



CBSD FID WORKBOOK

GRADE 4

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 4



MATH

DAY 2



FLEXIBLE INSTRUCTIONAL DAY 2: MATH

ADDITION AND SUBTRACTION

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 and Subtraction Activity #1	Complete Addition and Subtraction Activity #2 <i>Challenge Activity</i>
Activity #3: CHOOSE 1 ACTIVITY FROM THE 2 OPTIONS BELOW (15 - 20 min)		
D Dive Into a Game	Play “Fifteen”	Play “Snowman Sum”

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:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

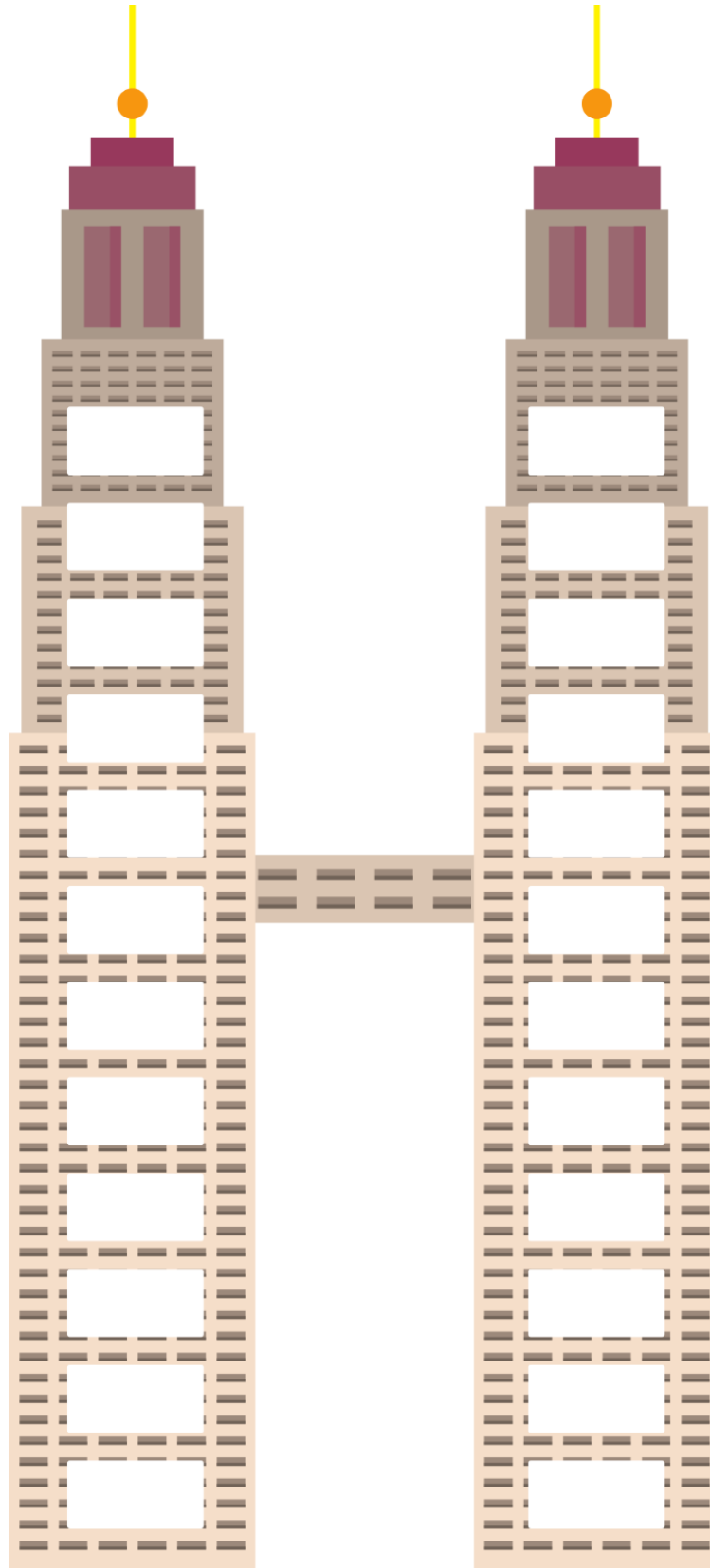
Materials:

- 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 AND SUBTRACTION - ACTIVITY 1:

Add. Show all your work.

$$\begin{array}{r} 1,756 \\ + 3,223 \\ \hline \end{array}$$

$$\begin{array}{r} 2,468 \\ + 6,331 \\ \hline \end{array}$$

$$\begin{array}{r} 5,643 \\ + 2,345 \\ \hline \end{array}$$

$$\begin{array}{r} 4,769 \\ + 5,120 \\ \hline \end{array}$$

$$\begin{array}{r} 4,232 \\ + 3,458 \\ \hline \end{array}$$

$$\begin{array}{r} 5,941 \\ + 2,586 \\ \hline \end{array}$$

$$\begin{array}{r} 3,548 \\ + 2,287 \\ \hline \end{array}$$

$$\begin{array}{r} 3,567 \\ + 4,596 \\ \hline \end{array}$$

ADDITION AND SUBTRACTION – ACTIVITY: 1

Subtract. Show all your work.

$$\begin{array}{r} 6,845 \\ - 2,314 \\ \hline \end{array}$$

$$\begin{array}{r} 4,678 \\ - 3,456 \\ \hline \end{array}$$

$$\begin{array}{r} 3,472 \\ - 2,695 \\ \hline \end{array}$$

$$\begin{array}{r} 2,463 \\ - 1,678 \\ \hline \end{array}$$

$$\begin{array}{r} 5,000 \\ - 1,475 \\ \hline \end{array}$$

$$\begin{array}{r} 7,000 \\ - 5,687 \\ \hline \end{array}$$

$$\begin{array}{r} 62,435 \\ - 35,769 \\ \hline \end{array}$$

$$\begin{array}{r} 73,241 \\ - 37,586 \\ \hline \end{array}$$

ADDITION AND SUBTRACTION - ACTIVITY 2:

Challenge Activity

Find the missing numbers.

$$\begin{array}{r}
 2 \quad 4 \quad 1 \quad \square \quad 8 \\
 + \quad 4 \quad \square \quad \square \quad 9 \quad \square \\
 \hline
 \square \quad 8 \quad 1 \quad 9 \quad 7
 \end{array}$$

Match the numbers with the correct cards. The first one has been done for you. There are five number cards, A, B, C, D, and E, in a stack. Each card has a number on the reverse side.

- The number on card A is the greatest number.
- Card B has the least number.
- The numbers on card C and card B have a difference of 7,161.
- The number on card D is greater than the number on card C but less than the number on card E.

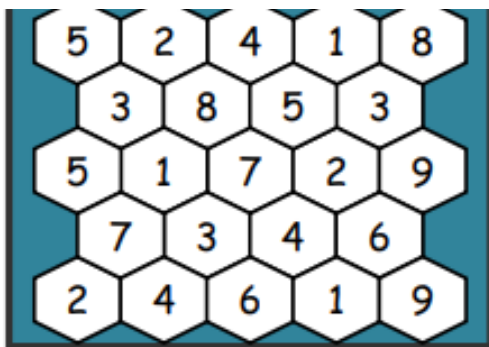
$\underline{\hspace{2cm}}$ $\underline{\hspace{2cm}}$ $\overset{A}{\underline{\hspace{2cm}}}$ $\underline{\hspace{2cm}}$ $\underline{\hspace{2cm}}$
41,584 **56,783** **61,376** **59,371** **48,745**

The sum of two numbers is 7,150. The difference of these two numbers is 1,358. Find the two numbers.

FIFTEEN

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).



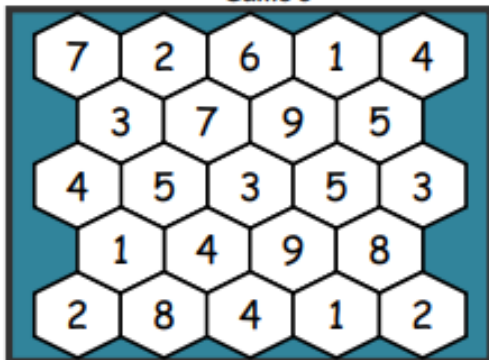
Game 3



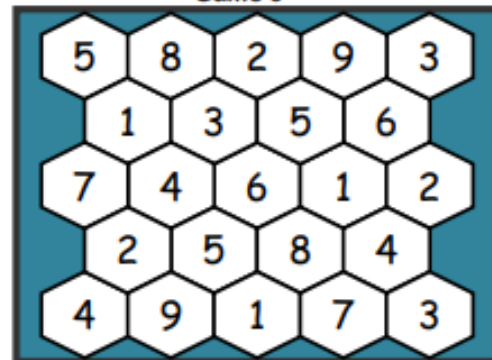
Game 4



Game 5



Game 6



SNOWMAN SUM GAME

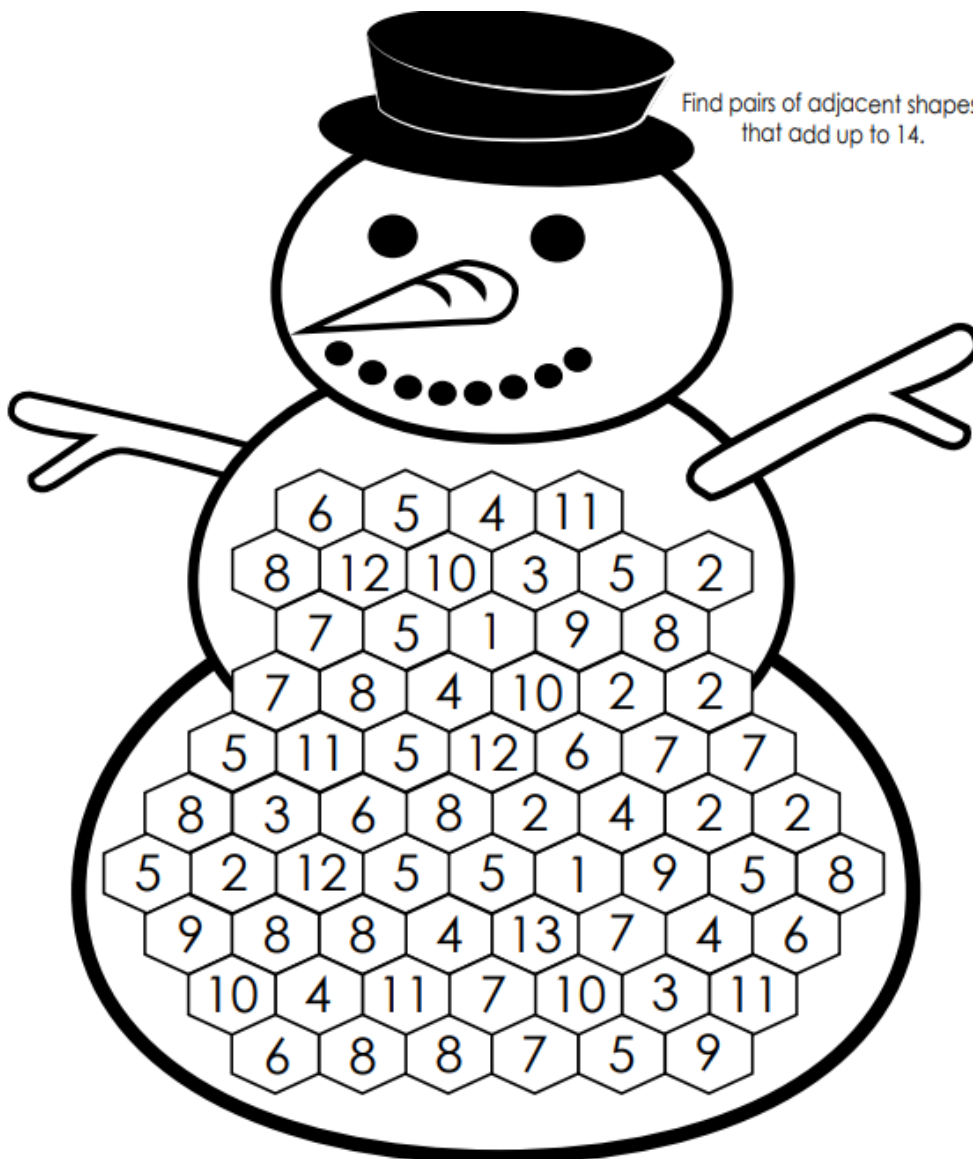
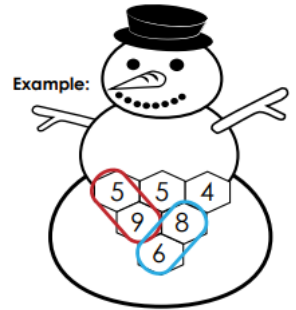
Goal: Find pairs of numbers that add up to 14.

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 4



READING AND WRITING

DAY 2



FLEXIBLE INSTRUCTIONAL DAY 2

READING AND WRITING

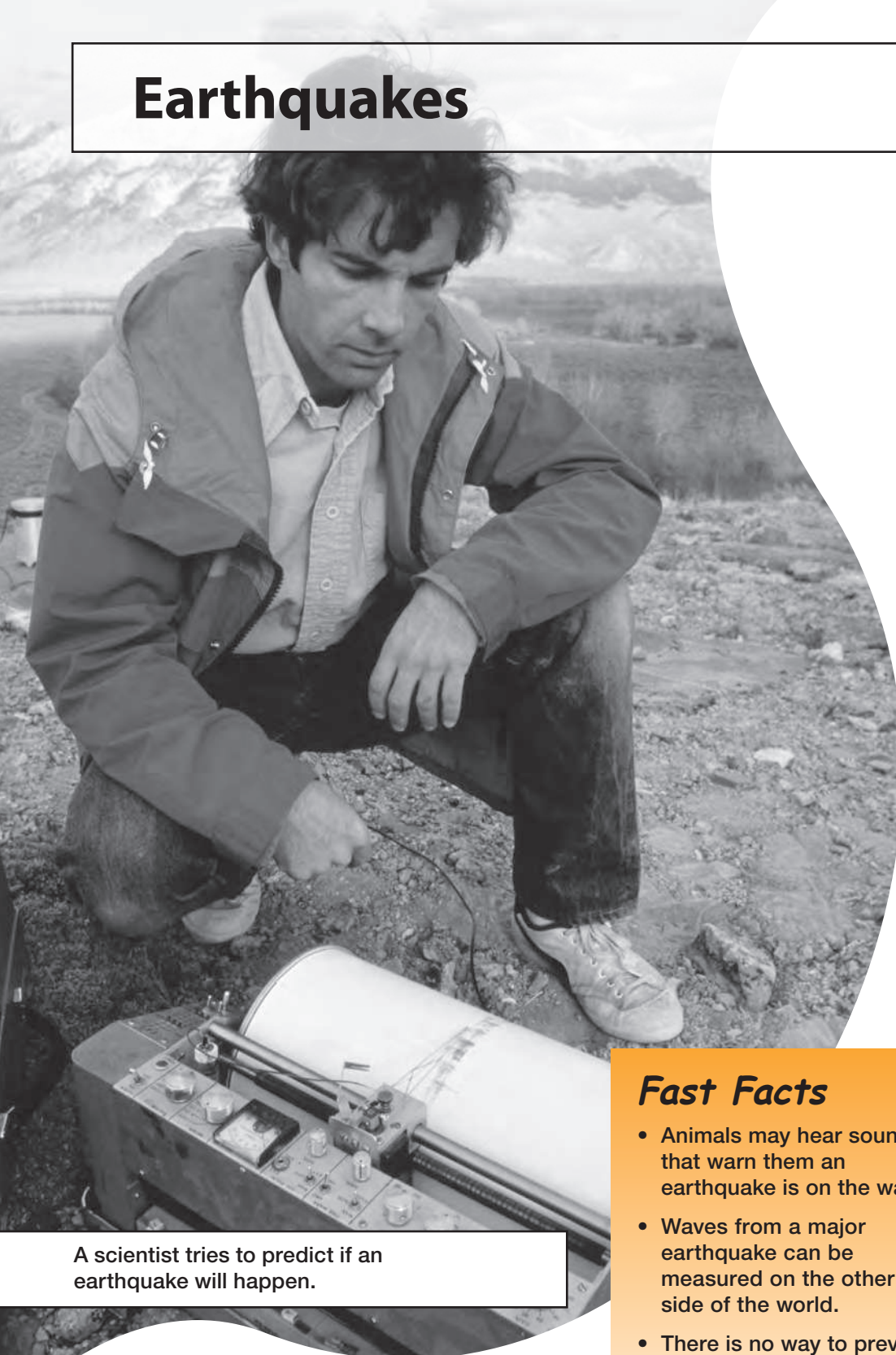
READING AND WRITING LESSON SUMMARY

Total Time – 90 Minutes		
Time	Focus	Description
90 Minutes	Reading/ Writing	1. Read the text “Earthquakes”. 2. Respond to the prompts and questions related to the text. 3. Complete the graphic organizer on page 28. 4. Write a summary of the text using information from the graphic organizer.
30 Minutes	Independent Reading	1. Read a self-selected book. 2. Complete the Reading Log.

READING AND WRITING - 90 Minutes

1. Read the Fast Facts and think about what you might already know about earthquakes.
2. Read the passages about Earthquakes aloud or silently to yourself. Take as much time as you need.
3. Use the Building Connections page to write words or phrases to help you remember what is important.
4. Answer the Key Notes question at the end of each passage.
5. Answer the questions by going back into the text to find your answers.
6. Write a summary on the paper provided.
7. Please write in complete sentences with evidence from the text.

Earthquakes



A scientist tries to predict if an earthquake will happen.

Fast Facts

- Animals may hear sounds that warn them an earthquake is on the way.
- Waves from a major earthquake can be measured on the other side of the world.
- There is no way to prevent an earthquake from happening.

Predicting and Measuring Earthquakes

TV reports tell people when bad storms are coming. However, there's no report that tells when earthquakes are²² on the way. Scientists can predict places where earthquakes could happen. They can't predict when an earthquake might⁴⁰ take place. Scientists keep looking for ways to predict earthquakes.⁵⁰

After earthquakes happen, scientists measure their size. The ground's vibrations are measured on the nine points of the⁶⁸ Richter scale. When the vibrations measure 3.5 or higher on the Richter scale, people usually know that an earthquake has⁸⁸ happened. Earthquakes that measure 4.5 or higher on the Richter scale can harm buildings and roads.¹⁰⁴

KEY NOTES

Predicting and Measuring Earthquakes

What is the Richter scale?

Earthquakes



Workers “duck, cover, and hold” under a table for safety during an earthquake drill.

Fast Facts

- In a 1989 earthquake, bricks and stones that fell off buildings hurt many people.
- In places where there are many earthquakes, people have drills so they know what to do.
- School children get under their desks in earthquake drills.

Duck, Cover, and Hold

The three rules of earthquake safety are DUCK, COVER, and HOLD.¹⁵

DUCK means get under a table or sit next to a wall without windows. This position helps keep glass from a broken window³⁸ from hitting you. If you're outside, get off sidewalks and stay away from buildings, trees, and power lines.⁵⁶

Next, COVER yourself with a rug or coat. Or put your head in your lap, with your arms around your head.⁷⁷

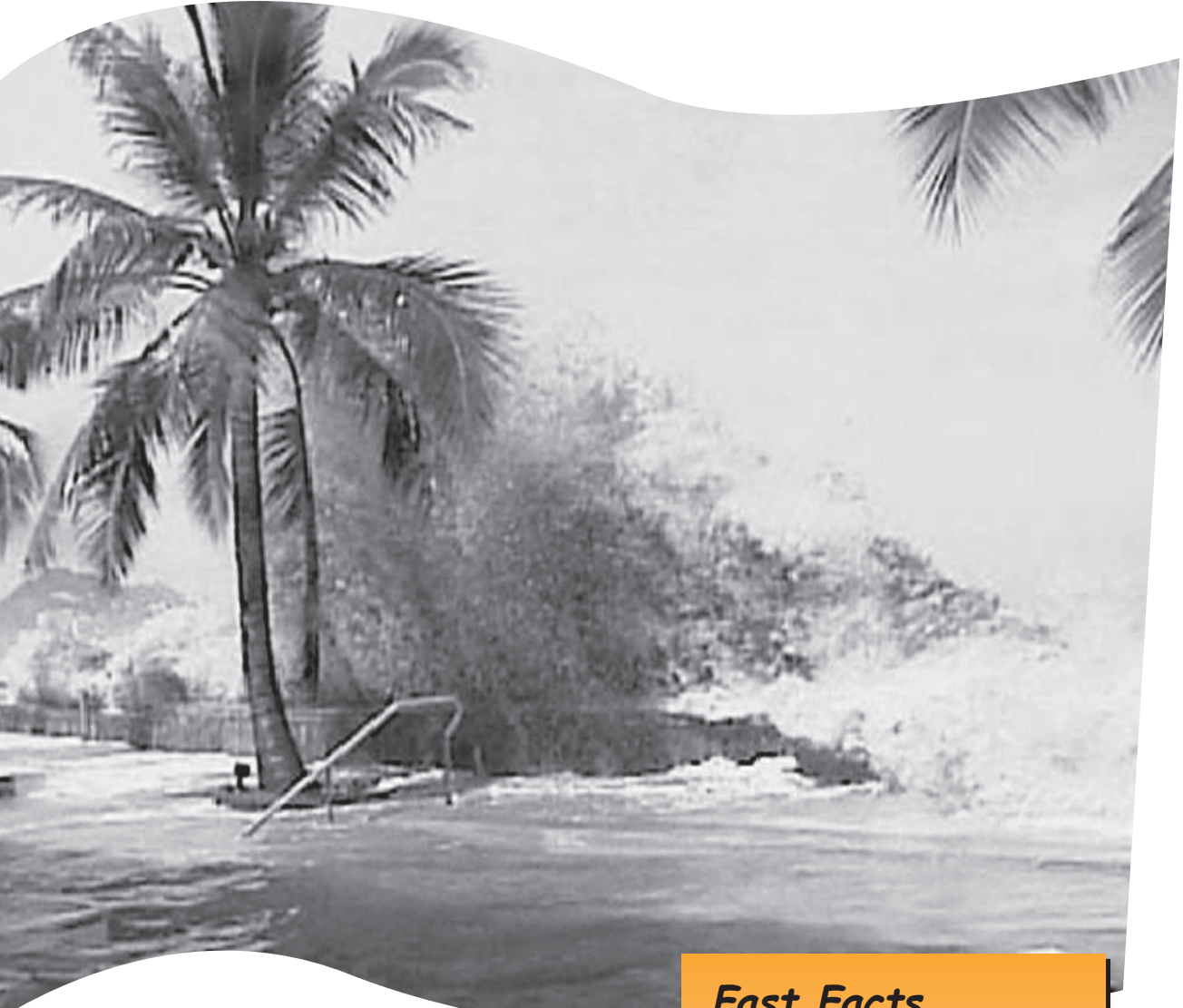
HOLD means stay where you are, even when you think the earthquake's over. The earthquake may seem to have stopped, but it can start up again.¹⁰³

KEY NOTES

Duck, Cover, and Hold

How do the three rules of earthquake safety keep people safe?

Earthquakes



A tsunami just hit this area near the ocean.

Fast Facts

- A tsunami wave looks like a huge wall of water.
- Tsunamis pick up and suck in objects.
- A tsunami wave is strong enough to kill people and damage buildings.

Underwater Earthquakes

When earthquakes happen underwater, vibrations that move through the water cause waves to form. The waves get¹⁹ bigger and faster as they move out from the earthquake's center. The waves can travel faster than 400 miles per hour.⁴⁰ That's about the same speed as an airplane. They can grow to 100 feet, about as high as a six-story building.⁶²

In Japan, where many people live close to the water, the waves made by underwater earthquakes were given the name⁸² *tsunami*, which means "harbor wave." These waves were given this name because tsunamis can harm the people and things around harbors.¹⁰³

KEY NOTES

Underwater Earthquakes

What causes waves to form in a tsunami?

Earthquakes

What Is an Earthquake?

1. Another good name for “What Is an Earthquake?” is _____

- a. “Earth’s Crust.”
- b. “Why Buildings Fall Down.”
- c. “The Shaking Earth.”
- d. “The Earth Has Plates.”

2. Why did the author write “What Is an Earthquake?”

- a. to give readers information about earthquakes
- b. to compare big earthquakes and small earthquakes
- c. to compare different kinds of plates
- d. to tell about an experience during an earthquake

3. What is an earthquake?

Predicting and Measuring Earthquakes

1. In this reading, *predict* means _____

2. This reading is MAINLY about _____

- a. why scientists cannot measure earthquakes.
- b. how earthquakes are reported on TV.
- c. how the Richter scale was invented.
- d. the fact that scientists cannot predict earthquakes, but they can measure them.

3. Explain your answer to question 2.

Duck, Cover, and Hold

1. What is the main idea of “Duck, Cover, and Hold”?

- a. how to cover your head in an earthquake
- b. how to predict earthquakes
- c. how to know when an earthquake is over
- d. how to stay safe in an earthquake

2. If you are in an earthquake, what should you do FIRST?

3. Why do you think it is important to have rules for earthquake safety?

Underwater Earthquakes

1. In this reading, the word *vibrations* means _____

- a. waves that move quickly.
- b. a shaking movement.
- c. waves that grow high.
- d. things that live underwater.

2. What happens to the ocean in an underwater earthquake?

- a. The water moves around a little.
- b. Big, fast waves can form.
- c. Boats rock in the sea.
- d. People fish in the harbor.

3. Why are tsunamis called harbor waves?

earthquake	harbor	Japan	predict
Richter	sidewalk	tsunami	vibrations

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

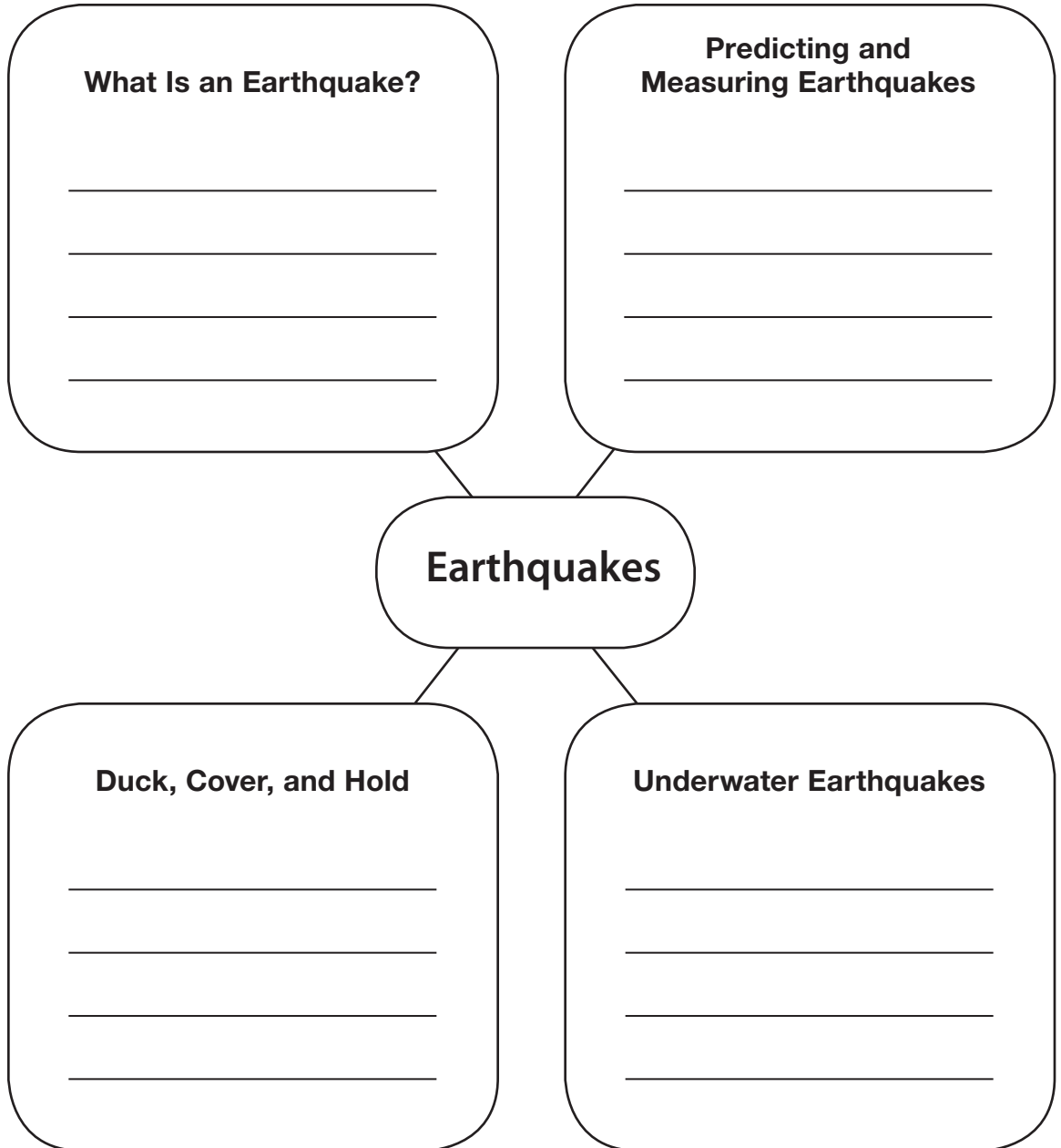
- A. _____ to say what is going to happen
- B. _____ a country in Asia
- C. _____ a shaking of the ground
- D. _____ a walkway
- E. _____ shaking or moving
- F. _____ a scale to measure earthquakes
- G. _____ a wave from an underwater earthquake
- H. _____ a place for boats that is usually safe

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

- A. An _____ makes the ground move.
- B. We could feel the _____ on the track as the train went by.
- C. A big ship came into the _____.
- D. The earthquake measured 6 on the _____ scale.
- E. My teacher visited _____ last summer.
- F. Sam rode his bike on the _____.
- G. It is hard to _____ if our team will win.
- H. The _____ made the ships rock in the sea.

Earthquakes

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



2. Write the most interesting thing you read about earthquakes.
Explain your choice.

3. Write a question you would like to ask the author about earthquakes.

4. How would you explain earthquakes to someone who didn't know about them?

Use the idea web above to write a summary about Earthquakes.

[illegible]

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 4



SPECIALS

DAY 2



QUEST - Grade 4

TIME

20 minutes

Learning Goal: I will build two aluminum foil boats and see which one can hold the most weight..

FID day
2

Materials

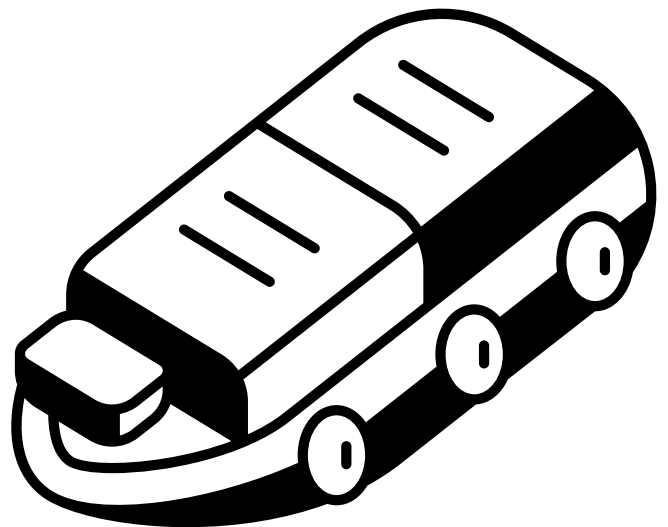
- Aluminum foil or be creative choosing another material
- Scissors
- Sink/Water

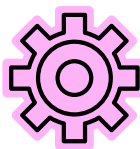
Aluminum Boats

How much weight can it hold?

Directions:

1. Follow the directions to build the boats.
2. Test each one.
3. Identify which boat is strongest.
4. Think about the answers to the questions.

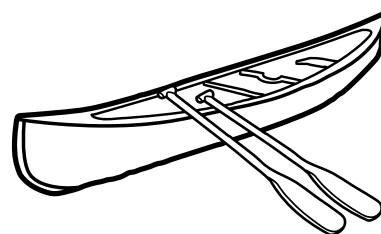




Build the boats...

1. Cut two squares of aluminum that are 12 inches, by 12 inches. If you can't measure, just estimate.

2. Fold the foil to make two different boats. Make them different shapes, such as rectangular or with pointed ends like a canoe.



3. Think about how to fold the foil so that your boat is strong and doesn't leak.

4. Fill a sink or bathtub with water. Decide how you will test your boats. If you have pennies, that will work great. If not, find something else. Guess which boat will hold the most pennies/weight? How many pennies can each boat hold?

Get ready to test!

5. Gently add one penny at a time. To prevent the boat from tipping, carefully balance the load as you add pennies.

Get ready to test!

Boat 1: _____

Boat 2: _____

You will write your results here.

What happened? Which boat held more pennies? Did your guess match your results? Were you surprised? What did you do that made one boat stronger than the other?

