



# CBSD FID WORKBOOK

## GRADE 2

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 2



# MATH


## DAY 5



# FLEXIBLE INSTRUCTIONAL DAY 5: MATH

## ADDITION AND SUBTRACTION

### 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-style: italic;">*If you do not have internet access you may play</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>	<p>Complete Activity #1 Addition and Subtraction</p>	<p style="text-align: center;">or</p> <p>Complete Activity #2 <i>Challenge Activity</i></p>
<b>Activity #3:</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>	<p>Play: Snowman Sum</p>	<p style="text-align: center;">or</p> <p>Play: "Fifteen"</p>

## FACT PRACTICE:

**REFLEX MATH** - Get the Green Light! Log into Classlink from any device. If you do not have internet access, you may play.

## INDEPENDENT PRACTICE:

### Addition and Subtraction: Activity 1

Directions: Add

1. $\begin{array}{r} 158 \\ + 89 \\ \hline \end{array}$	T	2. $\begin{array}{r} 255 \\ + 176 \\ \hline \end{array}$	E
3. $\begin{array}{r} 146 \\ + 266 \\ \hline \end{array}$	M	4. $\begin{array}{r} 197 \\ + 378 \\ \hline \end{array}$	R
5. $\begin{array}{r} 573 \\ + 249 \\ \hline \end{array}$	S	6. $\begin{array}{r} 475 \\ + 369 \\ \hline \end{array}$	A

Write the letters that match the numbers. What word did you spell?

412

844

822

247

431

575

your Math!

## Subtraction: Activity 1

Directions: Subtract.

$$\begin{array}{r} 1) \quad 40 \\ - 18 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 10 \\ - 7 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 30 \\ - 25 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 80 \\ - 66 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 830 \\ - 627 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 400 \\ - 38 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 701 \\ - 372 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 650 \\ - 464 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 287 \\ - 98 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 804 \\ - 11 \\ \hline \end{array}$$

$$\begin{array}{r} 11) \quad 116 \\ - 79 \\ \hline \end{array}$$

$$\begin{array}{r} 12) \quad 932 \\ - 27 \\ \hline \end{array}$$

Look at the problems below. Circle the problems that require "regrouping." Show why and how.

$$\begin{array}{r} 714 \\ - 52 \\ \hline \end{array}$$

$$\begin{array}{r} 779 \\ - 38 \\ \hline \end{array}$$

$$\begin{array}{r} 30 \\ - 23 \\ \hline \end{array}$$

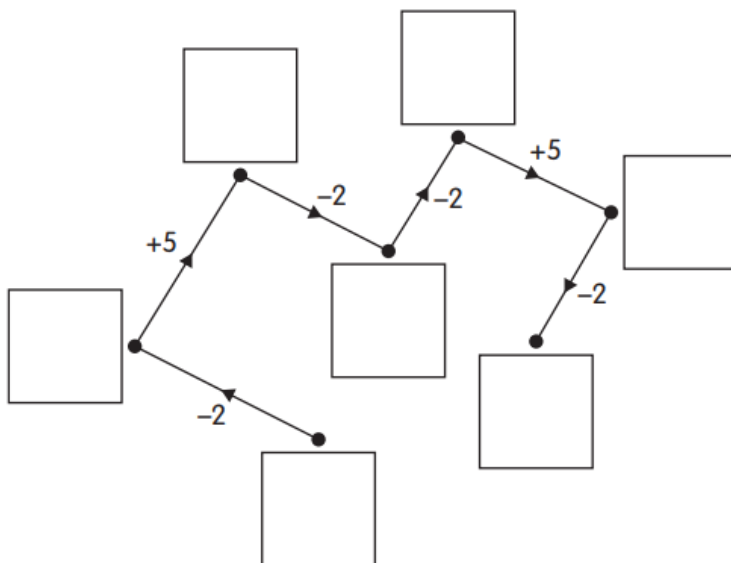
$$\begin{array}{r} 402 \\ - 241 \\ \hline \end{array}$$

## Add and Subtract Maze: Activity 2

Challenge Activity

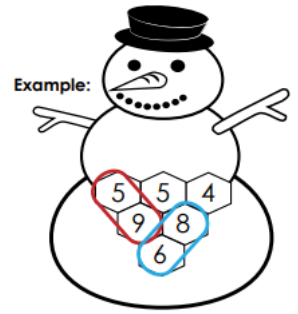
Fill in the boxes with the numbers. Use each number only once.

**11 8 13 9 14 10 12**



**Can you create your own?**

# Snowman Sum Game: Activity 3



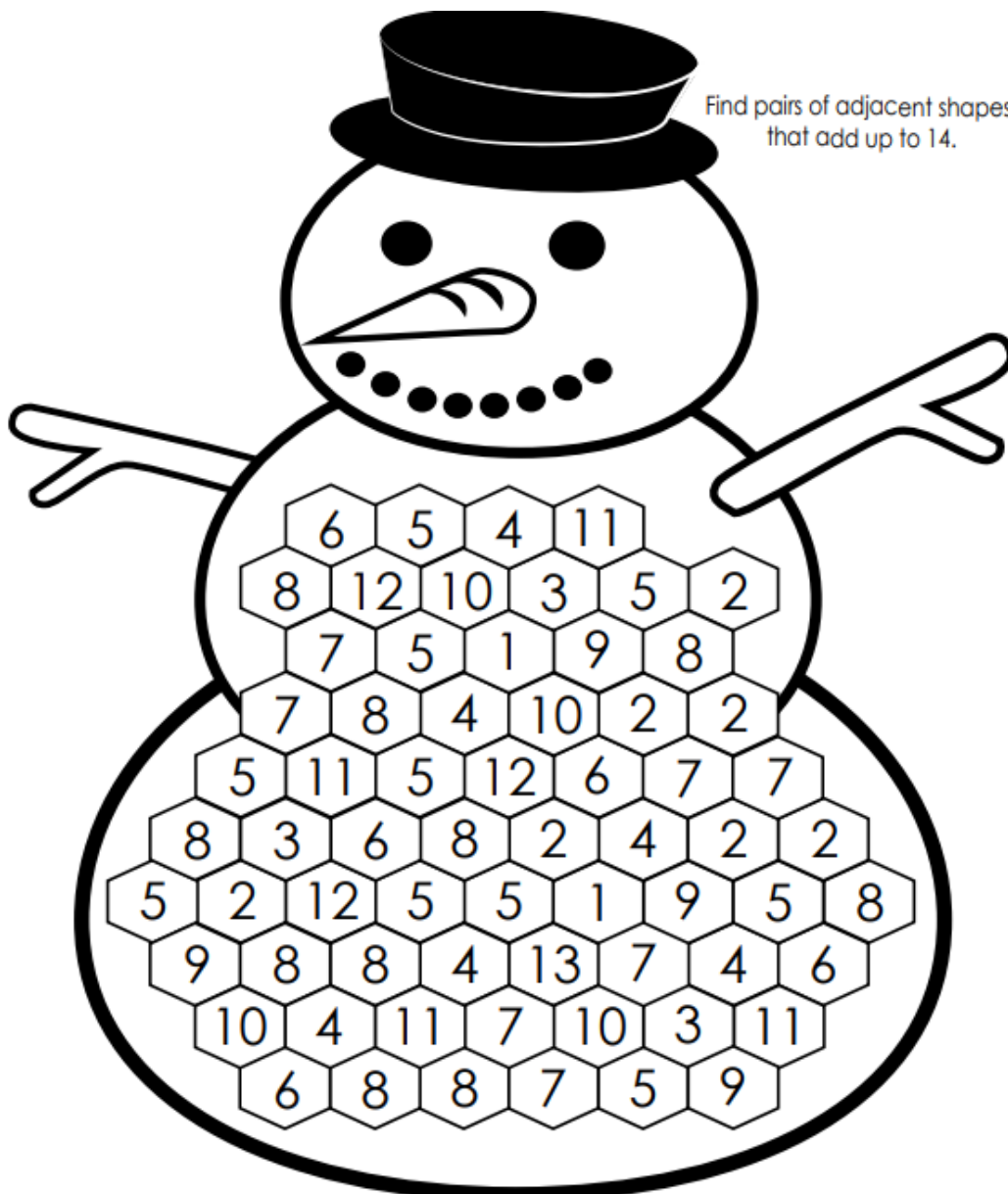
**Goal:** Find pairs of numbers that add up to 14.

**Number of Players:** 2; or 3

**Materials:** Game board and Crayons (Different color for each player)

**How to play:** Each player chooses a different color crayon. Players take turns finding and coloring pairs of adjacent squares that have a sum of 14. (For example, player 1 might color two joining shapes that have the numbers 9 and 5. Then player 2 might color joining shapes with the numbers 6 and 8.)

You may want to limit the amount of time a player is given to find a pair of numbers. (For example, if a player can't find a matching pair in 20 seconds, they lose their turn.)



## Fifteen: Activity 3

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).





# CBSD FID WORKBOOK

## GRADE 2



# 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>
30 Minutes	Reading Horizons Phonics	1.Practice Decoding Skill 1. 2.Practice Decoding Skill 2. 3.Spell and Sort Decoding Skill 1 and 2.
30 Minutes	Reading	Read decodable texts to practice phonics skills.
20 Minutes	Writing	Write about your day.
10 Minutes	Handwriting	Practice writing MCW words and sentences.

Name \_\_\_\_\_

Every syllable has a working vowel. Some words have more than one syllable. There are two skills used to break words into syllables. This is Decoding Skill 1.

### Decoding Skill 1

1. Mark under the word.

motel  
x x  
→

2. Go back to the first vowel.

motel  
x x  
↖

3. How many guardian consonants follow the vowel *o*? Just one, *t*, so it moves or goes on to the next syllable. Box in the first syllable.

motel  
x x  
|

4. Will the vowel *o* be long or short? (Long, because it stands alone.) Mark the vowel long.

motel  
x x  
|

5. Will the vowel in the second syllable be long or short? (Short, because it still has a guardian. We no longer need to mark guardians with a star.) Mark the vowel *e* short.

motel  
x x  
|

6. Box the final syllable.

motel  
x x  
|

Prove and read the following words. The first word has been done for you.

nōmad  
x x

decide program

robot delay remain

began minus protect

Name \_\_\_\_\_

This exercise provides practice proving and reading words using Decoding Skills 1 and 2, including syllables with silent e and adjacent vowels.

## Decoding Skill 2

Prove and read the words below. The first two have been done for you.

l<sup>o</sup> | c<sup>a</sup> | t<sup>e</sup>  
x | x | x

i<sup>n</sup> | d<sup>e</sup> | e<sup>e</sup>  
x | x | x

became

provide

concave

sentence

invite

donate

proceed

sixteen

migrate

retake

athlete

between

delay

exclaim

vacate

reptile

# READING HORIZONS PHONICS

## **Directions:**

### **Decoding Skill 1 and 2 Sort (2 pages):**

1. Cut out the words that follow decoding skill 1 and decoding skill 2.
2. Read each word and sort them by decoding skill 1 and decoding skill 2.
3. Glue the words in the table under the correct decoding skill.
4. Read the words again.

Word Bank

absent

away

behave

candy

decide

deny

equal

explain

fifteen

human

napkin

open

princess

sentence

until



*Reading Horizons Discovery*® Spelling Lesson  
Sort and Spell 1

Decoding Skills 1 and 2	
Decoding Skill 1	Decoding Skill 2

## READING - 30 Minutes

### **Directions:**

1. Read *Define Your Dream* to a family member, a pet, or a stuffed animal.
2. Answer the questions by circling the correct answer.
3. Read *Extreme Athletes* to a family member, a pet, or a stuffed animal.
4. Answer the questions by circling the correct answer.

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

Date: \_\_\_\_\_

# Define Your Dream

Nonfiction; Word Count: 180

## Skill Words

begin	provide	robot	protect	cyclones
focus	digest	donut	define	reject
omit	migrate	robust	hotels	motels
relax	reside	belong	detail	bonus
minus	focus	produce	reflect	event
prevent	finances	logo	become	icon

## Challenge Words

thought	own	business	superb	diet
idea	wrong	yourself		

What is your dream? Have you thought about starting your own business? Many people make this dream come true each day. You can too! Begin with a superb idea. Do you want to provide a robot that can protect people by predicting cyclones? Do you want to focus on a drink that will help people digest the fat in a donut? That way, we do not have to define and reject the snack as bad for us and omit it from our diet. Would you like to help people who are moving with a robust chain of

hotels or motels? Folks can relax and reside while they wait for a new place to belong.

Once you have your big idea, detail it. Come up with all the bonus and minus points. Reflect on each event: what could go right and what could go wrong. And protect yourself. Try to prevent a loss in your finances. Focus on your goals and produce a clear plan. Starting a business is a big risk. But who knows? Your logo could become an icon!

### Comprehension Questions

1. This story is about
  - a. creating your own business.
  - b. traveling the world.
  - c. unhealthy snack foods.
2. Which part of a business often becomes an icon?
  - a. the headquarters
  - b. the logo
  - c. the employees
3. In the context of this passage, what does it mean to *reflect* on something?
  - a. shine light off the surface
  - b. deny you know it
  - c. think about it carefully

4. This passage suggests that
- a. not all new businesses are successful.
  - b. starting your own business will definitely lead to success.
  - c. you should create a robot if you want to succeed.

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

Date: \_\_\_\_\_

# Extreme Athletes

Fiction; Word Count: 115

## Skill Words

Sandy	Enzo	extreme	athletes	funny
explain	bobsledding	bungee	rappelling	compile
random	insights	insiders	attempt	intense
conquests	plenty	content	channel	fifteen
gymnast	contrast	mental	involved	excite
competed	contests	completed	twenty	canyon
consent				

## Challenge Words

videos	sports	surfing	climbs
--------	--------	---------	--------

Sandy and Enzo are extreme athletes. They make funny videos to explain sports like bobsledding, bungee jumping, big wave surfing, rappelling, and scuba diving. They compile random facts and provide insights that only insiders would know. This team isn't afraid to attempt intense conquests to make plenty of content for their channel.

Enzo did intense training each day for fifteen years as a pro gymnast. In contrast, the mental strength involved in skydiving and extreme caving with Sandy excite him. Sandy has competed in contests like the X-Games in BMX racing. As a team, they have completed twenty free rock climbs! Next, they hope to find a canyon with rules that consent to canyon swinging.

### Comprehension Questions

1. This passage is about
  - a. how to make a sports video.
  - b. rules for canyon swinging.
  - c. extreme athletes.
2. Sandy competed in the X-Games in which sport?
  - a. bungee jumping
  - b. BMX racing
  - c. big wave surfing
3. Enzo was a pro gymnast. In this passage, *pro* means
  - a. professional.
  - b. proton.
  - c. prompt.
4. Sandy and Enzo are most likely
  - a. afraid of heights.
  - b. happiest when things are calm and quiet.
  - c. excited to try new things.

## **WRITING - 20 Minutes**

### **Directions:**

1. Using the writing paper provided, draw a picture of your day in the box.
2. Write 2-3 complete sentences that tell about your day.



## HANDWRITING - 10 Minutes

### **Directions:**

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

again again again again

air air air air air

Syd said the air is dry again.

# MCW

animal animal animal

Blank handwriting lines for practice.

away away away

Blank handwriting lines for practice.

Get the stray animal to go away

Blank handwriting lines for practice.

# MCW

change change change

different different different

Change the paint to a different gray.



# CBSD FID WORKBOOK

## GRADE 2



# SPECIALS

## DAY 5



# ART - Grade 2

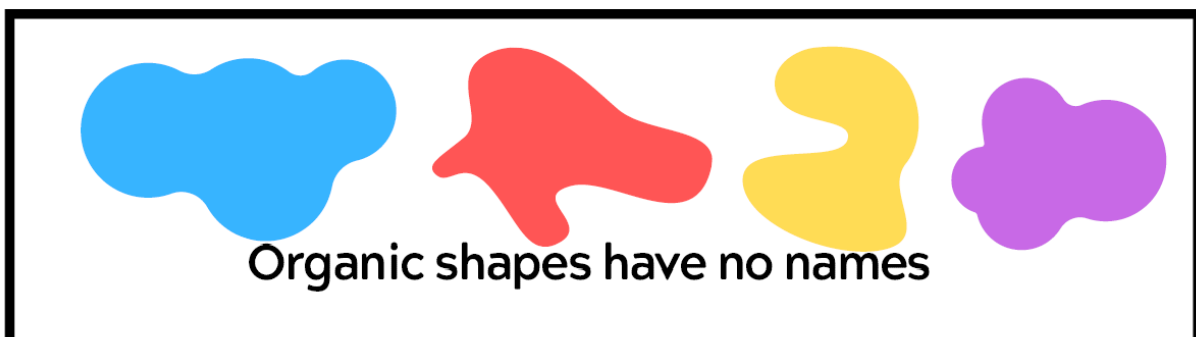
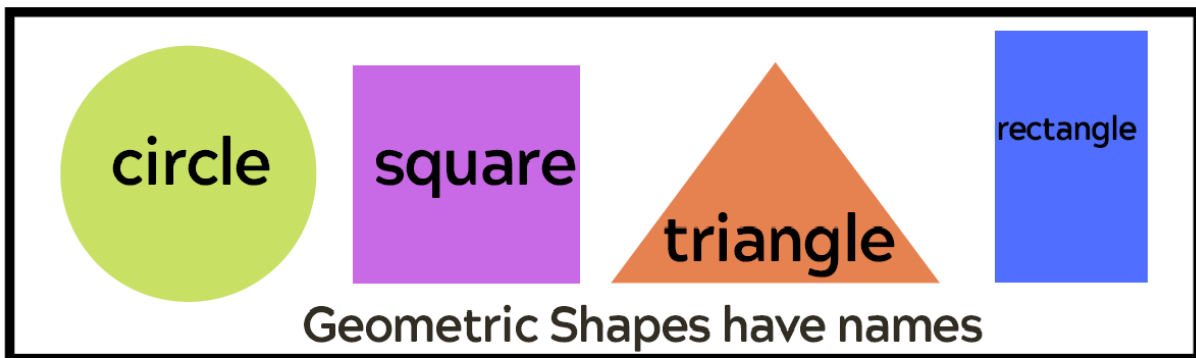
**TIME**  
20 minutes

**Learning Goal:**  
I will create art with  
geometric and  
organic shapes.

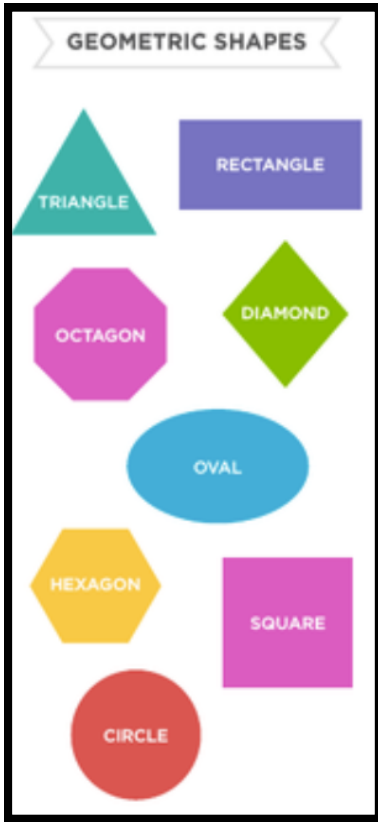
FID day  
**5**

**Materials**  
Pencil and  
crayons

The elements of art are the building blocks that artists use to create art with. The element of shape has two groups: organic and geometric. Geometric shapes have rules and names like a triangle. Organic shapes don't and occur in nature, like a leaf.



Draw a picture here using only geometric shapes



Draw a picture here using only organic shapes



