

# Week 3 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.

## Directions/Materials

<b>Standards</b>	<b>ELA-00.W.01</b> Produce writing through shared and interactive experiences in which the development and organization are appropriate to the task, purpose, or audience.
<b>Monday</b>	<u>Book Review:</u> <i>First-</i> You and your student will listen to the story "If I Built a House" <b>OR</b> choose a book from home to read to your student. <i>Next-</i> Your student can use the sentence starter: <b>I like the book because _____.</b> <b>OR I do not like the book because _____.</b> to write the book review. <i>Then-</i> Your student can draw and color a picture to match.
<b>Tuesday</b>	<u>Explore and Write:</u> <i>First-</i> Take a walk around your neighborhood and find two objects that your student wants to write about. <i>Next-</i> Your student will write at least two sentences about each object. They can use the sentence starters: <b>I found _____.</b> <b>It was _____.</b> <i>Then-</i> Your student can draw and color pictures to match.
<b>Wednesday</b>	<u>Summer Writing:</u> <i>First-</i> your student will choose one of these summer words to write about: <b>sun, ice cream, pool, campfire, watermelon, outside</b> <i>Next-</i> Your student will write a sentence using the summer word they chose. <i>Then-</i> your student can draw a picture to match.
<b>Thursday</b>	<u>What I did Today:</u> <i>First-</i> Your student will tell you three things they did, in order, today. <i>Next-</i> Your student will use the following transition words to tell about their day. <b>First,</b> _____ . <b>Then,</b> _____ . <b>Last,</b> _____ . <i>Then-</i> Your student can draw and color pictures to match.
<b>Friday</b>	<u>Look What I Created Today:</u> <i>First-</i> Your student will create something using household items. Examples: build a castle out of blocks, cut a person out of paper, stack books and use blankets to build a fort. <i>Next-</i> Your student will write a sentence about their creation. <i>Then-</i> Your student can draw and color a picture to match.

# Book Review

**Listen to a book:** Click on the picture below and listen to the story or choose a story from your house to read to your student.



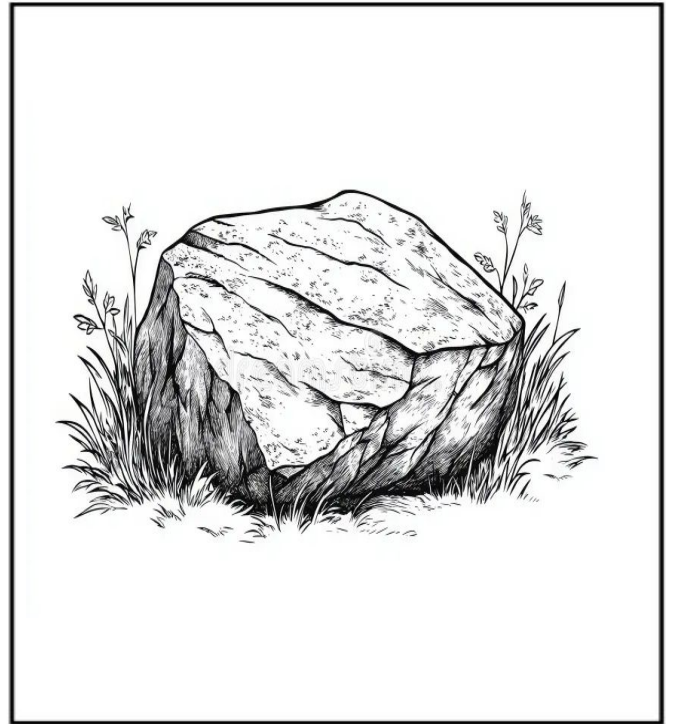
**Write about the book:** Print off the writing paper on the next slide or use paper from your house.



# Explore and Write

## Writing Example

I found a  
rock. It was  
grey and  
bumpy.



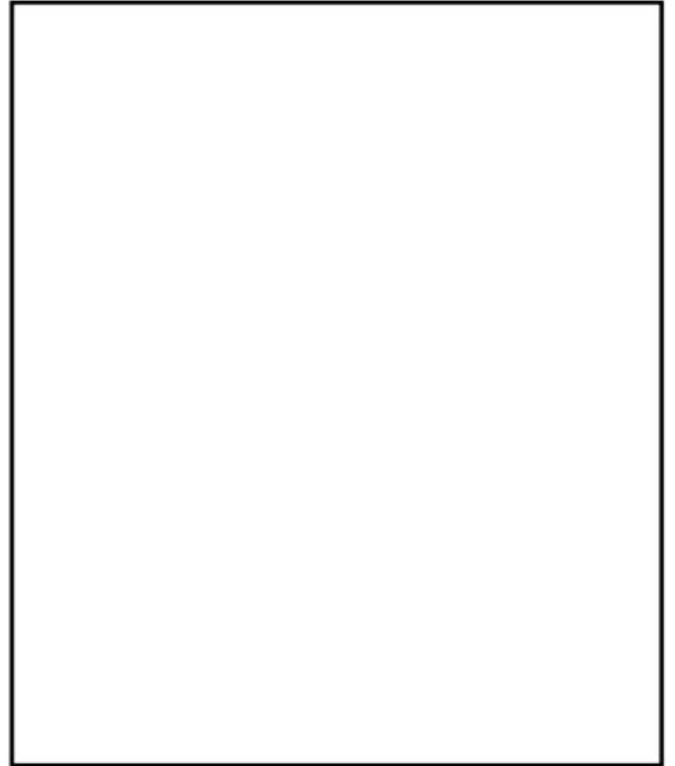
Print off the writing paper on the next slide or use paper from your house.



# Explore and Write

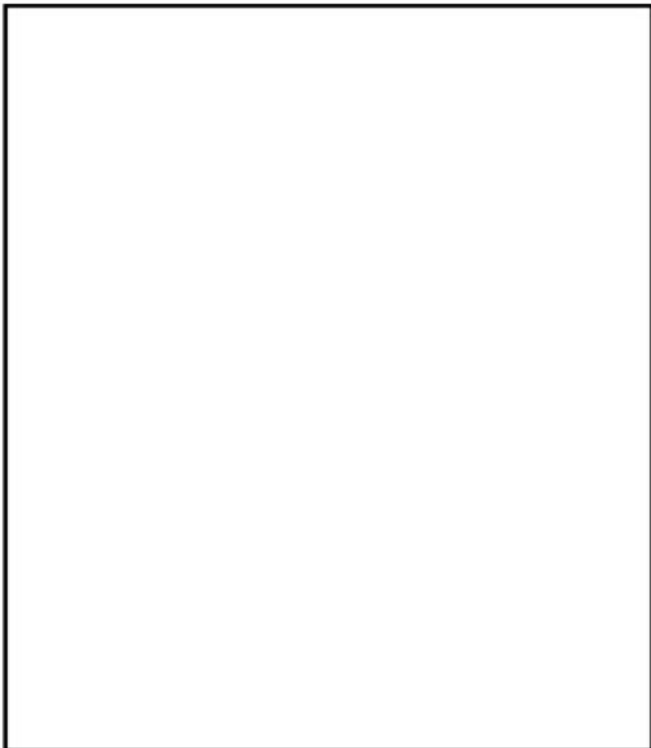
I found

It was



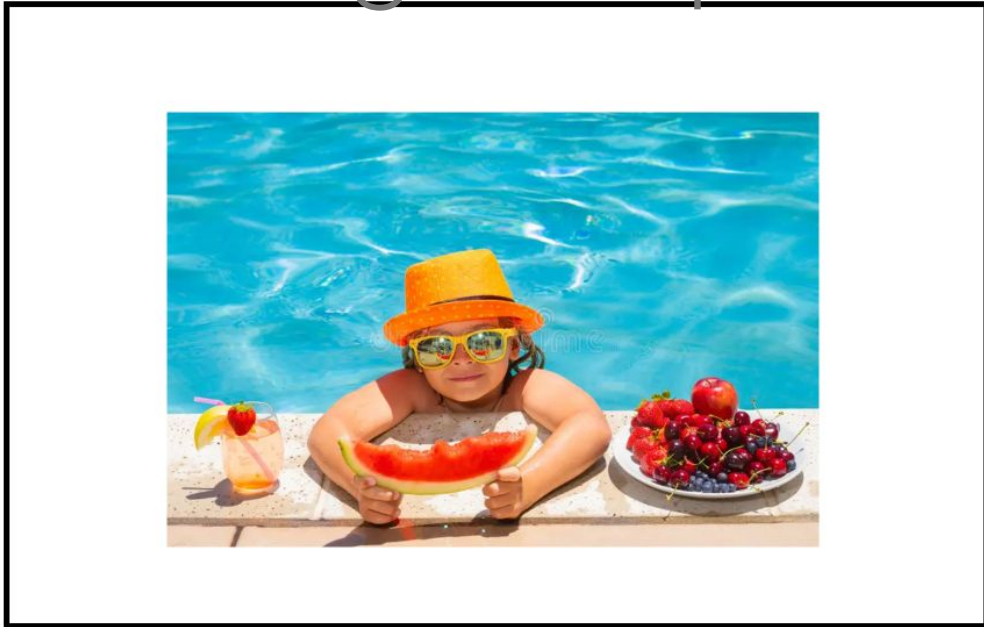
I found

It was



# Summer Writing

## Writing Example



In summer I like to eat

watermelon. I eat

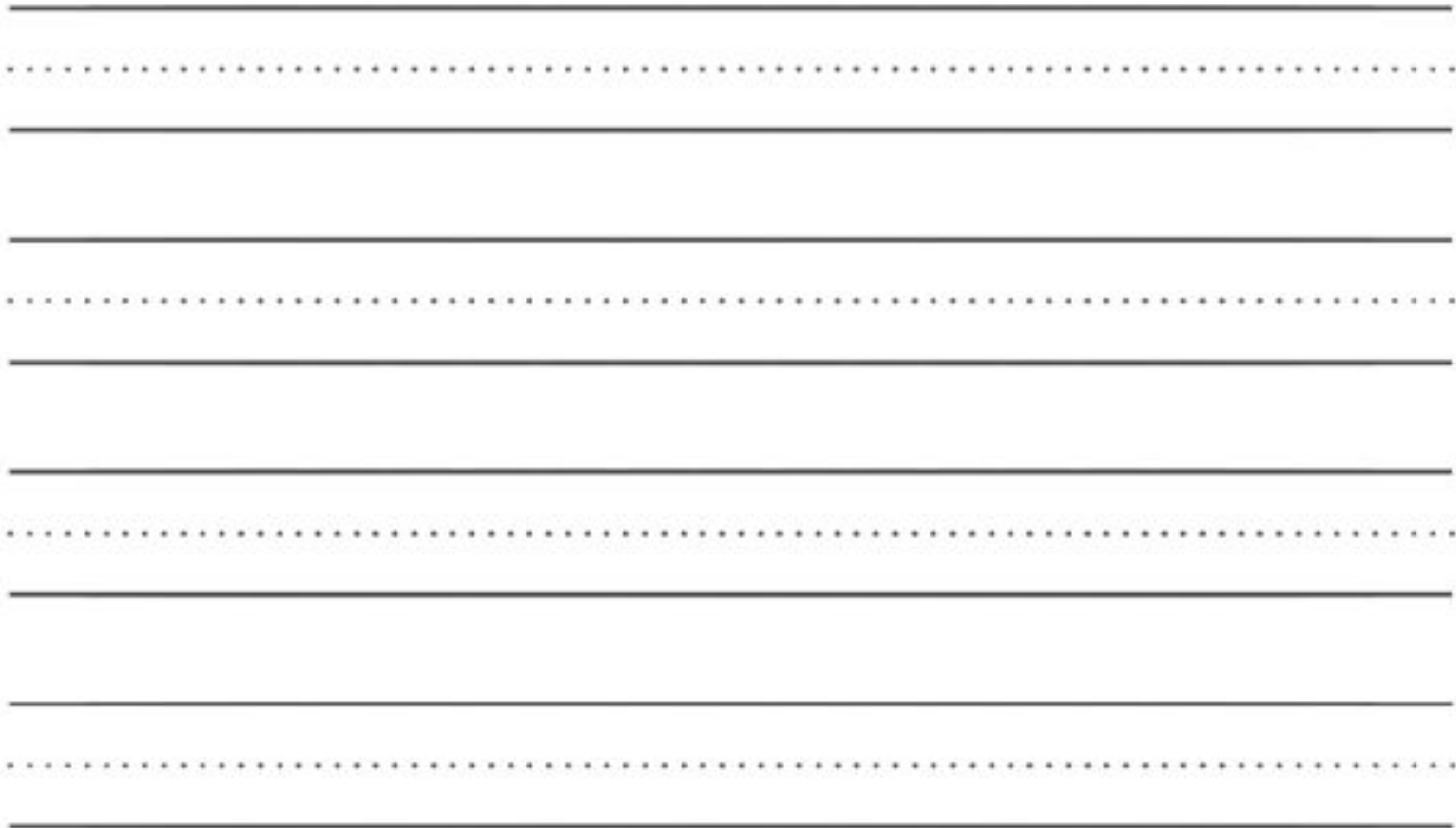
watermelon at the pool.

sun, ice cream, pool, campfire, **watermelon**, outside

Print off the writing paper on the next slide or use paper from your house.



# Summer Writing



sun, ice cream, pool, campfire, watermelon, outside

# What I Did Today

## Writing Example



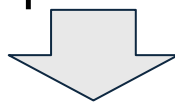
First I ate  
pancakes for  
breakfast.

Next I  
played  
outside.



Last I ate  
ice cream.

Print off the writing paper on the next slide or use paper from your house.



# What I Did Today



First

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Next

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Last

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# Look What I Created Today

## Writing Example



Today I built a

castle out of blocks.

It took a long time

to make. It was fun!

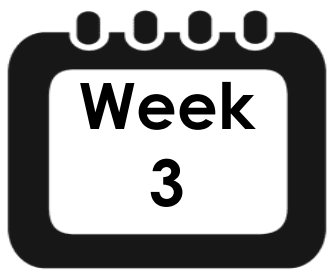
Print off the writing paper on the next slide or use paper from your house.



# Look What I Created Today



Four sets of handwriting practice lines, each consisting of a solid top line, a dotted middle line, and a solid bottom line.



# Math

## Directions/Materials

### Standards

**MAT-00.AR.OA.01** Automatically add and subtract within 5.  
(Challenge: with in 10.)

### Monday:

Plate Math: Grown up takes two small plates and puts 2 cheerios on one plate and 3 cheerios on another. Your student counts both and says the number sentence: " $2 + 3 = 5$ ". Grown up rearranges the cheerios to show different combinations to 5. You can use different objects, besides cheerios (pennies, pasta, buttons, etc.)

### Tuesday:

Snack Math: Give your student 5 snacks (fruit snacks, carrots, apple slices, etc.) Grown up creates mini stories like: "You have 5 snacks and ate 2. How many are left?" or "You had 3, I gave you 2 more. How many do you have now?" Your student can act it out and say the number sentence.

### Wednesday:

Finger Flash Math: Grown up quickly flashes a number of fingers (1 to 5). Grown up asks the student "How many more to make 5?" You can switch roles so your student can quiz you too.

### Thursday:

Laundry Math: Grown up tosses 5 pieces of clothing into the laundry basket, purposely missing the basket with a few pieces of clothing. Student counts how many pieces of clothing are in the basket and how many are outside the basket. Your student says the number sentence that matches.

### Friday:

Bedtime Math: Grown up puts 5 stuffed animals on the bed and makes up a story like: "5 of them are on the bed and 3 go to sleep. How many are awake?" Grown up rearranges the groups for different number sentences. Your student says the number sentence that matches.

# Plate Math



$$2 + 3 = 5$$

Addition Combinations to 5	Subtraction Combinations from 5
$0 + 5 = 5$	$5 - 0 = 5$
$1 + 4 = 5$	$5 - 1 = 4$
$2 + 3 = 5$	$5 - 2 = 3$
$3 + 2 = 5$	$5 - 3 = 2$
$4 + 1 = 5$	$5 - 4 = 1$
$5 + 0 = 5$	$5 - 5 = 0$

**Challenge:** Go up to 10.



# Snack Math



$$1 + 4 = 5$$

$$5 - 2 = 3$$

Addition Combinations to 5	Subtraction Combinations from 5
$0 + 5 = 5$	$5 - 0 = 5$
$1 + 4 = 5$	$5 - 1 = 4$
$2 + 3 = 5$	$5 - 2 = 3$
$3 + 2 = 5$	$5 - 3 = 2$
$4 + 1 = 5$	$5 - 4 = 1$
$5 + 0 = 5$	$5 - 5 = 0$

**Challenge:** Go up to 10.

# Finger Flash Math

How many more fingers do I need to get to 5?



$$4 + \underline{\quad} = 5$$

Addition Combinations to 5	Subtraction Combinations from 5
$0 + 5 = 5$	$5 - 0 = 5$
$1 + 4 = 5$	$5 - 1 = 4$
$2 + 3 = 5$	$5 - 2 = 3$
$3 + 2 = 5$	$5 - 3 = 2$
$4 + 1 = 5$	$5 - 4 = 1$
$5 + 0 = 5$	$5 - 5 = 0$

**Challenge:** Go up to 10.

# Laundry Math



There were 2 shirts in a laundry basket. There were 3 towels folded in a basket. How many pieces of laundry were there?

$$2 + 3 = 5$$

Addition Combinations to 5	Subtraction Combinations from 5
$0 + 5 = 5$	$5 - 0 = 5$
$1 + 4 = 5$	$5 - 1 = 4$
$2 + 3 = 5$	$5 - 2 = 3$
$3 + 2 = 5$	$5 - 3 = 2$
$4 + 1 = 5$	$5 - 4 = 1$
$5 + 0 = 5$	$5 - 5 = 0$

**Challenge:** Go up to 10.

# Bedtime Math

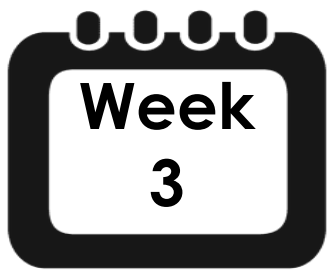
There are 5 monkeys on the bed and 2 of them go to sleep. How many of them are still awake?



$$5 - 3 = 2$$

Addition Combinations to 5	Subtraction Combinations from 5
$0 + 5 = 5$	$5 - 0 = 5$
$1 + 4 = 5$	$5 - 1 = 4$
$2 + 3 = 5$	$5 - 2 = 3$
$3 + 2 = 5$	$5 - 3 = 2$
$4 + 1 = 5$	$5 - 4 = 1$
$5 + 0 = 5$	$5 - 5 = 0$

**Challenge:** Go up to 10.



# Family Connections

## Responsibilities Activities

### Chore Chart

Creating a family chore chart helps children develop a sense of ownership, accountability, and pride in contributing to the home. It also strengthens communication and cooperation within families, reinforcing the value of shared responsibility and mutual respect.

**Family Chore Chart:** Student and their families will work together to design a list of chores that fits their household routines and needs. Each family member, including the student, will choose age-appropriate tasks to take responsibility for during the week—such as setting the table, feeding pets, watering plants, or helping with laundry. Have fun customizing with names, pictures, checkboxes, stickers, or rewards to make it fun and motivating.

### Share a Meal

This project helps children understand the value of responsibility and appreciation for the effort behind everyday routines. It builds confidence, cooperation, and appreciation within the family, turning a daily task into a memorable experience that brings everyone together.

**Share a Meal:** Students and their families will work as a team to carry out every step of a shared mealtime—from choosing a recipe and shopping for ingredients to preparing the food and cleaning up afterward. Each family member, including the student, will take on age-appropriate roles, such as picking the meal, writing the grocery list, finding items at the store, measuring ingredients, stirring, setting the table, and washing dishes.

### Project Pals

Planning and completing a household project helps children see how responsibility plays a role in everyday life. It strengthens problem-solving, communication, and cooperation within the family, and gives children a sense of pride and accomplishment in working toward a shared goal.

**Project Pals:** Students and their families will choose a household task or improvement project they can plan and complete as a team. Examples might include organizing a closet or toy area, planting a small garden, creating a recycling system, decorating a shared space, or building something simple like a bookshelf. Families will work through each step together—deciding on the project, gathering materials, dividing responsibilities, completing the task, and cleaning up afterward.

### Trip Planner

Planning a trip teaches children key life skills like organization, time management, budgeting, and teamwork. It helps them see how preparation leads to success and fun—and gives families a shared goal to work toward, strengthening communication and cooperation along the way.

**Trip Planner:** Students and their families will work as a team to plan a trip together. This could be a weekend getaway, a full-day adventure, or even a fun “staycation” at home. Together, decide on a destination or theme (like the beach, a hiking trip, museum day, or camping in the backyard), create an itinerary, list what they’ll need to pack, and talk about budgeting and responsibilities (e.g., who brings snacks, who checks the weather, who helps clean up). Students can contribute by researching places, drawing maps, making packing lists, or creating a fun travel guide or brochure for the trip.

# Responsibilities Questions

Use these questions to guide conversations about responsibilities with children.

### **Roles: Who does what?**

- What is your role in our family?
- What do parents/**caregivers** do to help the family?
- What are some things you're really good at helping with?
- How do your roles at home and school look the same or different?
- If you could switch roles with someone in the family for a day, who would it be and why?

### **Rules: Why do we have them?**

- Why do families, schools, and communities have rules?
- Can you name some important rules at home? At school?
- How do rules help us stay safe or work better together?
- What do you think makes a rule fair or unfair?
- If you could make one new rule for our home, what would it be?

### **Responsibilities: How do I do my part?**

- What are some of your responsibilities at home? At school?
- How does it feel when you do your responsibilities well?
- Why is it important for everyone in a family to help out?
- What's one responsibility you'd like to learn or take on?
- What happens when someone forgets or doesn't do their part?

### **Reflection & Growth: What is/isn't working?**

- What's one way we could all help each other more at home?
- How can we remind each other about our roles and rules in kind ways?
- What does responsibility look like when no one is watching?
- How do we show respect for each other's roles and responsibilities?