**Sequence Chart for Learning the Times Tables**

**Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Date started** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Times tables are best learned in sequence. Use this chart to start at the 1 times tables and complete all the activities listed. Check off each activity as it is completed with confidence. A description of all of the activities is provided on the reverse of this sheet. Once the activities for the 1's have been completed, move onto the 2's and so on. Work hard and have fun!

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  Activities | 1's | 2's | 5's | 9's | 3's | 4's | 6's | 7's | 8's |
| Using beans to make groups of …Complete the entire list for each times table before moving onto the next times table |  |  |  |  |  |  |  |  |  |
| Counting by… |  |  |  |  |  |  |  |  |  |
| Matching answer cards to question cards. |  |  |  |  |  |  |  |  |  |
| Playing MultiplicationShoot Out  |  |  |  |  |  |  |  |  |  |
| Playing another online game |  |  |  |  |  |  |  |  |  |
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| Using flash cards |  |  |  |  |  |  |  |  |  |
| Completing a paper drill |  |  |  |  |  |  |  |  |  |
| Date Successfully Completed:CELEBRATE! |  |  |  |  |  |  |  |  |  |

**Date Completed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Descriptions of the activities:**

**Using beans to make groups of…**

For example, to learn the two times tables, have students put beans in groups of two. Once several groups of two have been created, point out how "ONE group of two beans is TWO", "TWO groups of two beans is FOUR", "THREE groups of two beans is SIX" and so on.

**Counting by…**

It is important that students make the connection that the multiplication tables are really just repeated addition, or simply "counting by" the number. An easy way to solidify this for students is to have them "count by" the table they are studying.

**Matching answer cards to question cards**

Lay out all of the "answer cards" to a times table on the surface in front of the student. For example, students could scatter the answer cards to the two times on the surface in front of them. They could then put them in order and repeat the sequence aloud several times. Students need to know that multiplication is a pattern. It can be considered repeated addition and it can be considered ‘counting by 2’s’, etc.

Shuffle the answer cards to a random pattern again. Now show them a corresponding question card. Students will locate the "answer" from the cards in front of them. They should then state the question and answer aloud. This is a great way to help them identify which answer belongs to which question in a times table.

**Playing Multiplication Shoot Out**

This is an online game that presents a multiplication question to the student and 4 possible "target" answers. The student "shoots" the correct target.

Multiplication Shoot Out can be found at

 <http://www.surfnetkids.com/games/three-times/>

(Substitute the *three* with other numbers you are studying!)

**Playing other Online Multiplication Games**

Some good suggestions are –

<http://www.topmarks.co.uk/PlayPop.aspx?f=SpeedChallenge>

<http://www.woodlands-junior.kent.sch.uk/maths/timestable/index.html>

<http://www.mathplayground.com/balloon_invaders.html>

for mixed times tables :

<http://www.surfnetkids.com/games/multiplication25/> <http://www.javascripter.net/games/math/>

<http://www.surfnetkids.com/games/multiplication45/> <http://www.abcya.com/math_bingo.htm>

<http://www.surfnetkids.com/games/multiplication72/>

**Using Flash Cards**

Use flashcards in the traditional way. Students should be careful to look at the flashcard, think of the answer and then read out the question and the answer aloud. For example if the flashcard looked like this

 3 x 4

Students should say, “three times four is twelve” or “three fours make twelve” or “three groups of four equal twelve”, etc.

**Completing a Paper Drill**

To further solidify their understanding, students can complete a paper drill that focuses on the times table being practiced.

**Celebrate**

Once one table has been successfully completed, celebrate and move onto the next! Well done!