CONTENTS

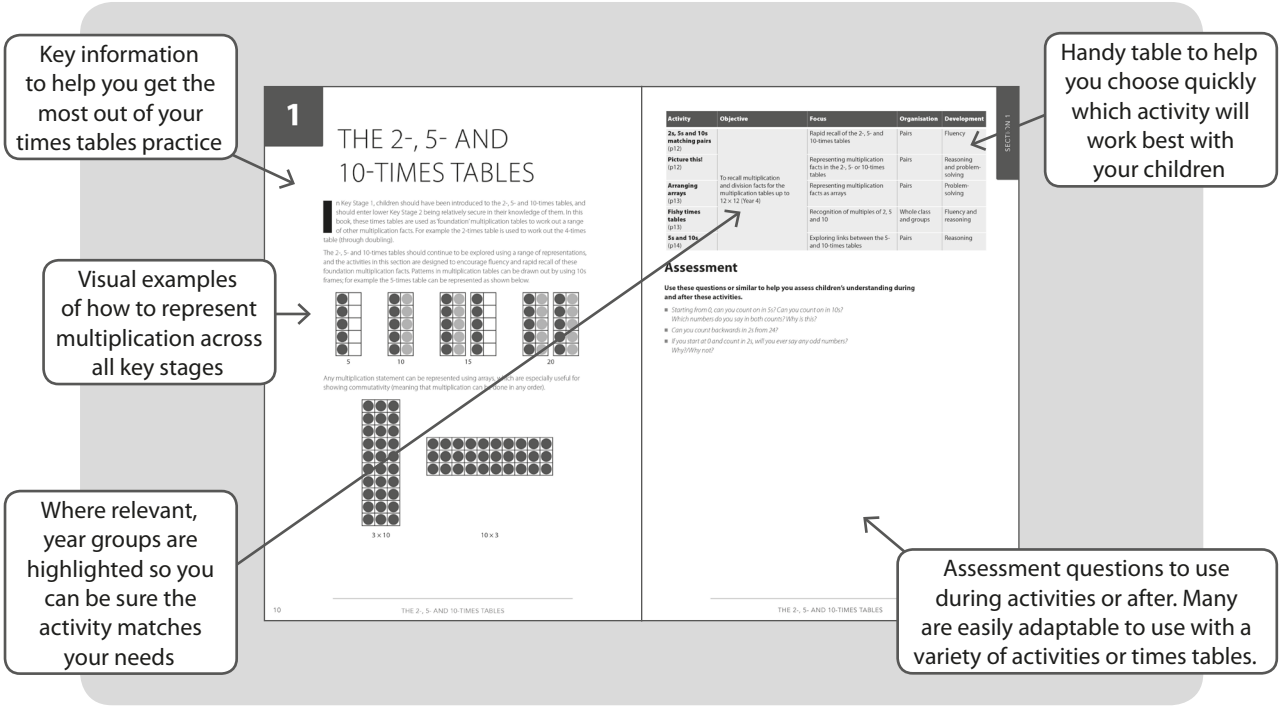
The components

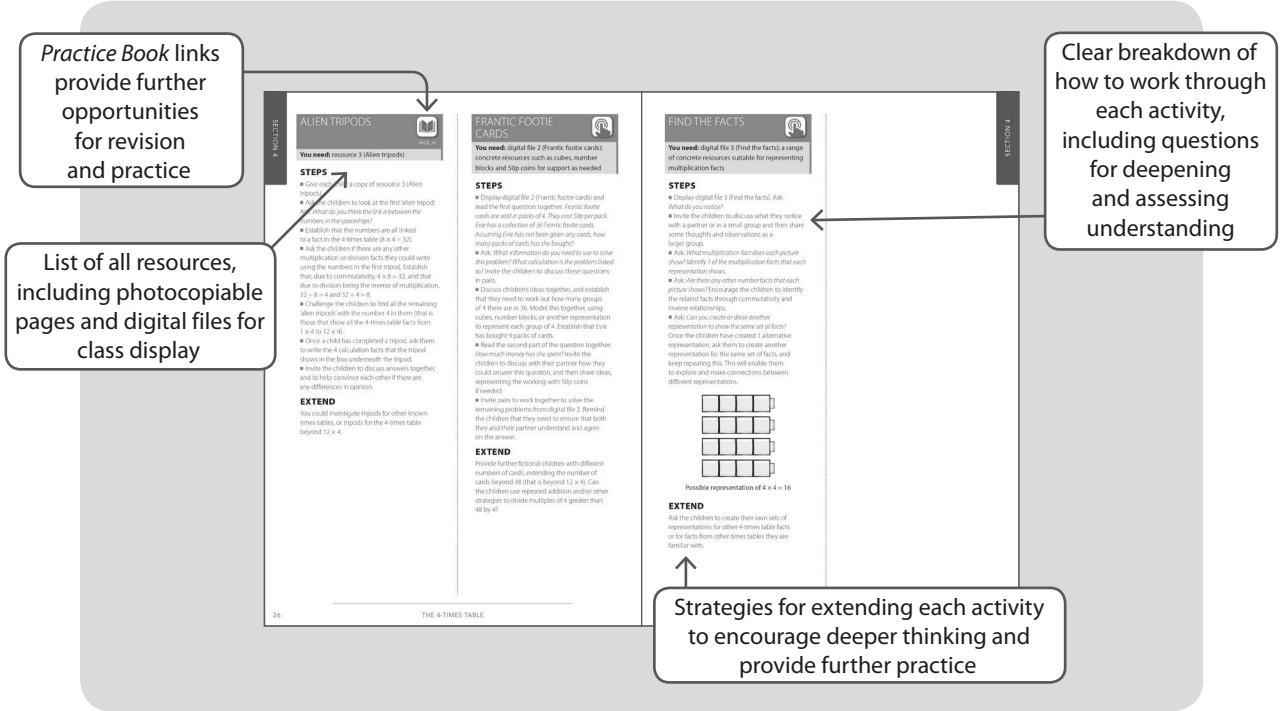
Teacher's Book

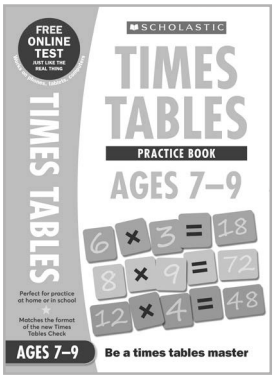
The *Scholastic Times Tables Teacher's Book* provides you with a wealth of activities to help your children master the times tables. Work through the activities one by one or dip in and out – whatever works best for you and your class!

Choose from a bank of activities which promote problem-solving, reasoning and fluency. Aim to use a range of activities so that children have an opportunity to approach the times tables in a variety of ways.

The activities use a wide range of resources: some rely on using concrete resources, others have a whiteboard component to them, and others may require a photocopiable resource which can be downloaded from www.scholastic.co.uk/timestables-resources. Finally, some require no resources at all.







The *Practice Book*

The *Scholastic Times Tables Practice Book* has been designed to provide children with further opportunities for revision and practice of the times tables.

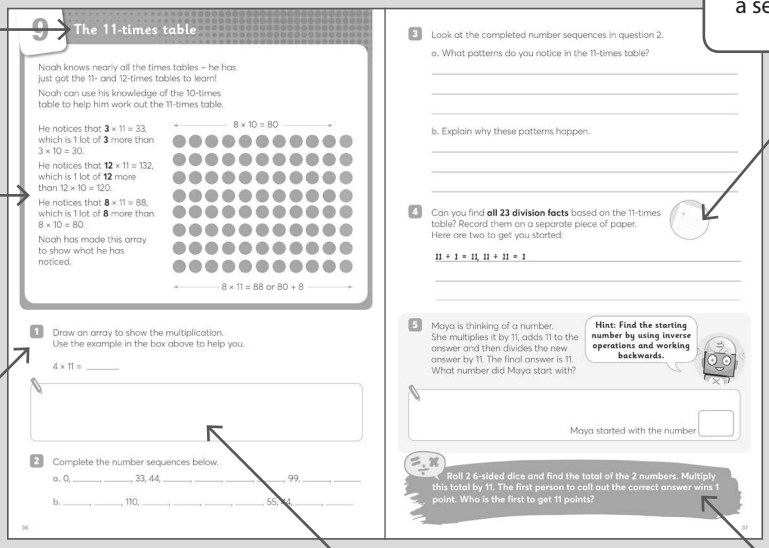
Use it alongside the *Teacher's Book*, as part of general class practice or for home learning. Look for the *Practice Book* icon in the 'You will need' section at the start of an activity for activities which relate directly to the *Times Tables Practice Book*.

Each unit focuses on a different topic or times table.

This section provides children with the opportunity to revisit what they have learned with visual examples to support their understanding.

Children should work through the questions in order for varied practice which builds in difficulty.

Encourage children to use a separate piece of paper if they need to.



Children can draw pictures and record their working here.

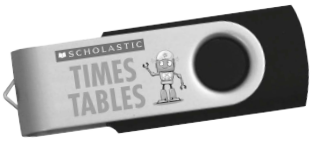
Using easy-to-access resources, children gain further practice at home or away from their desks.

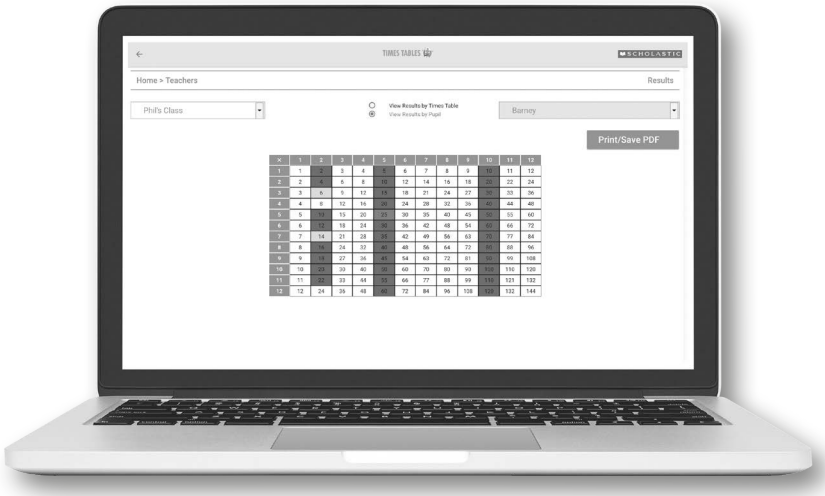
Digital

Additional materials for this book can be found online at the following address: **www.scholastic.co.uk/timestables-resources** these include:

- resource pages including games and worksheets
- supporting PowerPoint digital files for display during your classroom teaching
- quick-fire written tests for additional practice or homework. These tests have three levels of differentiation and are aligned with a unit or group of units from the *Teacher's Book*. Assign one of the three sections at a time and progress through them in order.

If digital files are required, they will be listed in the 'You will need' section at the start of an activity. Look for the digital icon for activities using digital content.

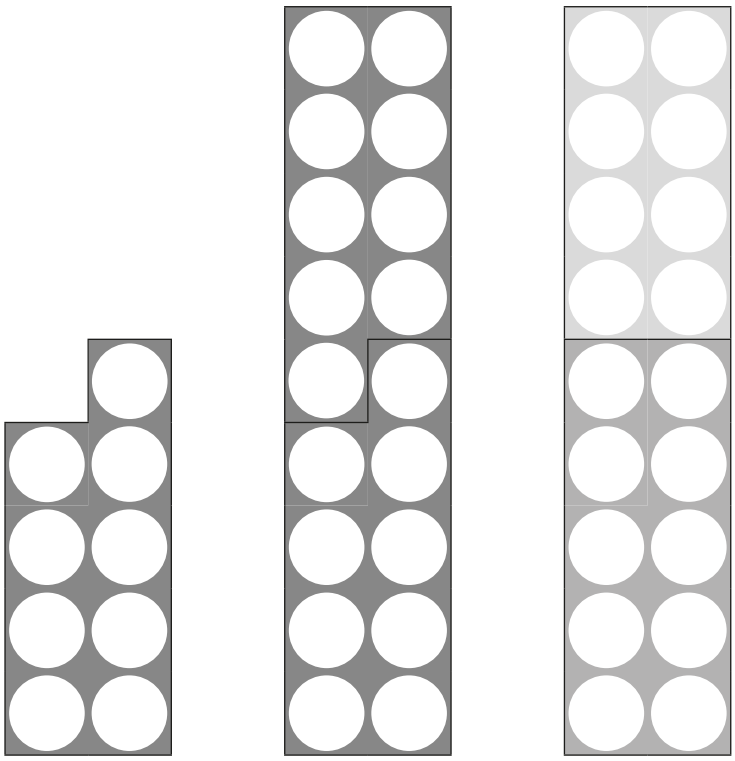




MULTIPLICATION STRATEGIES: DOUBLING

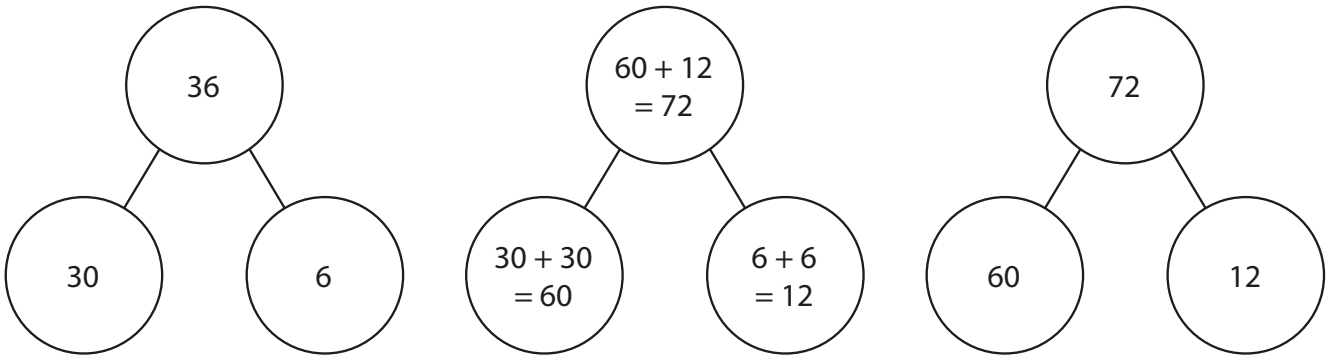
Doubling uses children's knowledge of the 2-times table. Doubling can be used to relate the 'foundation' multiplication facts (from the 2-, 5- and 10-times tables) with other multiplication facts and, therefore, it is a key skill for children to maintain.

Doubling can be represented in many ways, including arrays. Number blocks are useful for helping children to understand and visualise why the answer to double a number is always even (as odd + odd = even).



9 double 9 = 18

Children can also use part–whole models and partitioning to help them to double larger numbers. For example the part–whole model below can be used to help children double 36.



Activity	Objective	Focus	Organisation	Development
Doubling train (p17)	Connect the 2, 4 and 8 multiplication tables through doubling (Year 3)	Developing fluency in repeatedly doubling single-digit numbers	Groups of 3	Fluency
Double bingo (p17)		Doubling numbers up to 25	Whole class or group	Fluency
Double trouble (p18)		Developing fluency in repeatedly doubling single-digit numbers	Groups and pairs	Reasoning

Assessment

Use these questions or similar to help you assess children's understanding during and after these activities.

- *How quickly can you write down the doubles for all numbers from 0 to 10?*
- *Can you complete the gaps in this doubling sequence? 1, 2 , _, _, 16, _, 64*
- *Lily says that doubling is linked to the 2-times table. Is she correct?*

CRAZY 8s

You need: a polyhedral dice (12-sided ideal, but 10-sided will also work)

STEPS

- Organise the children into pairs.
- Children take it in turns to roll the dice. They then race to call out the answer to the number rolled multiplied by 8.
- The child who calls out the answer first gets 1 point (providing their partner agrees that their answer is correct).
- If the child who answers first makes a mistake, and their partner can give and explain the correct answer, their partner gets the point.
- Draw out the methods children are using by asking: *How did you work out the answer? What facts and knowledge did you use to help you?*
- The winner is the first player to get 10 points.

EXTEND

Increase the number of children playing together. This tends to increase the speed of the game and therefore challenges the players' speed of recall.

2s AND 8s

You need: digital file 4 (2s and 8s)

STEPS

- Organise the children into small groups.
- Display digital file 4 (2s and 8s). Read out the statement: *I think I can use the 2-times table to work out the answers to the 8-times table.*
- Invite the children to discuss this with the members of their group. Bring the class back together and share some of the key ideas from each group.

Ask: *Do you think the statement is correct? How do you know?*

- Once the children have established that there may be a link between the 2- and 8-times tables, ask: *Is this link always true or only sometimes true?* Invite them to investigate this by writing the 2- and 8-times tables alongside each other (for example by writing:
$1 \times 2 = 2$ next to $1 \times 8 = 8$
$2 \times 2 = 4$ next to $2 \times 8 = 16$
and so on).
- Discuss children's thinking with them, establishing that the 2-times table is linked to the 8-times table by multiplying each number in the 2-times table by 4, or by doubling and doubling again.

EXTEND

Give the children a number statement in which you multiply a number greater than 12 by 2 (for example 16 multiplied by 2 is 32). Ask the children to work out the same number multiplied by 8.