

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?

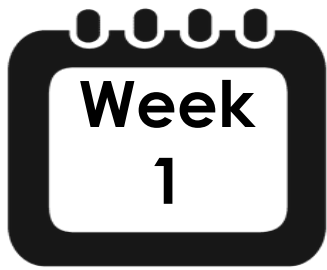
There’s no due date! These activities do not have to be turned in. Use these activities to give your child extra practice and enjoy learning together at home. You can do them any day, any time and in any order.

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.

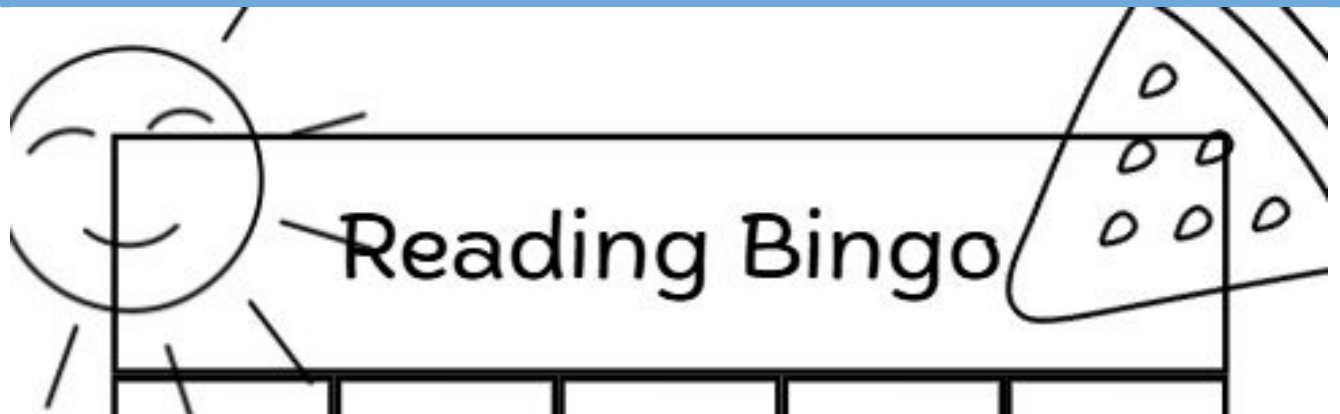


Reading

Directions/Materials

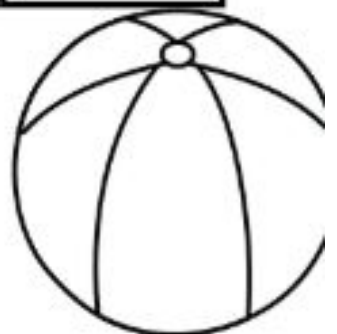
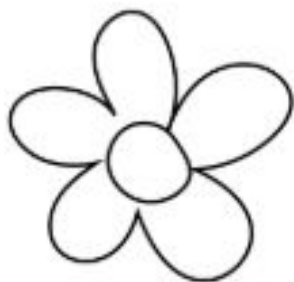
| | |
|------------------|---|
| Standards | ELA-03.F.08 Decode words with phoneme-grapheme correspondences. ELA.03.F.11 Use new academic, content-specific, grade-level vocabulary to make connections to previously learned words and relate new words to background knowledge. |
| Monday | The first activity for your student this week will be trying to get a Reading Bingo . Each day choose a reading activity from the bingo card to complete, The second activity is to learn about amazing life cycles. First read the passage: The Amazing Life Cycles of Living Things and then watch the video: The Life Cycle of a Butterfly . |
| Tuesday | Choose a reading activity from the Reading Bingo card to complete. Then reread the passage: The Amazing Life Cycles of Living Things and then complete the Vocabulary Sheet . Finally watch The Life Cycle of Frogs to learn more about life cycles. |
| Wednesday | Choose a reading activity from the Reading Bingo card to complete. Reread the passage: The Amazing Life Cycles of Living Things and highlight all the compound words. |
| Thursday | Choose a reading activity from the Reading Bingo card to complete. Reread the passage: The Amazing Life Cycles of Living Things and highlight all of the plural words. |
| Friday | Choose a reading activity from the Reading Bingo card to complete. Choose an animal to learn about its life cycle. Some examples of age appropriate cycles are: chickens, clown fish, sea turtles or bees. Use the Animal Life Cycle 1-Pager Poster to guide your work. |

W1 Reading - (All Week)



Reading Bingo

| | | | | |
|----------------------------------|------------------------|--------------------------------------|---------------------------|--------------------------------|
| Read with a stuffed animal | Read Outside | Read in a car | Read to someone else | Read in your bed |
| Read a book about animals | Read in your pajamas | Read while eating breakfast | Read using silly voices | Read a book someone else picks |
| Draw a picture of what you read | Read in a tent or fort | Free Space | Read while eating a snack | Read to a relative |
| Read on a Friday | Read under a table | Read out loud | Read at the park | Read with a flashlight |
| Read a book that makes you laugh | Read under a tree | Read a book you've never read before | Listen to a story | Read a poem |



The Amazing Life Cycles of Living Things

All around us, we see many things. Some are alive, and some are not. A living thing is something that grows, changes, and needs energy to survive. It can also reproduce, or make more of its own kind. A nonliving thing is something that does not grow, change, or need energy. For example, a tree is a living thing, but a rock is a nonliving thing.

All living things go through a life cycle. A life cycle is the way a living thing grows and changes over time. Let's look at a butterfly. First, a butterfly starts as an egg. Then it hatches into a caterpillar. The caterpillar eats a lot of leaves to get energy. It grows and then changes into a chrysalis. After some time, a beautiful butterfly comes out. That butterfly can then lay eggs and start the cycle again. This is how butterflies reproduce.

Plants have life cycles too. A plant starts as a seed. With sunlight, water, and soil, the seed gets energy and begins to grow. It becomes a small sprout, then a bigger plant. Finally, it can make flowers and seeds of its own. These seeds can grow into new plants. Just like animals, plants are living things because they grow, change, use energy, and reproduce.

Living things also react to their surroundings. If you touch a sleeping cat, it might wake up and move away. If a sunflower gets more sunlight on one side, it turns to face the light. These are ways living things react to the world around them.

Nonliving things do not have life cycles. They do not grow, use energy, reproduce, or react. A chair, a pencil, and a cloud are all nonliving things. They might change in some ways, but they are not alive.

So remember—if something grows, uses energy, reacts to the world, and can reproduce, it is a living thing. All living things have life cycles that help them survive and keep their kind alive. Learning about life cycles helps us understand the amazing world of nature!

Learn more about life cycles watch this video: [The Life Cycle of a Butterflies](#)

W1 Reading - (Tuesday)

Directions: Use the correct vocabulary word to fill in the blank. Each word is only used once.

| Word Bank | | |
|-----------|--------------|-----------------|
| Energy | Living Thing | Nonliving Thing |
| | React | Reproduce |

1. All animals need to _____ to make more of their kind.
2. A backpack is _____ because it does not eat, grow, or change on its own.
3. Plants need sunlight to get the _____ they use to grow.
4. A bird is a _____ because it eats, grows, and has babies.
5. If you touch something hot, you will pull your hand away because you _____

Learn more about life cycles watching this video: [The Life Cycle of Frogs](#)

W1 Reading - (Wednesday)

After reading the passage. Highlight compound words. The definition of a compound word is a word formed by joining two or more smaller words together to create a new word with its own unique meaning.

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Plants have life cycles too. A plant starts as a seed. With sunlight, water, and soil, the seed gets energy and begins to grow. It becomes a small sprout, then a bigger plant. Finally, it can make flowers and seeds of its own. These seeds can grow into new plants. Just like animals, plants are living things because they grow, change, use energy, and reproduce.

Living things also react to their surroundings. If you touch a sleeping cat, it might wake up and move away. If a sunflower gets more sunlight on one side, it turns to face the light. These are ways living things react to the world around them.

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So remember—if something grows, uses energy, reacts to the world, and can reproduce, it is a living thing. All living things have life cycles that help them survive and keep their kind alive. Learning about life cycles helps us understand the amazing world of nature!

W1 Reading - (Thursday)

After reading the passage. Highlight plural nouns. The definition of plural nouns are words that refer to more than one person, animal, thing, or concept. You can make most nouns plural by adding -s or -es.

The Amazing Life Cycles of Living Things

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W1 Reading - (Friday)

Animal Life Cycle 1-Pager Poster

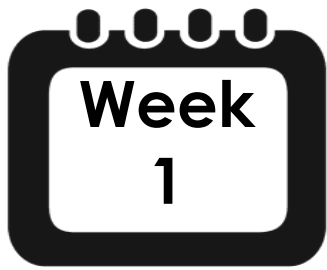
Create a 1-page poster that shows what you learned about the life cycle of an animal you researched.

| | |
|--------------------|---|
| Chickens | READ: Life Cycles: From Egg to Chicken |
| | VIDEO: Chicken Life Cycle |
| Clown Fish | READ: Clown Fish |
| | VIDEO: The Amazing Life Cycle of a Clown Fish |
| Sea Turtles | READ: The Life Cycles of Sea Turtles |
| | VIDEO: Life Cycle of a Sea Turtle |
| Bees | READ: Bee: A Life Cycle |
| | VIDEO: The Life Cycle of a Bee |

Your 1-pager should include:

- Title**
 - Write the name of your animal at the top of your poster.
- Life Cycle Diagram**
 - Draw and label each stage of the animal's life cycle (example: egg, larva, adult).
 - Use arrows or lines to show the order of the stages.
- Fun Facts**
 - Write 2–3 interesting facts about your animal's life cycle or how it survives.
- Illustrations**
 - Add colorful drawings to match each stage of the life cycle.
- Neatness and Creativity**
 - Make sure your work is easy to read, organized, and creative!

Take your time! Have fun showing what you learned about your animal!



Math

Directions/Materials

| | |
|------------------|---|
| Standards | MAT-03.AR.OA.01 Using mental strategies, multiply and divide basic facts within 100. Automatically multiply and divide up to 5×5 and 10s facts. |
| Monday | This week, practice your multiplication facts using the Multiplication x2 Tent . Print the tent paper, fold it in half, and practice reciting each fact with a partner. Recording the amount of time it takes to recite all the facts will help you track your automaticity. Then play the game Multiplication War with some using a deck of cards and the directions provided. |
| Tuesday | Practice your multiplication facts using the Multiplication x4 Tent . Then play the game Multiplication War using a deck of cards and the directions provided. |
| Wednesday | Practice your multiplication facts using the Multiplication x5 Tent . Then play the game Multiplication Squares using the directions on page 15-16 and the game card on page 17 . |
| Thursday | Practice your multiplication facts using the Multiplication x10 Tent . Then play the game Multiplication Squares using the directions on page 15-16 and the game card on page 17 . |
| Friday | Practice your multiplication facts using the Multiplication Tents you printed and practiced this week. Review each tent again trying to get your fastest score. Then with your student create a Lego Multiplication Array Poster using legos and coloring tools. Students count the studs on the top of a LEGO brick to help illustrate a multiplication fact. (2 rows x 4 columns = 8 studs) |

W1 Math - (Monday)

| | | | | | |
|------|------|------|------|------|-----|
| 5x2 | 21x2 | 8x2 | 2x11 | 2x2 | 2x6 |
| 3x2 | 2x8 | 4x2 | 6x2 | 01x2 | 9x2 |
| 2x01 | 2x7 | 2x21 | 2x1 | 6x2 | 2x3 |
| 2x4 | 2x2 | 2x9 | 11x2 | 2x5 | 1x2 |

Multiplication Tent 2's

Find a partner- fold- half- stand it on a table like a tent & solve

| | | | | | |
|--------|---------|---------|---------|---------|---------|
| 2x1=1 | 5x2=10 | 2x11=22 | 6x2=12 | 2x2=4 | 4x2=8 |
| 3x2=6 | 2x9=18 | 1x2=2 | 12x2=24 | 7x2=14 | 10x2=20 |
| 2x6=12 | 2x10=20 | 2x7=14 | 2x4=8 | 8x2=16 | 2x3=6 |
| 9x2=18 | 2x2=4 | 11x2=22 | 2x8=16 | 2x12=24 | 2x5=10 |

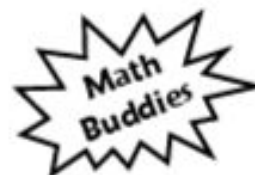
Multiplication Tent 2's

Multiplication War



Number of Players: 2

Materials: Deck of Playing Cards
(remove Aces and face cards)



Directions:

1. Shuffle the deck of cards and divide them evenly between you. Do not look at your cards!
2. Face your partner. At the exact same time, each of you will take the top card from your deck and place it face up between you.
3. Immediately multiply the two numbers and call out the answer. Whoever says the product first wins both cards and places them at the bottom of his/her deck.
4. If you say the product at the exact same time, you declare WAR! Together, chant the words "I Declare War" and place 3 cards on the table. Put the first 2 face down and the third one face up. Quickly multiply the the two cards that are face up, and say the product. Whoever says the product first wins all cards on the table!
5. Repeat steps 1 - 4 until one person wins all the cards or the time is up. The person with the most cards is the winner.



W1 Math - (Tuesday)

| | | | | | |
|------------------|------------------|------------------|------------------|------------------|-----------------|
| $05=5 \times 4$ | $87=21 \times 4$ | $23=8 \times 4$ | $47=4 \times 11$ | $8=2 \times 4$ | $93=4 \times 6$ |
| $21=3 \times 4$ | $32=4 \times 8$ | $91=4 \times 4$ | $82=7 \times 4$ | $04=01 \times 4$ | $42=9 \times 4$ |
| $04=4 \times 01$ | $82=4 \times 7$ | $87=4 \times 21$ | $4=4 \times 1$ | $93=6 \times 4$ | $21=4 \times 3$ |
| $91=4 \times 4$ | $8=4 \times 2$ | $42=4 \times 9$ | $47=11 \times 4$ | $02=4 \times 5$ | $4=1 \times 4$ |

Multiplication Tent 4's

Find a partner- fold in half- stand it on a table like a tent & solve

| | | | | | |
|--------------|---------------|---------------|---------------|---------------|---------------|
| 4×1 | 5×4 | 4×11 | 6×4 | 2×4 | 4×4 |
| 3×4 | 4×9 | 1×4 | 12×4 | 7×4 | 10×4 |
| 4×6 | 4×10 | 4×7 | 4×4 | 8×4 | 4×3 |
| 9×4 | 4×2 | 11×4 | 4×8 | 4×12 | 4×5 |

Multiplication Tent 4's

W1 Math - (Wednesday)

Multiplication Tent 5's

| | | | | | |
|------------------|------------------|------------------|------------------|------------------|-----------------|
| $52=5 \times 5$ | $09=21 \times 5$ | $07=8 \times 5$ | $59=5 \times 11$ | $01=2 \times 5$ | $57=5 \times 6$ |
| $53=15$ | $07=5 \times 8$ | $02=5 \times 4$ | $53=7 \times 5$ | $05=01 \times 5$ | $03=9 \times 5$ |
| $10 \times 5=50$ | $7 \times 5=35$ | $09=5 \times 21$ | $5=5 \times 1$ | $57=6 \times 5$ | $31=5 \times 5$ |
| $5 \times 4=20$ | $2 \times 5=10$ | $6 \times 5=30$ | $5 \times 11=55$ | $5 \times 5=25$ | $5 \times 1=5$ |

Find a partner- fold in half- stand it on a table like a tent & solve

Multiplication Tent 5's

| | | | | | |
|--------------|---------------|---------------|---------------|---------------|---------------|
| 5×1 | 5×5 | 5×11 | 6×5 | 2×5 | 5×4 |
| 3×5 | 5×9 | 1×5 | 12×5 | 7×5 | 10×5 |
| 5×6 | 5×10 | 5×7 | 4×5 | 8×5 | 5×3 |
| 9×5 | 5×2 | 11×5 | 5×8 | 5×12 | 5×5 |

W1 Math - (Thursday)

| | | | | | |
|----------------|----------------|----------------|----------------|----------------|---------------|
| 01×5 | 21×01 | 8×01 | 01×11 | 2×01 | 01×6 |
| 3×01 | 01×8 | 01×4 | 7×01 | 01×01 | 9×01 |
| 01×01 | 01×7 | 01×21 | 01×1 | 6×01 | 01×3 |
| 4×01 | 01×2 | 6×01 | 11×01 | 5×01 | 1×01 |

Multiplication Tent 10's

Find a partner- fold in half- stand it on a table like a tent & solve

Multiplication Tent 10's

| | | | | | |
|--------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| $10 \times 1 = 10$ | $10 \times 5 = 50$ | $10 \times 11 = 110$ | $6 \times 10 = 60$ | $2 \times 10 = 20$ | $10 \times 4 = 40$ |
| $3 \times 10 = 30$ | $10 \times 9 = 90$ | $1 \times 10 = 10$ | $12 \times 10 = 120$ | $7 \times 10 = 70$ | $10 \times 10 = 100$ |
| $10 \times 6 = 60$ | $10 \times 10 = 100$ | $10 \times 7 = 70$ | $4 \times 10 = 40$ | $8 \times 10 = 80$ | $10 \times 3 = 30$ |
| $9 \times 10 = 90$ | $10 \times 2 = 20$ | $11 \times 10 = 110$ | $10 \times 8 = 80$ | $10 \times 12 = 120$ | $5 \times 10 = 50$ |

Multiplication

S Q U A R E S

How to Play

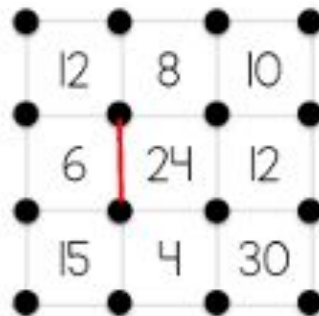
Preparation and Materials:

1. Print out the Multiplication Squares board. You will need one board per game.
 - **PAPER-SAVING TIP:** Laminiate the board and use thin dry erase markers to play. That way, students can erase their marks and use the same board each time.
2. Get 2 dice.
3. Get a different colored marker for each player.

Object of the Game: To be the player who captures the most squares.

Playing the Game:

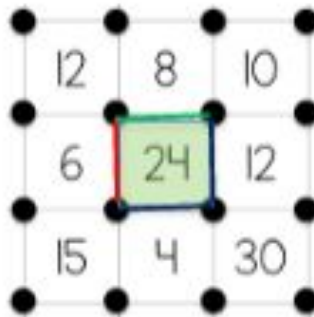
1. Each player rolls one dice. The player with the highest roll goes first.
2. The player rolls both of the dice on the table and multiplies the two numbers together. For example, if the player rolls 6 and 4, he/she multiplies 6 and 4 to get 24.
3. The player looks for the product of the two dice on the squares board, and draws ONE line by connecting any two dots that are surrounding that number, as shown below. The player's marker is used to draw the line between the dots.



For a roll of 6 and 4, the player may find one of the 24s on the squares board. The player may connect any two dots on any side surrounding the 24.

How to Play (continued)

4. After the player draws his/her line, that player's turn is over and the next player's turn begins.
5. Players are always striving to draw a line that will complete a square. When one player draws a line that completes a square, that player colors in the square with his/her marker and gets to take another turn with the dice.



The player with the green marker drew the top line that completed the square around the 24 and colored the square green to show that he captured that square.

Note: The player with the green marker could have rolled a product of 8 (above the 24). Because the player's line on the 8 would have completed the 24 square, he still would get to capture the 24 square.

6. If a player rolls a product that has no more available lines left on the board, the player's turn is over and play continues with the next player.
7. The game ends when all dots on the board have been connected (or when the teacher calls time). The player with the most captured squares is the winner.

Multiplication

S Q U A R E S

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| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|
| 4 | 10 | 24 | 3 | 12 | 4 | 25 | 2 | 15 | 20 |
| 20 | 30 | 36 | 8 | 15 | 5 | 18 | 30 | 12 | 9 |
| 18 | 5 | 1 | 24 | 20 | 25 | 6 | 1 | 24 | 8 |
| 12 | 16 | 25 | 6 | 36 | 3 | 36 | 5 | 4 | 24 |
| 2 | 9 | 24 | 18 | 12 | 8 | 10 | 4 | 15 | 12 |
| 5 | 15 | 4 | 30 | 6 | 24 | 12 | 2 | 18 | 3 |
| 8 | 20 | 36 | 5 | 15 | 4 | 30 | 1 | 3 | 12 |
| 24 | 6 | 20 | 2 | 18 | 25 | 15 | 6 | 20 | 10 |
| 3 | 30 | 10 | 30 | 15 | 9 | 6 | 5 | 18 | 4 |
| 12 | 5 | 16 | 24 | 8 | 3 | 30 | 12 | 10 | 16 |

Who will capture the most squares?

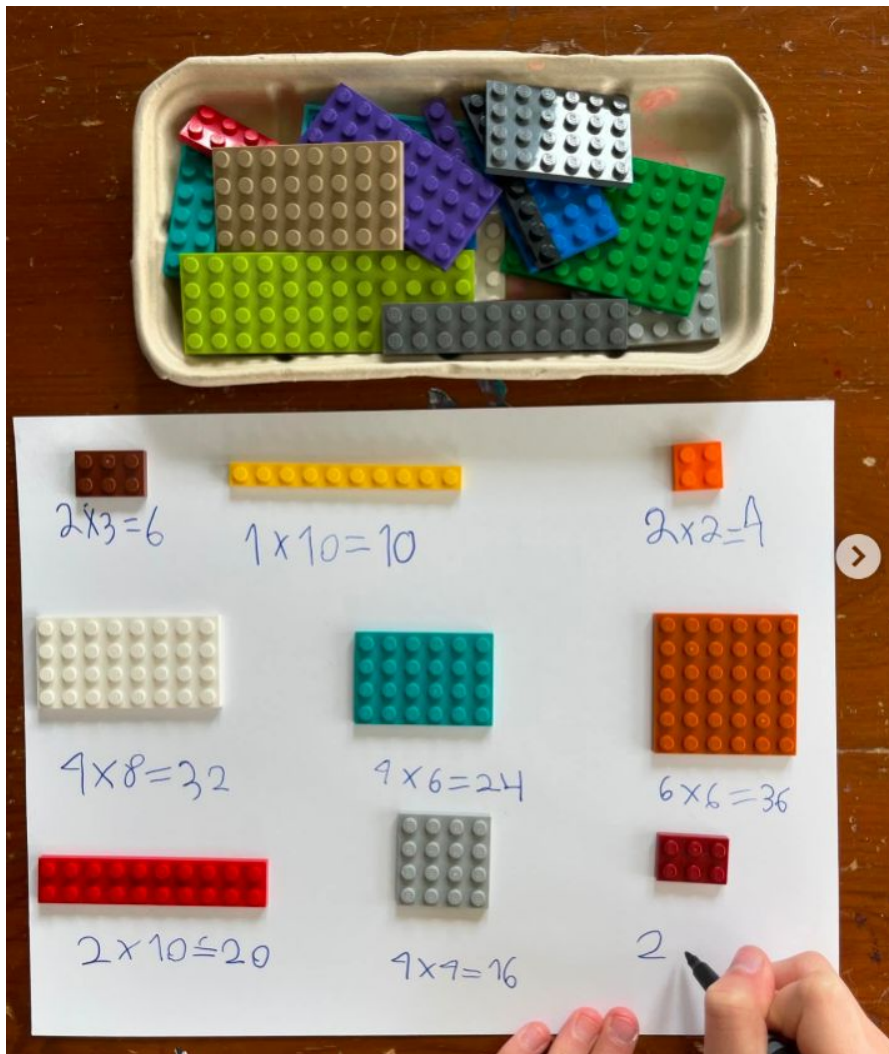
Looking to practice multiplication facts through 12? Check out our full 'Squares' version! <http://bit.ly/MultSquares>

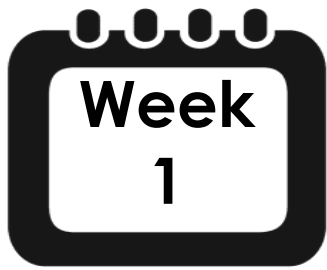
W1 Math - (Friday)

Lego Multiplication Array Poster

In this activity, you'll use LEGO bricks to make a poster that shows a math array. An array is a way to show multiplication using rows and columns.

- 1. Choose a multiplication fact**
 - Pick a fact like 3×4 or 5×2 .
- 2. Build the array with LEGO bricks**
 - Use bricks to make rows and columns that match your multiplication fact.
 - Example: 3×4 means 3 rows with 4 bricks in each row.
- 3. Draw your LEGO bricks** using crayons or markers onto your poster paper
- 4. Label your array**
 - Write the multiplication sentence (like $3 \times 4 = 12$).
 - Label how many rows and how many bricks in each row.
- 5. Decorate your poster**
 - Add a title, your name, and color to make it fun and creative.





Family Connections

Communication Activities

| | |
|--------------------------|---|
| Walk & Talk | <p>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.</p> <p>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.</p> |
| Art or Photo Walk | <p>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.</p> <p>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.</p> <p>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.</p> |
| Act It Out | <p>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.</p> <p>Act It Out: Students and their families choose a game or story to bring to life through acting. They can play <i>charades</i> 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.</p> |
| Shared A Story | <p>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.</p> <p>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.</p> |

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?