



CBSD FID WORKBOOK

GRADE 5

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 5



MATH

DAY 5



FLEXIBLE INSTRUCTIONAL DAY 5: MATH

DATA AND GRAPHS

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	Data and Graphs Independent Practice Page Option 1 & Math Maze
D Dive Into a Graphing	Data and Graphs Independent Practice Page Option 2 & Math Maze
Activity #3: (30 min)	
	Vegetable Graphing

FLUENCY PRACTICE

1.) $47 \times 4 = \underline{\quad}$	6.) $4 \times 19 = \underline{\quad}$	11.) $64 \div 8 = \underline{\quad}$
2.) $100 \times 4 = \underline{\quad}$	7.) $30 \times 60 = \underline{\quad}$	12.) $22 \times 23 = \underline{\quad}$
3.) $10 \times 10 = \underline{\quad}$	8.) $11 \times 11 = \underline{\quad}$	13.) $62 \times 12 = \underline{\quad}$
4.) $36 \div 4 = \underline{\quad}$	9.) $27 \div 3 = \underline{\quad}$	14.) $72 \times 7 = \underline{\quad}$
5.) $55 \times 3 = \underline{\quad}$	10.) $18 \times 7 = \underline{\quad}$	15.) $32 \div 4 = \underline{\quad}$

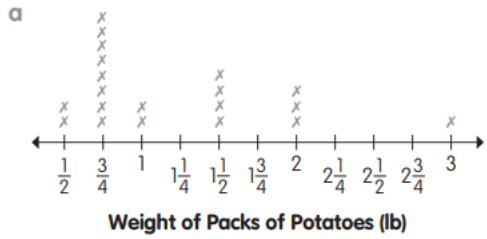
DATA AND GRAPHS INDEPENDENT PRACTICE OPTION 1

Example

The table shows the weight of 20 packs of potatoes.

Weight (lb)	$\frac{1}{2}$	$\frac{3}{4}$	1	$1\frac{1}{2}$	2	$2\frac{3}{4}$	3
Packs of potatoes	2	8	2	4	3	0	1

Use the data to make a line plot.



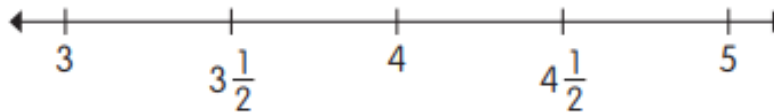
There are 2 packs of potatoes that weigh $\frac{1}{2}$ lb.
 Each cross represents 1 pack.
 Mark 2 crosses at $\frac{1}{2}$ lb.

The tally chart shows the height of a group of tomato plants.

Height (ft)	Tally
3	
$3\frac{1}{2}$	
4	
$4\frac{1}{2}$	
5	

How many total plants are there?

Use the data to make a line plot.



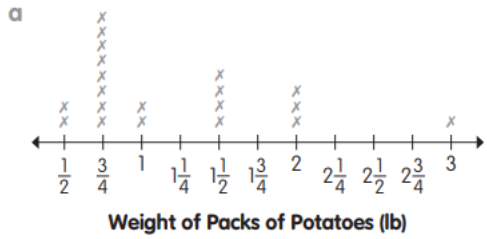
DATA AND GRAPHS INDEPENDENT PRACTICE OPTION 2

Example

The table shows the weight of 20 packs of potatoes.

Weight (lb)	$\frac{1}{2}$	$\frac{3}{4}$	1	$1\frac{1}{2}$	2	$2\frac{3}{4}$	3
Packs of potatoes	2	8	2	4	3	0	1

Use the data to make a line plot.

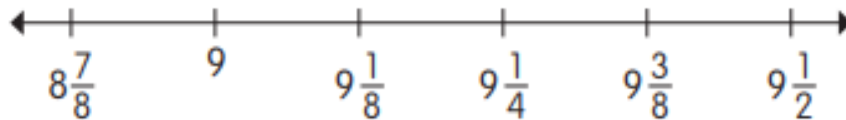


There are 2 packs of potatoes that weigh $\frac{1}{2}$ lb.
 Each cross represents 1 pack.
 Mark 2 crosses at $\frac{1}{2}$ lb.

The table shows the volume of lemonade in 18 identical cups.

Volume (fl oz)	$8\frac{7}{8}$	9	$9\frac{1}{8}$	$9\frac{1}{4}$	$9\frac{3}{8}$	$9\frac{1}{2}$
Number of Cups	4	2	2	4	2	4

Use the data to make a line plot.



1.) What is the total volume of the 18 cups of lemonade?

2.) The total volume of lemonade in the 18 cups is redistributed equally into 10 cups. What is the volume of lemonade in each cup now?

VEGETABLE GRAPHING

Materials Needed:

- A set of vegetable cards (Each card has a picture of either a tomato, carrot, lettuce, pepper, or broccoli)
- Tally chart template (A blank chart with columns for Vegetables, Tally Marks, and Total Number)

Setup:

1. Shuffle the vegetable cards and place them face down in a stack in front of you.
2. Have your tally chart template and a pen or pencil ready.

How to Play:

1. **Draw a Card:**
 - Draw one card from the stack.
2. **Identify the Vegetable:**
 - Identify the vegetable on the card (tomato, carrot, lettuce, pepper, or broccoli).
3. **Record the Tally:**
 - On your tally chart, mark a tally next to the correct vegetable you drew.
4. **Reshuffle the Card:**
 - Place the drawn card back into the stack and reshuffle the cards.
5. **Repeat:**
 - Repeat the drawing, identifying, recording, and reshuffling process.
 - Continue until you have drawn and recorded 30 cards.






Finishing the Tally Chart:

- Once you have drawn and tallied 30 cards, count the total tally marks for each vegetable and record the totals in the 'Total Number' column.

VEGETABLE GRAPHING

Vegetable	Tally	Total Number
tomato		
carrot		
lettuce		
pepper		
broccoli		

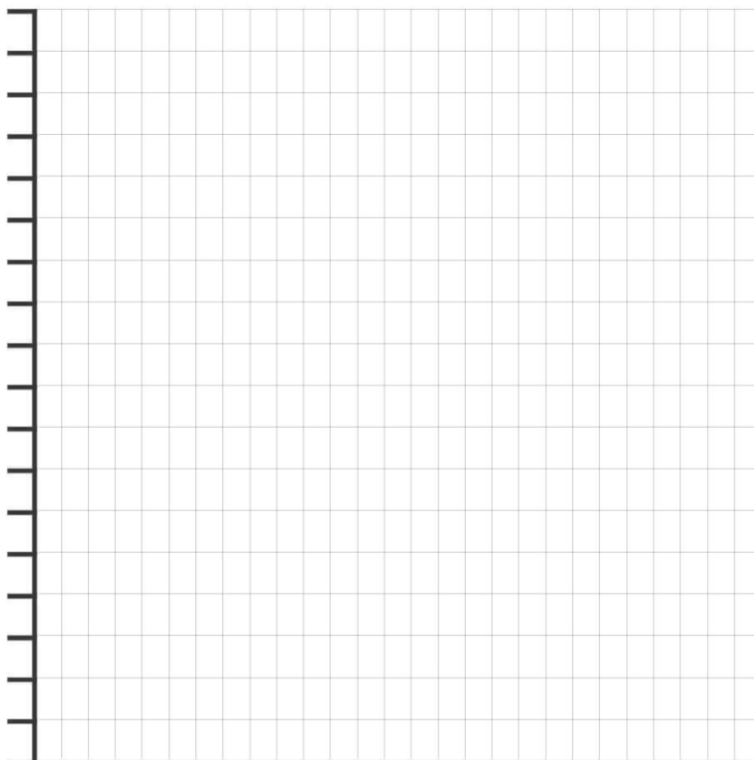
VEGETABLE CARDS - *Cut out the vegetable cards below:*

 Broccoli	 carrot	 lettuce
 Tomato	 pepper	

VEGETABLE GRAPHING

DIRECTIONS:

1. **Label the Axes:**
 - Label the x-axis with the names of the vegetables: Tomato, Carrot, Lettuce, Pepper, and Broccoli.
 - Label the y-axis with numbers to represent the counts (e.g., 1 to 20).
2. **Draw the Bars:**
 - For each vegetable, draw a vertical bar above its name.
 - The height of each bar should correspond to the total count from your tally chart.
3. **Add Titles and Labels:**
 - Write a title for your bar graph at the top.
 - Label the x-axis as "Vegetables" and the y-axis as "Count."
4. **Color the Bars (Optional):**
 - Use different colors for each bar to make your graph more visually appealing and easier to read.
5. **Review Your Graph:**
 - Check that the heights of the bars accurately reflect the counts from your tally chart.
 - Ensure all labels and titles are clear and correctly placed.





CBSD FID WORKBOOK

GRADE 5



READING AND WRITING

DAY 5



FLEXIBLE INSTRUCTIONAL DAY 5: READING AND WRITING

READING AND WRITING

Total Time – 90 Minutes		
Time	Focus	Description
90 Minutes	Reading/ Writing	<ol style="list-style-type: none">1. Read the text “Fashion”.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	<ol style="list-style-type: none">1. Read a self-selected book.2. Complete the Reading Log.

READING AND WRITING - 90 Minutes

1. Today you will be reading about fashion.
2. Read the Fast Facts and think about what you might already know about fashion.
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.

Fashion



New clothing designs come out each year.

Fast Facts

- About 62% of U.S. residents own more than ten T-shirts.
- A T-shirt was sold in the 1990s for \$42,000 to raise money for charity.
- People in the United States spent more than \$170 billion on clothing in 2004.

What Is Fashion?

Fashion is clothing that many people like to wear. The clothing that's fashionable changes, though. Every year,²⁰ designers sketch new clothing designs. Stores decide which designers' clothes people might like. Then, people go out and buy what has become the latest style.⁴⁵

One example of how fashion catches on is the story of the T-shirt. It began its fashion as an undershirt for men in Europe.⁶⁹ United States soldiers saw the comfortable shirts during World War I. T-shirts caught on as men's underwear in the United States.⁹⁰

By the 1950s, men were wearing T-shirts on the outside instead of as underwear. Movie stars started wearing them.¹⁰⁹ Today, many people wear T-shirts. Sometimes the shirts have words that tell about those wearing them. Many fans of sports¹²⁹ teams might wear shirts that tell which teams are those persons' favorites.¹⁴¹

KEY NOTES

What Is Fashion?

How did the T-shirt come into fashion?

Fashion



Traditional styles and designs influence fashion.

Fast Facts

- The first fashion magazine came out in 1586 in Germany.
- Some cloth in Africa is made from pounded bark.
- The word *kimono* first meant “clothing” in Japanese.

Where Fashion Comes From

Fashion designers get their ideas for new fashion from all over the world. In earlier centuries, for example, American²³ designers copied the latest fashions from Paris. Today, designers find ideas in other countries like Japan.³⁹

One example of the worldwide trading of fashion ideas today is the influence of African style on designers from other⁵⁹ parts of the world. Designers from around the world use African cloth in their designs because they love its bold colors and⁸¹ patterns. Some designers have copied traditional African draped clothing, including wrap skirts, and have designed jewelry that is influenced by African style.¹⁰³

Another example of the trading of fashion ideas is the influence of the Japanese kimono in the work of designers from¹²⁴ Europe and the United States. Versions of the loose, flowing kimono can be seen in high-fashion clothing designed today.¹⁴⁴

KEY NOTES

Where Fashion Comes From

Where does fashion come from?

Fashion



This fashion designer sketched her designs on a computer.

Fast Facts

- Today's fashion designers often use computers to design.
- Designers use computer-aided design, or CAD, to design clothes.
- About 17,000 people had jobs as fashion designers in 2004.

The Fashion Designer

The figure in the fashion world that people hear about is the designer. People with this career decide the shape and look of clothing most of us wear.³¹

First, a designer uses his or her imagination to come up with ideas for clothing designs. Ideas come from many places,⁵² such as from the clothing of other countries and costumes in movies. Once the designer has an idea, he or she sketches the design for a piece of clothing.⁸¹

The next step is for the designer to turn that sketch into a pattern from which the clothing can be made. Then, people¹⁰⁴ whose career is sewing use the pattern to cut pieces of fabric and sew them into clothing. Finally, the clothing is ready to¹²⁷ go to stores, where buyers finally see the result of the designer's imagination.¹⁴⁰

KEY NOTES
The Fashion Designer What does a fashion designer do? <hr/> <hr/>

Fashion



The president of FUBU attends fashion shows.

Fast Facts

- About \$450 million of FUBU® clothing is sold each year.
- Today, FUBU designs and sells everything from bedding to shoes.
- FUBU's founders began their company with \$5,000.

“For Us, By Us”

In 1992, several childhood friends from New York City decided to start a clothing company. They were *entrepreneurs*²²—people who start a business. They wanted to design and sell clothing for people who wanted to look good in comfortable⁴³ clothing. Their clothing line was called “For Us, By Us”—FUBU®. Today, FUBU helps set the style for hip-hop urban cool.⁶⁴

The first products the company made were hats. Then, it added shirts. The entrepreneurs convinced hip-hop stars⁸¹ to wear FUBU clothing. They felt that big companies did not respect the urban market. FUBU understood that many people¹⁰¹ wanted to be part of that world, and the company’s clothing soon became popular.¹¹⁵

At first, no big stores wanted FUBU’s clothes, but they sold well in small stores. Today, FUBU clothing is available in stores big and small all over the world.¹⁴⁴

KEY NOTES

For Us, By Us

Why did FUBU choose that name for the company?

Fashion

What Is Fashion?

1. One thing that is true of fashion is that _____

- a. it is designed for rich people.
- b. fashion always changes.
- c. T-shirts are not part of fashion.
- d. fashion designers do not like change.

2. The T-shirt was first _____

- a. only worn by women.
- b. worn as outerwear.
- c. worn as underwear.
- d. worn in the United States.

3. Tell how the T-shirt caught on as a fashion item.

Where Fashion Comes From

1. The main idea of "Where Fashion Comes From" is _____

- a. fashion ideas come from around the world.
- b. ideas in fashion keep coming back.
- c. fashion once came from Europe.
- d. you can tell a person's country by his or her fashion.

2. How did African clothing influence global fashion design?

3. How did Japan influence fashion designers?

The Fashion Designer

1. “The Fashion Designer” is MAINLY about _____

- a. what fashion designers do.
- b. the many different stores that sell fashion.
- c. selling clothes for a living.
- d. how to get a job as a fashion designer.

2. What qualities does a good fashion designer need?

3. What are three things a fashion designer does?

"For US, By Us"

1. Another good name for "For Us, By Us" is _____

- a. "Urban Fashion Entrepreneurs."
- b. "Selling Clothes in Cities."
- c. "New York City Clothes."
- d. "Urban Music and Fashion."

2. How did FUBU first get people interested in its clothes?

3. An *entrepreneur* will _____

- a. wear comfortable clothes.
- b. sell clothes in small stores.
- c. start a business.
- d. sell clothes in large stores.

fashion	designer	influence	kimono
career	imagination	urban	entrepreneur

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

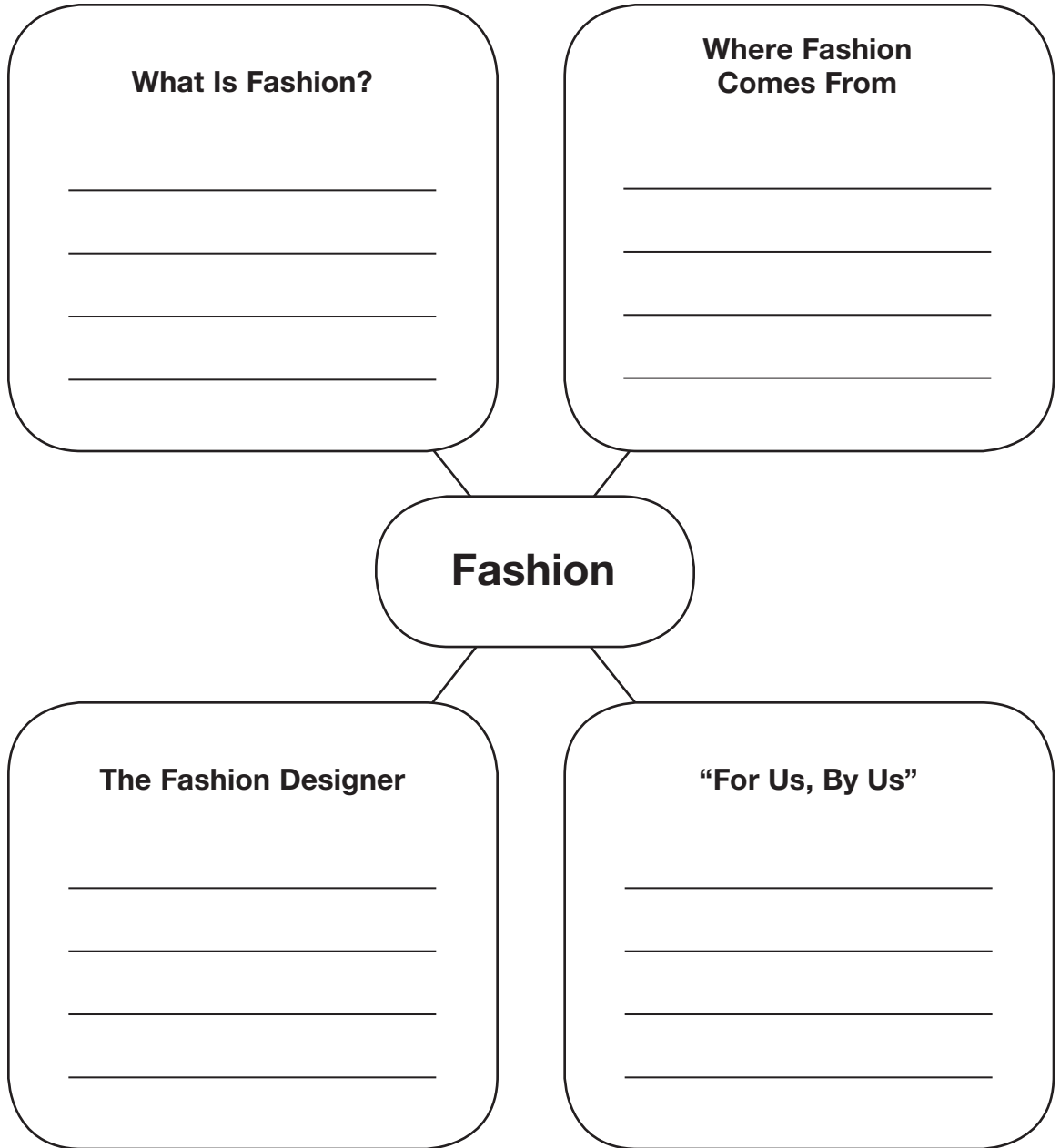
- A. _____ a person who starts a business
- B. _____ the act of creating new images or ideas
- C. _____ what a person does to earn a living
- D. _____ one who thinks up and draws plans
- E. _____ a Japanese robe
- F. _____ the style of dressing
- G. _____ the power to act on or affect persons or things
- H. _____ having to do with cities

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

- A. She wore her _____ from Japan as a jacket.
- B. I always buy the latest _____ because I like to dress well.
- C. An _____ area always has more buildings than do places in the country.
- D. That _____ likes to make clothing that is simple.
- E. I can see the _____ of Asian design in the shape of that ring.
- F. A good clothing designer needs _____ to make up new designs.
- G. That _____ started a company that sells a new kind of cloth.
- H. I am looking to train for a _____ in clothing design.

Fashion

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



2. Tell two facts you learned about fashion in these readings.

3. Why do you think fashion designers use elements from around the world?

4. If you were a fashion designer, what influences would you use to design your clothing?



CBSD FID WORKBOOK

GRADE 5



SPECIALS

DAY 5



MUSIC- Grade 5

TIME

20 minutes

Learning Goal: I will be able to read notes of the treble clef and create my own memory device.

FID day
5

Materials

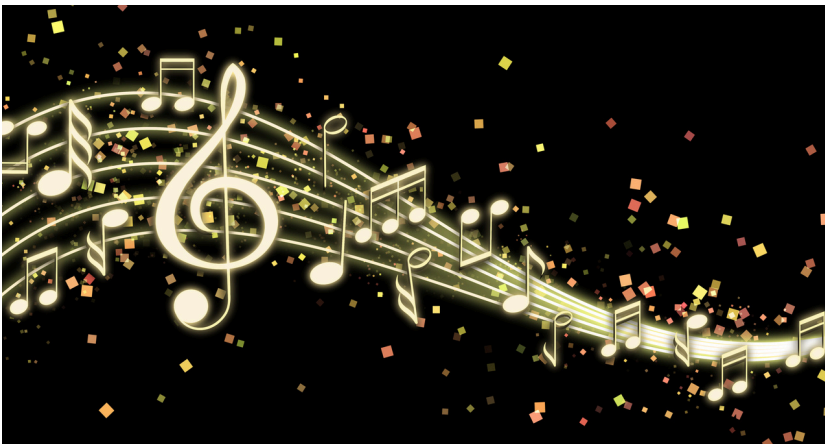
- pencil

Instructions:

1. Look at the Treble clef note
2. Write the name of the note on the line provided
(Helpful hint: Look at treble clef diagram at the top of the worksheet!)
3. Check your work to make sure each line spells a word

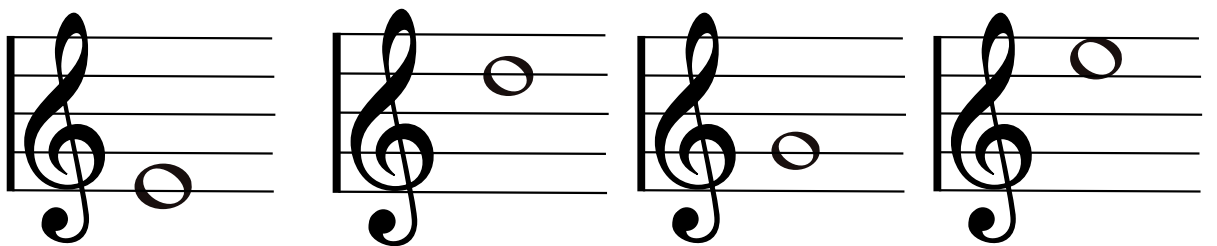
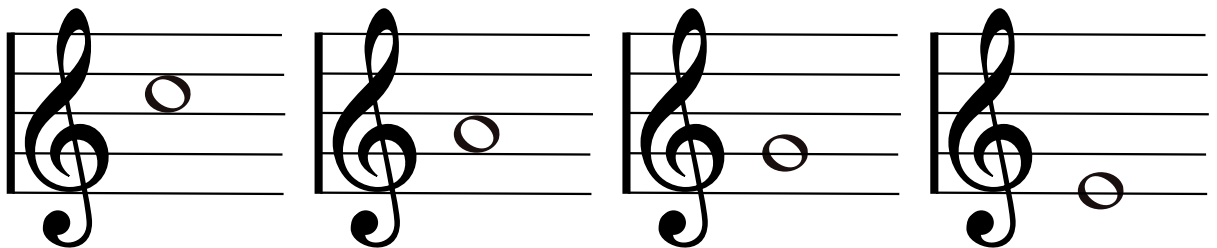
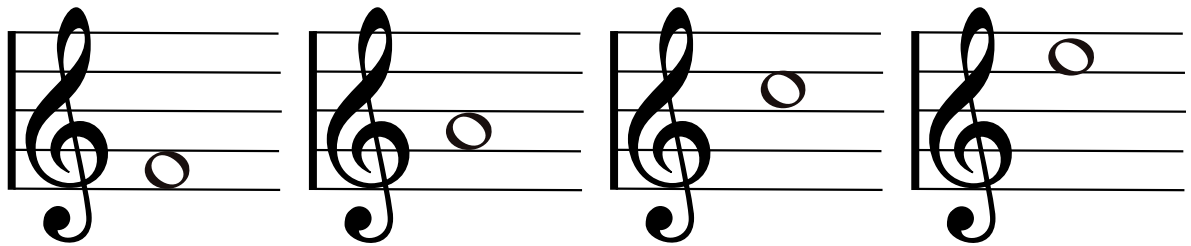
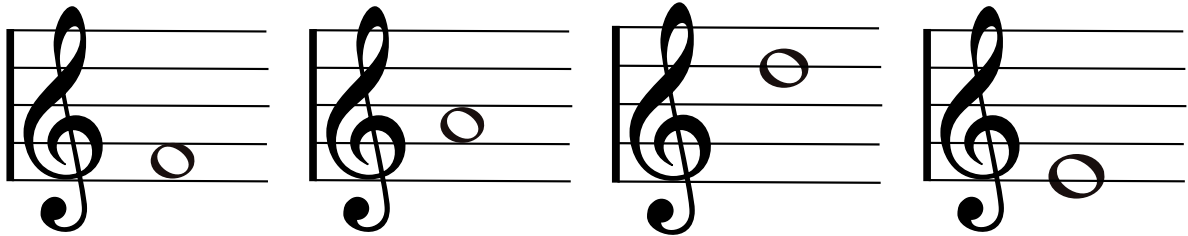
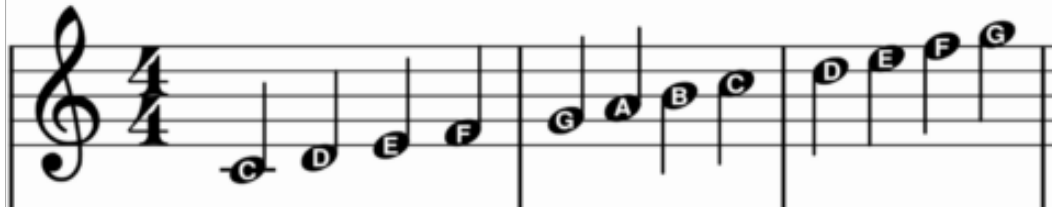
Extension Exercise:

Make your own memory device for treble clef lines and spaces!



MUSICAL SPELLING

KEY-

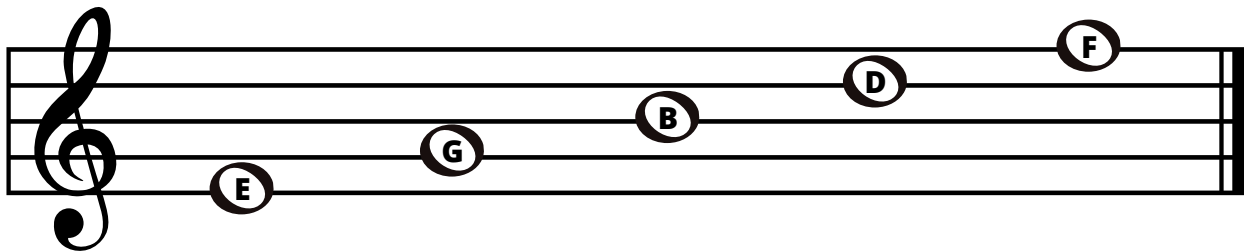




MUSIC MEMORY

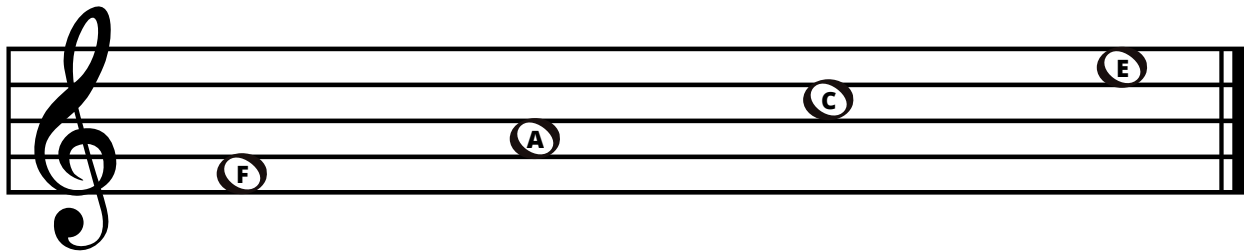


Look at the notes on the lines of the treble clef and create your own mnemonic to remember them below:



E _____
G _____
B _____
D _____
F _____

Look at the notes in the spaces of the treble clef and create your own mnemonic to remember them below:



F _____
A _____
C _____
E _____

