

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?

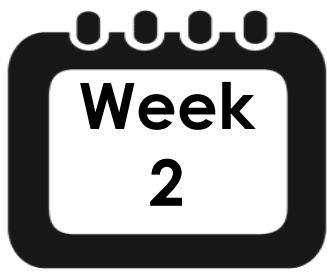
There’s no due date! These activities do not have to be turned in. Use these activities to give your child extra practice and enjoy learning together at home. You can do them any day, any time and in any order.

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.



Reading

	Directions/Materials
Standards	ELA-02.R.01: Comprehend information during and after listening to a grade-level text. ELA-02.F.09 Encode words with phoneme-grapheme correspondences.
Monday	Your student will practice the /u/ sound spelled <i>ew</i> , <i>ui</i> , and <i>ue</i> by completing the Lesson 91 Practice activity. First, your student will read some heart (irregular) words. Next, they will play a game called "Roll & Read," which helps build fluency through repeated reading. Then, help your student read the story "Cruise Ship Trip" out loud. Roll and Read Directions <ol style="list-style-type: none">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!
Tuesday	Your student will begin by listening to the story " Manfish: A Story of Jacques Cousteau ". Then help your student to complete the Reading Comprehension activity by answering five questions based on the story.
Wednesday	Your student will practice the /aw/ sound spelled <i>au</i> , <i>aw</i> , and <i>ough</i> by completing the Lesson 93 Practice activity. First, your student will read some heart (irregular) words. Next, they will play a game called "Roll & Read", same directions as above. Then, help your student read the story "Trip to the Zoo" out loud.
Thursday	Your student will practice writing by completing the Sentence Writing activity. Using two to three words from this week, have your student write three sentences about summer. Then, your student will draw a picture to match the sentences.
Friday	Your student will use their phonics skills to find real life items around the home or lawn. Help your student and follow the directions to complete the Vowel Team Scavenger Hunt activity.

W2 Reading - (Monday)

Phonics Focus: ew, ui, ue


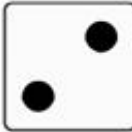

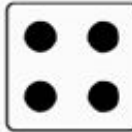


Lesson 91 Practice

Practice reading the heart words:

floor	poor	door	won	son	month
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Roll and Read

Lesson 91: ew, ui, ue /ū/

					
brew	blue	grew	fruit	threw	flew
suit	bruise	rue	clue	crew	true
new	due	blew	screw	duel	chew

Cruise Ship Trip

Drew and Marley were thrilled as they walked onto their first cruise ship. They had been packing for this trip for months. Their suitcases were so full they almost did not close. When they got to their cabin, they looked out their window and saw the vast blue sea. It was very pretty!

They left their suitcases in the cabin and went to grab a bite to eat by the pool. Yes, the new cruise ship had a pool! How cool! Drew drank apple juice while Marley chewed on some fruit. They watched the crew greeting everyone as they came onto the ship.

“This is going to be a fantastic trip!” said Marley. “Yes, I think when we get back on Tuesday, I will feel relaxed and renewed!” Drew said as the ship’s horn blew. Honk! Honk! “And off we go!” Marley squealed. It was a dream come true.

Reading Comprehension

[Click here](#) to listen to the story “Manfish: A Story of Jacques Cousteau” by Jennifer Berne. After listen to the story, answer the following questions below:

1. What did Jacques Cousteau love to do when he was a little boy?
2. Why did Jacques want to go underwater like a fish?
3. How did Jacques and his friends make it possible to stay underwater longer?
4. What are some things Jacques discovered or saw in the ocean?
5. Why do you think Jacques Cousteau wanted to protect the ocean?

W2 Reading - (Wednesday)

Phonics Focus: au, aw, augh







Lesson 93 Practice

Practice reading the heart words:

won	son	month	hour	minute
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Roll and Read

Lesson 93 : au, aw, augh /aw/

					
yawn	taught	launch	draw	fraught	haul
fault	saw	sprawl	pawn	slaw	paw
saw	law	hawk	cause	jaw	sauce

Trip to the Zoo

Audrey and Willow could not wait to see all the animals at the zoo. As they reached the entrance, Audrey paused and asked, “did you bring the tickets?” “Yes! I have them right here,” said Willow.

The first display they visited was full of birds. “Look at that pretty macaw! Its wings are like a rainbow,” exclaimed Audrey. “I see the macaw,” responded Willow, “but look at this hawk! It caught a fish in its claws.” Willow could have spent hours at the bird display, but Audrey said she wanted to see more animals.

The next display contained a lion sleeping on a large lawn. The lion woke up for five minutes, but then yawned and fell back asleep. “He seems to have day and night mixed up,” snickered Audrey. “Well, it’s not his fault. If I had to hunt for my food, I would want a nap too,” Willow commented. Audrey smirked and said, “That reminds me, I am hungry. Can we go hunt for some food at the snack stand?”

Sentence Writing

Directions: Use two to three words from this week and write three sentences about summer. Draw a picture in the box to go with your sentences.

1.

2.

3.



W2 Activity - (Friday)

Vowel Team Scavenger Hunt

Directions:

1. Find 5 items around the house or yard that have the *ew*, *ui*, *ue* /u/, vowel teams in their name.
 - Examples: **glue**, **tissue**, **fruit**, **swimsuit**, **screw**, **cashew**
2. Find 5 more items that have the *au*, *aw*, *augh* /aw/ vowel teams in their name.
 - Examples: **sauce**, **automobile**, **lawn**, **straw**, **shawl**
3. Write the names and draw a picture of these items in the table below or on a piece of paper.

ew, ui, ue	au, aw, augh




Math

Directions/Materials

Standards **MAT-02.GM.M.03** Tell and write time to the nearest five minutes (including quarter after and quarter to) with a.m. and p.m. using analog and digital clocks.

Monday With the [Minutes on a Clock](#) activity, help your student understand 5 minute intervals.
First, verbally practice skip counting by 5s with your student. (Skip counting by 5, starting at 0 sounds like: 5, 10, 15, 20, 25...)
Then have your student label the 5 minute intervals around the clock. (Write the minute numbers by each hour. At 12: write 0, at 1: write 5, at 2: write 10, at 3: write 15, at 4: write 20, at 5: write 25, at 6: write 30, and so on until you get to 12 again, and write 60 - which indicates 60 minutes in an hour.)

Tuesday In the activity [What Time is It?](#) guide your student in reading the time on each analog clock. Then have your student write the time.
Ex:  = 1:55

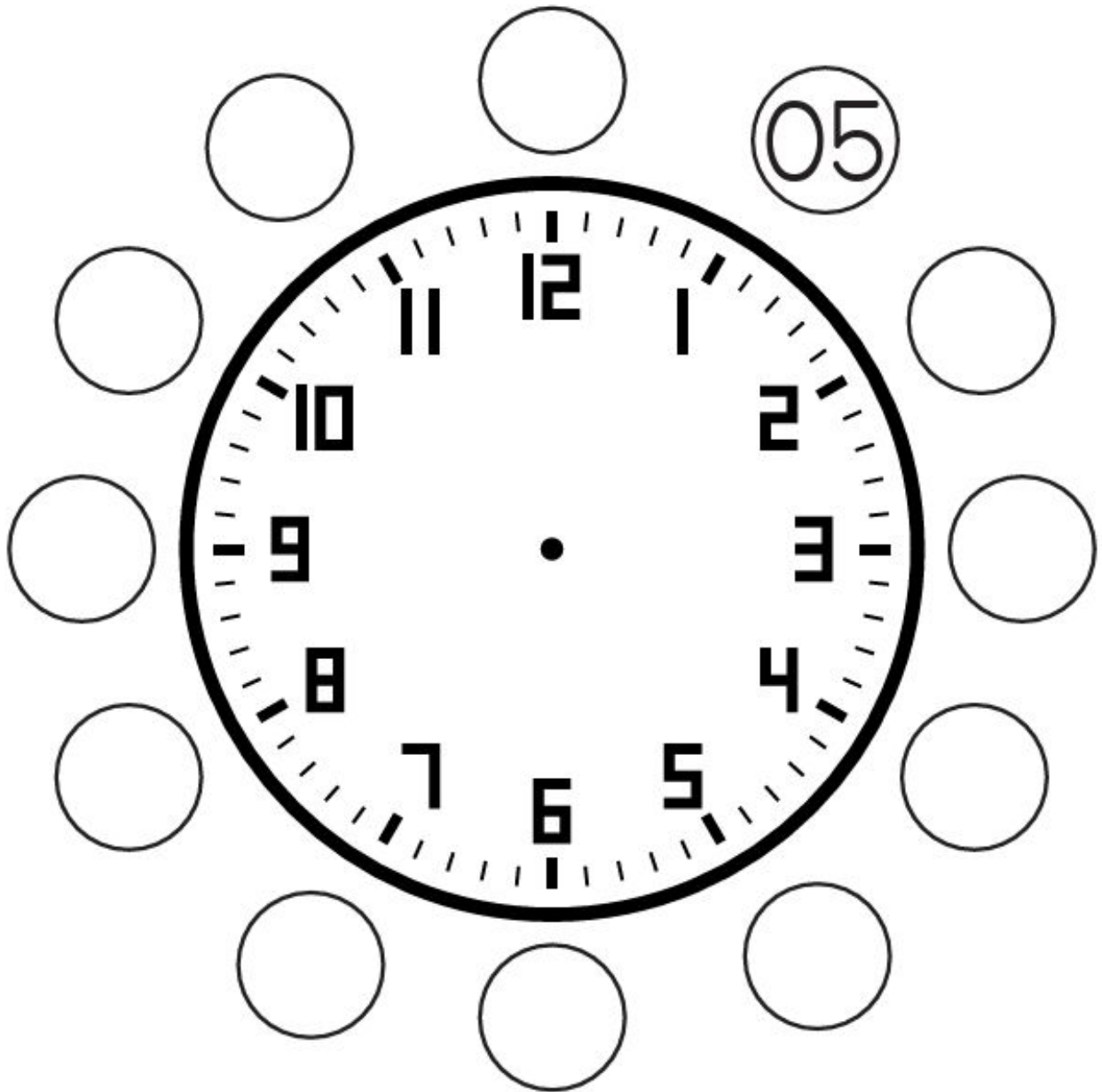
Wednesday In [AM or PM?](#), help your student determine if the event would happen during AM morning hours between 12:00 midnight to 11:59 or during PM afternoon/evening hours 12:00 noon to 11:59.

Thursday On the [Telling Time Practice Worksheet](#) your student will begin by writing the correct time on analog clocks.
Then guide your student in drawing the hands on a blank clock face to represent the identified time. (Remind your student that the hour hand is the shorter hand and will only point directly at the number when it is exactly the hour. Otherwise it is slightly past the hour. The minute hand is the longer hand and will always point at the exact minute.)

Friday The [Culminating Activity](#) will combine week 2's phonics and math learning. Your student will go on a hunt to find items with the /u/ and /aw/ sounds, draw pictures of these items, spell the names of each item, and draw clocks of starting and ending times.

W2 Math - (Monday)

Minutes on a Clock



W2 Math - (Tuesday)

What Time Is It ?



W2 Math - (Wednesday)

A.M. or P.M.?

1.



2.

Tommy arrives home after school.

3.

Jake played soccer after school with his friends.

4.



5.



6.

The students went to recess after lunch.

7.

Lilly rides the bus to get to school.

8.



W2 Math - (Thursday)

Telling Time Practice Worksheet (2nd Grade)

Name: _____

Date: _____

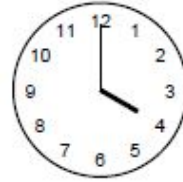
Instructions: Look at each clock. Write the time you see on the line below it.



1. Time: _____



2. Time: _____



3. Time: _____



4. Time: _____



5. Time: _____



6. Time: _____

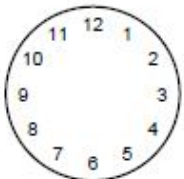
Draw the hands on the clocks to show the time:



7. Time: 2:00



8. Time: 7:30



9. Time: 5:00



10. Time: 11:30

Bonus: Word Problems

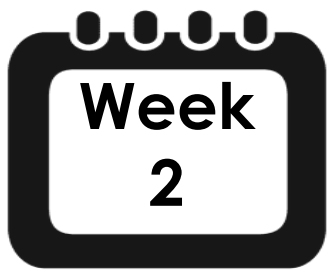
11. If school starts at 9:00 and ends at 3:00, how many hours are you in school?

Answer: _____

W2 Activity- (Friday)

Week 2 Culmination

- First, draw a clock of the time you start this activity.
- Second, identify 5 items around your house or yard that have the /u/ sound spelled with the vowel teams *ew*, *ui*, *ue*. (Example: **fruit**)
- Then, identify 5 more items that have the /aw/ sound spelled with the vowel teams *au*, *aw*, *augh*. (Example: **straw**)
- Next, draw a picture of each item you found.
- Now, write the name of each item.
- Lastly, draw a clock showing the time you finished this activity.



Family Connections

Problem Solving Activities

Movie Time	<p>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.</p> <p>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.</p>
Game Time	<p>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.</p> <p>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 <i>Guess Who?</i>, <i>Connect 4</i>, <i>Blokus</i>, or <i>Rush Hour</i>, or cooperative games like <i>Outfoxed!</i>, <i>Zoo Break</i>, 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.</p>
Riddles or Trivia	<p>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.</p> <p>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.</p>
Creativity Thinkers	<p>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.</p> <p>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.</p>

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?