CBSD FID WORKBOOK
GRADE 3

Name:_____

FLEXIBLE INSTRUCTION
DAY 3

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 3

MATH
DAY 3

FLEXIBLE INSTRUCTIONAL DAY 3: MATH

SUBTRACTION

MATH LESSON SUMMARY

<table>
<tr><td colspan="3">Activity #1
(15-25 min)</td></tr>
<tr><td>F
Fact Practice</td><td colspan="2">  Reflex Math – Get the Green Light!

*If you do not have internet access you may play Math Towers and complete the multiplication sheet.</td></tr>
<tr><td colspan="3">Activity #2:
CHOOSE 1 ACTIVITY FROM THE 2 OPTIONS BELOW
(15-20 min)</td></tr>
<tr><td>I
Independent Practice</td><td>Complete Subtraction Activity #1</td><td>or
Complete Subtraction Activity #2
Challenge Activity</td></tr>
<tr><td colspan="3">Activity #3:
CHOOSE 1 ACTIVITY FROM THE 2 OPTIONS BELOW
(15 - 20 min)</td></tr>
<tr><td>D
Dive Into a Game</td><td>Solve the Math Maze</td><td>or
Play “Fifteen”</td></tr>
</table>

FACT PRACTICE

REFLEX MATH - Get the Green Light! Log into Classlink from any device. Only complete the Alternative Activity if you are unable to access Reflex Math.

ALTERNATIVE ACTIVITY:

3 x 3	3 x 11	3 x 5	7 x 10	5 x 0
3 x 1	9 x 11	4 x 4	6 x 11	0 x 12
3 x 10	5 x 7	0 x 1	1 x 3	8 x 1
8 x 2	4 x 6	0 x 8	7 x 3	10 x 12
12 x 3	11 x 5	3 x 2	10 x 0	5 x 11
4 x 1	10 x 5	2 x 2	5 x 9	7 x 1
0 x 2	3 x 4	1 x 10	2 x 11	0 x 10
5 x 6	1 x 5	1 x 1	7 x 0	3 x 12
12 x 10	5 x 2	11 x 1	11 x 0	5 x 5
1 x 9	7 x 5	2 x 12	9 x 4	2 x 4

FACT PRACTICE

MATH TOWERS:

Materials:

- Spinner (0-12)
- Math Towers Game Sheet
- 24 Counters or connecting cubes to cover numbers (12 for each player)

Directions:

1. Choose the factor for the game.

2. Each player writes the 12 multiples for that factor (not including 0) on their tower.

3. The younger player goes first.

4. Player 1 spins the spinner and multiplies the number spun by the factor being practiced.

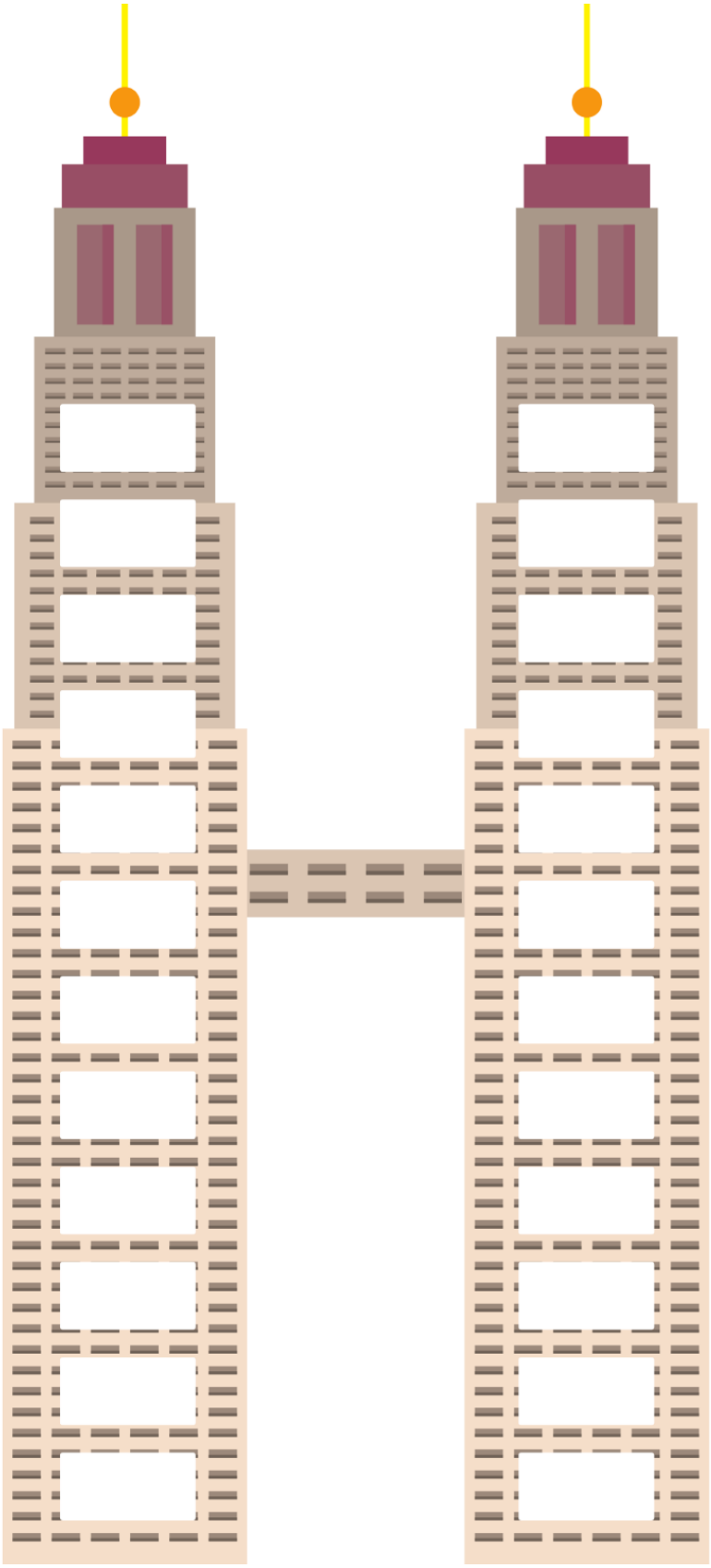
5. Player 1 covers the product on their tower.

6. If the number is already covered, the player loses a turn.

7. Player 2 then takes a turn.

8. The winner is the first one to cover all of the numbers on their tower.

MATH TOWERS



INDEPENDENT PRACTICE

SUBTRACTION: ACTIVITY 1

Example

$$\begin{array}{rrrr} & & \boxed{5} & \boxed{12} \\ 1, & 7 & \not{6} & \not{2} \\ -\ 1, & 7 & 4 & 8 \\ \hline & & 1 & 4 \end{array}$$

8 ones cannot be taken away from 2 ones. So, regroup the tens and the ones.

$$\begin{array}{r} 8232 \\ -\ 5325 \\ \hline \end{array} \qquad \begin{array}{r} 3526 \\ -\ 2357 \\ \hline \end{array}$$

$$\begin{array}{r} 9221 \\ -\ 5146 \\ \hline \end{array} \qquad \begin{array}{r} 7229 \\ -\ 1713 \\ \hline \end{array}$$

$$\begin{array}{r} 8146 \\ -\ 3906 \\ \hline \end{array} \qquad \begin{array}{r} 6692 \\ -\ 4020 \\ \hline \end{array}$$

$$\begin{array}{r} 7683 \\ -\ 7369 \\ \hline \end{array} \qquad \begin{array}{r} 8013 \\ -\ 7398 \\ \hline \end{array}$$

INDEPENDENT PRACTICE

SUBTRACTION: ACTIVITY 2

Challenge Activity

Solve:

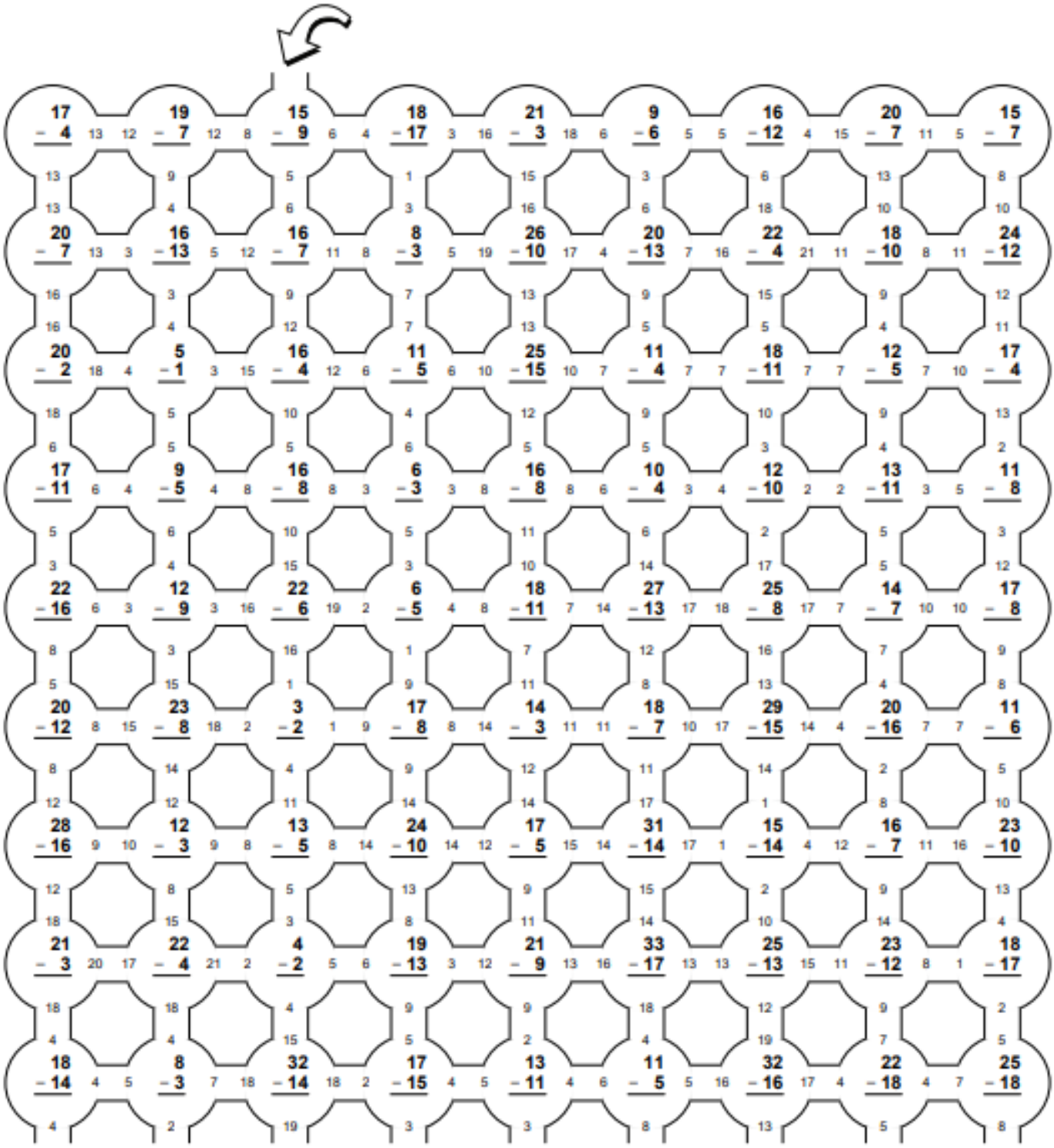
The sum of two numbers is 4,006. One of the numbers is 2,628. Find the difference between the two numbers.

Insert subtraction signs between the digits 987654321 to get a difference of 4,443.
Clue: The order of the digits does not change.

Subtraction Math Maze

Name: _____ **Date:** _____

Find your way from top to bottom by following the path of correct answers. You can only exit a cell if the number matches the answer to the problem.

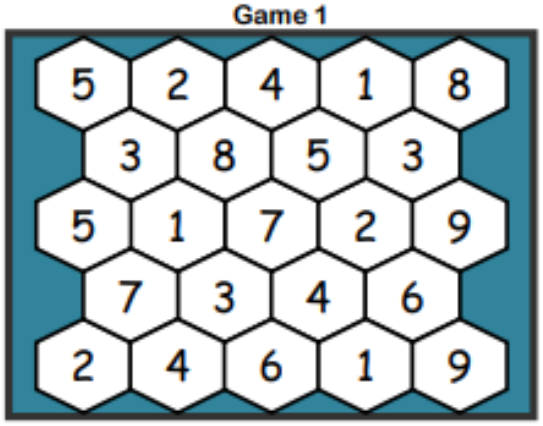


FIFTEEN

Players take it in turns to color 2 or 3 hexagons that total 15. A player could color 2 hexagons, e.g. 7 and 8 or a player could color 3 hexagons, e.g. 4, 5 and 6.
The last player who colors a combination of 2 or 3 numbers that total 15 is the winner.

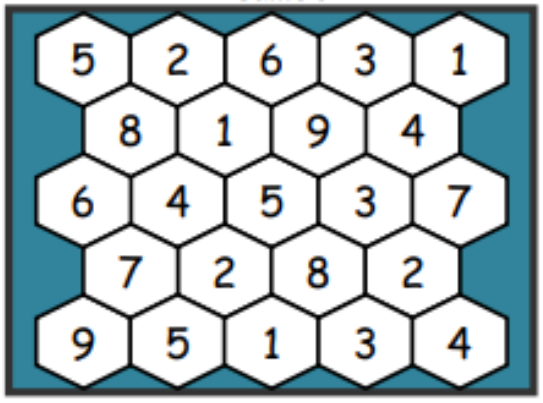
VARIATIONS – Choose a different total to aim for instead of 15 *(For example try 10, 12 or 17)*.

Game 1

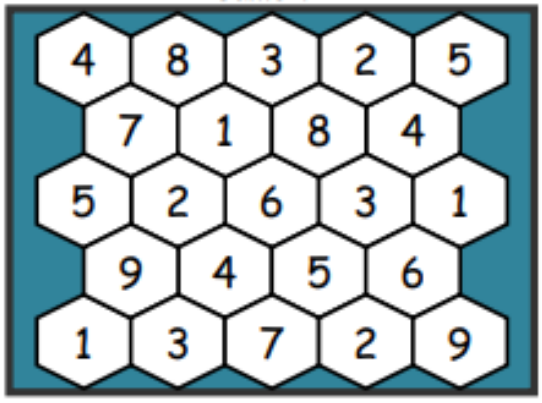


Game 2

Game 3

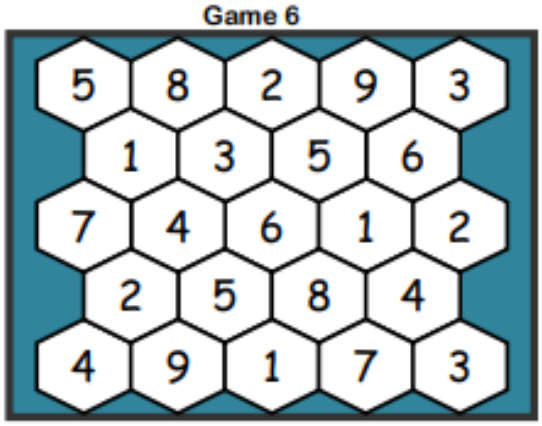


Game 4



Game 5

Game 6



CBSD FID WORKBOOK
GRADE 3

READING AND WRITING
DAY 3

FLEXIBLE INSTRUCTIONAL DAY 3: READING AND WRITING

READING AND WRITING LESSON SUMMARY

Total Time – 90 Minutes		
Time	Focus	Description
90 Minutes	Reading/ Writing	1. Read the text "Forces Around Us". 2. Respond to the prompts and questions related to the text.
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 forces around us.

2. Read the Fast Facts and think about what you might already know about forces around us.

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

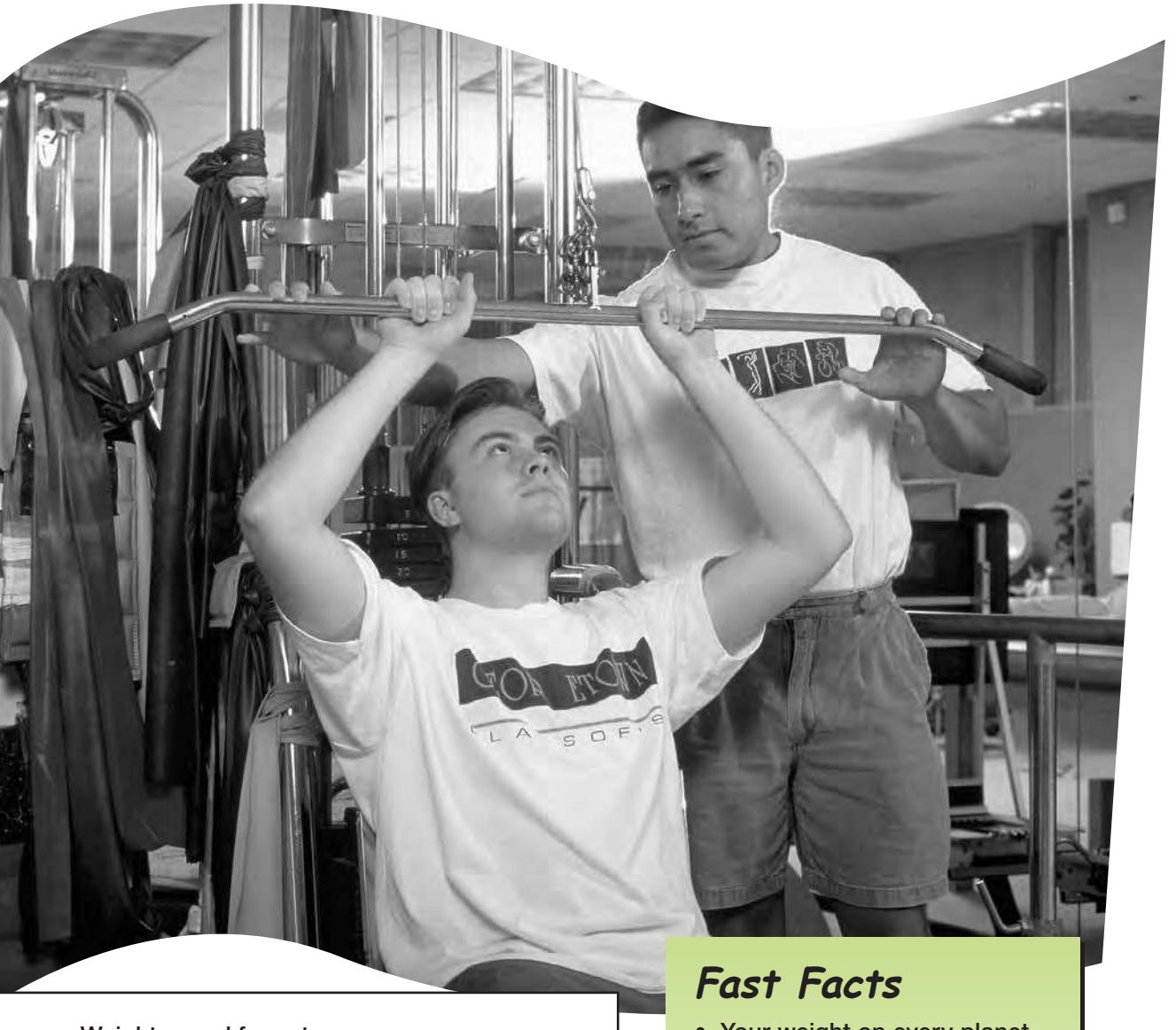
4. Use the Building Connections page to write words or phrases to help you remember what is important.

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.

Forces Around Us



Weights need force to move.

Fast Facts

- Your weight on every planet would be different from your weight on Earth.
- Weight is a force.
- A force will always act in a certain direction.

Push and Pull

Say you and a friend are playing with a sled. Your friend gets on the sled and asks you to move it. You can push or pull[30] the sled. When you push or pull it, you're using force. It's the use of force that lets you move the sled from place to place.[56]

To make the sled move faster, you'd need to use more force. If your friend doesn't weigh much, it won't take much[78] force to make the sled go faster. However, if your friend weighs a lot, it'll take more force to make the sled move faster.[102] No matter how fast something goes, it's force that makes it move.[114]

KEY NOTES

Push and Pull

What does force do?

_____

_____

Forces Around Us

Energy and force get work done.

Fast Facts

- The science of motion, force, and energy is called physics.
- When energy is stored, it is called potential energy.
- The energy of motion is called kinetic energy.

Energy and Work

When a force is used to move an object, it is called work. When you lift an object, such as a trash bag, you are doing work. Even if you lift a book, you are doing work.[40]

Work happens when you use force to make something happen. In order for the force to do the work, energy is used.[62]

You must have energy to do work. If you do a lot of work, you use a lot of energy. If you do just a little work, you don't[91] use very much energy. You get energy from food. Cars get energy from gas. It takes energy for work to be done.[113]

KEY NOTES

Energy and Work

What two things are needed for work?

_____

_____

Forces Around Us

Jumping takes force to go against gravity.

Fast Facts

- The force of gravity was discovered by Isaac Newton.
- The name of the unit used to measure force is the newton.
- The highest jump ever made by an insect was 28 inches high.

Up and Down

You may be able to jump, but you cannot jump 10 feet high. Gravity holds you down. Gravity is the force that pulls us back to Earth.[30]

You can, however, throw a ball 10 feet high. It doesn't take much force to toss a ball that high because a ball doesn't have much mass. It takes less force to move things with less mass.[67]

You have more mass than a ball. That's why it takes more force for you to jump 10 feet high than it takes to toss a ball[94] 10 feet high. Moving something with a lot of mass against the force of gravity takes a lot of energy.[114]

KEY NOTES

Up and Down

What does gravity do?

_____

_____

Forces Around Us

Ice is smooth, so there is very little friction.

Fast Facts

- One type of friction is called sliding friction, such as sliding a book across a desk.
- Friction keeps bicycle wheels on the road.
- A sport in which you want little friction is ice-skating—with little friction between skate and ice you move faster.

Smooth and Rough

If you have ever tried to move an object such as a heavy desk, you know about friction. A heavy desk is hard[26] to drag over something that is rough, such as a rug. The desk does not move easily because it rubs against the rug. The[50] force that makes it hard to drag one thing over another is called friction.[64]

A heavy desk is easy to move over a slick floor. That is because there is less friction between objects and smooth[86] surfaces. There is more friction between objects and rough surfaces, such as a rug. If there is less friction, it is easier to move something.[111]

KEY NOTES

Smooth and Rough

What is friction?

_____

_____

Forces Around Us

Push and Pull

1. What can happen when you use force?

a. You can find a sled.
b. You can make something move.
c. You can have fun with your friend.
d. You can go from place to place.

2. Retell two facts you learned in "Push and Pull."

_____

_____

_____

3. In this reading, *force* means _____

a. moving something fast.
b. moving something slow.
c. the power or strength something has.
d. playing a joke on someone.

Energy and Work

1. Another good name for "Energy and Work" is _____

a. "What Is Force?"
b. "Moving Trash Bags."
c. "How Work Happens."
d. "Making Energy."

2. When does work happen?

3. Why did the author write "Energy and Work"?

a. to give readers information about finding work
b. to explain how energy is used to do work
c. to compare energy and work
d. to explain how cars get energy

Up and Down

1. What is "Up and Down" MAINLY about?

a. how much mass a person has
b. what the different forces are
c. why people can jump 10 feet high
d. how gravity works

2. What is gravity?

3. Why can a person throw a ball 10 feet high but not be able to jump 10 feet high?

Smooth and Rough

1. Friction is the force that _____

a. makes it hard to drag one thing over another.
b. keeps you from jumping high in the air.
c. tells you when something is rough or smooth.
d. gives you energy to move things.

2. Why is it easier to move something over a smooth surface than over a rough surface?

_____

_____

_____

3. What is the main idea of “Smooth and Rough”?

a. how to move a heavy chair
b. what friction does
c. what is good about slick floors
d. why rugs are rough surfaces

gravity	**energy**	**force**	**object**
friction	**mass**	**rough**	**weigh**

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

A. _____ to measure a thing or a person

B. _____ having an uneven surface

C. _____ an amount of matter

D. _____ something that can be seen or touched

E. _____ the force that is on an object

F. _____ the power or strength something has

G. _____ power

H. _____ what is created when two surfaces rub together

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

A. The rug had a very _____ surface.

B. Sara had to _____ her dog.

C. It takes a lot of _____ to run to the school.

D. That _____ was the last to be packed.

E. She used great _____ to push the chair.

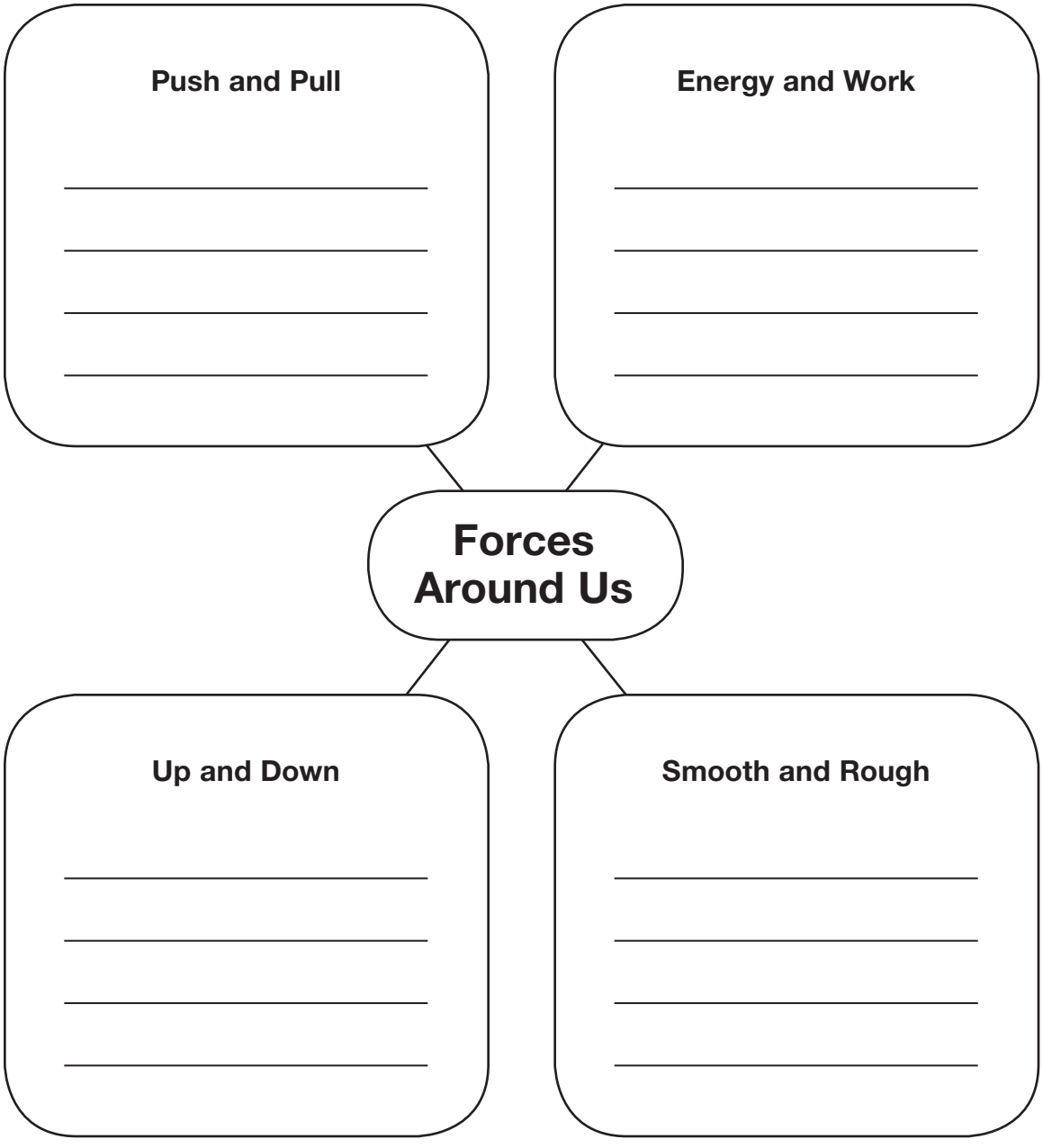
F. How much _____ do you think the ball has?

G. Pushing the box over the rug created _____.

H. _____ made it hard to keep the ball in the air.

Forces Around Us

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



2. What was something new that you learned from reading about the forces around us?

3. Write a question you would like to ask the teacher about the forces around us.

4. Tell about something that you have noticed happening that you understand better now that you have read about the forces around us.

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 3

SPECIALS
DAY 3

QUEST - Grade 3

TIME
20 minutes

FID day 3

🎯Learning Goal: I will

use creative thinking skills to transform 30 circles into recognizable objects.

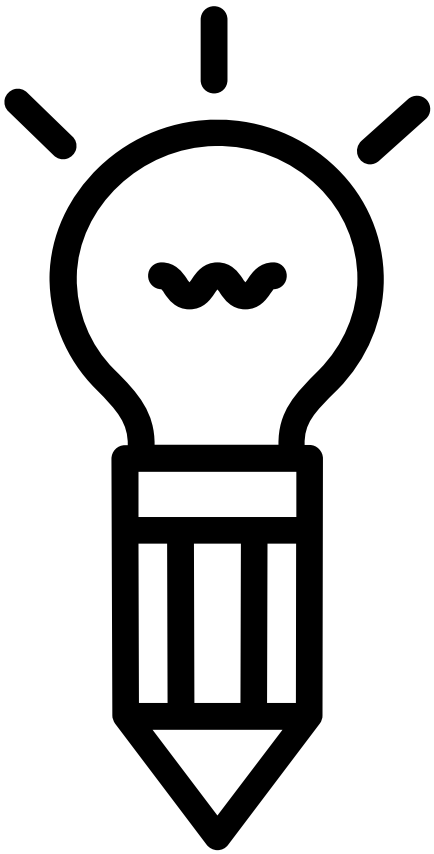
Materials
- **30 Circles Sheet**
- **Pencil, crayons, and/or markers**

30 Circles Challenge

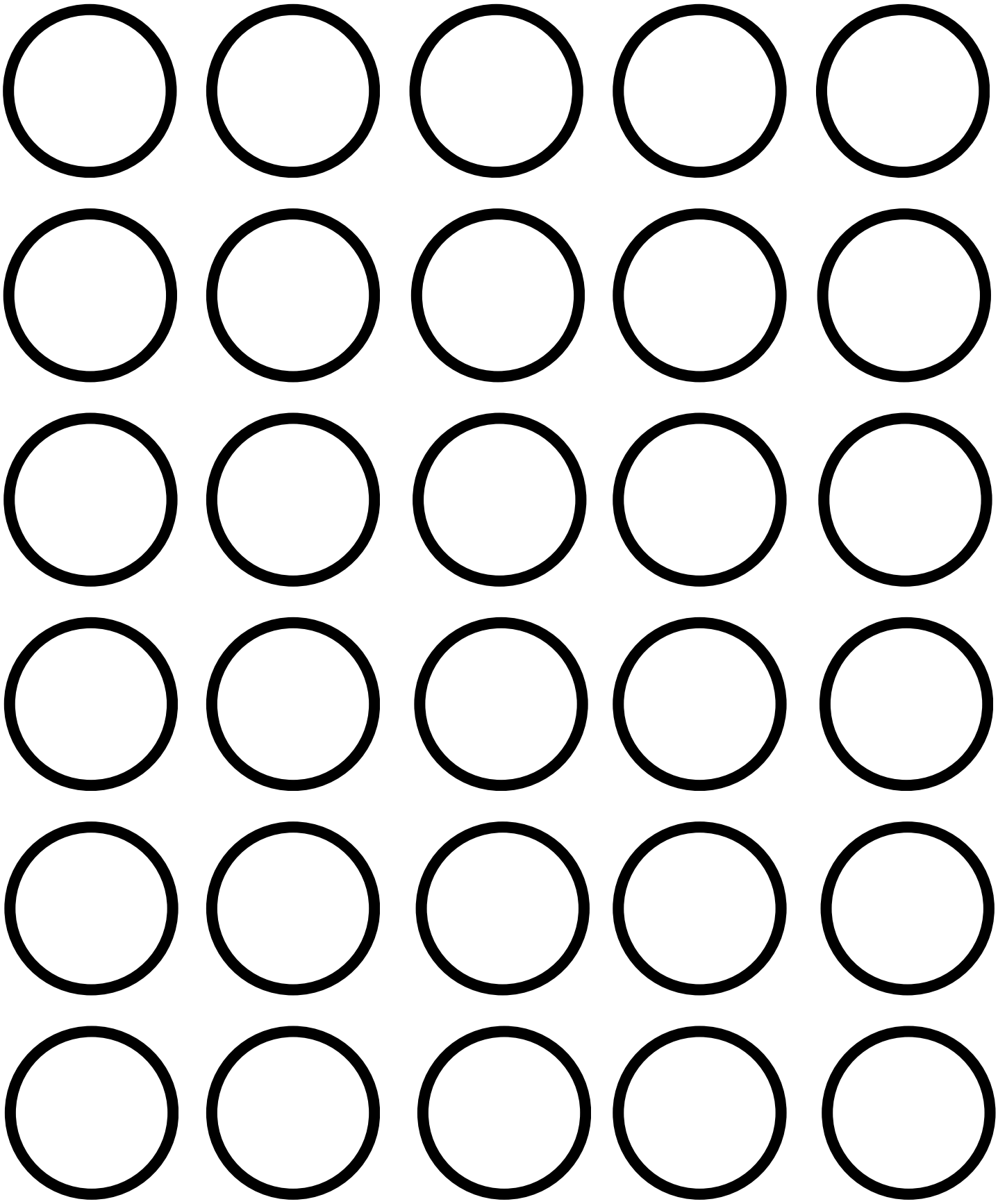
creative thinking at its best!

Directions:

1. **What can you make out of a circle?**
2. **On the attached recording sheet, transform the 30 circles into as many different objects as you can. Be creative!**



30 Circles Challenge

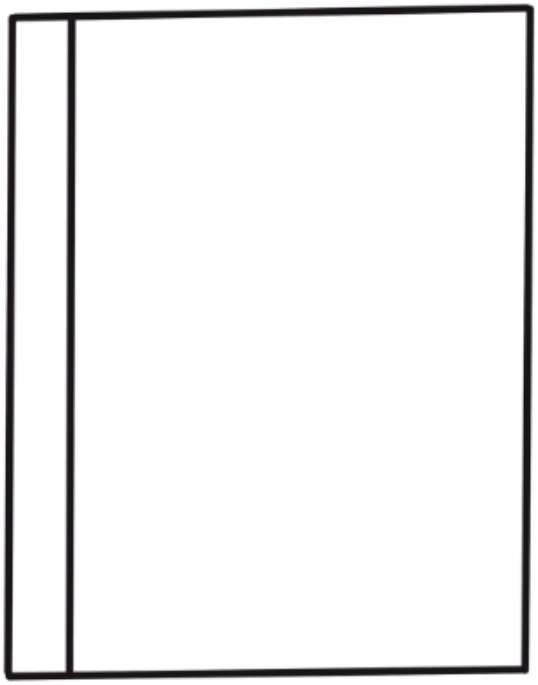


BONUS- Finish the Picture Challenge

Directions:

- **Add more details to complete each drawing. You can turn each drawing into anything except what it already is.**

It's NOT a notebook!



It's _____.

Directions:

- **Add more details to complete each drawing. You can turn each drawing into anything except what it already is.**

It's NOT a paper clip!

It's _____.