



CBSD FID WORKBOOK

GRADE 1

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 1



MATH

DAY 5



FLEXIBLE INSTRUCTIONAL DAY 5: MATH

MATH LESSON SUMMARY

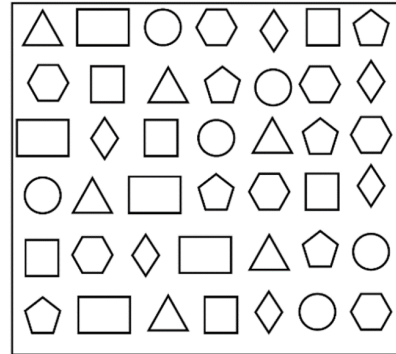
Activity 1: Reflex Math
(25 minutes)

Get the Green Light!



Activity 2: Shape identification and scavenger hunt and Shape Riddles
(30 minutes)

Name _____ Shape Hunt



I have 3 sides and 3 corners.
What shape am I?

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

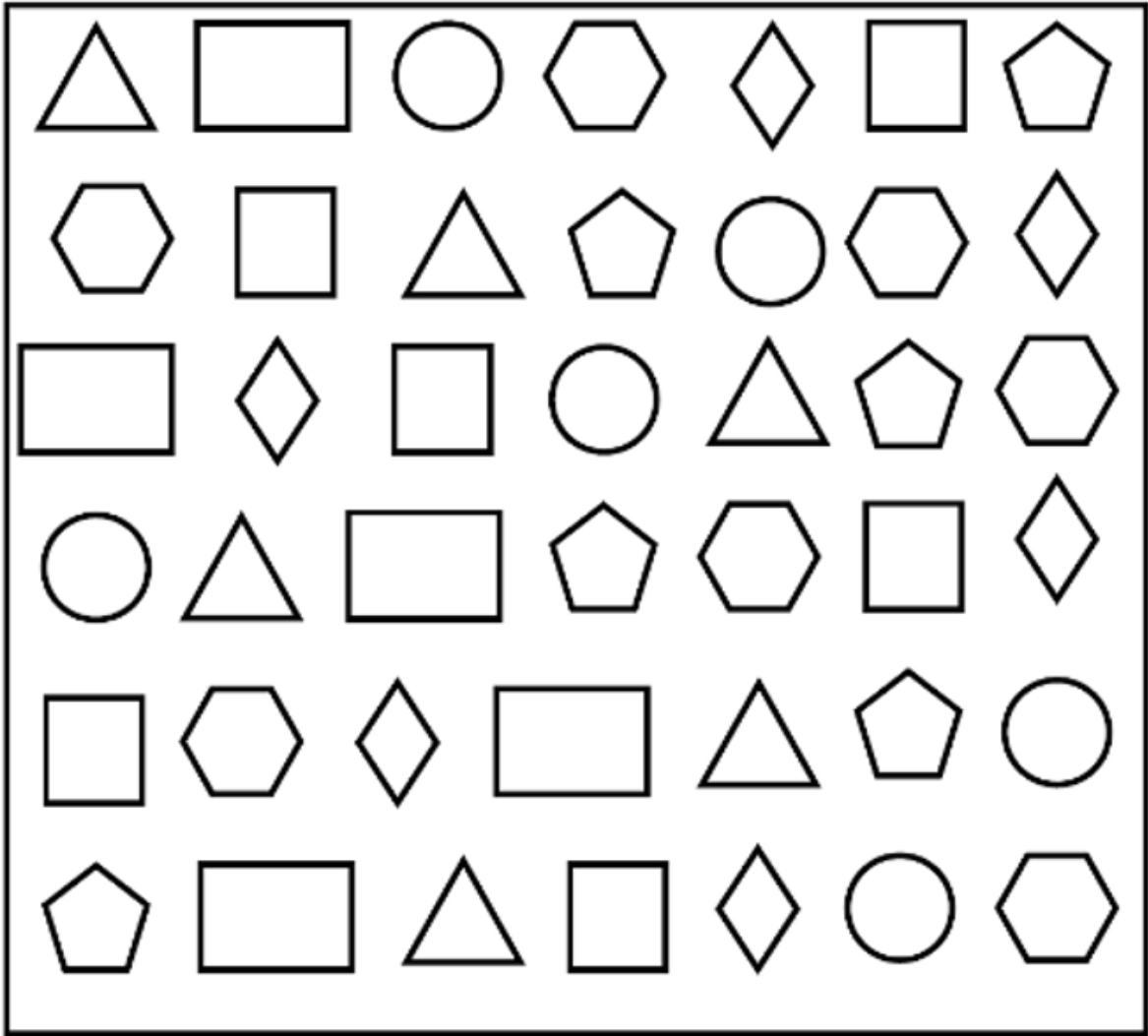
14. $16 - 7 = \underline{\quad}$

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

ACTIVITY 2

Directions: Color and count the shapes. Record the number in the chart below.

Shape Hunt




Color and count the shapes.


Shape	Pentagon	Rectangle	Triangle	Square	Rhombus	Circle	Hexagon
Color	Yellow	Red	Green	Orange	Blue	Purple	Pink
How many?							

Shape Hunt


Directions: Go on a **Shape Hunt** to find these shapes around your school or home. Draw a picture of the objects you find inside the box to match. You can cut out pictures from a magazine and glue inside each box to match too.




Square



Triangle



Rectangle



Circle

Directions:

Shape Riddles: Read. Then, draw and name the shape. Use the word bank to help you.

circle	triangle	square	rectangle
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1. I have 3 sides and 3 corners.
What shape am I?

I am a _____.

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2. I am a shape with no corners.
What shape am I?

I am _____.

3. I have 4 sides and 4 corners.
What shape am I?

I am _____.



CBSD FID WORKBOOK

GRADE 1



READING AND WRITING

DAY 5



FLEXIBLE INSTRUCTIONAL DAY 5: READING AND WRITING

READING AND WRITING LESSON SUMMARY

Total Time - 90 Minutes		
Time	Focus	Description
30 Minutes	Reading Horizons Phonics	Review Digraphs.
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:

Digraph Review:

1. Cut out the words with the digraph spellings.
2. Read each word and sort them by the digraph that you hear in each word.
3. Glue the words in the table under the correct digraph heard in each word.
4. Read the words again.

Digraph Review:

1. Complete the 2 worksheets. Digraphs CH, SH, WH, and PH. (Note: See the detailed directions on the top of each page.)

Word Bank

chat

chip

fish

fresh

graph

shop

such

trash

when

which

Reading Horizons Discovery® Spelling Lesson
Sort and Spell 1

Digraphs CH, SH, WH, PH			
CH	SH	WH	PH

Name _____

Digraphs are two consonants that make one sound. They are marked with an arc: ch (*chat*), sh (*ship*), wh (*whip*), and ph (*graph*).

Digraphs CH, SH, WH, and PH

Write and mark each Digraph one time. Say the sound of each Digraph. Then mark and read the words that follow. The first words have been done for you.

ch
chat
chip
much

sh
shut
brush
shed

Name _____

Digraphs are two consonants that make one sound. They are marked with an arc: ch (*chat*), sh (*ship*), wh (*whip*), and ph (*graph*).

Digraphs CH, SH, WH, and PH

Write and mark each Digraph one time. Say the sound of each Digraph. Then mark and read the words that follow. The first words have been done for you.

<u>wh</u>
<u>when</u> x
whiff

^f <u>ph</u>
<u>graph</u> x
*phod

READING - 30 Minutes

Directions:

1. Read *Snacks for the Pets* to a family member, a pet, or a stuffed animal.
2. Read *Catching Fish* to a family member, a pet, or a stuffed animal.
3. **Optional:** Draw a picture for each story in the box above the story.

Snacks for the Pets

Illustrate the story here:



Beth has a lot of pets. She has ten small chicks and six big sloths. She grabs a big bag of snacks and drags it to the pet pens.

The ten small chicks run to Beth. “Do you chicks want a snack?” Beth asks. “Cluck, cluck, cluck,” go the chicks. The chicks peck at their snacks. Beth looks up in the tree at the sloths. “Do you sloths want a snack?” The sloths nod. Beth hands the sloths their dish of snacks. Munch, munch, munch go the sloths.

Beth grabs the last snack in the bag. “I will have this snack,” Beth says. Beth sits on the grass and snacks with the pets.

Catching Fish

Illustrate the story here:



Kate and Mitch wanted to do something fun. Kate hatched a thrilling plan. She snatched a bucket and some poles from the hutch. “Let’s go!” Kate yelled. Kate and Mitch went to the lake beyond the ditch.

“Let’s catch some fish,” Kate calls out. Mitch catches a fish! They pitch it in the bucket. “Nice catch! Let’s get this fish back home,” said Kate. At home, Kate and Mitch toss the fish into their pond. “This fish can be our pet!” said Kate.

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

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

into into into into

has has has has has

She has to flip into water.

MCW

make make make make

some some some some

Can we make some traps?

MCW

time time time time time

would would would would

Would you drum his time?



CBSD FID WORKBOOK

GRADE 1



SPECIALS

DAY 5



QUEST - Grade 1

TIME

20 minutes

Learning Goal: I will design and build a fort for a stuffed animal.

FID day
5

Materials

- Planning sheet
- Materials from home (boxes, paper, blankets, pillows, etc.)

Stuffed Animal Fort

Be creative and have fun!

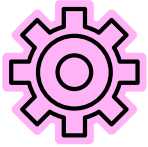
Directions:

1. Choose your favorite stuffed animal.
2. Imagine and sketch a fort for your stuffed animal.
3. Label the materials your will use. Choose items you have at home already.

Examples: boxes, blankets, pillows, paper



Design a Fort for your Stuffed Animal



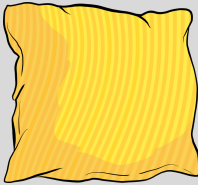
Sketch & Label a plan for your fort.

Name:

paper



pillows

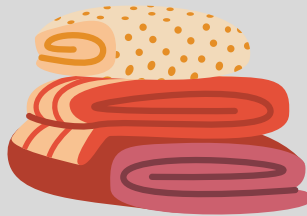


Materials

books



blankets



cardboard



