

# Max Learning's Times Table Tricks & Tales

## Teaching Notes

[www.maxlearning.net/Math/MathHandouts/ArA-TTTT-TeachingNotes.pdf](http://www.maxlearning.net/Math/MathHandouts/ArA-TTTT-TeachingNotes.pdf)

- Print a set of flash cards for each student who may benefit, particularly those who struggle with rote memory or get bored with mindless repetition.
- To encourage “ownership,” have students cut, fold, and label each flash card with their own names.
- In this collection of 33 flash card, “tricks” that cover multiple number combinations generally come first followed by “tales” for multipliers with no common pattern. Of course, the order will change as students use them.
- Suggest that students put flash cards they answer correctly in one pile and ones they miss in a second pile for further practice.
- Point out that some tales can be reworded. For example:
  - Sven (7) at (4) pm was plenty late (28).
  - At (4) pm, Sven (7) was plenty late (28). [Commutative Property]
  - It was plenty late (28) when Sven (7) arrived at (4) pm. [Symmetric Property]
- You may need to share with some students that Sven (7) is a common Swedish name and Twelvis (12) Presley was named after Elvis Presley, the rock & roll singer.
- Suggest students read or recite a tale coupled with its multiplication fact as if it were a poem. For example:
  - “If you ate (8) off the floor (4) you’d be dirty, too (32); eight times four is thirty-two.”
  - “Twelvis (12) sang for (4) the food he ate (48); twelve times four is forty-eight.”
- Avoid public speed competitions, which can cause less confident or slower students to freeze up (even if they know the answer) and create long-term anxiety about math. Save competitions for students who enjoy them.
- Encourage students to make up their own tricks and tales about math facts and procedures. Suggest various mnemonics or BrainAids (acronyms, acrostics, stories, songs, poems, drawings, etc.) they might use.

## Math Buddies

- Have students voluntarily pair up or assign each a “Math Buddy” to practice flash cards and other math work.
- Consider *discreetly* pairing proficient students with less-skilled ones. To avoid hurt feelings, you naturally don’t want to let on who you think belongs to which category.
- Set aside class time for buddy activities so proficient students won’t think helping less-skilled students is a burden or drag on their own productivity.
- Assure all students that the ability to help and teach others is a useful skill for the workplace and life.