



CBSD FID WORKBOOK

GRADE 1

Name: _____



FLEXIBLE INSTRUCTION

DAY 4





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 1



MATH

DAY 4



FLEXIBLE INSTRUCTIONAL DAY 4: MATH

MATH LESSON SUMMARY

Activity 1: Reflex Math (25 minutes)

Get the Green Light!



Activity 2: Number Writing (30 minutes)

Number writing practice

1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9
10	10	10	10

Hundreds Chart

Activity 1: Reflex Math

(25 minutes)



Get the Green Light!

Log into **Classlink** from any device:

<https://launchpad.classlink.com/cbsd>



***Please Note:** Paper and pencil fact practice has been provided in case students are unable to access *Reflex Math*.

Paper and Pencil Fact Practice

This page is an alternative assignment. Only complete if you are unable to access Reflex Math.

1. $3 + 1 = \underline{\quad}$

2. $6 + 1 = \underline{\quad}$

3. $7 + 1 = \underline{\quad}$

4. $3 + 1 = \underline{\quad}$

5. $1 + 1 = \underline{\quad}$

6. $9 + 1 = \underline{\quad}$

7. $0 + 1 = \underline{\quad}$

8. $5 + 1 = \underline{\quad}$

9. $2 + 1 = \underline{\quad}$

10. $4 + 1 = \underline{\quad}$

11. $8 + 1 = \underline{\quad}$

12. $2 + 1 = \underline{\quad}$

13. $10 + 1 = \underline{\quad}$

14. $0 + 1 = \underline{\quad}$

15. $1 + 1 = \underline{\quad}$

1. $4 - 0 = \underline{\quad}$

2. $6 - 0 = \underline{\quad}$

3. $8 - 0 = \underline{\quad}$

4. $0 - 0 = \underline{\quad}$

5. $2 - 0 = \underline{\quad}$

6. $1 - 0 = \underline{\quad}$

7. $5 - 0 = \underline{\quad}$

8. $3 - 0 = \underline{\quad}$

9. $7 - 0 = \underline{\quad}$

10. $10 - 0 = \underline{\quad}$

11. $2 - 0 = \underline{\quad}$

12. $4 - 0 = \underline{\quad}$

13. $7 - 0 = \underline{\quad}$

14. $9 - 0 = \underline{\quad}$

15. $1 - 0 = \underline{\quad}$

1. $3 + 2 = \underline{\quad}$

2. $6 + 2 = \underline{\quad}$

3. $7 + 2 = \underline{\quad}$

4. $3 + 2 = \underline{\quad}$

5. $1 + 2 = \underline{\quad}$

6. $9 + 2 = \underline{\quad}$

7. $0 + 2 = \underline{\quad}$

8. $5 + 2 = \underline{\quad}$

9. $2 + 2 = \underline{\quad}$

10. $4 + 2 = \underline{\quad}$

11. $8 + 2 = \underline{\quad}$

12. $2 + 2 = \underline{\quad}$

13. $10 + 2 = \underline{\quad}$

14. $0 + 2 = \underline{\quad}$

15. $1 + 2 = \underline{\quad}$

Paper and Pencil Fact Practice

This page is an alternative assignment. Only complete if you are unable to access Reflex Math.

1. $3 + 6 = \underline{\quad}$

2. $6 + 6 = \underline{\quad}$

3. $7 + 6 = \underline{\quad}$

4. $3 + 6 = \underline{\quad}$

5. $10 + 6 = \underline{\quad}$

6. $9 + 6 = \underline{\quad}$

7. $12 + 6 = \underline{\quad}$

8. $5 + 6 = \underline{\quad}$

9. $11 + 6 = \underline{\quad}$

10. $4 + 6 = \underline{\quad}$

11. $8 + 6 = \underline{\quad}$

12. $7 + 6 = \underline{\quad}$

13. $10 + 6 = \underline{\quad}$

14. $6 + 6 = \underline{\quad}$

15. $3 + 6 = \underline{\quad}$

1. $13 - 7 = \underline{\quad}$

2. $16 - 7 = \underline{\quad}$

3. $17 - 7 = \underline{\quad}$

4. $12 - 7 = \underline{\quad}$

5. $10 - 7 = \underline{\quad}$

6. $9 - 7 = \underline{\quad}$

7. $12 - 7 = \underline{\quad}$

8. $15 - 7 = \underline{\quad}$

9. $11 - 7 = \underline{\quad}$

10. $14 - 7 = \underline{\quad}$

11. $18 - 7 = \underline{\quad}$

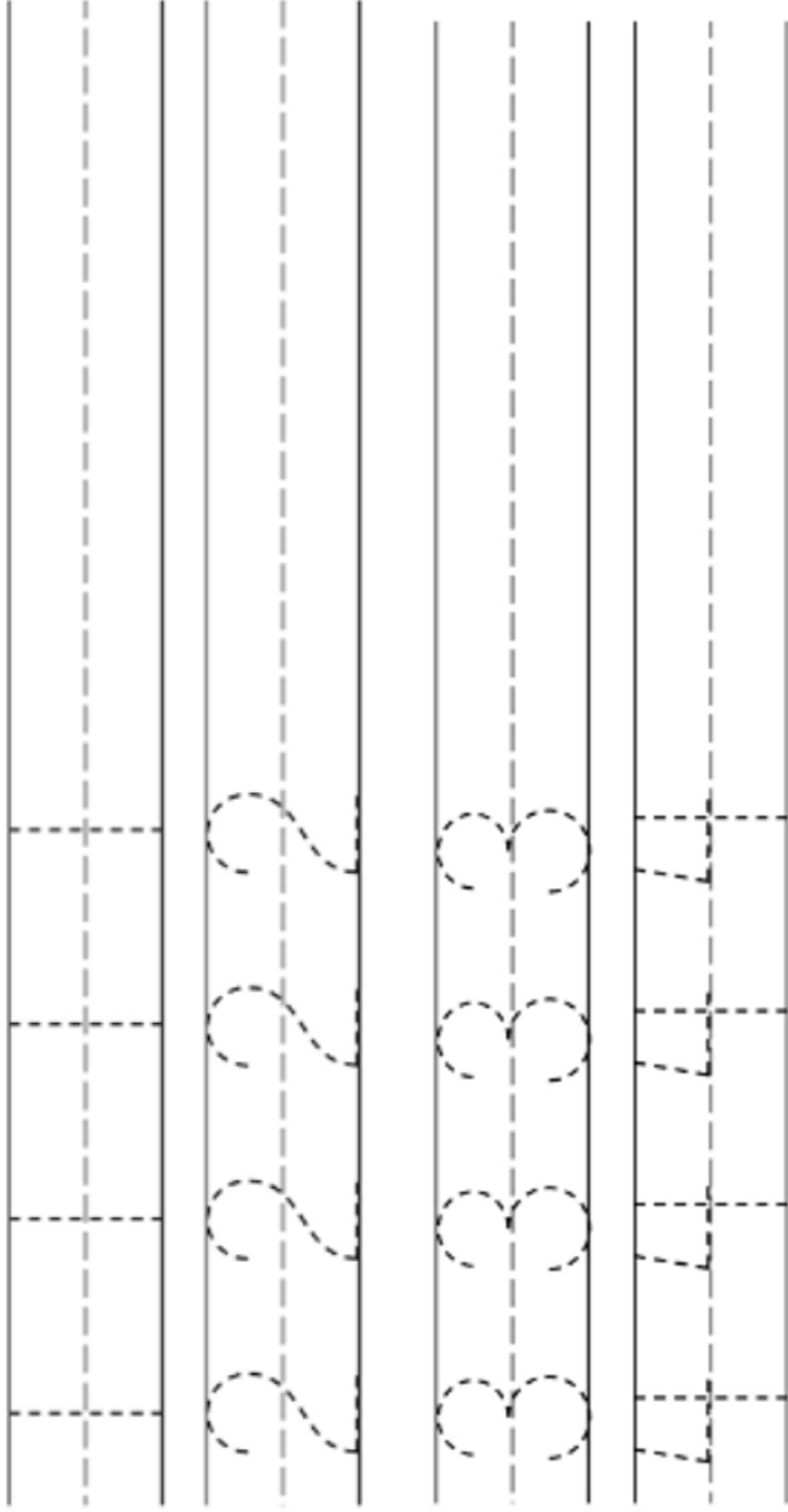
12. $17 - 7 = \underline{\quad}$

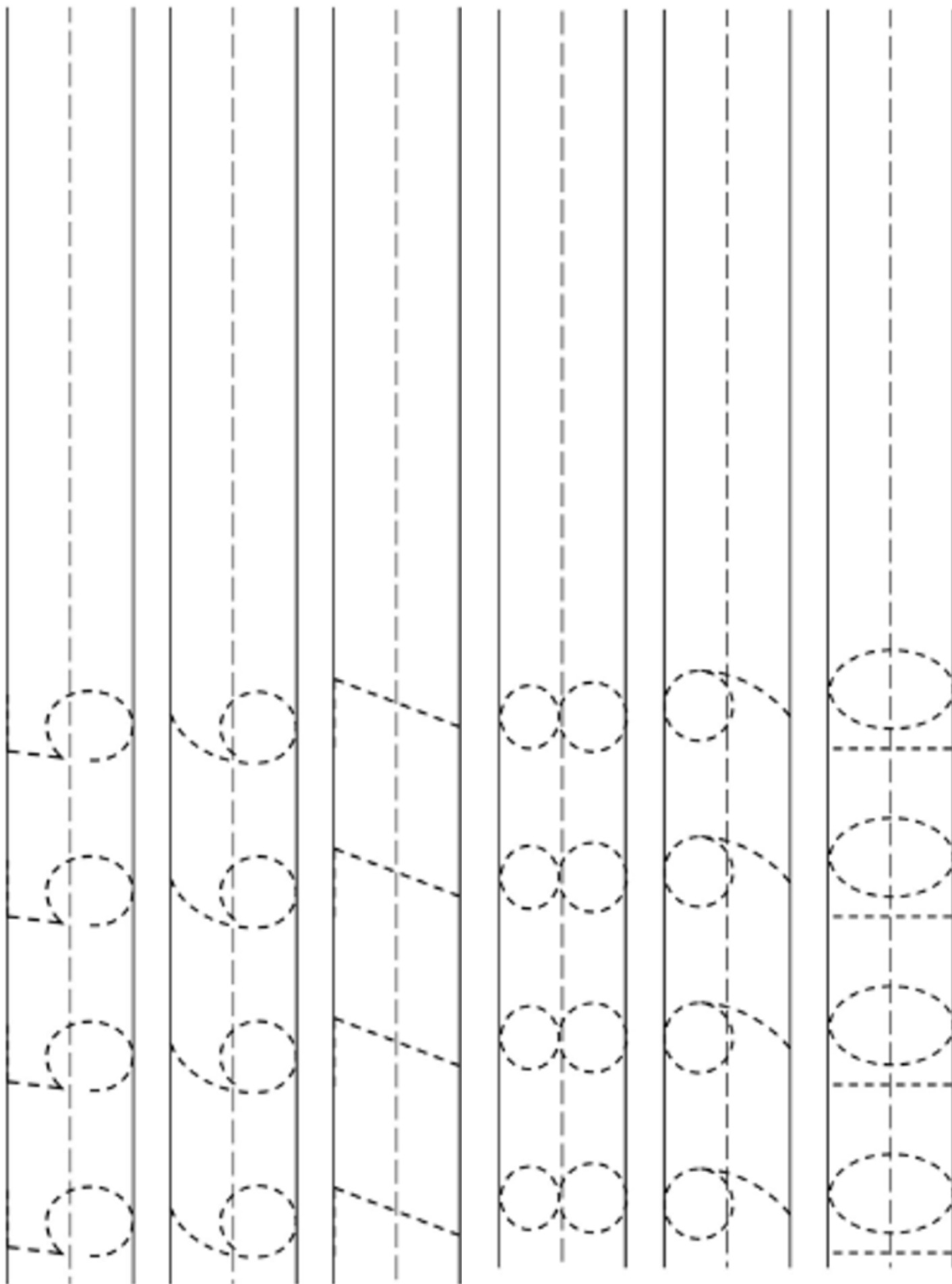
13. $10 - 7 = \underline{\quad}$

14. $16 - 7 = \underline{\quad}$

15. $13 - 7 = \underline{\quad}$

Directions: Trace each dotted line to practice your numbers. Then, write 3 more numbers to practice. Remember to start from the top. The first one is done for you.





Directions:

Choose 3 numbers that you practiced writing above and **draw** to show **how many**. An example is done for you.

Example: Number Chosen: 3 	

Fill in the missing numbers in the chart to count by 1s to 120.

1									
								19	
				25					
		33							
						47			
					66				
		83							
									100
							118		



CBSD FID WORKBOOK

GRADE 1



READING AND WRITING

DAY 4



FLEXIBLE INSTRUCTIONAL DAY 4

READING AND WRITING

READING AND WRITING LESSON SUMMARY

Total Time – 90 Minutes		
Time	Focus	Description
30 Minutes	Reading Horizons Phonics	Review Special Vowel Combinations.
30 Minutes	Reading	Read decodable texts to practice phonics skills.
20 Minutes	Writing	Draw and/ or write about your day.
10 Minutes	Handwriting	Practice writing Most Common Words and sentences.

READING HORIZONS PHONICS - 30 Minutes

Directions:

Special Vowel Combinations Review:

1. Cut out the words with the special vowel combinations.
2. Read each word and sort them by special vowel combinations that you hear in each word.
3. Glue the words in the table under the correct special vowel combinations.
4. Read the words again.

Special Vowel Combinations:

1. Complete the 2 worksheets for Lesson 51 and 52.
(Note: See the detailed directions on the top of each page.)

Word Bank

drill	dull
dwell	small
smell	spell
spill	stall
still	troll

More Rhyming Words		
-all	-ell	-ill
-oll	-ull	

Name _____

When the consonants *ng* follow a vowel, the three letters form a Special Vowel Combination. The vowel and *ng* are joined with an arc.

Lesson 51: Special Vowel Combination -**NG**

Read each Special Vowel Combination. Then copy, mark, and read each word one time.

ang
x

rang
x

ong
x

gong
x

ing
x

sing
x

Read the sentence.

I can ring the bell.

Name _____

When the consonants *nk* follow a vowel, the three letters form a Special Vowel Combination. The vowel and *nk* are joined by an arc.

Lesson 52: Special Vowel Combination -NK

Read each Special Vowel Combination. Then copy, mark, and read each word one time.

ank
x

bank
x

unk
x

trunk
x

ink
x

sink
x

Read the sentence.

A pink skunk will still stink.

READING - 30 Minutes

Directions:

1. Read *Let's Golf* to a family member, a pet, or a stuffed animal.
2. Read *King and Ash Sing* to a family member, a pet, or a stuffed animal.
3. Read *Stink in the Bank* to a family member, a pet, or a stuffed animal.
4. **Optional:** Draw a picture for each story in the box above the story.

Let's Golf

Illustrate the story here:



Ross and his mom went to the mall. Ross got golf clubs and golf balls. The golf balls are small. The man from the mall said Ross can hit the balls in the hall.

Ross taps the ball with the club. The ball rolls up the hall and hits the tall wall. "Look at me!" Ross calls to Mom from the hall. He did not want to stop but Mom said he had to go. It was fun to hit golf balls in the mall!

King and Ash Sing

Illustrate the story here:



King and Ash are best pals. To have fun, King and Ash sing songs. King brings Ash a book of songs. “Which song should we sing?” asks King. “Let’s pick a quick song and then a long song,” said Ash. King and Ash sing their songs.

King’s mom just got back from the shop. “Will you sing me a song?” she asks. “Yes!” yell Ash and King. They grab the book of songs. “We have to pick the best song for your mom,” said Ash. King looks in the book. He sees the best song. “This is it,” he says. King and Ash sing. King’s mom claps and says, “I am so glad you sang that song.”

Stink in the Bank

Illustrate the story here:



Hank has a job at the bank. When Hank gets to the bank, he sniffs a bad smell. “What is that smell?” Hank thinks. “Is it a skunk?” He sniffs his desk. “No, it’s not my desk.” He checks the fish tank. “No, this is not what stinks.” He walks to the back of the bank. When he gets to the back, he sees the small trash bin.

“Oh no!” Hank yells, “I left all the trash in the bin.” Hank sniffs the trash. “Yuck!” he yells, “that’s what stinks!” Hank brings the trash to the big bin and slams the lid shut. Hank is glad he got rid of the stink.

WRITING - 20 Minutes

Directions:

1. Using the writing paper provided, draw a picture of your day in the box.
2. On the lines, write about your day using words or sentences.

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 6

about about about

out out out out

We were out and about

MCW List 6

other other other

up up up on on on

The other one is up top.

MCW List 6

them them them them

these these these these

These pins are for them



CBSD FID WORKBOOK

GRADE 1



SPECIALS

DAY 4



Music - Grade 1

TIME

20 minutes

 **Learning Goal:** I will go on a sound scavenger hunt to identify sounds in my house.

FID day
4

Materials

- pencil
- scavenger hunt worksheet



Find something you can...

I found...

shake



squeeze



Find something you can...	I found...
ring 	
drum on 	
blow 	
tap 	
sounds like a triangle 	
plays music 