



# CBSD FID WORKBOOK

## GRADE 6

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: ames mith born on 07 0 2009 a password of Js070809





# CBSD FID WORKBOOK

## GRADE 6



# MATH

# DAY 5



# FLEXIBLE INSTRUCTIONAL DAY 5: MATH

## DATA ANALYSIS

### MATH LESSON SUMMARY

<b>Activity #1 (10-15 min)</b>			
<div style="font-size: 2em; font-weight: bold; border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">F</div> <p style="text-align: center; margin: 5px 0;"><b>Fluency Practice</b></p>	<p>Complete 15 fluency questions</p>		
<b>Activity #2: CHOOSE 1 ACTIVITY FROM THE 2 OPTIONS BELOW (40-50 min)</b>			
<div style="font-size: 2em; font-weight: bold; border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">I</div> <p style="text-align: center; margin: 5px 0;"><b>Independent Practice</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; text-align: center; vertical-align: middle;">                     Data Analysis Independent Practice page Option 1 &amp; Data Analysis Worksheet                 </td> <td style="width: 50%; text-align: center; vertical-align: middle;">                     Data Analysis Independent Practice page Option 2 &amp; Data Analysis Worksheet                 </td> </tr> </table>	Data Analysis Independent Practice page Option 1 & Data Analysis Worksheet	Data Analysis Independent Practice page Option 2 & Data Analysis Worksheet
Data Analysis Independent Practice page Option 1 & Data Analysis Worksheet	Data Analysis Independent Practice page Option 2 & Data Analysis Worksheet		
<b>Activity #3: (30 min)</b>			
<div style="font-size: 2em; font-weight: bold; border: 1px solid black; border-radius: 50%; width: 40px; height: 40px; display: flex; align-items: center; justify-content: center; margin: 0 auto;">D</div> <p style="text-align: center; margin: 5px 0;"><b>Dive Into Data</b></p>	<p>Animal Data Collection</p>		

# FLUENCY PRACTICE

1.) $32 \times 601 = \underline{\hspace{2cm}}$	6.) $744 \times 45 = \underline{\hspace{2cm}}$	11.) $28 \div 4 = \underline{\hspace{2cm}}$
2.) $608 \times 24 = \underline{\hspace{2cm}}$	7.) $25 \times 9 = \underline{\hspace{2cm}}$	12.) $700 \times 91 = \underline{\hspace{2cm}}$
3.) $81 \times 81 = \underline{\hspace{2cm}}$	8.) $86 \times 5 = \underline{\hspace{2cm}}$	13.) $50 \times 703 = \underline{\hspace{2cm}}$
4.) $12 \div 3 = \underline{\hspace{2cm}}$	9.) $36 \div 6 = \underline{\hspace{2cm}}$	14.) $30 \times 700 = \underline{\hspace{2cm}}$
5.) $42 \times 70 = \underline{\hspace{2cm}}$	10.) $531 \times 479 = \underline{\hspace{2cm}}$	15.) $49 \div 7 = \underline{\hspace{2cm}}$

# DATA ANALYSIS INDEPENDENT PRACTICE PAGE OPTION 1

**Example**  
 John conducted a survey to find out the number of cups each sixth grader drank in a day. He collected the following data:

1	2	1	0
3	3	2	1
1	0	4	2

a Fill in the tally chart.

**Number of Drinks Each Sixth Grader Drinks**

Number of Drinks	Tally	Frequency
0		<u>  2  </u>
1		<u>  4  </u>
2		<u>  3  </u>
3		<u>  2  </u>
4		<u>  1  </u>

Frequency refers to how often a piece of data, such as an item or a number, occurs.

b What was the most common number of cups drank in a day?  
  1  

c How many sixth graders drank 4 cups of drinks in a day?  
  1  

d How many sixth graders were surveyed?  
  2   +   4   +   3   +   2   +   1   =  12 

**DIRECTIONS:** Answer each question.

Some students were asked to name their favorite subject. The table shows their responses.

Subject	Tally	Frequency
Physical Education	/	
Music		
English	/	
Science	/	

- 1.) Complete the frequency column in the table.
- 2.) How many students were asked?
- 3.) How many students named Music or English as their favorite subject?
- 4.) What fraction of the students named Science as their favorite subject?

# DATA ANALYSIS INDEPENDENT PRACTICE PAGE OPTION 2

**Example**  
 John conducted a survey to find out the number of cups each sixth grader drank in a day. He collected the following data:

1	2	1	0
3	3	2	1
1	0	4	2

a Fill in the tally chart.

**Number of Drinks Each Sixth Grader Drinks**

Number of Drinks	Tally	Frequency
0		<u>  2  </u>
1		<u>  4  </u>
2		<u>  3  </u>
3		<u>  2  </u>
4		<u>  1  </u>

Frequency refers to how often a piece of data, such as an item or a number, occurs.

b What was the most common number of cups drank in a day?  
  1  

c How many sixth graders drank 4 cups of drinks in a day?  
  1  

d How many sixth graders were surveyed?  
  2   +   4   +   3   +   2   +   1   =  12 

**DIRECTIONS:** Answer each question.

The dot plot shows the number of movies a group of children watched in a year.



- 1.) How many children were surveyed?
- 2.) From the dot plot, what can you tell about the number of movies the children watched?
- 3.) What is the minimum number of movies watched in a year?
- 4.) What is the maximum number of movies watched in a year?

# DATA ANALYSIS WORKSHEET

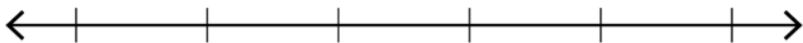
**DIRECTIONS:** Using the data listed below, complete the frequency table, and create a dot plot.

**15, 19, 15, 16, 15, 17,  
17, 17, 17, 19, 19, 17,  
14, 15, 19, 16, 16**

1.)

Number	Tally Marks	Frequency
14		
15		
16		
17		
18		
19		

2.)



# ANIMAL DATA COLLECTION

## Materials Needed:

- Animal cards (Each card has a picture of a different animal and some basic information about it, such as habitat and size)
- Data collection sheet (A template with columns for Animal, Habitat, Size)

## Number of Players:

- 1 to 4

## Setup:

1. Shuffle the animal cards and place them face down in a stack in the center of the table.
2. Although the student will have a data collection sheet in this booklet, other players can create a data collection sheet of their own if they would like.

## How to Play:

1. **Draw a Card:**
  - Players take turns drawing one card from the stack.
2. **Record the Data:**
  - The player who draws the card must read the information on the card and record it on their data collection sheet under the appropriate columns (Animal, one of the animal's habitats, approximate size).
3. **Set the Timer (optional):**
  - Set a timer for 30 seconds. During this time, players can discuss the animal and share any additional knowledge they have about it.
4. **Pass the Turn:**
  - After recording the data and the discussion, place the drawn card in a discard pile.
  - Pass the turn to the next player.
5. **Repeat:**
  - Continue drawing cards, recording data, and discussing animals until the data collection sheet is filled. This will be 10 animals total.

## Ending the Game:

- Once players have recorded 10 animals, each player reviews their data collection sheet.

## Data Analysis Activity:

- **Tally Chart:** Each player creates a tally chart to count how many animals fall into each habitat category (e.g., forest, ocean, desert, etc.).
- **Discussion Questions:**
  1. Which habitat has the most animals?
  2. Which habitat has the least animals?
  3. Are there any patterns in the animal sizes and their habitats?

Enjoy the game and learn about data collection and animals in an engaging way!



# ANIMAL DATA COLLECTION

**Directions:** Cut out the animal cards

<b>Lion</b> Habitat: Savannah Size: Large	<b>Dolphin</b> Habitat: Ocean Size: Medium	<b>Elephant</b> Habitat: Forest Size: Large	<b>Kangaroo</b> Habitat: Desert Size: Medium
<b>Penguin</b> Habitat: Antarctic Size: Small	<b>Gorilla</b> Habitat: Forest Size: Large	<b>Rabbit</b> Habitat: Grassland Size: Small	<b>Shark</b> Habitat: Ocean Size: Large
<b>Eagle</b> Habitat: Mountain Size: Medium	<b>Frog</b> Habitat: Wetlands Size: Small	<b>Giraffe</b> Habitat: Savanna Size: Large	<b>Octopus</b> Habitat: Ocean Size: Medium
<b>Bear</b> Habitat: Forest Size: Large	<b>Cheetah</b> Habitat: Savannah Size: Large	<b>Rhinoceros</b> Habitat: Grassland Size: Large	<b>Polar Bear</b> Habitat: Arctic Size: Large
<b>Camel</b> Habitat: Desert Size: Large	<b>Koala</b> Habitat: Eucalyptus Size: Small	<b>Owl</b> Habitat: Forest Size: Medium	<b>Zebra</b> Habitat: Savannah Size: Large
<b>Hippopotamus</b> Habitat: River Size: Large	<b>Deer</b> Habitat: Forest Size: Medium	<b>Chimpanzee</b> Habitat: Forest Size: Medium	<b>Tiger</b> Habitat: Jungle Size: Large
<b>Snake</b> Habitat: Desert Size: Medium	<b>Penguin</b> Habitat: Antarctic Size: Small	<b>Wolf</b> Habitat: Forest Size: Medium	<b>Parrot</b> Habitat: Rainforest Size: Small



# ANIMAL DATA COLLECTION

Animal	Habitat	Size

	Tally Marks	Total Number
Habitat (Savannah)		
Habitat (Ocean)		
Habitat (Forest)		
Habitat (Desert)		
Habitat (Antarctic)		
Habitat (Grassland)		
Habitat (Arctic)		
Habitat (Eucalyptus)		
Habitat (Jungle)		
Habitat (River)		
Habitat (Rainforest)		
Size (small)		
Size (medium)		
Size (large)		

Which habitat has the most animals? \_\_\_\_\_

Which habitat has the least animals? \_\_\_\_\_

Are there any patterns in the animal sizes and their habitats?

What animal size appears most often in your data? \_\_\_\_\_

How many animals, in your data, have a Forest habitat? \_\_\_\_\_



# CBSD FID WORKBOOK

## GRADE 6



# 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	<ol style="list-style-type: none"><li>1. Read the text "Newspapers".</li><li>2. Respond to the prompts and questions related to the text.</li><li>3. Write a summary of the text.</li></ol>
30 Minutes	Independent Reading	<ol style="list-style-type: none"><li>1. Read a self-selected book.</li><li>2. Complete the Reading Log.</li></ol>

## **READING AND WRITING - 90 Minutes**

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

# Newspapers



This special press rolls out the news on newsprint paper.

## *Fast Facts*

- The first newspapers were probably handwritten newsheets that were posted in public places.
- The earliest known daily newsheet appeared in Rome in 59 B.C.
- The first printed newspaper appeared in China in the A.D. 700s.

# Publishing a Newspaper

There are many steps involved in publishing a newspaper. First, the stories are written. Then, the pages of the newspaper<sup>23</sup> are created. This is done by making a layout of each page. A layout is a pattern that shows where each story will appear on each page.<sup>50</sup>

When the layouts are finished, a printing plate is made for each page. Many newspapers are printed on a machine called a<sup>72</sup> rotary press. A rotary press has cylinders. These cylinders hold curved printing plates. The cylinders transfer the images that are on the plates to a special paper called newsprint.<sup>101</sup>

From the rotary press, the newspapers go to other machines. One machine cuts the paper and folds it into pages. Another puts<sup>123</sup> the newspaper together. Finally, trucks deliver the papers to newsstands and to other locations where they are picked up by people who deliver the papers to homes.<sup>150</sup>

## KEY NOTES

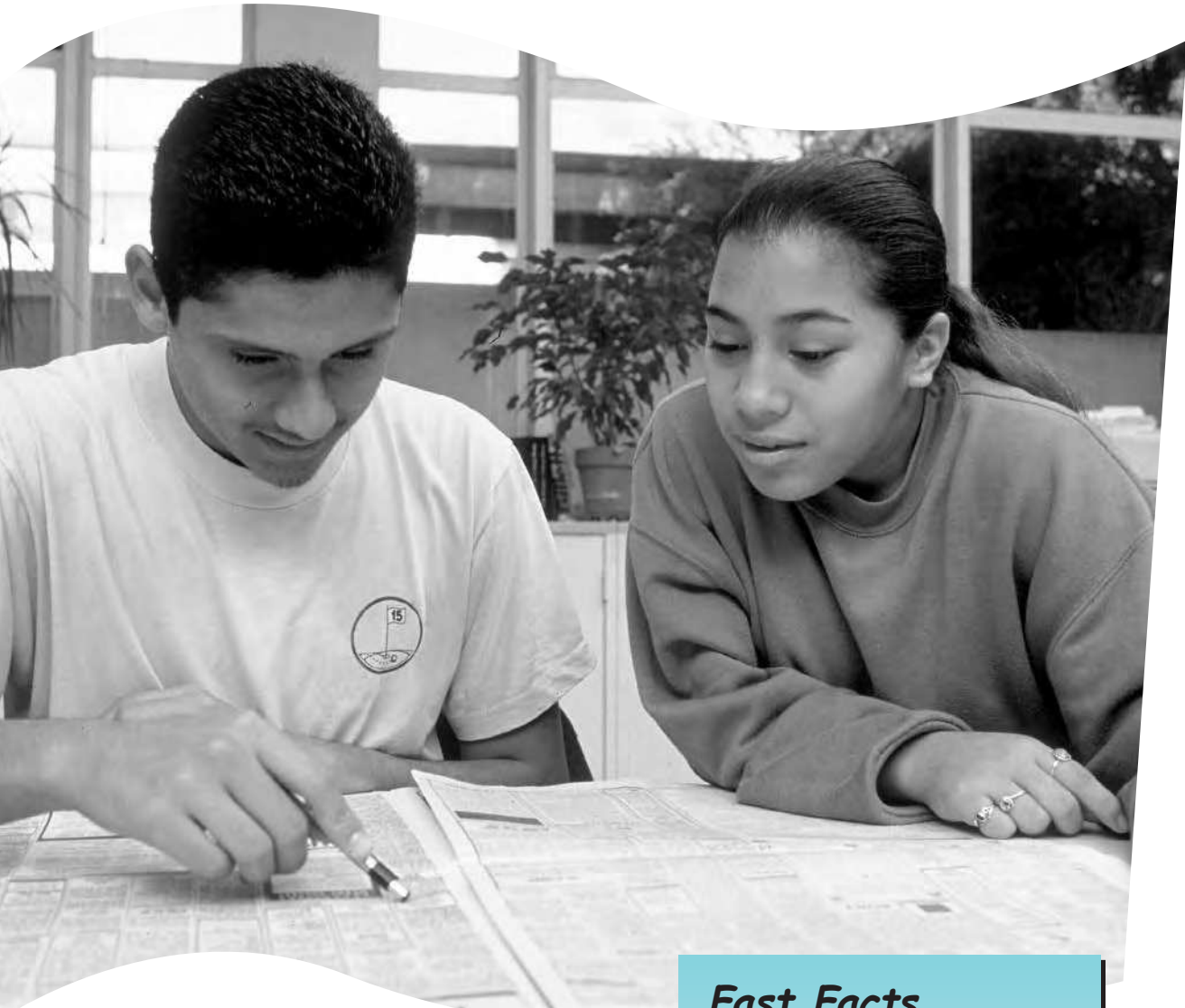
### **Publishing a Newspaper**

What are some of the main steps in publishing a newspaper?

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# Newspapers



Many students read newspapers at school.

## ***Fast Facts***

- Today, the United States has about 1,500 daily newspapers.
- In 2003, U.S. residents bought more than 54 million newspapers every day.
- In 2003, U.S. residents recycled more than 73 percent of their old newspapers.

# What's in a Newspaper?

Newspapers are organized into sections to help people find stories that interest them. Two popular sections are news and sports. The sports section reports on the scores, teams, and players in different sports.

Many newspapers have several news sections. The international news section reports on events around the world. The national news section reports on events around the nation. The state news section reports on events in the state. The local news section reports on events in the city. Some newspapers call this the metropolitan news section.

One popular type of story, which is found throughout a newspaper, is the feature story. Feature stories report on topics such as art, technology, and health. They also report on people or places in the metropolitan area. Although they tell about recent trends, feature stories are not like news in that they don't have to be printed as soon as they are written.

## KEY NOTES

### What's in a Newspaper?

What are the sections in a newspaper?

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# Newspapers



Newspapers contain opinions about issues that students care about.

## *Fast Facts*

- The opinion page is called the op-ed page, which means “opposite the editorial page.”
- Some editorial pages have political cartoons and editorial articles.
- The opinion articles in newspapers might help readers form their own opinions on issues.

# That's Your Opinion

In addition to reporting on the news, newspapers tell what people think about the news. Movie reviews are popular feature stories in newspapers. Movie reviews tell what movies are about and what reviewers liked and didn't like about them. They also give the reviewers' opinions about whether films are worth seeing. Newspapers also review books, plays, and TV shows.

The editorial page prints the newspaper's opinion on important issues. Although news sections present only the facts about an issue, editorial pages present editors' opinions about the issue. The page that is opposite the editorial page often prints articles by experts who present their opinions on important issues. These experts' opinions may be different from the opinions of the newspaper's staff.

Many newspapers print readers' opinions on the letters page. The letters might contain people's opinions about things that they've read in the paper or about events in the news.

KEY NOTES
<p><b>That's Your Opinion</b></p> <p>Where do newspapers print opinions?</p> <hr/> <hr/>

# Newspapers



Newspaper circulation begins early in the day.

## *Fast Facts*

- In 2003, U.S. daily newspapers earned about \$45 million from ads.
- In 2003, about 381,000 people worked on newspapers in the United States.
- The total circulation of U.S. daily newspapers is about 60 million copies.

# The Newspaper Business

To stay in business, newspapers must make enough money to pay their bills. Newspapers earn a large amount of money<sup>23</sup> by selling ads. Advertising income is necessary for the finances of most newspapers. Some ads are for stores, products, services,<sup>43</sup> or jobs. People who want to sell homes or cars also buy newspaper ads.<sup>57</sup>

Businesses and people pay newspapers to publish their ads. How much newspapers charge for ads depends on the<sup>75</sup> paper's circulation. Circulation refers to how many copies of a newspaper are sold. Like advertising, circulation is an important<sup>94</sup> part of a newspaper's finances. Papers with a high circulation have many readers, so more people see their ads. These<sup>114</sup> newspapers can charge more for their ads and earn more money. Papers with a low circulation have fewer readers, so they must<sup>136</sup> charge less for ads. Newspapers hire people who sell advertising space, allowing newspapers to keep printing the news.<sup>154</sup>

KEY NOTES
<b>The Newspaper Business</b> Describe one way newspapers make money. <hr/> <hr/>

# Newspapers

## Publishing a Newspaper

1. A newspaper layout is \_\_\_\_\_

- a. a pattern that shows where each story will appear.
- b. a machine that is used to print newspapers.
- c. a pattern that shows where the photographs will appear.
- d. a machine that cuts and folds newspapers.

2. Another good name for "Publishing a Newspaper" is \_\_\_\_\_

- a. "How Newspapers Are Delivered."
- b. "Working for a Newspaper."
- c. "How Newspapers Are Created."
- d. "Printing a Newspaper."

3. This passage is MAINLY about \_\_\_\_\_.

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## What's in a Newspaper?

1. Newspapers are organized in sections to make it easier \_\_\_\_\_

- a. to create layouts for newspapers.
- b. for people to find stories they want to read.
- c. for writers to know which stories to write.
- d. all of the above

**2.** In which part of a newspaper would you find an article about the queen of England?

- a. local news
- b. state news
- c. national news
- d. international news

**3.** What are feature stories?

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## That's Your Opinion

**1.** The newspaper page that is opposite the editorial page often prints \_\_\_\_\_

- a. the newspaper's opinions about important issues.
- b. reviews of movies, books, plays, and TV shows.
- c. letters that contain readers' opinions about the news.
- d. experts' opinions on important issues.

**2.** What is the difference between a news report and an editorial opinion on an issue?

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**3. Why do you think newspapers publish opinions?**

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## **The Newspaper Business**

**1. Another good name for “The Newspaper Business” is \_\_\_\_\_**

- a. “How to Write a Newspaper Ad.”
- b. “Using a Newspaper to Sell a Car.”
- c. “Why Newspapers Print Ads.”
- d. “How Newspapers Raise Their Circulation.”

**2. Why are ads important to newspapers?**

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**3. Why can newspapers with a high circulation charge more for their ads?**

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<b>circulation</b>	<b>cylinders</b>	<b>editorial</b>	<b>feature</b>
<b>finances</b>	<b>metropolitan</b>	<b>review</b>	<b>rotary</b>

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

- A. \_\_\_\_\_ a person's, government's, or business's money
- B. \_\_\_\_\_ turning in a circle
- C. \_\_\_\_\_ having to do with a city
- D. \_\_\_\_\_ a kind of story that doesn't have to be printed as soon as it's written
- E. \_\_\_\_\_ an article that gives an opinion about a movie, book, or play
- F. \_\_\_\_\_ long, round tubes
- G. \_\_\_\_\_ an article that gives a newspaper's opinion on an issue
- H. \_\_\_\_\_ the number of copies of a newspaper that are sold

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

- A. The newspaper's \_\_\_\_\_ section prints news from around the city.
- B. In yesterday's \_\_\_\_\_, the newspaper said we shouldn't have fireworks this year.
- C. The special sale helped improve the store's \_\_\_\_\_.
- D. The \_\_\_\_\_ story about fashions showed how to paint T-shirts.
- E. I read the \_\_\_\_\_ of the movie and decided not to see it.
- F. The newspaper's \_\_\_\_\_ grew because many people liked its stories on local sports.
- G. Flutes and horns are shaped like \_\_\_\_\_.
- H. Lee works at the local newspaper, running the \_\_\_\_\_ press.

# Newspapers

1. Use the chart to help you remember what you read. For each topic, write the section of the newspaper where the story would probably be found.

Topic	Newspaper Section
A. a state law that would change the voting age	
B. a World Series baseball game	
C. an election in France	
D. the paper's opinion on pollution in the city	
E. new rules for the parks in a city	
F. a speech given by the country's president	
G. an expert's opinions on taxes	

**2. Why do you think newspapers have many sections?**

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**3. Choose two sections of a newspaper that interest you. How might you read the stories in those sections differently?**

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**4. Suppose your job was to sell ads for your school or local newspaper. How would you get people to buy an ad?**

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## 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 6



# SPECIALS

## DAY 5



# QUEST - Grade 6

**TIME**  
20 minutes

**Learning Goal:** I will create, transform & improve everyday items.

FID day  
**5**

## Materials

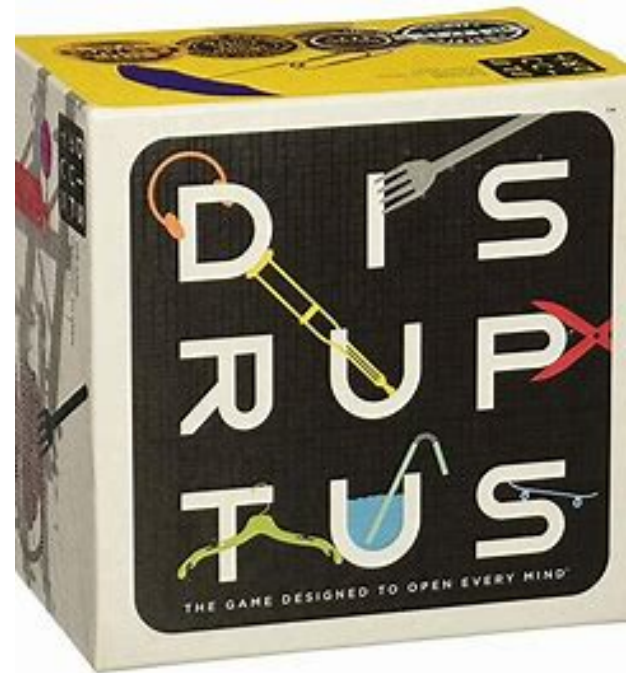
- Game Directions & prompt pages
- Recording sheet
- Pencil

# Disruptus

*be creative and have fun!*

## Directions:

1. Look at each prompt and the object next to it.
2. Sketch a way to innovate the object by using the prompt.



# Challenge

# 1

# IMPROVE

Sketch an improvement to the item below.  
How can you make a hairdryer better?

## IMPROVE

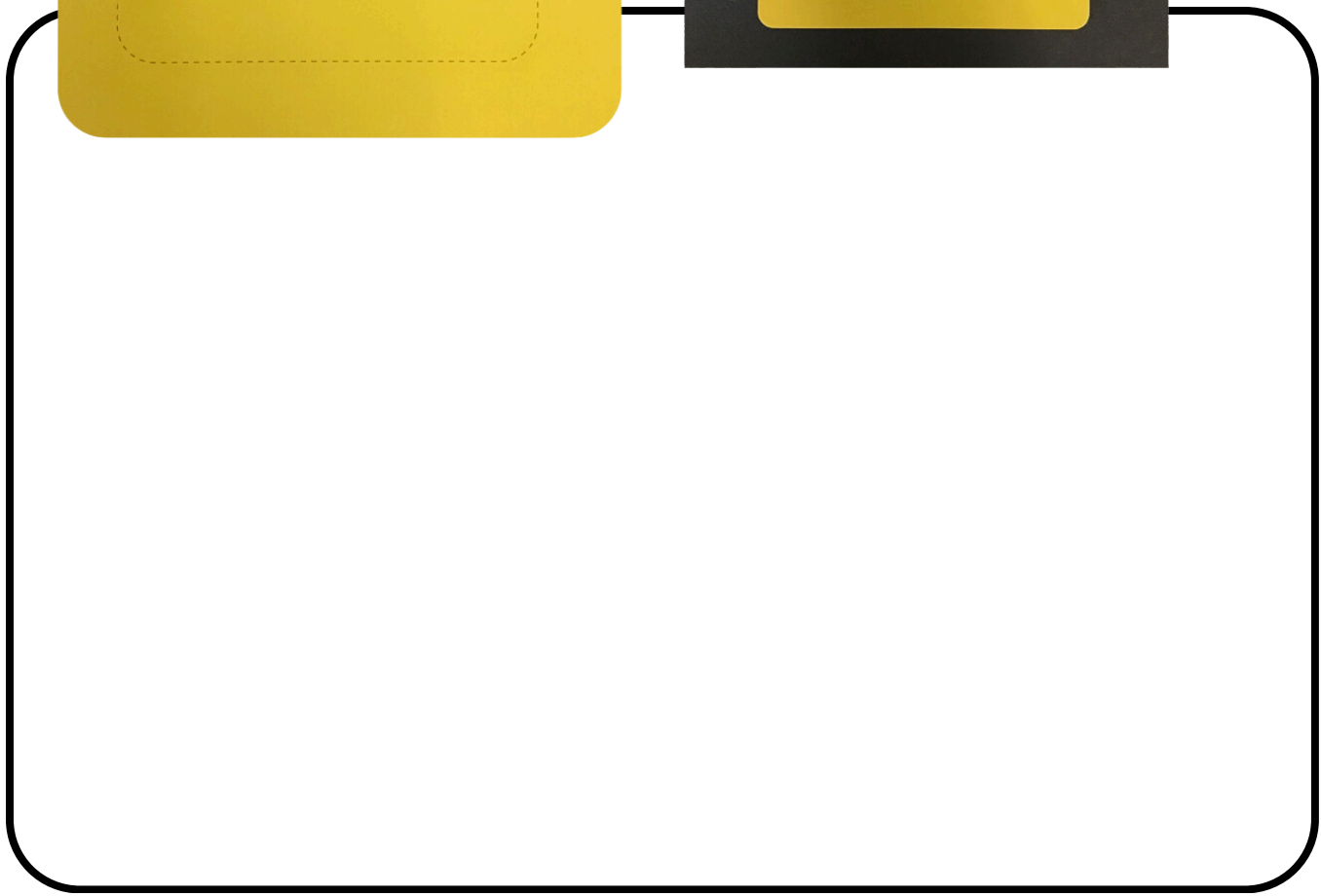
MAKE IT BETTER: ADD OR CHANGE ONE OR MORE ELEMENTS DEPICTED ON THE CARD TO IMPROVE THE OBJECT OR IDEA



Sketch a way to use the object on the card for a different purpose.

# Challenge 2

# TRANSFORM



Take any number of elements from each card and use these to create a sketch of a new object or idea.

# Challenge 3 CREATE 2

## CREATE 2

TAKE ANY NUMBER OF  
ELEMENTS FROM EACH CARD  
AND USE THESE TO CREATE A  
NEW OBJECT OR IDEA





