CBSD FID WORKBOOK
GRADE 6

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 6

MATH
DAY 3

FLEXIBLE INSTRUCTIONAL DAY 3: MATH

AREA

MATH LESSON SUMMARY

Activity #1 *(10-15 min)*	
F **Fluency Practice**	Complete 15 fluency questions
Activity #2: *(40-50 min)*	
I **Independent Practice**	Area Independent Practice (2 pages)
Activity #3: *(30 min)*	
D **Dive Into Area**	Area Grid Worksheet!

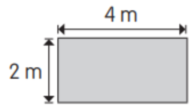
Grade 6: Math
FLUENCY

1.) $46 \times 900 =$ ______	6.) $159 \times 20 =$ ______	11.) $28 \div 4 =$ ______
2.) $65 \times 229 =$ ______	7.) $85 \times 199 =$ ______	12.) $29 \times 29 =$ ______
3.) $8 \times 8 =$ ______	8.) $800 \times 145 =$ ______	13.) $280 \times 67 =$ ______
4.) $12 \div 3 =$ ______	9.) $36 \div 6 =$ ______	14.) $861 \times 30 =$ ______
5.) $442 \times 208 =$ ______	10.) $40 \times 62 =$ ______	15.) $49 \div 7 =$ ______

Area Independent Practice

Example

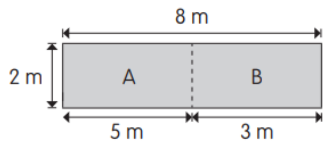
a



Area = 4 × 2

= 8 m²

b



Area of A = 5 × 2

= 10 m²

Area of B = 2 × 3

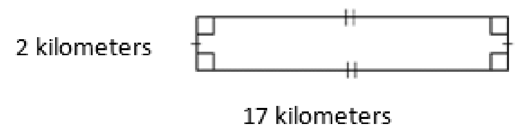
= 6 m²

Area of the rectangle = 10 + 6

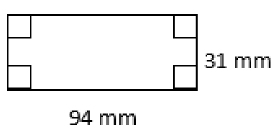
= 16 m²

Area of a Rectangle = b x h **or** ℓ x w

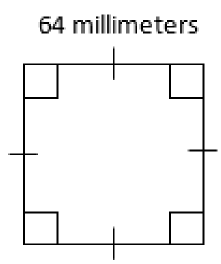
Area of a Triangle = $\frac{b \times h}{2}$ **or** $\frac{1}{2}$ (b x h)



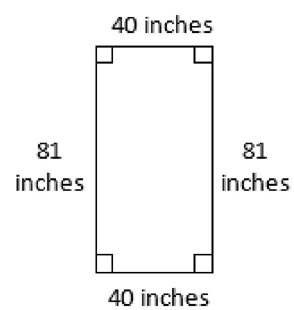
_________ km²



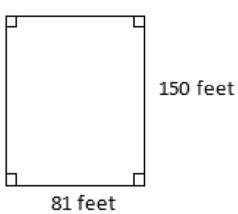
_________ mm²



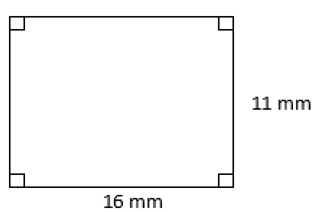
____________ mm²



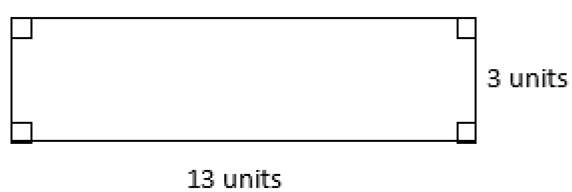
_________ inches²



____________ feet²



____________ mm²

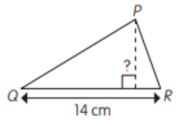


____________ square units

Area Independent Practice

Example

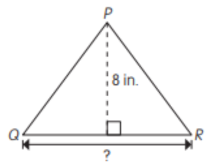
a The area of Triangle PQR is 35 square centimeters. Find the height of Triangle PQR.



Area of triangle $PQR = \frac{1}{2}bh$	Write formula.
$\underline{35} = \frac{1}{2} \cdot \underline{14} \cdot h$	Substitute.
$35 = \underline{7} \cdot h$	Simplify.
$\underline{35} \div \underline{7} = \underline{7}\,h \div \underline{7}$	Divide each side by $\underline{7}$.
$\underline{5} = h$	

The height of Triangle PQR is $\underline{5}$ centimeters.

b The area of Triangle PQR is 60 square inches. Find the base of Triangle PQR.

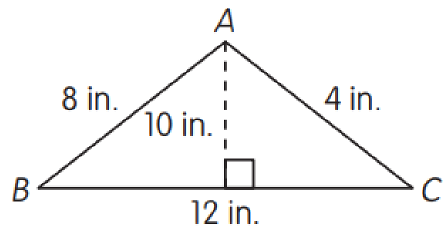


Area of triangle $PQR = \frac{1}{2}bh$	Write formula.
$\underline{60} = \frac{1}{2} \cdot b \cdot \underline{8}$	Substitute.
$\underline{60} = \underline{4} \cdot b$	Simplify.
$\underline{60} \div \underline{4} = \underline{4}\,b \div \underline{4}$	Divide each side by $\underline{4}$.
$\underline{15} = b$	

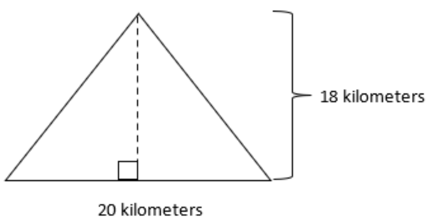
The base of Triangle PQR is $\underline{15}$ inches.

Area of a Rectangle = b x h *or* ℓ x w

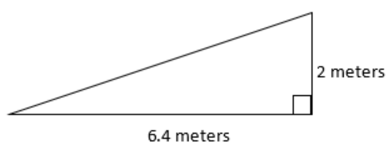
Area of a Triangle = $\frac{b \times h}{2}$ *or* $\frac{1}{2}$ (b x h)



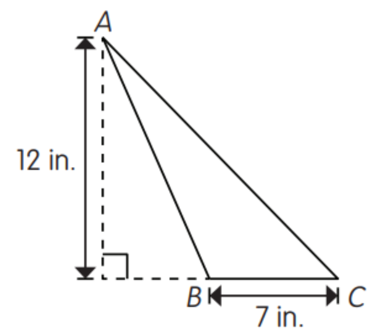
________ inches²



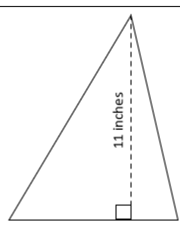
______ square kilometers



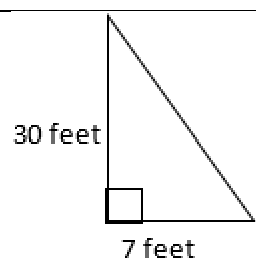
____________ m²



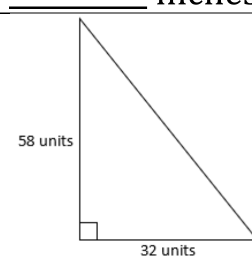
________ inches²



____________ in²



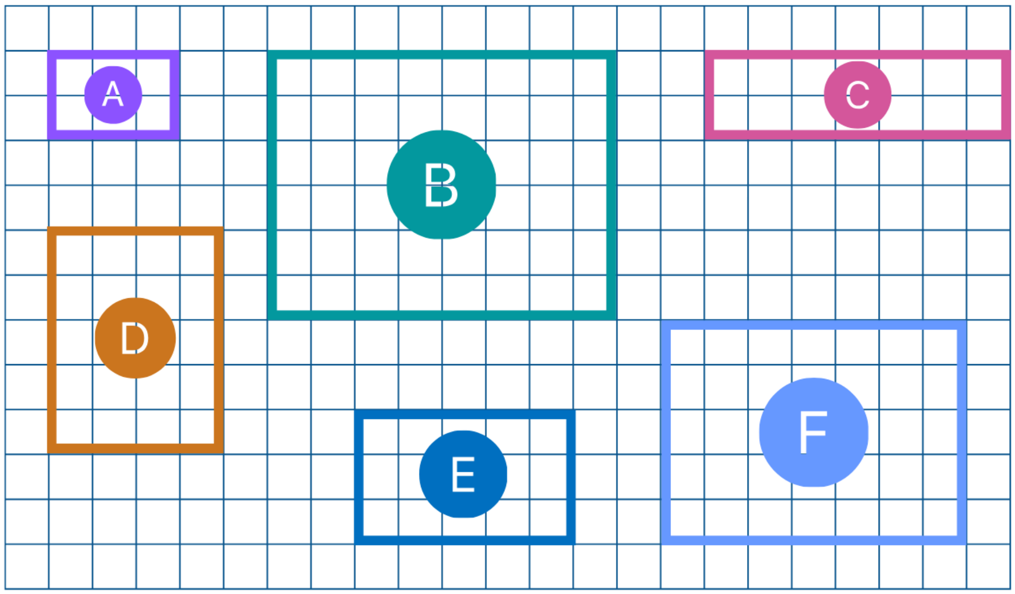
____________ ft²



____________ square units

Name: ______________________________

Area Grid Worksheet



Complete the table.

Rectangle	Area (square units)
A	
B	
C	
D	
E	
F	

CBSD FID WORKBOOK
GRADE 6

READING AND WRITING
DAY 3

FLEXIBLE INSTRUCTIONAL DAY 3: READING AND WRITING

READING AND WRITING LESSON SUMMARY

Total Time – 90 Minutes		
Time	Focus	Description
90 Minutes	Reading/ Writing	1. Read the text "Managing Money". 2. Respond to the prompts and questions related to the text. 3. Write a summary of 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 managing money.

2. Read the Fast Facts and think about what you might already know about managing money.

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.

Managing Money

A budget can help you decide how much you need to earn and spend.

Fast Facts

- One Web site lists 12 reasons people should have budgets.
- If you spend $0.75 for a snack every day, you could spend $135 in a year.
- The best way to make a budget is to plan to spend some money on things you need, not just want.

Personal Budgets

A budget is a system for managing money. Families, schools, and businesses all have budgets. Individuals have budgets, too.[21] The difference between budgets for individuals and budgets for businesses is their size. However, no matter what size they are, all budgets have the same two parts.[48]

One part of a budget is a record of income, or money coming in. A teenager's income might include money earned for working[71] at home or at a business. The other part of a budget is a record of expenses, or money going out. A teenager's expenses might include snacks or presents for birthdays.[102]

Individuals and businesses use budgets to manage their money. Records of income and expenses show businesses if they[120] are doing well or poorly. These same records show individuals if they have money to buy things they need or want.[141]

KEY NOTES

Personal Budgets

How can budgets help people manage money?

____

____

Managing Money

Jamie has listed her income and her expenses so she can plan her budget.

Fast Facts

- Buying a $7 movie ticket once a week adds up to $364 in a year.
- Comparing the prices in different stores can save you money.
- Staying on a budget is easier if you know the difference between needing and wanting things.

Creating a Budget

Jamie has a budget that shows her income and expenses for one month. Her income of $25 came from taking care of a[26] neighbor's plants and fish. She also did chores at home every week. Jamie's expenses were $21. Her expenses were three movies, at $7 for each ticket.[52]

The next month, Jamie wanted to buy some computer disks. They cost $6, so she studied her budget. Jamie decided that she[74] could buy the computer disks if she went to one less movie that month and saved the money from the neighbor she would have spent on the ticket.[102]

Then, she remembered that her mother's birthday was the next month. Jamie decided that she would go to only two[122] movies that month. That way, she could buy the computer disks and still have money to buy her mother a birthday gift.[144]

KEY NOTES

Creating a Budget

How did Jamie find out how much money she could spend?

____

____

Managing Money

This bank helps people invest money in savings or stocks.

Fast Facts

- In 2005, there were more than 91,000 banks in the United States.
- In 2005, U.S. banks held a total of $5.9 trillion.
- In 2005, close to 2,800 companies were listed on the New York Stock Exchange.

Investing Money

If a person leaves $20 in a drawer for one year, he or she will have $20 at the end of the year. Money left in a drawer[30] does not increase in value. To increase in value, money must be invested.[43]

The easiest way to invest money is to put it in a savings account at a bank. Banks pay interest on savings accounts. With a 5% interest rate, $20 will be worth $21 after one year.[79]

Stocks are another way to invest money. A company that needs money can sell shares of its business. These shares are[100] called stocks. Stocks can increase or decrease in value. If a company makes money, a $20 stock could be worth $50 in one[123] year. However, if a company loses money, a $20 stock could decrease in value and be worth only $5.[142]

KEY NOTES

Investing Money

What are two ways people can invest their money?

____

____

Managing Money

Government revenues are used to pay for new roads.

Fast Facts

- In 2004, revenue for the United States was about $1.9 trillion.
- In 2004, expenses for the United States were about $2.3 trillion.
- In 2004, the U.S. government earned about $809 billion from people's income taxes.

Government Budgets

Like people, governments have budgets with two parts: income, or revenue, and expenses. Governments earn revenue from taxes. The U.S. government earns revenue by taxing the income people earn from jobs and from selling goods. Many states earn revenue by adding a sales tax to the goods people buy. City governments earn revenue from sales taxes and property taxes. Property taxes are paid by people who own houses, stores, or other property.

Part of a government's expenses are the services it provides. These services cost money. The U.S. government's expenses include the armed forces. A state government's expenses include roads and schools. A local government's expenses include fire and police services.

Like people, governments have to manage their budgets. If they don't, they could go into debt. Staying out of debt is one reason people and governments make—and keep—budgets.

KEY NOTES

Government Budgets

Name two ways governments earn revenue.

____

____

Managing Money

Personal Budgets

1. A budget is a system for _______

a. doing jobs for businesses.
b. earning money.
c. saving money.
d. managing money.

2. What is income?

a. money that is being spent
b. money that is being earned
c. money that belongs to someone else
d. money that must be paid to a bank

3. Describe the two parts of a budget.

____

____

____

Creating a Budget

1. Jamie's income is from _______

a. taking care of a neighbor's plants and fish and doing chores at school.
b. spending money on movies and taking care of a neighbor's dog.
c. taking care of a neighbor's plants and fish and doing chores at home.
d. buying birthday gifts and selling movie tickets.

2. Why does Jamie want to know the difference between her income and her expenses?

3. How does Jamie plan her budget for the month?

Investing Money

1. "Investing Money" is MAINLY about _______

a. why you should leave money in a drawer.
b. ways to invest money.
c. why companies sell stocks.
d. ways to invest money in a bank.

2. Why will money increase in value if you put it in a savings account?

3. What can happen to your money if you invest it in stocks?

Government Budgets

1. The main idea of "Government Budgets" is that _______

a. governments provide services.
b. both governments and people have budgets.
c. governments invest their money in taxes.
d. governments get their revenue from savings.

2. One way governments earn revenue is from _______

a. services.
b. taxes.
c. budgets.
d. police.

3. How are the budgets of governments and people alike?

____

____

____

debt	**budget**	**decrease**	**expenses**	**neighbor**
invest	**revenue**	**ticket**	**increase**	

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

A. ________________ a paper or card that shows that money has been paid for a service

B. ________________ money that must be paid to someone

C. ________________ money that is taken in by a government

D. ________________ a system for managing money

E. ________________ to go up in value

F. ________________ to go down in value

G. ________________ owing someone money

H. ________________ to manage money so that it might grow in value

I. ________________ someone who lives nearby

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

A. The price of a movie ticket may ________________ if movies cost more to make.

B. We will ________________ money in stocks, so we might have more money next year.

C. John lists how much he spends in his ________________.

D. Alex paid $10 for a ________________ to the new movie.

E. My ________________, who lives next door, likes to walk my dog.

F. Because Ellen keeps a ________________, she knows how much to spend.

G. When the company lost money, its stock began to ________________.

H. The government built new roads using tax ________________.

I. Mark spent more than he earned, so he is now in ________________.

Managing Money

1. Use the chart to help you remember what you read. Fill in a cause or an effect in the empty boxes.

Cause	Effect
A.	You do chores for your neighbors.
B. You buy snacks at school every day.	
C. You want something, but don't have enough money in your budget.	
D.	You have extra money at the end of the month.
E. You put $10 in a drawer and leave it there for a year.	
F.	A company raises the prices of the things it sells.
G. A government taxes income and goods.	
H.	A government goes into debt.

2. What are two things you could do if your budget did not balance?

3. Why is it important for people, businesses, and governments to manage money?

4. What might happen if people, businesses, and governments don't manage their money well?

Summarize the text that you read about managing money.

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 6

SPECIALS
DAY 3

Sixth graders have written many different types of poetry while in elementary school. Using the following structure, write a poem about a favorite book character.

Title: Character's Name

Line 1: Introduction Introduce the character and provide some context about who they are and their role in the story.

Line 2: Physical Description Describe the character's appearance, focusing on notable features or characteristics that define them.

Line 3-4: Personality Traits Highlight key personality traits or qualities that characterize the character. Use descriptive language to evoke a sense of their nature.

Line 5-6: Inner Thoughts and Feelings Offer insight into the character's inner thoughts, emotions, and motivations. Explore their hopes, fears, desires, and conflicts.

Line 7-8: Relationships Describe the character's relationships with other characters in the story. Reflect on how these relationships shape or influence them.

Line 9: Resolution or Reflection Conclude the poem with a reflection or resolution that captures the essence of the character's journey or arc in the story.

Title: ____

Line 1: Introduction ____

____

Line 2: Physical Description ____

____

Line 3-4: Personality Traits ____

____

Line 5-6: Inner Thoughts and Feelings ____

____

Line 7-8: Relationships ____

____

Line 9: Resolution or Reflection ____

____

If finished early, read your book