

Student Name \_\_\_\_\_ Teacher \_\_\_\_\_

**Franklin Elementary 4<sup>th</sup> Grade Virtual Learning Day 4  
Verification Sheet**

\*Submit this completed verification form to your teacher. Please include your daily writing activity.

\*Web Site Used: [www.mobymax.com](http://www.mobymax.com)

Activity	Maximum Time	Actual Time Spent	Parent Signature	Teacher Verification
Independent Reading	20 minutes			
Moby Max Reading Skills (Stories icon)	20 minutes			
Moby Max Language Arts	15 minutes			
Moby Max Reading Vocabulary	10 minutes			
Moby Max Fact Master	10 minutes			
Moby Max Math	20 minutes			
Moby Max Writing Activity	10 minutes			
Spelling Activity	10 minutes			
Specials (PE)	20 minutes			

Independent Reading: Students must read books for 20 minutes independently.

Moby Max Reading Skills Activity: Students must spend 20 minutes completing the Reading assignments for them on the Moby max website. This assignment can be found under the Literature icon on their homepage.

Moby Max Reading Vocabulary Activity: Students must spend 10 minutes completing the Reading vocabulary activity on the Moby Max Website. These are found under the Vocabulary icon on their homepage.

Moby Max Language Arts Activity: Students must spend 15 minutes completing the Language Arts activity on the Moby Max website. This activity can be found under the Language icon on their homepage.

Spelling Activity: Student will complete the Rainbow spelling activity provided in their eLearning folder.

Moby Max Writing Activity: Students must complete 10 minutes of writing on the Moby Max website. This assignment can be found under the Writing icon on their homepage

Moby Max Daily Math Activity: Students must complete 20 minutes of Daily Math activities on the Moby Max website. This assignment can be found under the Math icon on their homepage.

Moby Max Facts Activity: Students must complete 10 minutes of Math fact practice on the Moby max Website. This assignment can be found under the Fact Master icon on their homepage.

PE: See Attached

Alternative Activities for students without Internet:

Students who do not have an internet connection will need to complete the eLearning daily worksheet in their folder for each subject, and turn them into their teacher upon returning to school.

Name: \_\_\_\_\_

## RUNNING: SPORT OR WAY OF LIFE?

by Kelly Hashway

You flip through the channels for the fourth time and realize that once again there's nothing on television that grabs you. Not a problem! Throw on some running shoes and comfortable clothes and go for a run.

One of the coolest things about the sport of running is that you don't need expensive equipment. All you need is a good pair of running shoes and a safe environment. But just because you don't need much equipment don't be fooled into thinking the sport of running is easy. No one wakes up and decides to run a marathon without training. Running requires discipline, perseverance, and concentration. It's a sport that's good for your body and mind.

Running strengthens your heart, lungs, and muscles. It develops coordination and makes you more aware of your body. Running also gives you energy by increasing your oxygen intake, and it improves your immune system so you don't get sick as easily. It can even help you stay more focused in school because exercise helps you to think more clearly.

How do you get involved in the sport if you don't know much about it? Most schools offer cross-country and track programs, but there are also running clubs open to all ages. A simple Internet search can help you find some in your area. The programs show you how running can offer competition or just be for fun. They also teach runners to set realistic goals and take care of their bodies.

Runners have great respect for each other because they know how difficult the sport can be. If you go to a race, you'll see people cheering for *all* the runners, from the first place finisher to the last place finisher. Running isn't always about how fast you are or how far you're going. It's about getting out there and doing it. Participation is more important than competition, and effort is recognized over talent.

If you're looking for more than just a sport, running may be the perfect choice for you.



Name: \_\_\_\_\_

# RUNNING: SPORT OR WAY OF LIFE?

by Kelly Hashway



1. What is the main idea of the fourth paragraph in this article?

- a. Running is one way to keep your body healthy.
- b. You don't need expensive equipment to be a runner.
- c. Running for fun is better than running in a competition.
- d. There are many running clubs and teams you can become involved in.

2.

Benefits of Running for the Health and Mind (Find Four Benefits Mentioned in the Passage)			
1. _____	2. _____	3. _____	4. _____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

3. What is the author's main purpose for writing this passage?

- a. to give historical information about runners
- b. to teach readers how to become great runners
- c. to persuade readers to try running
- d. to compare and contrast running and watching television

4. Tell whether each sentence is a fact or opinion.

Write the word fact or opinion on each line.

\_\_\_\_\_ Running is not an easy sport.

\_\_\_\_\_ Many schools offer cross country or track programs.

\_\_\_\_\_ Running develops coordination and makes you more aware of your body.

Name: \_\_\_\_\_



# RUNNING: SPORT OR WAY OF LIFE?

## Vocabulary Activity

**Part 1:** Reread "Running: Sport or Way of Life?" by Kelly Hashway. As you read highlight the following vocabulary words in the story.

lungs	coordination	immune system	heart
concentration	marathon	realistic	

**Part 2:** Match each vocabulary word on the left with its definition on the right.

- |                        |   |
|------------------------|---|
| _____ 1. lungs         | a. long-distance running race                     |
| _____ 2. coordination  | b. protects your body from bacteria and disease   |
| _____ 3. immune system | c. reasonable                                     |
| _____ 4. heart         | d. body organ that puts oxygen into your blood    |
| _____ 5. concentration | e. ability to think deeply                        |
| _____ 6. marathon      | f. ability to move your body's muscles skillfully |
| _____ 7. realistic     | g. muscle that pumps blood through your body      |

**Part 3:** Use a vocabulary word from the list to complete each sentence.

8. Drinking juice with vitamin C strengthens your \_\_\_\_\_.
9. When Joey said he could run 50 miles, his friend said, "That's not \_\_\_\_\_."
10. I could barely breathe when I finished running the \_\_\_\_\_.
11. The nurse was monitoring her patient's \_\_\_\_\_ rate.
12. The writer was lost in \_\_\_\_\_ as he thought about what he will write next.

# ANSWER KEY



## RUNNING: SPORT OR WAY OF LIFE?

by Kelly Hashway

1. What is the main idea of the fourth paragraph in this article? **d**
- a. Running is one way to keep your body healthy.
  - b. You don't need expensive equipment to be a runner.
  - c. Running for fun is better than running in a competition.
  - d. **There are many running clubs and teams you can become involved in.**

2. **Benefits of Running for the Health and Mind**  
(Find Four Benefits Mentioned in the Passage)

1. <u>Running strengthens your heart, lungs, and muscles.</u>	2. <u>Running develops coordination and makes you more aware of your body.</u>	3. <u>Running gives you energy by increasing your oxygen intake.</u>	4. <u>Running can help you stay more focused in school because it exercise help.</u>
---	--	--	--

Also accept: Running improves your immune system.

3. What is the author's main purpose for writing this passage? **c**
- a. to give historical information about runners
  - b. to teach readers how to become great runners
  - c. **to persuade readers to try running**
  - d. to compare and contrast running and watching television

4. Tell whether each sentence is a fact or opinion.  
Write the word fact or opinion on each line.

opinion Running is not an easy sport.

fact Many schools offer cross country or track programs.

fact Running develops coordination and makes you more aware of your body.

Name: \_\_\_\_\_



# RUNNING: SPORT OR WAY OF LIFE?

## Vocabulary Activity

**Part 1:** Reread "Running: Sport or Way of Life?" by Kelly Hashway. As you read highlight the following vocabulary words in the story.

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concentration	marathon	realistic	

**Part 2:** Match each vocabulary word on the left with its definition on the right.

- |                           |  |
|---------------------------|--|
| <b>d</b> 1. lungs         | <b>a.</b> long-distance running race                     |
| <b>f</b> 2. coordination  | <b>b.</b> protects your body from bacteria and disease   |
| <b>b</b> 3. immune system | <b>c.</b> reasonable                                     |
| <b>g</b> 4. heart         | <b>d.</b> body organ that puts oxygen into your blood    |
| <b>e</b> 5. concentration | <b>e.</b> ability to think deeply                        |
| <b>a</b> 6. marathon      | <b>f.</b> ability to move your body's muscles skillfully |
| <b>c</b> 7. realistic     | <b>g.</b> muscle that pumps blood through your body      |

**Part 3:** Use a vocabulary word from the list to complete each sentence.

8. Drinking juice with vitamin C strengthens your immune system.
9. When Joey said he could run 50 miles, his friend said, "That's not reasonable."
10. I could barely breathe when I finished running the marathon.
11. The nurse was monitoring her patient's heart rate.
12. The writer was lost in concentration as he thought about what he will write next.

Name: \_\_\_\_\_

Spelling List D-4: /ē/

## Spelling Word Search

R	B	A	T	H	I	R	T	E	E	N	O	B	C	B
R	E	C	E	I	P	T	P	S	H	I	N	Y	L	U
P	E	P	L	J	B	O	C	O	T	T	O	N	E	I
O	T	J	E	P	O	C	U	P	S	M	C	M	A	L
B	L	S	E	A	M	S	T	R	E	S	S	O	D	D
C	E	M	C	C	T	J	H	M	A	L	P	B	E	I
L	M	B	U	H	L	I	O	A	S	P	E	A	R	N
C	O	O	K	I	E	B	N	P	O	B	A	C	L	G
U	B	R	E	E	Z	E	E	G	N	C	K	O	O	M
T	M	C	A	V	C	U	Y	M	A	J	I	U	B	J
A	H	J	L	E	P	J	E	L	L	Y	N	S	P	C
P	G	I	J	F	R	E	E	Z	I	N	G	I	U	O
U	J	R	E	C	O	E	A	G	E	R	L	N	J	B
B	R	I	E	F	B	P	J	U	S	T	R	E	A	M
R	E	L	I	E	V	E	D	C	A	S	L	I	M	Y

Find your spelling words in the puzzle. Words are hidden →, ↓, and ↘.

Spelling Words			Review
AGREE	HONEY	SHINY	COTTON
BRIEF	JELLY	SLIMY	BUILDING
BEETLE	LEADER	SPEAKING	COUSIN
BREEZE	REPEATING	STREAM	<b>Challenge</b>
COOKIE	RELIEVED	THIEF	RECEIPT
EAGER	SEAMSTRESS	THIRTEEN	ACHIEVE
FREEZING	SEASON		



Handwritten text: "Handwritten" (mirrored)

# ANSWER KEY

## Spelling Word Search

R	B		T	H	I	R	T	E	E	N			B		
R	E	C	E	I	P	T		S	H	I	N	Y	L	U	
	E	P						C	O	T	T	O	N	E	I
	T		E							S			A	L	
	L	S	E	A	M	S	T	R	E	S	S		D	D	
	E			C	T		H		A		P		E	I	
				H		I	O		S		E		R	N	
C	O	O	K	I	E		N		O		A	C		G	
	B	R	E	E	Z	E	E	G	N		K	O			
T				V			Y				I	U			
A	H			E		J	E	L	L	Y	N	S			
	G	I		F	R	E	E	Z	I	N	G	I			
		R	E			E	A	G	E	R		N			
B	R	I	E	F					S	T	R	E	A	M	
R	E	L	I	E	V	E	D			S	L	I	M	Y	

Find your spelling words in the puzzle. Words are hidden →, ↓, and ↘.

Spelling Words			Review
AGREE	HONEY	SHINY	COTTON
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BEETLE	LEADER	SPEAKING	COUSIN
BREEZE	REPEATING	STREAM	
COOKIE	RELIEVED	THIEF	<b>Challenge</b>
EAGER	SEAMSTRESS	THIRTEEN	RECEIPT
FREEZING	SEASON		ACHIEVE





Name: \_\_\_\_\_

Division: 1-Digit and 2-Digit Dividends

**Division**

Rewrite each problem and solve.

a.  $36 \div 7 =$  \_\_\_\_\_

b.  $89 \div 6 =$  \_\_\_\_\_

c.  $19 \div 5 =$  \_\_\_\_\_

d.  $27 \div 8 =$  \_\_\_\_\_

e.  $72 \div 6 =$  \_\_\_\_\_

f.  $94 \div 4 =$  \_\_\_\_\_

g.  $43 \div 2 =$  \_\_\_\_\_

h.  $68 \div 5 =$  \_\_\_\_\_

i.  $60 \div 8 =$  \_\_\_\_\_

j.  $78 \div 2 =$  \_\_\_\_\_

k.  $20 \div 8 =$  \_\_\_\_\_

l.  $86 \div 3 =$  \_\_\_\_\_

# ANSWER KEY

## Division

Rewrite each problem and solve.

a.  $36 \div 7 = \underline{5} \text{ r } \underline{1}$

b.  $89 \div 6 = \underline{14} \text{ r } \underline{5}$

c.  $19 \div 5 = \underline{3} \text{ r } \underline{3}$

d.  $27 \div 8 = \underline{3} \text{ r } \underline{3}$

e.  $72 \div 6 = \underline{12}$

f.  $94 \div 4 = \underline{23} \text{ r } \underline{2}$

g.  $43 \div 2 = \underline{21} \text{ r } \underline{1}$

h.  $68 \div 5 = \underline{13} \text{ r } \underline{3}$

i.  $60 \div 8 = \underline{7} \text{ r } \underline{4}$

j.  $78 \div 2 = \underline{19}$

k.  $20 \div 8 = \underline{2} \text{ r } \underline{4}$

l.  $86 \div 3 = \underline{24} \text{ r } \underline{2}$

Name: \_\_\_\_\_

Wylie Day 4

## Math Puzzle Picture

Solve the equations below. Then, cut out the picture squares. Match the number printed on the picture squares to your answers below and glue them in place to unscramble the mystery picture. Color your picture.

$$\begin{array}{r} 59 \\ \times 21 \\ \hline \end{array}$$

$$\begin{array}{r} 96 \\ \times 37 \\ \hline \end{array}$$

$$\begin{array}{r} 32 \\ \times 94 \\ \hline \end{array}$$

$$\begin{array}{r} 18 \\ \times 65 \\ \hline \end{array}$$

$$\begin{array}{r} 80 \\ \times 43 \\ \hline \end{array}$$

$$\begin{array}{r} 26 \\ \times 58 \\ \hline \end{array}$$

$$\begin{array}{r} 45 \\ \times 74 \\ \hline \end{array}$$

$$\begin{array}{r} 63 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 75 \\ \times 84 \\ \hline \end{array}$$

$$\begin{array}{r} 68 \\ \times 33 \\ \hline \end{array}$$

$$\begin{array}{r} 29 \\ \times 70 \\ \hline \end{array}$$

$$\begin{array}{r} 91 \\ \times 24 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 52 \\ \hline \end{array}$$

$$\begin{array}{r} 40 \\ \times 50 \\ \hline \end{array}$$

$$\begin{array}{r} 53 \\ \times 62 \\ \hline \end{array}$$

$$\begin{array}{r} 36 \\ \times 81 \\ \hline \end{array}$$

Name: \_\_\_\_\_

**Multiplication Word Problems**

Use multiplication to solve each problem. Use the empty space to the right of each problem to show your work. Write your answer on the blank line by each question.

**Work Space**

1. Justin, Carl, Ryan, and Will each have seventy-two alien trading cards. How many cards do they have in all?

Answer: \_\_\_\_\_

2. Jason has 9 quarters. How much money does he have?

Answer: \_\_\_\_\_

3. Carla earns \$13 an hour cleaning houses. How much will she earn if she works from 8:00am to 2:00pm?

Answer: \_\_\_\_\_

4. Harry buys 9 dozen eggs. How many eggs does he have in all?

Answer: \_\_\_\_\_

5. There are 93 calories in a small candy bar. How many calories are there in a half dozen small candy bars?

Answer: \_\_\_\_\_

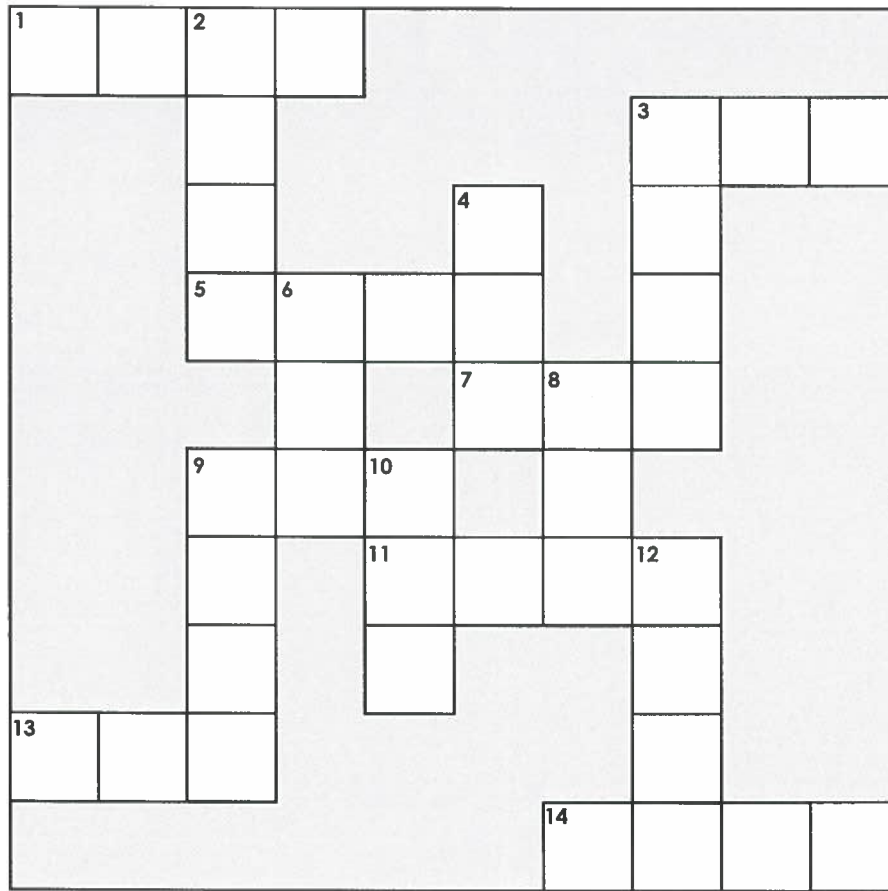
6. Kyle's phone bill is \$45 per month. How much does he have to pay for half a year of phone service?

Answer: \_\_\_\_\_

Name: \_\_\_\_\_

Wylie Day 5

## Division Math Crossword



### ACROSS

1.  $3 \overline{)7,542}$       9.  $9 \overline{)2,772}$
3.  $7 \overline{)2,247}$       11.  $6 \overline{)6,384}$
5.  $3 \overline{)6,615}$       13.  $8 \overline{)5,048}$
7.  $8 \overline{)7,976}$       14.  $4 \overline{)7,380}$

### DOWN

2.  $5 \overline{)9,310}$       8.  $2 \overline{)1,932}$
3.  $3 \overline{)9,291}$       9.  $2 \overline{)7,142}$
4.  $5 \overline{)4,295}$       10.  $8 \overline{)6,544}$
6.  $9 \overline{)2,160}$       12.  $2 \overline{)8,016}$

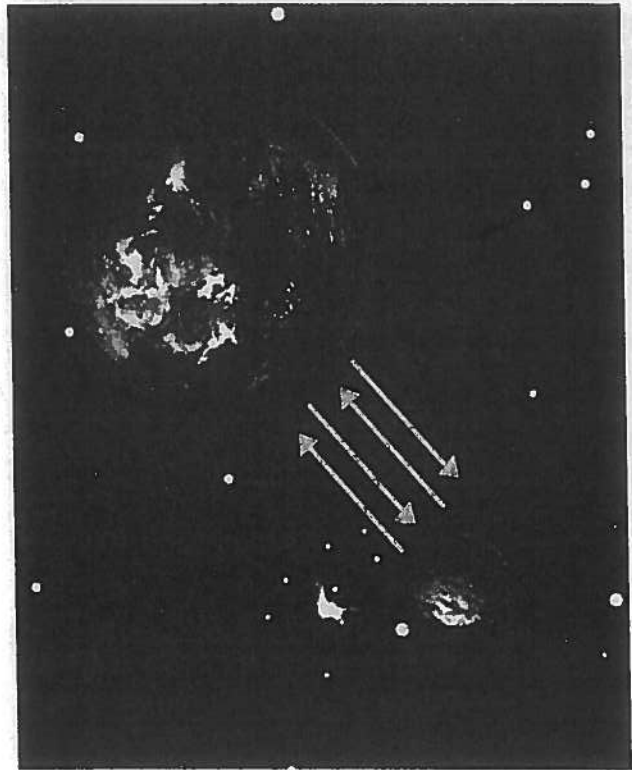
# Energy and Force

When children are on a playground, running, jumping, and swinging, an adult might say, "Children have a lot of energy!" What is energy? **Energy** is the ability to do work. The word "energy" comes from a Greek word that means "work."

Does this mean that energy works, that it has a job? What is the work that energy has the ability to do? **Work** is simply a transfer of energy from one object to another. For example, when a player hits a ball with a bat, the player works on the bat by using force on it (the swing), then the bat works on the ball (by hitting it), and finally the ball works on the glove (by landing in it and pushing the glove).

Work happens when a force causes an object to move in the direction of the force. **Force** is the push or pull from one object to another (the arms swinging the bat, the bat hitting the ball, the ball hitting the glove). Force causes objects to move, stop, or change speed or position. The greater the force, the greater the change in motion. **Gravity** is a type of force. It is the force of pull (or attraction) between two objects, such as the moon and Earth.

Sometimes the word "energy" is used to mean "usable power" when it refers to heat, electricity, and so forth. Nuclear energy, for example, is produced by a nuclear power plant to light a city's homes or cool its schools.



## Exercise

1. What is energy? \_\_\_\_\_  
\_\_\_\_\_
2. What is work? \_\_\_\_\_  
\_\_\_\_\_
3. What is force? \_\_\_\_\_  
\_\_\_\_\_
4. How is energy different from work? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Potential and Kinetic Energy

Energy exists in two "states," or forms: potential and kinetic.

**Potential energy** is stored in an object, either in the object's position, in its structure, or in its condition. Another term for potential energy is **elastic energy**. To an observer, an object that is not moving appears to have no energy because it is doing nothing. However, the object has "potential" energy. It can move, fall, be thrown, and so forth. For example, a ball at rest on the top of a hill has the potential energy to roll down that hill.

Potential energy is stored in objects whose shape can be changed, like a rubber band or a spring. Changing the object's shape is **work** (transfer of energy from one object to another). When you stretch a rubber band, you give it potential energy. Energy is also stored in an object simply by being above the earth's surface. Lifting an object gives gravitational potential energy to that object because the object can fall. Lifting an object is work. The higher you lift an object, the more potential energy it gains. When a book is sitting on the

edge of a table, it has potential energy because it has been lifted and can fall. Heavier objects store more potential energy than lighter objects.

**Kinetic energy** is the energy of a moving object; it is the energy of motion. The faster an object is traveling, the more kinetic energy it has. The greater the mass of a moving object, the greater its kinetic energy. If a ball begins rolling down a hill, the energy in that motion is an example of kinetic energy.

The **mechanical energy** of an object is the total of its energy of position (potential energy) and its energy of motion (kinetic energy).

Potential energy + kinetic energy = mechanical energy. When an acrobat juggles three balls, mechanical energy is visible. By moving his or her hands, the juggler works on the balls to give them kinetic energy. The kinetic energy of each ball sends it into the air, but before the ball reaches its thrown height, it begins to slow down. This means the kinetic energy is changing into potential energy. The kinetic energy decreases and causes the ball to slow down. When the ball stops moving upward, its kinetic energy has turned into potential energy.

## Exercise:

1. What are the two states or forms of energy? What is the difference between the two? \_\_\_\_\_  
\_\_\_\_\_
2. What is potential energy? Give an example of potential energy. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. What two forms of energy make up an object's mechanical energy? \_\_\_\_\_  
\_\_\_\_\_
4. What is an example of (a) potential energy and (b) kinetic energy? \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

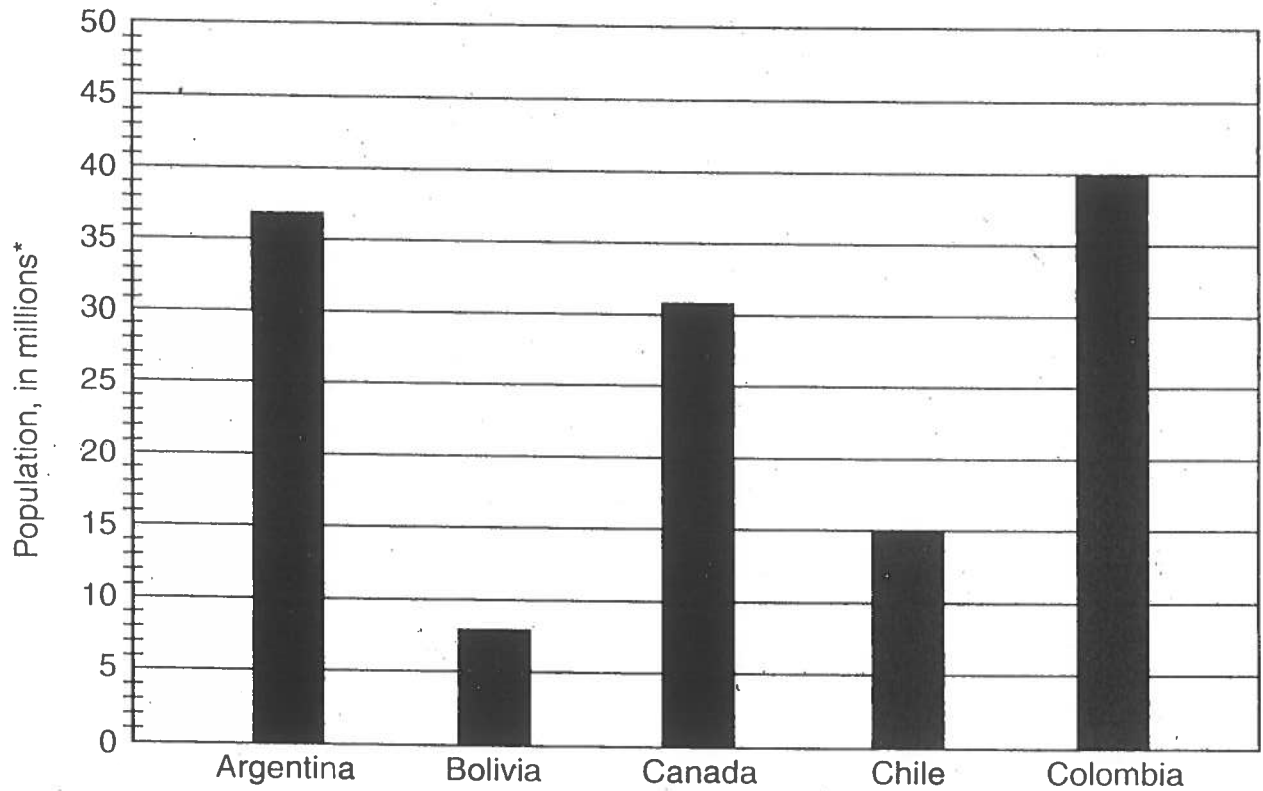
Date: \_\_\_\_\_

**Practice  
and Activity**

# The Western Hemisphere

Social Studies  
Day 4

Use the bar graph to answer the questions.



1. Which country on the graph has the most people?  
\_\_\_\_\_
2. Which country has the fewest people?  
\_\_\_\_\_
3. Which country has more people than Bolivia but fewer than Canada?  
\_\_\_\_\_
4. Which countries come closest to each other in population?  
\_\_\_\_\_
5. Which country has a population larger than Canada's but smaller than Colombia's?  
\_\_\_\_\_

\* Population figures have been rounded to the nearest million.



name

Kitchel - Math  
Day 4**PRACTICE**

WORKSHEET

**36**  
**A****Regrouping More Than Once**

Sometimes we need to regroup tens and hundreds before we subtract.

Step 1

$$\begin{array}{r} 5 \text{ } 13 \\ 7 \cancel{6} \cancel{3} \\ - 5 \ 9 \ 6 \\ \hline 7 \end{array}$$

Step 2

$$\begin{array}{r} 15 \\ 6 \cancel{6} 13 \\ 7 \cancel{6} \cancel{3} \\ - 5 \ 9 \ 6 \\ \hline 6 \ 7 \end{array}$$

Step 3

$$\begin{array}{r} 15 \\ 6 \cancel{6} 13 \\ 7 \cancel{6} \cancel{3} \\ - 5 \ 9 \ 6 \\ \hline 1 \ 6 \ 7 \end{array}$$

**Practice** • Subtract.

1. 
$$\begin{array}{r} 947 \\ - 569 \\ \hline \end{array}$$

2. 
$$\begin{array}{r} 643 \\ - 278 \\ \hline \end{array}$$

3. 
$$\begin{array}{r} 856 \\ - 777 \\ \hline \end{array}$$

4. 
$$\begin{array}{r} 527 \\ - 238 \\ \hline \end{array}$$

5. 
$$\begin{array}{r} 724 \\ - 429 \\ \hline \end{array}$$

6. 
$$\begin{array}{r} 723 \\ - 697 \\ \hline \end{array}$$

7. 
$$\begin{array}{r} 414 \\ - 68 \\ \hline \end{array}$$

8. 
$$\begin{array}{r} 921 \\ - 536 \\ \hline \end{array}$$

9. 
$$\begin{array}{r} 343 \\ - 287 \\ \hline \end{array}$$

10. 
$$\begin{array}{r} 941 \\ - 182 \\ \hline \end{array}$$

11. 
$$\begin{array}{r} 963 \\ - 366 \\ \hline \end{array}$$

12. 
$$\begin{array}{r} 934 \\ - 499 \\ \hline \end{array}$$

13. 
$$\begin{array}{r} 761 \\ - 594 \\ \hline \end{array}$$

14. 
$$\begin{array}{r} 941 \\ - 58 \\ \hline \end{array}$$

15. 
$$\begin{array}{r} 586 \\ - 89 \\ \hline \end{array}$$

16. 
$$\begin{array}{r} 844 \\ - 599 \\ \hline \end{array}$$

17. 
$$\begin{array}{r} 732 \\ - 169 \\ \hline \end{array}$$

18. 
$$\begin{array}{r} 924 \\ - 668 \\ \hline \end{array}$$

19. 
$$\begin{array}{r} 253 \\ - 168 \\ \hline \end{array}$$

20. 
$$\begin{array}{r} 474 \\ - 279 \\ \hline \end{array}$$

Name: \_\_\_\_\_

## Bravery

Describe a time when you were brave.





Name: \_\_\_\_\_

## Subjects & Predicates

The subject of a sentence tells who or what the sentence is about.

example: The woman with the green hat ate lunch.

The predicate of a sentence tells what the subject does or is.

example: The woman with the green hat ate lunch.



**Draw one line under the subject of each sentence.**  
**Draw two lines under the predicate of each sentence.**

Example: The small squirrel scampered across the yard.

1. Three pelicans flew over the beach.
2. The children built a sandcastle.
3. Ben played chess with Alex.
4. Everyone in the stadium watched the game.
5. The microwave beeped.
6. Malcom is a very thoughtful person.
7. The seagull's feathers were white.
8. The moon shines down on the water.
9. The bicycle's back tire needed air.
10. Bart, Mike, and Jim went bowling.
11. Orange is my favorite color.
12. The giant oak tree is over a hundred years old.

Name: \_\_\_\_\_

page 2 of 2

## Subjects & Predicates



Add a predicate to each sentence below.

13. The police officer \_\_\_\_\_.

14. The boat captain \_\_\_\_\_.

15. The rusty old car \_\_\_\_\_.

16. The garden in our backyard \_\_\_\_\_.

17. The lady with the green dress \_\_\_\_\_.

Add a subject to each sentence below.

18. \_\_\_\_\_ was singing a cheerful song.

19. \_\_\_\_\_ made a creaking sound.

20. \_\_\_\_\_ was old and dusty.

21. \_\_\_\_\_ wouldn't eat her dinner.

22. \_\_\_\_\_ is the best restaurant in town.

# Franklin Elementary Physical Education

## 4th Grade Virtual Learning Activities

In order for the student to receive their E- Learning Credit for Physical Education, they will need to complete the log for the time slots that are provided. The list of exercises is something they should all do, after that there are options for each one to choose from. Make sure a parent documents and signs the time log. All of these exercises are concepts we use every day in class so the students will be familiar with them.

1. 25 Jumping Jacks
2. 20 Forward Arm Circles
3. 20 Backward Arm Circles
4. 20 Toe Touches
5. 15 Push Ups
6. 25 Sit Ups
7. 100 Jump Ropes (If jump rope available)
8. Running in place (Students can set their own time.)

Students should repeat this list of exercises 2 times.

Students are going to be “Creating a Game”. They are to come up with a name of the game, objectives of the game, rules of the game, list equipment of the game, and draw a picture of the students playing the game on the back. Below is an outline of what the front page should look like.

**Name of the Game**

**Objectives of the Game (Why they think we should play this game. It should be about 3-4 sentences).**

**Rules of the Game (This is how you play the game. This does not need to be very detailed. Basic Rules of the game.**

**Equipment (This should be a listing of all the equipment needed to play the game).**

**On the back have the students draw a vague picture of the class playing the game.**