



CBSD FID WORKBOOK

GRADE 1

Name: _____



FLEXIBLE INSTRUCTION

DAY 3





What is a **Flexible Instructional Day** 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 **purpose** 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 **Flexible Instructional Book** provides approximately *4 hours* 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 1



MATH

DAY 3



FLEXIBLE INSTRUCTIONAL DAY 3: MATH

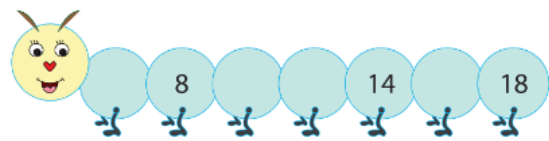
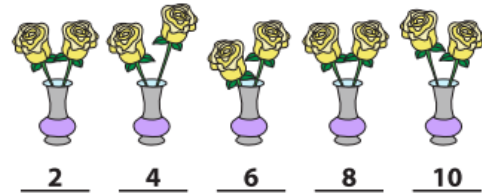
MATH LESSON SUMMARY

Activity 1: Reflex Math (25 minutes)

Get the Green Light!



Activity 2: Skip Counting (30 minutes)



5	10			25
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30			45	50
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ACTIVITY 1: Reflex Math

(25 minutes)



Get the Green Light!

Log into **Classlink** from any device:

<https://launchpad.classlink.com/cbsd>



*** Please Note:** Paper and pencil fact practice has been provided in case students are unable to access *Reflex Math*.

Paper and Pencil Fact Practice

This page is an alternative assignment. Only complete if you are unable to access Reflex Math.

1. $3 + 1 = \underline{\quad}$

2. $6 + 1 = \underline{\quad}$

3. $7 + 1 = \underline{\quad}$

4. $3 + 1 = \underline{\quad}$

5. $1 + 1 = \underline{\quad}$

6. $9 + 1 = \underline{\quad}$

7. $0 + 1 = \underline{\quad}$

8. $5 + 1 = \underline{\quad}$

9. $2 + 1 = \underline{\quad}$

10. $4 + 1 = \underline{\quad}$

11. $8 + 1 = \underline{\quad}$

12. $2 + 1 = \underline{\quad}$

13. $10 + 1 = \underline{\quad}$

14. $0 + 1 = \underline{\quad}$

15. $1 + 1 = \underline{\quad}$

1. $4 - 0 = \underline{\quad}$

2. $6 - 0 = \underline{\quad}$

3. $8 - 0 = \underline{\quad}$

4. $0 - 0 = \underline{\quad}$

5. $2 - 0 = \underline{\quad}$

6. $1 - 0 = \underline{\quad}$

7. $5 - 0 = \underline{\quad}$

8. $3 - 0 = \underline{\quad}$

9. $7 - 0 = \underline{\quad}$

10. $10 - 0 = \underline{\quad}$

11. $2 - 0 = \underline{\quad}$

12. $4 - 0 = \underline{\quad}$

13. $7 - 0 = \underline{\quad}$

14. $9 - 0 = \underline{\quad}$

15. $1 - 0 = \underline{\quad}$

1. $3 + 2 = \underline{\quad}$

2. $6 + 2 = \underline{\quad}$

3. $7 + 2 = \underline{\quad}$

4. $3 + 2 = \underline{\quad}$

5. $1 + 2 = \underline{\quad}$

6. $9 + 2 = \underline{\quad}$

7. $0 + 2 = \underline{\quad}$

8. $5 + 2 = \underline{\quad}$

9. $2 + 2 = \underline{\quad}$

10. $4 + 2 = \underline{\quad}$

11. $8 + 2 = \underline{\quad}$

12. $2 + 2 = \underline{\quad}$

13. $10 + 2 = \underline{\quad}$

14. $0 + 2 = \underline{\quad}$

15. $1 + 2 = \underline{\quad}$

Paper and Pencil Fact Practice

This page is an alternative assignment. Only complete if you are unable to access Reflex Math.

1. $3 + 6 = \underline{\quad}$

2. $6 + 6 = \underline{\quad}$

3. $7 + 6 = \underline{\quad}$

4. $3 + 6 = \underline{\quad}$

5. $10 + 6 = \underline{\quad}$

6. $9 + 6 = \underline{\quad}$

7. $12 + 6 = \underline{\quad}$

8. $5 + 6 = \underline{\quad}$

9. $11 + 6 = \underline{\quad}$

10. $4 + 6 = \underline{\quad}$

11. $8 + 6 = \underline{\quad}$

12. $7 + 6 = \underline{\quad}$

13. $10 + 6 = \underline{\quad}$

14. $6 + 6 = \underline{\quad}$

15. $3 + 6 = \underline{\quad}$

1. $13 - 7 = \underline{\quad}$

2. $16 - 7 = \underline{\quad}$

3. $17 - 7 = \underline{\quad}$

4. $12 - 7 = \underline{\quad}$

5. $10 - 7 = \underline{\quad}$

6. $9 - 7 = \underline{\quad}$

7. $12 - 7 = \underline{\quad}$

8. $15 - 7 = \underline{\quad}$

9. $11 - 7 = \underline{\quad}$

10. $14 - 7 = \underline{\quad}$

11. $18 - 7 = \underline{\quad}$

12. $17 - 7 = \underline{\quad}$

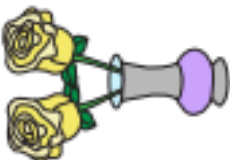
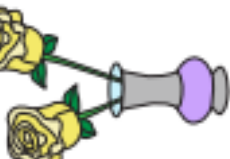
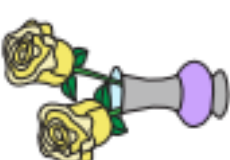
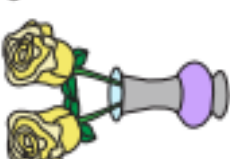
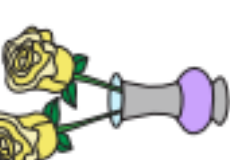
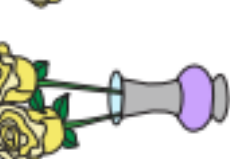
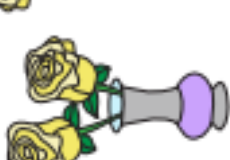

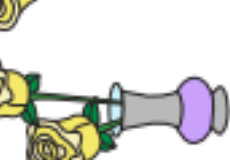
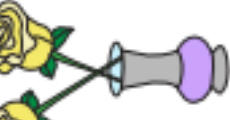
13. $10 - 7 = \underline{\quad}$

14. $16 - 7 = \underline{\quad}$

15. $13 - 7 = \underline{\quad}$

Directions: Count by 2s. The first one is done for you.

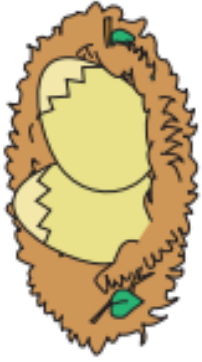
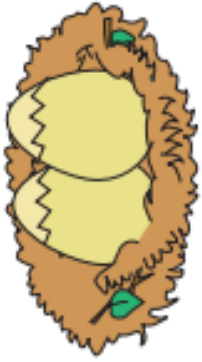
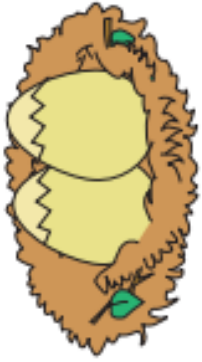
1) Count by 2s and write how many flowers are there in all.

									
2	4	6	8	10	12	14	16	18	20

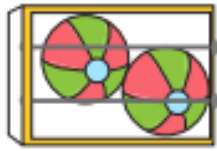
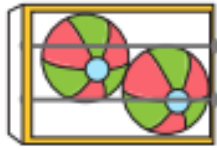
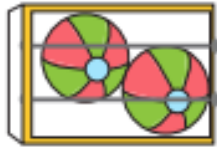
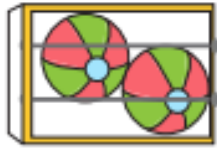
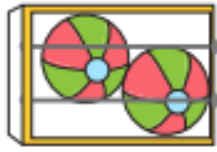
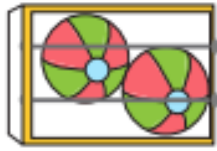
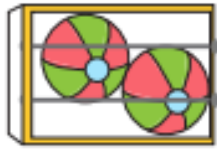
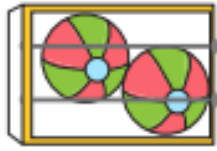
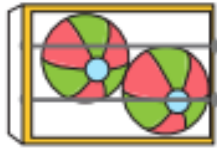
2) Count by 2s and write how many coffee mugs are there in total.



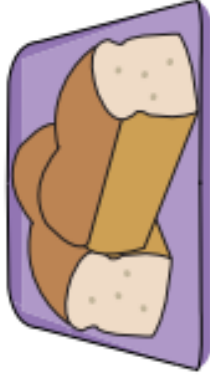
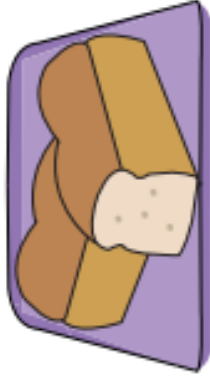
3) Count by 2s and write how many eggs are there in all.



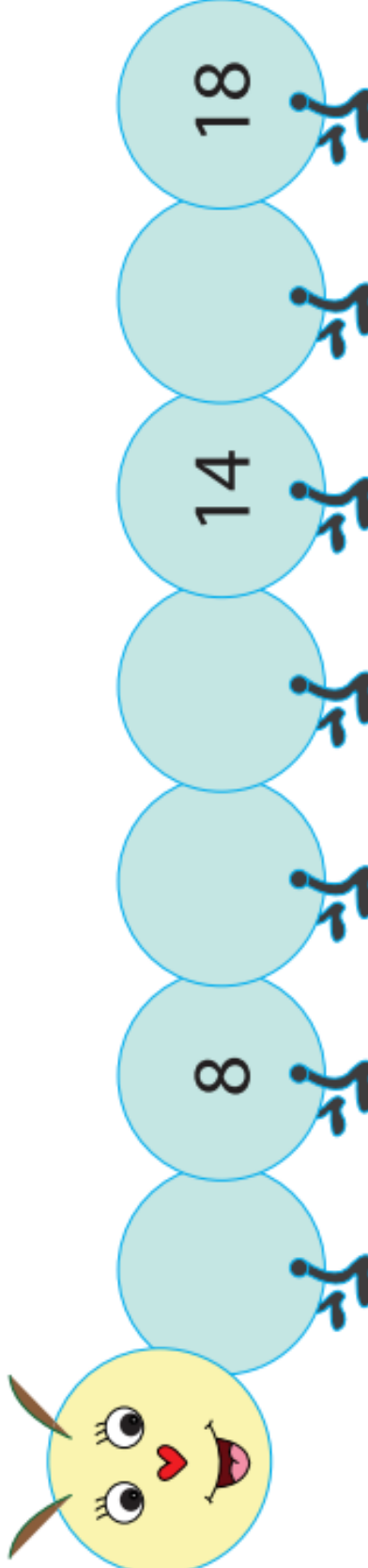
4) Count by 2s and write how many balls are there altogether.

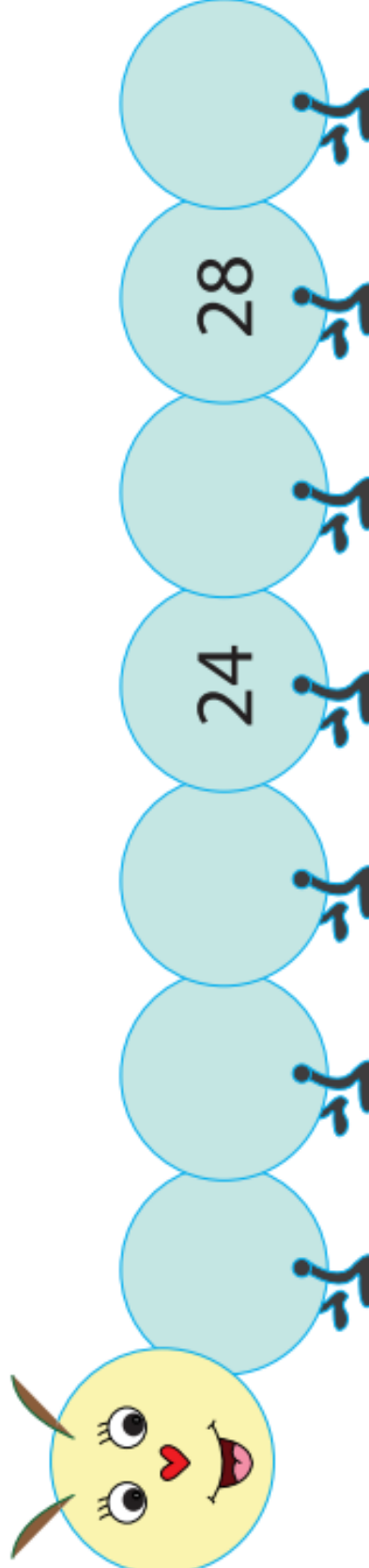


5) Count by 2s and write how many loaves of bread are there in all.

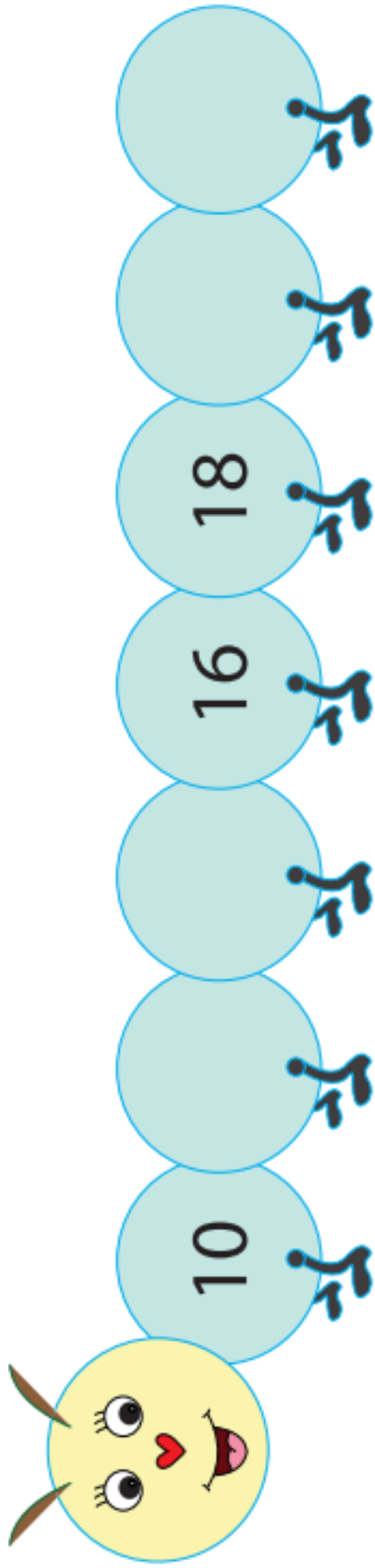


Directions: Count by 2s and fill in the missing numbers on each caterpillar.

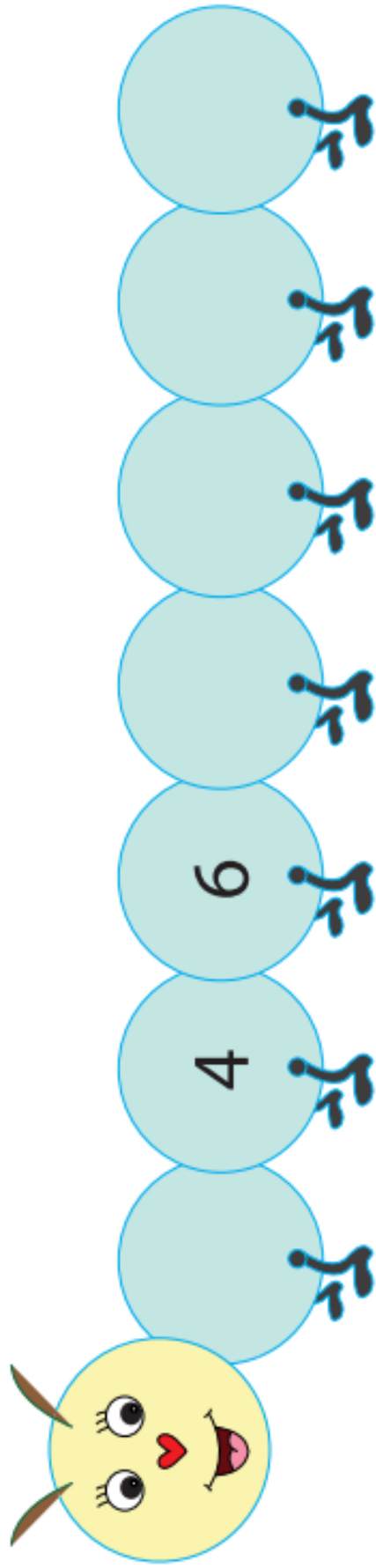
1)  8 14 18

2)  24 28

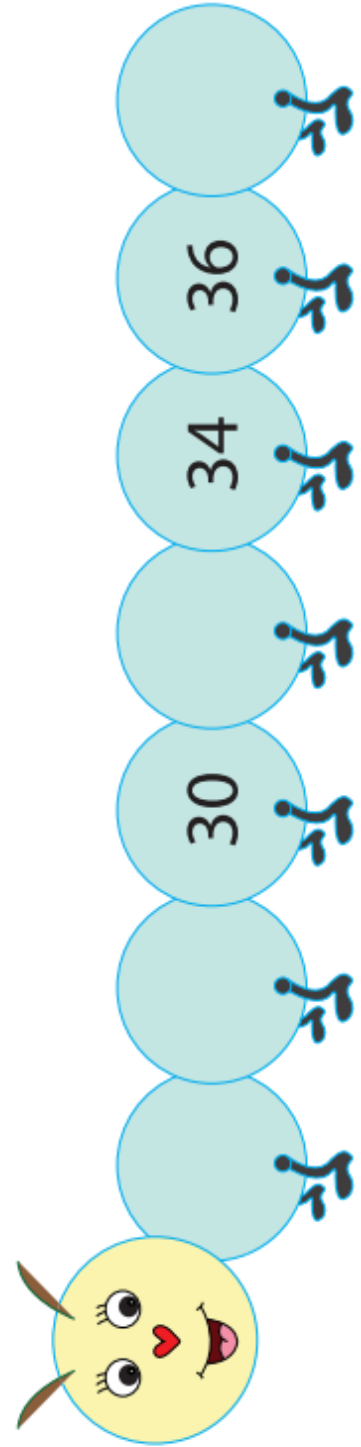
3)



4)



Challenge: 5)



Can you skip count by 5s?

5	10			25
---	----	--	--	----

30		45		50
----	--	----	--	----

55	60			75
----	----	--	--	----

80			95	
----	--	--	----	--

Can you skip count by 10s?

10, _____

Challenge:

Can you skip count backwards by 5s?

20, _____



CBSD FID WORKBOOK

GRADE 1



READING AND WRITING

DAY 3



FLEXIBLE INSTRUCTIONAL DAY 3: READING AND WRITING

READING AND WRITING LESSON SUMMARY

Total Time – 90 Minutes		
Time	Focus	Description
30 Minutes	Reading Horizons Phonics	Review double S, F, and Z.
30 Minutes	Reading	Read decodable texts to practice phonics skills.
20 Minutes	Writing	Draw and/ or write about your day.
10 Minutes	Handwriting	Practice writing Most Common Words and sentences.

READING HORIZONS PHONICS - 30 Minutes

Directions:

Double F, S, and Z Review:

1. Cut out the words with the double f, s, and z spellings.
2. Read each word and sort them by their ending sound and spelling.
3. Glue the words in the table under the correct spelling pattern.
4. Read the words again.

Double F, S, and Z and plurals

1. Complete the worksheet for Lesson 47:
Double F, S, and Z and plurals.
(Note: See the detailed directions on the top of the page.)

Word Bank

cliff	fizz
fluff	frizz
fuss	glass
gruff	jazz
moss	stuff

Reading Horizons Discovery® Spelling Lesson Week 7
Sort and Spell 1

Double S, F, and Z		
-ss	-ff	-zz

Name _____

Most small, single-syllable words ending in the sounds of /s/, /f/, or /z/ will have the final letter doubled.

Lesson 47: Double S, F, and Z and Plurals

Copy each word one time. Arc any Blends and mark each vowel with an x. Then read each word.

buzz
x

cliff
x

miss
x

jazz
x

class
x

READING - 30 Minutes

Directions:

1. Read *Buzz Sells Milk* to a family member, a pet, or a stuffed animal.
2. **Optional:** Draw a picture for the story in the box above the story.
3. Read *The Stuff We Like* to a family member, a pet, or a stuffed animal.

Buzz Sells Milk

Illustrate the story here:



Buzz has a fun job. His job is to sell jugs of milk at the mill. Buzz runs up a tall grass hill to get the milk. He huffs and puffs at the top of the hill. Buzz fills six glass jugs with milk. Not a drop spills.

Next, Buzz runs the milk jugs to the mill. Buzz sees Tiff, Will, and Russ at the mill. “Do you want milk?” asks Buzz. “Yes!” yell the pals. The pals get the jugs. The boss gets the bill. Buzz did a swell job.

Name: _____

Date: _____

The Stuff We Like

Fiction; Word Count: 154

Lesson 24:
Double S, F, and Z
Chapter 2, Pathway 2

Skill Words

Jess	jazz	brass	class	Miss	Tess
stress	off	stiff	puff	Buzz	bliss
buff	pass	huff	toss	stuff	mess
grass	moss	cliff	bluff	Jeff	dress
fluff	cuffs	glass	staff	boss	

Challenge Words

music	plays	saxophone	hike	sew
snazzy	learned	blow	glossy	

My pal Jess is into jazz music. She plays the brass saxophone (or sax). She takes a jazz class from Miss Tess. It is fun to see Jess's stress slip off when one stiff puff on her sax makes great jazz music.

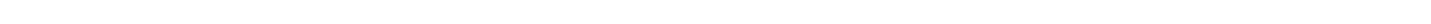
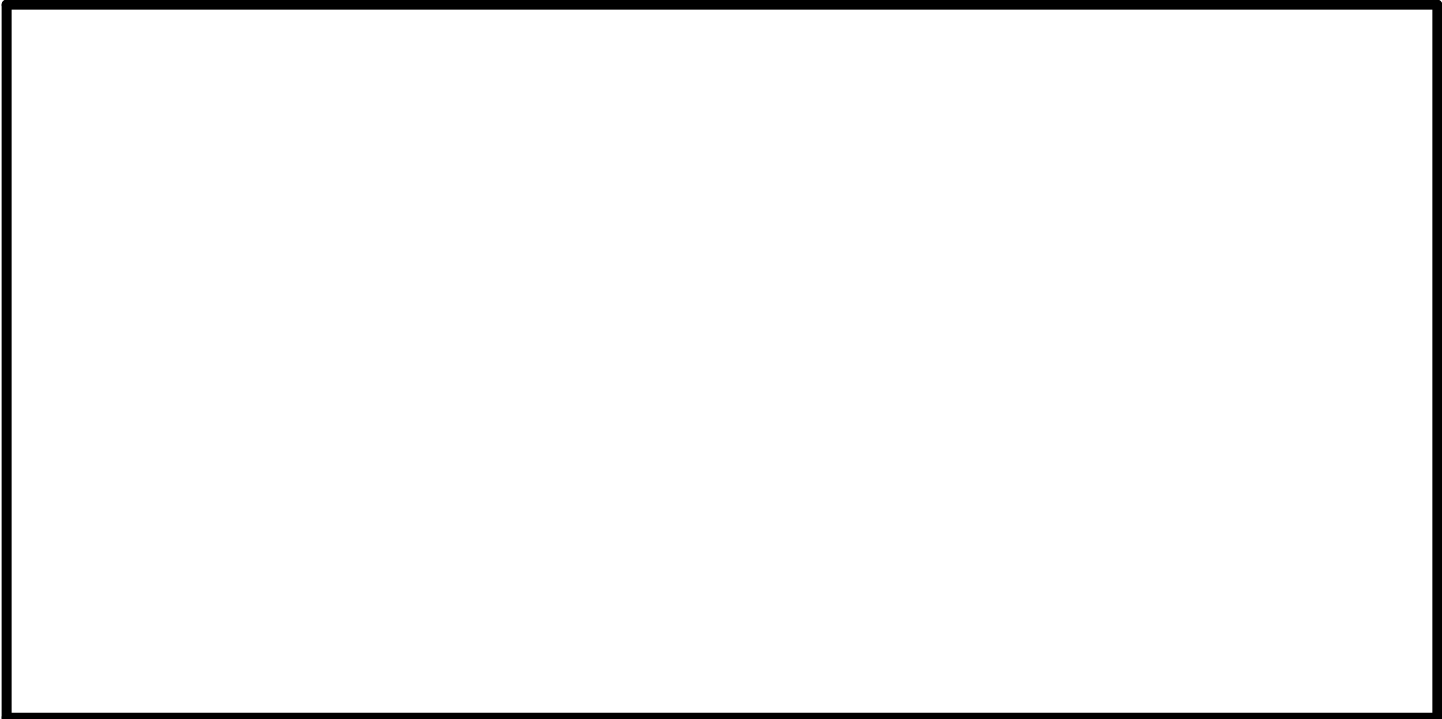
My pal Buzz is not into jazz. He finds bliss on a run or hike. He is buff and fast and can pass me at a jog while I huff and puff on a run. Buzz will toss stuff like water and a mess kit into a bag and then trek past grass and moss to get to a cliff or a bluff.

Then there is Jeff. He likes to make stuff. He can sew a snazzy dress with a lot of fluff on the cuffs. He learned how to blow glass so he could craft a glossy staff. Jeff is the boss! All people like stuff. What stuff do you like?

WRITING - 20 Minutes

Directions:

1. Using the writing paper provided, draw a picture of your day in the box.
2. On the lines, write about your day using words or sentences.



HANDWRITING - 10 Minutes

Directions:

1. Hold your pencil correctly.
2. Trace each word using the dotted lines.
3. Write each word at least three times on the blank line.
4. Read each word as you spell it.
5. Trace each sentence using the dotted lines.
6. Write each sentence on the blank line.
7. Read the sentence.

MCW List 5

each each each each

Blank handwriting lines for practice.

how how how how

Blank handwriting lines for practice.

How do you each do it?

Blank handwriting lines for practice.

MCW List 5

their their their

Blank handwriting practice lines (solid top and bottom, dashed middle).

use use use use use

Blank handwriting practice lines (solid top and bottom, dashed middle).

He can use their pin

Blank handwriting practice lines (solid top and bottom, dashed middle).

MCW List 5

there there there

which which which

Which one is there?



CBSD FID WORKBOOK

GRADE 1



SPECIALS

DAY 3



1ST GRADE FID Day 3

TIME:
20 MINUTES
MATERIALS:
PICTURE BOOK
PENCIL, CRAYONS OR
COLORED PENCILS



PARTS OF
A BOOK

Earlier this year, we reviewed the parts of a book. Today, you will recall the parts, using a book that you have in your house. Review the parts below, and then move on to the bottom of the paper, where you will **write**, **draw**, and **color**, using your picture book.

Title: name of book	Author: writer of book	Illustrator: picture person
Illustration: picture on cover	Cover: front of book	Back Cover: back of book
Spine: Skinny part at middle of book		

Look at your book.

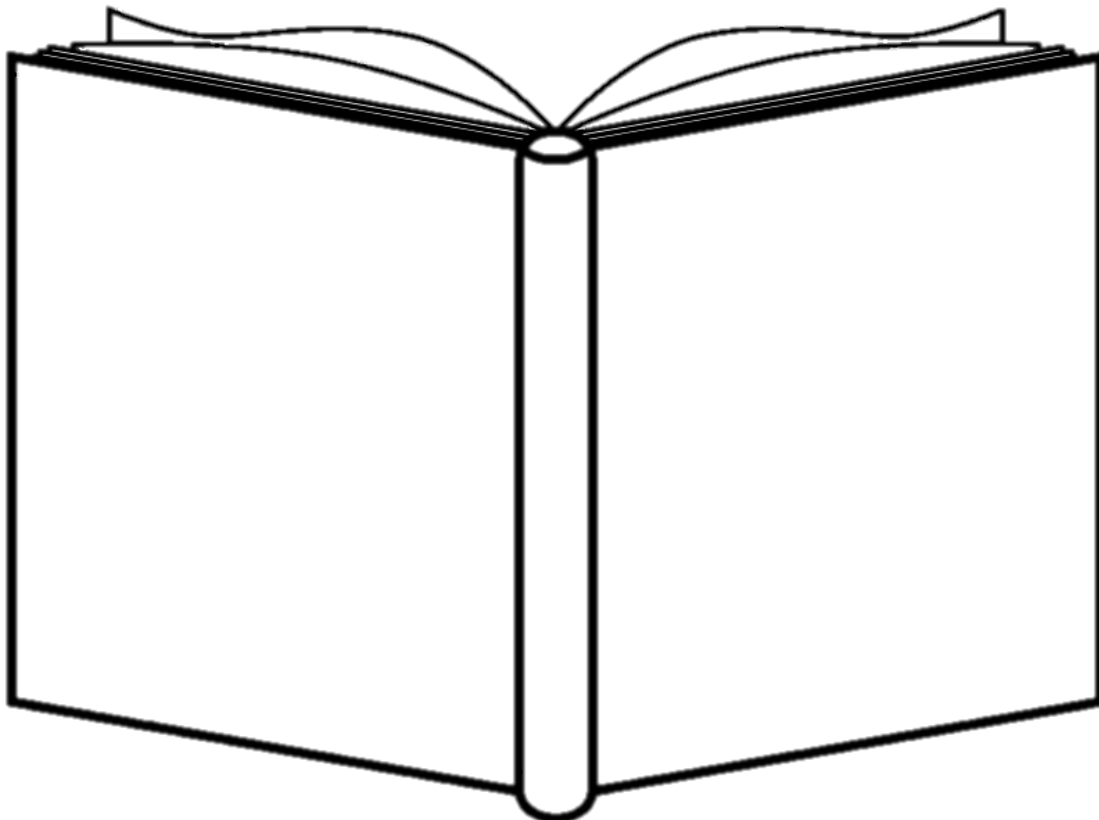
WRITE the name of the book in the spot where it is on your book.

WRITE the author's name in the spot where it is on your book.

WRITE the illustrator's name in the spot where it is on the book.

DRAW the illustration on the cover.

COLOR the cover, spine and back cover the color of your book.



If finished early, read your book!

