CBSD FID WORKBOOK
GRADE 4

Name:_____

FLEXIBLE INSTRUCTION
DAY 4

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 4

MATH
DAY 4

FLEXIBLE INSTRUCTIONAL DAY 4: MATH

FRACTIONS

MATH LESSON SUMMARY

<table>
<tr><td colspan="3">Activity #1
(15-25 min)</td></tr>
<tr><td>F
Fact Practice</td><td colspan="2">  Reflex Math – Get the Green Light!

*If you do not have internet access you may play Math Towers and complete the multiplication sheet.</td></tr>
<tr><td colspan="3">Activity #2:
CHOOSE 1 ACTIVITY FROM THE 2 OPTIONS BELOW
(15-20 min)</td></tr>
<tr><td>I
Independent Practice</td><td>Complete Fractions Activity #1</td><td>or
Complete Fractions Activity #2
Challenge Activity</td></tr>
<tr><td colspan="3">Activity #3:
CHOOSE 1 ACTIVITY FROM THE 2 OPTIONS BELOW
(15 - 20 min)</td></tr>
<tr><td>D
Dive Into a Game</td><td>Equivalent Fractions Mazes</td><td>or
Color by Fraction</td></tr>
</table>

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:

3 x 0	1 x 8	12 x 11	11 x 12	9 x 0
4 x 2	7 x 0	1 x 10	7 x 1	9 x 11
3 x 5	7 x 5	11 x 7	0 x 9	0 x 8
2 x 1	5 x 3	0 x 0	10 x 7	11 x 9
10 x 9	4 x 12	5 x 8	9 x 3	5 x 10
7 x 11	8 x 4	10 x 3	3 x 11	2 x 2
11 x 5	0 x 2	3 x 1	6 x 1	3 x 8
1 x 4	6 x 2	11 x 2	4 x 10	3 x 9
3 x 6	2 x 8	4 x 4	2 x 0	10 x 1
10 x 0	2 x 10	0 x 3	4 x 1	10 x 11

FACT PRACTICE

ALTERNATIVE ACTIVITY:

Math Towers:

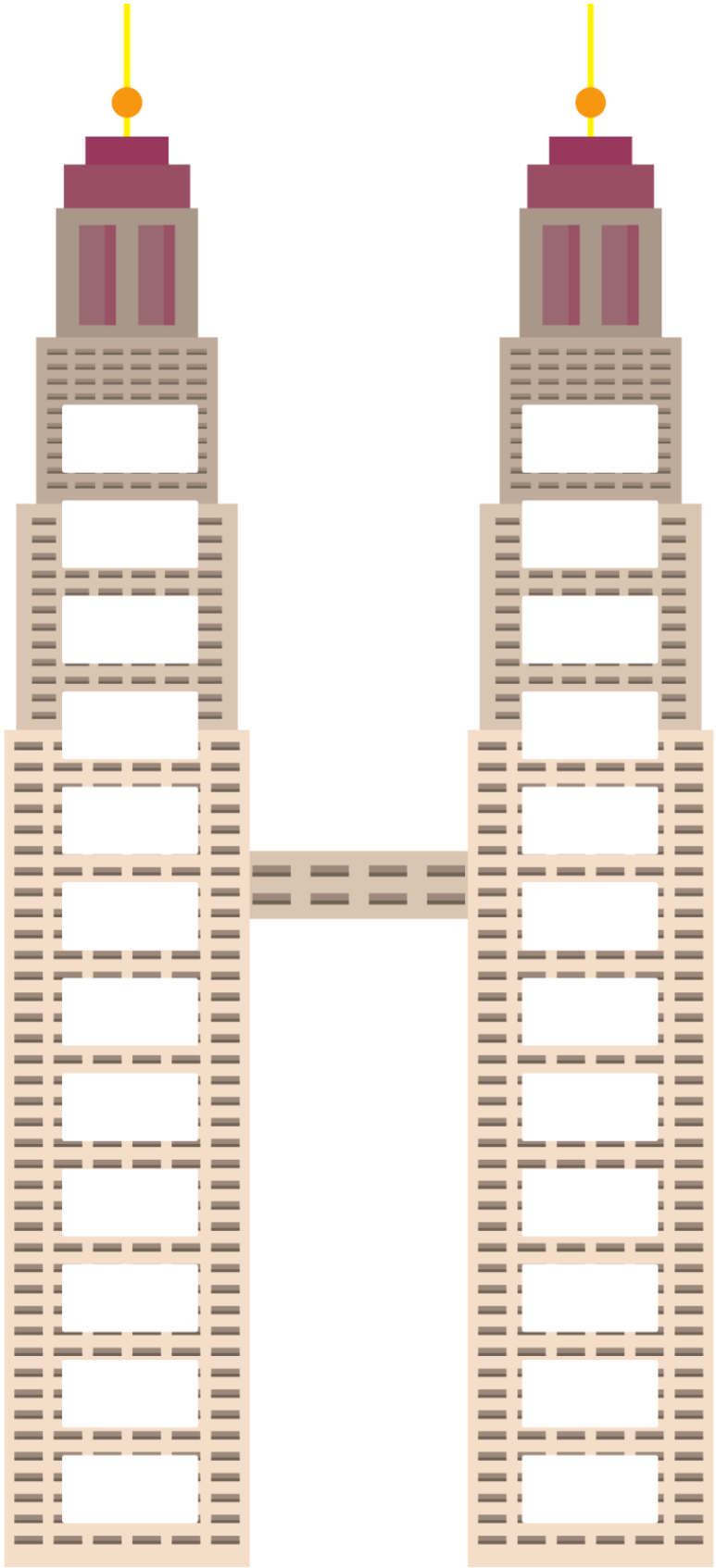
Materials:

- 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

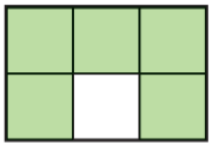


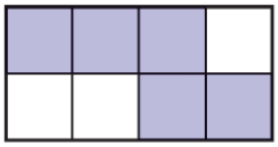
INDEPENDENT PRACTICE

FRACTIONS: ACTIVITY 1

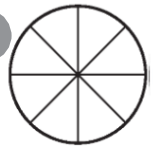
What fraction of each shape is shaded?

1 

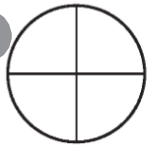
2 

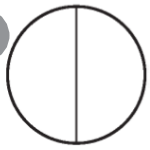
3 

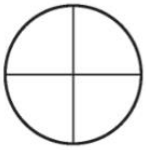
Shade each model to show the given fraction. Then, match the equivalent fractions.

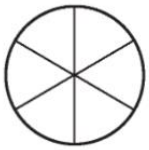
4 $\frac{2}{8}$ 

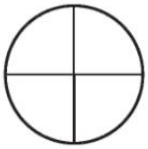
5 $\frac{2}{3}$ 

6 $\frac{3}{4}$ 

7 $\frac{1}{2}$ 

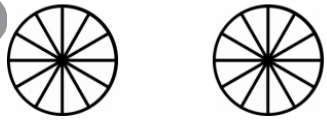
$\frac{2}{4}$ 

$\frac{4}{6}$ 

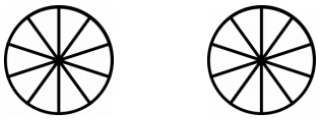
$\frac{1}{4}$ 

$\frac{6}{8}$ 

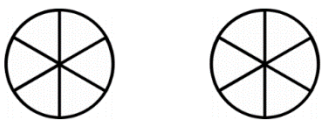
Shade the fractions. Then compare them using >, <, or = .

8 

$\frac{12}{12}$ ◯ $\frac{5}{12}$

9 

$\frac{8}{10}$ ◯ $\frac{3}{10}$

10 

$\frac{6}{6}$ ◯ $\frac{4}{6}$

INDEPENDENT PRACTICE

FRACTIONS: ACTIVITY 2

1. Morgan, Ken, and Hayden shared a pie. The pie was cut into 8 equal slices. Morgan ate $\frac{1}{8}$ of the pie. Ken ate more pie than Hayden. Together, they finished the whole pie. What possible fractions show the parts of the pie that Ken and Hayden each could have eaten. *There are 3 possible answers.*

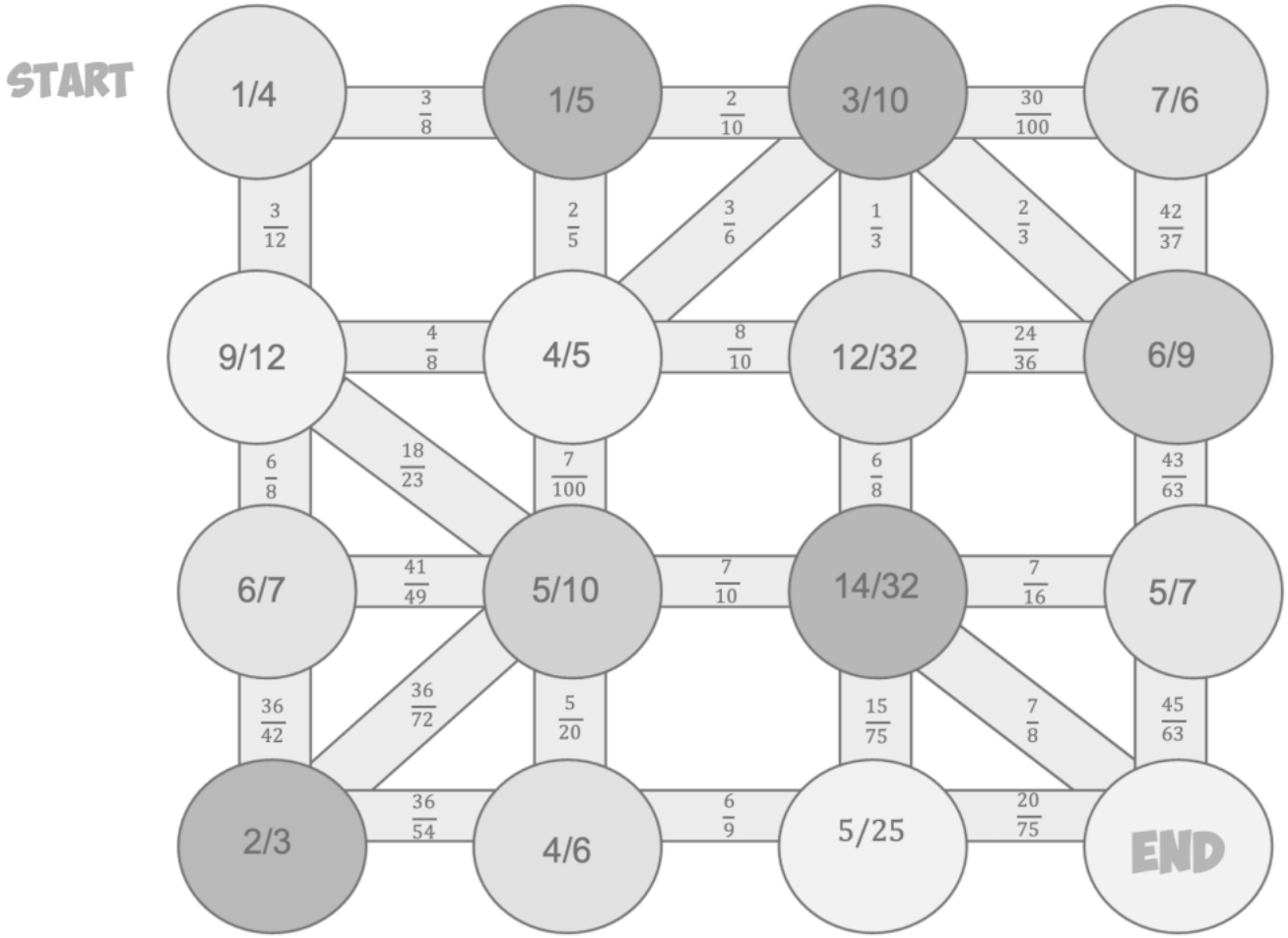
2. How many more squares need to be shaded so that $\frac{3}{4}$ of the figure is shaded?

3. Find the missing numerator or denominator of each fraction.

$$\frac{1}{3} = \frac{2}{\square} = \frac{\square}{9} = \frac{\square}{12} = \frac{5}{\square} = \frac{6}{\square} = \frac{7}{\square} = \frac{8}{\square}$$

Equivalent Fractions Maze: Activity 3

Find the equivalent fractions to complete the maze.

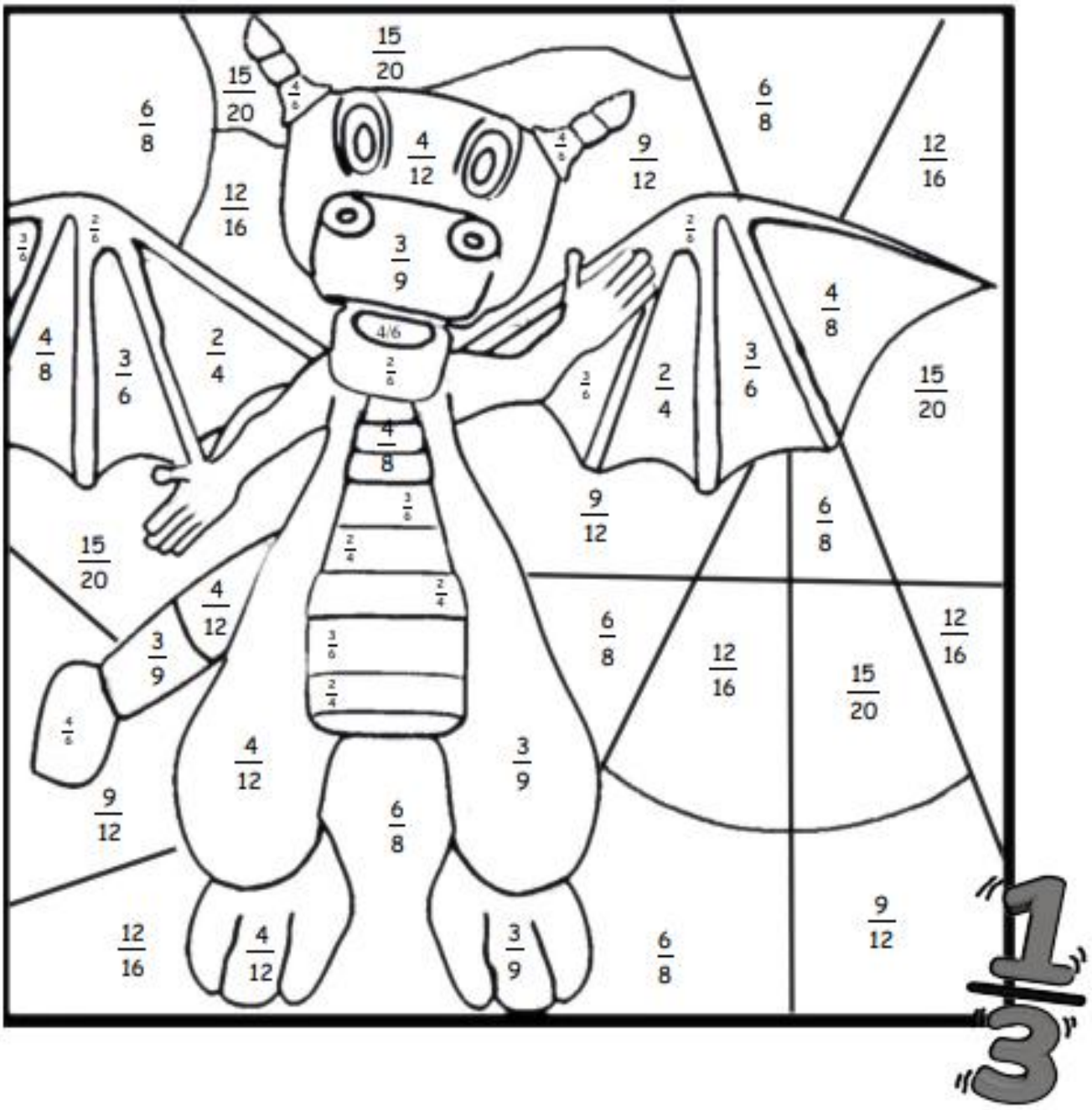


ACTIVITY 3:

Color by Fraction – Equivalent Fractions

$\frac{3}{6} = \frac{1}{2}$

Color all fractions that are equivalent to 1/2 yellow
Color all fractions that are equivalent to 1/3 green
Color all fractions that are equivalent to 2/3 red
Color all fractions that are equivalent to 3/4 blue



CBSD FID WORKBOOK
GRADE 4

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 "Oceans". 2. Respond to the prompts and questions related to the text. 3. Complete the graphic organizer on page 29. 4. Write a summary of the text using information from the graphic organizer.
30 Minutes	Independent Reading	1. Read a self-selected book. 2. Complete the Reading Log.

READING AND WRITING - 90 Minutes

1. Read the Fast Facts and think about what you might already know about oceans.

2. Read the passages about Oceans aloud or silently to yourself. Take as much time as you need.

3. Use the Building Connections page to write words or phrases to help you remember what is important.

4. Answer the Key Notes question at the end of each passage.

5. Answer the questions by going back into the text to find your answers.

6. Write a summary on the paper provided.

7. Please write in complete sentences with evidence from the text.

Oceans

Most of Earth is covered by water.

Fast Facts

- Saltwater in the oceans makes up about 97 percent of Earth's water.
- Most ocean water is only 7°F above freezing.
- If the salt in the ocean were dried, it would cover all the continents 5 feet deep.

The Ocean

If you were in space looking at Earth, you would see more water than land. Water covers almost 75 percent of Earth. Most[25] of this water is in four oceans that are joined together. The oceans are really one big mass of water. Water is not all the same,[51] though. It has a variety of areas, from coasts to reefs to the ocean floor.[66]

The seven large land masses that rise above the oceans are called continents. Land masses that are smaller than continents[86] are called islands. Earth has many islands. While oceans and land masses are different in many ways, they are alike in one[108] important way. Beneath all of them—oceans, islands, and continents—is a layer of rock.[123]

KEY NOTES

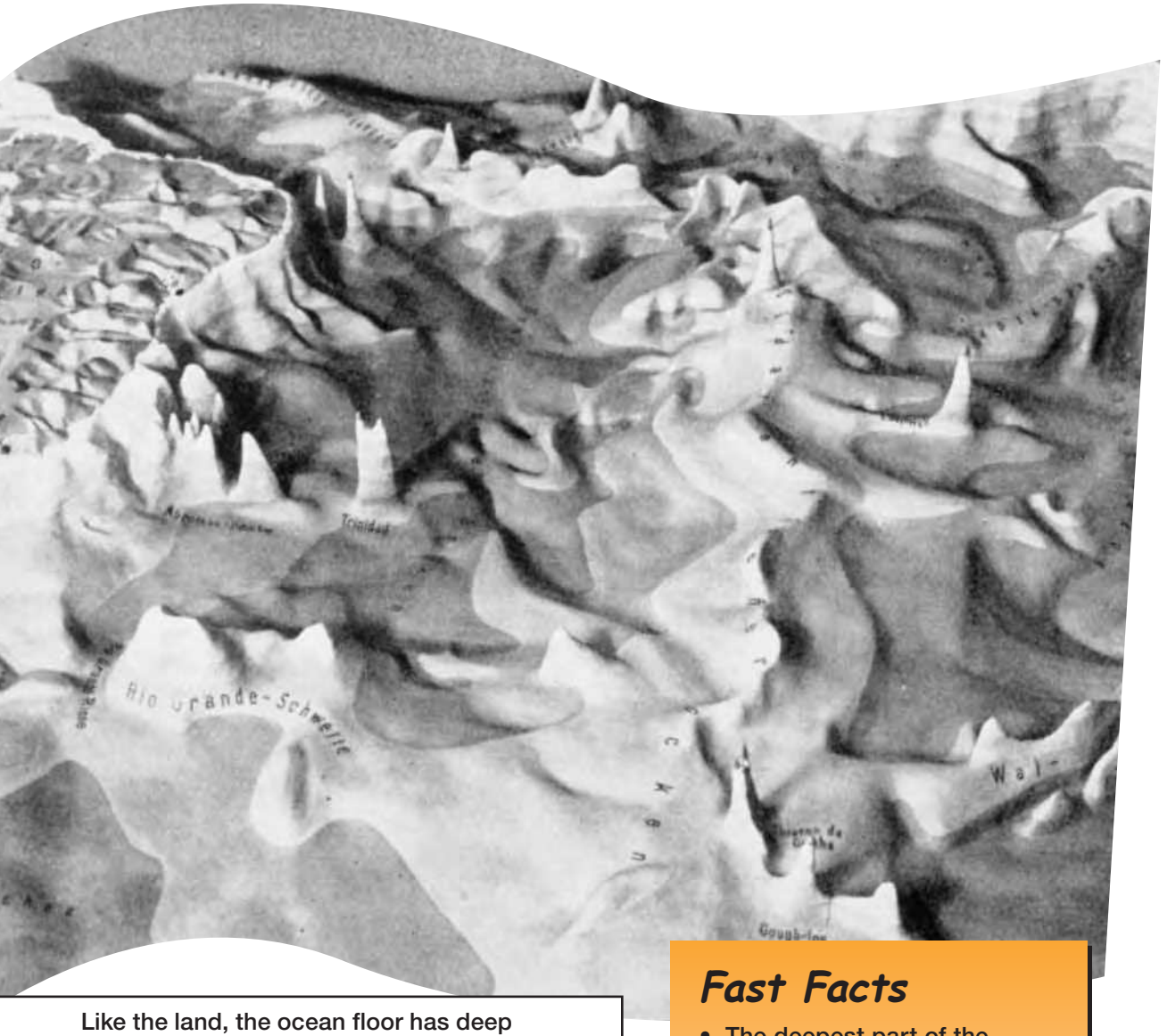
The Ocean

What are the continents?

_____

_____

Oceans



Like the land, the ocean floor has deep valleys, as shown in this underwater map.

Fast Facts

- The deepest part of the ocean is about 7 miles below the land.
- The largest waterfall on Earth, which is under the ocean, drops 2.2 miles.
- In the deepest part of the ocean, the pressure is as great as if one person tried to hold up 50 jets.

The Ocean Floor

On maps, the ocean floor looks smooth, but that's far from the truth. After new tools were invented, scientists discovered[23] that the ocean floor is like the land, with high mountains, deep valleys, and wide plains. In fact, the tallest mountain on Earth is[47] on the ocean floor. Maps now show this hidden world, with mountains, valleys, and plains that look like those that can easily be seen on land.[73]

At a continent's edge, the land slopes into the ocean. This slope of land is called the continental shelf. The ocean is not[96] very deep along the continental shelf. However, the continental shelf ends in a steep cliff. At the edge of this cliff, the ocean is very deep.[122]

KEY NOTES

The Ocean Floor

What happens to the land at the end of the continental shelf?

Oceans

Many kinds of plants and animals live on coral reefs.

Fast Facts

- Reefs can grow as slowly as one foot every 1,000 years.
- About 3,000 different species of marine life can live in a reef.
- Some reefs are more than 2 million years old.

Coral Reefs

The ocean has many layers, with different species of animals and plants in each one. In some warm places, the top[23] layer of the ocean is the habitat of little animals called corals. Each coral is about the size of a pen's tip.[45]

Corals live side by side and do not move. When corals die, their hard shells stick together. Then, new corals grow on top of[69] the old shells. Over a long time, piles of coral shells can grow very high, forming a coral reef.[88]

Some coral reefs look like large bushes. These reefs make good habitats for many animal and plant species because they[108] have lots of hiding places. People enjoy visiting coral reefs to see these underwater zoos.[123]

KEY NOTES

Coral Reefs

What is a coral reef?

Oceans

Over many years, ocean waves create sand by breaking stones into tiny pieces.

Fast Facts

- In the eastern United States, the coast is slowly sinking because the ocean level is rising.
- Weather and waves constantly change the shape of coasts.
- Coasts are rocky until the ocean has enough time to turn the rocks into sand.

Coasts

The winds that blow over the oceans make waves that move constantly. When the waves reach the land, they crash into an area of land called a coast.[29]

In some places, the land on the coast is made up of high cliffs. However, if the land on the coast is low, the constant[54] pounding of the waves can wear the land away, forming small rocks. The waves keep pounding these small rocks, breaking them into even smaller rocks.[79]

Over a very long time, the constant pounding of the waves breaks apart the small rocks, making them into tiny rock[100] particles. These particles finally become a wide sandy beach that people can visit to enjoy the sun and ocean waves.[120]

KEY NOTES

Coasts

What is a coast?

Oceans

The Ocean

1. Another good name for "The Ocean" is _____

a. "Oceans in Space."
b. "The Continents."
c. "The Water on Earth."
d. "Land Masses."

2. Describe how Earth looks from space.

_____

_____

_____

3. Most of the water on Earth is _____

a. on the continents.
b. in four oceans.
c. on the coasts and the reefs.
d. below Earth's surface.

The Ocean Floor

1. The main idea of "The Ocean Floor" is that _____

a. the ocean floor is smooth like the water.
b. the ocean floor has high and low areas, like the land.
c. the ocean floor is always changing.
d. there are few maps of the ocean floor.

2. Describe how the ocean floor looks.

3. What is the continental shelf?

Coral Reefs

1. A coral reef is made of _____

a. several ocean layers.
b. a pile of coral shells.
c. a small ocean animal.
d. piles of large bushes.

2. Where do corals live?

a. in the top layer of the ocean
b. on sea plants
c. in the deep part of the ocean
d. floating in the ocean

3. How do coral reefs form?

Coasts

1. Which of the following is a fact about coasts?

a. Waves slow down near the coasts.
b. People have to build beaches to make coasts.
c. Coasts are where ocean waves hit the land.
d. Coasts are windy places.

2. What happens to waves when they reach the land?

_____

_____

_____

3. Why are some coasts sandy?

_____

_____

_____

habitat	**species**	**valley**	**continents**
islands	**constant**	**particles**	

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

A. _____ the seven large land masses on Earth

B. _____ very small pieces of something

C. _____ a group of plants or animals that are alike in some way

D. _____ the place where a kind of plant or animal is normally found

E. _____ without stopping

F. _____ a low area of land that lies between hills or mountains

G. _____ small land masses that have water around them

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

A. Jason rode his bike up the mountain and then down into the _____.

B. One _____ of African dog doesn't bark.

C. That fish's _____ is in the coral reef, where there are lots of places to hide.

D. After many years, the _____ pounding of the waves created a sandy beach.

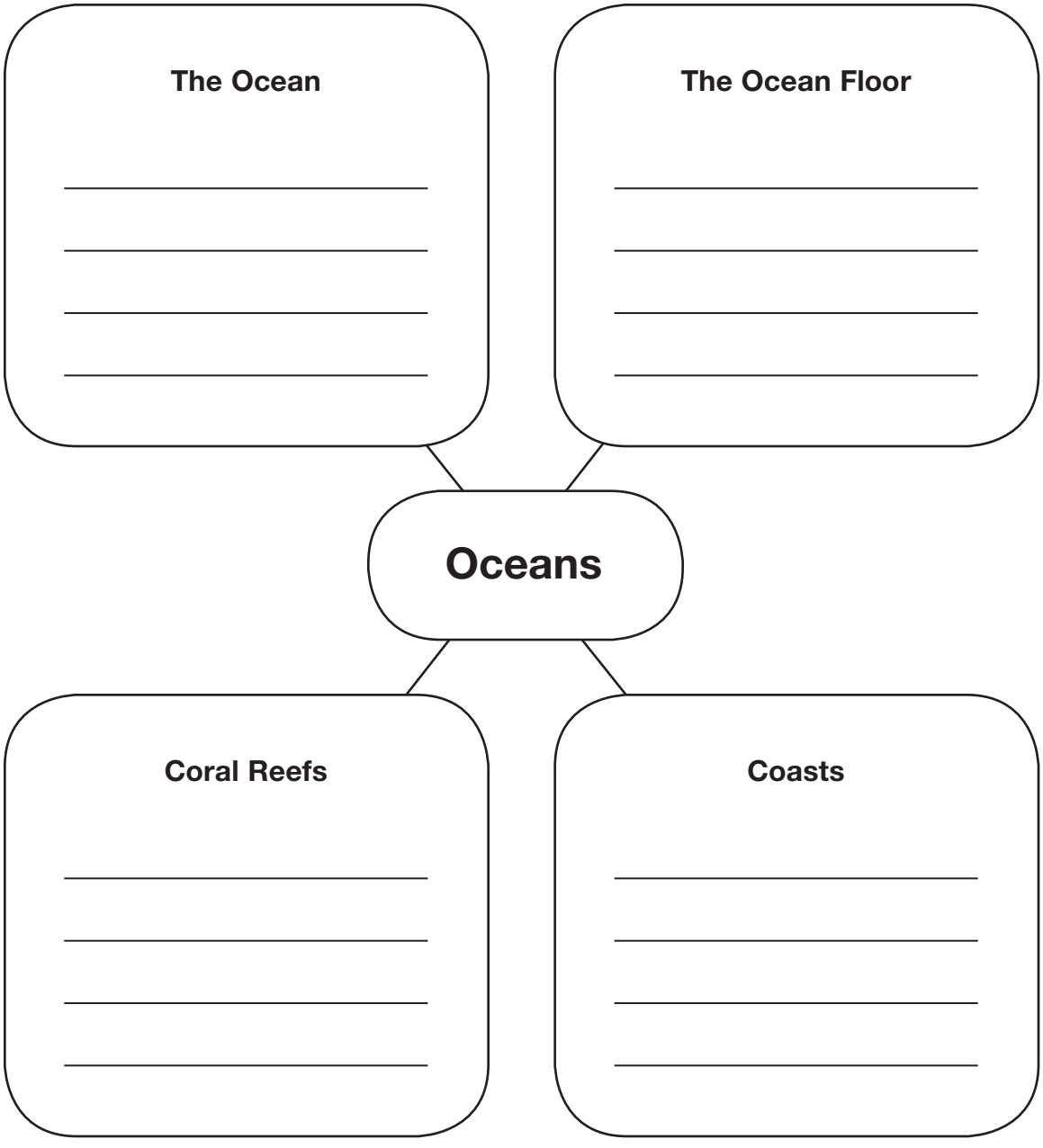
E. North and South America are two of the seven _____ on Earth.

F. There were many tiny _____ of sand on the beach.

G. Martin visited a small group of _____ with white, sandy beaches.

Oceans

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



2. What are two facts you learned about the oceans in these readings?

3. How is the land under the oceans and on the continents alike?

4. Suppose there were another reading in this topic. Would you expect it to be about fish or about mountains? Why?

Use the idea web above to write a summary of Oceans.

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 4

SPECIALS
DAY 4

P.E.- Grade 4

TIME
20 minutes

🎯Learning Goal:
I will engage in a stationary target practice activity to work on different types of throws, passes, tosses, and rolls.

FID day 4

Materials
- Sneakers
- Weights of your choice
- A safe space
- Timer/watch
- Water bottle
- Socks
- Trashcan/Bin
- Tape/String

Welcome to P.E.! Before you get started, make sure you are wearing sneakers and have cleared the floor around you to safely participate in class. As you finish each section, check the box to mark it complete. Have fun!

1 **Warm-up** ☐

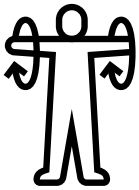
2 **Activity 1** ☐

3 **Cool Down** ☐

1 Warm-up

Directions: Welcome to physical education at home! we are going to start with a quick warmup. We will do each exercise 3 times (3 sets). Make sure to do 10 reps of each. This warmup should take around 5-7 minutes

10 Jumping Jacks



10 Arm Circles

10 Pushups

10 squats

2 Activity- Workout of the Day

Focus: Stationary Target Practice

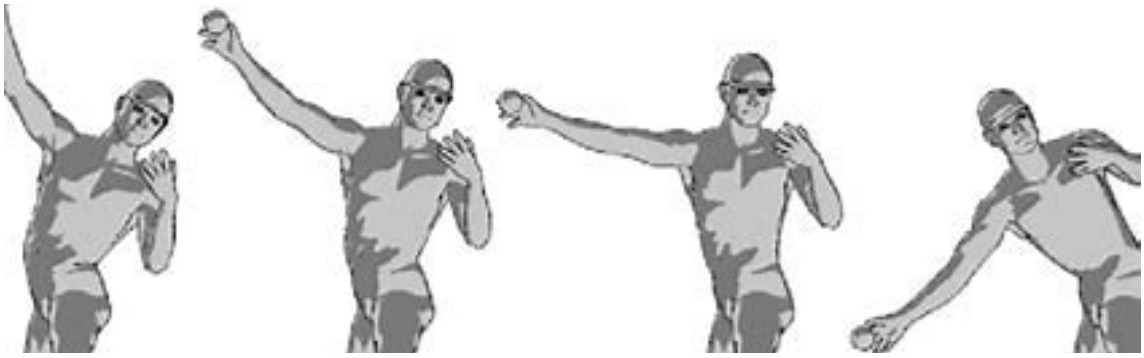
1. *Directions:*
   - *Find a safe space with your rolled-up socks.*
   - *Create a target. (Target examples: bucket, trashcan, shoe)*
   - *Create a start line to roll from. You can mark a line with masking tape or string.*
   - *Practice throwing and rolling the socks into the target. Focus on your aim and follow-through.*
   - *Try every type of throw in the chart below three times. Mark an "X" every time you are successful hitting the target.*

Stationary Target Practice

#	Type of Shot	Attempt 1	Success	Attempt 2	Success	Attempt 3	Success
1	Underhand throw						
2	Overhand throw						
3	Sidearm throw						
4	Two-handed throw (like a basketball pass)						
5	Backward throw (over the shoulder)						
6	Rolling straight to the target						
7	Rolling with a curve (try to make it curve)						
8	Throwing from a kneeling position						
9	Throwing while sitting down						
10	Rolling from a sitting position						

Underhand Throw Skill Cues

Overhand Throw Skill Cues



Side Arm Throw Skill Cues

Rolling a ball Skill Cues

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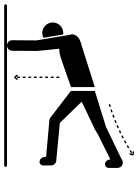
3 Cool Down

Directions: Hold each stretch for 10 seconds. Complete the stretch on the right and left side.



Calf stretch

Single Leg Hamstring Stretch

Overhead Triceps Stretch