



CBSD FID WORKBOOK

GRADE 2

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 2



MATH

DAY 4



FLEXIBLE INSTRUCTIONAL DAY 4: MATH

SHAPES AND PATTERNS

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</i>	
Activity #2: CHOOSE 1 ACTIVITY FROM THE 2 OPTIONS BELOW (15-20 min)		
I Independent Practice	Complete Activity #1 Match a Shape	or Complete Activity #2 Challenge Activity
Activity #3: (15 - 20 min)		
D Dive Into a Game	Play The Shape Game	

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:

Match a Shape: Activity 1

Directions: Match each shape to its name.



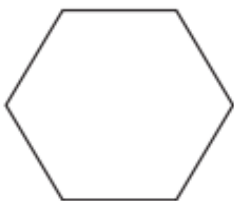
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• hexagon



•

• trapezoid



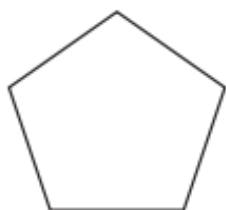
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• pentagon



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• triangle



•

• square

Clue Time: Activity 1

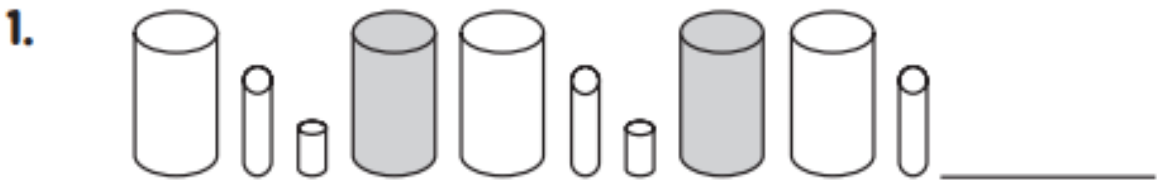
Directions: Read. Fill in each blank with the correct shape from the word bank.

hexagon	quadrilateral	pentagon
square	rectangle	triangle

1. I have 3 sides and 3 angles. I am a
_____.
2. I have 4 sides and 4 angles. I am a
_____.
3. I have 4 equal sides and 4 angles. I am a
_____.
4. I have 5 sides and 5 angles. I am a
_____.
5. I have 6 sides and 6 angles. I am a
_____.
6. I have 4 sides and 4 angles. My opposites are equal. I am a
_____.

Making Patterns: Activity 1

Directions: Look at the pattern. Draw what comes next.



Shapes and Patterns: Activity 2

Challenge Activity

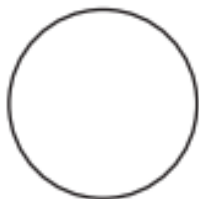
A geometric shape resembling a cloud. It features a horizontal base. The left side is a quarter-circle arc curving upwards and to the left. The top is a semi-circular arc. The right side is a trapezoidal section with a short horizontal top edge and a diagonal side sloping down to the right.



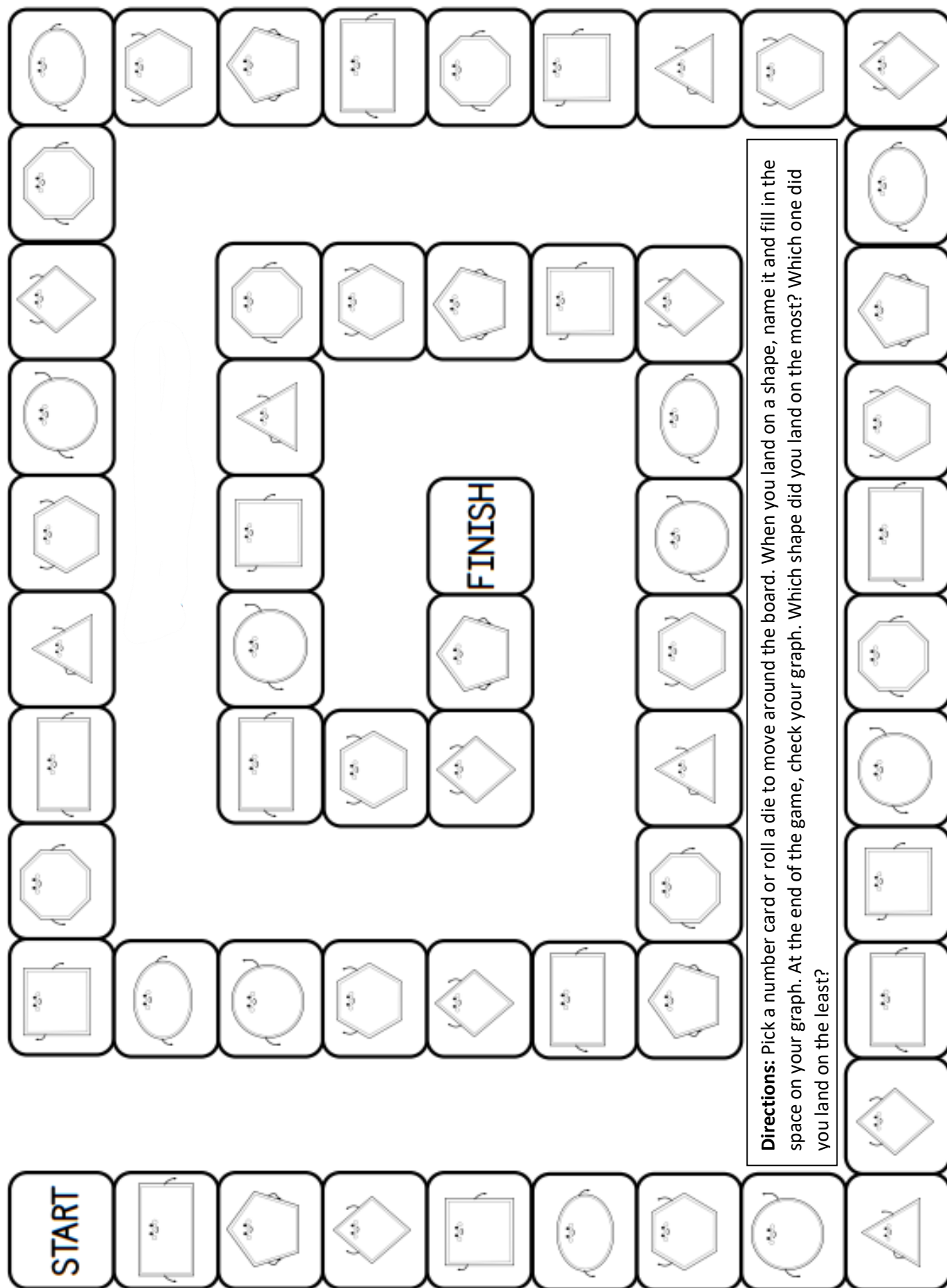
A line drawing of a building composed of various geometric shapes. The building has a central tower and two side wings. The central tower is composed of a square base with a smaller square inside, a circle in the middle, and a triangle on top. The side wings are composed of three stacked rectangles. The central tower is flanked by the side wings. On top of the central tower is a large circle with a smaller circle inside and four small circles around it. The entire building is drawn with black outlines on a white background.

10

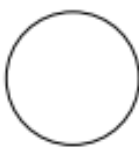
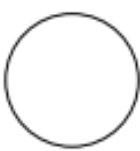
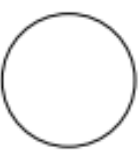
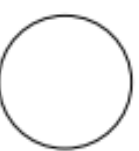
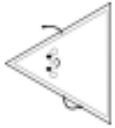
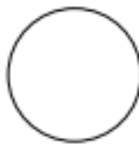
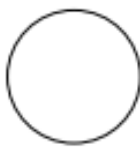
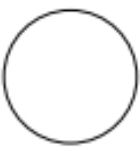
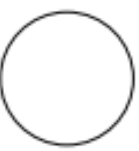
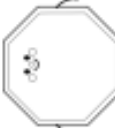
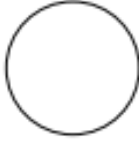
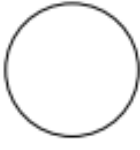
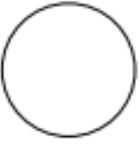
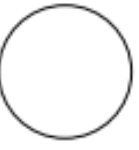
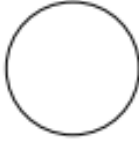
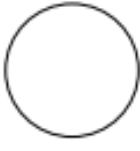
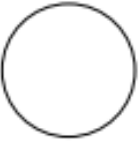
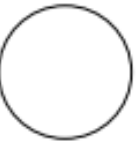
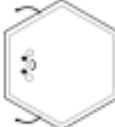
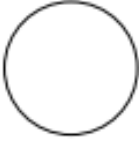
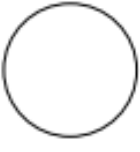
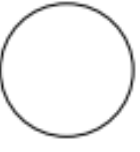
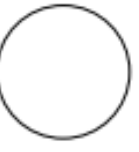
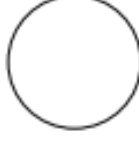
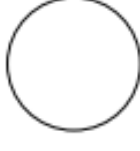
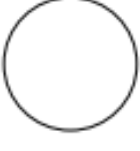
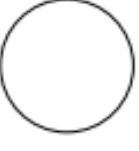
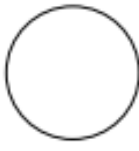
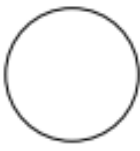
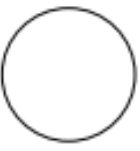
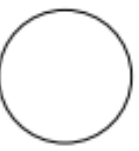
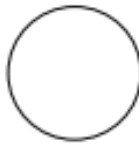
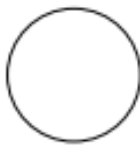
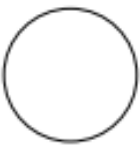
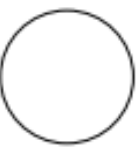
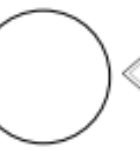
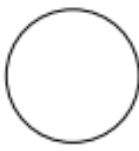
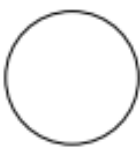
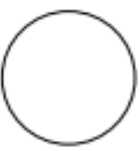
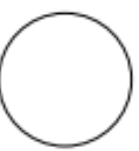
Draw 2 sets of patterns using any three of these shapes.



The Shape Game: Activity 3



The Shape Game Graph: Activity 3

								triangle
								octagon
								circle
								hexagon
								oval
								square
								pentagon
								rhombus
								rectangle

Number Cards: If you don't have a number cube for Activity 3 you can cut and shuffle your cards.

1

2

3

1

2

3

1

2

3

4

5

6

4

5

6

4

5

6



CBSD FID WORKBOOK

GRADE 2



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	1.Sort and Spell Phonetic Skills 3 and 4. 2.Practice words with Adjacent Vowels. 3.Sort and Spell words with Adjacent Vowels.
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

Directions:

Phonetic Skill 3 and 4 Sort (2 pages):

1. Cut out the words that follow phonetic skill 3 and phonetic skill 4.
2. Read each word and sort them by the phonetic skill.
3. Glue the words in the table under the correct phonetic skill.
4. Read the words again.

Word Bank

bike	cute
go	he
hi	home
joke	late
me	no
phone	she
so	white
wipe	

Reading Horizons Discovery® Spelling Lesson Week 18
Sort and Spell 1

Phonetic Skills 3 and 4	
Phonetic Skill 3	Phonetic Skill 4

Name _____

Phonetic Skill 5: When two vowels are adjacent, the second vowel is silent, and the first vowel is long.

Lesson 50: Phonetic Skill 5

Prove and read these words. The first word has been done for you.

sēen
x x

glee

heal

eat

sprain

rain

faint

gray

plain

true

meat

seat

gloat

dream

sail

play

strain

leap

speak

toe

tee

scream

groan

doe

READING HORIZONS PHONICS

Directions:

Adjacent Vowel Sort (2 pages):

1. Cut out the words with adjacent vowel 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

bruise	chain
coax	croak
eat	foam
fruit	grain
juice	read
sea	snail
suit	trail
wheat	

Adjacent Vowel Combinations <i>AI, EA, OA, UI</i>			
<i>AI</i>	<i>EA</i>	<i>OA</i>	<i>UI</i>

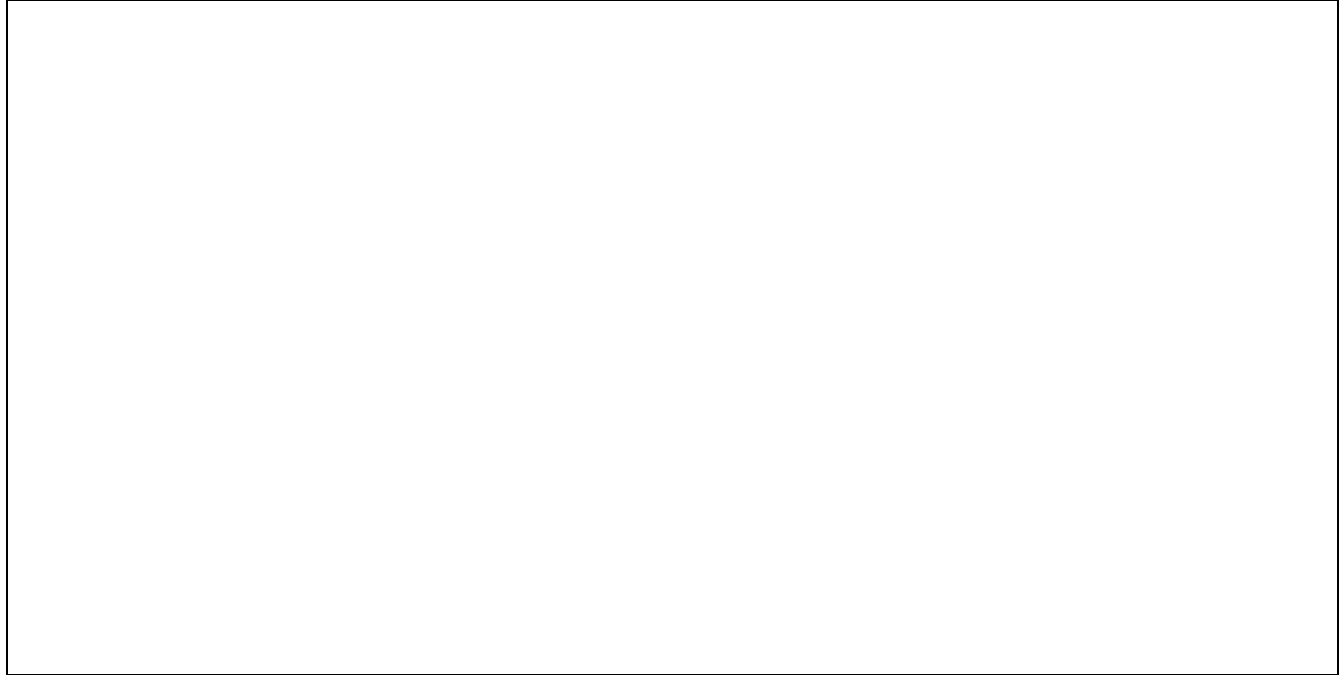
READING - 30 Minutes

Directions:

1. Read *Five Mile Hike* to a family member, a pet, or a stuffed animal.
2. Draw a picture in the box that illustrates the story.
3. Read *Aiden's Goal* to a family member, a pet, or a stuffed animal.
4. Draw a picture in the box that illustrates the story.

Five Mile Hike

Illustrate the story here:

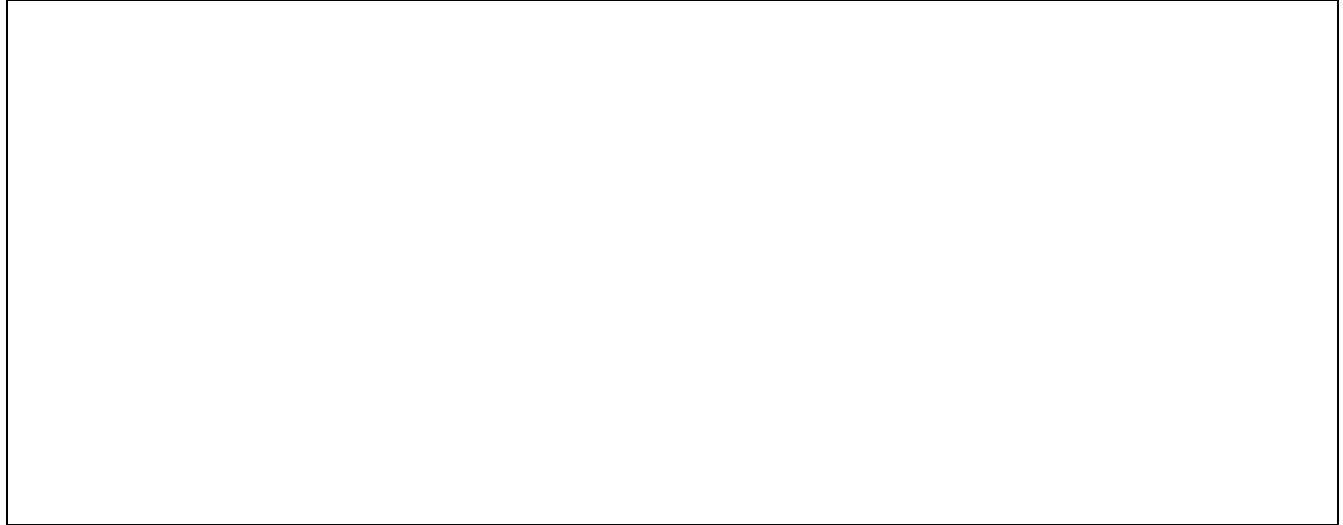


Chan rides his skates to the lake. When Chan gets to the lake, he looks for his pal Eve. He sees Eve on the black dock. “Want to hike?” asks Eve. “Yep!” Chan says. “OK. Grab these snacks for us to have on the hike,” says Eve.

Eve and Chan hike for a long time. “This is a long hike!” says Chan. “Yes. It is five miles” says Eve. Eve and Chan talk as they walk. Eve tells Chan when they are close to the top. “Here we are! The top of the hill!” Eve yells. Eve and Chan can see for miles. “Thank you for this grand hike,” says Chan with a wide smile.

Aiden's Goal

Illustrate the story here:

A large, empty rectangular box with a thin black border, intended for a student to draw an illustration related to the story.

Aiden had to find a way to make money. He needed to save up for his dream car. He wanted to get a jeep, but jeeps are not cheap. He needed to find a job that paid very well, so he could own his dream car. What could he do?

Aiden went to his father for advice. His father said he should study. "How will studying get me my dream car?" Aiden asked. His father explained that he could study a trade like welding or carpentry. He could also take more classes to get a degree.

People who had a trade or a degree could make a lot of money. Aiden needed to think over what his father had told him. It would take longer to study, but in the end, Aiden would be able to get his dream car and more.

After days of thinking, Aiden chose to take more classes. This would help him reach this goal and his next one, whatever that might be. Aiden's father was almost always right.

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

large large large large

men men men men

Three large men looked the trail.

MCW List 15

must must must must

need need need need

The boy must need need

MCW List 15

read read read read

such such such such

How can Joe read such a long note?



CBSD FID WORKBOOK

GRADE 2



SPECIALS

DAY 4



QUEST - Grade 2

TIME

20 minutes

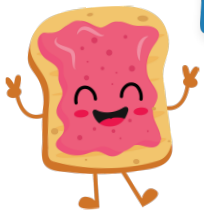
 **Learning Goal:** I will create a code to make a peanut butter and jelly sandwich.

FID day
4

Materials

- pencil or crayon
- provided worksheets

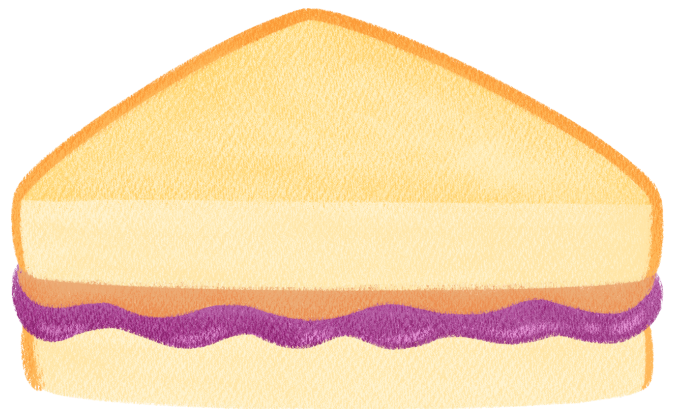
Peanut Butter & Jelly Sandwich

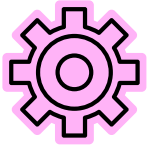


code a delicious treat

Directions:

1. Follow the directions on the provided paper to code (make) a peanut butter & jelly sandwich.
2. Draw arrows on each box to show the path needed.
3. There are 3 challenges and one bonus challenge that is optional.





Guide to coding a peanut butter & jelly sandwich

Code:

The language that tells the computer what to do

Workspace:

The area on the page where you will draw the arrows.

Algorithm:

A list of steps to finish a task.

Programmer:

Someone who writes the code.

Program:

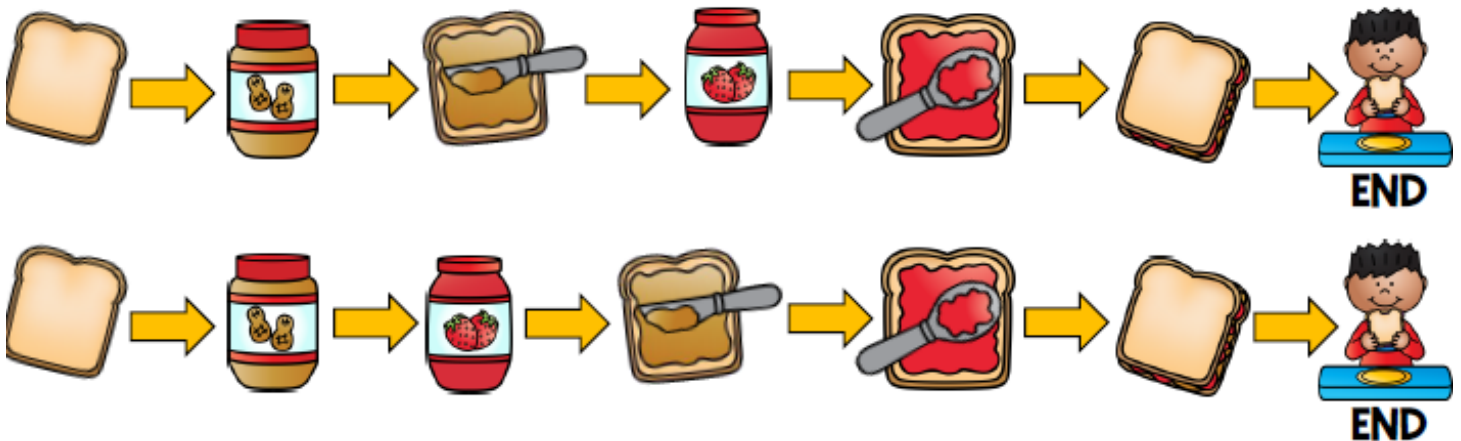
An algorithm that has been coded into something that can be run by a machine

Action:

Complete the task by making the sandwich

Sample Order:

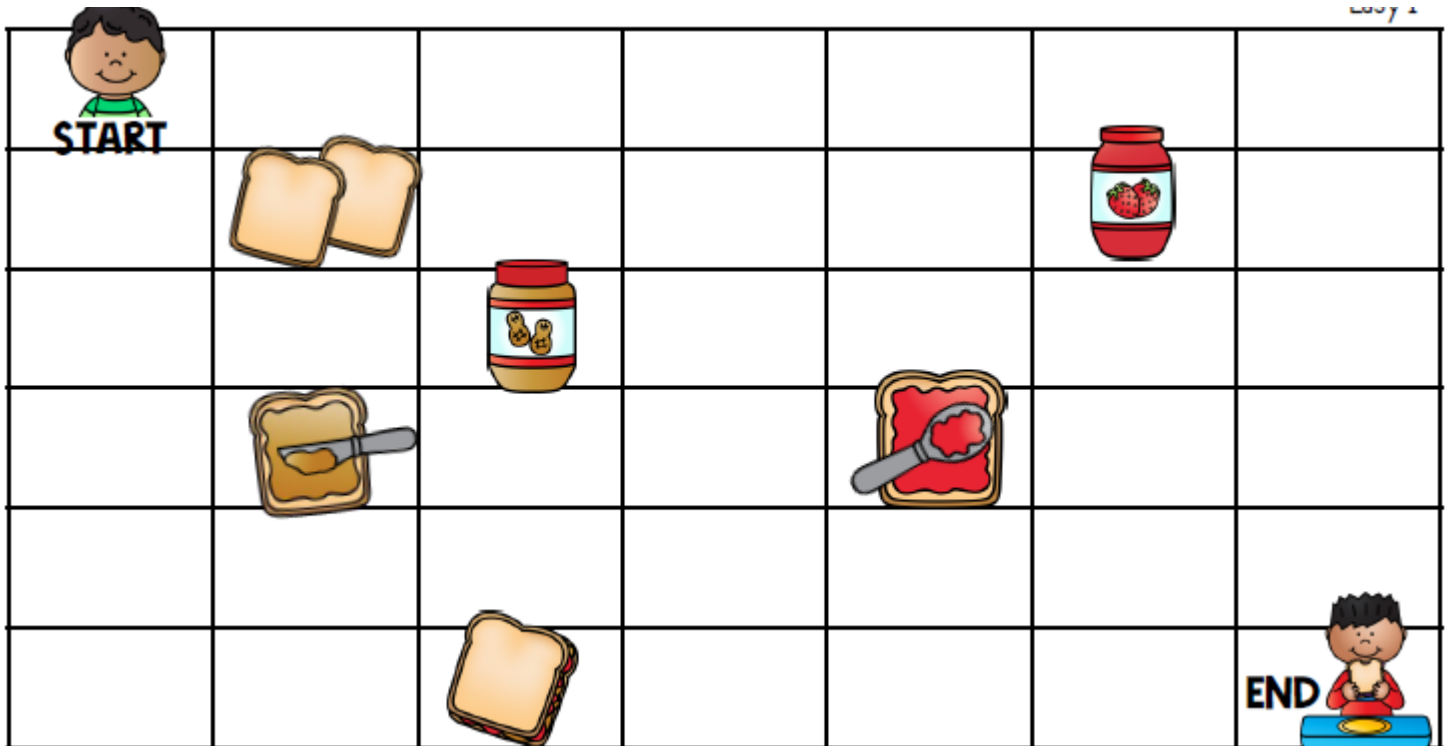
Make sure you get the bread, jars of jelly, and peanut butter before you spread them.



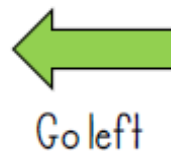
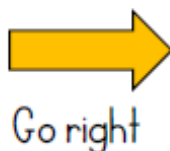
Make your peanut butter & jelly sandwich



#1



Draw arrows on the above squares (code) to create an algorithm to make a peanut butter and jelly sandwich. You can only move one space at a time.



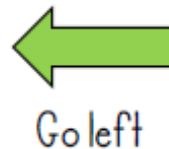
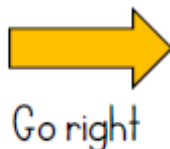
Make your peanut butter & jelly sandwich



#2



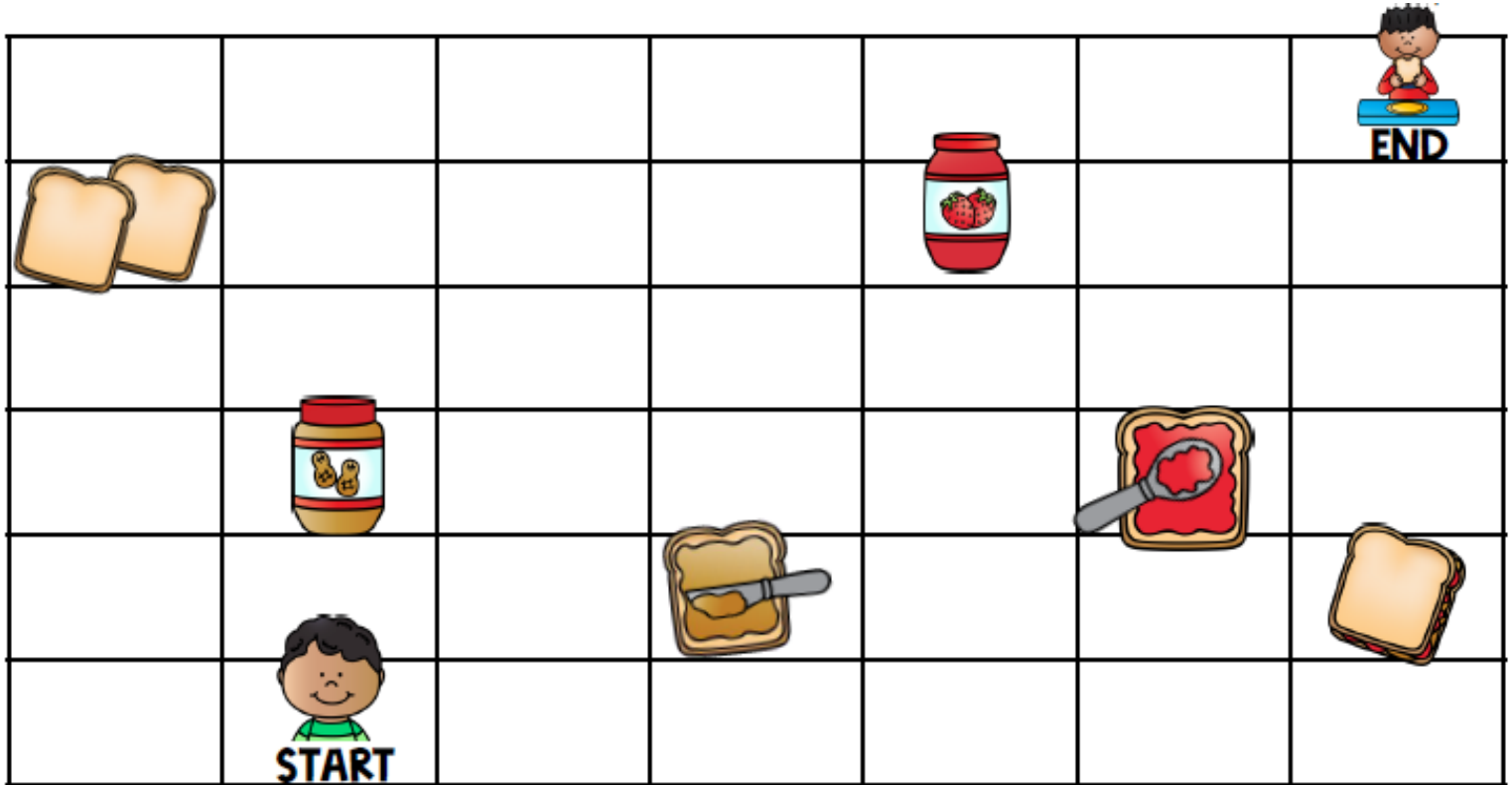
Draw arrows on the above squares (code) to create an algorithm to make a peanut butter and jelly sandwich. You can only move one space at a time.



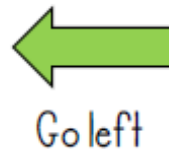
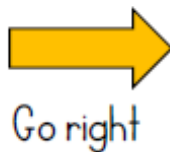
Make your peanut butter & jelly sandwich



#3



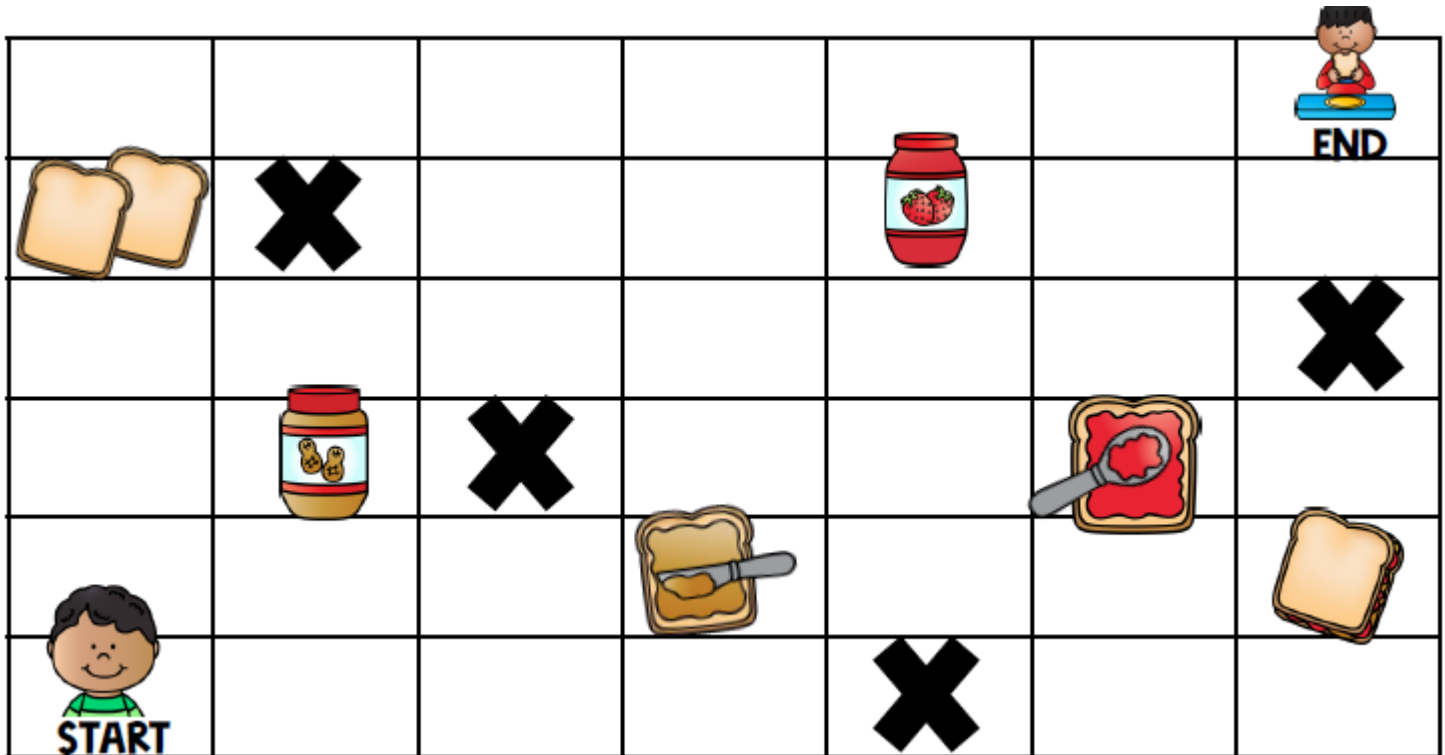
Draw arrows on the above squares (code) to create an algorithm to make a peanut butter and jelly sandwich. You can only move one space at a time.



Make your peanut butter & jelly sandwich



Optional Challenge



Draw arrows on the above squares (code) to create an algorithm to make a peanut butter and jelly sandwich. You can only move one space at a time. Avoid the boxes with an X.

