

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?

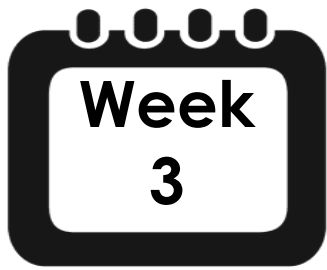
There’s no due date! These activities do not have to be turned in. Use these activities to give your child extra practice and enjoy learning together at home. You can do them any day, any time and in any order.

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.



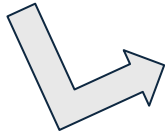
Reading

Directions/Materials

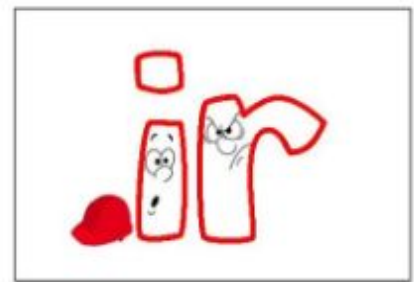
Standards	<p>ELA-01.L.01 Compose simple sentences.</p> <p>ELA-02.F.08 Decode words with phoneme-grapheme correspondences</p> <p>ELA-02.F.09 Encode words with phoneme-grapheme correspondences.</p>
Monday	<p><u>Bossy R review</u>: Student will watch “<i>Storybots - Bossy R</i>” video about “r” controlled vowels. Then read the story of the Bossy r together. Then the student will read the <u>blending lines</u> and , grownup listens and sentences, grownup helps if needed.</p>
Tuesday	<p><u>Roll and Read Activity</u>: Student rolls a die and chooses a word from the corresponding column on the sheet. Student reads the word. Play until all words have been read. Then student chooses two words from the board and uses them to create a sentence or two.</p>
Wednesday	<p><u>Magic Square Activity</u>: Student will use the letters in each of the boxes to make ten words.</p> <p><u>Reading Passage</u>: Student will practice their reading fluency by reading the reading passage out loud, grownup will help if needed.</p>
Thursday	<p><u>Creating Simple Sentences</u>: Student will listen to the story, <i>The Night Before SECOND Grade</i>, or read a story from home. Then the student will write 3 sentences about the story. Grownup helps student as needed.</p>
Friday	<p><u>R- Controlled Vowel Hunt</u>: Student reads the story out loud, grownup helps when necessary. Student goes back through the story and writes down all words with r controlled vowels- ar (6 words), or (1 word), er (7 words), ir (4 words) and ur (2 words).</p>

Bossy r Review

Click on the picture to watch the Storybots video.



Bossy r Story



“Bossy R” makes everyone say things his way! He doesn’t know how to take turns with the other letters, so they always have to make the “rrr” sound like he does. That’s not very nice, is it?! Bossy R makes it very tricky to spell words. When you hear the “rrr” sound, you might not know whether to spell it “er”, “ur”, or “ir”. But never give up, because practice makes perfect!!

Blending Lines

cat cart ban barn ham harm

car far park spark bark dark

arm art shark sharp star start

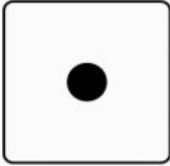





snarl part yarn mark scar scarf

cards jars farms harps smarts bars

It is not smart to park your car in the yard.

The barn on the farm is far from the cart.

Roll and Read Activity

					
world	per	serve	herd	work	perch
bird	chirp	clerk	dirt	fir	worst
fern	word	perk	skirt	swerve	hurt
quirk	church	blur	merge	fur	shirt
stern	nerve	curse	purge	worse	turn
worm	curb	worth	purse	girl	urge

Choose two words from the Roll and Read activity and make a sentence for each.

1.

2.

Magic Square Activity

Name: _____

**Magic Square
ar
C/D**

ch	p	sh
l	ar	k
m	d	t

Directions:

1. Start in any letter box
2. Move from one letter to another to make a word. Only move side to side or corner to corner.
3. Write the word on the lines below
4. Tap out each sound, then blend it together!

Reading Passage

Fishing at the Port

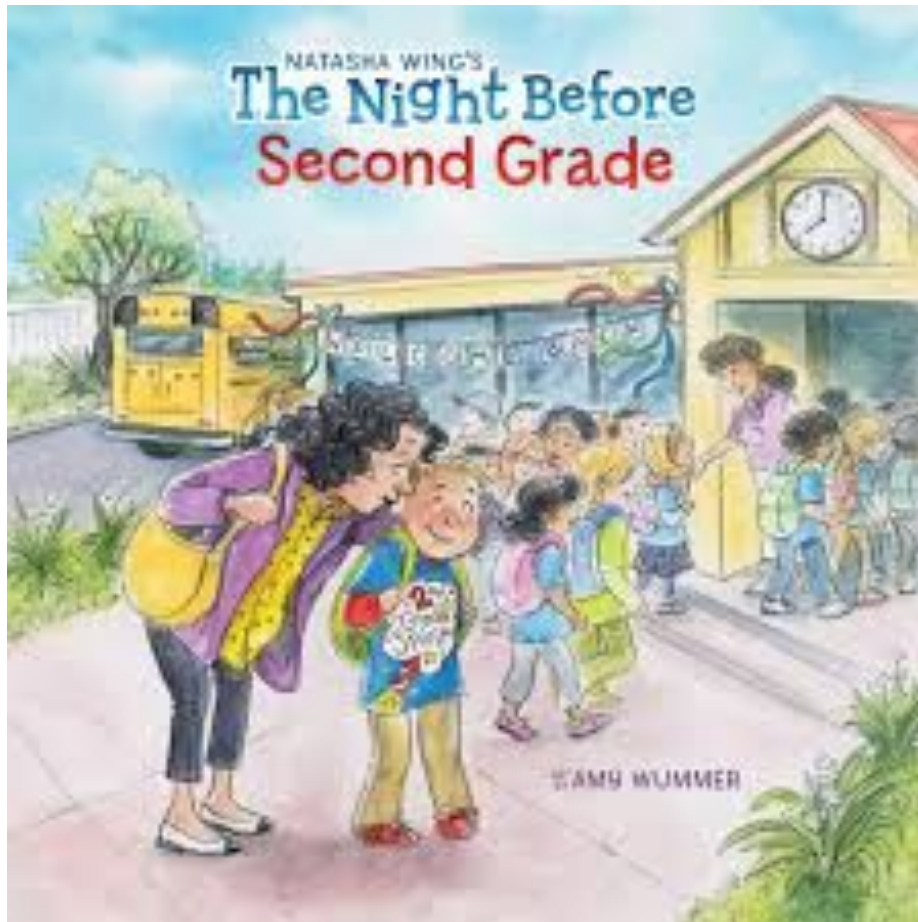
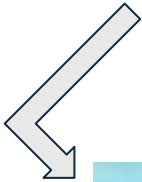
Travis and his father wanted to go fishing at the port. They drove to the tackle store to pick up some items. They had to get some fishing line and a jar of worms.

Travis found the jar of worms under a large rack of fishing poles. His father found the fishing line. He picked the extra sturdy line so they could catch big fish. They gave the clerk a credit card for their items.

Travis and his father left the tackle store, got in the car, and drove north to the water. This would be their third trip to the port. Last time, they went home with five fish. This time, they hope to catch more.

Creating Simple Sentences

Click on the picture below to get to watch/listen to the story.



Print off the writing paper on the next slide or use paper from your house.



Creating Simple Sentences

1.

2.

3.

R-Controlled Vowel Hunt



Today we will go to the park. I hope we see a bird and hear it chirp. I hope we see a spider in the dirt. We will go in the car, it is not too far.

It is time to go! My mom says, "We are off, like a herd of turtles." On the way, we will see a farm with a barn.

My brother will bring a hammer to make a fort. My sister will bring her purse. I will bring my swim shirt to play in the water.



R-Controlled Vowel Hunt

ar

Handwriting practice lines for the 'ar' sound. The page contains five sets of three-line guides (top solid, middle dashed, bottom solid) for writing practice.

ir

Handwriting practice lines for the 'ir' sound. The page contains three sets of three-line guides (top solid, middle dashed, bottom solid) for writing practice.

ur

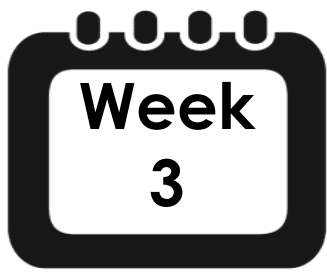
Handwriting practice lines for the 'ur' sound. The page contains two sets of three-line guides (top solid, middle dashed, bottom solid) for writing practice.

or

Handwriting practice lines for the 'or' sound. The page contains four sets of three-line guides (top solid, middle dashed, bottom solid) for writing practice.

er

Handwriting practice lines for the 'er' sound. The page contains four sets of three-line guides (top solid, middle dashed, bottom solid) for writing practice.









Math

Directions/Materials

Standards	MAT-01.AR.OA.01 Automatically add and subtract within 10 MAT-01.NO.NBT.01 Demonstrate that the two digits of a two-digit number represent a composition of some tens and some ones.
Monday	<u>Roll, Read and Solve</u> : First, student will roll a die and choose a math fact from the corresponding column on the sheet. Then the student will read the math fact and say the answer. Play until all facts have been solved.
Tuesday	<u>Place Value Worksheet</u> : Student will count the sticks of ten and then the single ones. Write the tens and ones in the corresponding boxes and then write the total amount. Student can complete problems on a different piece of paper.
Wednesday	<u>Five in a Row Addition</u> : Student rolls two dice and adds the two numbers together. Student crosses off that number on the board. Grown up repeats what the student did. Keep taking turns until one of you crosses off five numbers in a row.
Thursday	<u>Counting Money</u> : Grownup will discuss with the student that dimes are worth 10 cents and pennies are worth 1 cent. Then, student will count the dimes and pennies and write the amount of money on the line.
Friday	<u>Addition War</u> : You will need a deck of cards and then follow the directions on the activity slide.

Roll, Read and Solve

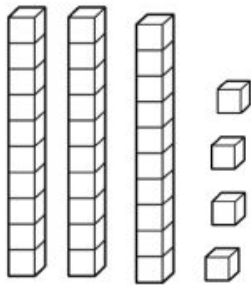
					
$4+6$	$8+2$	$10-3$	$5+5$	$7+3$	$10+0$
$8+2$	$10-5$	$3+7$	$1+9$	$10-8$	$6+4$
$10-3$	$2+8$	$10-7$	$10-9$	$10-6$	$9+1$
$10-4$	$4+6$	$5+5$	$10-5$	$2+8$	$10-6$
$10-2$	$8+2$	$7+3$	$6+4$	$10-7$	$9+1$



Place Value Worksheet

Name: _____

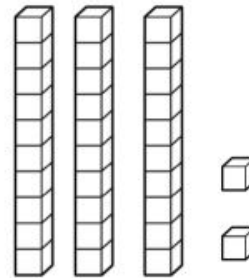
Fill in the tens and ones. Then write the total amount.



EXAMPLE

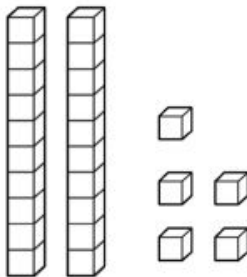
tens	ones
3	4

There are 34 cubes.



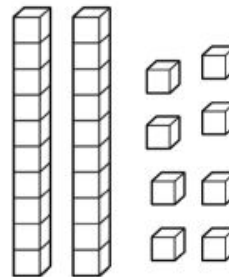
tens	ones

There are _____ cubes.



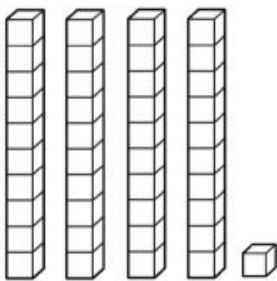
tens	ones

There are _____ cubes.



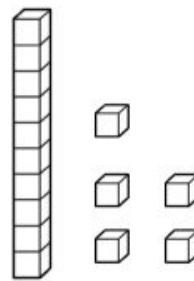
tens	ones

There are _____ cubes.



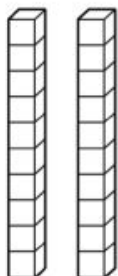
tens	ones

There are _____ cubes.



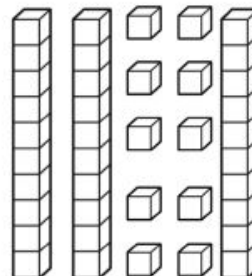
tens	ones

There are _____ cubes.



tens	ones

There are _____ cubes.



TRICKY

tens	ones

There are _____ cubes.

Five in a Row Addition

Roll Five in a Row

4	2	10	6	3	5
7	4	3	4	12	5
8	3	12	6	11	9
12	10	5	8	9	6
10	12	3	7	11	4
8	6	2	9	4	2



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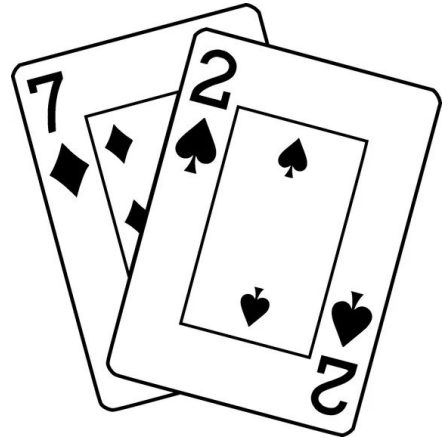
*You can either print off this game board or get a piece of paper and copy the boxes and numbers down, to create your own game board.

Counting Money

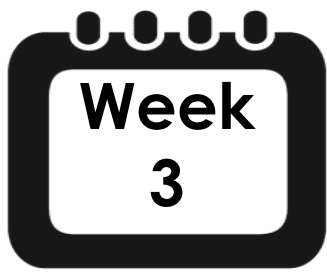
Directions: Count the dimes and pennies. Write the amount on the line provided.



Addition War



Deal all the cards out into two stacks. One player says "War" and both players turn over their top two cards. Both players add their cards and state their addition sentence, example "7 plus 2 equals 9". The player with the higher sum gets to keep both sets of cards. If there is a tie, two more cards will be flipped over by each player and added. The player with the most cards at the end of the game wins!



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?