



CBSD FID WORKBOOK

GRADE 3

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 3



MATH

DAY 2



FLEXIBLE INSTRUCTIONAL DAY 2: MATH

ADDITION

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 Math Towers and complete the multiplication sheet.</i>	
Activity #2: CHOOSE 1 ACTIVITY FROM THE 2 OPTIONS BELOW (15-20 min)		
I Independent Practice	Complete Addition Activity #1	Complete Addition Activity #2 <i>Challenge Activity</i>
or		
Activity #3: CHOOSE 1 ACTIVITY FROM THE 2 OPTIONS BELOW (15 - 20 min)		
D Dive Into a Game	Solve the Math Maze	Play Snowman Sum
or		

FACT PRACTICE

REFLEX MATH - Get the Green Light! Log into Classlink from any device. Only complete the Alternative Activity if you are unable to access Reflex Math.

ALTERNATIVE ACTIVITY:

$$\begin{array}{r} 2 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 4 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 10 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 2 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 0 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 3 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 6 \\ \hline \end{array}$$

$$\begin{array}{r} 6 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 7 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 2 \\ \hline \end{array}$$

$$\begin{array}{r} 12 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 10 \\ \hline \end{array}$$

FACT PRACTICE

REFLEX MATH - Get the Green Light! Log into Classlink from any device. Only complete the Alternative Activity if you are unable to access Reflex Math.

ALTERNATIVE ACTIVITY:

MATH TOWERS

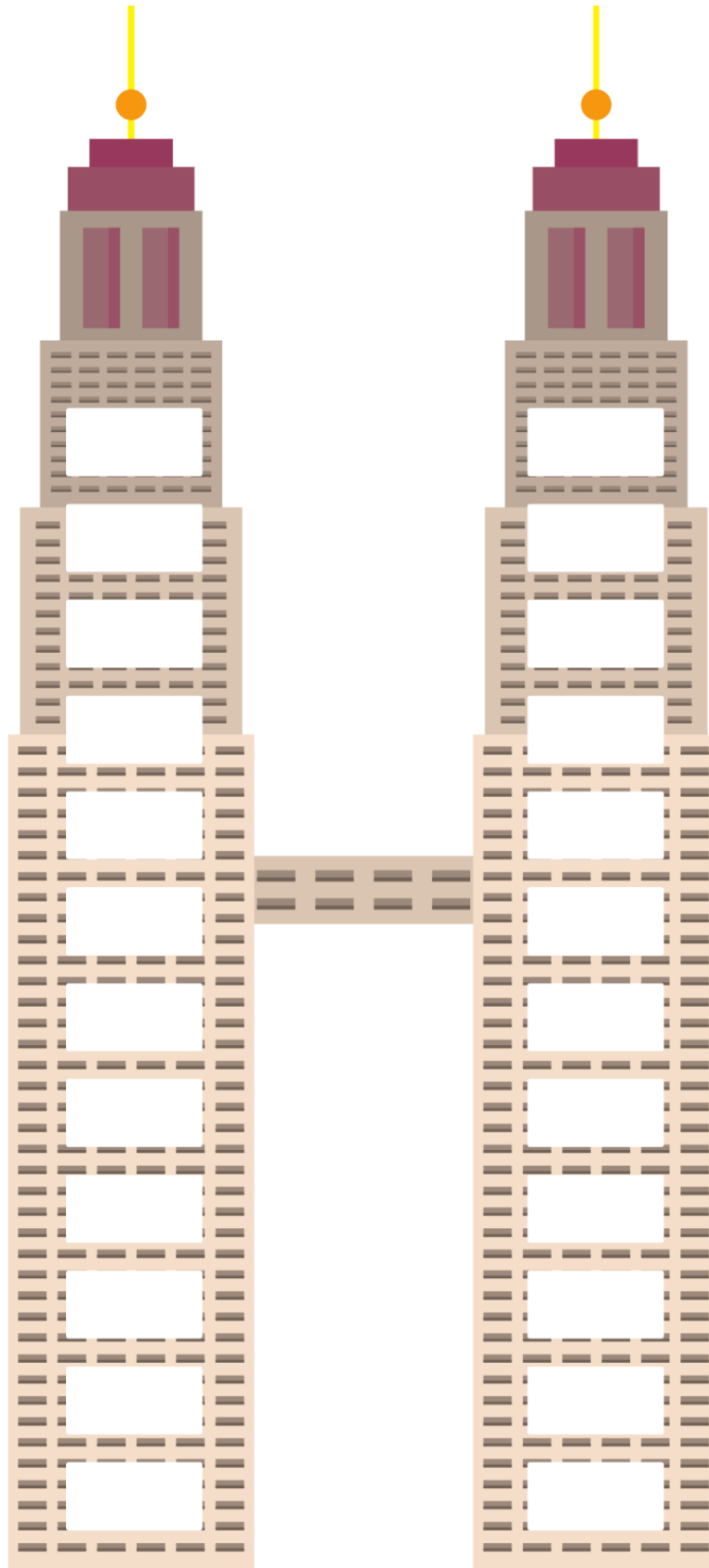
Materials:

- Spinner (0-12)
- Math Towers Game Sheet
- 24 Counters or connecting cubes to cover numbers (12 for each player)

Directions:

1. Choose the factor for the game.
2. Each player writes the 12 multiples for that factor (not including 0) on their tower.
3. The younger player goes first.
4. Player 1 spins the spinner and multiplies the number spun by the factor being practiced.
5. Player 1 covers the product on their tower.
6. If the number is already covered, the player loses a turn.
7. Player 2 then takes a turn.
8. The winner is the first one to cover all of the numbers on their tower.

MATH TOWERS



INDEPENDENT PRACTICE

ADDITION - ACTIVITY 1:

Example

$\begin{array}{r} 4,076 \\ + 2,046 \\ \hline 6,122 \end{array}$	Step 1	6 ones + 6 ones = <u>12</u> ones
	Step 2	1 ten + 7 tens + 4 tens = <u>12</u> tens
	Step 3	1 hundred + 0 hundred + 0 hundred = <u>1</u> hundred
	Step 4	4 thousands + 2 thousands = <u>6</u> thousands

Add.

1.

$$\begin{array}{r} 738 \\ + 695 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 867 \\ + 367 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 679 \\ + 846 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 567 \\ + 948 \\ \hline \end{array}$$

5.

$$\begin{array}{r} 2,946 \\ + 3,688 \\ \hline \end{array}$$

6.

$$\begin{array}{r} 3,752 \\ + 3,568 \\ \hline \end{array}$$

7.

$$\begin{array}{r} 4,276 \\ + 4,789 \\ \hline \end{array}$$

8.

$$\begin{array}{r} 1,819 \\ + 6,399 \\ \hline \end{array}$$

7

ADDITION – ACTIVITY 2:

Challenge Activity

Find the missing digits.

Find A, B, C, and D.

Clues: All the digits are greater than 0.

B is greater than A.

$$\begin{array}{r} \text{A, A C D} \\ + \text{B, B A C} \\ \hline \text{3, 3 4 7} \end{array}$$

A = _____ B = _____ C = _____ D = _____

There are two 4-digit numbers.

One number is 1 more than the other number.

The sum of the thousands digit is 2.

The hundreds digit of each number is twice the thousands digit,

The tens digit of each number is twice the hundreds digit.

The tens digit of the greater number is the same as the ones digit.

Find the two numbers.

Addition Math Maze

Name: _____ Date: _____



Find your way from top to bottom by following the path of correct answers. You can only exit a cell if the number matches the answer to the problem.

8 +1 9	6 28 29	17 +10 27	23 25 17	13 +13 26	10 15 14	6 +6 12	3 5 21	4 +1 6	20 23 9	13 +8 21	8 +2 10	23 29 16	15 +11 26	13 18 10	9 +7 16
6 +2 8	11 27 26	14 +12 26	19 22 17	14 +5 19	8 +7 16	11 +11 22	7 6 12	6 +3 9	12 16 15	9 +9 18	14 15 27	10 +4 17	7 10 28	6 +1 7	6 +1 12
17 +9 26	15 +1 16	12 +1 13	27 13 27	17 +10 27	20 14 20	14 +6 20	15 23 15	15 +2 20	12 20 12	8 +2 8	26 16 25	16 +12 28	21 12 21	12 +9 21	12 +9 21
17 +13 30	16 +3 19	12 +1 13	11 13 11	6 +5 12	7 8 10	6 +4 10	15 10 15	12 +3 18	17 +6 24	8 +6 14	27 16 25	16 +10 25	13 10 14	10 +4 14	10 +4 14
6 +5 11	8 9 10	10 +1 10	32 10 32	17 +16 33	15 33 15	8 +7 15	20 15 20	13 +7 19	29 16 32	16 +16 32	31 17 30	17 +14 31	28 19 21	18 +2 20	8 +6 14
14 +1 15	13 33 31	16 +15 31	20 31 20	17 +3 18	10 18 10	9 +4 13	17 13 17	11 +6 17	20 17 20	18 +2 20	20 20 18	12 +8 18	11 +2 6	6 +17 23	12 +5 17
8 +3 11	12 16 15	11 +4 15	9 15 9	7 +2 12	20 12 20	15 +4 18	19 18 19	18 +1 18	16 15 19	11 +3 14	19 18 19	10 +7 18	14 +5 21	10 +3 14	10 +3 14
17 +4 21	29 21 29	18 +11 27	34 18 35	18 +18 35	12 35 12	10 +2 14	28 14 28	18 +8 23	28 17 29	17 +9 29	14 17 17	11 +3 17	6 +1 8	5 +2 8	3 +2 5
16 +3 19	11 26 11	9 +2 11	6 11 6	3 +3 5	19 5 19	18 +2 20	19 20 19	14 +3 16	13 16 15	9 +4 15	37 17 34	17 +17 34	11 +5 11	27 16 27	16 +11 27
20 14 6	23 20 12	36 6 23	10 23 20	18 20 12	20 12 36	14 20 12	36 8 28	20 12 36	12 36 8	8 8 28	8 8 28	8 8 28	8 8 28	8 8 28	8 8 28

Snowman Sum Game

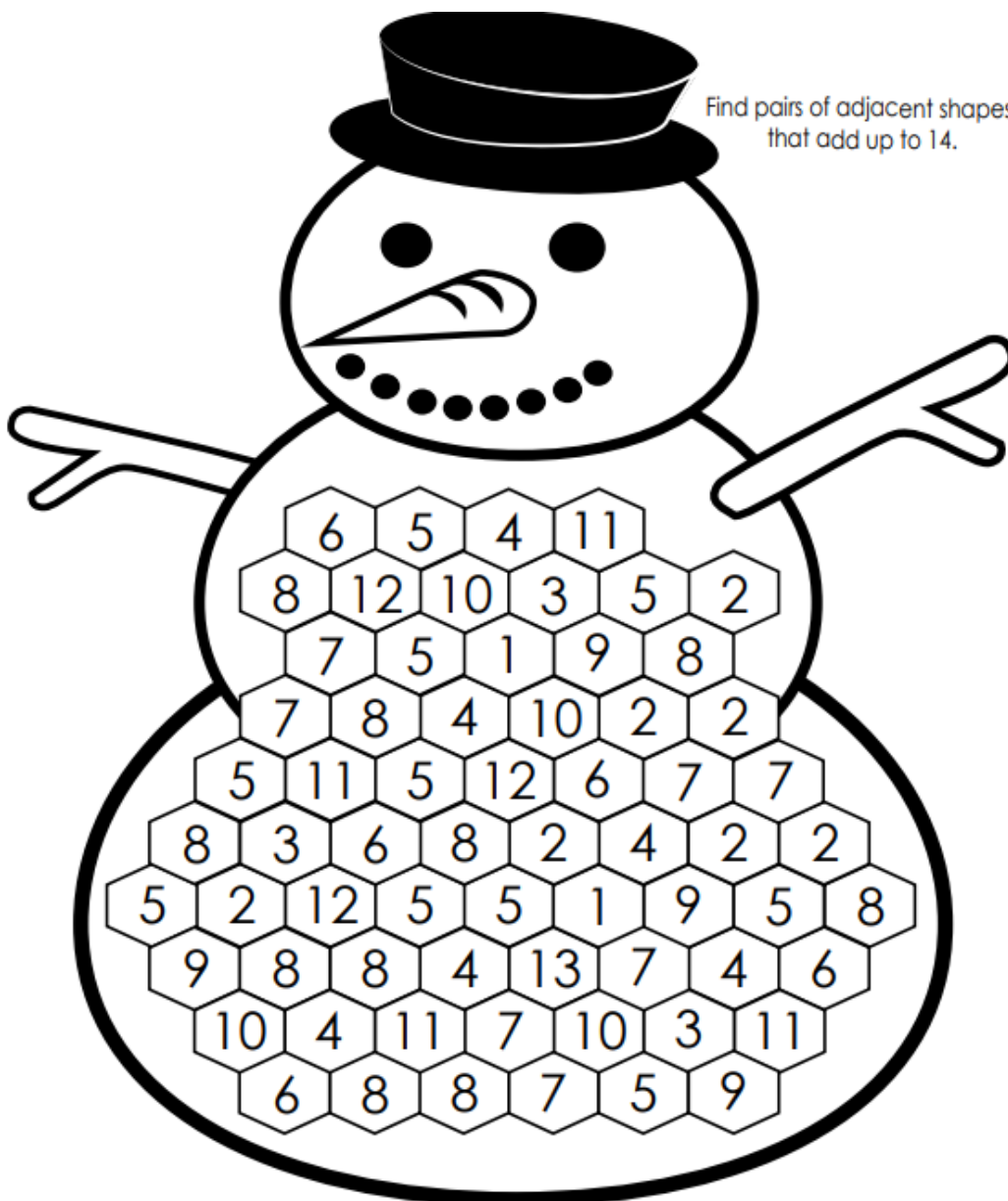
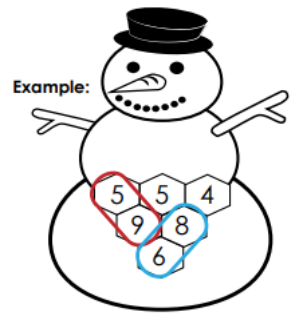
Goal: Find pairs of numbers that add up to 14.

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.)





CBSD FID WORKBOOK

GRADE 3



READING AND WRITING

DAY 2



FLEXIBLE INSTRUCTIONAL DAY 2: READING AND WRITING

READING AND WRITING LESSON SUMMARY

Total Time – 90 Minutes		
Time	Focus	Description
90 Minutes	Reading/ Writing	1. Read the text “Water”. 2. Respond to the prompts and questions related to the text.
30 Minutes	Independent Reading	1. Read a self-selected book. 2. Complete the Reading Log.

READING AND WRITING - 90 Minutes

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

Water



Water is needed for all life on Earth.

Fast Facts

- Ice, steam, and drinking water are all forms of water.
- Clean water has no color, smell, or taste.
- Many people in the United States use power made from water.

Water in Your Life

You may not think that there is any water in your classroom. Yet water is always around you. Like animals and²⁵ plants, people's bodies are made up mostly of water. In fact, two-thirds of your body is water.⁴³

Also like animals and plants, people need water to stay alive. People can't live for more than a few days without⁶⁴ water. They need to drink about 1 quart of water each day. In addition, many plants and animals live in water.⁸⁵

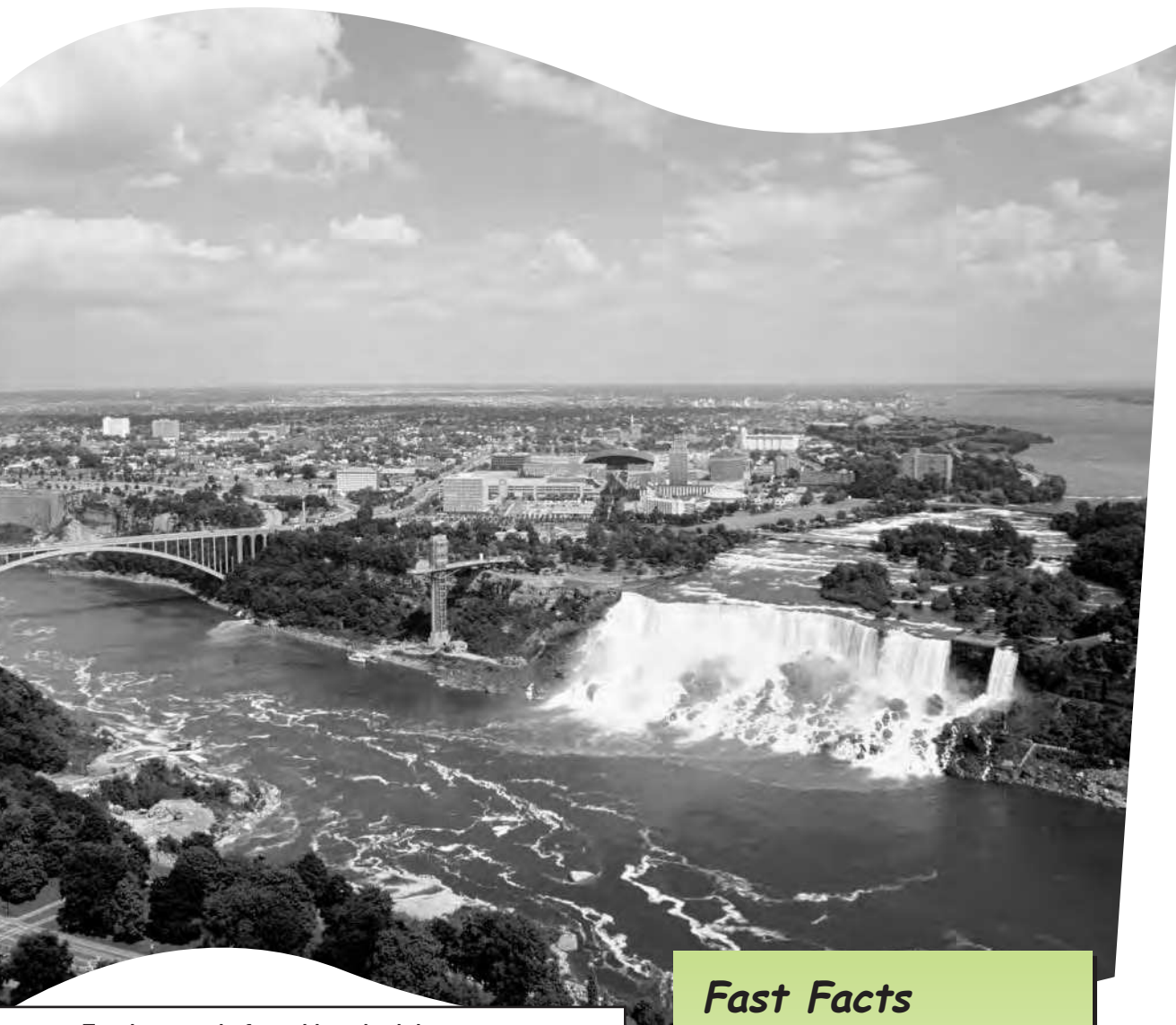
People also use water to cook, grow food, and create power for light and heat. All life on Earth needs at least some water to stay alive.¹¹²

KEY NOTES

Water in Your Life

Why is water important to people, plants, and animals?

Water



Fresh water is found in rain, lakes, and rivers.

Fast Facts

- A small part of Earth's water comes from melting ice.
- In some countries, machines create drinking water by taking the salt out of water.
- In the United States, most of the fresh water is used for growing grass, filling pools, and washing cars.

Fresh Water and Salt Water

Almost three-quarters of Earth is water. However, much of Earth's water is the salt water in oceans. Fresh water can be found in many lakes and rivers and under the ground.³⁷

Although a little salt can make food taste good, people cannot drink salt water. Many animals and plants must also drink or live in fresh water.⁶³

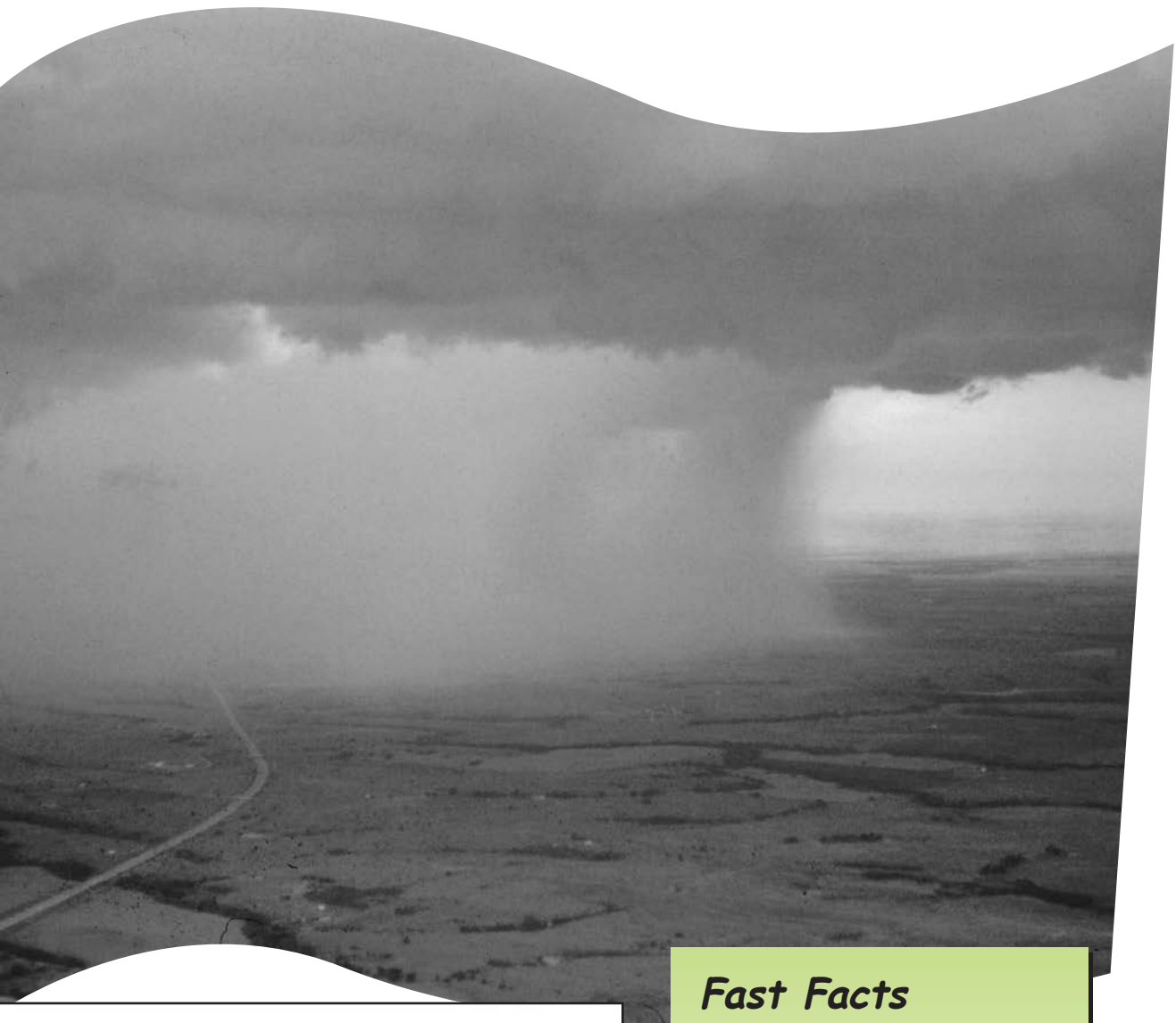
There is lots of fresh water on Earth, but it is not always where it is needed. In some places, little rain may fall for a⁸⁹ year or two. This means that everyone must use fresh water carefully so there will be enough for all life on Earth.¹¹¹

KEY NOTES

Fresh Water and Salt Water

Why do people need fresh water?

Water



Rain is part of the water cycle.

Fast Facts

- On hot days, water vapor can make you feel sticky.
- Most water can be found under Earth's surface, in certain rocks, and in the ocean.
- Water also returns to the air through the loss of water by plants.

The Water Cycle

Rain that falls from the sky feels clean and new. It may be clean, but it is not new. The water in rain is really very old.³⁰ That's because water on Earth is used again and again. This use of water is called the water cycle.⁴⁹

The water cycle starts when heat from the Sun helps to turn water in oceans and rivers into water vapor. Next, these⁷¹ tiny drops of water vapor join to form clouds. Water then falls from the clouds as rain. Some water stays under the ground.⁹⁴ However, much of the water goes back into the oceans and rivers. Then, the water cycle starts over again.¹¹³

KEY NOTES

The Water Cycle

What is the water cycle?

Water



Water tests show if chemicals mixed with the water.

Fast Facts

- Some chemicals have no smell or taste, so do not drink water from streams or ponds that have not been filtered.
- Boiling water for 1 minute can help to make it safe to use.
- Laws have made it harder for factories and farms to let bad chemicals into water.

Clean Water

When you add water to a drink, you can see that it is easy to mix water with other things. Water can also mix with bad things, such as chemicals.³²

Some factories and farms use chemicals. Some people also use chemicals to keep the grass on their lawns green.⁵¹

Chemicals from factories, farms, and lawns can get into the water and hurt the plants and animals that live in it.⁷²

Chemicals can also hurt the people, plants, and animals that drink or use the water.⁸⁷

Water should be cleaned before it is used. Water is filtered to get rid of bad chemicals. Filtered water is safe for drinking and cooking.¹¹²

KEY NOTES

Clean Water

Why is it important for water to be clean?

Water

Water in Your Life

1. “Water in Your Life” is MAINLY about _____

- a. all the water in a classroom.
- b. how important water is.
- c. why we drink water.
- d. how much water animals need.

2. Why do people need water?

3. Name two things in or around your classroom that have water.

Fresh Water and Salt Water

1. Another good name for “Fresh Water and Salt Water” is _____

- a. “Water in the Oceans.”
- b. “Finding Drinking Water.”
- c. “Living in Water.”
- d. “Two Kinds of Water.”

2. Compare where fresh water and salt water can be found.

3. Why should people use fresh water carefully?

The Water Cycle

1. What is the main idea of “The Water Cycle”?

- a. Water is used again and again.
- b. New water is made all the time.
- c. Water in rain is new water.
- d. Water from the sky is called water vapor.

2. Water falls from the clouds as _____

- a. water vapor.
- b. rain.
- c. more clouds.
- d. water heated by the Sun.

3. What are the steps in the water cycle?

Clean Water

1. The main idea of “Clean Water” is that _____

- a. all water is safe.
- b. chemicals do not easily mix with water.
- c. water does not mix easily with other things.
- d. water must be clean to be safe to use.

2. How can water become unsafe to use?

3. Why should bad chemicals be taken out of water?

salt water	fresh water	cycle	vapor
clouds	factories	chemicals	filtered

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

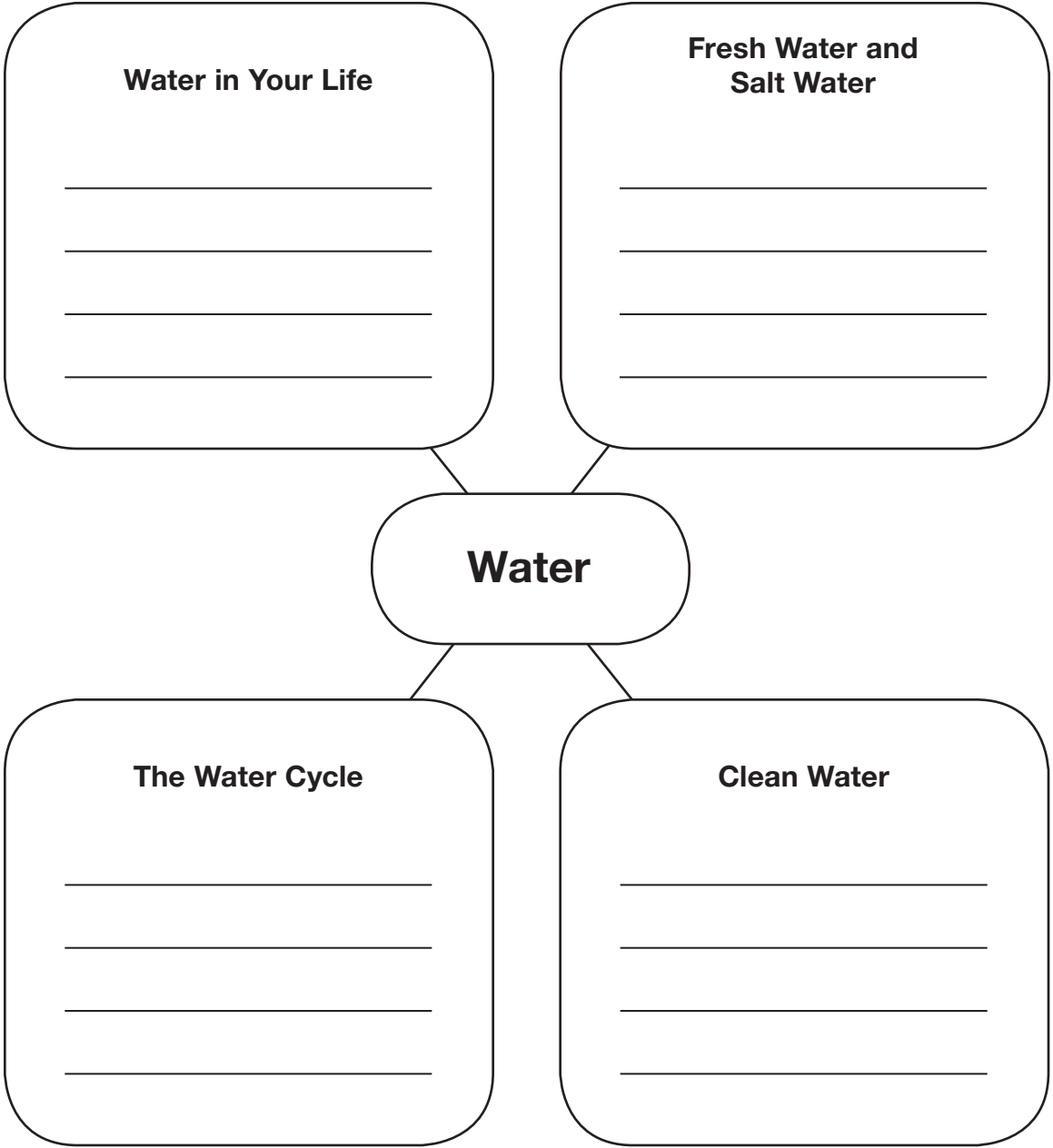
- A. _____ the kind of water that is found in the oceans
- B. _____ materials that can change other materials, for example, making water unsafe to drink
- C. _____ tiny drops of water in the sky that join together
- D. _____ the kind of water that is safe for people to drink
- E. _____ a group of events that happen again and again
- F. _____ large places where things are made
- G. _____ when chemicals and other bad things are taken out of water
- H. _____ tiny drops of water in the air

2. Fill in the blanks in the sentences below. Choose the word or words from the word box that complete each sentence.

- A. In the water _____, rain falls and then it goes back into the air as water vapor.
- B. Some _____ can make water unsafe to drink.
- C. People can't drink the _____ in the oceans.
- D. The _____ from the sink is safe to drink.
- E. When water is heated, it turns into water _____ in the air.
- F. _____ water has been cleaned, so it is safe to drink.
- G. _____ have machines that can turn trees into paper.
- H. Rain came down from the _____.

Water

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



2. Name three ways people use water every day.

3. Why is it important to keep water clean and to use it carefully?

4. Suppose there was another reading. Do you think it would be about rain or farms? Explain your choice.

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 3



SPECIALS

DAY 2



MUSIC- Grade 3

TIME
20 minutes

🎯 Learning Goal: I will listen to a piece of music. I will express how it makes me feel, what it makes me imagine, and my opinion of it.

FID day
2

Materials

- a song of your choice
- Pencil/crayons
- headphones (optional)

MUSIC APPRECIATION

Choose a song and fill out the song details below:

Song title _____ Composer: _____ Name: _____ Class: _____

The music makes me feel:

The music reminds me of:

My personal opinion of this music:

Draw below the image the music creates in your mind:

A large, empty rectangular box with a thick blue border, intended for a drawing. The box occupies most of the page below the instruction.

