



CBSD FID WORKBOOK

GRADE 3

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 3



MATH

DAY 4



FLEXIBLE INSTRUCTIONAL DAY 4: MATH

POLYGONS AND 3D SHAPES

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 Polygons Activity #1	or Complete Polygons 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 Avoid the Triangles	or Draw a Polygon Picture

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:

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

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

$$\begin{array}{r} 12 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 12 \\ \hline \end{array}$$

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

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

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

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

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

$$\begin{array}{r} 9 \\ \times 11 \\ \hline \end{array}$$

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

$$\begin{array}{r} 7 \\ \times 5 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 7 \\ \hline \end{array}$$

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

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

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

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

$$\begin{array}{r} 0 \\ \times 0 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 7 \\ \hline \end{array}$$

$$\begin{array}{r} 11 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 4 \\ \times 12 \\ \hline \end{array}$$

$$\begin{array}{r} 5 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 9 \\ \times 3 \\ \hline \end{array}$$

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

$$\begin{array}{r} 7 \\ \times 11 \\ \hline \end{array}$$

$$\begin{array}{r} 8 \\ \times 4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ \times 11 \\ \hline \end{array}$$

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

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

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

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

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

$$\begin{array}{r} 3 \\ \times 8 \\ \hline \end{array}$$

$$\begin{array}{r} 1 \\ \times 4 \\ \hline \end{array}$$

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

$$\begin{array}{r} 11 \\ \times 2 \\ \hline \end{array}$$

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

$$\begin{array}{r} 3 \\ \times 9 \\ \hline \end{array}$$

$$\begin{array}{r} 3 \\ \times 6 \\ \hline \end{array}$$

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

$$\begin{array}{r} 4 \\ \times 4 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 10 \\ \times 0 \\ \hline \end{array}$$

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

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

$$\begin{array}{r} 4 \\ \times 1 \\ \hline \end{array}$$

$$\begin{array}{r} 10 \\ \times 11 \\ \hline \end{array}$$

FACT PRACTICE

ALTERNATIVE ACTIVITY:

Math Towers:

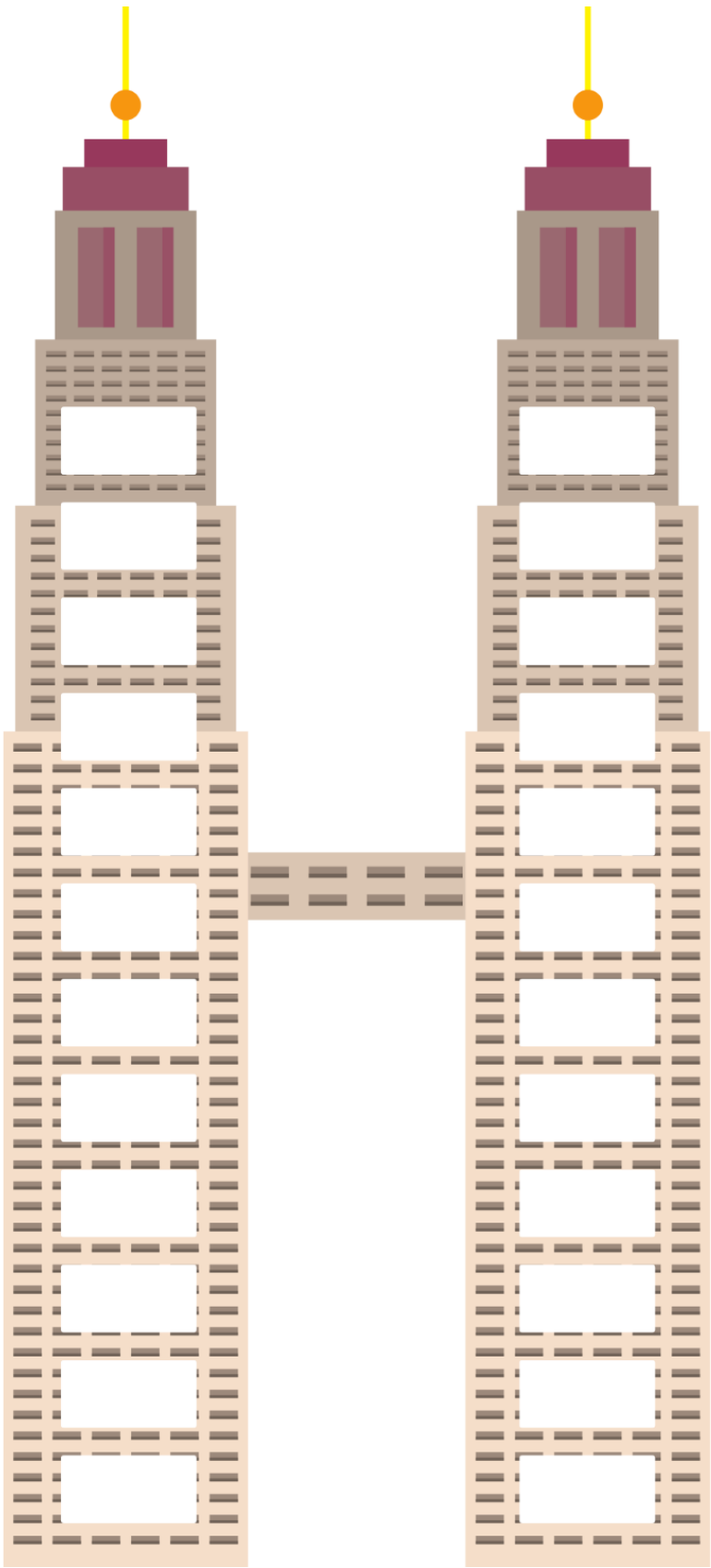
Materials:

- 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

POLYGONS: ACTIVITY 1

Fill in each blank with the correct shape in the box.

hexagon
square

quadrilateral
rectangle

pentagon
triangle

I have 3 sides and 3 angles.

I am a _____ .

I have 4 sides and 4 angles.

I am a _____

I have 4 equal sides and 4 right angles

I am a _____

I have 5 sides and 5 angles.

I am a _____

I have 6 sides and 6 angles.

I am a _____

I have 4 sides and 4 angles. My opposite sides are equal.

I am a _____

Polygons: Activity 1 *continued*

Write the number of solid shapes used in the model.



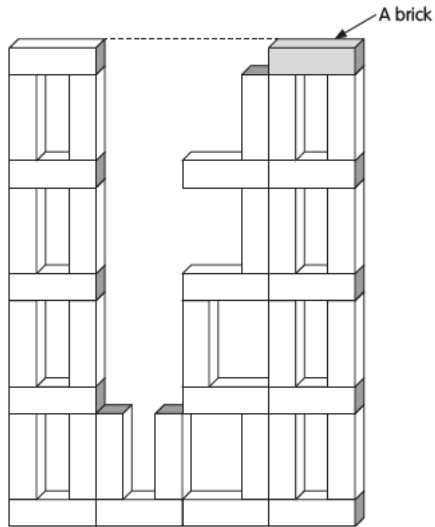
Solid Shape	Number
Rectangular Prism	
Cube	
Cone	
Cylinder	
Sphere	

Can you find solid shapes in your house? List their names and where you found them? **For example, “a basketball would be a sphere.”**

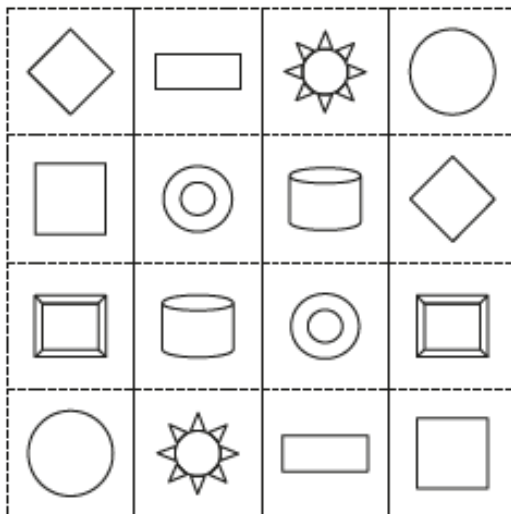
POLYGONS: ACTIVITY 2

Challenge Activity

The model is made up of bricks laid in a pattern. How many more pieces of bricks are needed to complete the model of a rectangular wall?



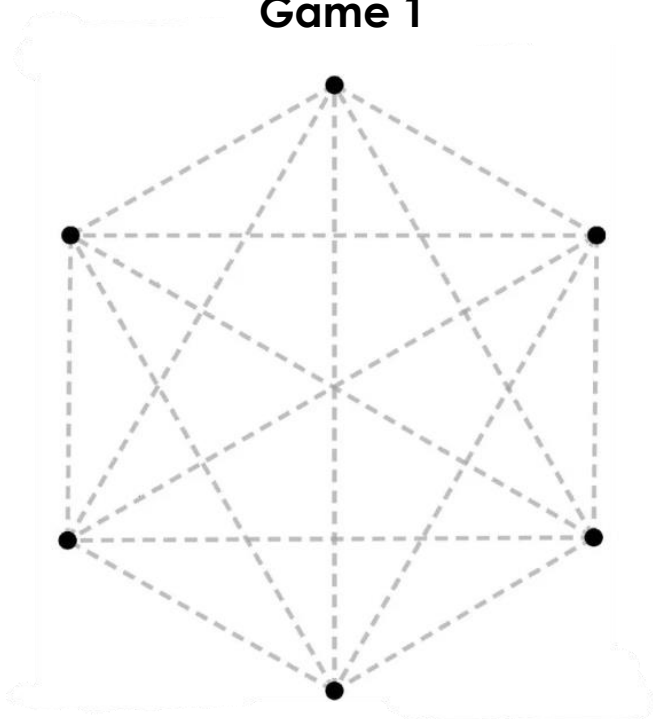
The picture shows shapes placed in a pattern. Circle the shapes that are placed incorrectly and explain why.



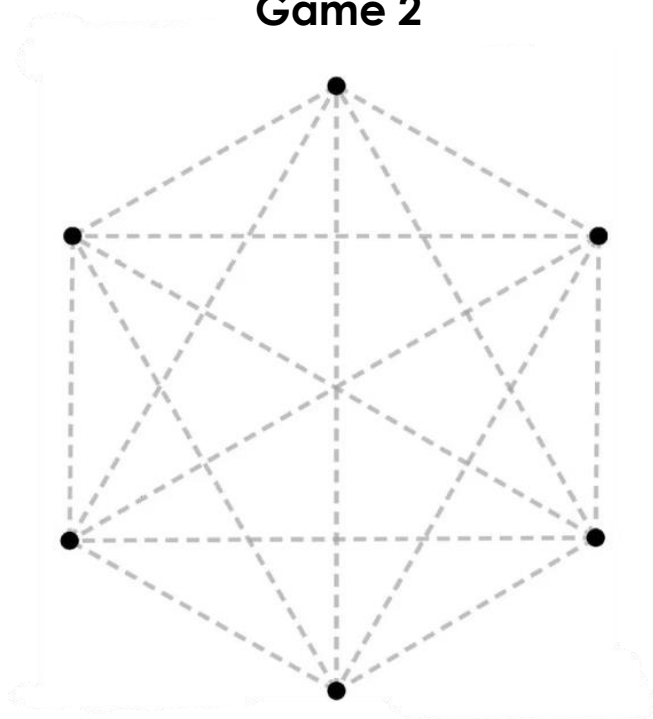
AVOID THE TRIANGLES GAME: ACTIVITY 3

Using different colors, players take turns drawing lines to connect two of the vertices on the diagram below. Each line can only be used one time. The first player to form a triangle in their color loses.

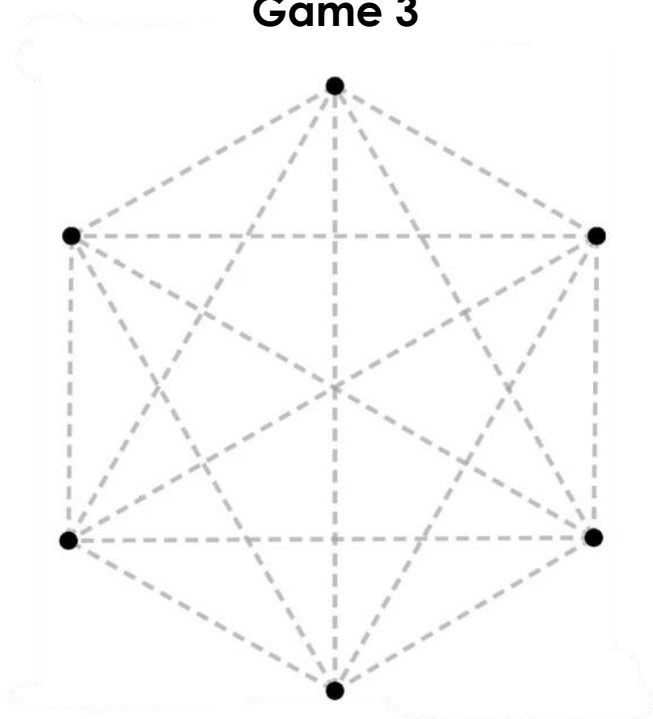
Game 1



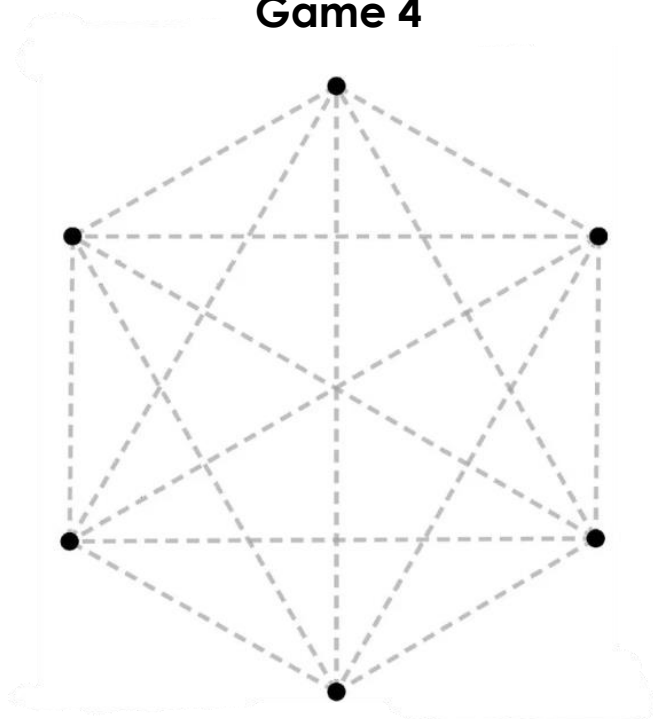
Game 2



Game 3



Game 4



POLYGON PICTURE: ACTIVITY 3

Draw a picture using at least 6 polygons. Label each polygon.

Optional: Color the picture.



CBSD FID WORKBOOK

GRADE 3



READING AND WRITING

DAY 4



FLEXIBLE INSTRUCTIONAL DAY 4: READING AND WRITING

READING AND WRITING LESSON SUMMARY

Total Time – 90 Minutes		
Time	Focus	Description
90 Minutes	Reading/ Writing	1. Read the text “Popular Foods in the United States”. 2. Respond to the prompts and questions related to 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 popular food in America.
2. Read the Fast Facts and think about what you might already know about popular food in America.
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.

Popular Foods in the United States



Ice-cream cones are very popular.

Fast Facts

- About 13 quarts of ice cream are made every year for every person in the United States.
- Americans buy about \$20 billion of ice cream every year.
- About 98 percent of all U.S. families buy ice cream.

Foods That People Love

It seems that popular foods like ice-cream cones and hot dogs have always been around. However, many popular foods²⁴ were first made when people wanted something that didn't take much time to make or eat. Many of these foods can be⁴⁶ eaten while standing up or while doing something else, like walking or watching TV. Some popular foods were made to solve a problem.⁶⁹

Ice-cream cones, for example, were first made at the World's Fair in 1904. When an ice-cream seller ran out of⁹¹ dishes, he solved his problem by taking a waffle, rolling it into a cone, and scooping ice cream into it. People loved eating waffles with ice cream, and a popular food was born.¹²⁴

KEY NOTES

Foods That People Love

What does *popular* mean in this reading?

Popular Foods in the United States



Pizza uses flat bread and toppings.

Fast Facts

- The world's largest pizza order was for 13,386 pizzas.
- The first pizza store used an oven that was heated with lava from a local volcano.
- In the United States, more pizza is eaten during Super Bowl week than during any other week.

Pizza

Although pizza was first made in Italy, people in the Middle East were eating flat bread hundreds of years before²¹ pizza was first made. Like pizza, the Middle Eastern bread did not rise or puff up, and it was topped with oil and spices.⁴⁵

Flat bread became pizza in Italy in the late 1800s when a cook wanted to please the Italian king and queen. He wanted⁶⁸ to make a food that had the red, white, and green colors of the Italian flag, so he put red sauce, white cheese, and green herbs⁹⁴ on flat bread. When Italians came to the United States, they began making pizza in this country. Today, pizza is made around the world with many different toppings.¹²²

KEY NOTES

Pizza

What is flat bread? Where was it first made?

Popular Foods in the United States



Many hot dogs are eaten outside.

Fast Facts

- In 2004, a total of 837 million packs of hot dogs were sold.
- In 2005, the winner of a New York hot-dog-eating contest ate 49 hot dogs in 12 minutes.
- Americans ate more than 27 million hot dogs at major-league baseball parks in 2005.

Hot Dogs

In about the year 900 B.C., Greek people were eating a food that was like a hot dog. However, people in Germany say that²⁶ the hot dogs that are popular today were first eaten there in 1487. They are called hot dogs because they look like a popular⁵⁰ little dog some Germans brought to the United States.⁵⁹

In the United States, hot dogs were served to large numbers of people at a fair that was held in 1893. Many people⁸² liked the food because it was both easy to eat and low in cost. That same year, hot dogs began to be served widely at ball¹⁰⁸ games. Today, hot dogs are one of the most popular foods in the United States.¹²³

KEY NOTES

Hot Dogs

Why do people in the United States like hot dogs?

Popular Foods in the United States



There are many different kinds of tacos.

Fast Facts

- The largest taco was more than 35 feet tall and weighed 1,654 pounds.
- In Mexico, tacos are sometimes used as spoons to scoop up food.
- In Mexico, tacos are usually eaten in the morning or at night, not during the day.

Tacos

People have been eating tacos in North America for hundreds of years. In Mexico today, tacos are eaten the same²¹ way sandwiches are eaten in the United States. People wrap meat, cheese, or other fillings in bread or a corn cake and eat their tacos while they walk or do other things.⁵³

Also like sandwiches, tacos are filled with foods that are popular in different places. In the United States, tacos are⁷³ often filled with meat and cheese. In Mexico, though, tacos are filled with foods that are popular in certain areas. Near⁹⁴ the sea, for example, tacos are often filled with fish. In areas where cows are raised, tacos are often filled with beef. Tacos can even be filled with shark fins.¹²⁴

KEY NOTES

Tacos

What are tacos?

Popular Foods in the United States

Foods That People Love

1. Many popular foods were created when people _____

- a. didn't have something they needed.
- b. wanted to eat something quickly.
- c. needed to solve a problem.
- d. all of the above

2. How are the two popular foods in this reading alike?

- a. They are both cold and sweet.
- b. They were both created at the World's Fair.
- c. They are both served on plates.
- d. They can be eaten while people do other things.

3. How were ice-cream cones created?

Pizza

1. This reading is MAINLY about _____

- a. how pizza began.
- b. pizza toppings.
- c. Italians coming to the United States.
- d. flat breads around the world.

2. Why did the Italian cook make the pizza red, white, and green?

- a. so he didn't have to put cheese on the pizza
- b. because pizza was always made with those colors
- c. so the pizza would look like the Italian flag
- d. because he wanted to use foods the queen liked

3. Tell how pizza was first made.

Hot Dogs

1. This reading is MAINLY about _____

- a. the history of hot dogs.
- b. why the Greeks made hot dogs.
- c. the kinds of hot dogs that were made.
- d. where hot dogs were first made.

2. German people called the food a hot dog because hot dogs _____

- a. were served when they were very hot.
- b. looked like a popular little dog.
- c. had once been served only to dogs.
- d. is an easy name to remember.

3. How did hot dogs become popular in the United States?

Tacos

1. Where were tacos first made?

- a. in North America
- b. near the sea
- c. in places where there was meat
- d. in the United States

2. Tacos are like sandwiches because both foods _____

- a. can be made with different fillings.
- b. can be eaten while people do other things.
- c. are very popular.
- d. all of the above

3. Why are taco fillings different in different areas of Mexico?

popular	waffle	pizza	Italy
Germany	taco	Mexico	sandwich

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

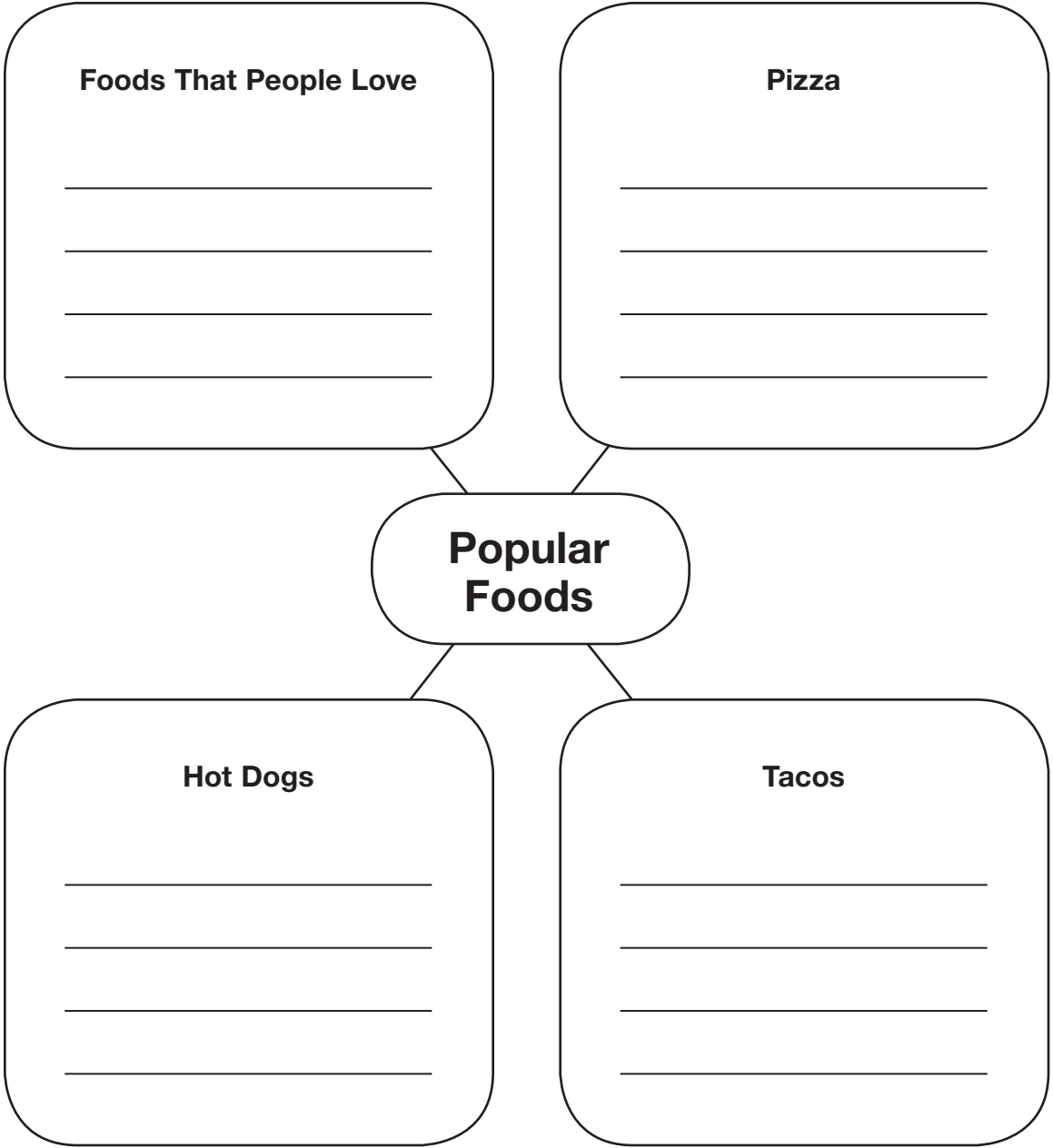
- A. _____ the country where pizza was first made
- B. _____ when many people like something
- C. _____ a popular food in Mexico that can have many different fillings
- D. _____ a country to the south of the United States
- E. _____ a food that can be eaten in the morning and can hold ice cream
- F. _____ the country where hot dogs first became popular
- G. _____ a flat bread that can have many different toppings
- H. _____ a popular food in the United States that can have many different fillings

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

- A. I like slices of _____ that have lots of cheese.
- B. _____ is one of the countries in North America.
- C. People in _____ say that hot dogs were first eaten there in 1487.
- D. Pizza was first made in _____.
- E. In the United States, people usually make a _____ with two slices of bread.
- F. Pizza and hot dogs are both _____ foods in the United States.
- G. When an ice-cream seller ran out of dishes, he put ice cream in a _____.
- H. A _____ is made with more kinds of fillings in Mexico than in the United States.

Popular Foods in the United States

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



2. Choose two popular foods you read about in this topic. Tell how they are alike.

3. Choose two other popular foods you read about and tell how they are different.

4. Choose a kind of popular food that you did not read about in this topic. Tell why you like it and why you think it is popular.

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 3



SPECIALS

DAY 4



ART - Grade 3

Learning Goal: I will Create a monster with warm and cool colors

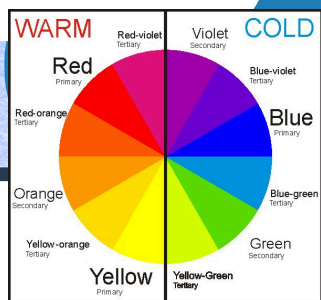
FID day
4

TIME

20 minutes

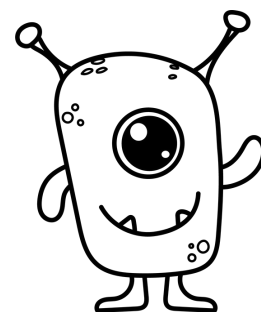
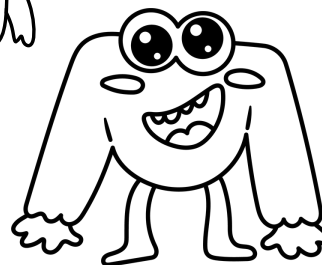
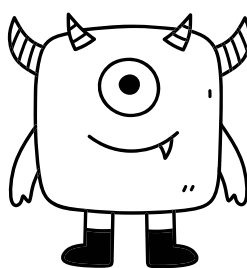
Materials

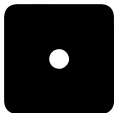
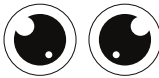
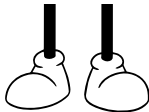
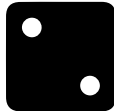
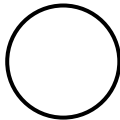
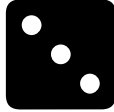
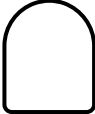
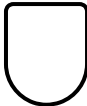
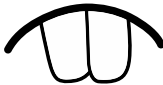
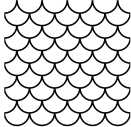
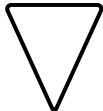
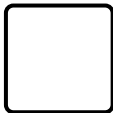
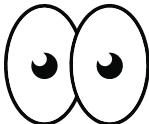
- Pencil and eraser
- Markers, crayons and/or color pencils



Directions:

1. **Write** the numbers 1-2-3-4-5-6 on slips of paper.
2. **Cut or rip** the papers.
3. Flip upside down
4. Pick a **number** for each step and draw of the monster
5. Add color with RED, YELLOW & BLUE
6. Outline in Black



Body	Head	Eyes	Mouth	Details	Details	Details	
							
							
							
							
							
							

Optional: If you have time: add a background, and name your monster.
and/or add words or sentences to describe

WARM

Red-violet
Tertiary

Violet
Secondary

COLD

Blue-violet
Tertiary

Blue
Primary

Blue-green
Tertiary

Green
Secondary

Yellow-green
Tertiary

Yellow
Primary

Yellow-orange
Tertiary

Orange
Secondary

Red-orange
Tertiary

Red
Primary

[illegible]

