Times Tables Cards

Objectives

- Recall multiplication facts up to 10 x10

Main curriculum links

N1/E2.5 Multiply using single digit numbers
(a) understand and use the vocabulary of multiplication e.g. *multiplied by, times, lots of*
(b) understand the operation of multiplication as repeated addition e.g. 3 x 5 = 5 + 5 + 5
(c) understand that multiplication is commutative, e.g. 2 x 4 = 4 x 2 but the meaning is different e.g. take 2 tablets four times a day (4 x 2) is different from take 4 tablets twice a day (2 x 4)
(d) know doubles of numbers to 10
(e) understand that relationship between doubling and halving
N1/3.5 Recall multiplication facts (e.g. multiples of 2, 3, 4, 5 and 10)
(a) recognise 2- and 3-digit multiples of 2, 5 or 10 and 3-digit multiples of 50 & 100
(b) understand how the distributive law can be used in multiplication (the concept not the terminology) e.g. 3 x 56 = (3 x 50) + (3 x 6), 3 x 56 = 3 x 7 x 8, etc.
(c) understand that there are different strategies for multiplying
N1/L1.5 recall multiplication facts up to 10 x 10 and make connections with division facts

Preparation

- Print pages 2 – 10, laminate and cut into individual cards.
  Note: using a different colour for each page makes for easy sorting at the end of a session *but* you may want to use the same colour throughout if students want the challenge of working on more than one set of tables at once.

Instructions

Students work in pairs / small groups as follows (use one or more sets of cards at once, as appropriate)

- Shuffle the 'tables' cards (e.g. 2 x 4) and put them in a pile face down on the table.
- Put the 'answer' cards (e.g. 8) face up on the table so all the numbers can be seen.
- Each student takes turns to pick up a card from the pile and then finds the corresponding 'answer' card.

Alternative version

- Shuffle the 'answer' cards (e.g. 8) and put them in a pile face down on the table.
- Put the 'tables' (e.g. 2 x 4) cards face up on the table so all the numbers can be seen.
- Each student takes turns to pick up a card from the pile and then finds the corresponding 'answer' card.

Further ideas

- Play as an individual matching game, matching up 'tables' and 'answers'. For a challenge try two or three sets of cards at once or play against the clock or encourage learners to improve their speed over several sessions.
- Play as a paired memory (pelmanism) game:
  Place one set of 22 cards face down. Player 1 turns over two cards (whilst player 2 watches carefully). If the cards 'match' player 1 keeps them and has another go. If the cards don't match they are returned (face down) to their original positions and player 2 takes a turn. Continue until all cards are removed. Player with the most cards wins!

0 x 10	0
1 x 10	10
2 x 10	20
3 x 10	30
4 x 10	40
5 x 10	50
6 x 10	60
7 x 10	70
8 x 10	80
9 x 10	90
10 x 10	100

0 x 2	0
1 x 2	2
2 x 2	4
3 x 2	6
4 x 2	8
5 x 2	10
6 x 2	12
7 x 2	14
8 x 2	16
9 x 2	18
10 x 2	20

0 x 5	0
1 x 5	5
2 x 5	10
3 x 5	15
4 x 5	20
5 x 5	25
6 x 5	30
7 x 5	35
8 x 5	40
9 x 5	45
10 x 5	50

0 x 3	0
1 x 3	3
2 x 3	6
3 x 3	9
4 x 3	12
5 x 3	15
6 x 3	18
7 x 3	21
8 x 3	24
9 x 3	27
10 x 3	30

0 x 4	0
1 x 4	4
2 x 4	8
3 x 4	12
4 x 4	16
5 x 4	20
6 x 4	24
7 x 4	28
8 x 4	32
9 x 4	36
10 x 4	40

0 x 6	0
1 x 6	6
2 x 6	12
3 x 6	18
4 x 6	24
5 x 6	30
6 x 6	36
7 x 6	42
8 x 6	48
9 x 6	54
10 x 6	60

0 x 7	0
1 x 7	7
2 x 7	14
3 x 7	21
4 x 7	28
5 x 7	35
6 x 7	42
7 x 7	49
8 x 7	56
9 x 7	63
10 x 7	70

0 x 8	0
1 x 8	8
2 x 8	16
3 x 8	24
4 x 8	32
5 x 8	40
6 x 8	48
7 x 8	56
8 x 8	64
9 x 8	72
10 x 8	80

0 x 9	0
1 x 9	9
2 x 9	18
3 x 9	27
4 x 9	36
5 x 9	45
6 x 9	54
7 x 9	63
8 x 9	72
9 x 9	81
10 x 9	90