

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?

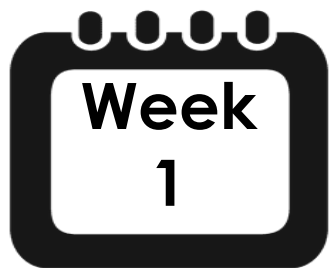
There’s no due date! These activities do not have to be turned in. Use these activities to give your child extra practice and enjoy learning together at home. You can do them any day, any time and in any order.

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-02.F.08 Decode words with phoneme-grapheme correspondences.
ELA-02.F.09 Encode words with phoneme-grapheme correspondences.
ELA-02.F.12 Read accurately and automatically a variety of second-grade texts with expression, phrasing, purpose, and understanding.
ELA-02.R.03a Identify the main idea with supporting details during or after reading an informational text or passage.

Monday

For this week your student will be doing an activity called "Roll & Read." Roll and Read is a fluency-building activity where students engage in repeated practice.

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 the words in that column out loud.
3. Roll again and keep reading!

[Monday Roll & Read and Passage](#)

Students will read a passage that includes phonics focus words after completing Roll & Read for the day. Students should read the passage 3 times and then complete the activity listed underneath the passage.

Tuesday

Same directions but use [Tuesday Roll & Read and Passage](#)

Wednesday

Same directions but use [Wednesday Roll & Read and Passage](#)

Thursday

Same directions but use [Thursday Roll & Read and Passage](#), [SWBST Summarizing Strategy](#)

Friday

In the Written Word Sort activity your student will need a piece of paper and a pencil (or dry erase board and marker.)

Written Word Sort Directions

1. Write the 3 bolded suffixes across the top as headings
2. Read each word in the list below the suffix headings.
3. Write each word under the correct suffix it belongs to.

W1 Reading - (Monday)

Phonics Focus: -es/-s (nouns)

Roll and Read

Lesson 99: -s/-es (nouns)

					
markers	rocks	muffins	apples	boxes	pillows
bunches	girls	benches	classes	numbers	desks
boys	tables	places	names	dresses	sashes

Trip to the Baseball Park

The boys and girls of Miss Brown's third grade class are jumping up and down with delight when the buses pull up in front of them. All the third grade classes are going on a trip to see a baseball game today. After the teachers check who is present, the students and teachers make their way onto the buses and sit down. As they drive to the baseball park, the students look out the windows and sing silly songs.

Once inside the park, they look at the numbers on the benches to find their seats. The game starts a few minutes later. The students cheer as they watch the home team score the first points. The home team makes some impressive runs, passes, and pitches. As the game is about to end, the classes scream with joy. They see themselves on the big screen! On the ride back home, the students and teachers talk about the thrilling events of the day. They all agree they should take a trip to the baseball park again soon.

1. Read the passage 3 times
2. Write/highlight the -es words in yellow, and the -s words in blue

W1 Reading- (Tuesday)

Phonics Focus: -er/-est

Lesson 100 Practice

Practice reading the heart words and then write them:

about

answer

Heart Words

1.

2.

Roll and Read

Lesson 100: -er/-est

					
higher	lower	older	newer	smaller	quicker
highest	lowest	oldest	newest	smallest	quickest
taller	shorter	faster	slower	longer	harder

Growth Spurt

Akeem woke up one morning feeling quite strange. His arms stretched longer than they ever have before. When he stood up, he hit his head on a shelf! He felt like he had a brand new body.

When Akeem got dressed, none of his clothes fit. His arms were longer than his shirt sleeves. His shoes were smaller than his feet. Even his longest pants were now too short. What was he going to do?

Akeem walked into the kitchen with his too big body in his too small outfit. "Wow," grandma exclaimed, "you had a growth spurt! You got taller overnight! Now you may be the tallest kid in your class!"

Akeem's big brother got up from the table and stood next to him. The top of Akeem's head only reached his brother's elbows. "Well, you're still shorter than me," he said with a grin.

1. Read the passage 3 times
2. Write/highlight the -er or -est, then underline then circle the base word

W1 Reading - (Wednesday)

Phonics Focus: -ly

Lesson 101 Practice

Practice reading the heart words and then write them:

about	answer	honest	honor
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Roll and Read

Lesson 101: -ly

					
boldly	gladly	bravely	lightly	costly	highly
sharply	calmly	quickly	firmly	safely	shortly
kindly	hardly	badly	swiftly	madly	deeply

Rollercoaster

When Kenzer and Sidney got to the front of the line, they finally saw the cars rushing past them. Up close, they seemed a lot faster. As the kids sat in their seats, they double checked that their seatbelts were firmly locked in. Then, they breathed deeply and closed their eyes.

The rollercoaster inched up the tracks so slowly it hardly felt like they were moving. When it got to the top, Kenzer timidly peered over the edge. Just when it felt like they got stuck, the car fell quickly. Instantly, they screamed loudly.

Kenzer's belly was doing backflips. Sidney's curls were blowing in the wind. Their arms and legs were flailing in the sky. Then, just as quickly as the ride started, it was finished. They sat silently for a moment, hardly understanding what just happened.

As Kenzer and Sidney took off their seatbelts, they looked at each other and yelled, "that was awesome!" Then they got back in line to take another ride on the roller coaster.

1. Read the passage 3 times
2. Write 3 sentences using at least 2 -ly words from the passage or Roll & Read list.

W1 Reading- (Thursday)

Phonics Focus: -less/-full

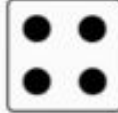
Lesson 102 Practice

Practice reading the heart words and then write them:

answer	honest	honor
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Roll and Read

Lesson 102: -less, -ful

					
mindless	delightful	hopeful	cheerful	countless	forgetful
colorful	clueless	flawless	meaningful	harmful	speechless
graceful	forceful	spotless	hopeless	mindful	harmless

A Dreadful Stormy Day

Today Hailey was feeling restless. She wanted so badly to go outside and play but there was a huge storm. The wind was blowing powerfully, and the rain was extremely heavy. It was not safe for Hailey to go outside. She was clueless about how to have fun inside and started to become hopeless.

As she was searching her room for something to play with, she found an old box hidden deep under her bed. She assumed it was full of useless junk, but when she opened it, she found one of her old games.

Hailey lost the game a long time ago and was thankful to find it. At last, she was feeling hopeful. She showed the game to her sister, and they played for countless hours. It was delightful. They didn't even realize the storm had passed. What Hailey assumed would be a pointless day turned out to be delightful!

1. Read the passage 3 times
2. Then complete a summary any passage this week using the [SWBST Summary Strategy](#)

W1 Reading - (Monday - Thursday)

"Somebody-Wanted-But-So-Then" Summary

In this activity your student will write a summary for a story by identifying key story elements: Somebody, Wanted, But, So, and Then.

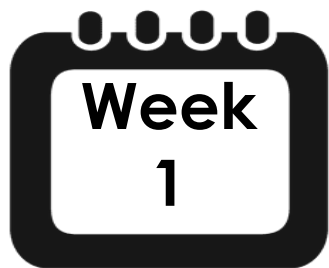
1. **Read Together:** Read a short story with your child (or have them read it to you).
2. **Talk It Out:**
 - **Somebody** – Who is the main character?
 - **Wanted** – What did the character want?
 - **But** – What was the problem?
 - **So** – What did the character do about it?
 - **Then** – What happened in the end?
3. **Write or Draw:**
 - Fill in the SWBST chart with short sentences or drawings for each part.
4. **Summarize It:**
 - Put it all together to create a 1–2 sentence summary. Example:
"Somebody (Frog) wanted to find his friend Toad, *but* Toad was asleep. So Frog waited all day, *then* they had dinner together."

S	Somebody ---Who is the main character?
W	Wanted --- What did the character want?
B	But --- What was the problem?
S	So --- What did the character do about it?
T	Then --- What happened in the end?

W1 Phonics - (Friday)

Written Word Sort: -er, -est, -ly

er	est	ly
slower	shorter	faster
highest	quickly	firmly
longer	badly	bravely
longest	swiftly	hardly
higher	kindly	older
oldest	quickest	tallest
eldest	quicker	lightly
firmly	swiftly	deeply



Math

Directions/Materials

Standards

MAT-02.GM.M.04 Count collections of money (quarters, dimes, nickels, and pennies) relating to counting patterns by 1s, 5s, and 10s up to one dollar.
MAT-02.AR.OA.03 Solve one- and two-step authentic word problems with addition within 100, including the use of unknowns.
MAT-02.AR.OA.04 Solve one- and two-step authentic word problems with subtraction within 100, including the use of unknowns.

Monday

In the [Coin Value Rhyme](#) activity, read and practice the rhyme with your student to help them remember the names, values, and pictures of different common coins.

For a fun, engaging activity, assist your student in creating a [Toilet Paper Roll Piggy Bank](#). Follow the attached directions to help your child make a homemade piggy bank.

Tuesday

In this [Making a Menu](#) activity your student will practice using coins to count money and solve problems. First, your student will look at "Smith's Snack Menu" and answer questions about how much the items cost. Then, for a fun family challenge, you'll work together to make your own meal menu with prices!

Wednesday

In this [Counting Money](#) activity, your child will practice counting coins and \$1 and \$5 bills. First, look at the money shown in each problem and count the total value of all the coins and bills. Have your student write a number sentence to show how they added the money to make a total sum.

Thursday

In this [Change Please](#) activity, your student will practice working with money. First, they will use the chart to figure out how much change to give when something is bought with \$1. Next, your child will count a group of coins (a coin collection). After counting, they will answer a few questions about the coins they counted.

Friday

In this [Money in the Bank](#) activity, students will show their understanding of adding coin values. For each question, add the numbers in the 1s column, then add the numbers in the 10s column to find the total. After finding the total amount, think of two different ways to make that amount using coins. For each coin collection, write a number sentence to show how you added the coins to get the total.

W1 Math - (Monday)

Coin Value Rhymes

Penny, Penny,
Easy spent,
Copper brown
And worth one cent.



Nickel, nickel,
Thick and fat,
You're worth 5,
I know that.



Dime, dime,
Little and thin,
I remember
you're worth 10.



Quarter, quarter,
Big and bold,
You're worth 25
I am told.



Half-a-dollar, half-a-dollar,
Giant size,
50 cents to buy
Some fries.



Dollar, dollar,
Green and long,
With 100 cents
You can't go wrong.



W1 Math - (Monday)

Making a **Toilet Paper Roll Piggy Bank** is a fun and easy craft project for kids or adults. Here's a step-by-step guide using common household supplies.

Supplies Needed:

- 1 empty toilet paper roll
- Construction paper or paint (for decorating)
- Glue or tape
- Scissors
- Googly eyes (or draw your own)
- Pipe cleaners or paper (for tail)
- Paper or foam (for ears, nose, legs)
- Coin slot knife or craft blade (adults only)

Instructions:

1. Cover the Roll

- Cover the outside of the toilet paper roll with pink construction paper or paint it pink.
- Let it dry if painted.

2. Make the Coin Slot

- (Adult step) Use a craft knife or scissors to carefully cut a **slit** on the top of the roll—long enough to fit coins through.

3. Create the Pig's Face

- Glue on googly eyes.
- Cut a small oval from pink paper or foam for the nose; draw two black nostrils and glue it on the front.
- Cut out two small triangles for ears and glue to the top front.

4. Add Legs

- Cut four small rectangles from cardboard or thick paper.
- Fold and glue/tape them under the roll as legs to make it stand.

5. Add the Tail

- Twist a short piece of pipe cleaner or strip of paper into a spiral and glue it to the back for the curly tail.

6. Seal One End (Optional)

- Seal one end of the tube with paper or cardboard to keep coins from falling out.
- You can leave the other end open for removing coins, or create a removable cap from cardboard.

Bonus Tips:

- Let kids decorate with stickers or markers.
- Use different colors or animal themes for variety (e.g., a cow, elephant, or robot bank).



Smith's Snack Menu

Uncrustable	Cheese Stick	Pickle	Doritos	Juice Box	Popcorn
\$0.75	\$0.50	\$0.25	\$1.50	\$1.00	\$1.25
					

Dylan smith ordered one of everything except Doritos for his snack on Monday.

1. How much money total did he spend?
 2. How much change would he receive if he paid with a \$10 bill?
 3. How many bags of Doritos can Dylan buy with \$5?
 4. Can Dylan buy 3 cheese sticks and 3 pickles for \$3?
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Make a Menu

1. Draw/List all the items on your family's lunch or supper menu.
2. Assign a value to each item using (coin & dollar values less than \$2.00)
3. Order items from the menu
4. Create a bill for the lunch
5. Practice counting a total for the lunch that was ordered.
6. Challenge - Calculate how much change would be given for a \$10 or \$20 bill.

Counting Money



= _____



= _____



= _____



= _____



= _____



= _____



= _____



= _____



Change Please

Purchase	Price	Paid With	Amount of Change to Give	Coins Used to Give Change
		\$1.00		
		\$1.00		
		\$1.00		
		\$1.00		
		\$1.00		



Cheeseburger \$0.75



Apple \$0.63



Ice Cream \$0.26



Pineapple \$0.54



Orange \$0.17



Birthday Cake \$0.89

Coin Collection Questions

1. How many coins in your collection?
2. What is the value of all the coins in your collection?
3. Is your collection more or less than \$10?
4. Which coin in any collection is needed to make a sum end in a number other than 0 or 5?
5. How many \$0.75 cookies can you buy with your coin collection?

MONEY IN THE BANK, #2

★ Add the two numbers together to see how much money is in each piggy bank.



$$\begin{array}{r} 10 \\ + 44 \\ \hline \$ \end{array}$$



$$\begin{array}{r} 21 \\ + 25 \\ \hline \$ \end{array}$$



$$\begin{array}{r} 35 \\ + 60 \\ \hline \$ \end{array}$$



$$\begin{array}{r} 25 \\ + 64 \\ \hline \$ \end{array}$$



$$\begin{array}{r} 80 \\ + 18 \\ \hline \$ \end{array}$$



$$\begin{array}{r} 23 \\ + 33 \\ \hline \$ \end{array}$$

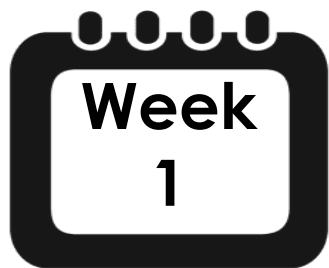


$$\begin{array}{r} 56 \\ + 31 \\ \hline \$ \end{array}$$



$$\begin{array}{r} 11 \\ + 30 \\ \hline \$ \end{array}$$

★ Look at the totals for each piggy bank. Which amount is the largest? ____ Which amount is smallest? ____



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?