

ActivTable includes a wealth of educational activities for learners ages 4 - 11, many of which are linked to core and national standards and some with multiple activity options. Over 70 activities are supplied with the ActivTable and additional activities can be downloaded for no charge from the ActivTable Activity Store. The Content Wizard enables teachers to modify content in activities marked with the Content Wizard's icon.



## Phonic Monsters • 4 Activities

This activity focuses on distinguishing initial sounds along with long and short vowel sounds in one- and two-syllable words, including those with common vowel teams.



- Students will:
- Recognize initial sounds using sight and sound cues
  - Distinguish long and short vowels in regularly spelled one and two-syllable words
  - Recognize common vowel teams

US COMMON CORE/NATIONAL STANDARDS  
RF.K.2/RF.K.3/RF.1.3/RF.1.3/RF.2.3

ENGLAND/WALES NATIONAL CURRICULUM STANDARDS  
**KS1 ENGLISH: Listening:** En1 2f **Word Recognition:** En2 1a/En2 1b/En2 1c/En2 1d/En2 1e/En2 1f/En2 1h  
**Spelling Strategies:** En3 4b/En3 4d/En3 4e

BLOOM'S TAXONOMY  
**Knowledge (Remember):** listen, recognize, identify, select

## Making CVC Words • 1 Activity

This activity focuses on forming, sounding out, and recognizing consonant-vowel-consonant words.



- Students will:
- Recognize consonant and vowel-consonant sounds
  - Form consonant-vowel-consonant (CVC) words
  - Match CVC words to corresponding images using sight and sound cues
  - Work as a team to help classmates recognize, think of, and spell CVC words

US COMMON CORE/NATIONAL STANDARDS  
RF.K.2/RF.K.3/RF.1.2/RF.1.3

ENGLAND/WALES NATIONAL CURRICULUM STANDARDS  
**KS1 ENGLISH: Word Recognition:** En2 1a/En2 1b/En2 1e

BLOOM'S TAXONOMY  
**Comprehension (Understand):** compare, distinguish, represent  
**Application (Apply):** choose, use, construct

## Times of Day • 2 Activities

This activity allows students to practice matching activities that occur at certain times of day with actual clock times.



- Students will:
- Read clocks in analog format
  - Tell the time to the nearest hour and half hour
  - Determine the time of day that certain events occur
  - Match daily activities with appropriate clock times
  - Sequence events
  - Tell the time to the nearest five minutes using a.m. and p.m.

US COMMON CORE/NATIONAL STANDARDS  
1.MD.3/2.MD.7

ENGLAND/WALES NATIONAL CURRICULUM STANDARDS  
**KS1 MATHS: Communicating:** Ma3 1d  
**Understanding Measures:** Ma3 4a  
**Breadth of Study:** 1b/1d/1f

BLOOM'S TAXONOMY  
**Knowledge (Remember):** recall, locate **Comprehension (Understand):** compare, interpret, describe, order, write

## UFO Number Tangle • 5 Activities

This activity engages children in a physical game while they compare numbers.



Students will:

- Brainstorm and strategize methods of selecting numbers to decrease game time
- Compare numbers 1 – 999 using the terms less than, greater than, and equal to
- Compare the hundreds, tens, and ones digits of two three-digit numbers

US COMMON CORE/NATIONAL STANDARDS

1. NBT.2 / 1. NBT.3 / 2. NBT.1 K.CC.7 / 1. NBT.2 / 1. NBT.3 / 2. NBT.1 / RELATED TO 2. NBT.4

ENGLAND/WALES NATIONAL CURRICULUM STANDARDS

**KS1 MATHS: Problem solving:** Ma2 1a

**Counting:** Ma2 2a / Ma2 2c

**Breadth of study:** 1c / 1f

**KS2 MATHS: Integers:** Ma2 2c

BLOOM'S TAXONOMY

**Knowledge (Remember):** identify, know, select

**Comprehension (Understand):** compare

This activity can be used to practice comparing numbers. This activity may also be used to discuss strategies and how they can be used while playing games or solving problems.

## Lets Go Shopping • 1 Activity

This activity encourages role-play and collaboration to model the use of money in a store setting.



Students will:

- Recognize common denominations of money / compare amounts of money to determine which items cost more, or less
- Make combinations of money that add up to a given total
- Count on to determine correct change
- Use subtraction to determine correct change / determine the total amount of money earned / determine the total amount of money spent

US COMMON CORE/NATIONAL STANDARDS

2. MD 8

ENGLAND/WALES NATIONAL CURRICULUM STANDARDS

**KS1 MATHS: Problem solving:** Ma2 1c

**Solving numerical problems:** Ma2 4a **Breadth of study:** 1b / 1f

**KS2 MATHS: Decimals:** Ma2 2i / Ma2 2j

**Number operations and the relationships between them:**

Ma2 3a

**Calculator methods:** Ma2 3k **Solving numerical problems:**

Ma2 4a / Ma2 4c **Breadth of study:** 1b / 1g / 1f

BLOOM'S TAXONOMY

**Application (Apply):** use, calculate, practice, determine, simulate

This activity can be used during a unit on money. This activity may also be used to practice social interactions in real-world situations involving money.

## Antonyms Bingo • 1 Activity

This activity focuses on word meanings and on antonyms of vocabulary words.



Students will:

- Know meanings of vocabulary words
- Recognize antonyms of vocabulary words
- Demonstrate knowledge of synonyms
- Identify synonyms of vocabulary words

US COMMON CORE/NATIONAL STANDARDS

L.4.5.C / L.5.5.C

ENGLAND/WALES NATIONAL CURRICULUM STANDARDS

**KS2 ENGLISH: Morphology:** En3 4g / En3 4i

BLOOM'S TAXONOMY

**Knowledge (Remember):** recognize, identify, select

This activity can be used during a unit on vocabulary, antonyms, and synonyms.

## Race Car Math • 2 Activities

This activity uses the traditional board game format and collaboration to present math word problems.



This activity can be used during a unit on word problems. This activity may also be used to illustrate the application of mathematics in the world beyond the classroom.

Students will:

- Solve math word problems presented in the context of a car race
- Use the four operations to solve word problems involving money, elapsed time, distances, liquid volumes, masses of objects, including problems involving simple fractions and decimals
- Solve two-step word problems using the four operations, including the use of mental computation and estimation strategies including rounding
- Solve word problems involving addition and subtraction of time intervals in minutes and hours
- Multiply or divide to solve word problems involving multiplicative comparison
- Solve word problems involving addition and subtraction of fractions, multiplication of a fraction by a whole number, and with unlike denominators

US COMMON CORE/NATIONAL STANDARDS

3. MD 1./ 3.NBT.2. / 4. OA 2. / 4. OA 3. / 4. NF 3. / 4. NF 4. 5. NF 2. / 5.NBT 6. / 5.NBT 7.

ENGLAND/WALES NATIONAL CURRICULUM STANDARDS

**KS2 MATH:** Problem solving: Ma2 1a / Ma2 1b

**Communicating:** Ma2 1h **Fractions, percentages, and ratio:** Ma2 2d / Ma2 2g **Decimals:** Ma2 2i **Number operations and the relationships between them:** Ma2 3a / Ma2 3b

**Mental methods:** Ma2 3e / Ma2 3h **Calculator methods:** Ma2 3k **Solving numerical problems:** Ma2 4a **Breadth of study:** 1a / 1f / 1g

BLOOM'S TAXONOMY

**Application (Apply):** solve, apply, calculate

**Analysis (Analyze):** compare, determine, break down, take apart

## Town Planners • 1 Activity

This activity encourages role-play and collaboration to model the calculation of area and perimeter in a town setting.



This activity can be used during a unit on area and perimeter. This activity also encourages speaking and listening skills as students exchange information and ideas to create a plan.

Students will:

- Calculate the area and perimeter of shapes representing buildings when given length and width dimensions
- Calculate the area and perimeter of shapes representing buildings when given the area and one dimension (length or width) for the shape
- Calculate the area and perimeter of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts
- Identify two shapes with the same area but different perimeter measurements
- Use multiplication and addition to calculate the area of a shape

US COMMON CORE/NATIONAL STANDARDS

3.MD.8 / 3.MD.5 / 3.MD.7 / 4.MD.3

ENGLAND/WALES NATIONAL CURRICULUM STANDARDS

**KS2 MATHS:** Problem solving: Ma2 1a / Ma2 1d

**Solving numerical problems:** Ma2 4a / Ma2 4b

**Problem solving:** Ma3 1b / Ma3 1d **Reasoning:** Ma3 1h

**Understanding measures:** Ma3 4e **Breadth of study:** 1f

**KS2 ICT:** Finding things out: 1a

BLOOM'S TAXONOMY

**Application (Apply):** use, calculate, practice, determine, simulate, construct, model, measure, record **Analysis (Analyze):** break down, arrange, compare, discriminate, solve

## Road Trip • 5 Activities

This activity encourages collaboration to find specific locations on a map.



Students will:

- Practice using map scale
- Use the Ruler Tool to measure distance on a map
- Use a compass to determine cardinal directions on a map
- Read latitude and longitude coordinates to find a location on a map
- Collaborate to solve problems

US COMMON CORE/NATIONAL STANDARDS

NSS-G.K-12.1

ENGLAND/WALES NATIONAL CURRICULUM STANDARDS

**KS2 GEOGRAPHY:** Geographical enquiry and skills: 2c / 2d **knowledge and understanding of places:** 3c **KS2 MATHS:**

**Problem solving:** Ma2 1a **Understanding measures:** Ma3 4b

**Solving numerical problems:** Ma2 4a / Ma2 4b / Ma2 4c

**KS2 ENGLISH:** Reading for information: En2 3a / En2 3c

**KS2 ICT:** 1a

BLOOM'S TAXONOMY

**Application (Apply):** use, calculate, interpret, record, compare, measure **Analysis (Analyze):** examine, distinguish, break down, identify

## Christopher Columbus WebQuest • 1 Activity

In this activity, students will conduct a WebQuest on Christopher Columbus. The investigation will focus on Columbus' voyages, and on how he changed history.



This activity can supplement work done with secondary sources (class textbooks, lectures, library research) or replace those materials altogether.

- Students will:
- Collaborate to answer specific questions
  - Use online resources to find relevant information
  - Share useful information to help others in the group complete their assignment

US COMMON CORE/NATIONAL STANDARDS  
 NSS-USH.K-4.4 / NSS-USH.5-12.1 / NSS-WH.5-12.6 /  
 3.RI.1 / 3.RI.5 / 3.RI.7 / 4.RI.1 / 4.RI.3 / 5.RI.7

ENGLAND/WALES NATIONAL CURRICULUM STANDARDS  
**KS2 HISTORY: Chronological understanding:** 1a  
**Knowledge and understanding of events:** 2a / 2c **Historical enquiry:** 4a / 4b **Organisation and communication:** 5a / 5b / 5c  
**KS2 ENGLISH: Reading for information:** En2 3a / En2 3b / En2 3c / En2 3d / En2 3e **Group discussion and interaction:** En1 3a / En1 3b / En1 3c / En1 3d / En1 3e / En1 3f  
**KS2 ICT: Finding things out:** 1b / 1c **Developing ideas:** 2a

BLOOM'S TAXONOMY

**Analysis (Analyze):** research, discover, examine, inquire, interpret, choose **Synthesis (Create):** compile, organize, incorporate, blend, design, publish **Evaluation (Evaluate):** consider, conclude, reject, select, revise, support

## Space Discovery Timeline • 1 Activity

This activity provides students practice in the research skills necessary to gather information about science discoveries and events.



- Students will:
- Read a timeline
  - Use the internet to gather information about an event or discovery
  - Complete an Information Sheet about an event or discovery

US COMMON CORE/NATIONAL STANDARDS  
 RI.3.1 / RI.3.5 / RI.3.7 / RI.3.10 / RI.4.3 / RI.4.7 / RI.4.10 /  
 RI.5.7 / RI.5.9 / RI.5.10 / NS.K-4.4 / NS.K-4.5 / NS.K-4.7 /  
 NS.5-8.5 / NS.5-8.7

ENGLAND/WALES NATIONAL CURRICULUM STANDARDS  
**KS2 SCIENCE: Breadth of study:** 1b / 1c **KS2 HISTORY: Chronological understanding:** 1a **Knowledge and understanding of events:** 2a / 2c **Historical enquiry:** 4a / 4b **Organisation and communication:** 5a / 5b / 5c **KS2 ENGLISH: Reading for information:** En2 3a / En2 3b / En2 3c / En2 3d

BLOOM'S TAXONOMY

**Analysis (Analyze):** research, discover, examine, inquire, interpret, choose **Synthesis (Create):** compile, organize, blend **Evaluation (Evaluate):** consider, summarize, conclude, reject, select, support

## Heroes of Science and Invention • 1 Activity

This activity provides students practice in the research skills necessary to gather information about science inventors.



- Students will:
- Read a timeline
  - Use the internet to gather information about an inventor
  - Complete an Information Sheet about an inventor

US COMMON CORE/NATIONAL STANDARDS  
 RI.3.1 / RI.3.5 / RI.3.7 / RI.3.10 / RI.4.3 / RI.4.7 / RI.4.10 /  
 RI.5.7 / RI.5.9 / RI.5.10 / NS.k-4.4 / NS.K-4.5 / NS.K-4.7 /  
 NS.5-8.5 / NS.5-8.7

ENGLAND/WALES NATIONAL CURRICULUM STANDARDS  
**KS2 SCIENCE: Breadth of study:** 1b / 1c **KS2 HISTORY: Chronological understanding:** 1a **Knowledge and understanding of events:** 2a / 2c **Historical enquiry:** 4a / 4b **Organisation and communication:** 5a / 5b / 5c **KS2 ENGLISH: Group discussion and interaction:** En1 3a / En1 3b / En1 3c / En1 3d / En1 3e / En1 3f **Reading for information:** En2 3a / En2 3b / En2 3c / En2 3d / En2 3e **KS2 ICT: Finding things out:** 1a / 1b

BLOOM'S TAXONOMY

**Analysis (Analyze):** research, discover, examine, inquire, interpret, choose **Synthesis (Create):** compile, organize, blend **Evaluation (Evaluate):** appraise, consider, summarize, conclude, reject, select, support

## Collaborative Storytelling • 1 Activity

In this activity, students will use words and pictures to tell a story. They will collaborate on planning, writing, editing, and publishing an original story.



Students will:

- Work together to decide on and write down a plan for the story characters, settings, and plot
- Collaborate to write and illustrate an original story
- Review and edit each other's work
- Publish a complete, illustrated story to a Flipchart
- Multiple random storylines can be selected

US COMMON CORE/NATIONAL STANDARDS

L.2.1. /L.2.3. /SL.2.4. /SL.2.5. /SL.2.2. /RL.2.2. /RL.2.3. /RL.2.6. /RL.2.7. /L.3.1. /L.3.3. /SL.3.4. /SL.3.5. /SL.3.2. /RL.3.2. /RL.3.3. /RL.3.6. /RL.3.7. /L.4.1. /L.4.3. /SL.4.4. /SL.4.5. /SL.4.2. /RL.4.2. /RL.4.3. /RL.4.7 /L.5.1. /L.5.3. /SL.5.4. /SL.5.5. /SL.5.2.

ENGLAND/WALES NATIONAL CURRICULUM STANDARDS

**KS2 ENGLISH: Group discussion and interaction:** En1 3a / En1 3b / En1 3e / En1 3f **Reading for information:** En2 3a / En2 3c **Literature:** En2 4c **Composition:** En3 1a / En3 1b / En3 1c / En3 1d / En3 1e **Planning and drafting:** En3 2a / En3 2b / En3 2c / En3 2d / En3 2e / En3 2f **Punctuation:** En3 3 **KS2 ICT: Finding things out:** 1b / 1c **Developing ideas:** 2a

BLOOM'S TAXONOMY

**Synthesis (Create):** create, compose, plan, design, imagine, write, develop, arrange, choose, reorganize, structure, illustrate  
**Evaluation (Evaluate):** order, appraise, support, discriminate, assess, find errors, critique

## Angles in the Real World • 1 Activity

This activity encourages role-play and collaboration as students estimate and measure angles found in real images as preparation for a museum exhibit.



Students will:

- Estimate angles seen in real life images and record their estimations
- Work together to sort the images according to angle size
- Measure the angles using protractors and confirm their grouping of the images
- Record the actual angle measurements of each image

US COMMON CORE/NATIONAL STANDARDS

4.MD 5 / 4.MD 6

ENGLAND/WALES NATIONAL CURRICULUM STANDARDS

**SHAPE, SPACE AND MEASURES:** Ma3 1h / Ma3 2a / Ma3 4b / Ma3 4c

**BREADTH OF STUDY:** 1f

BLOOM'S TAXONOMY

**Evaluation (Evaluate):** estimate, compare, decide, discriminate, predict, measure, test

This activity can be used during a unit on estimating and measuring angles. This activity may also be used to practice social interactions in real-world situations involving angles.

## Equivalent Expressions • 1 Activity

This activity encourages review and collaborative discussion of mathematical concepts in order to match equivalent expressions.



Students will:

- Evaluate numeric expressions and match them with the **same numeric expression described in words**
- Use what they have learned about order of operations, effect of parentheses in numerical expressions, and mathematical properties (associative, commutative, and distributive) to evaluate expressions
- Interpret numerical expressions without performing calculations to evaluate them

US COMMON CORE/NATIONAL STANDARDS

5.OA.1 / 5.OA.2 / 5.NBT.3

ENGLAND/WALES NATIONAL CURRICULUM STANDARDS

**KS2 MATHS: PROBLEM SOLVING:** MA2 1b  
**CALCULATIONS:** MA2 3a / MA2 3c **CALCULATOR METHODS:** MA2 3k **SOLVING NUMERICAL PROBLEMS:** MA2 4b / MA2 4c **BREADTH OF STUDY:** 1f

BLOOM'S TAXONOMY

**Evaluation (Evaluate):** compare, consider, discriminate, estimate, evaluate, select

This activity can be used during a unit on relational thinking and equivalent expressions.

## Equivalent Expressions Numeric • 1 Activity

This activity encourages review and collaborative discussion of mathematical concepts in order to match equivalent expressions.



This activity can be used during a unit on relational thinking and equivalent expressions.

Students will:

- Evaluate numeric expressions and match them with **equivalent numeric expressions**
- Use what they have learned about order of operations, effect of parentheses in numerical expressions, and mathematical properties (associative, commutative, and distributive) to evaluate expressions
- Interpret numerical expressions without performing calculations to evaluate them

US COMMON CORE/NATIONAL STANDARDS  
5.OA.1 / 5.OA.2 / 5.NBT.3

ENGLAND/WALES NATIONAL CURRICULUM STANDARDS  
**KS2 MATHS: PROBLEM SOLVING:** MA2 1b  
**CALCULATIONS:** MA2 3a / MA2 3c **CALCULATOR METHODS:** MA2 3k **SOLVING NUMERICAL PROBLEMS:** MA2 4b / MA2 4c **BREADTH OF STUDY:** 1f

BLOOM'S TAXONOMY

**Evaluation (Evaluate):** compare, consider, discriminate, estimate, evaluate, select

## Factor Pairs • 1 Activity

This activity focuses on differentiating prime and composite numbers and, for those numbers that are composite, identifying factor pairs:



This activity can be used during a unit on prime and composite numbers. It can also be used in a unit on evenly divisible numbers.

Students will:

- Determine whether a number is prime or composite
- Identify all factor pairs for composite numbers between 4 and 100

US COMMON CORE/NATIONAL STANDARDS  
4.OA.4

ENGLAND/WALES NATIONAL CURRICULUM STANDARDS  
**KS2 MATHS: COMMUNICATING:** Ma2 1i  
**NUMBER PATTERNS AND SEQUENCES:** Ma2 2b  
**BREADTH OF STUDY:** 1f / 1g

BLOOM'S TAXONOMY

**Analysis (Analyze):** classify, categorize, differentiate, calculate

## Long Vowel Concentration • 1 Activity

This activity focuses on recognizing and naming long vowel sounds in one-syllable words.



This activity can be used during a unit on vocabulary and word recognition.

Students will:

- Recognize and name long vowel sounds using sight and sound cues
- Match long vowel sounds using sight and sound cues
- Recognize long vowel sounds in one-syllable words with common vowel teams
- Work as a team to help classmates recognize, think of, and spell one-syllable words with long-vowel sounds

US COMMON CORE/NATIONAL STANDARDS  
RF.K.3/RF.1.2/RF.1.3/RF.2.3

ENGLAND/WALES NATIONAL CURRICULUM STANDARDS  
**KS1 ENGLISH: LISTENING:** En1 2f  
**WORD RECOGNITION:** En2 1a / En2 1b / En2 1c / En2 1d / En2 1e / En2 1f

BLOOM'S TAXONOMY

**Knowledge (Remember):** recognize, match  
**Comprehension (Understand):** compare, differentiate, give examples

## Making Compound Words • 1 Activity

This activity encourages students to combine simple words into compound words and recognize their meanings.



- Students will:
- Read simple root words
  - Combine two root words to form a compound word
  - Use the compound word in a sentence

US COMMON CORE/NATIONAL STANDARDS  
L.2.4

ENGLAND/WALES NATIONAL CURRICULUM STANDARDS

**KS2 ENGLISH:**

**GROUP DISCUSSION AND INTERACTION:** En1 3a /

En1 3b **SPELLING STRATEGIES:** En1 4e / En1 4f

**READING FOR INFORMATION:** En2 3e

**COMPOSITION:** En3 1b **MORPHOLOGY:** En3 4i

BLOOM'S TAXONOMY

**Application (Apply):** choose, construct, use

**Synthesis (Create):** generate, assemble, combine, invent

This activity can be used during a unit on root words and their meanings. It also can also be used to practice deciphering and using compound words.

## Math Monsters 1-100 • 1 Activity

This activity focuses on solving mathematical equations where the unknown quantity appears in various positions in the equation. The addition and subtraction equations challenge students to use what they know about grouping numbers, extending basic facts, and using place value to solve for the unknown.



- Students will:
- Solve for an unknown when one part and the whole are known, using addition or subtraction (For example,  $15 + \underline{\quad} = 25$ )
  - Solve for an unknown whole when two parts are known, using addition or subtraction (for example,  $17 - 5 = \underline{\quad}$ )
  - Solve for unknowns using strategies such as grouping place values, making a ten, extending basic facts, and using the Commutative and Distributive Properties to solve equations

US COMMON CORE/NATIONAL STANDARDS  
2.NBT.8 / 2.NBT.5 / 2.NBT.6 / 2.OA.2

ENGLAND/WALES NATIONAL CURRICULUM STANDARDS

**KS2 MATHS: NUMBER OPERATIONS AND THE**

**RELATIONSHIPS BETWEEN THEM:** Ma2 3a **MENTAL**

**METHODS:** Ma2 3e **CALCULATOR METHODS:** Ma2 3k

**BREADTH OF STUDY:** 1f / 1g

BLOOM'S TAXONOMY

**Application (Apply):** solve, calculate

This activity can be used during a unit on addition and subtraction equations.

## Math Monsters 100-1000 • 1 Activity

This activity focuses on solving mathematical equations where the unknown quantity appears in various positions in the equation. The equations challenge students to use what they know about grouping numbers, extending basic facts, and using place value to solve for the unknown.



- Students will:
- Solve for an unknown when one part and the whole are known, using addition or subtraction (For example,  $15 + \underline{\quad} = 25$ )
  - Solve for an unknown whole when two parts are known, using addition or subtraction (for example,  $17 - 5 = \underline{\quad}$ )
  - Solve for unknowns using strategies such as grouping place values, making a ten, extending basic facts, and using the Commutative and Distributive Properties to solve equations

US COMMON CORE/NATIONAL STANDARDS  
4.NBT.4 / 4.NBT.5 / 4.NBT.6

ENGLAND/WALES NATIONAL CURRICULUM STANDARDS

**KS2 MATHS: PROBLEM SOLVING:** MA2 1b **NUMBER**

**OPERATIONS AND THE RELATIONSHIPS BETWEEN**

**THEM:** Ma2 3a / Ma2 3c **MENTAL METHODS:** Ma2 3e /

Ma2 3h **CALCULATOR METHODS:** Ma2 3k

**BREADTH OF STUDY:** 1f / 1g

BLOOM'S TAXONOMY

**Application (Apply):** solve, calculate

This activity can be used during a unit on addition and subtraction equations.

## Parking Pentominoes • 1 Activity

This activity encourages role-play and collaboration to solve pentomino puzzles in a town setting.



This activity can be used during a unit on translation, rotation, reflection, or congruence; or a unit on area and perimeter. This activity encourages speaking and listening skills as students exchange information and ideas; it also encourages critical thinking skills as students negotiate to develop problem-solving strategies.

- Students will:
- Use pentominoes to explore geometric concepts
  - Develop spatial skills
  - Develop game playing strategies
  - Solve puzzles by working in a systematic and collaborative way
  - Recognize the congruence of shapes in different orientations
  - Measure and calculate perimeter of simple shapes
  - Use multiplication to calculate the area of a shape
  - Identify shapes with the same area but different perimeter measurements
  - Identify lines of symmetry in simple shapes
  - Recognize shapes with no lines of symmetry

US COMMON CORE/NATIONAL STANDARDS  
3.MD.5, 3.MD.7, 3.MD.8, 4.MD.3

ENGLAND/WALES NATIONAL CURRICULUM STANDARDS  
**KS2 MATHS: PROBLEM SOLVING:** Ma2 1a / Ma2 1d  
**COMMUNICATING:** Ma2 1h **PROBLEM SOLVING:** Ma3 1b / Ma3 1c / Ma3 1d **COMMUNICATING:** Ma3 1g  
**REASONING:** Ma3 1h **UNDERSTANDING PROPERTIES OF SHAPE:** Ma3 2c **UNDERSTANDING PROPERTIES OF POSITION AND MOVEMENT:** Ma3 3a / Ma3 3b  
**UNDERSTANDING MEASURES:** Ma3 4e **BREADTH OF STUDY:** 1f

BLOOM'S TAXONOMY

**Application (Apply):** solve, apply, calculate, select, manipulate  
**Evaluation (Evaluate):** measure, estimate, predict, test

## Expanded Notation Bingo • 1 Activity

This activity focuses on place value and recognizing numbers with up to 3 decimal places both in base-ten and expanded notations.



- Students will:
- Recognize base-ten and expanded notations of numbers with up to 3 decimal places
  - Compare base-ten and expanded notations of numbers with up to 3 decimal places
  - Compare decimal amounts to thousandths using  $<$ ,  $>$ , and  $=$

US COMMON CORE/NATIONAL STANDARDS  
5.OA.1 / 5.OA.2 / 5.NBT.3

ENGLAND/WALES NATIONAL CURRICULUM STANDARDS  
**KS2 MATHS: INTEGERS:** Ma2 2c **DECIMALS:** Ma2 2i  
**BREADTH OF STUDY:** 1a / 1f

BLOOM'S TAXONOMY

**Application (Apply):** examine, interpret, compare, choose

This activity can be used during a unit on decimals and fractions.

## See It, Graph It, Safari • 1 Activity

This activity focuses on pictogram and bar graphs as a way of accounting for, and keeping track of numbers of multiple items.



- Students will:
- Create a pictogram to keep track of the number of animals in a safari park
  - Use a bar graph to check the accuracy of their pictogram
  - Find the solution to word problems using the pictogram or bar graph

US COMMON CORE/NATIONAL STANDARDS  
2.MD.10 / 3.MD.3 / NS.K-4.3

ENGLAND/WALES NATIONAL CURRICULUM STANDARDS  
**KS2 MATHS: PROBLEM SOLVING:** Ma2 1a **SOLVING NUMERICAL PROBLEMS:** Ma2 4a **PROBLEM SOLVING:** Ma4 1c / Ma4 1d / Ma4 1e **PROCESSING, INTERPRETING AND REPRESENTING DATA:** Ma4 2a / Ma4 2b / Ma4 2c  
**BREADTH OF STUDY:** 1e / 1f **KS2 SCIENCE: LIVING THINGS AND THEIR ENVIRONMENT:** Sc2 5a  
**ADAPTATION:** Sc2 5b

BLOOM'S TAXONOMY

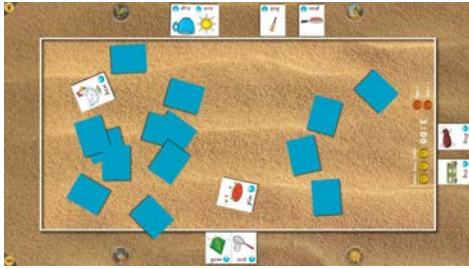
**Analysis (Analyze):** chart, graph, group, compare, calculate, research

This activity can be used during a unit on various types of graphs. It could also be used in a social studies unit on animal habitats and animal conservation.



### Short Vowel Concentration • 1 Activity

This activity focuses on recognizing and naming short vowel sounds in one-syllable, consonant-vowel-consonant (CVC) words.



This activity can be used during a unit on vocabulary and word recognition.

Students will:

- Recognize and name short vowel sounds using sight and sound cues
- Match short vowel sounds using sight and sound cues
- Recognize short vowel sounds in regularly spelled one-syllable CVC words
- Work as a team to help classmates recognize, think of, and spell one-syllable CVC words containing short vowel sounds

US COMMON CORE/NATIONAL STANDARDS  
RF.K.3/RF.1.2/RF.1.3/RF.2.3

ENGLAND/WALES NATIONAL CURRICULUM STANDARDS

**KS1 ENGLISH: LISTENING:** En1 2f

**WORD RECOGNITION:** En2 1a / En2 1b / En2 1c / En2 1d / En2 1e / En2 1f

BLOOM'S TAXONOMY

**Knowledge (Remember):** recognize, match

**Comprehension (Understand):** compare, differentiate, give examples

### Synonyms Dominoes • 5 Activities

This activity requires students to recognize synonyms for common words.



Students will:

- Read a word
- Scan a group of words to find synonyms
- Match words with their synonyms

US COMMON CORE/NATIONAL STANDARDS  
L.4.5.C/L.5.5.C

ENGLAND/WALES NATIONAL CURRICULUM STANDARDS

**KS2 ENGLISH: MORPHOLOGY:** En3 4g / En3 4i

BLOOM'S TAXONOMY

**Knowledge (Remember):** identify, recall, define, match,

This activity can be used during a unit on synonyms.

This activity may also be used to build vocabulary.

### Music Maker • 1 Activity

This activity provides students with an opportunity to experiment with musical instruments, working together.

### Presentation Maker • 1 Activity

This activity allows students to work together to create a presentation, using a variety of tools and techniques.

### Newspaper Maker • 1 Activity

This activity allows students to work together to create a 3-page newspaper article. Each student is provided with a different role to play, including researcher, writer and designer. Students are provided with a range of tools to create the article.

### Jigsaw • 1 Activity

This activity is a game to encourage collaboration. Students will complete image and video jigsaws against a clock.

### Games Pack, inc Chess, Checkers, Ludo/Parcheesi, Pairs, Snakes & Ladders, Sudoku, Peg Solitaire, Tangrams • 8 Activities

This is a game pack providing students with an opportunity to compete using a variety of traditional games. Students can go head to head, or pairs of students could work together to compete against their opponents.

### Measuring Lengths, Measuring Angles • 2 Activities

These activities allow collaboration in measuring and recording lengths of objects, and measuring and labelling angles of a variety of shapes using virtual math tools.

### Math Match Up • 2 Activities

This activity encourages students to compare and match different mathematical meanings.

### Explore Math • 14 Activities

This range of arithmetic activities allow students to work together to complete simple additions, subtractions, multiplications and divisions. The activities include auditory prompts and responses. All activities are designed to be extended by the students themselves, creating a truly challenging and collaborative working environment.

### Animal Habitats with and without sound • 1 Activity

### Animal Labelling with and without sound • 1 Activity

### Food Types with and without sound • 1 Activity

### Animal Facts • 1 Activity