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INTRODUCTION

Do basic skills have to be boring? Absolutely not! Mastery of basic skills provides the foundation for exciting learning opportunities for young children. Content relevant to their everyday life is fascinating stuff! Kids love learning about topics such as galaxies and glaciers, thunderstorms and timelines, continents and chemicals, tarantulas and tornadoes, poems and plateaus, elephants and encyclopedias, mixtures and mummies, antonyms and Antarctica and more. It is on acquired knowledge bases that they develop basic skills which enable them to ponder, process, grow and achieve school success.

Acquiring, polishing and using basic skills and content is a cause for celebration – not an exercise in drudgery. *Basic Not Boring Years 4–5* invites you to celebrate with students as you help them sharpen their abilities in the four major skills areas of English, maths, society & environment and science.

As you examine *Basic Not Boring Years 4–5*, you will see that it is filled with attractive age-appropriate student exercises. These pages are no ordinary worksheets! *Basic Not Boring Years 4–5* contains hundreds of inventive and inviting ready-to-use lessons based on captivating themes that invite the student to join an adventure, solve a puzzle, pursue a mystery or tackle a problem. Additionally, each fittingly illustrated exercise provides diverse tools for reinforcement and extension of basic and higher-order thinking skills.

Basic Not Boring Years 4–5 contains the following components:

- **A clear, sequential list of skills for 12 different content areas**

Check lists of skills begin each content section. These lists correlate with the exercises, identifying page numbers where specific skills can be practised. Students can chart their progress by ticking off each skill as it is mastered.

- **Nearly 300 pages of student exercises**

Each exercise page:

- . . . addresses a specific basic skill or content area
- . . . presents tasks that grab the attention and curiosity of students
- . . . contains clear directions to the student
- . . . asks students to use, remember and practise a basic skill
- . . . challenges students to think creatively and analytically
- . . . requires students to apply the skill to real situations or content
- . . . takes students on learning adventures with a variety of delightful characters!

- **A ready-to-use assessment tool**

Four skills tests, one for each content area, are included in the appendix. The tests are presented in parts corresponding to the skills lists and topic divisions in the book. Designed to be used as pre- or post-tests, students can be given individual parts of these tests at separate times, if needed.

- **Complete answer keys**

Easy-to-find and use answer keys for all exercises and skills tests are provided in the appendix.

JOIN THE CIRCUS!

Nancy and her penfriend Dana have exchanged riddles, poetry and puns. This week, Nancy is sending fourteen proverbs for Dana to paraphrase.



A proverb is a wise saying that teaches a lesson. Paraphrase these proverbs.
(Rewrite them in your own words.)

1. Haste makes waste. _____
 2. He who hesitates is lost! _____
 3. Strike while the iron is hot. _____
 4. A stitch in time saves nine. _____
 5. Every cloud has a silver lining. _____
 6. A rolling stone gathers no moss. _____
 7. Nothing ventured, nothing gained! _____
 8. Fish and visitors smell in three days. _____
 9. Fools rush in where angels fear to tread. _____
 10. Three may keep a secret if two are dead. _____
 11. A bird in the hand is worth two in the bush! _____
 12. Don't count your chickens before they hatch. _____
 13. Don't change horses in the middle of a stream. _____
 14. You can lead a horse to water, but you can't make him drink. _____
- _____

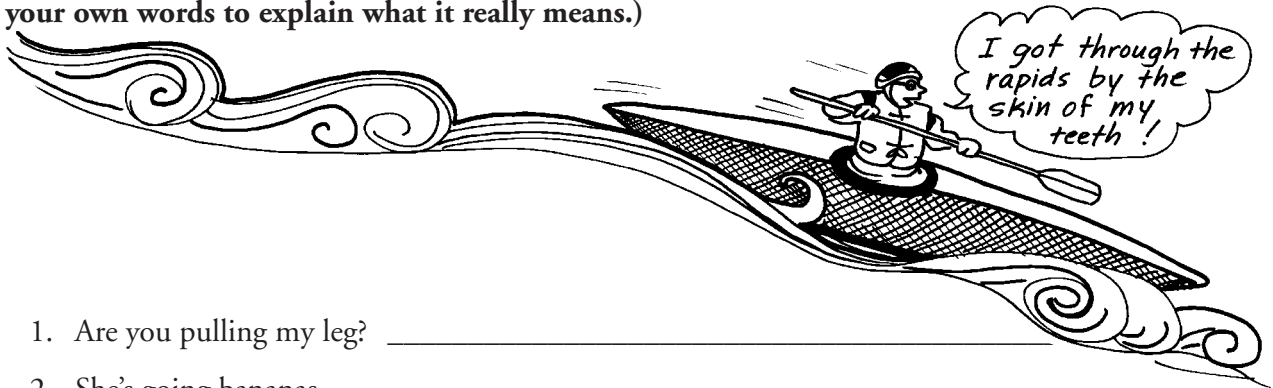
Name _____

RIDE A RAGING RIVER

There's no thrill quite like a whitewater thrill! Roberto invited his penfriend, Thomas, to travel to Costa Rica to take on some breathtaking rapids.

An idiom is a kind of figurative speech. The words in an idiom mean something different from what they actually say.

Paraphrase each of the idioms below. (Rewrite each idiom in your own words to explain what it really means.)



1. Are you pulling my leg? _____
2. She's going bananas. _____
3. We're in the doghouse now. _____
4. Has the cat got your tongue? _____
5. Will you please get off my back? _____
6. He's an old stick-in-the-mud. _____
7. You'd better button your lip. _____
8. You've got me over a barrel. _____
9. I have a bone to pick with you! _____
10. It's a bad idea to rat on your friends. _____
11. Last night I slept like a log. _____
12. I went out on a limb for you. _____
13. She let the cat out of the bag. _____
14. She put her foot in her mouth again. _____
15. Time flies when you're having fun. _____
16. I thought the test was a piece of cake. _____
17. Well, that accident was the last straw. _____
18. These kids are driving me up a wall. _____
19. I passed the test by the skin of my teeth. _____
20. You could have knocked me over with a feather. _____

Name _____