

Week 4 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?

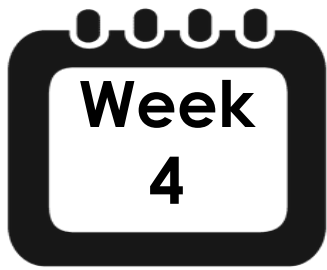
There’s no due date! These activities do not have to be turned in. Use these activities to give your child extra practice and enjoy learning together at home. You can do them any day, any time and in any order.

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-00.L.01 Compose a simple sentence.
Monday	<u>Summer Sentence Starters</u> : The student will finish the summer sentences by writing their answers on the line. Optional: Student may draw and color pictures (on a separate piece of paper) to go along with the sentences.
Tuesday	<u>Be the Teacher</u> : The student will read the sentences. Then the student will write the correct sentence on the lines. The grownup will help the student, as needed, showing when to use capital letters and punctuation marks.
Wednesday	<u>How to Build a Sandcastle</u> : The student will write four sentences that tell how to build a sandcastle. Grownup will help the student come up with the sentence to tell about each picture of how to build a sandcastle. The student will write the sentences.
Thursday	<u>My Favorite Place to Go</u> : The student will draw a picture of their favorite place to go. The student will write a sentence or two about that place. their favorite place can be a restaurant, store, park, somewhere your family took a trip or anywhere the student likes to go.
Friday	<u>Opinion Writing: Favorite Season</u> -The student will choose which season they like the best and then write at least one reason why.

Summer Sentence Starters

My favorite summer
activity is

My favorite summer
treat is

My favorite summer
drink is

Be the Teacher

1. my dog ran to the park

=====

2. we went camping in july

=====

3. i ate pizza on monday

=====

How to Build a Sandcastle

First,



Next,



Then,



Finally,



My Favorite Place to Go



I like to go camping at

the lake. I like to sit by

the campfire and go

swimming in the lake.

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

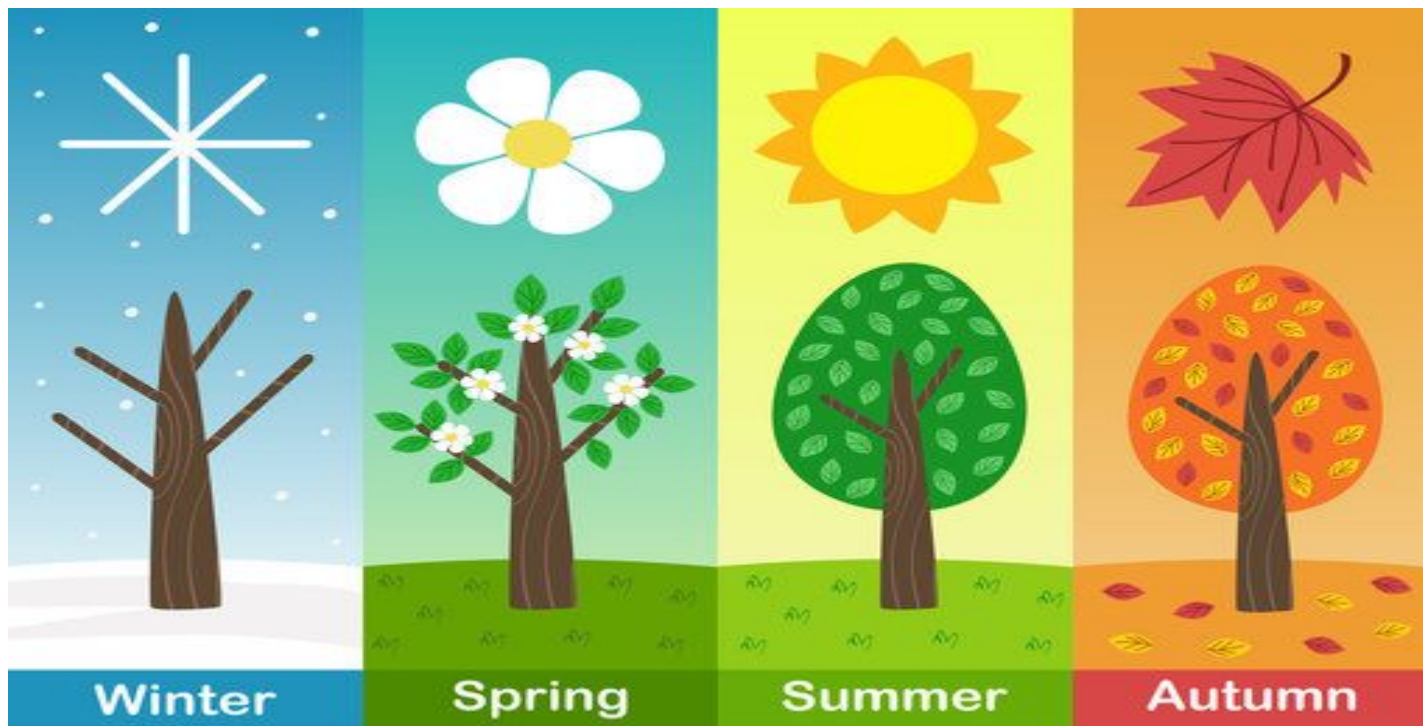


My Favorite Place to Go



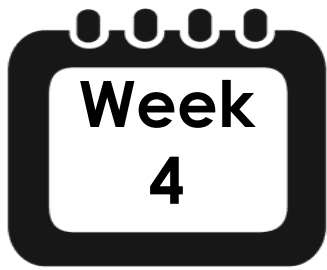
Four sets of primary-ruled lines for writing. Each set consists of a solid top line, a dotted midline, and a solid bottom line.

Opinion Writing: Favorite Season



I like

because



Math

Directions/Materials

Standards	<p>MAT-00.AR.OA.04 Solve authentic word problems with addition by putting together or adding to within 10.</p> <p>MAT-00.AR.OA.05 Solve authentic word problems with subtraction by taking apart or taking from within 10.</p> <p>*See example slide of how the students should show their work for the following story problems.</p>
Monday	<p>S'mores Story Problem: Student or grownup will read the story problem. Student will draw a picture to help show their work and figure out the answer. Student will also write a number sentence that matches the story problem.</p>
Tuesday	<p>Fishing Story Problem: Student or grownup will read the story problem. Student will draw a picture to help show their work and figure out the answer. Student will also write a number sentence that matches the story problem.</p>
Wednesday	<p>Sandcastle Story Problem: Student or grownup will read the story problem. Student will draw a picture to help show their work and figure out the answer. Student will also write a number sentence that matches the story problem.</p>
Thursday	<p>Picnic Story Problem: Student or grownup will read the story problem. Student will draw a picture to help show their work and figure out the answer. Student will also write a number sentence that matches the story problem.</p>
Friday	<p>Firework Story Problem: Student or grownup will read the story problem. Student will draw a picture to help show their work and figure out the answer. Student will also write a number sentence that matches the story problem.</p>

S'mores Story Problem



Mom made 8 s'mores at your campfire. Dad ate 3, how many s'mores are left?

Show your work with an illustration and a matching equation.

Fishing Story Problem



You went on a family fishing trip. You caught 2 fish. Your grandma caught 4 fish. How many fish did you catch altogether?

Show your work with an illustration and a matching equation.

Sandcastle Story Problem



Your family built 5 sandcastles at the beach. A wave came in and washed 3 away. How many sandcastles are left?

Show your work with an illustration and a matching equation.

Picnic Story Problem



You went on a family picnic. You packed 4 chicken drumsticks, 2 sweet teas, and 3 cookies. How much food is in the picnic basket?

Show your work with an illustration and a matching equation.

Fireworks Story Problem



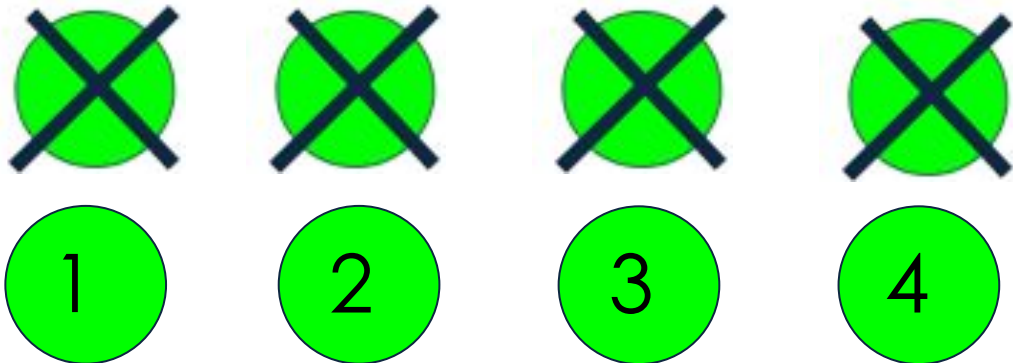
You were watching fireworks. You saw 5 red fireworks and 3 blue fireworks. How many did you see?

Show your work with an illustration and a matching equation.

Example Story Problems

You have 8 popsicles. You give 4 of the popsicles to your friends. How many popsicles do you have left?

$$8 - 4 = \boxed{4}$$

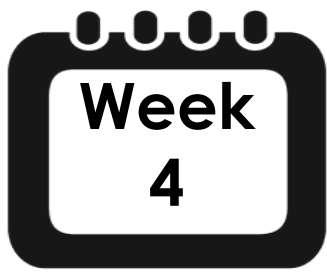


You went to the park and saw 5 birds in a tree. Then you saw 3 birds in the pond. How many birds did you see in all?

$$\boxed{1} \quad \boxed{2} \quad 5 + 3 = \boxed{8} \quad \boxed{8}$$

1 2 3 4 5 6 7 8

A diagram illustrating the addition problem. The equation $5 + 3 = 8$ is shown, with the number 8 in the result box highlighted with a grey border. Below the equation, the numbers 1 through 8 are arranged in two rows of orange squares. The first row contains squares with numbers 1, 2, and 8. The second row contains squares with numbers 3, 4, 5, 6, and 7.



Family Connections

Kindness, Empathy, and Differences Activities

Family Journal	<p>Family journaling supports social-emotional development by creating a safe space for expression, promoting empathy, and helping children see how their thoughts and experiences matter. It also encourages families to slow down and reflect together in meaningful ways.</p> <p>Family Journal: Students and their families come together to create a shared journal that captures thoughts, feelings, stories, and memories from the week. Family members can take turns writing, drawing, or even adding photos or mementos. The journal becomes a living record of the family’s shared experiences, helping children develop writing and reflection skills while deepening emotional connections at home.</p>
Family Interview or Family Tree	<p>Exploring your family history helps students develop listening and communication skills while also building pride in their family’s history. It fosters empathy, appreciation for diversity within and across families, and a sense of belonging. Students choose one of two ways to explore their family’s story:</p> <p>Family Interview: Students will select a family member—such as a parent, grandparent, aunt, uncle, or sibling—to interview. Using simple, age-appropriate questions (e.g., “What was your favorite game when you were my age?” or “What is something you’re proud of?”), students will gather and record interesting facts, stories, and memories.</p> <p>Family Tree Creation: Students will work with their family to create a family tree that shows the names and relationships of their family members. They can include pictures, drawings, and fun facts (like favorite foods or hobbies) for each person to make it more personal and engaging.</p>
Volunteer	<p>Volunteering encourages compassion, strengthens communication, and builds a shared sense of purpose. Children learn that their actions can make a difference—and that doing good is even more meaningful when done together.</p> <p>Volunteering: Students and their families choose a simple volunteer project to do together, such as picking up litter at a local park, donating clothes or toys, writing kind notes for neighbors or seniors, or helping at a community event. The goal is to spend time helping others while learning more about your family member’s values, interests, and strengths.</p>
Kindness Chain	<p>This challenge shows students that kindness is a family value and that small actions can create big change. It builds emotional awareness, encourages generosity, and strengthens the bond between family members as they work toward a shared goal of doing good together.</p> <p>Kindness Chain: Students and their families will complete a series of simple kind acts together over the course of a week. Each act—like baking cookies for a neighbor, writing thank-you notes, donating items, or helping a friend—will be recorded on a colorful strip of paper and then joined end to end to make a chain link. With each kind act completed, the family adds a link to their Kindness Chain, watching it grow as they spread positivity.</p>

Kindness Questions

Use these questions to guide conversations about kindness, empathy and appreciating differences with your children.

Showing Kindness

- What is something kind you did for someone today?
- Can you think of a time someone was really kind to you? How did it make you feel?
- If you saw someone sitting alone at recess, what could you do?
- What does it mean to be a kind friend?
- Can you name three kind words you can say to someone?

Building Empathy

- How do you think your friend felt when that happened?
- What can you do when you notice someone is sad or upset?
- Have you ever felt left out? What helped you feel better?
- How would you feel if someone did that to you?
- What does “putting yourself in someone else’s shoes” mean?

Appreciating Differences

- What makes you unique? What makes your friends unique?
- Why is it good that everyone is different?
- Can you think of something special about someone who isn't like you?
- Have you ever learned something new from someone who does things differently?
- How can we include someone who looks or acts differently than we do?