

# Week 2 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?

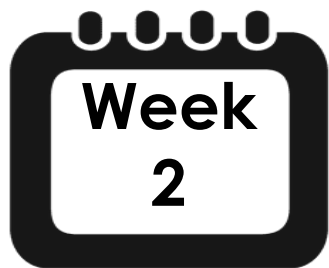
There’s no due date! These activities do not have to be turned in. Use these activities to give your child extra practice and enjoy learning together at home. You can do them any day, any time and in any order.

### 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                                                                                                                                                                                                                                                                                               |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Standards</b> | <b>ELA-04.R.01</b> Comprehend information during and after listening to a grade-level text.<br><b>ELA-04.F.08</b> Decode words using the combined knowledge of syllabication patterns and morphology in context and out of context.                                                                                |
| <b>Monday</b>    | Your student will practice morphology skills by finding words with prefixes/suffixes by completing the <a href="#">Morphology Scavenger Hunt</a> activity. Assist your student and follow the attached directions.                                                                                                 |
| <b>Tuesday</b>   | Your student will practice comprehending information in a story by completing the <a href="#">Story Map</a> activity. Choose a story and follow the attached directions to support your student's comprehension.                                                                                                   |
| <b>Wednesday</b> | Your student will practice saying, clapping, and sorting words by syllable type (open, closed, vowel team, r-controlled) by completing the <a href="#">Syllable Sorting</a> activity. Assist your student and follow the attached directions to find clues on reading multisyllabic words.                         |
| <b>Thursday</b>  | Your student will get to become a story detective by finding information in a story of your choice. Complete the <a href="#">Story Detective</a> activity and the follow the attached directions to support your student's comprehension.                                                                          |
| <b>Friday</b>    | Your student will practice identifying words with prefixes and/or suffixes and using those words to write a short story by completing the <a href="#">Prefix-Suffix Story Builder</a> activity. Choose a story and follow the attached directions to assist your student with understanding prefixes and suffixes. |

# W2 Reading - Monday

## Morphology Scavenger Hunt

**Morphology skills** help students understand how words are built by looking at the smallest parts of a word that have meaning, like prefixes, suffixes, and root words. These skills help with reading, spelling, and understanding new words.

### Instructions:

- Practice morphology skills by having your child search for words that contain prefixes, suffixes, or root words.
- Use a book, magazine, or printed material (or a kid-friendly website like Newsela or DogoNews if using tech).

### Ask them to:

1. Circle the prefix, underline the root, and box the suffix in each word they find.
2. Write down the word and break it into its morphemes.  
For example: unhappiness → un- / happy / -ness
3. Have them explain what they think each word means using their knowledge of the parts.

They can use the workspace below to show their learning!

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# W2 Reading - Day 2

## Story Map

### Instructions:

1. Read a story aloud to your child. Ask them to listen carefully and think about:
  - Who is in the story?
  - Where does it happen?
  - What happens at the beginning, middle, and end?
2. Have your child label the boxes below: beginning, middle, end.
3. Walk through to each section (beginning, middle, end) of the story. In each section, ask them:
  - Who are the characters?
  - Where does the story take place?
  - What happened first, next, and last?
4. In each box, have your child draw a picture or write a few words to show what happened in that part of the story.

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# W2 Reading - Day 3

## Syllable Sorting

Multi-syllable words are words that have more than one syllable.

### Instructions:

1. Write 12–15 multi-syllable words on cards or slips of paper.
  - (examples: basketball, fantastic, refreshment, unfair, music, computer).
2. Ask your student to clap out the syllables in each word and sort them into categories based on syllable types:
  - Closed (ex: cat, napkin)
  - Open (ex: me, robot)
  - Vowel team (ex: team, rainbow)
  - R-controlled (ex: car, bird)

*Optional:* Use the chart below or create a chart to help guide the sorting.

Reflect on the question together:

*“What clues help us break multi-syllable words into smaller parts to read them?”*

| <u>Closed</u> | <u>Open</u> | <u>Vowel team</u> | <u>R-controlled</u> |
|---------------|-------------|-------------------|---------------------|
|               |             |                   |                     |

# W2 Reading - Day 4

## Story Detective

Explain to your student they're homework today is to be detective on a mission to solve the "*Mystery of the Missing Story Parts.*"

### Instructions:

1. Read a story aloud. Tell the student to listen for clues about:
  - Who the characters are
  - Where the story takes place
  - What problem the characters face
  - How the problem is solved
2. After the story, ask your student "detective" questions like:
  - Who was the main character?
  - What was the setting?
  - What was the problem?
  - How was it solved?
  - What part surprised you the most?
3. Then your student can write or draw their answers about the story in the space below like a "case report."

# W2 Reading - Day 5

## Prefix-Suffix Story Builder

### Part 1:

1. Read a short story or part of book (1–2 pages) aloud to your child.
2. While listening, have your child jot down any words with prefixes or suffixes.
  - (example: *unhappy*, *careless*, *rewritten*)
3. Choose 3–5 words they found and:
  - Break them into syllables
  - Identify the prefix, suffix, and root
  - Say what each part means and what the full word means
    - i. (example: *careless* = *care* + *less* → “without care”)

### Part 2:

1. Ask your child to write a short paragraph (5 sentences) using the words they just studied in the space below. They can make it silly, serious, or turn it into a mini-story!
2. When finished, read it together and talk briefly about:
  - What happened in their story?
  - Did they use the words correctly?
  - What was their favorite part?

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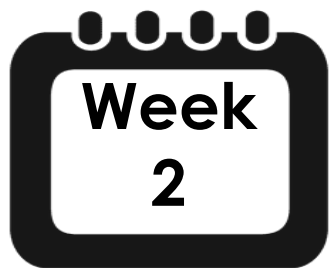
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# Math

## Directions/Materials

### Standards

**MAT-04.NO.NBT.02** Compare two numbers to the millions place and decimals to the hundredths place, using symbols  $>$ ,  $<$ , and  $=$ . Justify comparisons based on the value of the digits.

**MAT-04.NO.NBT.05** Multiply a whole number up to four digits by a one-digit whole number and multiply two-digit numbers. Show and justify the calculation using equations, rectangular arrays, and models.

### Monday

To support your student in understanding how to solve multiplication problems with partial product, watch this [video](#) together.

Then, guide your student in completing the [Partial Product Multiplication](#) page.

### Tuesday

To support your student in comparing whole numbers using greater than  $>$ , less than  $<$ , and equal to  $=$  symbols, watch this [video](#) together.

Then, guide your student in completing the [Comparing Numbers](#) page.

### Wednesday

Your student will multiply by completing the [Partial Product Multiplication Practice](#) page.

If needed, refer back to this [video](#) on solving multiplication problems with partial product.

### Thursday

To support your student in comparing decimals to the hundredths place value using greater than  $>$ , less than  $<$ , and equal to  $=$  symbols, watch this [video](#) together.

Then, guide your student in completing the [Comparing Hundredths](#) page.

### Friday

Your student will multiply by completing the [More Partial Product Practice](#) page.

If needed, refer back to this [video](#) on solving multiplication problems with partial product.

## Partial Product Multiplication

$$23 \times 5 =$$

$$67 \times 4 =$$

$$92 \times 8 =$$

$$71 \times 6 =$$

## Comparing Numbers

1,846 \_\_\_\_ 2,073

47,255 \_\_\_\_ 74,255

845,037 \_\_\_\_ 843,799

4,521,963 \_\_\_\_ 4,521,799

## Partial Product Multiplication Practice

$$156 \times 3 =$$

$$944 \times 5 =$$

$$782 \times 7 =$$

$$391 \times 8 =$$

# W1 Math - Thursday

## Comparing Hundredths

0.54 \_\_\_\_ 0.51

6.70 \_\_\_\_ 4.12

2.5 \_\_\_\_ 2.05

1.10 \_\_\_\_ 1.1

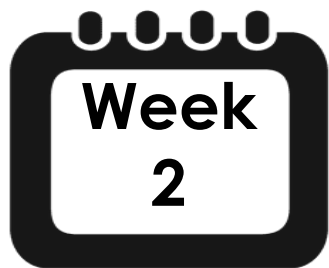
## More Partial Product Practice

$$2,453 \times 7 =$$

$$1,809 \times 6 =$$

$$6,042 \times 5 =$$

$$5,341 \times 9 =$$



# Family Connections

## Problem Solving Activities

### Movie Time

This activity turns screen time into meaningful conversation and learning. It helps children recognize challenges, explore different solutions, and build empathy by seeing the world through a character's eyes. Plus, it strengthens family communication in a relaxed and engaging way.

**Movie Time:** Students and their families choose a movie to watch together—preferably one with a clear problem and resolution, such as an animated adventure, friendship story, or hero's journey. Take a few moments to pause (refill snacks) and discuss what everyone is thinking so far. After watching, talk as a family about the main challenge faced by the characters, how they solved it, and what lessons could apply to real life.

### Game Time

Games make learning fun and engaging, while naturally building skills like logic, creativity, patience, and teamwork. This activity helps children see that solving problems can be exciting—and that working together as a family makes it even better.

**Game Time:** Students and their families choose and play a game that involves solving puzzles, thinking ahead, or working together to overcome challenges. Great options include board games like *Guess Who?*, *Connect 4*, *Blokus*, or *Rush Hour*, or cooperative games like *Outfoxed!*, *Zoo Break*, or even a scavenger hunt or homemade escape room. As you play talk openly about your thinking and using skills like strategizing, observing patterns, making decisions, and communicating clearly.

### Riddles or Trivia

Solving riddles and answering trivia as a family sharpens thinking and promotes collaborative problem-solving. It's a fun, low-prep way to build confidence, curiosity, and communication—all while spending meaningful time together.

**Riddles or Trivia:** Students and their families spend time together solving a series of riddles and trivia questions as individuals or in teams. Do a quick google search for riddles or trivia questions. Choose topics of interest and ability—like animals, nature, logic puzzles, fun facts, or age-appropriate brain teasers. Families can set a timer for a “challenge round,” work together to solve a riddle-of-the-day, or even compete in teams for a friendly competition.

### Creativity Thinkers

This activity brings families together as creative problem-solvers. It encourages kids to take initiative, think like engineers or inventors, and learn that even “failures” are part of the process. Most importantly, it shows that every family member's ideas and efforts matter when working toward a common goal.

**Creative Thinkers:** Students and their families will identify a small problem or challenge they face at home—such as messy shoe piles, tangled charging cords, hard-to-reach snacks, or lost items. Together, brainstorm possible solutions and design or test one that could work. Families might build a simple organizer, create a new system or routine, or test materials to solve the issue. Each family member contributes ideas, helps gather materials, and participates in building or testing the solution.

# Problem Solving Questions

Use these questions to guide problem-solving situations with children. Each set of questions focus on a different aspect of the problem solving process.

### **Understanding the Problem** (Say the problem)

- What's the problem or challenge we're facing?
- Who is involved, and how are they feeling?
- Why is this a problem?
- What do we want to happen in the end?

### **Thinking Creatively** (Think of solutions)

- What are some different ways we could solve this?
- What's a fun or new idea we haven't tried yet?
- Can we think of a silly solution just for fun, then a real one?
- What would happen if we switched roles or imagined a new way to do it?

### **Working Through Social Conflicts** (Explore consequences)

- How might the other person feel right now?
- Have we had a similar problem before? What worked?
- What can we say or do to help everyone feel respected?
- Can we make a plan where both people feel good about the solution?

### **Exploring Consequences** (Explore consequences)

- What might happen if we choose this solution?
- Will this choice help solve the problem for now and later?
- How will this solution affect others?
- Is it fair and kind?

### **Choosing and Reflecting** (Pick the best solution)

- What's the best idea for right now?
- Can we all agree on this plan?
- How can we make sure it works?
- What did we learn from solving this problem?