Week 1 **At Home Learning** Activities



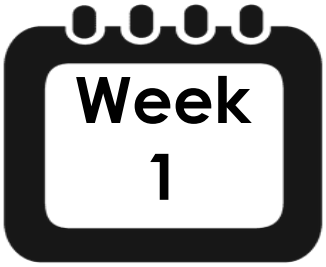
Frequently Asked Questions – At Home Learning Activities

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-04.L.01** Compose simple and compound declarative, interrogative, imperative, and exclamatory sentences. **ELA-04.F.14** Write an organized paragraph that includes a topic sentence, multiple supporting sentences, and a concluding sentence.
Monday	Watch the 4 Types of Sentences video. Using your understanding of the 4 types of sentences identify each type of sentence in the Sentence Identification activity. Next choose a book to read for 20 minutes. After reading complete the first 5 rows in the Sentence Search activity.
Tuesday	In the Sentence Change Up activity students will practice changing up sentences into the other three types. Feel free to review the 4 Types of Sentences video. Next choose a book to read for 20 minutes. After reading complete the last 5 rows in the Sentence Search activity.
Wednesday	Watch Simple vs Compound Sentences video. Using your understanding of how these types of sentences differ complete the Sentence Labeling Activity.Next choose a book to read for 20 minutes. After reading complete the first 5 rows in the Sentence Search activity.
Thursday	For this activity your student will do a free write by responding to the Would You Rather prompt. Your student must include both a simple and complex sentence in their written answer! Then complete the Caption Sentences activity. In response to a photo your student will practice writing the 4 types of sentences.
Friday	Watch the video on the OREO Opinion Writing Strategy. Then complete the OREO Writing activity by writing your opinion response to the writing prompt.

W1 Reading - (Monday)

Sentence Identification

Watch the 4 Types of Sentences video and fill in the chart below with the 4 different types of sentences: Declarative, Interrogative, Imperative, or Exclamatory.

Sentence	Identify the sentence type
I don't want to wake up!	
What are you doing over summer break?	
I have two dogs at home.	
Please take your seats.	
I love parties!	
Take out the trash.	
Do you like swimming?	
What a beautiful day!	
I like to read.	
Don't run in the hallways.	
What grade are you in?	
Math is my favorite subject.	
Let's go on the river!	
Can you hear me?	
Turn your homework in.	

W1 Reading - (Monday)

Sentence Search

Read for 20 minutes with a book of your choice. As you read, find one of each of the 4 sentence types: Declarative, interrogative, imperative, and exclamatory.

Sentence	Sentence type
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

W1 Reading - (Tuesday)

Sentence Change-UP

In the tables below you have been given 1 sentence, your task is change up the sentence using the same noun and verb to make the 3 other sentence types.

- **Declarative -** Tells something.
- **Interrogative** – Ask a question?
- **Imperative** – Give a command or request.
- **Exclamatory** – Show strong feeling or excitement!

Sentence Type:	**Sentence:**
Declarative	**The students completed their science projects on time.**
Interrogative	
Imperative	
Exclamatory	

Sentence Type:	**Sentence:**
Declarative	
Interrogative	**Will our class be attending the play Annie today?**
Imperative	
Exclamatory	

Sentence Type:	**Sentence:**
Declarative	
Interrogative	
Imperative	
Exclamatory	**Mom! That baby bird just fell out of it's nest!**

W1 Reading - (Tuesday)

Sentence Type:	Sentence:
Declarative	**Jonathan discovered a fossil in his backyard.**
Interrogative	
Imperative	
Exclamatory	

Sentence Type:	Sentence:
Declarative	
Interrogative	
Imperative	**Maria draw a diagram of a frog's life cycle.**
Exclamatory	

Sentence Type:	Sentence:
Declarative	
Interrogative	
Imperative	**How far did the hikers go on the forest trail?**
Exclamatory	

Sentence Type:	Sentence:
Declarative	**The magician pulled a rabbit out of his hat.**
Interrogative	
Imperative	
Exclamatory	

W1 Reading - (Wednesday)

Sentence Labeling

Sentences can be simple or compound. Watch the Simple vs Compound Sentences video before you complete this activity!

Part 1: Read each sentence and then identify if it is a simple or compound sentence.
Part 2: Identify if it's a declarative, interrogative, imperative, or exclamatory sentence.

Sentence	Simple or compound?	Sentence Type
The cat sat on the windowsill.		
I wanted to go swimming, but it started to rain.		
Do you know how to bake cookies?		
Clean your room right now.		
The sun is shining, and the birds are singing.		
Wow! That roller coaster was amazing!		
My brother likes video games.		
We went to the park, and then we had ice cream.		

W1 Reading - (Wednesday)

Sentence Search

Read for 20 minutes with a book of your choice. As you read, find 10 examples of simple and compound sentences and record them in the chart below.

Sentence	Sentence type
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

W1 Reading - (Thursday)

Would You Rather?

Writing Prompt: Would you rather go on a summer vacation with your family every year or would you rather take a road trip with your friends once in your life?

Respond to this prompt by writing sentences. Be sure to include at least one simple sentence and one compound sentence in your written response! Share this writing with a family member once you have written your response!

W1 Reading - (Thursday)

Photo Captions

Write captions for this photo using the 4 sentence types.



Declarative sentence:

_____

_____

- Interrogative sentence:

_____

_____

- Imperative sentence:

_____

_____

- Exclamatory sentence:

_____

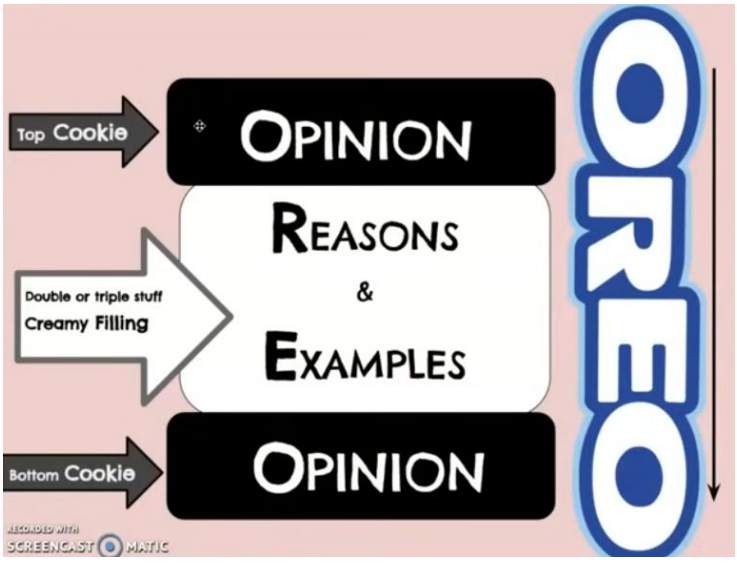
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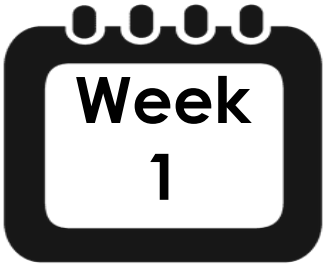
W1 Reading - (Friday)

OREO Opinion Writing

Watch the video on the OREO Opinion Writing Strategy.
Then use this writing strategy to write your opinion response to the writing prompt.

Writing Prompt: What is the best part of summer?





Math

	Directions/Materials
Standards	**MAT-04.AR.OA.01** Automatically multiply and divide through 10 x 10. **MAT-04.NO.NBT.04** Add and subtract multi-digit whole numbers to the one millions place using strategies, including the algorithm.
Monday	Play the game Multiplication War with a family member using a deck of cards and the directions provided. Then use this Multiplication Flash Cards video to increase your automaticity.
Tuesday	In this activity your student will work on solving multi-digit Addition and Subtraction Problems and justifying the reasonableness of their answer through rounding and estimating.
Wednesday	Play the game Rock, Paper, Scissors, Multiply with a partner. As your student gets more comfortable with their multiplication facts make numbers with both players using both hands.
Thursday	First complete the Multi-Digit Word Problems. Next play Roll & Subtract with a partner using 4 dice and the directions provided.
Friday	First complete the Multiplication Squares Activity by finding the products from left to right and top to bottom. Next, play the game Subtraction Connect 4 with a partner. You will need a game board, dice, and counter to cover the board.

Multiplication War



Number of Players: 2
Materials: Deck of Playing Cards
(remove Aces and face cards)

Math Buddies

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)

Addition and Subtraction Problems

First round each number in the problem to the nearest hundred and estimate an answer. Then solve the actual problem showing your thinking. Finally judge the reasonableness of your answer by comparing your estimate to your answer.

588 + 192 = _____	**456 - 123 = _____**
1,108 + 2,916 = _____	**5,826 - 3,081 = _____**
19,795 + 23,670 = _____	**98,763 - 81,083 = _____**
391, 456 + 459,021 = _____	**243,180 - 100,205 = _____**

W1 Math - (Wednesday)

Rock, Paper, Scissors, Multiply

- Partner up and face each other.
- On the count of three, each player throws out a number of fingers on one hand.
- Both players multiply the number of fingers they see.
- The first to say the correct product wins.

Player 1	Player 2




4 x 2 = 8

- As players become more familiar with multiplication facts, each partner can throw out fingers using two hands (each player can make the digits 1-10.)

Player 1	Player 2




5 x 5 = 25














W1 Math - (Thursday)

Multi-Digit Word Problems

Denise earned $12,500 in her job as a summer camp counselor. She spent $8,560 on a new car. How much money does she have left?	Matt walked 6,895 more steps on Wednesday than he did on Tuesday. If he walked 15,838 steps on Tuesday how far did he walk on Wednesday?
Andrea swam 4,780 meters at practice on Tuesday and 8,315 meters at practice on Wednesday. How much farther did she swim on Wednesday than on Tuesday?	Christina had 85,316 miles on her car at the end of January. In February she put another 9,842 miles on the car. How many miles were on Christina's car at the end of February?
The population of Greenville is 415,562. there are 55,782 more people in Greenville than in Egan. How many people live in Egan?	Jeb sold his truck for $5,680 and his boat for $9,322. How much did Jeb earn in all after selling his truck and his boat?

W1 Math - (Thursday)

Roll & Subtract



Directions:

1. Roll four dice.
2. Move the dice around to create the largest number possible 4-digit number.
3. Roll two dice to create a two-digit number.
4. Subtract the two-digit number from the four-digit number.
5. After subtracting, you now have a new 4 digit number.
6. Repeat step 3 & 4 giving you a new number to subtract from each time.
7. When you get down to zero you are done.
8. To make this a game take turns rolling and subtracting 2-digit numbers. The first person to get to Zero wins.

Example:

- Four dice are rolled. The digits are 3, 5, 1, and 2. So the starting number is 5,321.
- Each player rolls two dice making a 2-digit number that why subtract.
- Player 1 rolls a 3 and a 6, player 1 subtracts
- Player 2 rolls a 4 and a 1, player 2 subtracts
- Players take turns rolling and subtracting until a player gets to zero.

Player 1
5,321
-63
5,2,58

Player 2
5,258
-41
5,2,17

W1 Math - (Friday)

Roll & Subtract

Fill in the 2 by 2 arrays so that the products are correct on the right side and the bottom. The first problem is done for you.

4	9	36
1	9	9
4	81	

1.)

		72
		5
9	40	

2.)

		48
		28
56	24	

3.)

		54
		7
6	63	

4.)

		24
		56
42	32	

5.)

		88
		18
24	66	

W1 Math - (Friday)

Subtraction Connect 4

Materials:

- 2 dice
- 2 different colored sets of 13 counters (pennies, cereal)
- Game card (show below)

Goal:

- Be the 1st player to get 4 of your colored counters in a row (vertical, horizontal, or diagonal)

Directions:

- Take turns rolling the dice.
- Roll two dice and record the 2-digit number on a scratch piece of paper or a dry-erase board.
- Roll two die again and make a 2nd 2-digit number.
- Subtract the smaller number from the larger number.
- If the answer is on the board you can place your counter on that number.

21	57	64	13
47	11	28	36
33	42	9	16
8	72	20	25

Week 1

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 day if someone else is having a hard day?