

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?

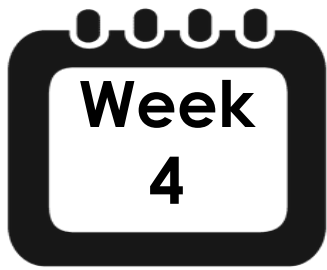
There’s no due date! These activities do not have to be turned in. Use these activities to give your child extra practice and enjoy learning together at home. You can do them any day, any time and in any order.

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	Reading & Phonics: ELA-02.F.08 Decode words with phoneme-grapheme correspondences ELA-02.F.09 Encode words with phoneme-grapheme correspondences.
Monday	Complete the Word Work: ai, ay Review sheet with your student. There is a link to a video that will show the grown up how to use the sheet to practice the reading skill with the student.
Tuesday	Playing at the Arcade : The student will read through the passage, with help from the grown up as needed. The student will then reread and highlight/underline the ai and ay words. The student can then draw a picture to match the story.
Wednesday	Complete the Word Work: ee, ea & ey Review sheet with your student. There is a link to a video that will show the grown up how to use the sheet to practice the reading skill with the student.
Thursday	Deep in the Green Forest : The student will read through the passage, with help from the grown up as needed. The student will then reread and highlight/underline the ee, ea and ey words. The student can then draw a picture to match the story.
Friday	Word Reading Fluency ai & ay : Student will read through the entire fluency sheet; student will start at the top and read to the bottom (words, phrases, and sentences). Word Reading Fluency ee, ea & ey : Student will read it the same as the other practice sheet.

Word Work: ai, ay Review



Home Practice

New Concept and Sample Words

ai	ay
main	say
wait	tray
paint	clay

*Note: In words, vowels can work together to make a long vowel sound. We call these **vowel teams**.
The vowel teams **AI** and **AY** spell the long a sound.
AY always comes at the end of a word.

New Irregular Words

today, very
♥ ♥

Word Work Chains

1. main → rain → pain → chain
2. day → say → pay → play

Sample Word Work Chain Script

main → rain → pain → chain

1. Make the word **main**. [spelling]
2. Change the **m** to **r**. What word is this? [reading]
3. Change **rain** to **pain**. [spelling]
4. Change the **p** to **ch**. What word is this? [reading]

Sentences

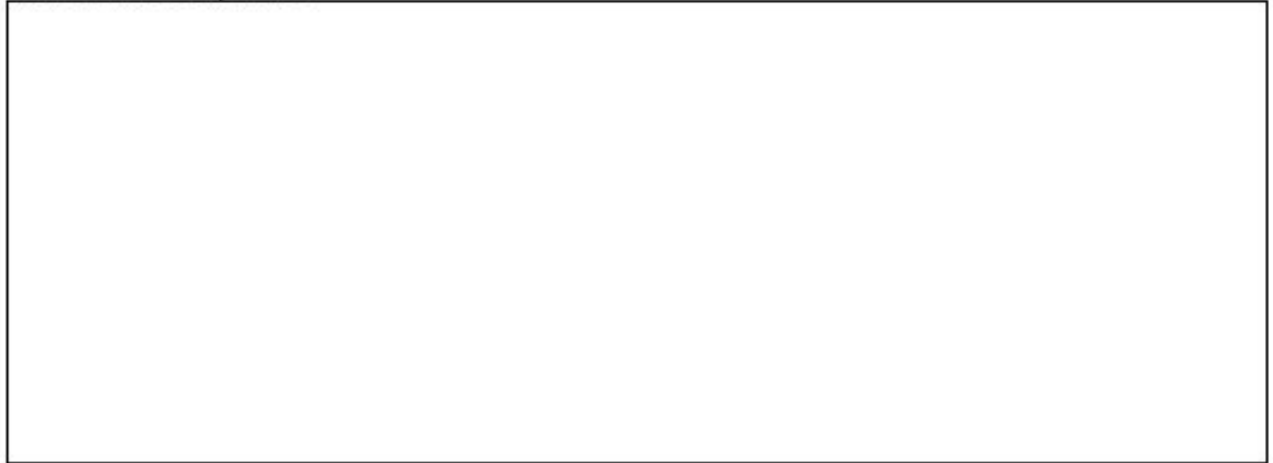
1. I think it will rain today.
2. The kids play a very long game.



Click on the picture above to get to the directions video for this Home Practice sheet.

Playing at the Arcade

Illustrate the story here:



Today is Faith's birthday. Cain has paid for them to go to the arcade. As Faith and Cain walk inside, they see a lot of different games. "I'm going to play Pac-Man! I love the theme song," said Faith. Cain runs over to a pinball game. "This one makes clacks, dings, and pops. It's so much fun!" he yells.

Next, Faith and Cain play the crane game. Cain wants to win a stuffed animal for Faith. He sees a black and tan snail. He moves the crane back and forth, but it sways. The crane drops the snail. The first try is a fail. He has another go at it and wins!

Before the kids go to lunch, they stop by the photo stand. "Your birthday is a very important day, Faith. Let's take a photo together," says Cain. The kids take lots of snap shots. "This has to be my best birthday ever!" said Faith. "I'm glad!" said Cain.

Word Work: ee, ea & ey Review



Home Practice

New Concept and Sample Words		
ee	ea	ey
seed meet sleep	east beam clean	money jersey kidney
<small>*Note: In words, vowels can work together to make a long vowel sound. We call these vowel teams. The vowel teams EE, EA, and EY spell the long e sound. EY only comes at the end of a 2-syllable word.</small>		

Word Work Chains
1. meet → beet → feet → sheet 2. eat → each → peach → reach
Sample Word Work Chain Script
meet → beet → feet → sheet
1. Make the word meet . [spelling] 2. Change the m to b . What word is this? [reading] 3. Change beet to feet . [spelling] 4. Change the f to sh . What word is this? [reading]

New Irregular Words
<u>a</u> b <u>o</u> v <u>e</u> , <u>a</u> m <u>o</u> n <u>g</u> ♥♥♥♥♥

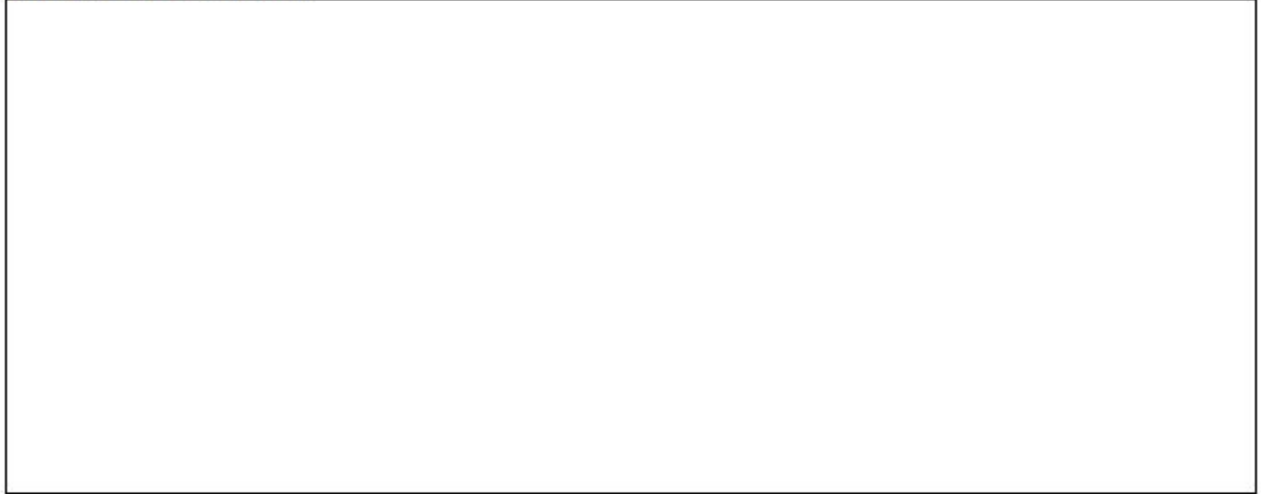
Sentences
1. Your bag is above the seat. 2. I see a turkey among the chickens.



Click on the picture above to get to the directions video for this Home Practice sheet.

Deep in the Green Forest

Illustrate the story here:

A large, empty rectangular box with a thin black border, intended for a student to draw an illustration of the story.

Once upon a time, there was a fox who lived in a valley. She spent her days deep in the green forest. Each day, she would wake up from her sleep and greet the forest animals. She would say hello to the animals in the trees above her. She would also say hello to the animals who rested by the stream.

One morning, the peace of the forest was broken by a horrid scream! The fox looked up to see where the scream came from. She saw a fallen tree. She peeked in and came upon a monkey. The monkey was stuck in the fallen tree. "Can you please help me get free?" pleaded the monkey. "I will try my best," the fox said.

The fox pushed very hard and in the end the monkey was freed! "Thank you so much," the monkey said as he leaped into another tree. As the fox walked back to the valley, she beamed with pride for helping the monkey.

Word Reading Fluency: ai & ay

rain	say	wait	main
wait	rain	main	say
paint	way	plain	spray
plain	paint	spray	way
play	away	today	Sunday
today	play	Sunday	away

will stay	we will wait	at the main gate
we will wait	at the main gate	will stay
did not rain	she sprays	he strings bait
she sprays	he strings bait	did not rain

Their friend will stay here today.

We will wait at the main gate.

If it did not rain, she sprays the plants with water.

He string



1

/ 1



Word Reading Fluency: ee, ea & ey

keep	heat	seem	need
seem	keep	need	heat
three	clean	each	eat
each	three	eat	clean
leave	hockey	monkey	turkey
monkey	leave	turkey	hockey

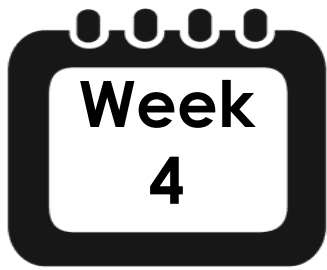
kidney beans	the forty bees	in a valley
the forty bees	in a valley	kidney beans
each day	from her sleep	greet the forest animals
from her sleep	greet the forest animals	each day

Can I please eat kidney beans with rice?

The queen was hidden among the forty bees in her hive.

Once upon a time, there was a fox who lived in a valley.

Each day, she would wake up from her sleep and greet the forest animals.



Math

Directions/Materials

Standards	<p>MAT-01.AR.OA.05 Solve authentic word problems with subtraction, including unknowns, within 20.</p> <p>MAT-01.AR.OA.01 Automatically add and subtract within 10.</p> <p>MAT-01.NO.CC.01 Count forward by ones and tens from any given point within 120.</p> <p>MAT-01.NO.CC.02 Count backward by ones and tens from a given number within 120.</p>
Monday	<p><u>Addition and Subtraction Hopscotch</u>: Grownup draws a hopscotch grid (with chalk) and writes in addition and subtraction problems in the squares. The student throws a rock and figures out the addition or subtraction problem that is on that square. Then the student can hop on each square, except the square that has the rock on it.</p>
Tuesday	<p><u>Addition and Subtraction Story Problems</u>: 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><u>Missing Numbers and Counting</u>: Student will fill in the missing numbers in the 120 chart. Once the chart is complete and the numbers are correct, the student will use it to practice counting forward and backward, by 2's, 5's and 10's.</p>
Thursday	<p><u>Hide and Go Seek Math</u>: Grownup will hide, from 10 - 20 small objects/toys around the house. Student will go and find the objects/toys. Then the grownup or child will make up a story problem about where they hid them. "You found 8 toys on the floor and 6 toys on the counter. How many toys did you find in all?" Repeat this game a few times, using different amounts of toys/objects.</p>
Friday	<p><u>Snack Story Problems</u>: Give your student up to 20 snacks (fruit snacks, carrots, apple slices, etc.) Grown up creates mini stories like: "You have 9 snacks and ate 2. How many are left?" or "You had 15 and I gave you 2 more. How many do you have now?" Your student can act it out using the snack and say the number sentence.</p>

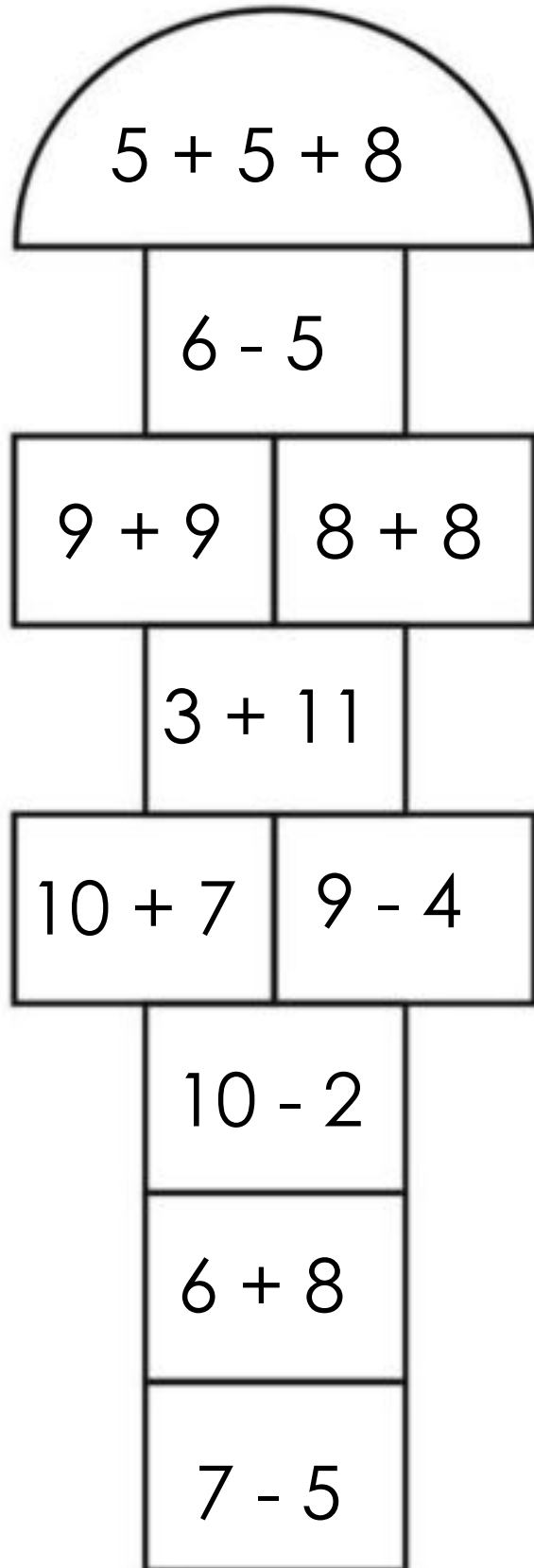
Addition and Subtraction Hopscotch



Sidewalk Chalk



Small Rock



Addition & Subtraction Story Problems

You have 15 popsicles. You give 5 of the popsicles to your friends. How many popsicles do you have left?



You went to the park and saw 5 birds in a tree. Then you saw 3 birds in the pond and 7 birds flying. How many birds did you see in all?



Addition & Subtraction Story Problems

There were 20 balloons at your birthday party. During the party, 8 of them popped. How many balloons were left?



Your grandma gave you some dollars for your birthday. Then your uncle gave you 5 dollars. Now you have 20 dollars. How many dollars did your grandma give you?



Missing Numbers and Counting**Missing Numbers to 120**

1					6				10
			14				18		
21		23							
				35				39	
	42						48		
			54		56				60
61									
		73				77			
				85					90
	92							99	
101						107			
		113							120

Hide and Seek Math

Grownup will hide small objects or toys in a room in the house. Student will find the toys. Student or grown up will make up a story problem about the objects or toys they found.

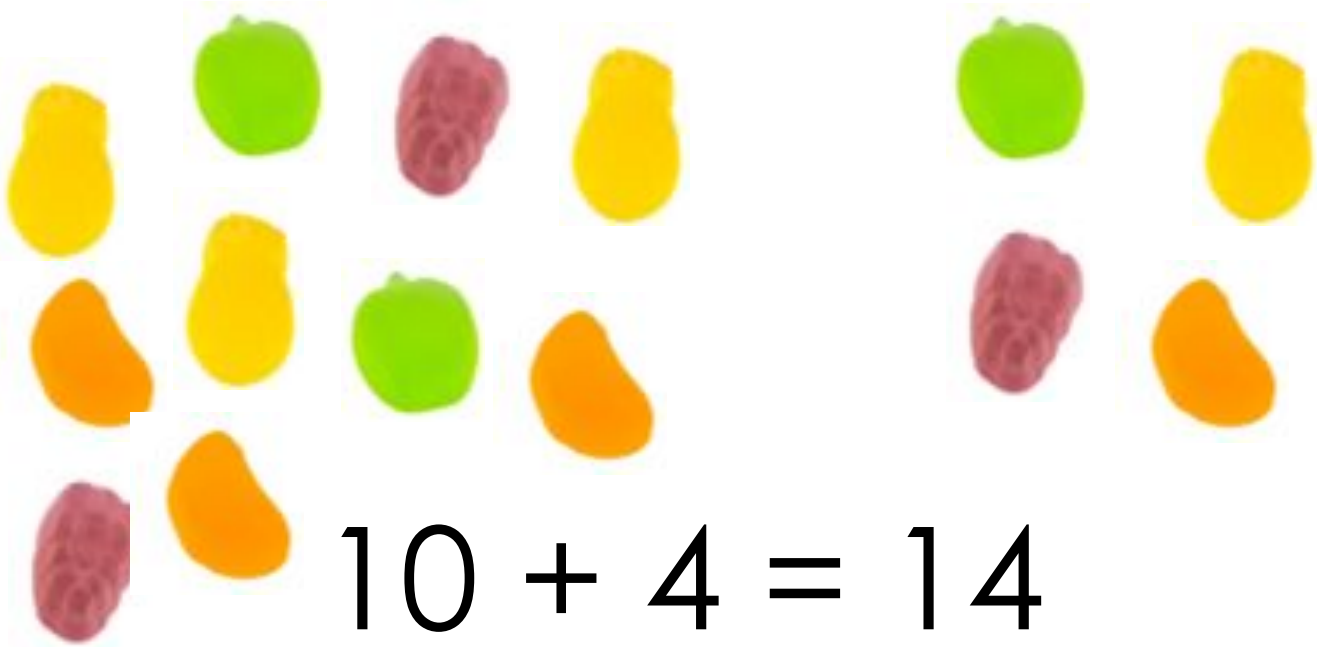


Example Story Problem:

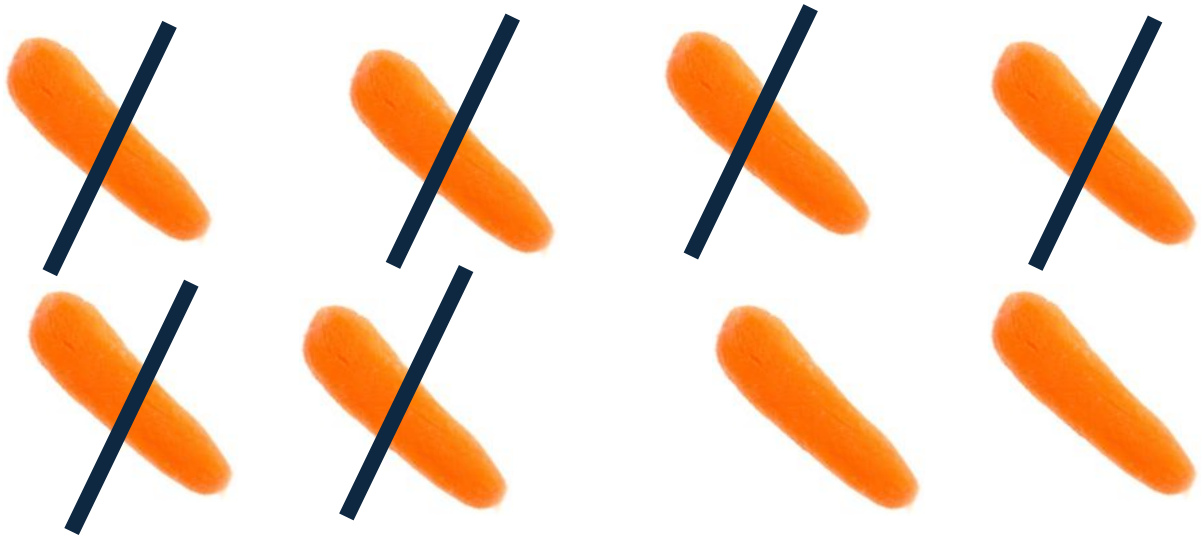
I found 3 toy dinosaurs on the floor in the kitchen and 3 toy dinosaurs on the counter. How many toy dinosaurs did I find in all?



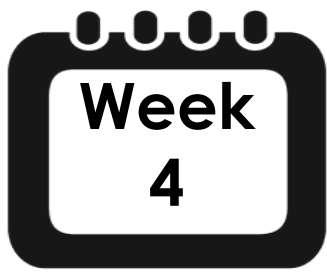
Snack Math



$$10 + 4 = 14$$



$$8 - 6 = 2$$



Family Connections

Kindness, Empathy, and Differences Activities

Family Journal

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.

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.

Family Interview or Family Tree

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:

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.

Family Tree: 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.

Volunteer

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.

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.

Kindness Chain

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.

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.

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?