CBSD FID WORKBOOK
GRADE 5

Name:_____

FLEXIBLE INSTRUCTION
DAY 2

What is a <u>Flexible Instructional Day</u> also known as a "FID" Day?

In Pennsylvania, a flexible instructional day, as defined by the Department of Education, refers to a day when schools can deliver instruction remotely rather than canceling school due to inclement weather or other unforeseen circumstances.

What is the <u>purpose</u> of a Flexible Instructional Day?

The purpose of implementing flexible instructional days is to ensure that students continue to receive meaningful instruction even when traditional "in-person" learning is not possible. Flexible instructional days allow schools to maintain continuity in the educational process, ensuring that students can continue their learning without interruption. By utilizing technology and remote learning workbooks/resources, schools can provide students with access to instructional materials, assignments, and teacher support, regardless of physical location.

How will I know when Central Bucks is having a "FID" day?

- Central Bucks School District will send notifications to families via email, website, text notification, social media, etc. to communicate the "FID" day.
- Your child's teacher will publish the FID content in Canvas:
    - Link to an online survey for attendance.
    - Link to an ***optional*** live Teams call for teacher "Office Hours."

How will my child use the "Flexible Instructional Books" on these "FID" days?

This "flexible instructional book" is your child's workbook that outlines the procedures, expectations, and resources for completing the work for a flexible instructional day. Here's how such a book will be used:

- The **<u>Flexible Instructional Book</u>** provides approximately *<u>4 hours</u>* of instructional activities.
- Your child will complete reading, math, writing, and specials *(P.E., Music, Library, Art, or QUEST)* during the "FID" day.
- Your child will then return the "FID" book to their homeroom teacher when school resumes "in-person."

How will my child use Canvas on these "FID" days?

- Students will access Canvas via Classlink on district provided device
- Attendance will be submitted via Canvas
- Office Hours will be offered via a Teams call linked in Canvas from 12:00-12:30
- Digital workbooks will be linked to Canvas

What if I need to use a personal device and can't find my students Username and password?

- Student usernames can be found in the Parent Portal of Infinite Campus. It is located in the "More" section of the Main Menu under "Family Information". The username is the student's full email address. Ex: Smith.J123@student.cbsd.org. The password for new students is Uppercase first initial, lowercase last initial, and their 6 digit birthday. Ex: James Smith born on 07/08/2009 a password of Js070809

CBSD FID WORKBOOK
GRADE 5

MATH
DAY 2

FLEXIBLE INSTRUCTIONAL DAY 2: MATH

PERIMETER AND AREA

MATH LESSON SUMMARY

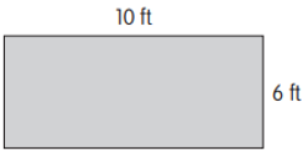
Activity #1 *(10-15 min)*		
F **Fluency Practice**	Complete 15 fluency questions	
Activity #2: CHOOSE 1 ACTIVITY FROM THE 2 OPTIONS BELOW *(40-50 min)*		
I **Independent Practice**	Area and Perimeter Independent Practice Page Option 1	Area and Perimeter Independent Practice Page Option 2
Activity #3: *(30 min)*		
D **Dive Into a Game**	*Islands in the Ocean* game	

Grade 5: Math
FLUENCY

1.) $2 \times 5 =$ _____	6.) $8 \times 5 =$ _____	11.) $6 \times 2 =$ _____
2.) $8 \times 3 =$ _____	7.) $15 \times 2 =$ _____	12.) $7 \times 8 =$ _____
3.) $6 \times 6 =$ _____	8.) $4 \times 9 =$ _____	13.) $20 \times 3 =$ _____
4.) $4 \times 5 =$ _____	9.) $6 \times 3 =$ _____	14.) $3 \times 7 =$ _____
5.) $11 \times 7 =$ _____	10.) $7 \times 3 =$ _____	15.) $9 \times 3 =$ _____

Perimeter and Area Independent Practice Page Option 1

Example



Method 1

Perimeter of the rectangle

= (2 × Length) + (2 × Width)

= (2 × 10) + (2 × 6)

= 20 + 12

= 32 ft

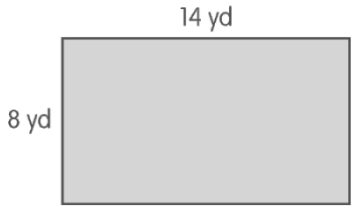
Method 2

Perimeter of the rectangle = 2 × (Length + Width)

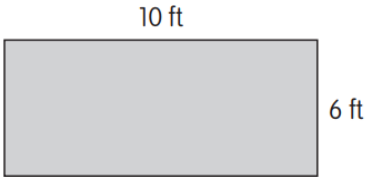
= 2 × (10 + 6)

= 2 × 16

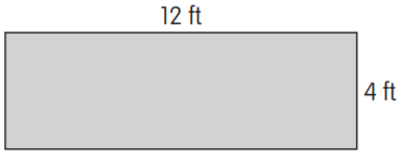
= 32 ft



perimeter = _____ yd.



perimeter = _____ ft.



perimeter = _____ ft.

1.) Joan has a rectangular rug that is 11 feet long and 8 feet wide. What is the perimeter of the rug?
Answer: _____

2.) Emma is helping her dad build a rectangular garden in their backyard. The length of the garden is 12 feet, and the width is 8 feet. What is the perimeter of the garden?

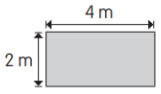
3.) Tom is designing a rectangular playground at his school. The playground has a length of 20 meters and a width of 15 meters. What is the perimeter of the playground?

4.) A rectangular soccer field is under construction. The soccer field is 50 meters long and 30 meters wide. What is the perimeter of the soccer field?

Perimeter and Area Independent Practice Page Option 1

Example

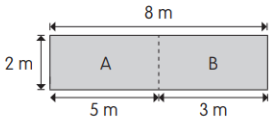
a



Area = 4 × 2

= 8 m²

b



Area of A = 5 × 2

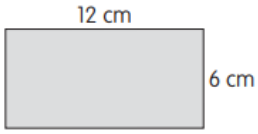
= 10 m²

Area of B = 2 × 3

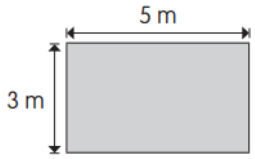
= 6 m²

Area of the rectangle = 10 + 6

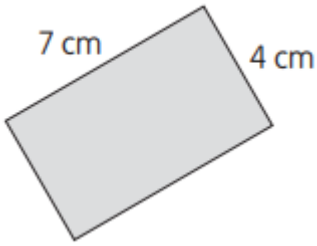
= 16 m²



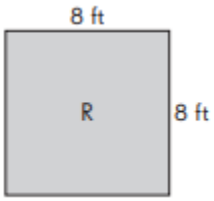
area = ____ cm²



area = ____ m²



area = ____ cm²



area = ____ ft.²

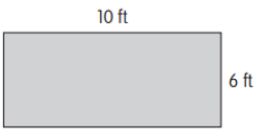
1.) A farmer is planning to plant a rectangular vegetable garden. The garden is 12 meters long and 8 meters wide. How many square meters of land will the farmer need to plant the entire garden?

2.) A school is planning to build a rectangular playground and a rectangular garden. The playground is 25 meters long and 15 meters wide. The garden is 10 meters long and 8 meters wide. What is the total area of both the playground and the garden combined?

3.) The Johnson family is renovating their living room. The room has dimensions of 16 feet in length and 12 feet in width. If they want to install new carpeting in the entire room, how many square feet of carpeting will they need?

Perimeter and Area Independent Practice Page Option 2

Example



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= 32 ft

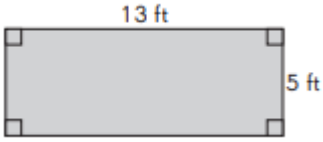
Method 2

Perimeter of the rectangle = 2 × (Length + Width)

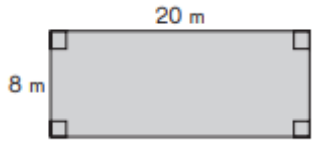
= 2 × (10 + 6)

= 2 × 16

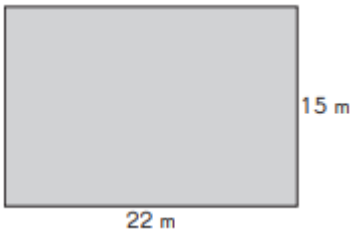
= 32 ft



perimeter = _____ ft.



perimeter = _____ m.



perimeter = _____ m.

1.) Lily is planning to decorate the edges of her rectangular bedroom with a colorful ribbon. Her bedroom is 14 feet long and 10 feet wide. How many feet of ribbon does Lily need to go around the entire perimeter of her bedroom?

2.) Alexander is designing a rectangular cake for a school bake sale. The cake is 20 inches long and 14 inches wide. He wants to add a frosting border around the entire edge of the cake. How many inches of frosting will Alexander need to cover the perimeter of the cake?

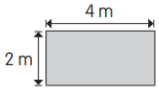
3.) Anna is building a rectangular paddock for her horses. The paddock is 25 meters long and 18 meters wide. She needs to put a fence around the entire paddock to keep the horses inside. How many meters of fencing does Anna need to go all the way around the paddock?

4.) A family is installing a rectangular swimming pool in their backyard. The pool is 30 feet long and 20 feet wide. They want to put a walkway around the entire edge of the pool. How many feet of walkway will they need to go all the way around the pool?

Perimeter and Area Independent Practice Page Option 2

Example

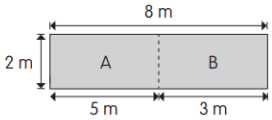
a



Area = 4 × 2

= 8 m²

b



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= 10 m²

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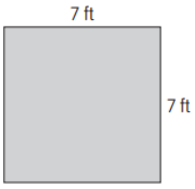
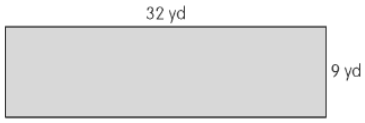
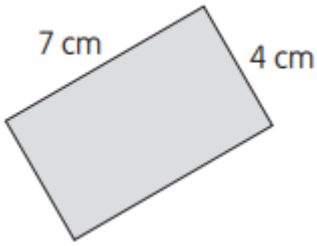


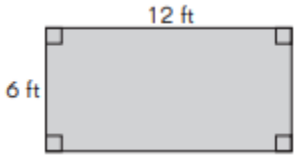
area = ____ ft.²



area = ____ yd.²



area = ____ cm²



area = ____ ft.²

1.) A community center is planning to create a rectangular garden plot for growing flowers. The plot measures 15 meters in length and 8 meters in width. If they want to cover the entire garden plot with decorative stones, how many square meters of stones will they need?

2.) A carpenter is designing two rectangular tables for a banquet hall. The first table measures 18 feet long and 10 feet wide, while the second table measures 12 feet long and 8 feet wide. What is the total area of both tables combined?

3.) A rectangular garden has a length of 10 meters and a width of 5 meters. If the length is increased by 3 meters and the width is increased by 2 meters, what is the new area of the garden?

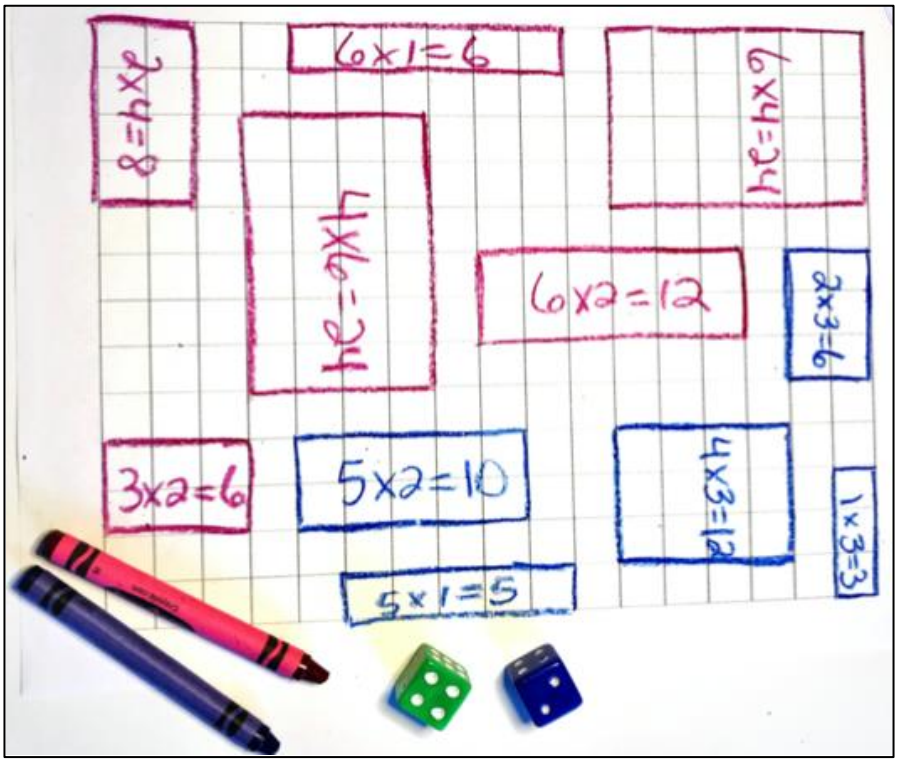
Islands in the Ocean Game

Materials:

- Grid paper, dice, crayons

Directions:

- Player 1 rolls 2 dice. If there are no dice available, consider writing 1-9 on slips of paper. The numbers become the length and width of the rectangle "island" they will be making.
- Player 1 draws a rectangle island (that corresponds with the numbers just rolled) anywhere on the blank grid paper "ocean".
- Player 1 writes the multiplication equation to show the area of that rectangle island. For example, if a 3 and a 6 were rolled, the student would draw a rectangle with 3 rows of 6 and write the equation 3 × 6 = 18 inside.
- Players take turns until the grid paper "ocean" is almost filled. At the end, there will be plots of land that have to have an exact number roll to fit into the space provided. If that is the case, they have to skip their turn if they don't roll that particular number.
- At the end of the game, players each add up the total area used. The student with the largest total island area is the winner.



Islands in the Ocean Game

CBSD FID WORKBOOK
GRADE 5

READING AND WRITING
DAY 2

FLEXIBLE INSTRUCTIONAL DAY 2: READING AND WRITING

READING AND WRITING LESSON SUMMARY

Total Time – 90 Minutes		
Time	Focus	Description
90 Minutes	Reading/ Writing	1. Read the text "Volcanoes". 2. Respond to the prompts and questions related to the text. 3. Complete the graphic organizer on page 29. 4. Write a summary of the text using information from the graphic organizer.
30 Minutes	Independent Reading	1. Read a self-selected book. 2. Complete the Reading Log.

READING AND WRITING - 90 Minutes

1. Today you will be reading about volcanoes.

2. Read the Fast Facts and think about what you might already know about volcanoes.

3. Read the passage aloud or silently to yourself. Take as much time as you need.

4. Use the Building Connections page to write words or phrases to help you remember what is important.

5. Answer the Key Notes question at the end of each passage.

6. Answer the questions by going back into the text to find your answers.

7. Please write in complete sentences with evidence from the text.

Volcanoes

This active volcano in Washington State erupted in 1980.

Fast Facts

- The 1980 volcanic eruption in Washington State killed 24,000 animals.
- An 1815 volcanic eruption in Asia killed 92,000 people.
- Rocks and ash can travel 250 miles per hour in a volcanic eruption.

Kinds of Volcanoes

The word *volcano* probably makes you think of red-hot lava erupting from a mountain. This idea is correct, at least[24] while the volcano erupts. However, many volcanoes are extinct. An extinct, or dead, volcano will never erupt again.[42]

Active volcanoes are volcanoes that might erupt again. The world has more than 1,500 active volcanoes. Some[59] active volcanoes are quiet for hundreds of years before they erupt again.[71]

Some volcanoes have small eruptions. Others explode with great force. Scientists who study volcanoes can usually[87] tell when a volcano will erupt. Sometimes, though, volcanoes can surprise even scientists. Scientists thought a volcano[104] might erupt at some time in Washington State. However, in 1980, when it did erupt, 57 people died and large areas of the state were covered with volcanic ash.[133]

KEY NOTES

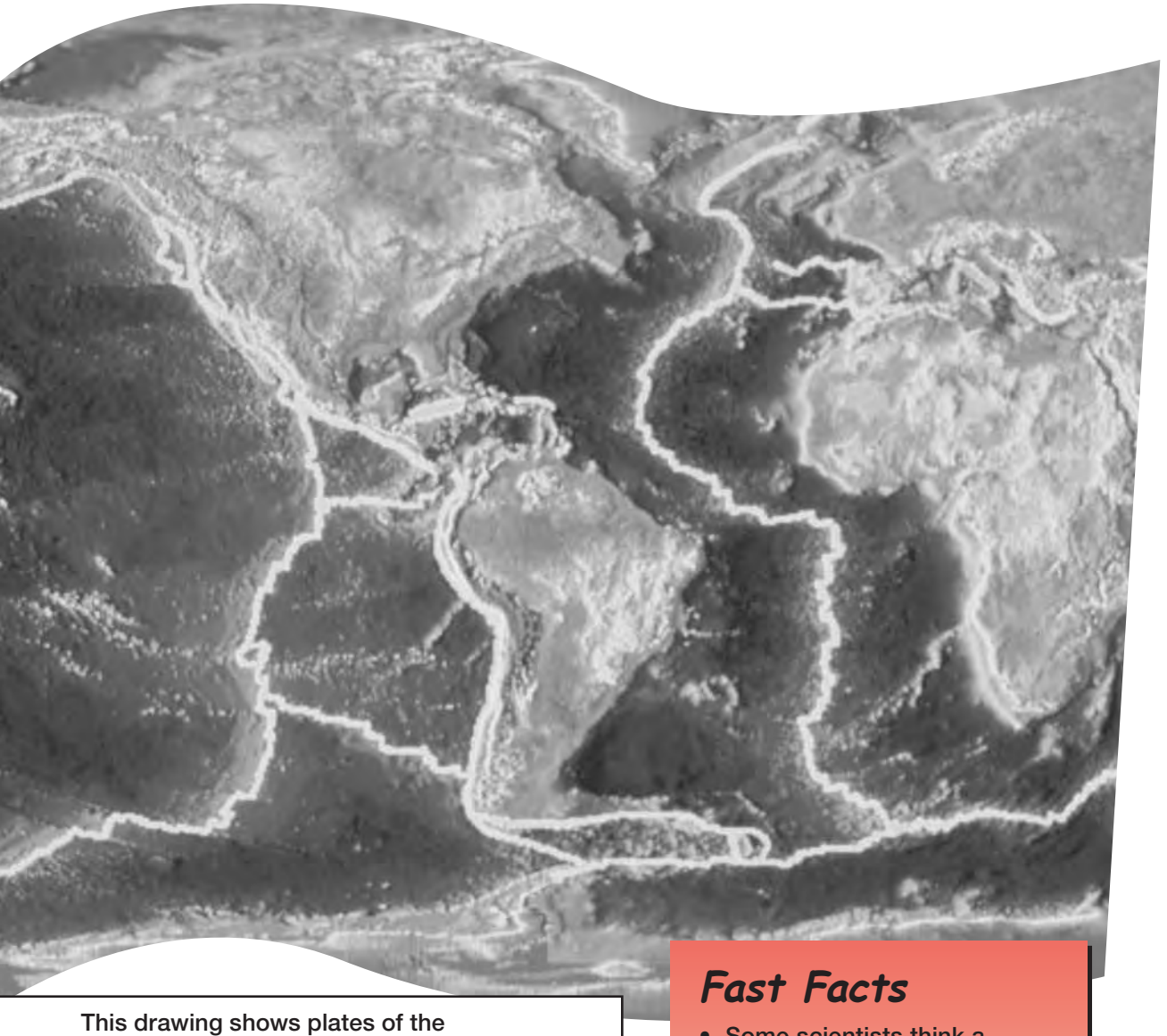
Kinds of Volcanoes

What are two kinds of volcanoes?

_____

_____

Volcanoes



This drawing shows plates of the Earth's crust.

Fast Facts

- Some scientists think a huge volcanic eruption killed the dinosaurs.
- Volcanoes can send ash 10,000 feet into the air.
- The tallest volcano in the world is more than 6 miles high.

How Volcanoes Form

A volcano is an opening in the crust, or outside layer, of Earth. The opening leads to a deeper layer of Earth called the[27] mantle. Think of Earth as a peach. The skin would be Earth's crust and the juicy part would be Earth's mantle. Earth's mantle is made of white-hot rock called magma.[58]

Earth's crust is broken into pieces called plates. When plates separate, a crack opens and magma escapes as lava.[77] Layers of lava form the volcano's cone. Then, the volcano erupts, sending lava and ash onto the land.[95]

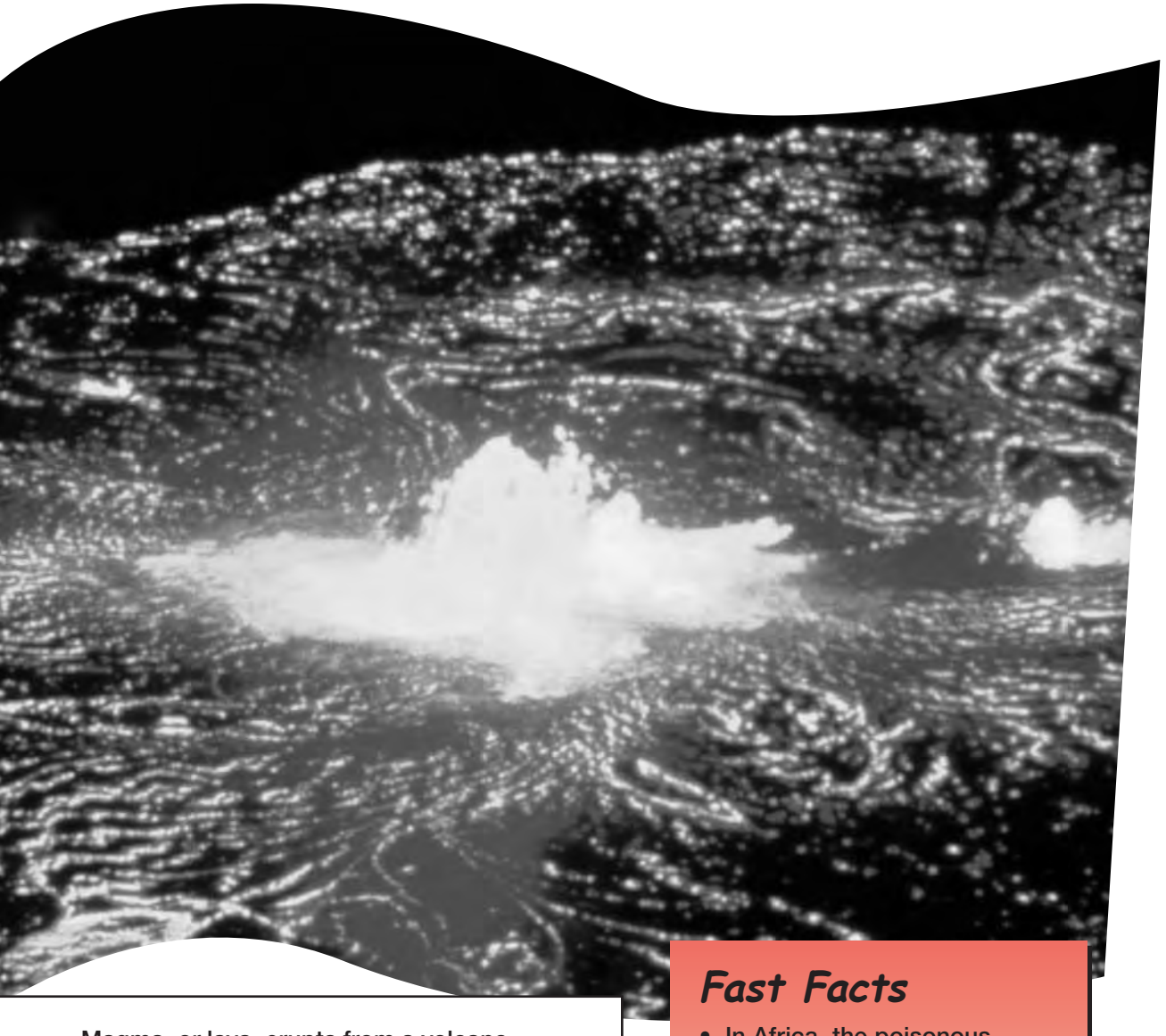
Volcanoes also form when plates move together and overlap. The bottom plate sinks into Earth's mantle. Rock from the[114] sinking plate melts into magma that is forced to the surface. That melted rock can then erupt from the volcano.[134]

KEY NOTES

How Volcanoes Form

How does a volcano's cone form?

Volcanoes



Magma, or lava, erupts from a volcano.

Fast Facts

- In Africa, the poisonous gases from a 1986 volcanic eruption killed 1,700 people.
- Ash from a volcano can cause roofs to fall and crops to fail.
- Volcanic ash can make soil better for growing crops.

When Volcanoes Erupt

A volcanic eruption happens when magma is forced up through a volcano. The magma that erupts from volcanoes[21] is called lava. Lava can reach a temperature of 2,000 degrees Fahrenheit. A temperature of 2,000 degrees Fahrenheit is[40] almost four times hotter than the hottest setting of an oven. As lava flows, it burns the plants and trees in its path. Even[64] trees that are miles away can die because the heat from the eruption dries out their sap.[81]

Clouds of hot, poisonous gases from inside Earth also escape when a volcano erupts. These poisonous gases are dangerous to[101] breathe. An eruption's blast shatters cooled lava into tiny bits of ash. Volcanic ash can fall like snow for miles around. Other lava that cools quickly becomes black, shiny rock.[131]

KEY NOTES

When Volcanoes Erupt

What happens when volcanoes erupt?

Volcanoes

Peter French / PacificStock.com

Lava in Hawaii flows into the ocean, building up more rock.

Fast Facts

- A volcanic eruption destroyed an island in Asia in 1883.
- Hawaii is made up of 132 islands and reefs.
- The oldest Hawaiian island was formed about 5 million years ago.

Volcanic Islands

The islands of Hawaii were formed by volcanoes that erupted from a hot spot in Earth's mantle. Hot spots are places[23] where huge amounts of magma build up in Earth's mantle and often erupt. Where Hawaii is now, ancient eruptions of[43] lava flowed onto the ocean floor and cooled to become hard rock. Later eruptions spilled new lava, and, as the process was repeated, the pile of rock grew.[71]

With each new eruption, the pile of cooled lava grew higher. When the cooled lava reached the ocean's surface, an island[92] formed. As the plate moved above the hot spot, a new volcano formed and another island began. By repeating this process,[113] the hot spot slowly built a chain of islands. The state of Hawaii is made up of islands like these.[133]

KEY NOTES

Volcanic Islands

How were the islands of Hawaii formed?

Volcanoes

Kinds of Volcanoes

1. Another good name for "Kinds of Volcanoes" is _____

a. "Active and Extinct Volcanoes."
b. "When Volcanoes Erupt."
c. "How Volcanoes Behave."
d. "Scientists Who Were Surprised by Volcanoes."

2. What are active volcanoes?

_____

_____

_____

3. What are extinct volcanoes?

_____

_____

_____

How Volcanoes Form

1. How do volcanoes form?

a. Two of Earth's plates make a new mantle.
b. Earth's crust is broken into pieces.
c. Earth's mantle flows into volcanic magma.
d. Lava escapes through Earth's crust.

2. The mantle of Earth is _____

a. the plates of the Earth.
b. Earth's crust.
c. a deep layer of Earth.
d. an opening in Earth.

3. What are two ways volcanoes form?

_____

_____

_____

When Volcanoes Erupt

1. Why are volcanoes dangerous?

a. Earth can lose its lava when volcanoes erupt.
b. Ash and hot gases can cause cracks to form in Earth's crust.
c. Hot lava and poisonous gases can hurt living things.
d. Hot lava can heat up the magma inside Earth.

2. A volcanic eruption happens when _____

a. magma is forced up through a volcano.
b. lava is melted by the Sun.
c. poisonous gases escape from Earth.
d. Earth's temperature rises.

3. What are two things that can come from Earth when a volcano erupts?

_____

_____

_____

Volcanic Islands

1. "Volcanic Islands" is MAINLY about _____

a. how all islands are formed by volcanoes.
b. how lava erupts inside the volcanoes of Hawaii.
c. how the islands of Hawaii were formed.
d. how volcanoes made hot spots in Hawaii.

2. What is a hot spot?

_____

_____

_____

3. How do volcanoes form an island?

_____

_____

_____

volcano	**erupt**	**extinct**	**mantle**	**magma**
Fahrenheit	**poisonous**	**Hawaii**	**repeated**	

1. Choose the word from the word box above that best matches each definition. Write the word on the line below.

A. _____ able to kill or hurt

B. _____ a scale that measures temperature

C. _____ done again and again

D. _____ an opening in Earth's surface that sometimes throws out lava, ash, and hot gas

E. _____ to break out, like an explosion

F. _____ a layer of Earth below the crust

G. _____ the islands that form the fiftieth state of the United States

H. _____ rock that is melted deep inside Earth

I. _____ no longer alive

2. Fill in the blanks in the sentences below. Choose the word from the word box that completes each sentence.

A. When volcanoes _____, they can kill all of the living things nearby.

B. When _____ comes to the surface, it becomes lava.

C. Because it is made from islands, the state of _____ has many beaches.

D. That mushroom is _____, so don't eat it.

E. Plants and animals become _____ when the last one dies.

F. The temperature is 40 degrees _____, so you need a coat.

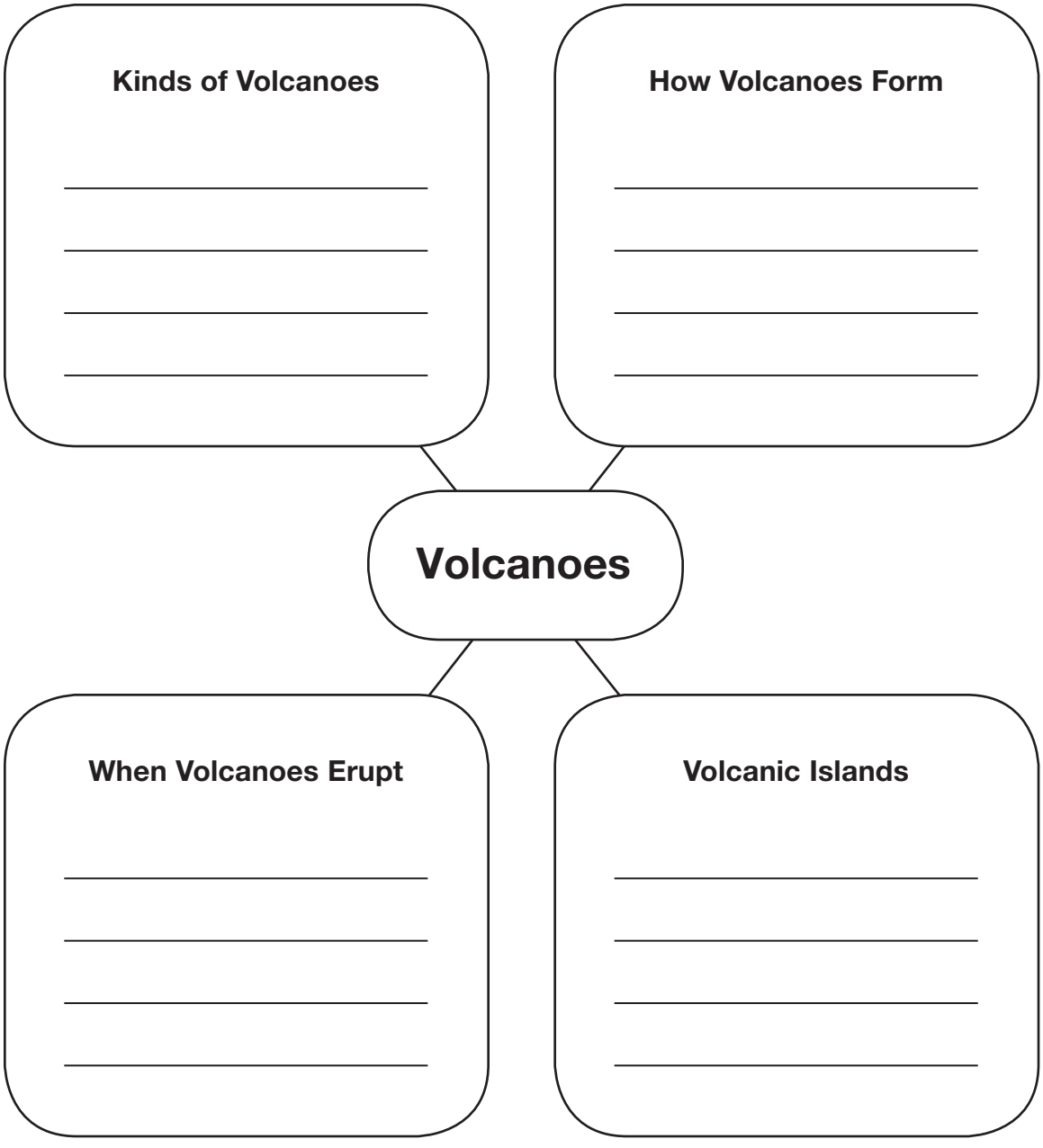
G. That _____ could erupt at any time.

H. Below Earth's crust is a layer called the _____.

I. He _____ that song so many times we got tired of hearing it.

Volcanoes

1. Use the idea web to help you remember what you read. In each box, write the main idea of that reading.



2. What are three facts you learned about volcanoes?

3. How might Earth be different if there were no volcanoes?

4. Name one good thing and one bad thing that can happen when a volcano erupts.

Use the idea web above to write a summary about Volcanoes.

INDEPENDENT READING - 30 Minutes

1. Continue to read your independent reading book.

2. IF you do not have your Independent Reading book, select a book from your home library.

3. Log the title, author and number of pages on the Reading Log.

Reading Log 

Name: _____ Parent Initials: _____

Date	Title of Book	Author	Pages	Time spent reading

CBSD FID WORKBOOK
GRADE 5

SPECIALS
DAY 2

ART - Grade 5

TIME
20 minutes

🎯Learning Goal:
I will use line and value to draw from observation.

FID day 2

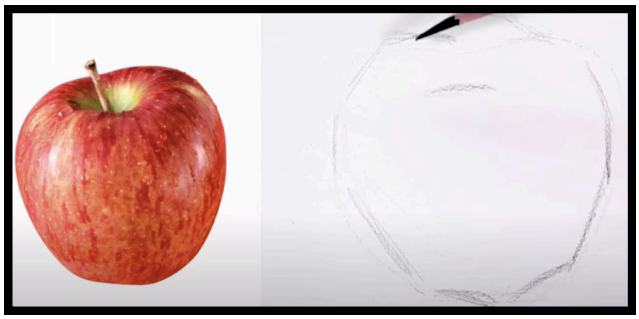
Materials

- pencil and eraser
- object (optional)

Artists practice drawing objects from observation to develop their skill of accurately depicting form, light and shadow. Training your brain to see the true details takes time and practice.

1. Draw the shape of the object.

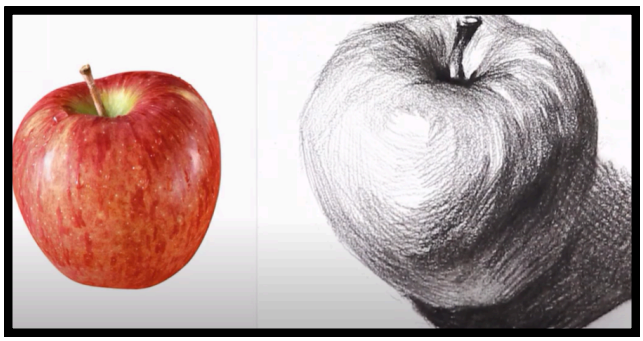
Hint: Check the size and placement.



2. Shade the darkest areas of the object.

3. Add value to the entire object.

Hint: Show the surface texture.



You may choose to draw a real object or draw from the photos below. Use the elements of art to draw three objects with as much detail as possible.