

Week 1 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?

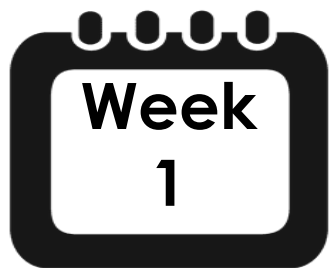
There’s no due date! These activities do not have to be turned in. Use these activities to give your child extra practice and enjoy learning together at home. You can do them any day, any time and in any order.

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-01.F.08 Decode words with phoneme-grapheme correspondences.
ELA-00.F.09 Encode words with phoneme-grapheme correspondences.
ELA-00.R.03b Tell about characters and setting in a literary text during or after a shared reading or other text listening experience.
ELA-01.L.01 Compose simple sentences.

Monday

Start by Reading an explanation of “Heart Words” at the top of the [Heart Words](#) page. Have your student practice saying, reading, and writing the Heart Words. Then choose two of the heart words to include in a sentence.

Tuesday

This activity is called Roll & Read. You will need a dice and a paper and pencil. Use these [Roll & Read](#) words.

Wednesday

This reading activity involves reading [A Cake for Tess](#) and answering questions. Reading a passage multiple times helps students build fluency and accuracy in their reading.

Thursday

For this activity, your student will choose heart words and use them in sentences. Remind them to:

- Start each sentence with a capital letter.
- End each sentence with punctuation (like a period, question mark, or exclamation point).

Capital letters and punctuation are important because they help others understand what we’re trying to say!

Friday

This reading activity involves reading [Max and Lily’s Time at the Park](#). After reading the story play Read Tic-Tac-Toe with someone.

W1 Reading - (Monday)

What is a Heart Word?

A **heart word** is a word that your child is learning to read and spell by remembering it “by heart.” These are usually words that don’t follow the usual phonics or spelling rules and can’t be sounded out easily—for example, words like *said*, *the*, or *have*.

We teach children to remember the tricky parts of these words using a heart symbol ❤️ to show, “You have to know this part by heart!”

Heart words help your child become a stronger reader by learning important words they’ll see and use all the time.

Practice reading the heart words and then write them:

who	by	my	one	once	said
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Heart Words

1. 2. 3.

4. 5. 6.

Sentence:

Roll & Read

1. Roll a dice. (if you don't have dice at home, you can roll [online dice](#)).
2. Pick a word from that column number you rolled and write it 3 times.
3. Repeat (steps 1 and 2) 5 times

Roll and Read

Lesson 59: VCe Review 2 (2)

					
bake	tide	made	save	case	phase
pine	cave	shrine	froze	lime	globe
doze	grime	hope	blade	note	chive

A handwriting practice sheet featuring five sets of horizontal lines. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line. These lines are evenly spaced and extend across the width of the page, providing a guide for letter height and placement.

Reading Practice

1. Read the passage out loud to someone.
2. Read the passage a second time to yourself.
3. Read the passage out loud in a funny voice.

A Cake for Tess

Niles and Blake want to bake a cake for Tess. Tess is their big sis. She will be a bride, so they want to bake a white cake. Niles and Blake mix the cake while Dad gets one pan. The mix goes, Drip! Drip! into the pan.

They ask Dad for help with the stove. The cake bakes for a long time. Next the cake goes on a glass plate. "The cake looks so cute. I want to take a bite!" says Niles. "We can not take a bite. This cake is for Tess!" says Blake.

Comprehension Questions

1. Who are the characters in the passage?

2. What are the characters doing in the passage?

3. What kind of cake were they baking?

W1 Reading - (Thursday)

who

by

my

one

once

said

Choose 4 words from above and write each word in a sentence. Remember capital letters and punctuation.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are 10 sets of these lines provided for writing practice.

Reading

1. Read the passage to yourself.
2. Read the passage out loud to someone.

Max and Lily's Time at the Park

Max was a brown dog. Lily was a gray cat. They were best pals.

One day, Max said, "Let's ride my bike to the park!"

Lily gave a smile. "Good idea! I will pack a cake."

They rode past the gate and down the road. The sun was bright and the sky was blue.

At the park, they sat by a stone.

"This is a nice time," said Max.

Lily gave Max a piece of cake. "Take a bite!" she said.

"Mmm! Yum!" said Max. "Let's come here each day."

They rode home as the sun went down. It was a fun time.

The End.

3. Play Tic Tac Toe with someone. You will say the word before you put the "X" or "O" on it

rode	stone	white
gate	nice	bake
dime	flute	smile

take	cake	plate
bite	time	June
bike	home	came

plate	white	stone
dime	bike	bake
cake	flute	bite



Math

Directions/Materials

Standards

MAT-00.NO.CC.01 Count verbally in sequential order by ones and tens to 100, making accurate decuple transitions (e.g., 89 to 90). Count verbally forward from any given number within 100.

MAT-01.AR.OA.01 Automatically add and subtract within 10.

MAT-00.AR.OA.04 Solve authentic word problems with addition by putting together or adding to within 10.

MAT-00.AR.OA.05 Solve authentic word problems with subtraction by taking apart or taking from within 10.

Monday

For this activity your student will work on being automatic in their [Addition and Subtraction Facts up to 10](#). Students can use a timer to keep track of their best time.

Tuesday

For this activity your student will work solving [Word Problems](#) that involve both numbers and words. Students should read the problem aloud and then show their thinking by drawing pictures, number sentences or out loud using mental math.

Wednesday

For this activity your student will be working on the order of numbers using the [Counting Practice](#) problems. The problems can be worked out verbally or on paper.

Thursday

For this activity your student will work solving [Word Problems](#) using different strategies. Students should read the problem aloud and then show their thinking.

Friday

In this activity your student will solve their way through the [Fact Maze](#) by answering addition and subtraction facts within 10.

Addition & Subtraction Up to 10

Directions: Solve each problem as fast as you can! Have someone time you and see how long it takes. Erase all your answers and redo it have someone time you again and see if you can beat your time!

Addition Facts

$2 + 3 = \underline{\quad}$	$0 + 7 = \underline{\quad}$
$1 + 4 = \underline{\quad}$	$2 + 6 = \underline{\quad}$
$5 + 2 = \underline{\quad}$	$5 + 0 = \underline{\quad}$
$3 + 6 = \underline{\quad}$	$1 + 8 = \underline{\quad}$
$4 + 4 = \underline{\quad}$	$3 + 5 = \underline{\quad}$

Subtraction Facts

$3 - 2 = \underline{\quad}$	$7 - 0 = \underline{\quad}$
$1 - 4 = \underline{\quad}$	$6 - 2 = \underline{\quad}$
$5 - 2 = \underline{\quad}$	$5 - 0 = \underline{\quad}$
$6 - 3 = \underline{\quad}$	$8 - 1 = \underline{\quad}$
$4 - 4 = \underline{\quad}$	$5 - 3 = \underline{\quad}$

Word Problems

Directions: Read each problem carefully. Solve using pictures, number sentences, or mental math.

1. Mia has 3 apples. She picks 4 more apples from the tree.

How many apples does she have now?

Number sentence: _____

Answer: _____ apples

2. Liam has 9 toy cars. He gives 5 to his friend.

How many cars does Liam have left?

Number sentence: _____

Answer: _____ cars

3. A basket has 4 bananas. Someone puts in 5 more.

How many bananas are in the basket now?

Number sentence: _____

Answer: _____ bananas

4. Emma had 7 cookies. She ate 3 of them.

How many cookies does she have now?

Number sentence: _____

Answer: _____ cookies

Counting Practice

1. Count Forward

Start at 0. Write the numbers in order up to 10.

0, __, __, __, __, __, __, __, __, __, __

2. Count Backward

Start at 10. Countdown to 0.

10, __, __, __, __, __, __, __, __, __, __

3. Fill in the Missing Numbers

- a. 3, __, __, 6
- b. __, 2, __, 4
- c. 7, __, __, 10
- d. __, 9, __, 7

4. What Comes Before?

Write the number that comes **before** the given number:

- a. __ comes before 5
- b. __ comes before 8
- c. __ comes before 3
- d. __ comes before 10

5. What Comes After?

Write the number that comes **after** the given number:

- a. 4 comes after __
- b. 6 comes after __
- c. 2 comes after __
- d. 9 comes after __

Word Problem Strategies

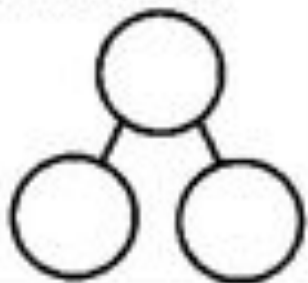
Directions: Read the story problem and solve it in all the ways shown.

My mom got 3 new fish for her fish tank. She already had 6 fish in the tank. How many fish does she have now?



Part	Part
Whole	

Number Bond



Draw it.

My Equation

$\text{ } + \text{ } = \text{ }$

Fit in the ten frame to solve the equation.



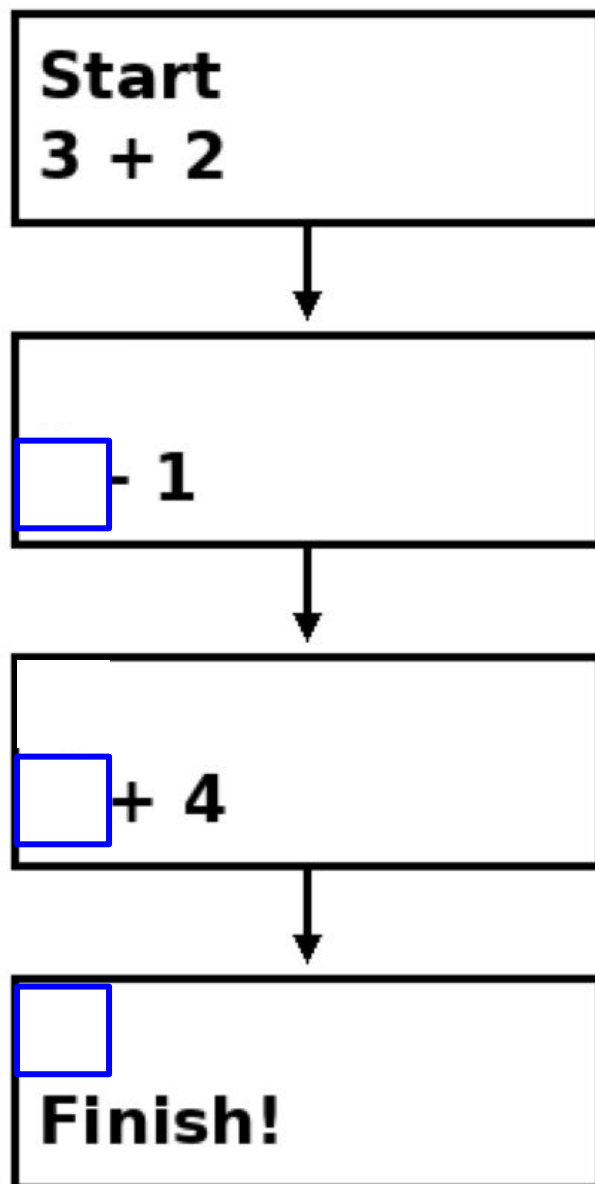
Word problem #2

My dad made 8 waffles for breakfast. During breakfast 5 waffles were eaten. How many waffles are left over?

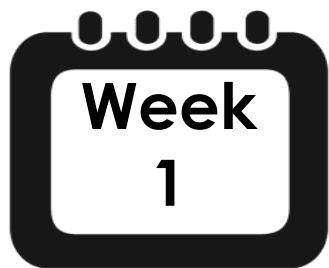
Fact Maze

Goal: Solve your way through the maze by answering addition and subtraction facts within 10.

Directions: Start at the top of a path with a number fact. Solve it and follow the arrow to the box with the correct answer. (under the red box is the correct answer) That answer leads to the next problem, and so on — until they reach the “Finish.”



You made it through the maze correctly if you finish on a number that is 2 less than 10.



Family Connections

Communication Activities

Walk & Talk

Exploring new places together encourages families to slow down, talk, and connect in a meaningful way. It builds communication and observation skills while promoting curiosity, creativity, and appreciation for the world around them—and for each other.

Walk & Talk: Students and their families take a walk or trip to explore a nearby park, trail, neighborhood, museum, or any place they haven't visited together before. As they explore, they'll focus on talking and noticing together—asking questions, making observations, and sharing what they see, hear, and feel. Families might collect natural items (like leaves or rocks), take photos, or keep a shared journal or sketchbook to capture their experience.

Art or Photo Walk

Creating and reflecting together helps children and families express emotions, celebrate their unique experiences, and strengthen bonds. Whether through art or memory-sharing, this activity promotes empathy, self-awareness, and the joy of connecting through meaningful conversation and creativity.

Art Walk: Students and their families create a piece of art using drawing, painting, or crafting supplies, where each family member makes their own piece inspired by a shared theme (like "Our Family," "A Special Place," or "Something I Love"). Families could also do a guided art project together using [Art Hub](#).

Photo Walk: Students and their families look through family photos together, choosing favorite pictures from past trips, holidays, or everyday moments, and take turns sharing the memories and stories behind them.

Act It Out

Acting out together builds confidence, creativity, and communication skills. It allows children to explore emotions and ideas through movement and storytelling, while strengthening bonds and encouraging laughter, and imagination within the family.

Act It Out: Students and their families choose a game or story to bring to life through acting. They can play *charades* using words or phrases related to animals, actions, books, or family life—or they can pick a favorite book or story and act out a scene together, assigning roles and adding costumes or props for fun.

Shared A Story

Reading together creates space for meaningful conversation and emotional learning. This activity helps children develop empathy, understand different perspectives, and connect literature to their own lives—all while building strong family bonds through shared stories and reflection.

Share A Story: Students and families choose a short children's book or a longer chapter book to read together. The book can focus on themes like friendship, problem-solving, emotions, or differences among people or just a good story. After reading, discuss thoughts, feelings, and experiences related to the story, helping everyone grow in understanding of themselves and each other.

Emotional Awareness Questions

Use these questions to guide conversations with children. These questions focus on building emotional awareness and vocabulary.

Recognizing Emotions

- What was the best part of your day? How did it make you feel?
- Can you name a feeling you had today? Where in your body did you feel that emotion?
- Was there anything today that made you feel sad or frustrated?
- Did anyone make you laugh today? What happened?

Understanding Emotions

- What color would represent your feelings be today? Why?
- Can you show me with your face how you felt at lunch/recess/class?
- Do your feelings change during the day? What makes them change?
- Was there a time you felt proud of yourself today?

Expressing Emotions

- Did you feel worried or nervous at all today? What was that like?
- Was there a moment when you had to calm yourself down? What did you do?
- If today was a weather report, what would it be—sunny, cloudy, stormy? Why?
- Who do you feel safe sharing your feelings with?

Emotions in Others

- How can you tell how someone else is feeling?
- How do your actions make others feel?
- Did you help anyone today? How did that make you feel? How did that make them feel?
- What can you do or say if someone else is having a hard day?