

Week 3 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?

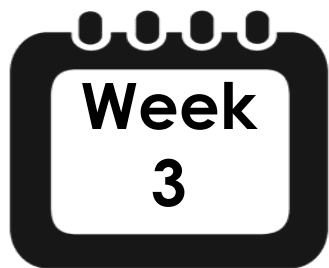
There’s no due date! These activities do not have to be turned in. Use these activities to give your child extra practice and enjoy learning together at home. You can do them any day, any time and in any order.

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?

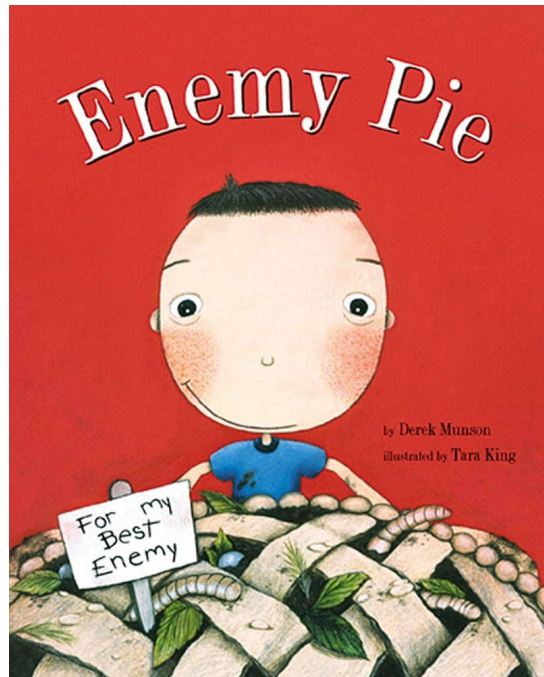
Each week you’ll get a set of activities. There are five short (15-minute) reading and math activities, plus some fun family activities and questions to talk about together.



Reading

	Directions/Materials
Standards	ELA-02.R.03a Identify the main idea with supporting details during or after reading an informational text or passage.
Monday:	With your student listen to the story Enemy Pie . After listening to the story, ask your student the three questions from the Enemy Pie Questions activity.
Tuesday	Your student will listen to the Enemy Pie story again. After listening, they will draw a picture that shows the beginning, middle, and end of the story using the Beginning, Middle, and End activity.
Wednesday:	With your student listen to the story The Watermelon Seed . After listening to the story, ask your student the three questions from The Watermelon Seed Questions activity.
Thursday:	Your student will explain the main idea and supporting details of <i>The Watermelon Seed</i> by completing the Big Topic, Smaller Topic, Small Moment activity. Follow the attached instructions and use the table to support your student in identifying main ideas and details.
Friday	Your student will complete the Outdoor Reading activity by grabbing their favorite book and a friend or adult to read with for ten minutes outside. Ask your student questions about the story as they read!

Enemy Pie Questions



Listen to the story with your student: [Enemy Pie](#)

After listening to the story answer the following questions:

- 1:** What is the main idea of Enemy Pie?
- 2:** Why did the boy's dad suggest making enemy pie?
- 3:** What did the boy have to do for the enemy pie to work?

W3 Reading - (Tuesday)

Beginning, Middle, and End

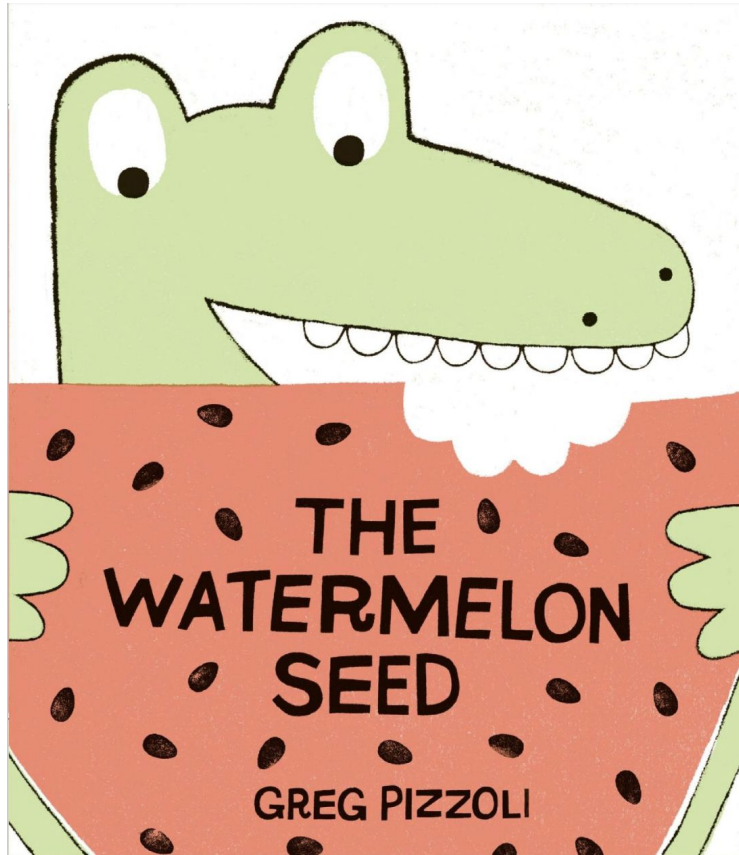
Listen again to the story: Enemy Pie

After listening to the story, find some paper or use the organizer below and draw a picture sequencing the story with a beginning, middle and end.

Sample Organizer:

Beginning	Middle	End

The Watermelon Seed Questions



Listen to the story with your student: [The Watermelon Seed](#)

After listening to the story answer the following questions:

- 1:** What is the main idea of the story?
- 2:** Why is the crocodile so worried in the story?
- 3:** Why does the crocodile get scared?

W3 Reading - (Thursday)

Big Topic, Smaller Topic, Small Moment

Use or draw the table below to write the Big Topic, Smaller Topic, and Small Moment of *The Watermelon Seed*.

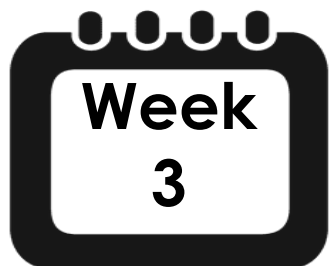
Sample Table:

Watermelon vs Seed Writing	
Big Topic A "Watermelon Story" 	
Smaller Topic "Watermelon Slice Story" 	
Small Moment "Seed Story" 	

Outdoor Reading

Grab your favorite book, find a shady spot outside and read to a friend, sibling or adult for 10 minutes!





Math

Directions/Materials

Standards

MAT-02.NO.NBT.03 Add within 100 using place value strategies and/or the relationship between addition and subtraction.

MAT-02.NO.NBT.04 Subtract within 100 using place value strategies and/or the relationship between addition and subtraction

Monday

Your student will practice math facts on the [Addition Facts](#) page. Your student may verbally answer or write the answers down.

Watch and listen to this [song](#) to aid in remembering math fact doubles.

Tuesday

To support your student in understanding the relationship between addition and subtraction, watch this [video](#) together.

Guide your student in solving the math facts on the [Subtraction Facts](#) page. Your student may verbally answer or write the answer down.

Wednesday

To support your student with adding using the place value strategy, watch this [video](#) together.

Guide your student in solving the addition problems on the [Addition Practice](#) page.

Thursday

To support your student with subtracting using the place value base ten blocks strategy, watch this [video](#) together.

Guide your student in solving the subtraction problems on the [Subtraction Practice](#) page. (If you don't have blocks, draw sticks to represent the tens place value and dots to represent the ones place value.)

Friday

Your student will practice a real-life addition and subtraction scenario playing [Grocery Store Math](#). Follow the directions on the game page and enjoy playing with your student!

W3 Math - (Monday)

Addition Facts

1) $7 + 2 =$ _____ 8) $5 + 8 =$ _____ 15) $4 + 5 =$ _____

2) $3 + 4 =$ _____ 9) $2 + 8 =$ _____ 16) $5 + 4 =$ _____

3) $7 + 6 =$ _____ 10) $6 + 6 =$ _____ 17) $3 + 9 =$ _____

4) $3 + 6 =$ _____ 11) $9 + 3 =$ _____ 18) $4 + 8 =$ _____

5) $2 + 1 =$ _____ 12) $5 + 5 =$ _____ 19) $7 + 4 =$ _____

6) $2 + 2 =$ _____ 13) $6 + 9 =$ _____ 20) $8 + 3 =$ _____

7) $5 + 7 =$ _____ 14) $8 + 6 =$ _____ 21) $8 + 7 =$ _____

W3 Math - (Tuesday)

Subtraction Facts

1) $20 - 10 =$ _____ 2) $13 - 3 =$ _____

3) $11 - 1 =$ _____ 4) $1 - 1 =$ _____

5) $6 - 3 =$ _____ 6) $16 - 0 =$ _____

7) $6 - 5 =$ _____ 8) $2 - 1 =$ _____

9) $5 - 2 =$ _____ 10) $11 - 0 =$ _____

11) $13 - 1 =$ _____ 12) $7 - 3 =$ _____

13) $6 - 2 =$ _____ 14) $14 - 3 =$ _____

15) $3 - 1 =$ _____ 16) $2 - 2 =$ _____

17) $3 - 2 =$ _____ 18) $4 - 1 =$ _____

19) $10 - 0 =$ _____ 20) $5 - 1 =$ _____

W3 Math - (Wednesday)

Addition Practice

1. $35 + 9 = \underline{\quad}$

2. $73 + \underline{\quad} = 80$

3. $48 + \underline{\quad} = 50$

4. $83 + \underline{\quad} = 91$

5. $82 + 9 = \underline{\quad}$

6. $51 + \underline{\quad} = 60$

7. $\underline{\quad} + 9 = 80$

8. $\underline{\quad} + 9 = 82$

9. $67 + \underline{\quad} = 74$

10. $13 + 9 = \underline{\quad}$

W3 Math - (Thursday)

Subtraction Practice

1) $53 - 7 =$ _____ 2) $47 - 8 =$ _____

3) $97 - 2 =$ _____ 4) $72 - 2 =$ _____

5) $22 - 7 =$ _____ 6) $63 - 3 =$ _____

7) $93 - 7 =$ _____ 8) $86 - 6 =$ _____

9) $69 - 8 =$ _____ 10) $94 - 3 =$ _____

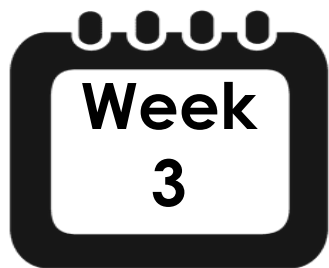
1. Grocery Store Math

Materials: Grocery store flyers or empty food boxes, paper, pencil

Instructions:

- Have your child "shop" for 5–10 items using flyers or empty packages.
- Assign prices to each item under \$100 (e.g., apples \$3, cereal \$5).
- Create word problems like:
 - "If you buy cereal for \$5 and milk for \$4, how much will you spend?"
 - "You have \$20. If you buy two items that cost \$6 and \$7, how much money will you have left?"

Skills practiced: Addition, subtraction, money concepts



Family Connections

Responsibilities Activities

Chore Chart

Creating a family chore chart helps children develop a sense of ownership, accountability, and pride in contributing to the home. It also strengthens communication and cooperation within families, reinforcing the value of shared responsibility and mutual respect.

Family Chore Chart: Student and their families will work together to design a list of chores that fits their household routines and needs. Each family member, including the student, will choose age-appropriate tasks to take responsibility for during the week—such as setting the table, feeding pets, watering plants, or helping with laundry. Have fun customizing with names, pictures, checkboxes, stickers, or rewards to make it fun and motivating.

Share a Meal

This project helps children understand the value of responsibility and appreciation for the effort behind everyday routines. It builds confidence, cooperation, and appreciation within the family, turning a daily task into a memorable experience that brings everyone together.

Share a Meal: Students and their families will work as a team to carry out every step of a shared mealtime—from choosing a recipe and shopping for ingredients to preparing the food and cleaning up afterward. Each family member, including the student, will take on age-appropriate roles, such as picking the meal, writing the grocery list, finding items at the store, measuring ingredients, stirring, setting the table, and washing dishes.

Project Pals

Planning and completing a household project helps children see how responsibility plays a role in everyday life. It strengthens problem-solving, communication, and cooperation within the family, and gives children a sense of pride and accomplishment in working toward a shared goal.

Project Pals: Students and their families will choose a household task or improvement project they can plan and complete as a team. Examples might include organizing a closet or toy area, planting a small garden, creating a recycling system, decorating a shared space, or building something simple like a bookshelf. Families will work through each step together—deciding on the project, gathering materials, dividing responsibilities, completing the task, and cleaning up afterward.

Trip Planner

Planning a trip teaches children key life skills like organization, time management, budgeting, and teamwork. It helps them see how preparation leads to success and fun—and gives families a shared goal to work toward, strengthening communication and cooperation along the way.

Trip Planner: Students and their families will work as a team to plan a trip together. This could be a weekend getaway, a full-day adventure, or even a fun “staycation” at home. Together, decide on a destination or theme (like the beach, a hiking trip, museum day, or camping in the backyard), create an itinerary, list what they’ll need to pack, and talk about budgeting and responsibilities (e.g., who brings snacks, who checks the weather, who helps clean up). Students can contribute by researching places, drawing maps, making packing lists, or creating a fun travel guide or brochure for the trip.

Responsibilities Questions

Use these questions to guide conversations about responsibilities with children.



Roles: Who does what?

- What is your role in our family?
- What do parents/**caregivers** do to help the family?
- What are some things you're really good at helping with?
- How do your roles at home and school look the same or different?
- If you could switch roles with someone in the family for a day, who would it be and why?



Rules: Why do we have them?

- Why do families, schools, and communities have rules?
- Can you name some important rules at home? At school?
- How do rules help us stay safe or work better together?
- What do you think makes a rule fair or unfair?
- If you could make one new rule for our home, what would it be?



Responsibilities: How do I do my part?

- What are some of your responsibilities at home? At school?
- How does it feel when you do your responsibilities well?
- Why is it important for everyone in a family to help out?
- What's one responsibility you'd like to learn or take on?
- What happens when someone forgets or doesn't do their part?



Reflection & Growth: What is/isn't working?

- What's one way we could all help each other more at home?
- How can we remind each other about our roles and rules in kind ways?
- What does responsibility look like when no one is watching?
- How do we show respect for each other's roles and responsibilities?