

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?

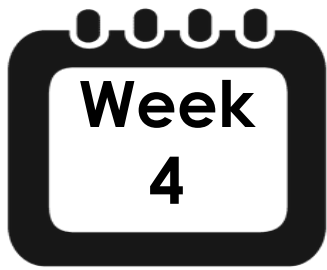
There’s no due date! These activities do not have to be turned in. Use these activities to give your child extra practice and enjoy learning together at home. You can do them any day, any time and in any order.

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-02.L.01 Compose simple and compound sentences. ELA-02.F.12 Read accurately and automatically a variety of second-grade texts with expression, phrasing, purpose, and understanding. |
| Monday | Read Riding the Bus to School together. Then, help your student complete the Riding the Bus to School Questions and Writing activity by answering two questions and writing a simple sentence about a time they rode the bus. |
| Tuesday | Have your student read Riding the Bus to School aloud. Then, help them complete the Tuesday Riding the Bus to School Questions and Writing activity by answering the questions and writing a simple sentence about something they would bring to a picnic. |
| Wednesday | Have your student read Riding the Bus to School aloud. Then, help them complete the Wednesday Riding the Bus to School Questions and Writing activity by answering the questions and writing a compound sentence using “but” about a time they went swimming. |
| Thursday | Read Riding the Bus to School with your student. Then, help them complete the Thursday Riding the Bus to School Questions and Writing activity by answering the questions and writing a compound sentence about a favorite summer treat. |
| Friday | Your student will practice writing two compound sentences. Help your student with completing the Compound Sentences activity. |

Riding the Bus to School

Riding the Bus to School 2.1

| | |
|--|---|
| I ride a big yellow bus to school. I stand on the corner of our street with my friends and we wait for the bus. My friend's grandma waits with us. When it's raining, she holds an umbrella to keep us dry. Sometimes when it's cold she brings us hot chocolate. | 15 27 38 50 51 |
| I leave my house to walk to the bus stop after my parents go to work. I watch the clock so I know when to leave. Sometimes mom phones me from her office to remind me. Sometimes she can't call, so I have to be sure to watch the time. | 65 78 89 101 |
| Our bus driver puts his flashing yellow lights on and then stops right next to us. When he has stopped he turns the red lights on so all the cars will stop. He makes sure we are all sitting down before he starts to go. He watches out for us very carefully. | 112 125 139 152 153 |
| My friends and I are the first ones to be picked up by the bus. We like to sit right behind the bus driver and watch while he picks up all the other kids. We know where everyone lives. By the time we get to our school, the bus is almost full. Sometimes the kids get noisy and the driver has to remind us to keep it down. He says their noise makes it hard for him to concentrate and drive safely. I am glad that our bus driver is so careful. | 168 181 193 206 220 232 245 |

W4 Reading - (Monday)

Riding the Bus to School Questions and Writing

Monday:

What does the grandma do when it is raining?

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| |
| |

The reader can tell that the friend's grandma cares about them because.....?

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| |

Simple Sentence: Write a simple sentence about a time you rode on a bus, maybe it was to school or for a field trip.

W4 Reading - (Tuesday)

Riding the Bus to School Questions and Writing

Tuesday:

What does the student do after his parents go to work?

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How does he know when to leave?

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Simple Sentence: Write a simple sentence about something you would bring on a picnic.

W4 Reading - (Wednesday)

Riding the Bus to School Questions and Writing

Wednesday:

What will probably happen if the student's mother does not call, and he forgets to watch the time?

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Why does the bus driver turn the red lights on?

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Compound Sentence: Write a compound sentence (using the connecting word *but*) about a time you went swimming.

W4 Reading - (Thursday)

Riding the Bus to School Questions and Writing

Thursday:

The reader can tell that the bus driver watches out for them because.....?

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What word or words in paragraph four help the reader know what *concentrate* means?

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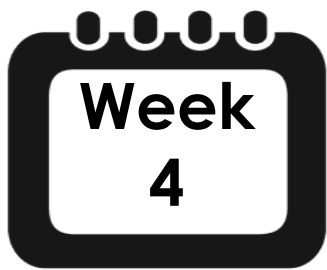
Compound Sentence: Write a compound sentence (using the connecting word *or*) about a favorite summer treat.

W4 Reading - (Friday)

Compound Sentences

Write a compound sentence (using the connecting word *and*) about your funniest summer memory.

Write a compound sentence using any connecting word (*and*, *but*, *or*) about your favorite animal.



Math

Directions/Materials

| | |
|------------------|---|
| Standards | <p>MAT-02.AR.OA.03 Solve one- and two-step authentic word problems with addition within 100, including the use of unknowns.</p> <p>MAT-02.AR.OA.04 Solve one- and two-step authentic word problems with subtraction within 100, including the use of unknowns.</p> |
| Monday | <p>Your student will focus on Addition/Subtraction Word Problems. Talk through (<i>don't solve</i>) with your student how to determine if one should add or subtract to solve the problems. Ask your student:</p> <ul style="list-style-type: none">• "If the problem asks, 'How many fish in total?,' should we add or subtract?" (<i>in total = add</i>)• "Do you think the answer will be less than 50 or more than 50?"• "If it asks, 'How many birds in all?' should we add or subtract?" (<i>in all = add</i>)• "Do you think the answer will be less than 80 or more than 80?"• "What does the word lend mean? Should we add or subtract?" (<i>lend = subtract</i>)• "Do you think the answer will be less than 50 or more than 50?"• "If a shop sells pie, does that mean we add or subtract?" (<i>sells= subtract</i>)• "Do you think the answer will be less than 20 or more than 20?" |
| Tuesday | <p>Read the word problems on Addition Problems to 100 to your student. Together, talk about and identify the operation clue words. Help the student solve each addition word problem.</p> |
| Wednesday | <p>Read the word problems on Subtraction Problems to 100 to your student. Together, talk about and identify the operation clue words. Help the student solve each subtraction word problem.</p> |
| Thursday | <p>Read the problems on Addition & Subtraction Practice together. Identify the operation clue words. Together, discuss if it is an addition word problem or subtraction word problem. Help the student solve the problems.</p> |
| Friday | <p>Assist your student in utilizing their addition and subtraction skills to solve the clues and fill in the Crossword Puzzle.</p> <p>*The answers need to be true going across and down.</p> |

Addition & Subtraction Word Problems

What are the clue words that help you know whether to add or subtract?


There are 25  in one pond.

There are 23  in another pond.

How many  in total?


Peter sees 31  in one tree.


He sees 16  in another tree.

How many  did he see in all? _____

Sally has 68  in a bookcase.

She lends 24  to Newton.

How many  does she have left? _____

A pie shop has 56 .

The shop sells 45 .

How many  are there now? _____















Name _____

Date _____



ADDITION PROBLEMS WITHIN 100 SHEET 1A

Work out these addition word problems with no regrouping.

| | | WORKING OUT |
|----|--|-------------|
| 1) | <p>There are 25  in one pond.</p> <p>There are 23  in another pond.</p> <p>How many  in total? _____</p> | |
| 2) | <p>Peter sees 31  in one tree.</p> <p>He sees 16  in another tree.</p> <p>How many  did he see in all? _____</p> | |
| 3) | <p>There are 44  in one tree.</p> <p>There are 21  more in another tree.</p> <p>How many  are there in all? _____</p> | |
| 4) | <p>Jasmine counts 51  going to school.</p> <p>She counts 23  coming back home.</p> <p>How many does she count in all? _____</p> | |
| 5) | <p>Joe finds 37  .</p> <p>Holly finds 31  .</p> <p>How many  do they find in all? _____</p> | |













Name _____

Date _____



SUBTRACTION PROBLEMS UP TO 100 SHEET 3A

Work out these subtraction word problems with no regrouping.

| | | WORKING OUT |
|----|---|-------------|
| 1) | <p>Sally has 68  in a bookcase.</p> <p>She lends 24  to Newton.</p> <p>How many  does she have left? _____</p> | |
| 2) | <p>A pie shop has 56 .</p> <p>The shop sells 45 .</p> <p>How many  are there now? _____</p> | |
| 3) | <p>On a fishing trip, Quadra catches 78 .</p> <p>Frazer catches 55 .</p> <p>How many more did Quadra catch? _____</p> | |
| 4) | <p>There are 78  in Sally's pencil case.</p> <p>She loses 24 .</p> <p>How many does she have left? _____</p> | |
| 5) | <p>Captain sees 97  sailing on the lake.</p> <p>The next day he sees 65  on the lake.</p> <p>What is the difference? _____</p> | |


W4 Math - (Thursday)


Addition & Subtraction Practice

WORKING OUT


Sally has 61  in a bookcase.


She lends 24  to Newton.

How many  does she have left? _____

A pie shop has 53 .

The shop sells 45 .

How many  are there now? _____

On a fishing trip, Quadra catches 73 .

Frazer catches 55 .

How many more did Quadra catch? _____

WORKING OUT

There are 38  in a flock.

Another 36  come and join them.

How many  in all? _____

There are 67  in an airport.

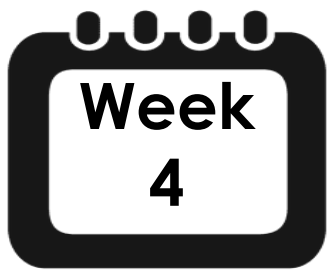
24 more  come and land.

How many  in the airport now? _____

W4 Math - (Friday)

Crossword Puzzle

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 1 | + | 2 | = | | + | | = | 8 |
| + | | + | | - | | + | | - |
| | - | 6 | = | 2 | + | | = | 2 |
| = | | = | | = | | = | | = |
| 9 | - | | = | 1 | + | | = | |
| - | | - | | + | | + | | - |
| 3 | + | | = | | - | 3 | = | 5 |
| = | | = | | = | | = | | = |
| | + | 3 | = | | - | 8 | = | |



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?