Lakes Seaway Ontario, Quebec (Green) |
| | 9. Other: |

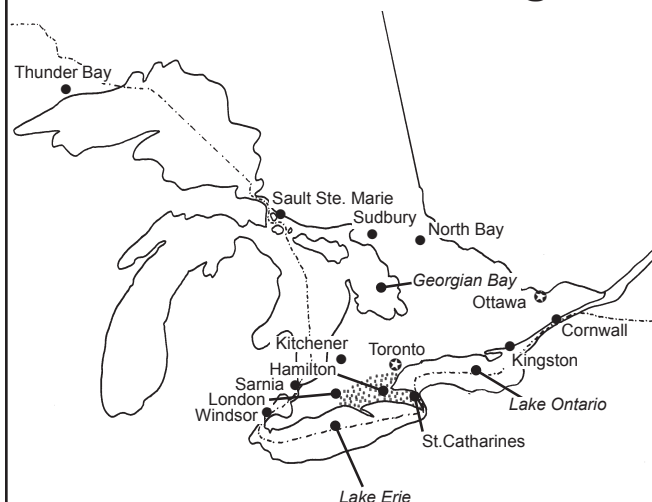


Name the region where you would find:

- a) hectares of very flat farm fields filled with growing grain _____
- b) enormous machines to cut gigantic trees _____
- c) fields of vines growing purple and green fruit _____
- d) huge hydro-electric dams _____
- e) enormous diamond mines in the tundra above and below ground _____
- f) cargo from ships from many countries being unloaded at docks _____
- g) hikers on a cliff trail overlooking the ocean _____
- h) bulldozers moving large areas of black, sandy, oily material _____



The Niagara Region of Canada



A region is an area that is similar throughout its extent and different from the places around it. The area around Niagara Falls is referred to as the Niagara Region, which is famous for farms growing different types of fruits due to its moderate climate.

Create a poster about The Niagara Region of Canada.

Use the following to help you plan your poster.

Things to Think About (and possibly add to your poster):

1 Location/Place:

Where is it? What province or territory is it in? What other countries are nearby? Why was it originally settled? Provide its latitude and longitude coordinate location.

Use a red crayon to lightly shade (colour) the region on a map of Canada.

2. Economy:

Economy is the wealth and resources of a region and the system of producing and using various products and services. Tell about the exchanges of goods and services in the region. What are the main economic activities?

3. Environment:

Natural Resources are the materials found in nature which people find useful or valuable. They include non-renewable and renewable resources.

What major physical regions and landforms are found in the area? Canada's major physical regions are: Western Cordillera, Arctic Lowlands, Interior Plains, Canadian Shield, Great Lakes and St. Lawrence Lowlands, Appalachian Region, and Hudson Bay Lowlands.

Are there any major bodies of water? What is the climate of this region?

4. People:

What is the population of the region? Where do most of the people live in the region? (This is called population density.) What are the major cities and towns?

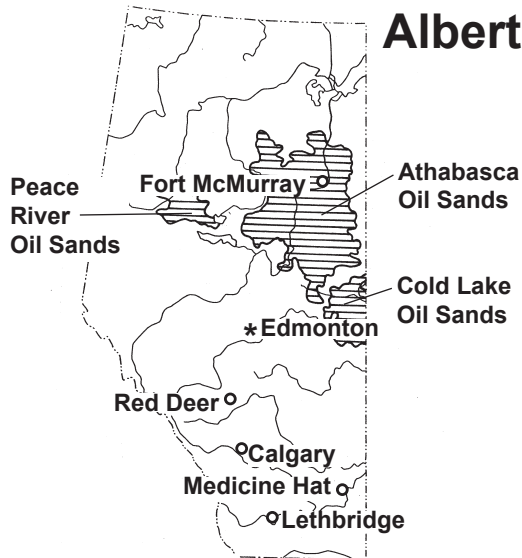
5. Transportation:

What are the major highways in the region? What major airports service this region?

What major railroads service this region? Where are the major ports or harbours?



Alberta's Oil Sands Region



A region is an area that is similar throughout its extent and different from the places around it.

The Alberta Oil Sands region is becoming increasingly important to people in Canada and to countries around the world due to its abundance of oil in its tar sands.

Create a poster about The Alberta Oil Sands Region of Canada.
Use the following to help you plan your poster.

Things to Think About (and possibly add to your poster):

1. Location/Place:

Where is it? What province or territory is it in? What other countries are nearby? Why was it originally settled? Provide its latitude and longitude coordinate Location.

Use a red crayon to lightly shade (colour) the region on a map of Canada.

2. Economy:

Economy is the wealth and resources of a region and the system of producing and using various products and services.

Tell about the exchanges of goods and services in the region. What are the main economic activities?

3. Environment:

Natural Resources are the materials found in nature which people find useful or valuable. They include non-renewable and renewable resources.

What major physical regions and landforms are found in the area? Canada's major physical regions are: Western Cordillera, Arctic Lowlands, Interior Plains, Canadian Shield, Great Lakes and St. Lawrence Lowlands, Appalachian Region, and Hudson Bay Lowlands.

Are there any major bodies of water? What is the climate of this region?

4. People:

What is the population of the region? Where do most of the people live in the region? (This is called population density?). What are the major cities and towns?

5. Transportation:

What are the major highways in the region? What major airports service this region?

What major railroads service this region? Where are the major ports or harbours?

Comparing Two Regions of Canada

Insert the name of a region.

Insert the name of a second region.

Different

Same

Different

Insert here phrases to tell how these regions are alike and how they are different.