



# CBSD FID WORKBOOK

## GRADE 3

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



# FLEXIBLE INSTRUCTION

## DAY 5







## 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 3




# MATH

## DAY 5



# FLEXIBLE INSTRUCTIONAL DAY 5: MATH GRAPHS

## MATH LESSON SUMMARY

<b>Activity #1</b> <i>(15-25 min)</i>			
<div style="font-size: 2em; font-weight: bold; border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">F</div> <p style="text-align: center; margin-top: 5px;"><b>Fact Practice</b></p>		<p style="text-align: center;">Reflex Math – Get the Green Light!</p> <p style="text-align: center; font-size: 0.8em;"><i>*If you do not have internet access you may play Math Towers and complete the multiplication sheet.</i></p>	
<b>Activity #2:</b> <b>CHOOSE 1 ACTIVITY FROM THE 2 OPTIONS BELOW</b> <i>(15-20 min)</i>			
<div style="font-size: 2em; font-weight: bold; border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">I</div> <p style="text-align: center; margin-top: 5px;"><b>Independent Practice</b></p>	Complete Graphs Activity #1	or	Complete Graphs Activity #2 <i>Challenge Activity</i>
<b>Activity #3:</b> <b>CHOOSE 1 ACTIVITY FROM THE 2 OPTIONS BELOW</b> <i>(15 - 20 min)</i>			
<div style="font-size: 2em; font-weight: bold; border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; margin: 0 auto; display: flex; align-items: center; justify-content: center;">D</div> <p style="text-align: center; margin-top: 5px;"><b>Dive Into a Game</b></p>	Play Tarfet Toss	or	Play Tic Tac Toe Graphs

# 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:**

$$\begin{array}{r} 0 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 11 \\ \hline \end{array}$$

## FACT PRACTICE:

### MATH TOWERS:

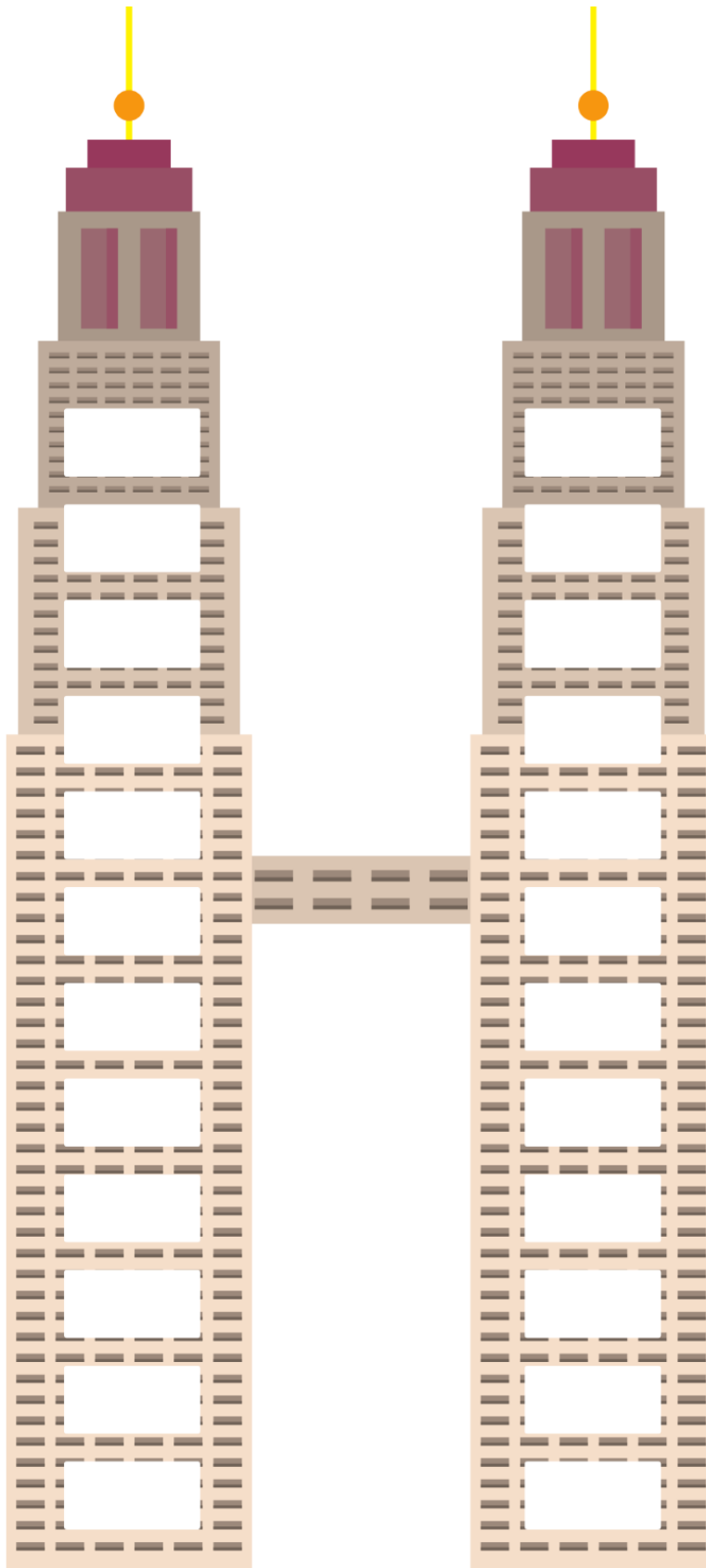
#### **Materials:**

- 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

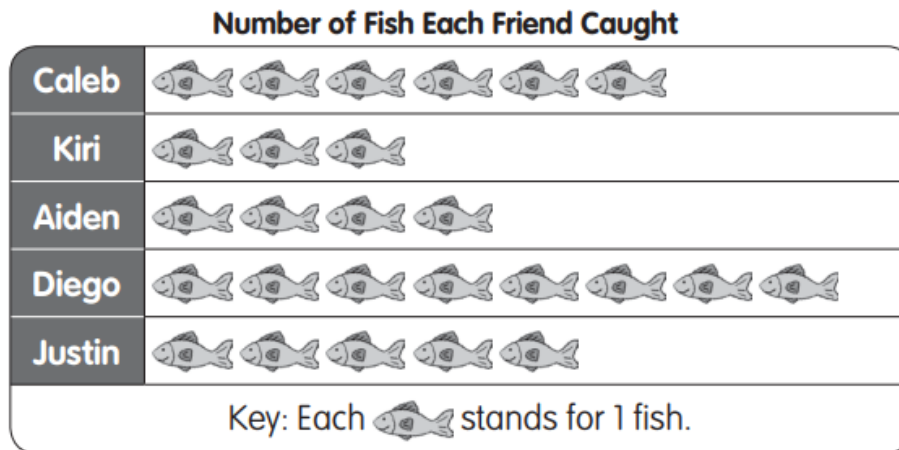


# INDEPENDENT PRACTICE:

## Graphs: Activity 1

Look at the picture graph. Then, answer each question.

Five friends went on a fishing trip. The picture graph shows the fish caught by each friend.



Who caught the greatest number of fish? \_\_\_\_\_

Who caught the least number of fish? \_\_\_\_\_

Who caught 5 fish? \_\_\_\_\_

How many fish did Caleb catch? \_\_\_\_\_

Who caught 2 more fish than Caleb? \_\_\_\_\_

Who caught 2 fewer fish than Caleb? \_\_\_\_\_

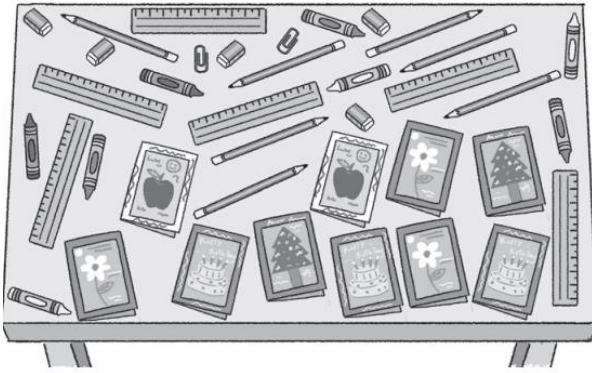
Who caught 5 fewer fish than Diego? \_\_\_\_\_

How many fish did the 5 friends catch altogether? \_\_\_\_\_

## Graphs: Activity 1 *continued*

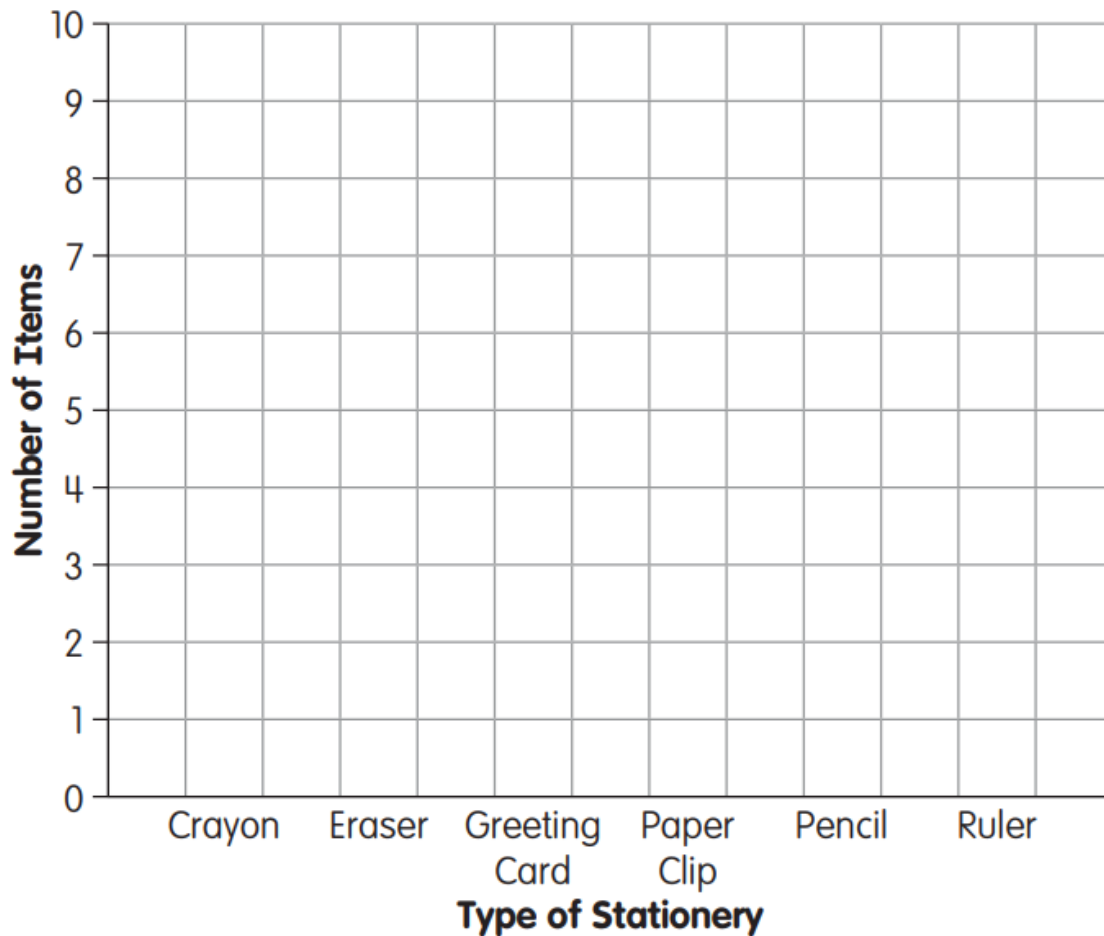
Rosa has the following items on her desk.

Count the number of each item and record the data in the tally chart.



Item	Tally
Crayon	
Eraser	
Greeting Card	
Paper Clip	
Pencil	
Ruler	

Use the tally chart to create a bar graph.



# INDEPENDENT PRACTICE:

## Graphs: Activity 2

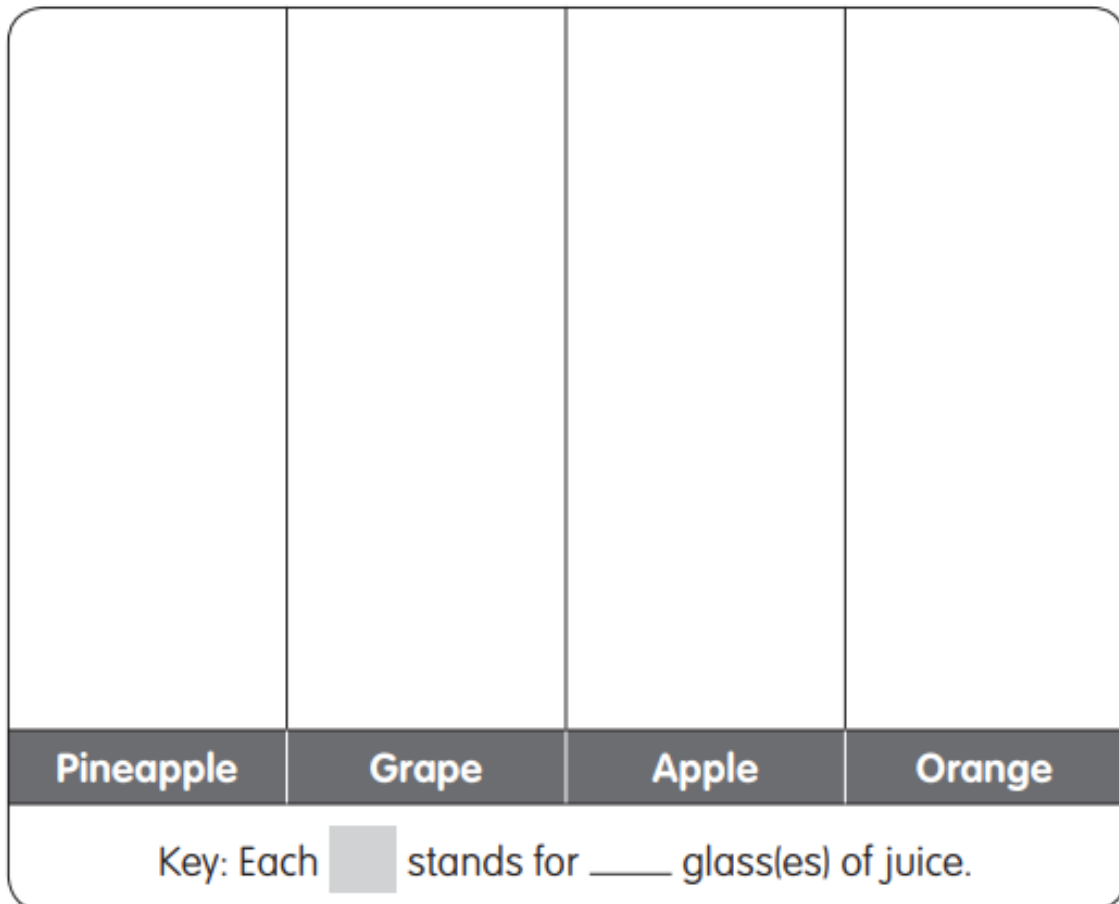
### Challenge Activity

Use pictures of squares to complete a picture graph.

A group of children drinks different types of juice at a party.

- The children drink 27 glasses of juice in all.
- The children drink 10 glasses of apple juice.
- The children drink 4 more glasses of apple juice than grape juice.
- The children drink the fewest glasses of pineapple juice.
- The children drink the same number of glasses of grape juice as the number of glasses of orange juice.

### Fruit Juices



## **INDEPENDENT PRACTICE:**

### **Graphs: Activity 2 *continued***

#### *Challenge Activity*

**Read the clues to make a bar graph.**

Ms. Jones counts the letters she receives from Monday to Thursday.

This is the data she collects:

- She receives 23 letters in all.
- She receives 6 letters on Monday.
- She receives 2 more letters on Tuesday than on Monday.
- She receives 6 more letters on Tuesday than on Thursday.
- The number of letters she receives on Wednesday is more than those she receives on Monday but fewer than those she receives on Tuesday.

### **Letters Ms. Jones Receives**



### Target Toss: Activity 3

- Toss something small (like a penny or a bean) onto the target found on the next page.
- Draw tally marks for each toss.
- Answer the questions

Color	Tally Marks	Total
Red		
White		
Yellow		

Which color did you land on the most? \_\_\_\_\_

Which color did you land on the least? \_\_\_\_\_

How many times did you land on white and yellow together?

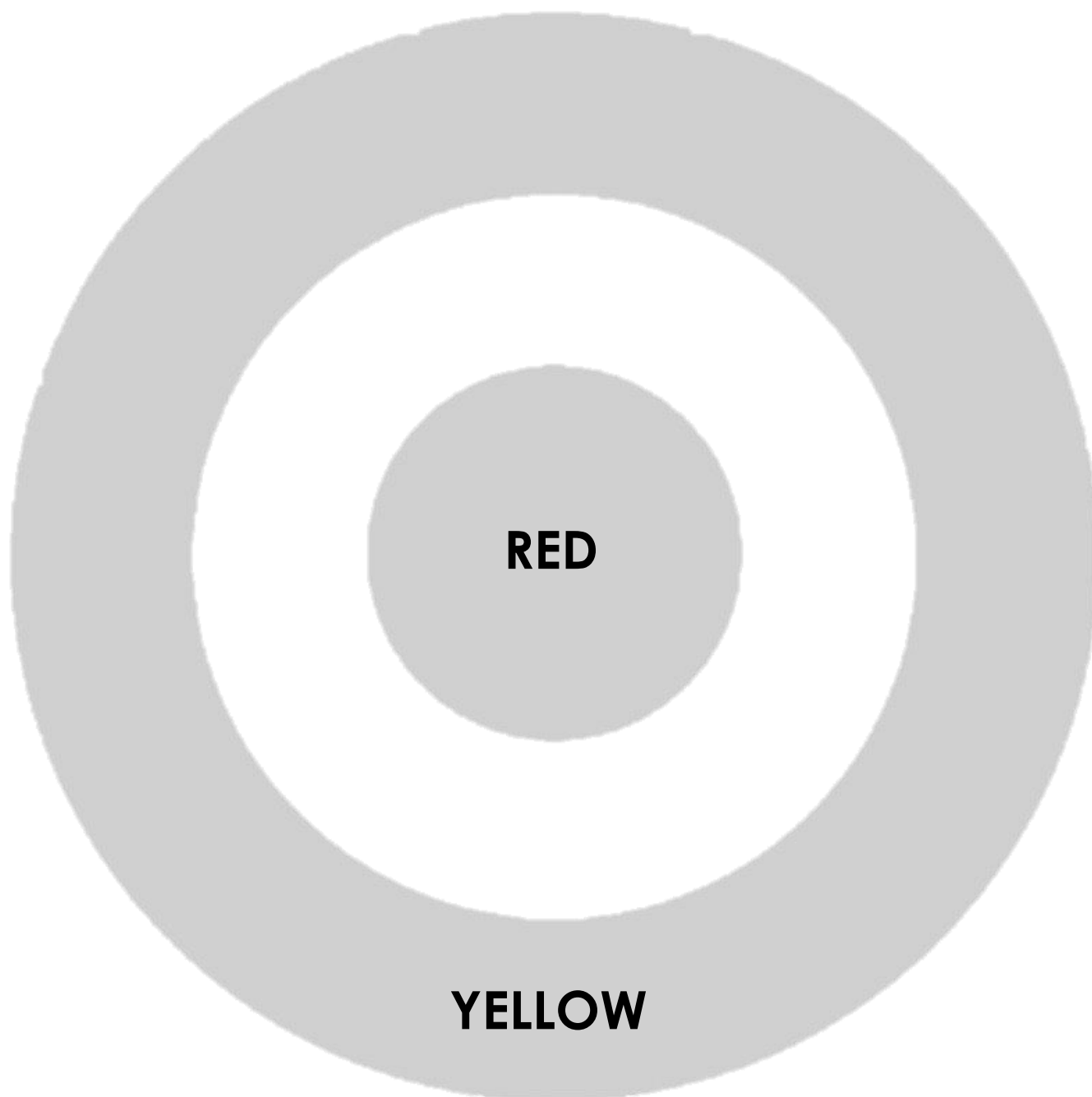
\_\_\_\_\_

How many times did you land on red and white together?

\_\_\_\_\_

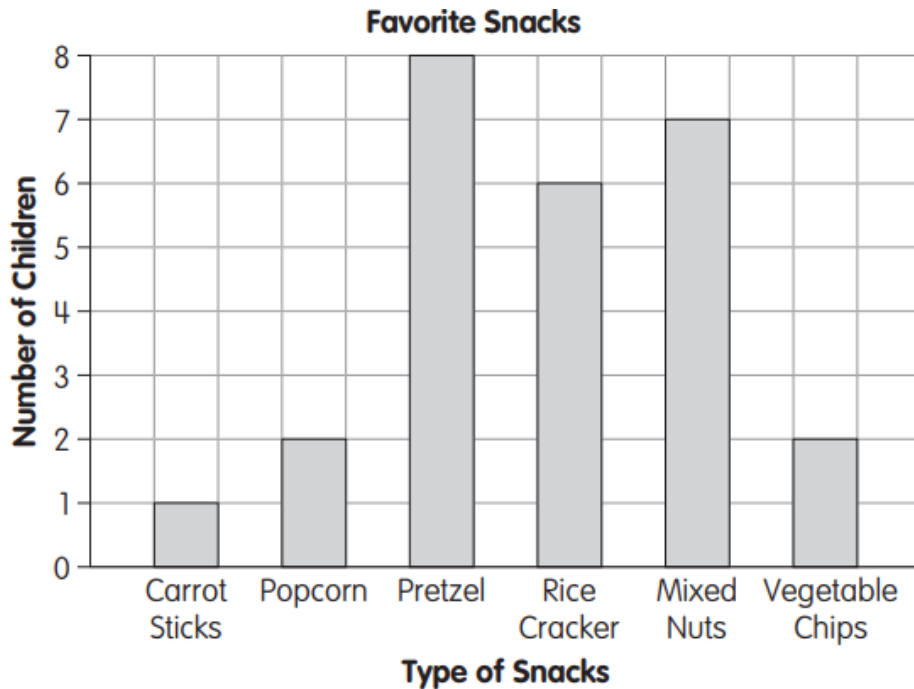
How many times did you toss the object in total?

\_\_\_\_\_



### Tic Tac Toe: Activity 3

Play tic-tac-toe with a partner. Each time you choose a square, use the bar graph to answer the question.



<p>The greatest number of children voted for _____ as their favorite snack.</p>	<p>The least number of children voted for _____ as their favorite snack.</p>	<p>The same number of children voted for _____ and _____ as their favorite snacks.</p>
<p>7 more children voted for _____ than _____.</p>	<p>2 more children voted for _____ than _____.</p>	<p>A total of _____ children voted for their favorite snacks.</p>
<p>_____ more children voted for pretzels than popcorn.</p>	<p>_____ children voted for popcorn and mixed nuts together.</p>	<p>_____ children voted for rice cakes and popcorn together.</p>



# **CBSD FID WORKBOOK**

## **GRADE 3**



# **READING AND WRITING**

## **DAY 5**



# FLEXIBLE INSTRUCTIONAL DAY 5: READING AND WRITING

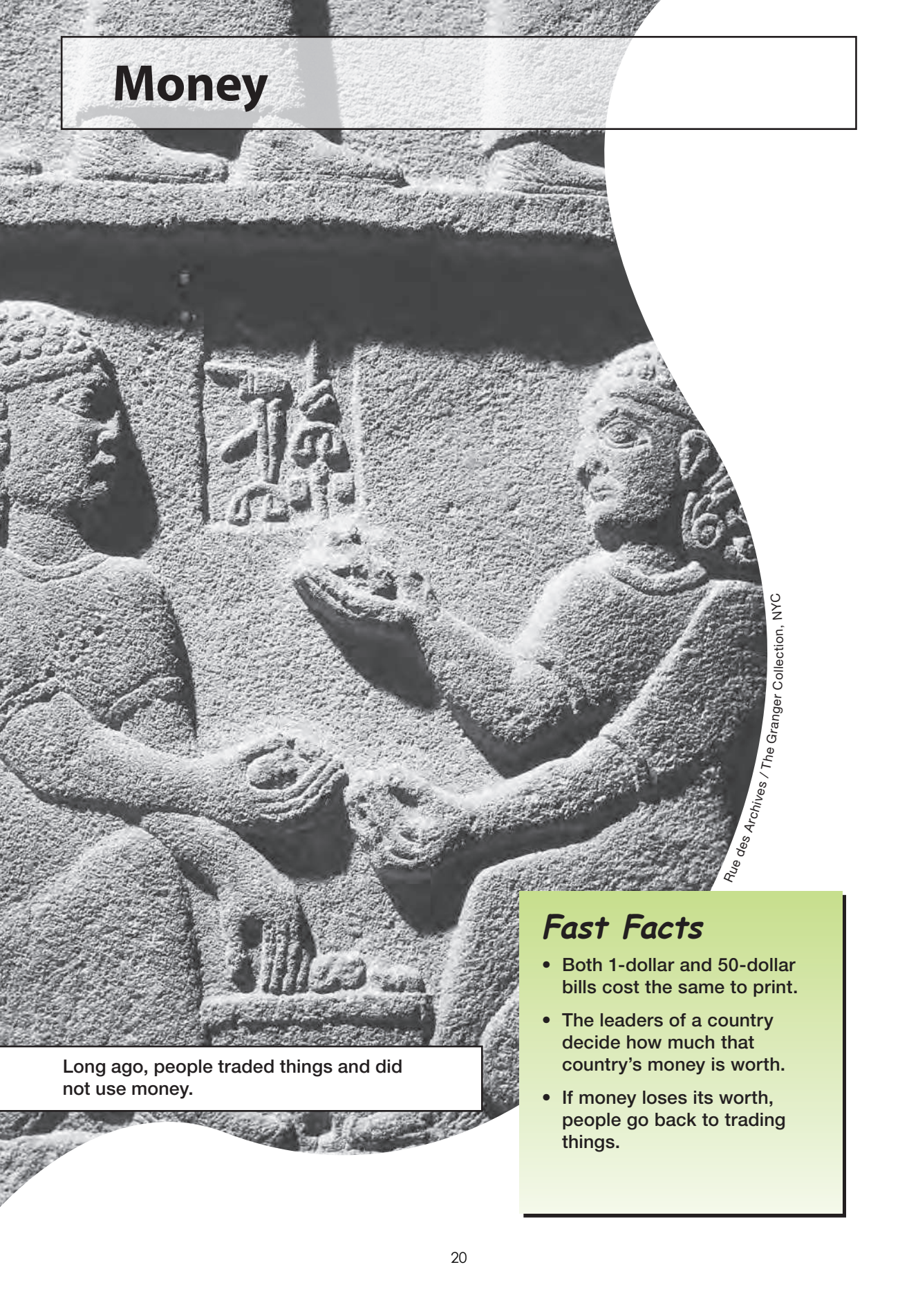
## READING AND WRITING LESSON SUMMARY

<b>Total Time – 90 Minutes</b>		
<b>Time</b>	<b>Focus</b>	<b>Description</b>
90 Minutes	Reading/ Writing	1. Read the text “Money”. 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 money.
2. Read the Fast Facts and think about what you might already know about money.
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.

# Money



Rue des Archives / The Granger Collection, NYC

Long ago, people traded things and did not use money.

## *Fast Facts*

- Both 1-dollar and 50-dollar bills cost the same to print.
- The leaders of a country decide how much that country's money is worth.
- If money loses its worth, people go back to trading things.

# What Is Money?

Today, we use money to pay for the things we need or want. We get money when we are paid for doing something<sup>26</sup> or when we sell something. Long ago, people did not use money like we do today. They traded things. If one person<sup>48</sup> had food and another person had a rug, the food might be traded for the rug.<sup>64</sup>

Sometimes we still trade things like food and rugs. However, most times we do another kind of trading. We trade paper money for the things we want or need.<sup>93</sup>

## KEY NOTES

### What Is Money?

What can people do to get food or things they need or want?

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# Money



Beads, salt, and other things can be used as money.

## *Fast Facts*

- In some places in the world, cows are used as money.
- The word *salary*, or money paid for doing a job, comes from the word *salt*.
- Anything can be used as money if everyone in a place agrees to it.

# Different Kinds of Money

People have used different things for money. On one island, people used big stones as money. If what they wanted<sup>24</sup> cost a lot, they had to roll more than one stone to the person who was selling things.<sup>42</sup>

On another island, people used red feathers for money. Feathers that were redder were worth more than feathers that were less red.<sup>64</sup>

Long ago, salt was worth a lot. In some places, people used bars of salt as money. In the United States, the earliest people used beads as money.<sup>92</sup>

## KEY NOTES

### Different Kinds of Money

Why might people use different things for money?

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# Money



Coins are used in many different countries.

## ***Fast Facts***

- Every coin and every piece of paper money is worth a small piece of gold.
- The place where money is made is called a mint.
- In 2002, 12 countries in Europe began to use the same kind of money.

# Coins and Paper Money

Many people used gold and silver to buy things. People would weigh the gold or silver to see how much they were worth before using them. Weighing takes time, so people started making coins. The marks on the coins told people how much the coins were worth.<sup>51</sup>

Coins can weigh a lot. Also, it was not always safe to carry coins, so people left them at stores. Store owners gave their customers notes that said the customers had left coins at the store. These notes were the first paper money.<sup>94</sup>

## KEY NOTES

### Coins and Paper Money

How did people use coins and paper money long ago?

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# Money



A bank card is useful, but it is not the same as money.

## ***Fast Facts***

- Computers can keep track of lost bank cards.
- Some banks let people pay back their money slowly, a little at a time.
- Some bank cards allow people to take out paper money from computers called ATMs.

# Bank Cards

Today, many people don't carry a lot of coins or paper money. Instead, they use bank cards. Bank cards are small<sup>23</sup> plastic cards that computers can read. Computers tell banks to pay store owners for what people buy. Computers also tell<sup>43</sup> banks how much people need to pay to banks for what they have bought.<sup>57</sup>

Plastic bank cards are useful because people don't have to carry much money around with them. However, bank cards<sup>76</sup> are not money. People need to pay the bank for the things they have bought at a store.<sup>94</sup>

## KEY NOTES

### Bank Cards

Why do people use bank cards?

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# Money

## What Is Money?

1. Before there was money, how did people pay for things?

- They sold things.
- They made their own things.
- They took what they needed.
- They traded things.

2. How do people use paper money today?

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3. Where do people today get the money for the things they want or need?

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## Different Kinds of Money

1. "Different Kinds of Money" is MAINLY about \_\_\_\_\_

- the different things people have used for money.
- the big stones found on some islands.
- how people trade for things with money.
- how people use salt on their food.

**2. Name three things that have been used for money.**

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**3. Why would red feathers be used for money?**

- a. Red feathers could be found near the place.
- b. Red feathers were easier to weigh.
- c. Few red feathers could be found.
- d. There were lots of different colored feathers.

## Coins and Paper Money

**1. Why did people make gold and silver into coins?**

- a. Gold and silver were easier to weigh than feathers.
- b. People wanted to see their money.
- c. Gold and silver took time to weigh.
- d. People found lots of gold and silver.

**2. The first paper money told how much \_\_\_\_\_**

- a. money a person owed to a store.
- b. a person could sell.
- c. money a person had left at a store.
- d. a person's coins weighed.

**3. Why did people begin using paper money?**

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# Bank Cards

## 1. What are bank cards?

- a. paper money that people buy at a store
- b. plastic cards that people can use to buy things
- c. computers that give people money
- d. plastic cards that a person can buy at a store

## 2. How do people use bank cards?

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## 3. How are bank cards and paper money different?

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<b>trade</b>	<b>island</b>	<b>weigh</b>	<b>plastic</b>
<b>feathers</b>	<b>coins</b>	<b>silver</b>	<b>computers</b>

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

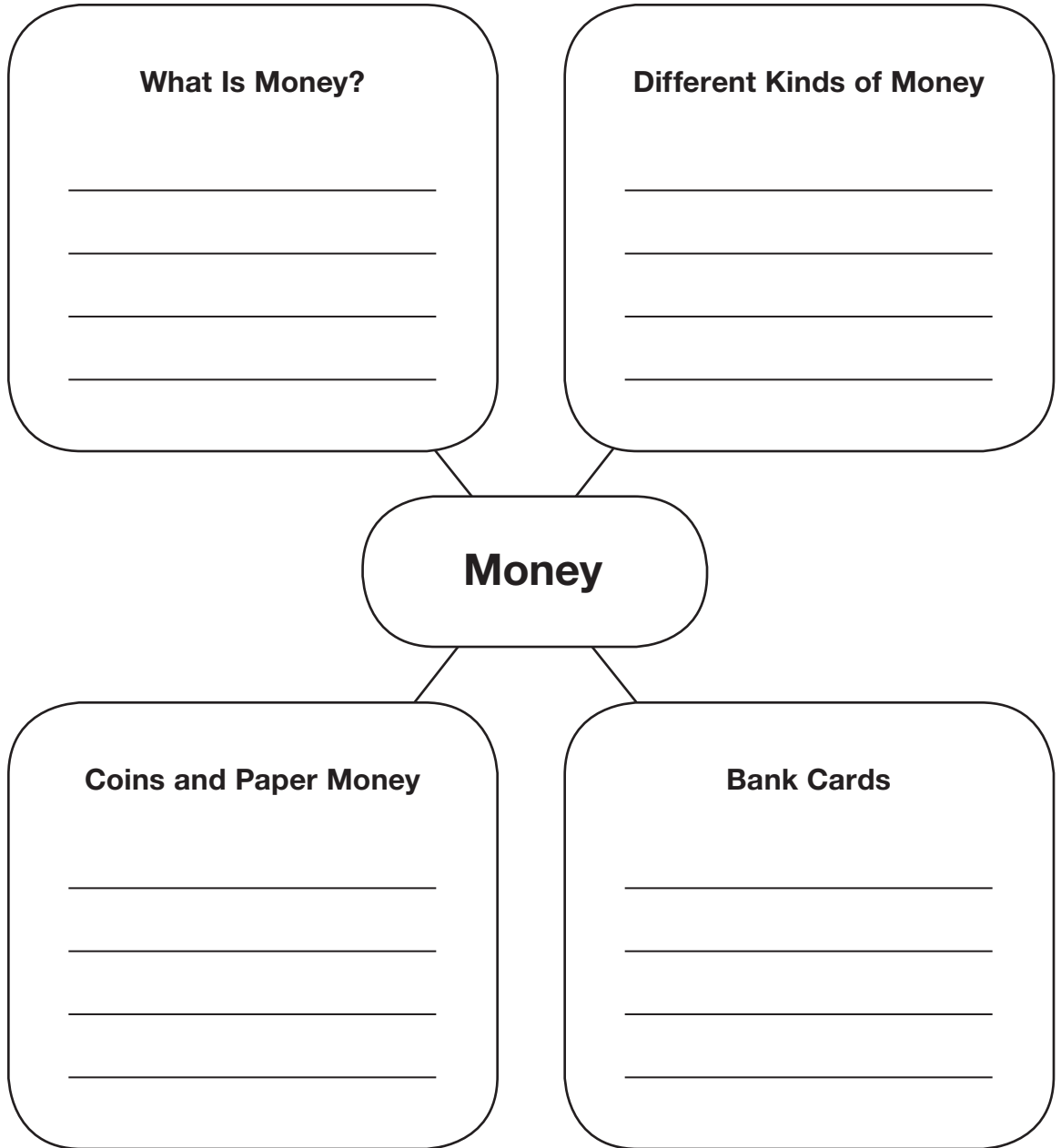
- A. \_\_\_\_\_ small hard pieces of money
- B. \_\_\_\_\_ things people use to work, send e-mail, or play games
- C. \_\_\_\_\_ the soft coverings on a bird's body
- D. \_\_\_\_\_ a small area of land with water around it
- E. \_\_\_\_\_ something that can be hard to break and is used to make things
- F. \_\_\_\_\_ something that can be used to make coins and watches
- G. \_\_\_\_\_ to give something to someone and get something in return
- H. \_\_\_\_\_ to find out how heavy something is

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

- A. The man will \_\_\_\_\_ the fish before he sells it.
- B. The bright coins are made of \_\_\_\_\_.
- C. I needed a \_\_\_\_\_ bag to carry my gym clothes home.
- D. Jose went to an \_\_\_\_\_ so he could lie on the beach.
- E. \_\_\_\_\_ help birds stay warm and help them fly.
- F. John and Lori do their work on \_\_\_\_\_ at school.
- G. Mary used a few \_\_\_\_\_ to buy some gum.
- H. Dan wanted to \_\_\_\_\_ some DVDs with Marta.

# Money

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



**2. What is money?**

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**3. Why was it important for money to weigh the right amount?**

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**4. How is the money people use today different from the money people used long ago?**

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# **CBSD FID WORKBOOK**

## **GRADE 3**



# **SPECIALS**

## **DAY 5**



# P.E. - Grade 3

## TIME

20 minutes

### 🎯 Learning Goal:

I will engage in both physical and cognitive aspects throughout an in-home locomotor scavenger hunt.

FID day  
5

### Materials

- Sneakers
- A safe space
- Scavenger hunt materials.

Welcome to P.E.! Before you get started, make sure you are wearing sneakers and have cleared the floor around you to safely participate in class. As you finish each section, check the box to mark it complete.

Have fun!

1

**Warm-up**



2

**Activity 1**



3

**Cool Down**



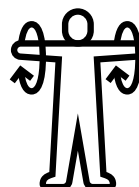
## 1 Warm-up

Directions: Find an open space and complete each of the following exercises to warm-up.



10

Jumping Jacks



10

Arm Circles



10 Mountain  
Climbers  
(each leg)







10






Squats

# 2 Activity- Workout of the Day

## Focus: Locomotor Movements

Directions: Today, we are practicing locomotor movements. Each round, you will complete a new locomotor movement on your search for a new item. Find the object somewhere in your home. Once you find the item and complete the movement, mark it complete with a checkmark. Complete each round and most importantly, have fun!

Set #	Locomotor Movement	Picture of Movement	Item to Find inside your Home	Checkbox (Check-off)
1	Walking		Spoon	<input type="checkbox"/>
2	Running		Red book	<input type="checkbox"/>
3	Hopping		Something with wheels	<input type="checkbox"/>
4	Skipping		Something that makes a noise	<input type="checkbox"/>
5	Jumping		A round object	<input type="checkbox"/>

Set #	Locomotor Movement	Picture of Movement	Item to Find inside your Home	Checkbox (Check-off)
6	Galloping		Something soft	<input type="checkbox"/>
7	Skating		Pillow	<input type="checkbox"/>
8	Bear Crawl		Something that bounces	<input type="checkbox"/>
9	Crab Walk		To something you wear on your head	<input type="checkbox"/>
10	Running		Something that holds water	<input type="checkbox"/>

### 3 Cool Down

Directions: Hold each stretch for 10 seconds. Complete the stretch on the right and left side.



Shoulder Stretch



Side Stretch



Quadricep Stretch



