



CBSD FID WORKBOOK

GRADE 2

Name: _____



FLEXIBLE INSTRUCTION

DAY 2





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 2



FLEXIBLE INSTRUCTIONAL DAY 2: MATH

Ordinal Numbers

MATH LESSON SUMMARY

Activity #1 (15-25 min)		
F Fact Practice		Reflex Math – Get the Green Light! <i>*If you do not have internet access you may play</i>
Activity #2: CHOOSE 1 ACTIVITY FROM THE 2 OPTIONS BELOW (15-20 min)		
I Independent Practice	Complete Activity #1	or Complete Activity #2 <i>Challenge Activity</i>
Activity #3: CHOOSE 1 ACTIVITY FROM THE 2 OPTIONS BELOW (15 - 20 min)		
D Dive Into a Game	Complete “Ordinal Order”	or Play “Ordinal Order Outdoors”

INDEPENDENT PRACTICE

Ordinal Numbers – Activity 1

Directions: Cross out.

1.

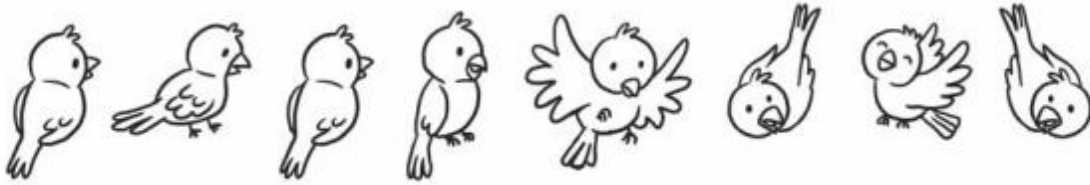
Cross out the 3rd flower.



1st

2.

Cross out the 5th bird.



1st

3.

Cross out the 9th



Draw 2 apples on the 8th tree.

4.



1st

Read the word.

Circle the animal.

5. second



1st

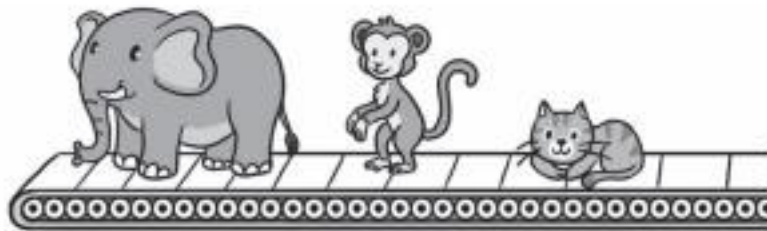


6. eighth



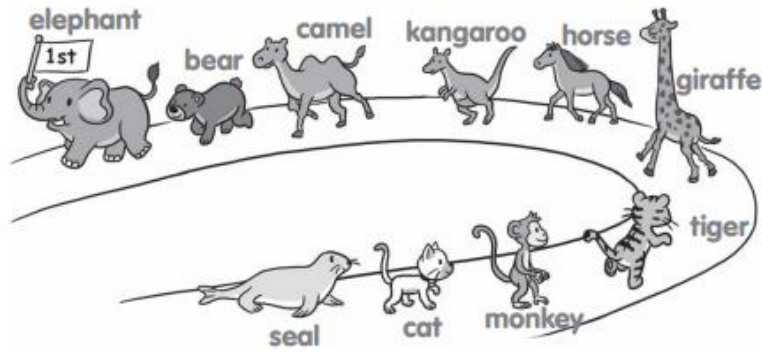
2nd

7. first



3rd

Directions: Use the picture to answer the questions below.



1. **How many** animals are marching? _____
2. Which animal is **5th**? _____
3. Which animal is **last**? _____
4. The camel is _____.
5. The tiger is _____.
6. Which animal is **before** the giraffe? _____
7. Which animal is **after** the monkey?
8. The _____ is **after** the kangaroo.
9. The _____ is **first**.
10. The _____ is **between** the bear and the kangaroo.
11. The _____ is **between** the monkey and the giraffe.
12. Which animal is this?
 - It is somewhere **between** the giraffe and the seal.
 - It is **NOT** ninth.
 - It **does not have** stripes on its body.

The animal is _____

Ordinal Numbers and Position - Activity 2

Challenge Activity

Solve. Show your work.

Kate is 3rd in line.

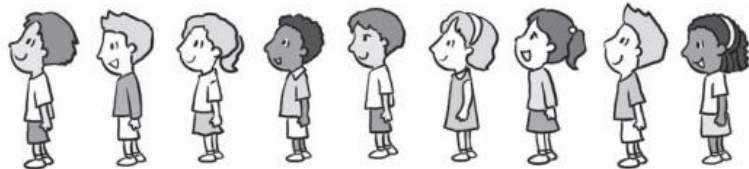
Russel is 3rd from the end of the line.

3 children stand between them.

How many children are in the line?

_____ children are in the line.

These children are standing in a line.



Doug Allen Hilary Calvin Evan Freda Basa Max Ginger

a. Who is the 7th person in line?

b. Some people left the line.

The person that was 7th in line is now 4th in line and **is the only person between** Calvin and Ginger.

How many people left the line?

Show/Explain how you know.

Ordinal Order

Objective: Arrange a set of objects in their correct ordinal order as quickly as possible.

Materials Needed:

- Set of cards or pieces with numbers written on them (1st, 2nd, 3rd, etc.)
- Timer (optional)

How to Play:

- Shuffle the cards and place them face down on a table.
- Draw a card from the pile.
- The player reads the ordinal number on the card aloud (e.g., "5th").
- The player must then find the corresponding object (e.g., the 5th object in a line or a set of objects).
- Once the player finds the correct object, they place the card next to it.
- Goal is to match all the cards with their corresponding objects in the shortest amount of time.

Variation:

Memory Challenge - Place the cards face down in a grid formation. Players take turns flipping over two cards at a time, trying to find matches of ordinal numbers and corresponding objects. If a player finds a match, they keep the cards and get another turn. If not, they flip the cards back over, and play passes to the next player.

Ordinal Order Outdoors - Use physical objects like cones, flags, or markers placed at different locations in a park or yard. Players race to the objects corresponding to the ordinal numbers called out.

Ordinal Order Cards

1st

2nd

3rd

4th

5th

6th

Ordinal Order Cards

7th

8th

9th

10th

11th

12th



CBSD FID WORKBOOK

GRADE 2



READING AND WRITING

DAY 2



FLEXIBLE INSTRUCTIONAL DAY 2: READING AND WRITING

READING AND WRITING LESSON SUMMARY

Total Time – 90 Minutes		
Time	Focus	Description
30 Minutes	Reading Horizons Phonics	1.Digraph practice. 2.Sort and spell Digraphs. 3.Phonetic Skill 1 Practice. 4.Phonetic Skill 2 practice. 5.Cloze Passage - “The Lost Map”.
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 _____

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

ch

sh

wh

^f
ph

ch_xat

sh_xut

wh_xen

^f
ph_xgraph

chest

cash

whiff

much

brush

wham

lunch

shaft

which

READING HORIZONS PHONICS

Digraph Sort (2 pages):

Directions:

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.

Word Bank

chat	chip
fish	fresh
graph	shop
such	trash
when	which

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

Name _____

Phonetic Skill 1: The vowel is short because it has one guardian consonant.

Phonetic Skill 1

1. Mark the vowel with an: x.
2. Mark the guardian consonant with a guardian star: *.
3. If there is a guardian consonant and nothing else after it, the vowel is short. Mark the vowel short: ˘.
4. Read the word.

big
x

big
*
x

big
˘*
x

Practice marking these words to prove each vowel sound. The words follow Phonetic Skill 1. The first word has been done for you. Read each word after you have proved it.

˘*
run
x

gum

not

let

tin

van

hat

bug

tub

Write a sentence, using Phonetic Skill 1 words. Then read the sentence.

Name _____

Phonetic Skill 2: The vowel is short because it has two guardian consonants.

Phonetic Skill 2

1. Mark, left to right, under the word.

Watch for Blends. Identify the vowel: x.

jump
x

2. Mark the guardian consonants: * *.

jump
x * *

3. Mark the vowel short: ˇ.

jũmp
x * *

4. Read the word.

Prove the vowel sound by marking each word below. The first words have been done for you. Read each word after you have proved it.

hint
x * *

rent

lamp

jũst
x ˇ *

gift

bump

help

best

stand

READING HORIZONS PHONICS

Directions:

"The Lost Map" cloze reading (2 pages)

1. Read the passage with the blanks.
2. Read the words on the second page.
3. Reread the passage and select the word from the word bank that would make sense in the blank.
4. Continue to the next blank and select a word from the word bank to complete the sentence.
5. Once all blanks are filled, read the whole passage to make sure it makes sense.
6. Correct as needed.
7. Read the passage one more time for fluency.

Reading Horizons Discovery®
Cloze Passage 1

Name _____ Date _____

Based on the *Reading Horizons Discovery®* Little Book “The Lost Map”

Jack was _____. He could not find his map. The _____ will tell him how to get to a _____ full of gold. “I think I _____ the map on the bench!” said Jack. He ran to the _____. The map was there! Jack was _____. “Now I can find the gold!” he said.



Reading Horizons Discovery[®]
Cloze Passage 1
Phonetic Skill 1 and Phonetic Skill 2

bench chest glad

left map sad

READING - 30 Minutes

Directions:

1. Read *Dogs* to a family member, a pet, or a stuffed animal.
2. Answer the questions by circling the correct answer.
3. Read *Sam, Max, and the Skunk* to a family member, a pet, or a stuffed animal.
4. Answer the questions by circling the correct answer.

Name: _____

Date: _____

Dogs

Phonetic Skill 1

Nonfiction; Word Count: 188

Skill Words

dogs	man	pets	them	get	pup	an
pug	big	with	jobs	much	than	wet
can	not	but	swim	in	webs	it
run	up	dig	fun	sled		

Challenge Words

friend	adopt	mastiffs	better
sense	noses	absorb	track
guides	Newfoundland	lifeguard	instinct
Alaska	supplies	towns	

Dogs have been called man's best friend. Many people have dogs as pets. Some of them get their dog as a pup, and some adopt an older dog. Some dogs are small. A pug is a small dog. Some dogs are big and strong. Both boxers and mastiffs are big dogs. Dogs also help with jobs.

Dogs have a much better sense of smell than people do. Their wet noses help them absorb smells. They use

their sense of smell to track. Dogs can help find lost people. Dogs can work as guides for people who can not see.

Some dogs do not like water, but many dogs like to swim in the water. One dog, a Newfoundland, can work as a lifeguard. The small webs in its feet help it swim.

Dogs can run fast, and some can run up to 45 MPH. Dogs have an instinct to dig. They might dig something up or dig just for fun. Some dogs can pull a sled. In Alaska, sled dogs can be used to bring supplies to small towns.

Dogs can be a big help and fun pets!

Comprehension Questions

1. The story is about
 - a. cats.
 - b. dogs.
 - c. sharks.
2. What is a *pug*?
 - a. food
 - b. a small dog breed
 - c. a large dog breed
3. Which body part does a dog need to *track* something?
 - a. nose
 - b. ears
 - c. tail
4. According to the passage, some dogs are pets, and some dogs
 - a. are wild.
 - b. do jobs.
 - c. travel alone.

Name: _____

Date: _____

Sam, Max, and the Skunk

Phonetic Skill 2

Fiction; Word Count: 252

Skill Words

and	camp	bond	tent	raft	rent
ranch	bluff	bliss	cast	pond	catch
toss	chest	next	quest	elk	munch
grass	crest	gasp	egg	hatch	nest
end	branch	buzz	plant	ant	sniff
hiss	sprint	fast	cliff	ditch	gets
cramp	must	rest	stump	flask	lend
hand	help	grunt	hunch	odd	risk
mess	filth	left	cross	damp	trench
fetch	vest	blast			

Challenge Words

hear	bee	worm	air	stands	pants
------	-----	------	-----	--------	-------

Sam and Max like to camp, and they do it a lot. It is a good way to bond. Sam has a tent and a raft. He likes to rent a spot on a ranch. Sam and Max sit on the bluff in the sun, and it is bliss. They cast their rods in the pond to catch fish, which they toss in a chest. The chest chills

the fish. Next, they go on a quest to see an elk munch on grass at the crest of a hill. They gasp as they see an egg hatch in its nest on the end of a branch. They hear the buzz of a bee from a plant. On the next plant, they see an inch worm and an ant. Max sniffs the air and smells an odd stink. Then they hear a hiss. It is a skunk! It makes them sprint fast up the cliff. They jump over the ditch, but Max gets a cramp from the run. He must rest, so he sits on a stump. Sam stands and pants. He gulps water from his flask.

“Can I lend you a hand?” asks Sam.

“No, thank you. I do not need help.” says Max with a grunt. “I had a hunch that the odd smell was a risk!”

“It would have been a mess to smell like skunk!” says Sam. “I am glad we left.”

“Let’s cross the damp trench to fetch the raft. Get your vest. We will have a blast!”

Comprehension Questions

1. What do Sam and Max like to do?
 - a. sleep
 - b. munch
 - c. camp
2. Where do they keep the fish they catch?
 - a. in a trench
 - b. in a chest
 - c. in a tent

3. What does *crest* mean?

a. the top of a hill

c. the path on the hill

b. the bottom of a hill

4. Why do Sam and Max run when they smell a skunk?

a. They don't want to stink.

b. They don't want to trip.

c. They don't want to hide.

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

out out out out out

set set set set set

Put the swing set by the fence.

MCW

SHOW SNOW SNOW SNOW SNOW SNOW

small small small small

Show me the small pink boat.

MCW

three three three three

want want want want

I want three cups of juice

MCW

we we we we

Blank handwriting lines for practice.

My throat is not feeling

we

Blank handwriting lines for practice.



CBSD FID WORKBOOK

GRADE 2



SPECIALS

DAY 2



2ND GRADE FID Day 2

TIME:
20 MINUTES
MATERIALS:
PICTURE BOOK
PENCIL, CRAYONS

READING A
FICTION
BOOK

Second graders know that fiction books have:

- Characters
- Setting
- Conflict
- Solution
- Beginning
- Middle
- End

Today, you will read a fiction picture book of your choice and fill in the information below.

Story Elements

Characters

Setting

Problem

Solution

Beginning

Middle

End

