

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?

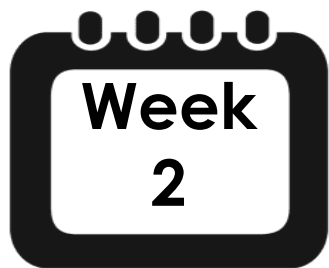
There’s no due date! These activities do not have to be turned in. Use these activities to give your child extra practice and enjoy learning together at home. You can do them any day, any time and in any order.

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
Standards	ELA-03.F.14 Write an organized paragraph with a topic sentence, supporting sentence, and a conclusion.
Monday	Your student will practice organizing a paragraph. First, read the paragraph Puppies together. Then, complete the Organized Paragraph Activity by reading the three sentences and helping your student number them in the correct order to make a complete, organized paragraph.
Tuesday	Your student will practice writing topic sentences by completing the Build the Perfect Topic Sentence activity. Follow the attached directions to help your student build topic sentences.
Wednesday	Your student will practice identifying and writing strong supporting sentences for a given topic sentence by completing the Support the Main Idea activity. Follow the attached directions to help your student identify and write strong supporting sentences.
Thursday	Your student will practice writing effective concluding sentences that summarize and restate the main idea of a paragraph by completing the Wrap It Up - Writing Strong Conclusions activity. Follow the attached directions to help your student understand and write a strong conclusion.
Friday	Your student will use the Graphic Organizer to plan a paragraph describing a family member or pet. Help your student by looking it over and give suggestions for improvement. Then, have your student write the final draft and include an illustration on the Writing Paper .

Organized Paragraph

An **organized paragraph** is a group of sentences that all talk about the same idea and are in a good order. It consists of a topic sentence, supporting sentences, and a conclusion.

Read the organized paragraph “**Puppies**” together out loud.

Puppies

Puppies are young dogs that bring joy and excitement to any home. They are playful, curious, and love to explore their surroundings. Taking care of a puppy involves feeding them, providing fresh water, and giving them plenty of attention and love. With proper care, puppies grow into loyal and loving companions.

Activity: Read the 3 sentences out loud. Number the sentences in order, to create an organized paragraph.

___ During this time, kids enjoy swimming, riding bikes, and playing at the park

___ This is what makes summer so relaxing and enjoyable.

___ Summer is a fun season filled with sunshine and outdoor activities.

W2 Reading - Tuesday

Build the Perfect Topic Sentence

A **topic sentence** tells the reader what a paragraph is about. It is usually the first sentence in a paragraph and introduces the **main idea**.

Step 1: Strong or Weak?

Read each topic sentence. Circle **Strong** or **Weak**, then explain why.

1. **Recycling helps reduce pollution and conserve resources.**

Circle: Strong / Weak Why?

2. **Recycling is a thing people do.**

Circle: Strong / Weak Why?

3. **School uniforms can improve student focus and reduce peer pressure.**

Circle: Strong / Weak Why?

Step 2: Write Your Own!

Write a topic sentence for each of the topics below.

1. **The benefits of reading:**

2. **Dangers of too much screen time:**

Step 3: Share and Reflect

Pick your favorite topic sentence and write it below. Share it with a family member!

My favorite topic sentence:

Why I think it's strong:

W2 Reading - Wednesday

Support the Main Idea

Materials Needed:

- Paper
- Pens/pencils

Activity Instructions:

1. Warm-Up:

Briefly review what supporting sentences are:
They add details, explanations, or examples to support the main idea of a paragraph.

2. Sentence Builder:

Give students a list of topic sentences. For each one, they must write **3 supporting sentences** that are relevant and clearly back up the main idea.

Example Topic Sentence:

Dogs are the best pets.

Supporting Sentences Example:

- They are loyal and protective of their owners.
- Many dogs can be trained to do helpful tasks.
- They provide great companionship and emotional support.

3. One Wrong Sentence (Optional Twist):

After students write their supporting sentences, ask them to **add one sentence that doesn't belong**. Then, they trade papers and identify the off-topic sentence in a partner's work.

4. Share:

Invite your family to share their paragraphs or a few examples. Discuss why certain sentences support the main idea and why some may not.

W2 Reading - Thursday

Wrap It Up! – Writing Strong Conclusions

What Is a Conclusion?

- Restates the main idea in a new way
- Wraps up the paragraph clearly
- Gives the reader a sense of closure

Activity Steps:

1. Learn & Discuss:

Display and read the short paragraph below. Student must **match the correct conclusion** to the paragraph. Allow for more than one "correct" answer to promote discussion.

Paragraph:

Many animals use camouflage to survive. Some animals change their colors to blend in with their surroundings. Others have patterns that make it hard to see them.

Which conclusion fits best?:

- A. Camouflage helps animals stay safe in the wild. ☒
- B. My favorite color is green. ☐
- C. This shows why plants grow fast. ☐
- D. Blending in is a smart way for animals to hide. ☒

2. You Be the Author:

Have students write their own short paragraph (4–5 sentences) on a fun topic (e.g., "My Favorite Season," "Why I Love Pizza," or "The Best Pet"). Their task is to end with a strong conclusion that restates the main idea and leaves the reader with a clear ending.

Optional Worksheet Template:

Topic: _____

Main Idea Sentence: _____

3 Supporting Sentences:

1.

2.

3.

Conclusion Sentence: _____

3. Share:

Have students read their conclusions to a family member and give a "thumbs up" if the sentence wraps things up well.

W2 Reading - Friday

Graphic Organizer

Topic Sentence

Write one sentence introducing the family member or pet you are going to describe.

Supporting Sentence(s)

Write at least one sentence describing your family member or pet. Think about their appearance, personality, or things they like to do.

Concluding Sentence

Write one sentence that wraps up what you wrote about.

Writing Paper

All About _____



Math

	Directions/Materials
Standards	MAT-03.NO.NF.05 Compare fractions of the same whole having the same numerators or denominators, using symbols $>$, $<$, and $=$ by reasoning about their size (fractions should be limited to denominators of 2, 3, 4, 6, and 8 and should not exceed the whole).
Monday	Your student will compare fractions using symbols ($<$ is less than, $>$ is greater than, $=$ is equal) and draw a model to compare the fractions. Assist your student and follow the directions to complete the Fraction Fact Practice activity.
Tuesday	Your student will use a number line to fill in missing fractions. Assist your student and follow the directions to complete the Fraction Number Line activity.
Wednesday	Your student will fill in the appropriate missing numbers on the number line. Assist your student and follow the directions to complete the Missing Fractions Number Line activity.
Thursday	Your student will compare fractions using fraction bars and appropriate symbols. Assist your student and follow the directions to complete the Comparing Fractions activity.
Friday	Your student will make a fraction set by completing the Making a Fraction Set activity using five blank pieces of paper. Follow the attached directions to help your student understand and compare fractions.

W2 Math - Monday

Fraction Fact Practice

Write the symbols $>$, $<$, or $=$ to compare the fractions.

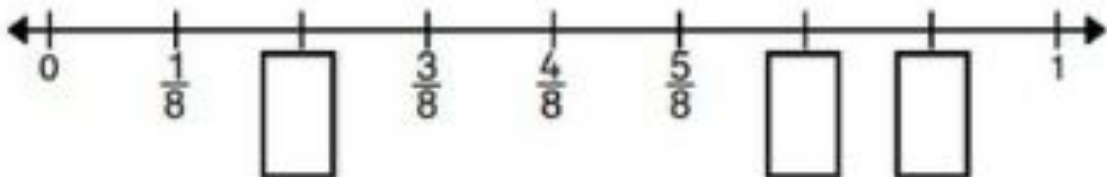
Draw a model to compare.

$\frac{3}{4}$ ____ $\frac{4}{4}$	$\frac{1}{3}$ ____ $\frac{1}{3}$	$\frac{1}{2}$ ____ $\frac{1}{2}$	$\frac{2}{4}$ ____ $\frac{1}{4}$
$\frac{2}{6}$ ____ $\frac{3}{6}$	$\frac{5}{7}$ ____ $\frac{7}{7}$	$\frac{1}{5}$ ____ $\frac{5}{5}$	$\frac{3}{7}$ ____ $\frac{1}{7}$
$\frac{3}{8}$ ____ $\frac{3}{8}$	$\frac{5}{6}$ ____ $\frac{3}{6}$	$\frac{5}{10}$ ____ $\frac{7}{10}$	$\frac{3}{9}$ ____ $\frac{2}{9}$

W2 Math -Tuesday

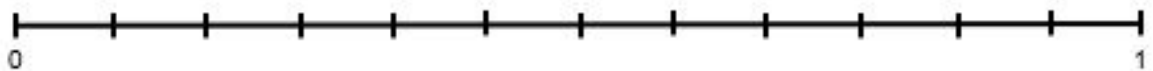
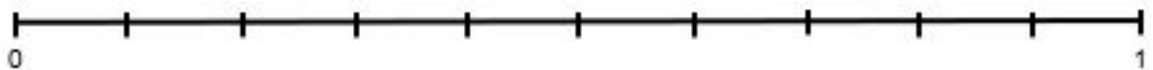
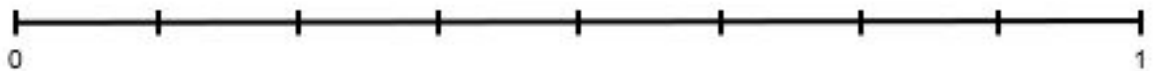
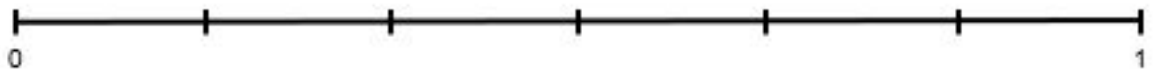
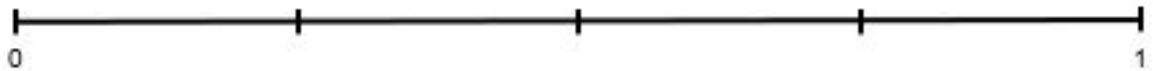
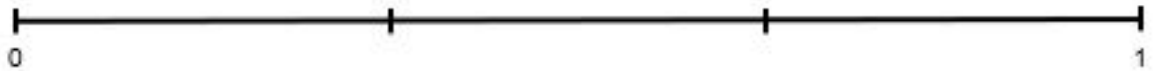
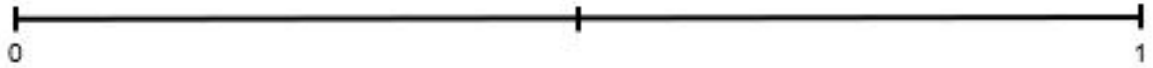
Fraction Number Line

Fill in the number lines with the missing fractions. Draw on a blank piece of paper or count aloud.



Missing Fractions Number Line

Fill in the number lines with the appropriate missing fractions. Draw on a blank piece of paper or count aloud.



Comparing Fractions

Complete parts 1, 2, and 3. Students may draw fraction bars on blank piece of paper.

Part 1: Color and Compare

Color the fraction bars and then compare the two fractions.

1.

$\frac{1}{2}$

$\frac{1}{4}$

[☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐] (color $\frac{1}{2}$)

[☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐] (color $\frac{1}{4}$)

Which is greater?

☐ $\frac{1}{2}$

☐ $\frac{1}{4}$

2.

$\frac{3}{4}$

$\frac{2}{4}$

[☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐] (color $\frac{3}{4}$)

[☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐] (color $\frac{2}{4}$)

Which is greater?

☐ $\frac{3}{4}$

☐ $\frac{2}{4}$

Part 2: Use $>$, $<$, or $=$ to compare

Write the correct symbol between the two fractions.

1. $\frac{1}{2}$ ___ $\frac{1}{3}$

2. $\frac{2}{4}$ ___ $\frac{1}{2}$

3. $\frac{3}{8}$ ___ $\frac{1}{2}$

4. $\frac{4}{6}$ ___ $\frac{2}{3}$

5. $\frac{5}{6}$ ___ $\frac{3}{6}$

6. $\frac{1}{4}$ ___ $\frac{2}{8}$

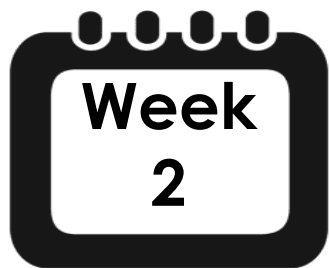
Part 3: Challenge!

Draw two fraction bars to show and compare $\frac{3}{6}$ and $\frac{1}{2}$.
Are they equal? Explain your answer:

Making a Fraction Set

Directions for Making a Fraction Set

- 1 You should have 5 sheets of the same color paper.
- 2 Fold each sheet of paper into equal pieces and draw lines to separate them.
 - a 1st sheet—2 equal pieces
 - b 2nd sheet—4 equal pieces
 - c 3rd sheet—8 equal pieces
 - d 4th sheet—3 equal pieces
 - e 5th sheet—6 equal pieces
- 3 Label each piece with the fraction name.
- 4 Check with another pair to make sure that you have equal pieces and that your fraction name is correct.
- 5 Cut apart the equal pieces.
- 6 Repeat steps 3–5 with each sheet until you have a complete Fraction Set.



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?