CBSD FID WORKBOOK
GRADE 2

Name:_____

FLEXIBLE INSTRUCTION
DAY 3

What is a <u>Flexible Instructional Day</u> 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 <u>purpose</u> 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 **<u>Flexible Instructional Book</u>** provides approximately *<u>4 hours</u>* 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 3

FLEXIBLE INSTRUCTIONAL DAY 3: MATH

Calendar And Time

MATH LESSON SUMMARY

Activity #1 *(15-25 min)*		
F **Fact Practice**	Reflex Math – Get the Green Light! **If you do not have internet access you may play*	
Activity #2: **CHOOSE 1 ACTIVITY FROM THE 2 OPTIONS BELOW** *(15-20 min)*		
I **Independent Practice**	Complete Activity #1 Calendar and Time or	Complete Activity #2 *Challenge Activity*
Activity #3: **CHOOSE 1 ACTIVITY FROM THE 2 OPTIONS BELOW** *(15 - 20 min)*		
D **Dive Into a Game**	Complete "Track Your Time" or	Play "Bug Time"

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:

Using a Calendar: Activity 1

Directions: Look at the calendar. Fill in the blanks.

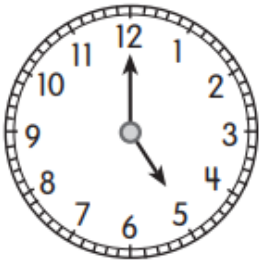
October 2025						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1. There are _____days in a week.
2. October 23, 2025, falls on a _____.
3. The date of the **first** Tuesday is_____.
4. The date of the **second** Thursday is_____.
5. The **last day** of the month is on a _____.
6. How many **days** are there in October_____?
7. The season 3 months **after** October is_____.

Telling Time: Activity 1

Directions: Fill in the blanks with the correct time.

1.

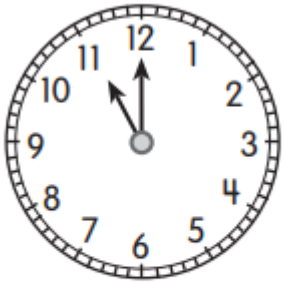


_____o'clock

2.

_____o'clock

3.



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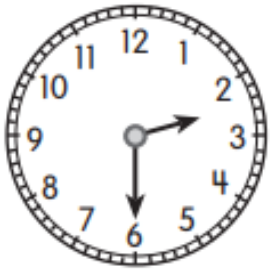
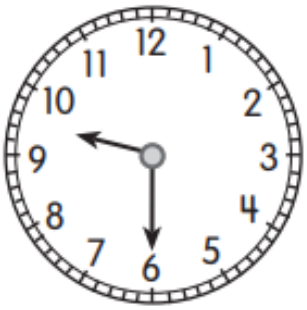
4.



half past_____

5.



:

6.

half past_____

Directions:

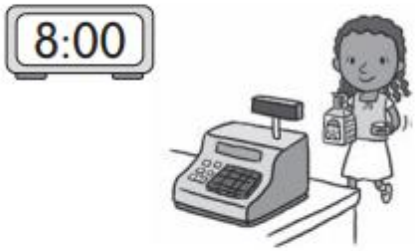
First, look at the pictures. Next, fill in the blanks. Then, write 1, 2, 3, 4, 5, and 6 to show the correct order.

Meg had her sandwiches

at_____.

Meg ate sandwiches at the beach

at_____.



Meg bought bread and tuna at a shop at

_____.

Meg swam in the water

at_____.

Meg read her book under a tree

at_____.

Meg went to bed at night

at_____.

Calendar and Time: Activity 2

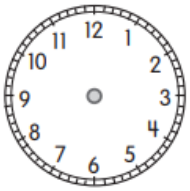
Challenge Activity

Solve. Fill in the blanks.

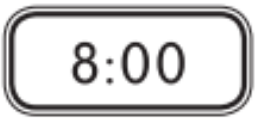
1. When the clock strikes 7 o'clock, the minute hand is pointing to _____.
2. When the clock shows half past 10, the minute hand is pointing to _____.
3. When the minute hand is pointing to 12 and the hour hand is pointing to 4, the time is_____.
4. When the time is half past 2, the hour hand will be pointing between_____and_____.

Draw and Solve.

Pete is meeting his friend at half past 8 in the morning.



a. Draw the minute hand and hour hands to show the time on the clock.
b. This is the time shown on his watch. How much time does Pete have left before he must meet his friend?



Pete has_____left.

Fill in the banks.

1. When the clock strikes *7 o'clock*, the **minute hand** is pointing to_____.

2. When the clock shows *half past 10*, the **minute hand** is pointing to_____.

3. When the **minute hand** is pointing to 12 and the **hour hand** is pointing to 4, the time is_____.

4. When the time is *half past* 2, the **hour hand** will be pointing between_____and_____.

True or false? If a statement is false, explain why it is wrong.

a. All odd number months have 31 days. _____
b. All even number months have 30 days. _____
c. There are 7 weeks in a day. _____
d. There are 10 months in a year. _____
e. Lee was born in August. There are 30 days in August. _____

Track Your Time

Directions: Record 3 activities that you did. Write the time down that you began each activity and the time you ended each activity. Draw the hands on the analog clocks to show when each activity began and ended.

Examples: Activities could include playing with LEGOS, watching your favorite show, making lunch, eating dinner, practicing a sport, etc.

Activity 1 Write activity on the line.

draw

I started at

I ended at

How long did you do this activity for?

Activity 2

I started at

I ended at

How long did you do this activity for?

Activity 3

I started at

I ended at

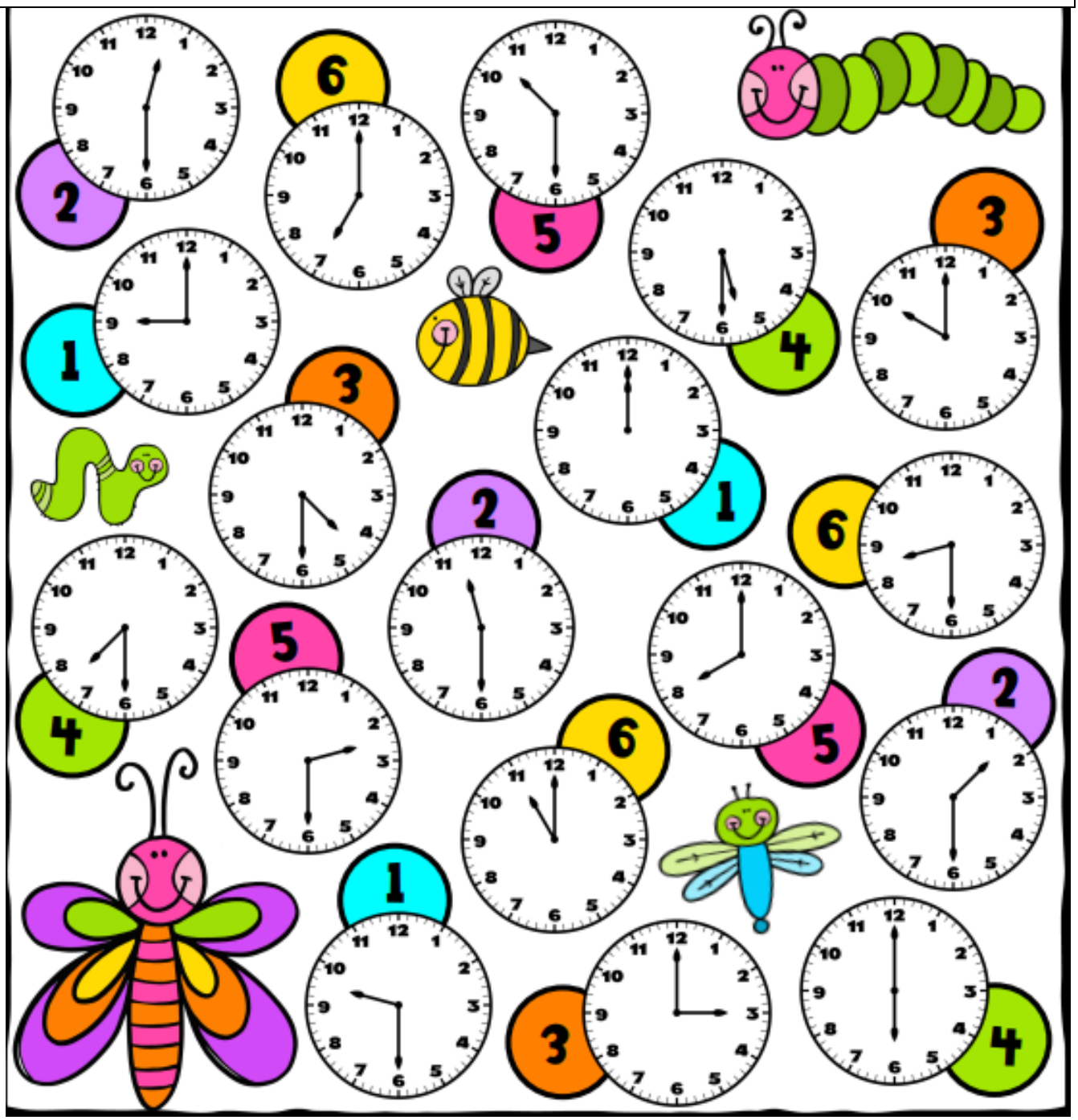
How long did you do this activity for?

Bug Time

Directions:

Shuffle the number cards provided. Choose a number card and find a clock with that number. Write the digital time to match using the digital number cards. Game is over when you covered all the clocks.

Bug Time: Telling Time to the Hour and Half Hour



Number Cards

1	1	1
2	2	2
3	3	3

4

4

4

5

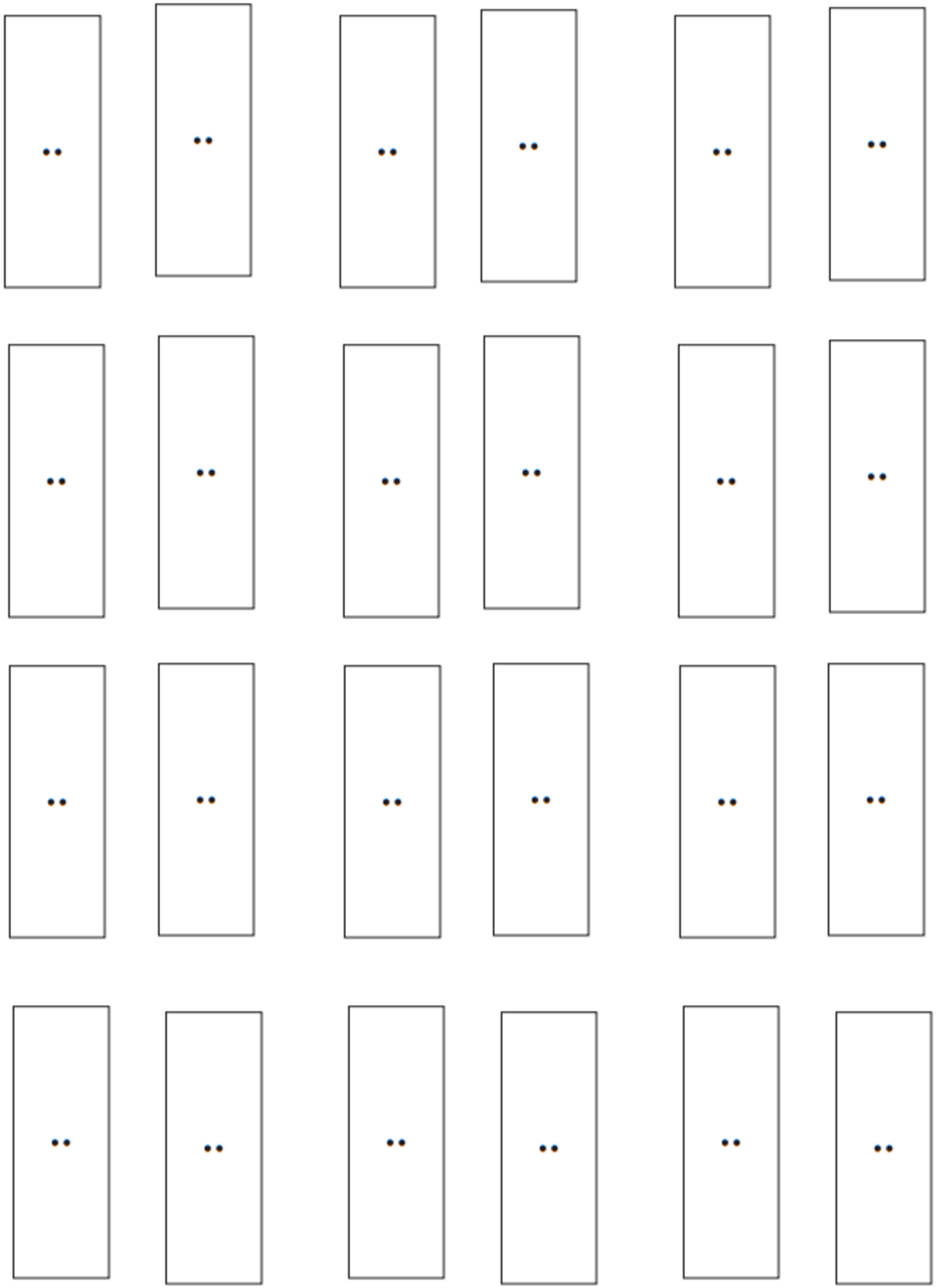
5

5

6

6

6



CBSD FID WORKBOOK
GRADE 2

READING AND WRITING
DAY 3

FLEXIBLE INSTRUCTIONAL DAY 3: READING AND WRITING

READING AND WRITING LESSON SUMMARY

Total Time – 90 Minutes		
Time	Focus	Description
30 Minutes	Reading Horizons Phonics	1.Complete the Cloze "The Youngest Pirate". 2.Sort and spell -ED. 3.Sort and Spell -Vowel Families O and I.
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.

READING HORIZONS PHONICS

"The Youngest Pirate" cloze reading (2 pages)

Directions:

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® Spelling Lesson Week 16
Cloze Passage 1

Name _____ Date _____

Based on the *Reading Horizons Discovery®* Little Book
"The Youngest Pirate"

In 1984, a diver _____ an old ship in the water. He _____ a small leg bone out of the ship. It was still _____ with a small sock and a small shoe. In 2006, the bone was _____ in a lab. It was John King's!

John King was the youngest pirate who ever lived.

He had _____ his life to be a pirate.

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Reading Horizons Discovery® Spelling Lesson Week 16
Cloze Passage 1
Three Sounds of *-ED*

dressed pulled risked

spotted tested

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READING HORIZONS PHONICS

Directions:

Three Sounds of -ED Sort (2 pages):

1. Cut out the words with the -ed spelling at the end of each word.

2. Read each word and sort them by the -ed sound that you hear at the end of each word.

3. Glue the words in the table under the correct -ed sound heard at the end of each word.

4. Read the words again.

Word Bank

asked	bonded
boxed	buzzed
chatted	filled
handed	lifted
munched	planted
plugged	scrubbed
thanked	trimmed
waxed	

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Discovery Spelling Lesson 16
Sort and Spell 1

Three Sounds of -*ED*		
/t/	/d/	/ĭd/

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READING HORIZONS PHONICS

Directions:

Vowel Families -O and -I Sort (2 pages):

1. Cut out the words with the vowel families -o and -i spellings.

2. Read each word and sort them by the vowel sound that you hear in each word.

3. Glue the words in the table under the correct vowel sound heard in each word.

4. Read the words again.

Word Bank

child	colt
find	gold
grind	host
jolt	kind
mild	most
scold	sold
told	wild

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Discovery Spelling Lesson 17
Sort and Spell 3

Vowel Families *O* and *I*	
Vowel Family *I*	**Vowel Family *O***

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READING - 30 Minutes

Directions:

1. Read *Ling's Garden* to a family member, a pet, or a stuffed animal.

2. Answer the questions by circling the correct answer.

3. Read *A Lightening Bolt* to a family member, a pet, or a stuffed animal.

4. Answer the questions by circling the correct answer.

Name: _____ Date: _____

Ling's Garden

Fiction; Word Count: 184

Lesson 40: Three Sounds of *-ED*

Chapter 3, Pathway 2

Skill Words

stopped	shocked	planned	planted	passed
tripped	rushed	stunned	grinned	ended
pulled	trimmed	splashed	slipped	squinted
rested	fixed	scrubbed	padded	spotted
clapped	hugged	wished		

Challenge Words

grandmother	loved	surprise	front
yard	sooner	home	tulip
daylily	ferns	hydrangeas	tiny
evergreens	house	every	available
part			

Ling stopped by to see Fen, her grandmother. Ling was shocked to find that Fen had no plants by her new home. Fen loved plants! Ling planned to surprise Fen by getting some planted for her. On her next trip, she passed a shop that sold tulip and daylily bulbs and small plants such as ferns, hydrangeas, and tiny

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evergreens. She tripped as she rushed to set them in her pack. Fen would be stunned when Ling had planted them all. Ling grinned. When she ended up in front of the house, she pulled the new plants from her pack, trimmed them, splashed them with water, and planted them all over Fen's yard. Ling then slipped into the house and squinted to see into the dim den. Fen rested on a bench, so Ling fixed lunch. After they scrubbed the dishes, they padded out to the yard. When Fen spotted the tulips, daylilies, ferns, hydrangeas, and evergreens Ling had planted in every available part of the yard, she was shocked. She clapped and hugged Ling. Ling only wished she had planted it all sooner.

Comprehension Questions

1. This story is about
   a. a girl who plants a garden to surprise her grandmother.
   b. a grandmother who makes a nice meal for her grandson.
   c. how to save money on gardening expenses.

2. What did Ling do after planting the garden?
   a. woke her grandmother
   b. fixed dinner
   c. went home

3. In the context of this passage, *padded* means
   a. walked.
   b. ate.
   c. slept.

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4. Based on the information in this passage, you can infer that Ling's grandmother
   a. loved the garden Ling planted for her.
   b. had different plans for that land and was annoyed.
   c. was not surprised by the new garden.

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Name: _____ Date: _____

A Lightning Bolt

Nonfiction; Word Count: 226

Lesson 39: Vowel Families *O* and *I*

Chapter 3, Pathway 2

Skill Words

bolt	bold	gold	holds	volts
grind	mold	find	kinds	post
most	told	child	old	wild
colt	jolt	cold	mild	

Challenge Words

sky	white	lightning	electricity	starts
ice	cloud	electric	charges	strike
why	shelter	far	feet	safe
home	move	away		

Have you spotted a bolt flash from the sky? Was it a bold white-gold? That bolt is called lightning. One bolt holds many volts of electricity. A bolt starts as small bits of ice in a cloud. These bits grind into each other and make electric charges. When the cloud fills up with them, it can not hold them all. There are charges on the land too. Lightning is when the charges in the cloud mold into a bolt and clash with the ones they find on land. The first kinds of things a bolt will find to strike are

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tall (like a post) or by water. This is why most of us have been told to find shelter far from water. A bolt can still hit other things like a child, an old man, a wild dog, or a colt. When the bolt hits, it gives a bad kind of jolt. A bolt of lightning is not cold or mild. A bolt is six times as hot as the sun. One old tip is to go two times as far from a thing as it is tall. If you find that you are by a post that is 5 feet tall, move 10 feet away from the post. If you are safe at home, lightning bolts can be fun to see. They are wild and bold.

Comprehension Questions

1. This story is about

   a. swimming. b. lightning. c. fence posts.

2. A bolt can be _____ times as hot as the sun.

   a. five b. six c. ten

3. What is a *volt*?

   a. a unit of electric force c. a sudden jerk or shake

   b. a young horse

4. If you are standing next to a tree that is ten feet tall, how far away from that tree should you go during a lightning storm?

   a. 100 feet. b. 10 feet. c. 20 feet.

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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 List 15

ask ask ask ask ask

because because because

Ask for help because it is hard.

MCW List 15

big big big big big big

even even even even

Even the sea is big!

MCW List 15

here here here here

land land land land land

The plane flight will land here.

CBSD FID WORKBOOK
GRADE 2

SPECIALS
DAY 3

Music - Grade 2

FID day 3

TIME
20 minutes

Learning Goal: I will
Be able to identify several instruments and their families.

Materials
- Pencil

Instrument Families

Read information, then complete page 2

String Family-instruments that have strings that you pluck or bow

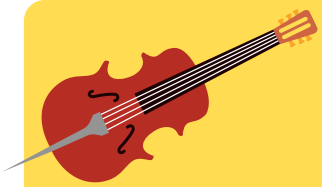
Woodwinds Family- Uses air through tube with holes. it uses a mouthpiece or a reed

Brass Family-instruments that uses air and buzzing lips into a mouthpiece. The tubes are twisted.

Percussion Family- instruments you hit, shake or scrape

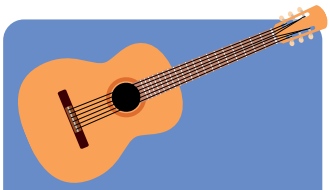
MUSICAL INSTRUMENTS

Look at the pictures below: 1. check the correct options. 2. name the family



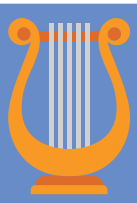
- Violin ☐
- Clarinet ☐
- Keyboard ☐

- Maracas ☐
- Banjo ☐
- Trumpet ☐



- Conga ☐
- Guitar ☐
- Banjo ☐

Family: ☐ ☐ ☐



- Harp ☐
- Drum ☐
- Cello ☐

- Flute ☐
- Guitar ☐
- Violin ☐

- Violin ☐
- Cello ☐
- Piano ☐

Family: ☐ ☐ ☐

- Drum ☐
- Bell ☐
- Tuba ☐

- Harmonica ☐
- Accordion ☐
- Mandolin ☐

- Guitar ☐
- Trumpet ☐
- Maracas ☐

Family: ☐ ☐ ☐