

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?

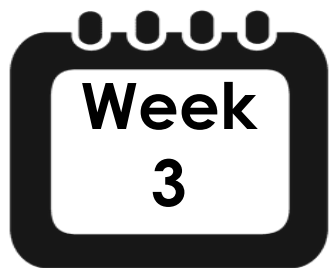
There’s no due date! These activities do not have to be turned in. Use these activities to give your child extra practice and enjoy learning together at home. You can do them any day, any time and in any order.

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.



Reading

	Directions/Materials
Standards	ELA-03.F.12 Read accurately and automatically a variety of third-grade texts with expression, phrasing, purpose, and understanding. ELA-03.R.01 Comprehend information during and after listening to a grade-level text ELA-03.L.01 Compose simple and compound declarative, interrogative, imperative, and exclamatory sentences. ELA-03.F.14 Write an organized paragraph with a topic sentence, supporting sentence, and a conclusion.
Monday	Ask your student questions and read and discuss vocabulary words to build their knowledge on lemonade stands by completing the Build Prior Knowledge activity.
Tuesday	Your student will start by reading the story Alex's Lemonade Stand . Then, help your student answer questions about the story using the Comprehension Questions activity.
Wednesday	Your student will practice identifying different types of sentences (declarative, interrogative, imperative, and exclamatory) by completing the Types of Sentences activity. Follow the attached directions and help your student review the sentence types.
Thursday	Your student will read The Lemonade Stand Readers Theater script. Choose parts from the character list and take turns reading together. Have fun bringing the story to life!
Friday	Your student will reread Alex's Lemonade Stand . Then, using the Alex's Lemonade Stand Graphic Organizer , help your student write a five-sentence paragraph that includes a topic sentence, supporting details, and a closing sentence.

W3 Reading - (Monday)

Building Prior Knowledge

Instructions:

1. Ask your student these questions:
 - a. Have you ever had a lemonade stand?
 - b. Have you ever seen or bought from a lemonade stand?
 - c. What items do you think you need to have a lemonade stand?
 - d. How would you prepare for a lemonade stand?
2. Read and discuss the meaning of the vocabulary words in the chart below.

Vocabulary Words

lemonade	consumer	dollar
profit	pitcher	coin
sugar	weather	poster
ice	money	summer

Alex's Lemonade Stand

Alex's Lemonade Stand

Once the weather gets warm and school lets out, children all across the country are left looking for something to do and a favorite summer time pastime is holding a lemonade stand. It is a fun way to make a little extra money and also pass the time. For Alex Scott, a lemonade stand was much, much more.

Alex was diagnosed with pediatric cancer before her first birthday. And when she was four years old she decided to open a lemonade stand with her brother to help raise money for children like herself, that were living with cancer. They opened up "Alex's Lemonade Stand for Childhood Cancer" on their own front lawn and in the first year raised more than \$2,000! They decided their lemonade stand would be an annual tradition. "Alex's Lemonade Stand for Childhood Cancer" gained some media attention and soon people all over the country sent donations to support Alex's cause. Alex and her family were featured on the news all over the country to raise awareness for her cause.

Alex lost her battle with cancer at the age of 8 and at that time her lemonade stand had raised \$1,000,000 for cancer research. Her parents decided to continue Alex's Lemonade Stand by setting up a foundation called "Alex's Lemonade Stand Foundation" to help raise awareness for children with cancer and research treatments and cures.

Since Alex started her first lemonade stand in 2000, "Alex's Lemonade Stand for Childhood Cancer" has raised over \$100,000,000 for pediatric cancer research. Long after Alex has been gone, her lemonade stand has created a legacy for her that gives families of children with cancer hope for a cure.

Comprehension Questions

1st Reading

Alex's Lemonade Stand

Why did Alex start her lemonade stand? Use evidence from the text.

How did people around the country hear of Alex's Lemonade Stand?

Evidence from the text:

What does Alex's Lemonade Stand Foundation do?

Evidence from the text:

What is paragraph 2 mostly about? Use evidence from the text.

The main idea of this whole passage is

W3 Reading - (Wednesday)

Types of Sentences

Declarative – Tells something or shares information. (Example: *The sky is blue.*)

Interrogative – Asks a question. (Example: *What time is it?*)

Imperative – Gives a command or direction. (Example: *Please close the door.*)

Exclamatory – Shows strong feeling or excitement. (Example: *I can't believe it!*)



Types of Sentences

Name _____



Directions: Read the conversation. On the line after each sentence, write the type of sentence that was used. Use the following code:

D= Declarative

Int= Interrogative

E= Exclamatory

Imp= Imperative

Chad: I'm bored.
What should we do?

Andrea: Hey... I have a great idea!
Let's have a lemonade stand!

Chad: That is a great idea, Andrea!

Andrea: I'll go ask my mom to make some lemonade for us to sell.

Chad: What should I do?

Andrea: You go make some posters.

Chad: Alright, I'll make some eye-catching posters that will attract lots of customers to our stand.
How much will one cup of lemonade cost?

Andrea: I think each cup should cost fifty cents.



Chad: That sounds like a fair price to me.

Andrea: We also need a table and some extra change.
I will bring that stuff, too.

Chad: Don't forget cups!

Andrea: Let's meet in front of my house in 45 minutes.

Chad: I'm so excited!
I hope we make lots of money!

W3 Reading - (Thursday)

The Lemonade Stand Reader's Theater

The Lemonade Stand



Characters

Narrator Dan Cam Ken Jess



Narrator: Four friends, Ken, Dan, Jess, and Cam were bored one summer Saturday.

Cam: I love summer, but I cannot think of one thing to do on this hot day.

Dan: Did you hear about the new water park?

Cam: New water park? I think that would be a lot of fun!

Ken: Yes! My dad said it opens tomorrow.

Jess: Let's ask our mom and dad if we can go!

Dan: We will have to pay ten dollars to get in.

Cam: How will we get ten dollars?

Ken: We can have a lemonade stand!

Jess: That is a good idea! What will we need for a lemonade stand?

Dan: We need cups. I have a lot of cups left from my birthday party.

Ken: I have a table in my shed.

Cam: I can make a poster with Jess.

Ken, Cam, Jess: We still need lemonade!

Narrator: The four friends went home to ask if they could go to the store to get lemonade for the stand. They met back at Dan's house in one hour.

Cam: My mom said a lemonade stand was a great idea for this hot day. She gave me a big jug!

Jess: We had pink lemonade at my house that my dad said we can have.

Ken: I have a big bag of ice!

Dan: My dad will take us to the water park tomorrow if we can all get ten dollars.

Narrator: The four friends set up the lemonade stand at Dan's house.

Cam: We will sell a lot on this hot day.

Jess: Each cup will cost 50 cents. How many will we have to sell?

Ken: That is 80 cups!

Jess: We will never sell 80 cups.

Cam: We will be out here ALL DAY!



Narrator: Just then, there was a big line at the lemonade stand.

Dan: Two cups coming right up!

Ken: My friend Tim would like three cups, one for him and his two little sisters.

Jess: I see Mr. Smith and his wife. They will buy some!

Cam: Wow! We sold 20 cups and we just got started!

Narrator: It wasn't long before they sold all 80 cups.

Dan: It was a good thing that it is so hot today.

Ken: Now we have all the money we need for the water park!

Cam: This was a great day!



Alex's Lemonade Stand

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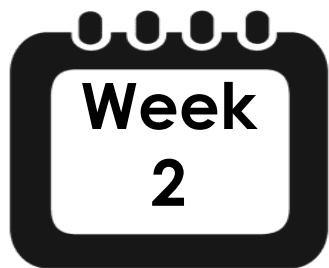
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W3 Reading - (Friday)

Alex's Lemonade Stand Graphic Organizer

What is the main idea of the story? What is your story about?	Topic Sentence:
List 3 details that support your topic sentence. (Pull the details from the passage).	1. 2. 3.
Wrap up your paragraph and restate the topic sentence in a new way.	Concluding Statement:



Math

	Directions/Materials
Standards	MAT-03.GM.G.01 In two-dimensional shapes, identify lines, angles (right, acute, obtuse), and perpendicular and parallel lines.
Monday	Your student will begin this week with foundational geometry. To support your student in understanding the concepts, watch the first 3 minutes and 50 seconds of this video together. Guide your student in identifying the lines, rays and line segments on the Geometry Foundations page.
Tuesday	Today's geometry focus is angles. To support your student's understanding of of angles, watch this song together. Guide your student in completing the Identifying Angles page. For a challenge and real-world connection, complete Finding Right Angles in the picture of a house. (The maximum number of right angles that can be found is 36.) Add some movement into learning by doing this Angles Yoga Poses for Kids video.
Wednesday	Watch this video to grasp the concept of intersecting, parallel, and perpendicular lines. (Watch the first 5 minutes to learn about lines and reinforce understanding of types of angles.) Guide your student in completing the Identifying Lines page.
Thursday	Students will complete a Line Sort activity to reinforce understanding of parallel, and perpendicular lines. (The link for the sort is embedded in the page, but you may also find it here.)
Friday Team-Done	Look around your home or go for a walk with your student to find different examples of parallel and perpendicular lines in your home. (Examples of Parallel Lines in Real Life and Examples of Perpendicular Lines in Real Life will give you and your student some ideas of what to look for.) Bring the week's geometry learning together by having your student draw chalk angles, lines, and shapes on a sidewalk outside.

W3 Math - (Monday)

Geometry Foundations

Write "**line**", "**line segment**" or "**ray**" below each picture.

Lines go in both directions forever.

Line segments end in fixed points on both sides.

Rays start at a point and go forever in one direction.

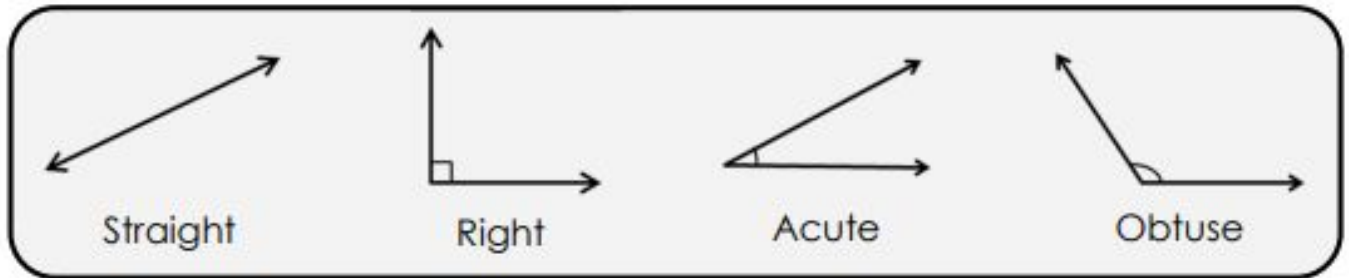
Draw the following.

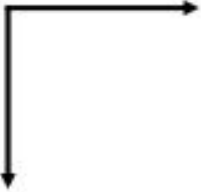
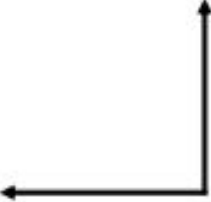
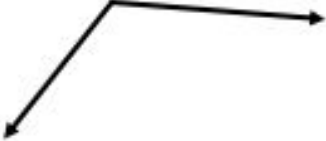
Line	Line segment	Ray

W3 Math - (Tuesday)

Identifying Angles

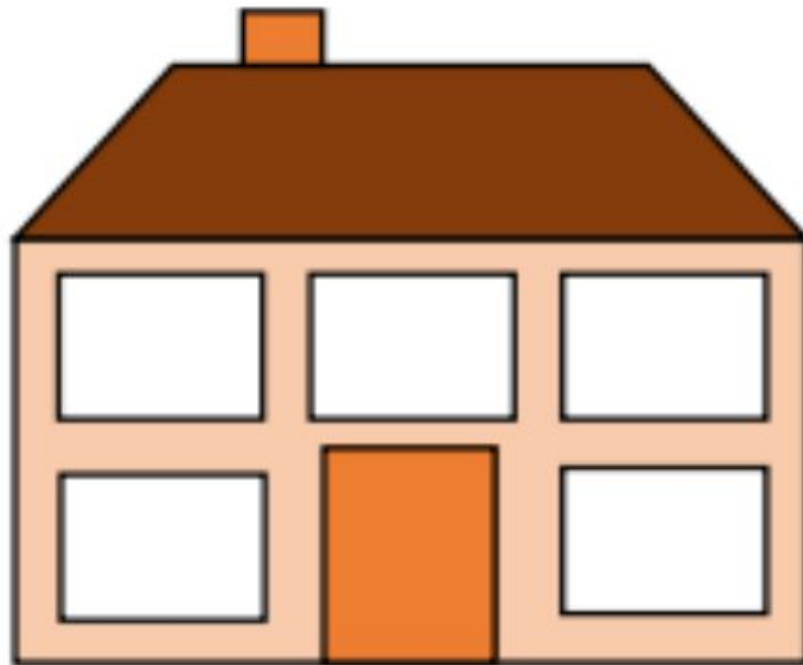
Write "straight", "right", "acute" or "obtuse" below each angle.



 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____

Finding Right Angles

How many right angles can you see in this image?



Can you create your own image with the same number of right angles?

W3 Math - (Wednesday)

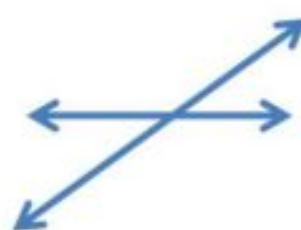
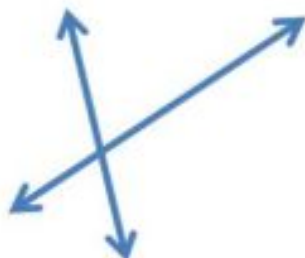
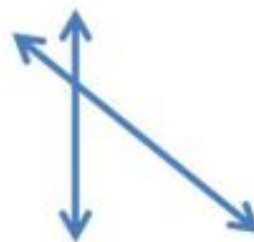
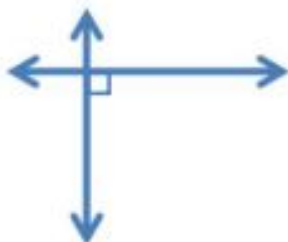
Identifying Lines

Write "parallel", "perpendicular" or "intersecting" below each pair of lines.

Parallel lines do not intersect or touch each other at any point.

Perpendicular lines form right angles (90°) when they intersect.

Intersecting lines cross at one point.



Draw the following.

Parallel lines

Perpendicular lines

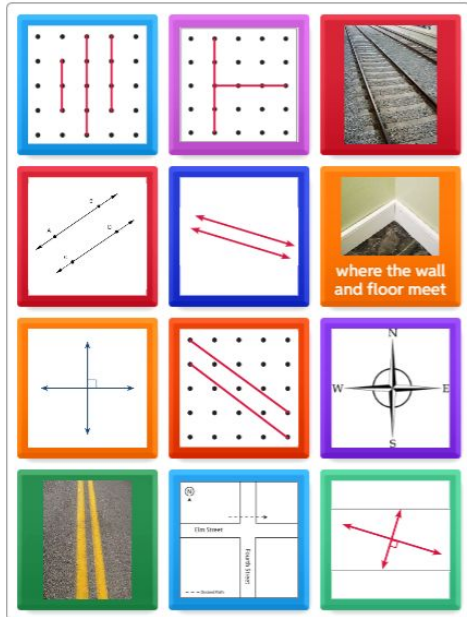
Intersecting lines

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W3 Math - (Thursday)

Line Sort

1:09



Parallel Lines

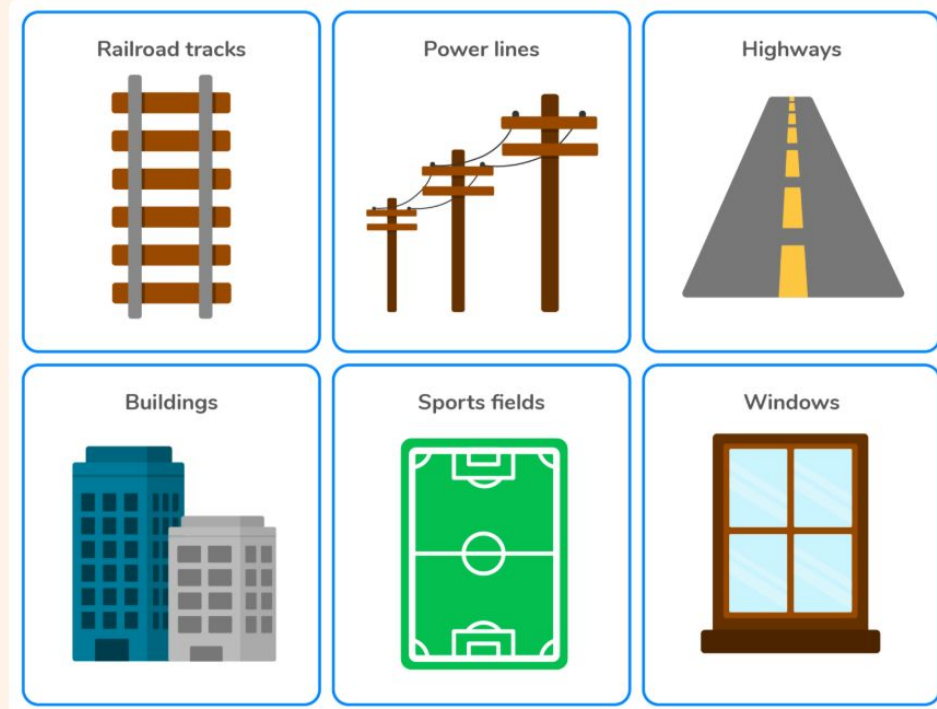
Perpendicular
Lines

Submit Answers



Tap the image above and open the link to play online or just discuss which images are examples of parallel lines and which are perpendicular lines.

Examples of parallel lines in real life



Look around and see if you can notice any parallel lines. They're all around us, every day! Here are a few examples:

- **Railroad tracks:** Railroad tracks are a classic example of parallel lines. The two tracks are always the same distance apart and never intersect, even though they may extend for miles in both directions.
- **Power lines:** Power lines that run along the side of the road are also parallel. They're always the same distance apart and never intersect, even if they extend for many miles.
- **Highways:** The lanes on a motorway are parallel lines. They're always the same distance apart and run in the same direction.
- **Buildings:** The walls of buildings often have parallel lines. For example, the sides of a rectangular building are parallel lines, and the sides of a triangular building are also parallel.
- **Sports fields:** The lines on a football field, or basketball court are all parallel.
- **Windows:** The frames of windows in a building are often parallel lines. They're always the same distance apart and never intersect!

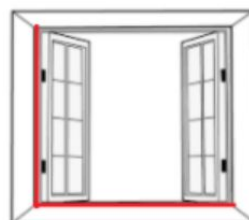
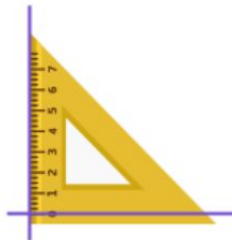
These are just a few examples of parallel lines in real life. Parallel lines have many more uses and can be found in many other objects and structures around us.

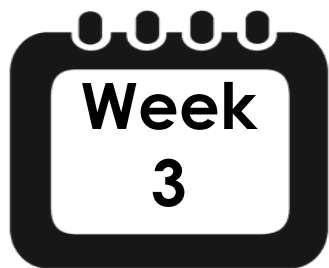
Examples of perpendicular lines in real life

Our world is full of perpendicular lines. If you look around your home, school or playground, you'll find several examples of perpendicular lines!

Some of the most common include:

- Textbook corners
- The hands of a clock at certain times, such as 3 o'clock or 9 o'clock
- Adjacent edges of a picture frame
- Laptop corners
- Flag corners
- Lampposts





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?