

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?

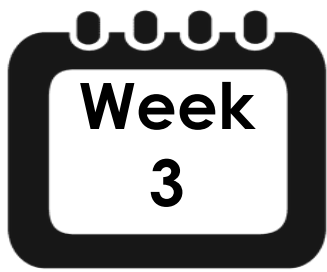
There’s no due date! These activities do not have to be turned in. Use these activities to give your child extra practice and enjoy learning together at home. You can do them any day, any time and in any order.

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	<p>ELA-04.F.08 Decode words using the combined knowledge of syllabication patterns and morphology in context and out of context.</p> <p>ELA-04.R.03a Summarize an informational text or passage, stating the main idea(s) and providing supporting details.</p> <p>ELA-04.L.01 Compose simple and compound declarative, interrogative, imperative, and exclamatory sentences.</p>
Monday	Your student will map sounds to letters and mark syllables within words by completing the Syllable Map activity. Help your student and follow the attached directions to support understanding of syllabication patterns.
Tuesday	Your student will complete the All About Bison activity by reading the Bison article and using the summarize and synthesize sentence stems to explain what they learned.
Wednesday	Your student will learn about simple vs. compound sentences and the four types of sentences (declarative, interrogative, imperative, and exclamatory) by completing the Different Types of Sentences activity. Follow the attached directions to support your student with identifying and writing different types of sentences.
Thursday	Your student will practice composing simple and compound sentences using the four sentence types by completing the Composing Sentences activity. Follow the attached directions to support your student in writing a variety of sentence types.
Friday	<p>Your student will be doing an activity called "Roll and Read." Roll and Read is a fluency-building activity where students engage in repeated practice.</p> <p>Roll and Read Directions</p> <ol style="list-style-type: none">1. Roll a die (1–6) or you use an online die.2. Find the row or box on the sheet that matches the number you rolled and read a word in that column out loud.3. Mark the word with an "X".4. Continue to play until all words have been read.

All About Bison

volume 4
issue 1



Bison



Most people in the United States call these animals buffalo, but bison is their scientific name. True buffalo are found in Africa and Asia.

Bison are the largest land animals in North America. An adult bison stands about six feet tall at the shoulders and can weigh as much as 2,000 pounds. About 150 years ago, 30 million of these huge animals wandered the American plains.

Native Americans depended on bison to live. They used bison for food, clothing, tools, shelter, and fuel. The bison also played a central part in the religion and stories of many Native Americans.

Centuries of hunting by Native Americans did not reduce the country's bison population. That's because Native Americans hunted only for what they needed. But between 1800 and 1900, white settlers and hunters killed almost all of the bison. Bison became endangered, and their numbers fell to about 2,000 animals. Settlers shot bison to make room for cattle, which they wanted

to raise on the plains. Hunters sold bison hides for high prices, so they shot as many bison as they could.

In 1894, Congress banned bison hunting. Over the next century, bison began to make a comeback. About 20,000 bison now live freely on the plains, where millions once roamed. Wild herds also live in several national parks, such as Yellowstone National Park.

Native Americans are bringing bison back to their tribal lands, too. The bison may help to restore some land in that ecosystem. All of the plants, animals, and nonliving things in an area work together to make up the area's ecosystem. Bison help the ecosystem by moving continuously while they are grazing. In this way, they don't overgraze the tall grasses that protect smaller animals, such as prairie dogs.

In the early 1900s, bison almost became extinct.

Today, their numbers are growing. This animal of the American West is once again grazing and roaming the prairie.



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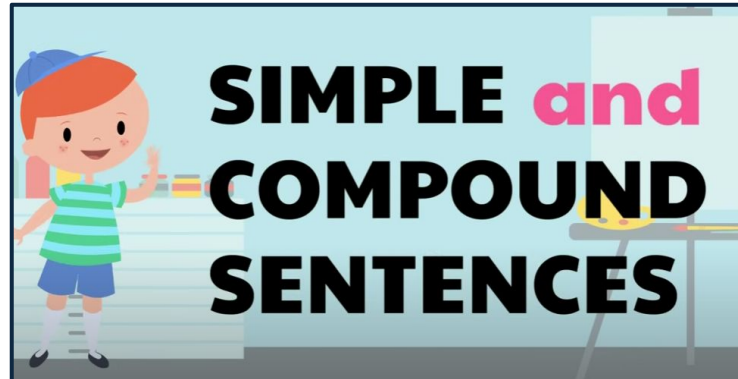
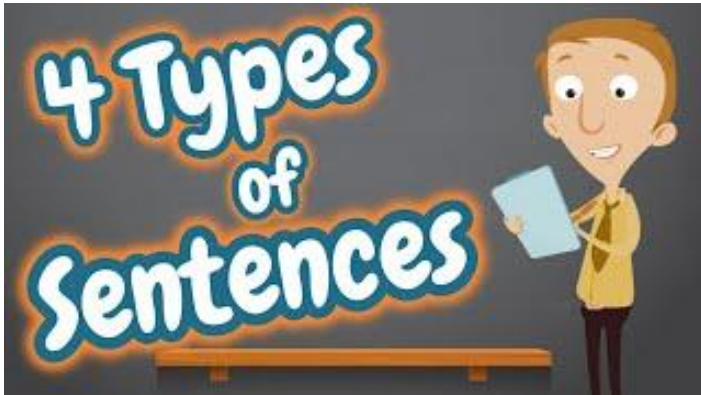
Summarize and Synthesize

- This story or passage is really about . . .
- So far I know _____. This makes me think that . . .
- My opinion of _____ is _____. I think this because the text said . . .
- This helps me understand . . .
- My thinking about this topic has changed because . . .

Different Types of Sentences

Directions:

1. Watch the [4 Types of Sentences](#) video with your student.
2. Complete the types of sentences worksheet below.
3. Watch the [Simple and Compound Sentences](#) video with your student.
4. Complete the Simple v. Compound worksheet below.



Simple v. Compound Worksheet

Types of Sentences Worksheet

Give each sentence the correct ending mark.
Then, label each sentence: S for statement,
Q for question, C for command, or E for exclamatory.

1. Wow, look at all of the pretty lights ____
2. Did you send a letter to Santa ____
3. Hang this wreath on the door ____
4. The ornaments on the tree are lovely ____
5. How many reindeer does Santa have ____
6. I can't wait one more minute for Santa ____
7. Remember to leave cookies for Santa ____
8. What is your favorite Christmas song ____



Simple v Compound



Write simple (s) or compound (c) for each sentence.

1. Alexia drove to work. ____
2. Jackson loves pizza, but he hates burgers. ____
3. Sarah ran to work, and now she's tired. ____
4. He looks very sleepy today. ____
5. Peter should be at school, but he's at home. ____
6. The diamond over there is beautiful. ____
7. Bella had 2 books, and Mary had 3 pencils. ____
8. His eyes were blue, and her eyes were red. ____
9. Their car had no gas. ____
10. The monkeys love to eat bananas. ____



W3 Reading - (Thursday)

Composing Sentences

Directions:

1. Rewatch the [4 Types of Sentences](#) video and [Simple and Compound Sentences](#) video.
2. On a piece of paper or using the sample table below, write **two examples of each sentence type** (declarative, interrogative, imperative, and exclamatory).
 - a. One example will be a **simple sentence** and one will be a **compound sentence**.

Sample Table:

	Simple Sentence	Compound Sentence
Declarative		
Interrogative		
Imperative		
Exclamatory		

Helpful Guide:

- **Declarative:** A statement. Example: "The sky is blue."
- **Interrogative:** A question. Example: "Is the sky blue?"
- **Imperative:** A command or request. Example: "Close the door."
- **Exclamatory:** An expression of strong emotion. Example: "Wow, that's amazing!"






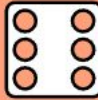
W3 Reading - (Friday)

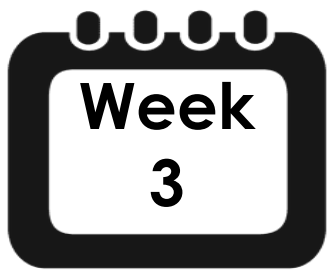
Roll and Read

Roll and Read Directions

1. Roll a die (1–6) or you use an [online die](#).
2. Find the row or box on the sheet that matches the number you rolled and read a word in that column out loud.
3. Mark the word with an "X".
4. Continue to play until all words have been read.



					
result	defend	hibernate	medieval	recover	limitations
republic	intentional	require	perfection	return	perception
research	constantly	exception	environment	adopt	detective
generate	respond	respectful	exemption	remember	durable
exemption	perception	constantly	result	adopt	return
republic	require	defend	medieval	detective	remember



Math

Materials	
Standards	<p>MAT-04.NO.NF.05 Compare and order fractions having, unlike numerators or denominators. Record comparisons using the symbols $>$, $<$, and $=$. Justify using a visual fraction model (proper and improper fractions limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12, and 100).</p> <p>MAT-04.AR.OA.01 Automatically multiply and divide through 10×10.</p>
Monday	<p>Orally practice multiplication facts for 1 - 5 with your student. (Use this resource for all math facts and answers for numbers 1-5.)</p> <p>Practice may look like:</p> <ol style="list-style-type: none">1. Ask your student a fact question such as.... "What is 3×4?"2. Give your student time to answer.3. If they get the question wrong encourage them to skip count to find the correct answer. (This may sound like: Parent, "What is 3×4?" Student, "15." Parent, "Let's count by 3s four times." Together, "3,6,9,12")
Tuesday	<p>Let's work on fractions!</p> <ol style="list-style-type: none">1. Open this set of fraction cards.- Link2. Guide your student in identifying each fraction.3. Next, ask, "Can you find any other fractions that are the same as this one?" (These are called equivalent fractions.)4. Use these fraction strips to support understanding of equivalent fractions.
Wednesday	<p>Orally practice multiplication facts for 6 - 10 with your student. (Use this resource for all math facts and answers for numbers 6 - 10.)</p>
Thursday	<p>Let's continue to practice equivalent fractions at the Khan Academy learning site! (This is a free resource.)</p> <p>Once on the site, enter "4th grade equivalent fractions" in the search bar. Then click on the blue link to start the lesson.Spend 20 - 30 minutes practicing the skill.</p>
Friday	<p>Your student will practice multiplication fact fluency 1-10 with an online game - Car Rush. (Additional online games can be found at multiplication.com)</p>

Multiplication Facts 1 - 5

Multiplication

all facts

1

$1 \times 1 = 1$
 $1 \times 2 = 2$
 $1 \times 3 = 3$
 $1 \times 4 = 4$
 $1 \times 5 = 5$
 $1 \times 6 = 6$
 $1 \times 7 = 7$
 $1 \times 8 = 8$
 $1 \times 9 = 9$
 $1 \times 10 = 10$
 $1 \times 11 = 11$
 $1 \times 12 = 12$

2

$2 \times 1 = 2$
 $2 \times 2 = 4$
 $2 \times 3 = 6$
 $2 \times 4 = 8$
 $2 \times 5 = 10$
 $2 \times 6 = 12$
 $2 \times 7 = 14$
 $2 \times 8 = 16$
 $2 \times 9 = 18$
 $2 \times 10 = 20$
 $2 \times 11 = 22$
 $2 \times 12 = 24$

3

$3 \times 1 = 3$
 $3 \times 2 = 6$
 $3 \times 3 = 9$
 $3 \times 4 = 12$
 $3 \times 5 = 15$
 $3 \times 6 = 18$
 $3 \times 7 = 21$
 $3 \times 8 = 24$
 $3 \times 9 = 27$
 $3 \times 10 = 30$
 $3 \times 11 = 33$
 $3 \times 12 = 36$

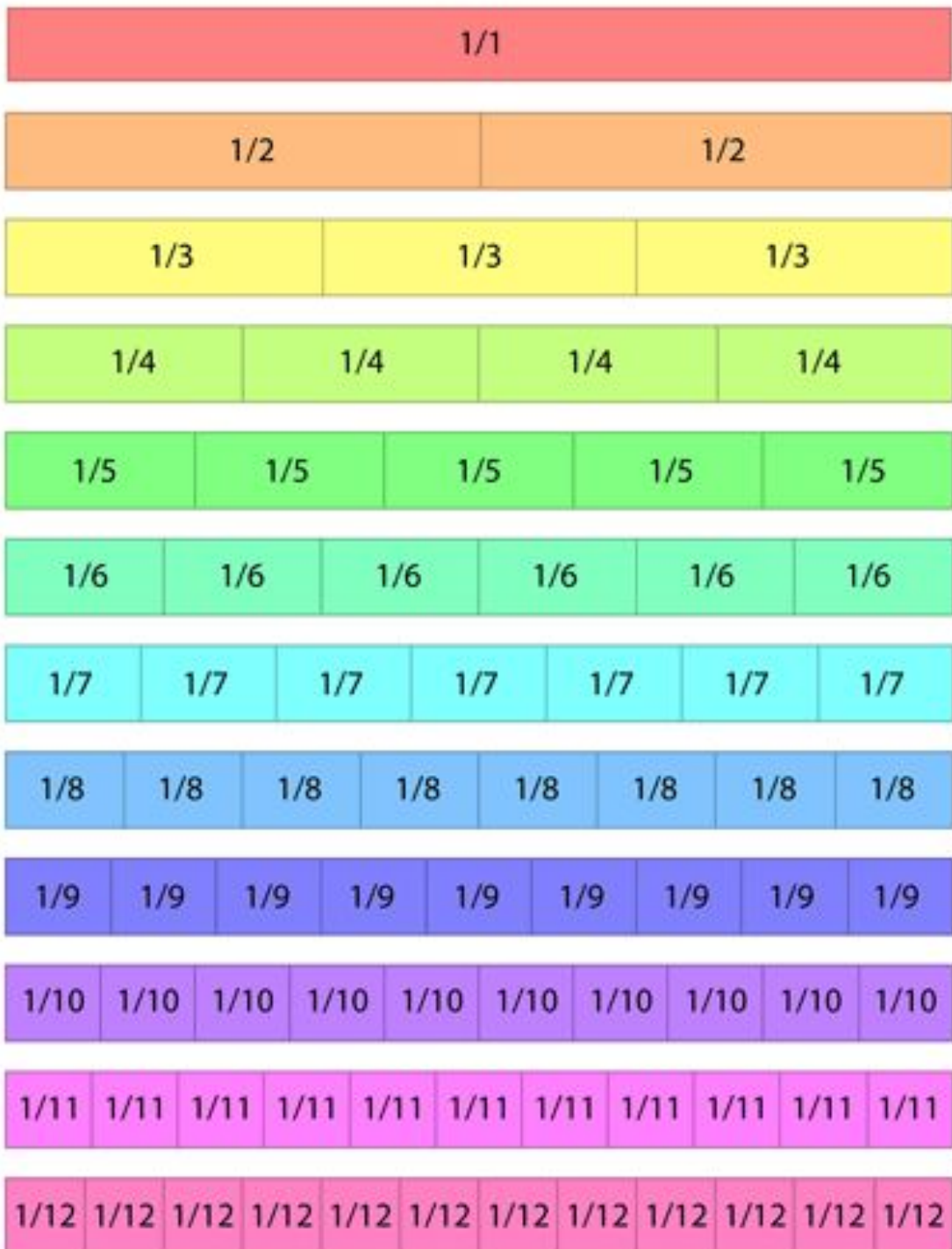
4

$4 \times 1 = 4$
 $4 \times 2 = 8$
 $4 \times 3 = 12$
 $4 \times 4 = 16$
 $4 \times 5 = 20$
 $4 \times 6 = 24$
 $4 \times 7 = 28$
 $4 \times 8 = 32$
 $4 \times 9 = 36$
 $4 \times 10 = 40$
 $4 \times 11 = 44$
 $4 \times 12 = 48$

5

$5 \times 1 = 5$
 $5 \times 2 = 10$
 $5 \times 3 = 15$
 $5 \times 4 = 20$
 $5 \times 5 = 25$
 $5 \times 6 = 30$
 $5 \times 7 = 35$
 $5 \times 8 = 40$
 $5 \times 9 = 45$
 $5 \times 10 = 50$
 $5 \times 11 = 55$
 $5 \times 12 = 60$

Fraction Strips 1-12



Multiplication Facts 6 - 10

Multiplication

facts

6

$6 \times 1 = 6$
 $6 \times 2 = 12$
 $6 \times 3 = 18$
 $6 \times 4 = 24$
 $6 \times 5 = 30$
 $6 \times 6 = 36$
 $6 \times 7 = 42$
 $6 \times 8 = 48$
 $6 \times 9 = 54$
 $6 \times 10 = 60$
 $6 \times 11 = 66$
 $6 \times 12 = 72$

7

$7 \times 1 = 7$
 $7 \times 2 = 14$
 $7 \times 3 = 21$
 $7 \times 4 = 28$
 $7 \times 5 = 35$
 $7 \times 6 = 42$
 $7 \times 7 = 49$
 $7 \times 8 = 56$
 $7 \times 9 = 63$
 $7 \times 10 = 70$
 $7 \times 11 = 77$
 $7 \times 12 = 84$

8

$8 \times 1 = 8$
 $8 \times 2 = 16$
 $8 \times 3 = 24$
 $8 \times 4 = 32$
 $8 \times 5 = 40$
 $8 \times 6 = 48$
 $8 \times 7 = 56$
 $8 \times 8 = 64$
 $8 \times 9 = 72$
 $8 \times 10 = 80$
 $8 \times 11 = 88$
 $8 \times 12 = 96$

9

$9 \times 1 = 9$
 $9 \times 2 = 18$
 $9 \times 3 = 27$
 $9 \times 4 = 36$
 $9 \times 5 = 45$
 $9 \times 6 = 54$
 $9 \times 7 = 63$
 $9 \times 8 = 72$
 $9 \times 9 = 81$
 $9 \times 10 = 90$
 $9 \times 11 = 99$
 $9 \times 12 = 108$

10

$10 \times 1 = 10$
 $10 \times 2 = 20$
 $10 \times 3 = 30$
 $10 \times 4 = 40$
 $10 \times 5 = 50$
 $10 \times 6 = 60$
 $10 \times 7 = 70$
 $10 \times 8 = 80$
 $10 \times 9 = 90$
 $10 \times 10 = 100$
 $10 \times 11 = 110$
 $10 \times 12 = 120$

11

$11 \times 1 = 11$
 $11 \times 2 = 22$
 $11 \times 3 = 33$
 $11 \times 4 = 44$
 $11 \times 5 = 55$
 $11 \times 6 = 66$
 $11 \times 7 = 77$
 $11 \times 8 = 88$
 $11 \times 9 = 99$
 $11 \times 10 = 110$
 $11 \times 11 = 121$
 $11 \times 12 = 132$

12

$12 \times 1 = 12$
 $12 \times 2 = 24$
 $12 \times 3 = 36$
 $12 \times 4 = 48$
 $12 \times 5 = 60$
 $12 \times 6 = 72$
 $12 \times 7 = 84$
 $12 \times 8 = 96$
 $12 \times 9 = 108$
 $12 \times 10 = 120$
 $12 \times 11 = 132$
 $12 \times 12 = 144$

W3 Math - (Thursday)

Practice Equivalent Fractions

The screenshot shows the Khan Academy website interface. At the top, the browser address bar contains `https://www.khanacademy.org`. Below the navigation bar, a search bar contains the text "4th grade equivalent fractions". The search results are displayed on the right, with a "Refine your search" sidebar on the left. The sidebar includes filters for "CONTENT TYPE" (Article, Exercise, Video, Courses, Units, and Lessons, AI Activities) and "DOMAIN" (Math, Science, Economics and finance, Arts and humanities). The search results list two exercises: "Equivalent fractions" for 3RD GRADE MATH and "Equivalent fractions" for 4TH GRADE MATH. The 4th grade result is highlighted with a yellow arrow.

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EXERCISE **Equivalent fractions** 3RD GRADE MATH
Practice making equivalent fractions by relating their denominators.

EXERCISE **Equivalent fractions** 4TH GRADE MATH
Practice making equivalent fractions by multiplying the numerator and denominator by the same number.

Refine your search

CONTENT TYPE

- Article
- Exercise
- Video
- Courses, Units, and Lessons
- AI Activities

DOMAIN

- Math
- Science
- Economics and finance
- Arts and humanities

Multiplication fact fluency 1-10 game

← → ↻ 🏠 multiplication.com/games/play/car-rush-multiplication ☆

 multiplication.com

Games

Learning

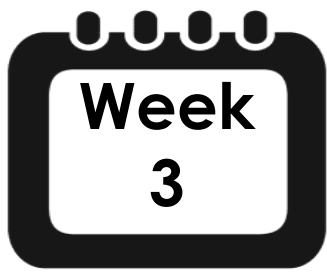
Teachers & Parents



CAR RUSH

MULTIPLICATION





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?