

# Week 1 At Home Learning Activities



## Frequently Asked Questions – At Home Learning Activities

### 1. What are “At Home Learning” activities?

These are fun and easy learning activities created by BPS teachers. They’re designed for students to do with their family or caregiver at home after CampED ends for the day.

### 2. When do the activities need to be done?

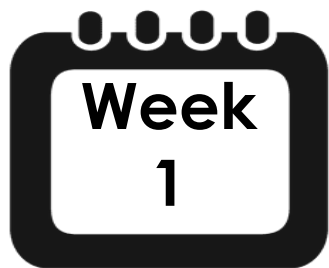
There’s no due date! These activities do not have to be turned in. Use these activities to give your child extra practice and enjoy learning together at home. You can do them any day, any time and in any order.

### 3. What do we need to do the activities?

You’ll get everything you need through a link. The link includes instructions, printable pages, and links to watch videos or listen to books online. Most activities use simple supplies you probably already have at home—like paper, pencils, crayons, or small items to count. You don’t need a computer to do the activities. If you need a printed copy, just ask your CampED teacher.

### 4. What kinds of activities are included?

Each week you’ll get a set of activities. There are five short (15-minute) reading and math activities, plus some fun family activities and questions to talk about together.



# Reading

## Directions/Materials

### Standards

ELA-00.F09 Encode words with phoneme-grapheme correspondences.

### Monday

Say each word from the Day 1 column of the [word list](#) out loud to your student. Then, have your student repeat the word back to you. After that, ask your student to write the word on a piece of paper or a dry erase board.

### Tuesday

Follow the same steps you did on Monday, but this time use the words from the Day 2 column.

### Wednesday

Follow the same steps you did on Monday, but this time use the words from the Day 3 column.

### Thursday

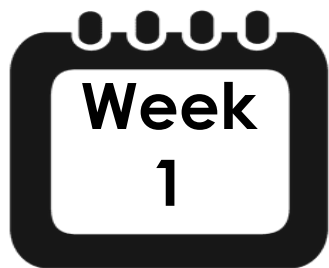
Follow the same steps you did on Monday, but this time use the words from the Day 4 column.

### Friday

Follow the same steps you did on Monday, but this time use the words from the Day 5 column.

## W1 Reading - (Monday- Friday)

| Day 1 | Day 2 | Day 3 | Day 4 | Day 5 |
|-------|-------|-------|-------|-------|
| bed   | beg   | den   | fed   | get   |
| fun   | gum   | hug   | bud   | bus   |
| hid   | him   | big   | rip   | wig   |
| cop   | sob   | mob   | dot   | hot   |
| zap   | map   | sad   | wax   | cap   |
| nap   | zip   | jog   | cut   | red   |
| swim  | frog  | grab  | mist  | stun  |
| sled  | club  | step  | plus  | twig  |
| chat  | shop  | thin  | plus  | ship  |



# Math

|           | Directions/Materials                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Standards | <b>MAT-00.NO.CC.01</b> Count verbally in sequential order by ones and tens to 100, making accurate decade transitions (e.g., 89 to 90). Count verbally forward from any given number within 100.                                                                                                                                                                                                           |
| Monday    | This math activity is called <b>Count &amp; Move</b> . As you count out loud together by 1's do the movement from the list of <a href="#">Count to Pretend Animal Movements</a> or <a href="#">Count to Pretend sports movements</a> . Go as high as you can with the goal of counting to 120. When your child is ready for a challenge, try counting by 2s, 5s, or 10s while doing the movements.         |
| Tuesday   | This math activity is called <b>Number Hunt</b> . Create a scavenger hunt around your house or backyard using numbers. Write numbers (1–20 or more) on sticky notes or slips of paper. Hide them around the house or backyard. Then let your student go on a number hunt! As they find numbers, have them read them aloud and line them up in number order.                                                |
| Wednesday | This math activity is called <b>Counting Collections</b> . Pick a collection of the same objects from around the house (like buttons, coins, blocks, or beans). Ask your student to count how many items are in the collection. Then answer the <a href="#">Counting Collections Questions</a> .                                                                                                           |
| Thursday  | This activity is called <b>Number Line Hop</b> . Using tape or paper to create a number line on the floor starting with 1–20 (expand as desired). Call out a number and have your student hop to the number. To increase the difficulty ask your student to add or subtract numbers from their hop using numbers 1-5. "Hop 3 more from 15. Where are you now?" or "Hop 2 less from 10. Where are you now?" |
| Friday    | Repeat any activity from the week.                                                                                                                                                                                                                                                                                                                                                                         |

## Count & Move

Use your imagination as you count and move!

### Count to Pretend

|        |                            |                                                                                       |
|--------|----------------------------|---------------------------------------------------------------------------------------|
| 1-10   | Jump like a frog           |    |
| 11-20  | Swim like a fish           |    |
| 21-30  | Gallop like a horse        |    |
| 31-40  | Hop like a rabbit          |   |
| 41-50  | Stomp like an elephant     |  |
| 51-60  | Tiptoe like a mouse        |  |
| 61-70  | Flamingo stand on one foot |  |
| 71-80  | Dive like a dolphin        |  |
| 81-90  | Waddle like a duck         |  |
| 91-100 | Wiggle like a jellyfish    |  |

## Count & Move

Use your imagination as you count and move!

### Count to Pretend to

- 1-10  Throw baseball
- 11-20  Dribble a basketball
- 21-30  Hit a hockey puck
- 31-40  Kick a soccer ball
- 41-50  Throw a football
- 51-60  Jump rope
- 61-70  Swim a lap
- 71-80  Catch a fish
- 81-90  Ice Skate
- 91-100  Swing a baseball bat

## Counting Collections up to 20

I counted:

**Circle the number:** 1 2 3 4 5 6 7 8 9  
10 11 12 13 14 15 16 17 18 19 20

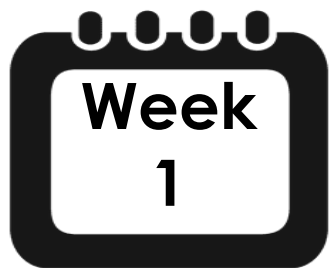
**Show your counting:**

The number is **(more or less)** than 10.

Show your number in a tens frame:

|  |  |  |  |  |
|--|--|--|--|--|
|  |  |  |  |  |
|  |  |  |  |  |

|  |  |  |  |  |
|--|--|--|--|--|
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|  |  |  |  |  |



# Family Connections

## Communication Activities

### Walk & Talk

Exploring new places together encourages families to slow down, talk, and connect in a meaningful way. It builds communication and observation skills while promoting curiosity, creativity, and appreciation for the world around them—and for each other.

**Walk & Talk:** Students and their families take a walk or trip to explore a nearby park, trail, neighborhood, museum, or any place they haven't visited together before. As they explore, they'll focus on talking and noticing together—asking questions, making observations, and sharing what they see, hear, and feel. Families might collect natural items (like leaves or rocks), take photos, or keep a shared journal or sketchbook to capture their experience.

### Art or Photo Walk

Creating and reflecting together helps children and families express emotions, celebrate their unique experiences, and strengthen bonds. Whether through art or memory-sharing, this activity promotes empathy, self-awareness, and the joy of connecting through meaningful conversation and creativity.

**Art Walk:** Students and their families create a piece of art using drawing, painting, or crafting supplies, where each family member makes their own piece inspired by a shared theme (like "Our Family," "A Special Place," or "Something I Love"). Families could also do a guided art project together using [Art Hub](#).

**Photo Walk:** Students and their families look through family photos together, choosing favorite pictures from past trips, holidays, or everyday moments, and take turns sharing the memories and stories behind them.

### Act It Out

Acting out together builds confidence, creativity, and communication skills. It allows children to explore emotions and ideas through movement and storytelling, while strengthening bonds and encouraging laughter, and imagination within the family.

**Act It Out:** Students and their families choose a game or story to bring to life through acting. They can play *charades* using words or phrases related to animals, actions, books, or family life—or they can pick a favorite book or story and act out a scene together, assigning roles and adding costumes or props for fun.

### Shared A Story

Reading together creates space for meaningful conversation and emotional learning. This activity helps children develop empathy, understand different perspectives, and connect literature to their own lives—all while building strong family bonds through shared stories and reflection.

**Share A Story:** Students and families choose a short children's book or a longer chapter book to read together. The book can focus on themes like friendship, problem-solving, emotions, or differences among people or just a good story. After reading, discuss thoughts, feelings, and experiences related to the story, helping everyone grow in understanding of themselves and each other.

# Emotional Awareness Questions

Use these questions to guide conversations with children. These questions focus on building emotional awareness and vocabulary.

### **Recognizing Emotions**

- What was the best part of your day? How did it make you feel?
- Can you name a feeling you had today? Where in your body did you feel that emotion?
- Was there anything today that made you feel sad or frustrated?
- Did anyone make you laugh today? What happened?

### **Understanding Emotions**

- What color would represent your feelings be today? Why?
- Can you show me with your face how you felt at lunch/recess/class?
- Do your feelings change during the day? What makes them change?
- Was there a time you felt proud of yourself today?

### **Expressing Emotions**

- Did you feel worried or nervous at all today? What was that like?
- Was there a moment when you had to calm yourself down? What did you do?
- If today was a weather report, what would it be—sunny, cloudy, stormy? Why?
- Who do you feel safe sharing your feelings with?

### **Emotions in Others**

- How can you tell how someone else is feeling?
- How do your actions make others feel?
- Did you help anyone today? How did that make you feel? How did that make them feel?
- What can you do or say if someone else is having a hard day?