Week 2 **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.

Week 2

Reading

	Directions/Materials
Standards	**ELA-01.R.03b** Identify characters, setting, and plot in a literary text during or after a shared reading or other text listening experience. **ELA-01.F.06** Blend four or more phonemes to produce a spoken word or syllable.
Monday	Complete the Word Work: Digraph 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	Reading Comprehension Practice: Grown up or student reads the story out loud. Then go to the next slide and discuss with your student the characters, setting, problem and solution. Ask your student, what they think would be a good title for the story?
Wednesday	Student reads the story, The Ship Dock, out loud (help your student with reading when needed). Student then circles or writes down all of the words with the digraphs -ck, sh, th, and wh.
Thursday	Reading Comprehension Practice: Grown up or student reads the story out loud. Your student then tells or writes and draws about the beginning middle and end of the story (including the characters, setting and plot). Ask your student, what they think would be a good title for the story?
Friday	Roll and Read: your student rolls a dice, finds the corresponding number on the board, and then chooses a word in that column to read (continue until all words are read or your reading practice time is up). Your student could also just read each of the words and see how fast they can go (if you do not have any dice).

W2 Reading - (Monday)

Word Work: Digraph Review

Home Practice

New Concept and Sample Words
digraphs review 2
shrimp
shrug
throb
thrift
spring
strong

Word Work Chains
1. string → strong → strung → sprung 2. spring → sprint → print → prints
Sample Word Work Chain Script
string → strong → strung → sprung 1. Make the word **string**. [spelling] 2. Change the **i** to **o**. What word is this? [reading] 3. Change **strong** to **strung**. [spelling] 4. Change the **t** to **p**. What word is this? [reading]

Review Irregular Words
could, would, should, or*, for*

Sentences
1. The string is so long. 2. Where did they go last spring?



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

Part 1- Reading

1. Read or listen to the story.

One wet Saturday, Sam put on his rubber boots and raincoat so he could go outside. The rain had stopped but puddles were everywhere, and Sam loved splashing through them. As he stomped along, he found a small, muddy hill and decided it was the perfect spot to climb.

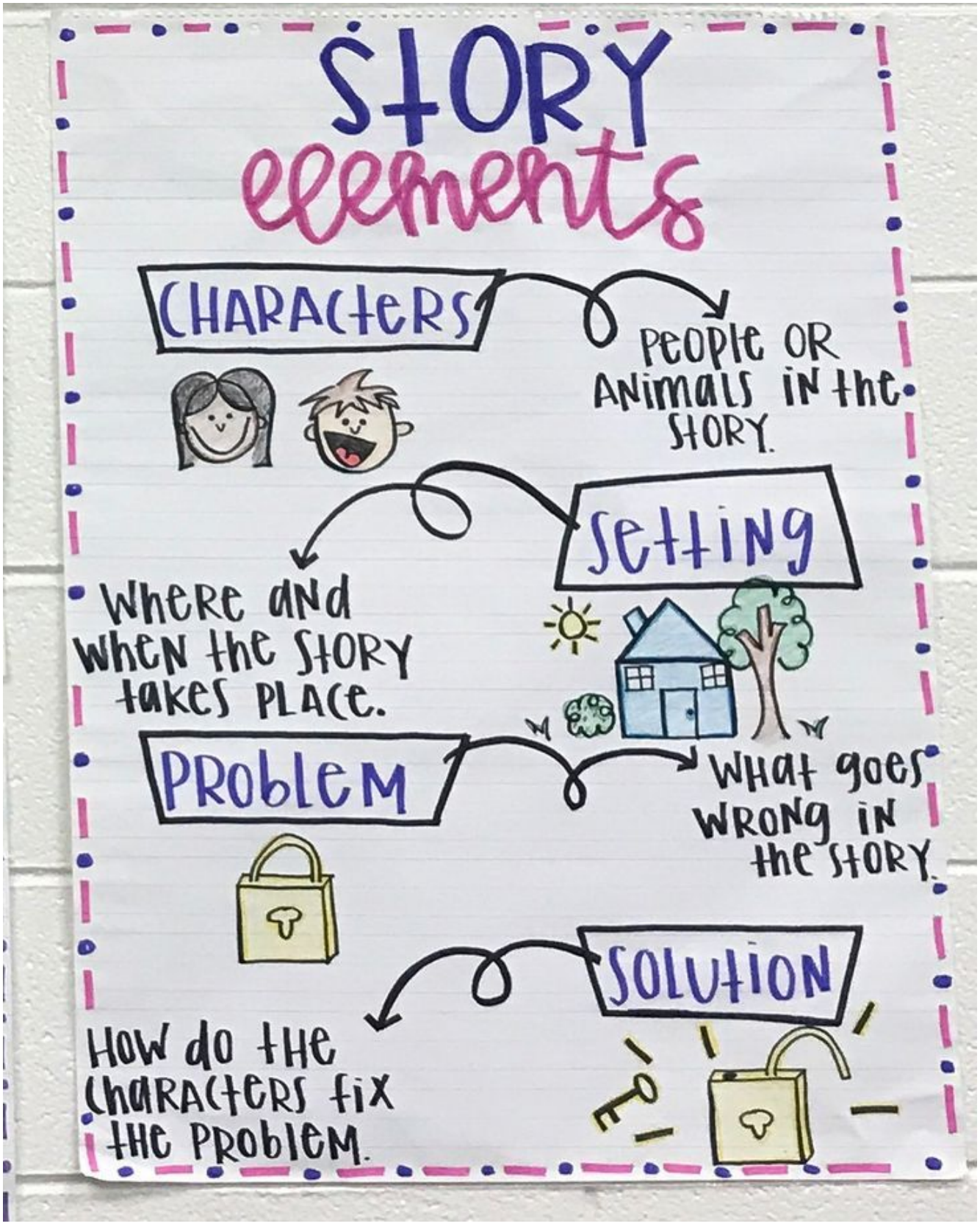
In the middle of climbing, Sam's boot got stuck! He tried to pull it out, but the mud held on tight. He tugged harder and harder. With a big "POP," his boot came free… but Sam fell back into a big, muddy puddle! Instead of being upset, Sam laughed as mud splashed all around him.



Just then, his friend, Mandy, walked by. Seeing Sam covered in mud, she laughed and jumped in to join him. They splashed and played until it was time to go home.

(Part 2 on the next slide)

Part 2- Discussion



Lesson 53: digraphs review 2

The Ship Dock

Illustrate the story here:

Quin goes to the dock with Jax. They sit on the dock and look at the ships. Jax looks up and sees a big clock. "What is that clock for?" he asks. Quin says, "There is a bell in the clock. When the bell rings, the ships can go to the dock."

Quin and Jax look for ships that could go to the dock. "I think that tall black ship will go to the dock," said Quin. "I think this big pink ship will go to the dock," said Jax.

The bell rings. Ding dong. Ding dong. Which ship will go to the dock? The tall black ship goes past the dock. The big pink ship goes past the dock. "Look!" said Quin. Jax sees a small red ship. The small red ship stops at the dock. "We should have said the red ship!"

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Part 1- Reading

1. Read or listen to the story.

One afternoon, Lily and her friends decided to play a game of hide-and-seek in her backyard. Lily was chosen to be "It," so she closed her eyes and started counting. Her friends ran around, each looking for the perfect hiding spot.

When Lily got to ten, she called out, "Ready or not, here I come!" She then started looking everywhere in the backyard. She saw a shoe poking out from under a table and a red shirt hiding behind a tree. One by one, she found all of her friends except for Emma.

Lily kept searching. She thought she had looked everywhere when she heard a giggle coming from the shed. When she opened the door, there was Emma, trying hard not to laugh. Everyone cheered, and they all agreed Emma was the best hider.



(Part 2 on the next slide)

Part 2- Discussion

2. Fill in the boxes with pictures and words to describe what happened in the story's beginning, middle and end.

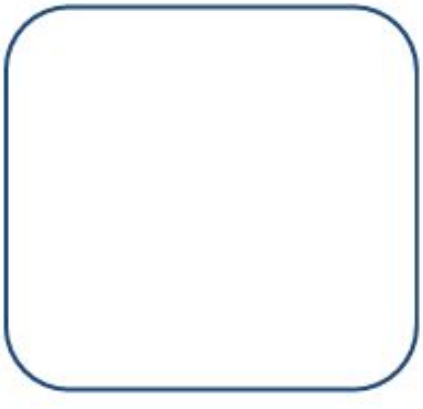
What happened in the **beginning** of the story?



What happened in the **middle** of the story?

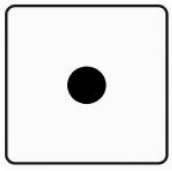
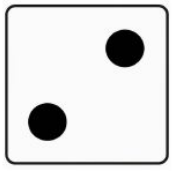


What happened in the **end** of the story?



Roll and Read

Lesson 53: digraphs review 2

					
shrank	thrash	such	black	shrink	thrust
them	sing	shred	pick	when	shrunk
shrub	thrill	with	throb	shrimp	bring
thrift	than	which	shrimp	much	long
then	shrill	shrank	thrill	thrash	shrug
throb	thrust	shrink	shred	back	long

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Week 2

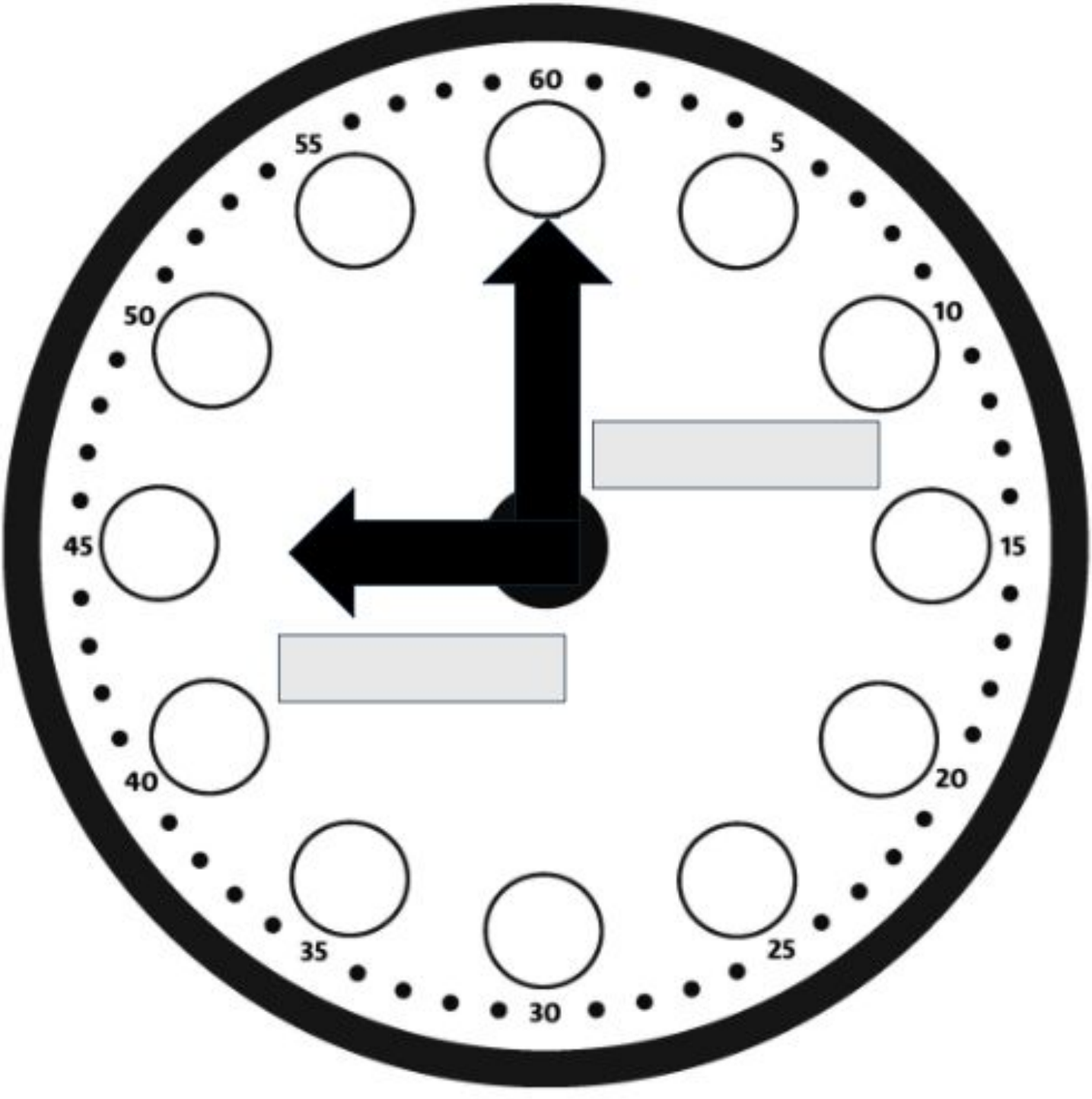
Math

	Directions/Materials
Standards	**MAT-01.GM.M.03** Tell and write time to the hour and half hour (including o'clock and half past) using analog and digital clocks.
Monday	Counting by 5's: Using the 120 Chart your student will practice counting by 5's to 120. Once your student feels confident in counting by 5's, your student will count by 5's not using the chart. *Challenge: Have your student count backward from 120, by 5's.
Tuesday	Fill in the Clock: Grown up can print or draw the clock shown. Label the parts of the clock: hour hand, minute hand, and numbers 1-12. Discuss with your student that when the hour hand lands on a number, it says its name; but when the minute hand lands on a number it says a multiple of 5 (connecting Monday's practice to today).
Wednesday	Telling Time Worksheet: hour and half hour- Your student will match the analog clocks to the digital clocks.
Thursday	Make a Family Schedule: Use the family schedule template to have your student write in your family's daily schedule. If you have a different schedule every day, just choose a day and make that schedule. Talk about each time slot and if it is am or pm.
Friday	Telling Time Game: Either print off the game and play with your student **OR** have your student write down or tell you each of the times that appear on the digital clocks that are on the game board.

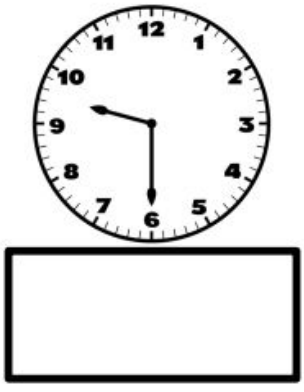
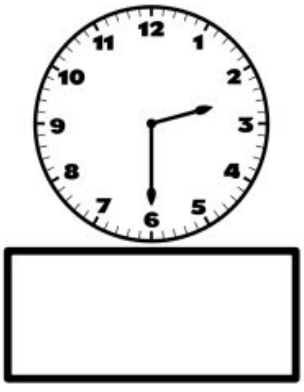
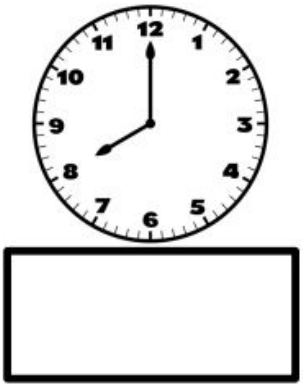
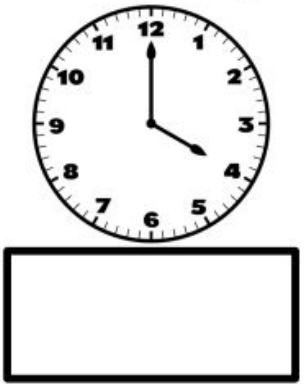
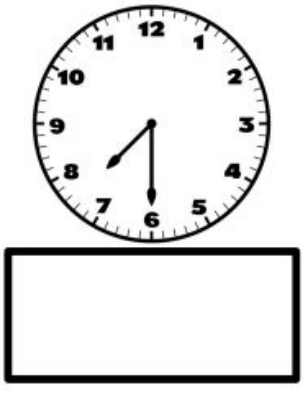
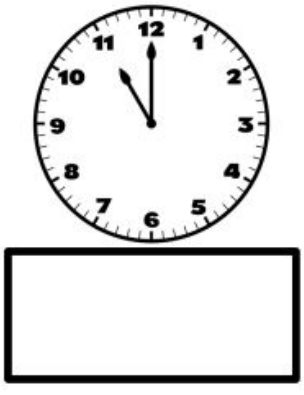
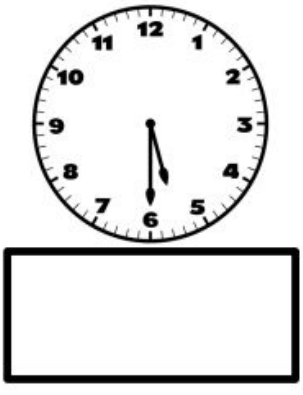
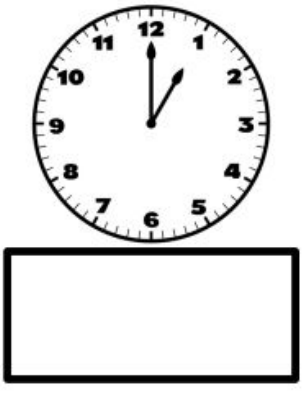
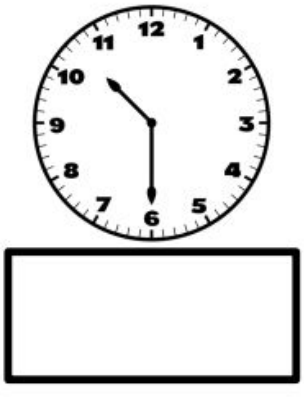
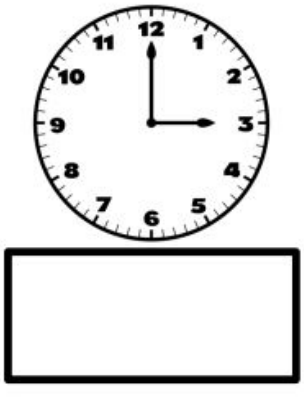
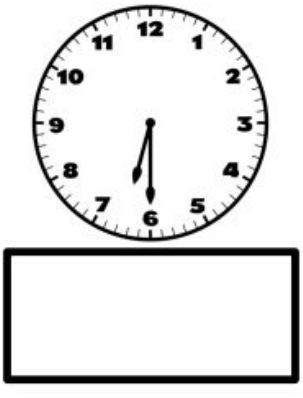
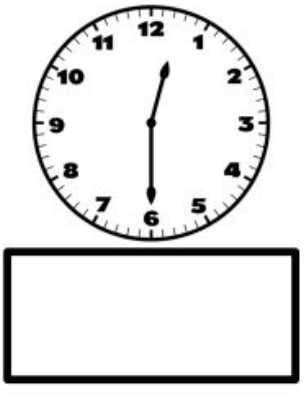
120 CHART

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120

Fill in the Clock!



Telling Time: hour and half hour

11:00	2:30	6:30	7:30
4:00	1:00	5:30	3:00
10:30	8:00	12:30	9:30

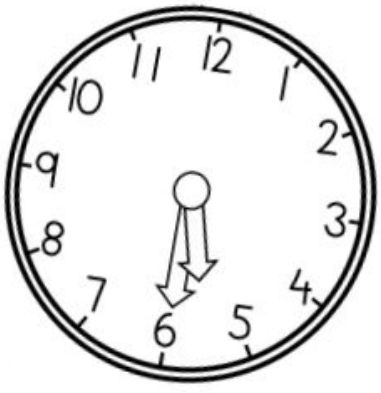
Our Family Schedule

8:30		1:00	
9:00		1:30	
9:30		2:00	
10:00		2:30	
10:30		3:00	
11:00		3:30	
11:30		4:00	
12:00		4:30	
12:30		5:00	

Telling Time Game: Directions

Time to the Hour and Half-Hour Board Game!





What you Need:

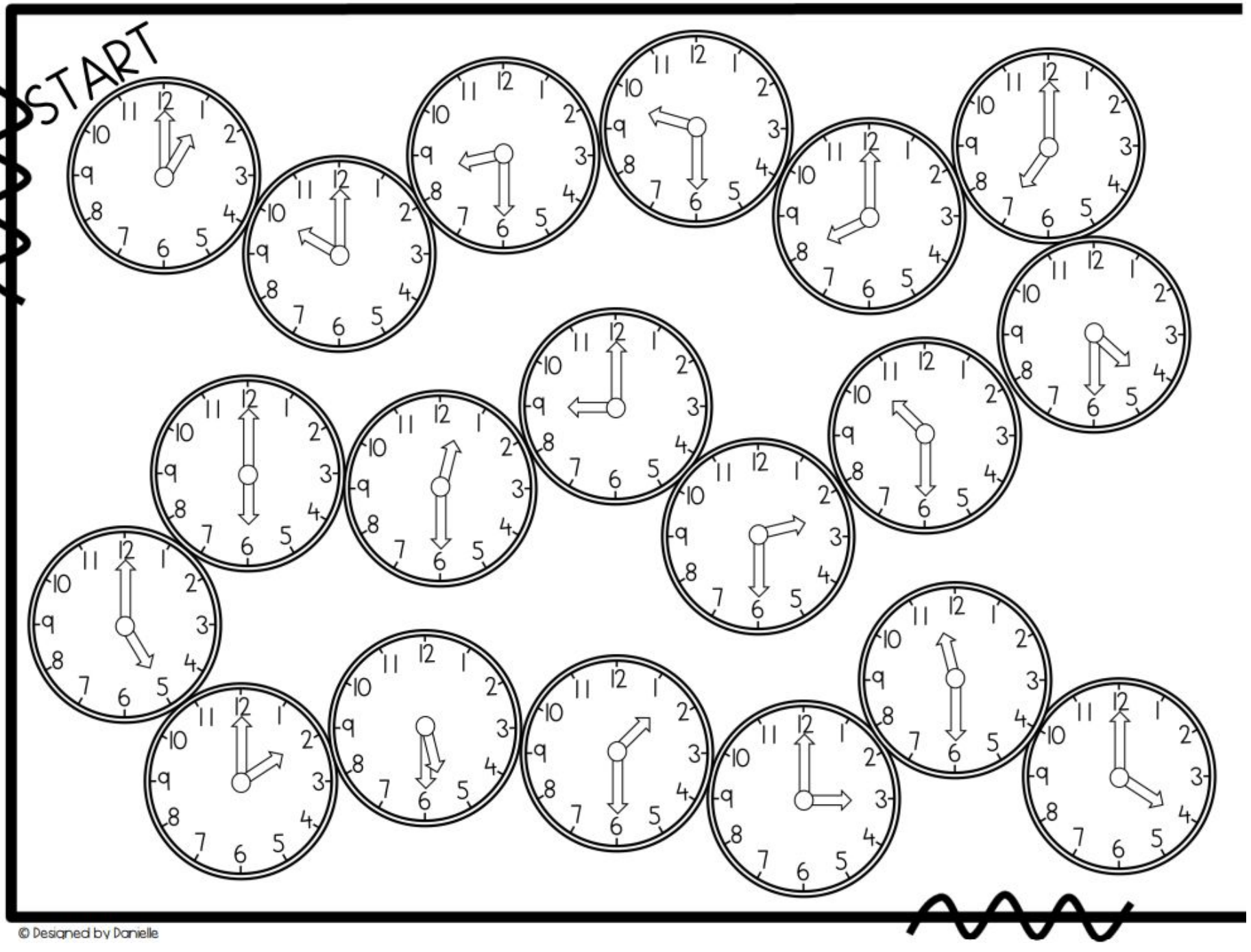
playing pieces and a dice

How to Play:

Roll the dice and move that many spaces. Say the time you land on. If you get it correct, your piece stays there. If not, you go back to where your pieces was. The first to the finish line wins!

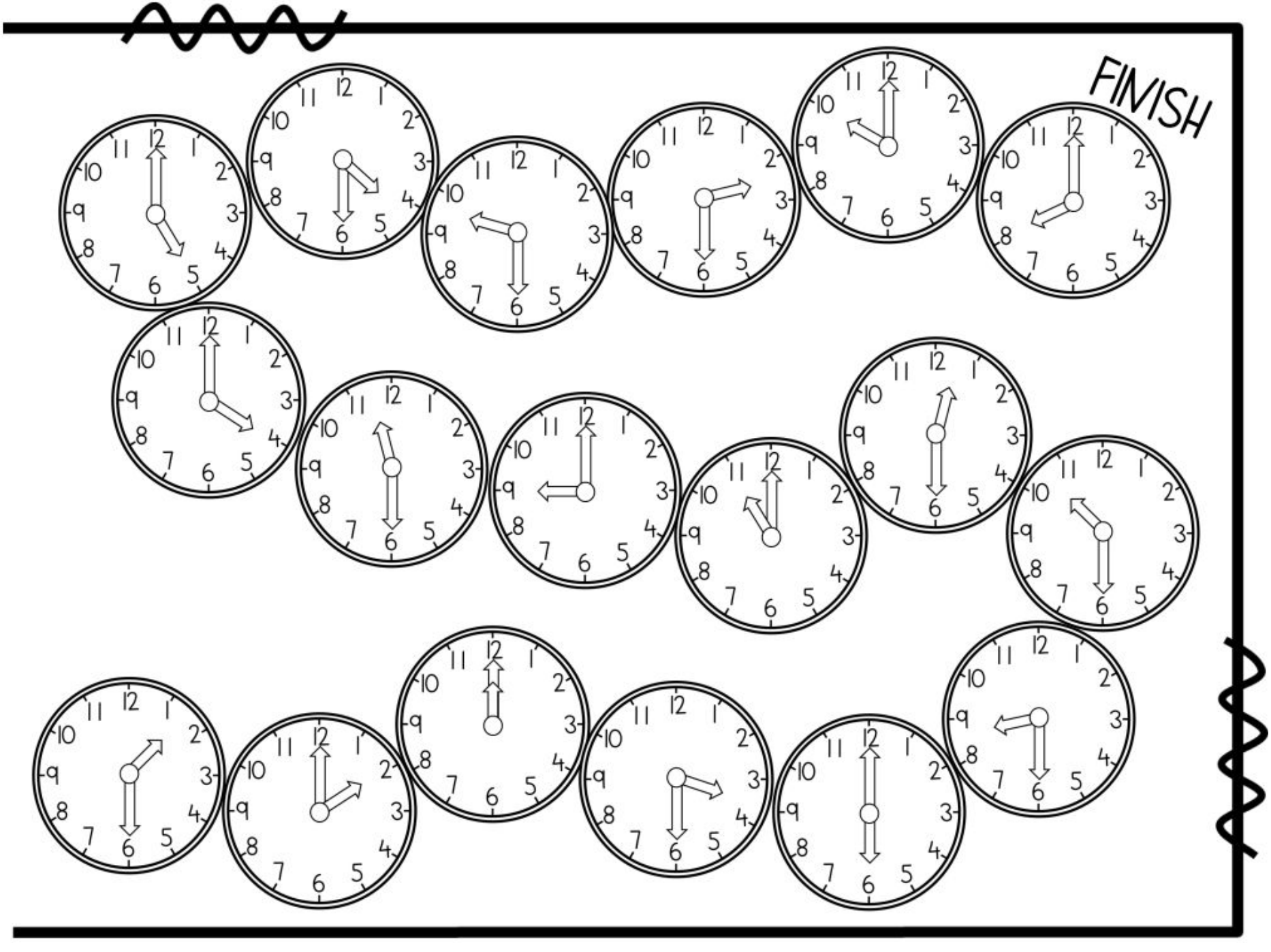
The game board is on the next two slides.

W2 Math - (Friday)



© Designed by Danielle

W2 Math - (Friday)



Week 2

Family Connections

Problem Solving Activities	
Movie Time	This activity turns screen time into meaningful conversation and learning. It helps children recognize challenges, explore different solutions, and build empathy by seeing the world through a character's eyes. Plus, it strengthens family communication in a relaxed and engaging way. **Movie Time:** Students and their families choose a movie to watch together—preferably one with a clear problem and resolution, such as an animated adventure, friendship story, or hero's journey. Take a few moments to pause (refill snacks) and discuss what everyone is thinking so far. After watching, talk as a family about the main challenge faced by the characters, how they solved it, and what lessons could apply to real life.
Game Time	Games make learning fun and engaging, while naturally building skills like logic, creativity, patience, and teamwork. This activity helps children see that solving problems can be exciting—and that working together as a family makes it even better. **Game Time:** Students and their families choose and play a game that involves solving puzzles, thinking ahead, or working together to overcome challenges. Great options include board games like *Guess Who?, Connect 4, Blokus, or Rush Hour,* or cooperative games like Outfoxed!, Zoo Break, or even a scavenger hunt or homemade escape room. As you play talk openly about your thinking and using skills like strategizing, observing patterns, making decisions, and communicating clearly.
Riddles or Trivia	Solving riddles and answering trivia as a family sharpens thinking and promotes collaborative problem-solving. It's a fun, low-prep way to build confidence, curiosity, and communication—all while spending meaningful time together. **Riddles or Trivia:** Students and their families spend time together solving a series of riddles and trivia questions as individuals or in teams. Do a quick google search for riddles or trivia questions. Choose topics of interest and ability—like animals, nature, logic puzzles, fun facts, or age-appropriate brain teasers. Families can set a timer for a "challenge round," work together to solve a riddle-of-the-day, or even compete in teams for a friendly competition.
Creativity Thinkers	This activity brings families together as creative problem-solvers. It encourages kids to take initiative, think like engineers or inventors, and learn that even "failures" are part of the process. Most importantly, it shows that every family member's ideas and efforts matter when working toward a common goal. **Creative Thinkers:** Students and their families will identify a small problem or challenge they face at home—such as messy shoe piles, tangled charging cords, hard-to-reach snacks, or lost items. Together, brainstorm possible solutions and design or test one that could work. Families might build a simple organizer, create a new system or routine, or test materials to solve the issue. Each family member contributes ideas, helps gather materials, and participates in building or testing the solution.

Problem Solving Questions

Use these questions to guide problem-solving situations with children. Each set of questions focus on a different aspect of the problem solving process.

🧩 **Understanding the Problem** (Say the problem)
- What's the problem or challenge we're facing?
- Who is involved, and how are they feeling?
- Why is this a problem?
- What do we want to happen in the end?

🎨 **Thinking Creatively** (Think of solutions)
- What are some different ways we could solve this?
- What's a fun or new idea we haven't tried yet?
- Can we think of a silly solution just for fun, then a real one?
- What would happen if we switched roles or imagined a new way to do it?

🤝 **Working Through Social Conflicts** (Explore consequences)
- How might the other person feel right now?
- Have we had a similar problem before? What worked?
- What can we say or do to help everyone feel respected?
- Can we make a plan where both people feel good about the solution?

🔍 **Exploring Consequences** (Explore consequences)
- What might happen if we choose this solution?
- Will this choice help solve the problem for now and later?
- How will this solution affect others?
- Is it fair and kind?

✅ **Choosing and Reflecting** (Pick the best solution)
- What's the best idea for right now?
- Can we all agree on this plan?
- How can we make sure it works?
- What did we learn from solving this problem?