

DAILY TIMES TABLES TEASERS

online Visit www.scholastic.co.uk/juniorplus for two fantastic interactive versions of the SPLAT and BOXING activities! Plus, turn to page 11 for details of the *Daily Times Tables Teasers* series and a giveaway.

Sharpen children's multiplication skills with short and snappy daily activities

The renewed Primary Framework has raised expectations about the age children should know, by heart, all their times tables (up to 10 x 10) and derive quickly their corresponding division facts from Year 5 to Year 4. Times tables, multiplication and division, should be taught everyday, either as part of the mental oral-starter or during other appropriate opportunities. Research has shown that

there is no established order for teaching the tables from zero to ten, although there is common agreement for using a range of methods to cater for all learning styles.

A solid grasp of tables is the key to maths success for many children, but total recall is a tall order for the majority – even by the end of Key Stage 2. This is why a diet of multi-sensory games, rhymes, practical investigations and problem-solving activities

can all play their part in stitching together knowledge and understanding, and help to sew up tables confidence. The following activities, taken from Scholastic's *Daily Times Tables Teasers Ages 7–11* by John Dabell (Scholastic, £20 PB).

John Dabell, maths coordinator at Lawn Primary School in Derby

1. SPLAT (interactive version available)

OBJECTIVE: to improve ability to multiply by 2, 5, 10
LEARNING LINK: auditory, tactile
ORGANISATION: groups of four or pairs
RESOURCES: one normal dice and one labelled $\times 2$, $\times 2$, $\times 5$, $\times 5$, $\times 10$, $\times 10$; coloured counters and the 'Splat – gameboard' on **Online photocopiable 1**, 'Daily Times Tables Teasers'.

WHAT TO DO

- Each player has a collection of coloured counters – for this game they are called 'splats'.
- Roll the two dice and find the product.
- Now look for the product on the gameboard. If it is there, then you can splat it with a counter.
- The winner is the first player to get four splats in a line vertically, horizontally or diagonally.



NOW TRY THIS

Instead of covering four numbers in a line, change the rules so that the winner has to get three in a line anywhere on the board.

2. BOXING (interactive version available)

OBJECTIVE: to improve ability to multiply any number
LEARNING LINK: auditory
ORGANISATION: groups of four or pairs
RESOURCES: 0–9 number cards and **Online photocopiable 1**, 'Daily Times Tables Teasers' (for example grids).

WHAT TO DO

- Turn over a number card and write the number inside one of the boxes on the 3x2 grid. Do this three more times.
- Now multiply the numbers made on the 5x5 grid – there are three that go across and three that go down.
- The total score is the product in the bottom right-hand box.
- Play this five times and add up the total score for each game.
- The winner is the player with the largest total.



NOW TRY THIS

Investigate whether swapping around the four numbers inside the boxes makes a difference.

3. SNAKES AND LADDERS

OBJECTIVE: to improve ability to multiply any number
LEARNING LINK: visual, auditory
ORGANISATION: pairs or small groups
RESOURCES: snakes and ladders playing board for each group; dice and counters.

WHAT TO DO

- Roll the dice – the lowest number starts first.
- Take turns rolling a dice and move forward that number of spaces.
- If you land on a multiple of 6, move backwards two spaces. If you land on a multiple of 7, move forward two spaces. If you land on a square number, you miss a go.



NOW TRY THIS

Change the rules so that landing on a different multiple equals a different penalty or reward.

4. SKIP TO IT

OBJECTIVE: to improve ability to multiply any number
LEARNING LINK: visual, auditory, tactile
ORGANISATION: groups of three
RESOURCES: skipping ropes.

WHAT TO DO

- Work in groups of three.
- Two children hold one end of rope each. The other child stands in the middle ready to jump.
- The rope is then swung. The person in the middle counts out a times table up to the 12th multiple. Two points are given for every jump made without touching the rope.
- Take it in turns. When everyone has had a go, repeat the round again.
- For any jump missed, a penalty of minus two points is given.



NOW TRY THIS

Say a times table forwards then backwards.

5. ROLL AND SPOT

OBJECTIVE: to improve ability to multiply any number
LEARNING LINK: visual, auditory
ORGANISATION: maths buddies
RESOURCES: two dice and **Online photocopiable 2**, 'Daily Times Tables Teasers'.

WHAT TO DO

- With a maths buddy, roll two dice.
- For the first dice, square the score and then subtract 1.
- For the second die, double the score and subtract 1.
- Record this in the table on **Online photocopiable 2**, 'Daily Times Tables Teasers'.
- Now multiply the two scores together to get the product.
- From your results, write in all the scores that can fit the statements written in the 'Roll and spot – product chart' on **Online photocopiable**, 'Daily Times Table Teasers'.
- Were there any statements that you couldn't find numbers for?



NOW TRY THIS

Create additional statements to investigate, for example: *The product is a prime number; The product with the greatest number of factors, and so on.*

7. BODY BOP

OBJECTIVE: to improve ability to multiply any number
LEARNING LINK: visual, auditory, tactile
ORGANISATION: whole class
RESOURCES: none required.

WHAT TO DO

- Stand up and mirror your teacher's actions.
- Choose a times table you want to practise, for example, the six-times table.
- Touch your left foot and say 6, right foot and say 12, left knee, 18, right knee, 24, left thigh slap, 30, right thigh slap, 36.
- Now start again but repeat the movements and chant to make it a little quicker.
- Start again and after 36, touch your left elbow with your right hand and say 42, left hand touches right elbow and say 48.
- Then it's left hand touch left ear lobe, 54, right hand right ear lobe, 60.
- Left eye wink, 66, right eye wink, 72.
- This works best when done at speed.



NOW TRY THIS

Repeat the actions but do them backwards.

6. MOVE IT

OBJECTIVE: to improve ability to multiply and divide any number
LEARNING LINK: visual, auditory
ORGANISATION: maths buddies
RESOURCES: three dice labelled 3, 4, 5, 6, 7 and 8 and grid on **Online photocopiable 3**, 'Daily Times Table Teasers' and different-coloured counters.

WHAT TO DO

- Take turns to throw two dice and multiply them together.
- Now roll the third dice. Divide the product made from the last throw by this number.
- If there is a remainder, this is the number of spaces you move forward on the grid.
- If you land on a square number (except for 100), you miss a go (1, 4, 9, 16, 25, 36, 49, 64, 81).
- The winner is the first player to land on or beyond 100.



NOW TRY THIS

Add another rule. If you land on any multiple of 8, then have another go.

8. QUADRALIX

OBJECTIVE: to improve ability to multiply any number
LEARNING LINK: visual
ORGANISATION: maths buddies
RESOURCES: none required.

WHAT TO DO

- A monster has been discovered on the island of Pentacruix called a Quadralix, a hideous monster with four arms and four legs. Each arm has six claws and each foot has seven toes. A Quadralix also has five eyes.
- Talk to your maths buddy and work out:
 - How many arms do two Quadralix have?
 - How many eyes do four Quadralix have?
 - How many toes do two Quadralix have?
 - How many claws does one Quadralix have?



NOW TRY THIS

Invent your own maths monster with different features. Create your own questions as a challenge for the rest of the class.