**INDEPENDENT ACTIVITIES LIST**

Math Activities

**Group by 10s**

1. *Multiples of 10* – Each player gets 5 columns of 3 cards. Move the cards to make each column total a multiple of 10. When you get a multiple of 10, clear the cards & deal a new column from the deck.
2. *Make 10* – Each player picks 5 cards. Use the numbers on your cards to make as many equations as you can that will equal 10. (You can use addition & subtraction to start, and move to multiplication and division when ready.)
3. *Math Dice* – Roll the 2, 12-sided dice. Add them together to get your target number. Next, roll the 3, 6-sided dice. Use these numbers to make an equation that will amount to (or get as close as possible) the target number. All players create an equation – the closest number wins the round.

**Facts**

*Colored Karate Belts* – Using the colored belt of facts you are currently working on, have a partner check your answers as you try each problem on the list. (The key is on the back.) \*When you are ready, your partner will ask you facts in mixed order (from your belt) & you must answer all 11 correct in under 30 seconds to move on to the next belt.

*Trash Can Math* – Decide where the 5-point line, 10-point line, and 25-point lines are in the room. Each student on her/his turn, picks what line they want to throw from. (Remember, a 25 point problem will be MUCH harder than a 5 point problem!) Other students will take turns reading the problem from the list to the thrower. The thrower can ONLY take a shot (throw paper into the trash can) IF she/he solves the problem correctly. Keep track of each person’s points. The first person to ***50*** points wins (or the person with the most points after ***10*** minutes.)

**Money**

*Coins in Eggs –* Write the amount of money in each numbered egg on the worksheet.

*Coin BINGO –* Put correct amount of coins on BINGO tile until you reach BINGO. Play with a partner, to see who can get 5 in a row or the whole board first.

*Menus* – 1) Complete worksheets with menu math problems.

 2) Create an order if you only have $5, $10, and $15.

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Reading Activities

**Vowel Sounds, Affixes**

*Word Sorts –* Re-sort (with category headings), open sort (no headings), timed sort, blind sort (partner says the word, but you don’t see it – point to the category it goes in), written sort (same as blind sort, but instead of pointing to a category, write the word under in each category, then check spelling), word hunt (read & find words that go into your categories)

**Decoding**

*Word Family Plastic Eggs* – Spin the plastic egg to read several words in the same word family. Write each word you make in your notebook under the correct family heading. (You create the heading – what does each word on the egg have in common?) \*Check with another student or teacher to make sure you pronounce the word correctly and understand the meaning.

*BAM –* Index cards with reading words are in a basket in the middle. Each person takes a turn picking a card & reads the word. If read correctly, keep the card. If you get a BAM card, put all your cards back in the basket. If you get a SWIPE card, steal another player’s card (IF you can read the word correctly.) The person with the most cards when all the cards in the basket are gone, wins.

*Reading Pong* – Each team sets up 6 cups in a pyramid. Each cup has a word in it. Students shoot from the other side of the table, trying to throw a ping pong ball into a cup. If the ball lands in a cup, the thrower must read the word correctly to take the cup off the table. The team that gets rid of all their cups first, wins.

*Power Tower* – Words are written on the bottom of Dixie or SOLO cups. Students must read word correctly before stacking each cup. Try to make the tallest tower or compete against another player to see who can stack 10 cups in a pyramid first.

**INDEPENDENT ACTIVITIES LIST**

Spelling Activities

**Spelling Sight Words**

*Scrambled Eggs* – Unscramble the letters in each numbered plastic egg to create a word. Write the words down in a list next to the number on the egg.

*Bananagrams* – Place all tiles face down in the middle. Each player takes **21 tiles**. Say “split,” and everyone flips over their personal tiles and tries to create a **personal board** by making words that connect to each other. If you want a new letter, you can put one of your personal tiles face down in the middle and take a new one out. (When you do this, say, “**Dump**.”) If you use all of your personal tiles in your board and have none left over, say, “**Peel**.” Then, everyone will take a new tile from the middle. Keep playing until all the tiles in the middle are gone and one player has used all of her/his letters in her/his board.

*1-2-3 Spell It! –* Each player starts with 7 cards. The rest of the cards are face down, in a pile, in the middle. There is a card board in the middle (with a word on it.) When it is your turn, try to place one of your cards on top of the word in the middle to make a new word. (Everyone must agree it’s a real word.) If you can’t make a new word, draw a card from the middle pile. The first player out of cards wins.

**Spelling New Words**

*Word Sorts –* Re-sort (with category headings), open sort (no headings), timed sort, blind sort (partner says the word, but you don’t see it – point to the category it goes in), written sort (same as blind sort, but instead of pointing to a category, write the word under in each category, then check spelling), word hunt (read & find words that go into your categories)

*BAM -* Index cards with spelling words are in a basket in the middle. Each person takes a turn picking a card, reads the word, flips it over or covers the word, and tries to spell it. If spelled correctly, keep the card. If you get a BAM card, put all your cards back in the basket. If you get a SWIPE card, steal another player’s card (IF you can spell the word correctly.) The person with the most cards when all the cards in the basket are gone, wins.

*Climb the Ladder Spelling Game –* Have a partner read a word from your spelling list. Spell the word on the bottom rung of the ladder. If it’s incorrect, cross out the incorrect spelling, & write the correct spelling (with your partner’s help) next to the incorrect word, on the same rung. If it is spelled correctly, move up to the next rung, and your partner will read you a new spelling word. When you reach the top, you’re done!

*Spelling Pong -* Each team sets up 6 cups in a pyramid. Each cup has a word in it. Students shoot from the other side of the table, trying to throw a ping pong ball into a cup. If the ball lands in a cup, the “goalie” reads the spelling word to the thrower. The thrower must spell the word correctly to take the cup off the table. The team that gets rid of all their cups first, wins.

*Roll & Write –* Roll a die. Each number on the die represents a spelling category. Whichever category you roll, you will create words with those spelling rules.

*Invisible Man* - Draw 2 stick figures on the board with the same number of parts. The goal is to make your team’s stick man invisible before the other team does. One student will play “the teacher” and reads a word for one team to spell. If the team spells it correctly, they can erase one piece of their stick figure. If they do not spell the word correctly, do not erase any part of the stick figure. Then, the teacher reads a new word to the next team. The first team to make his man invisible wins!

*Trash Can Spelling* – Decide where the 5-point line, 10-point line, and 25-point lines are in the room. Each student on her/his turn, picks what line they want to throw from. (Remember, a 25 point word will be MUCH harder than a 5 point word!) Other students will take turns reading the spelling word from the list to the thrower. The thrower can ONLY take a shot (throw paper into the trash can) IF she/he spells the word correctly. Keep track of each person’s points. The first person to ***50*** points wins (or the person with the most points after ***10*** minutes.)

**Writing Activities**

*Guess What? –* Students each describe an object in the room in writing. Other students try to guess what it is. \*You can time the writing, so everyone only has 1 minute to describe the object.