



# Everything Times Tables

## Volume 1

**Tons of Terrific Tests • Tantalising Tournaments  
Top Teaching Tips To Tame Times Tables Totally**



WRITTEN BY **RON SHAW**



THE ACTIVITIES IN THIS BOOK ADDRESS MANY OUTCOMES IN THE SYLLABUS

## **Everything Times Tables** Vol 1

*Tons of Terrific Tests, Tantalising Tournaments and Top Teaching Tips to Totally Tame Times Tables*

### Intelligent Australia Productions

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Ideas and Concept  
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Intelligent Australia Productions is committed to raising standards  
in Literacy and Numeracy in Australian schools.





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# About this Book

As we all know Times Tables are one of the fundamental building blocks of mathematics. And, unlike some things students learn in maths, they are used day-in, day-out throughout life. So their importance cannot be underestimated.

The purpose of this book is to provide teachers and their students with a wealth of material that will make the learning of Times Tables as painless and enjoyable as possible.

The book has an abundance of tests, tips, games and challenges. It covers the full range of tables, 2s to 12s, and is suitable for every classroom, library and resource centre in every school.

Everything Times Tables makes a welcome addition to any teacher's personal library of reference books. The exercises, games and challenges for students cover the entire age and ability spectrum....from the youngest beginners to advanced, highly competent -and even gifted- students.

Many of the worksheets are ideal for classroom wall displays; as well as being decorative they're perfect for pre-test brush-ups and mini practice sessions.

**In giving quotients equal importance to products we have addressed a flaw in many other Times Tables publications that tend to treat products only.**

In many of the tests and games in this book we have deliberately omitted the 0, 1 and 10 times tables as these may be taught and remembered easily (eg add a zero when multiplying by 10, take off a zero when dividing by 10).

It is recommended that children either keep all completed tests in a folder or paste them in their maths book/pad.

## About the Author

Ron Shaw has spent almost 30 years teaching in Australian schools where, as Senior Teacher (Advanced Skills Teacher level 1) he has used his Times Tables Tests, Challenges and Games with many hundreds of students between the ages of 6 and 15.

As a teacher and tutor he has been very successful in improving the times tables skills of learning-delayed children and mainstream students. Academically gifted children delight in challenging themselves with Mr Shaw's Times Tables speed tests, quizzes, puzzles and multi-operational tables tasks.

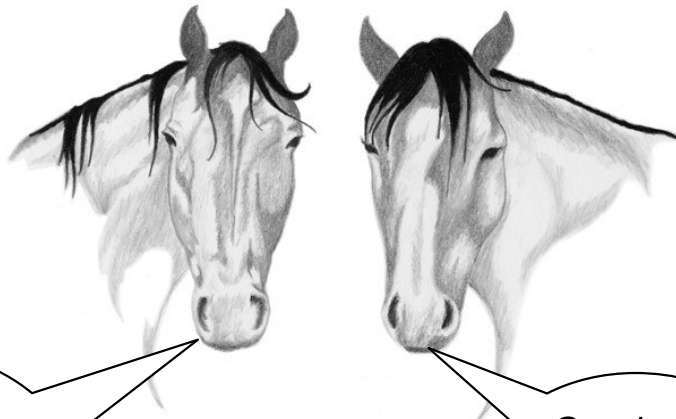
In addition to the above Mr Shaw has been a private maths tutor to scores of students up to university entrance level. His 20+ published books on maths and other school subjects are used in several English-speaking countries including Australia, the UK, New Zealand, South Africa, Canada and the USA, as well as in classrooms throughout South-east Asia.

Mr Shaw, a member of the Australian Association of Mathematics Teachers and the Mathematical Association of Western Australia, was accepted into membership of the Australian College of Education (1989), the Australia Teaching Council (1993) and MENSA Australia (1998). After graduating as a teacher from Claremont Teachers College he undertook post-graduate studies (Honours) at the Australian National University, Canberra (1990), and Master of Education studies at Edith Cowan University, Perth (1992).

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# Teachers' Notes

## And The Question Is?



Hey, are they really giving us the answers?

Good question!

**This test-with-a-difference makes a good change from the 'normal' times tables test.**

- Don't allow reversals, eg  $5 \times 9$  *and*  $9 \times 5$  (either one will suffice)
- Only allow factors to 12, eg allow  $3 \times 12$  but not  $2 \times 18$ .
- Don't allow 1s or the number itself, eg for 45, don't allow  $45 \times 1$ .

***Including the examples there are 52 correct responses.***

Suggested Time Allowed

Test Description	Year Level					
	3	4	5	6	7	8/9
Mixed tables.	3	4	5	6	7	8/9
Find factor pairs.	11 mins	10 mins	9mins	8 mins	7 mins	6 mins

# And The Question Is?

OK....here are the answers.  
But what are the questions?

Where there is more than  
one correct question write  
each of them.  
The first one has been done  
for you.



<b>36</b> <i>9 x 4    6 x 6</i> <i>12 x 3</i>	<b>45</b>	<b>24</b>	<b>33</b>	<b>21</b>
<b>15</b>	<b>28</b>	<b>64</b>	<b>18</b>	<b>55</b>
<b>66</b>	<b>56</b>	<b>12</b>	<b>49</b>	<b>99</b>
<b>108</b>	<b>20</b>	<b>81</b>	<b>27</b>	<b>14</b>
<b>110</b>	<b>96</b>	<b>72</b>	<b>144</b>	<b>121</b>
<b>22</b>	<b>42</b>	<b>30</b>	<b>16</b>	<b>25</b>
<b>88</b>	<b>32</b>	<b>48</b>	<b>77</b>	<b>35</b>
<b>44</b>	<b>84</b>	<b>63</b>	<b>40</b>	<b>132</b>



# Match-a-Table



We  
match  
up well.

## A game for 2-30 players

Cut along broken line and paste onto board.  
(need one sheet per player).

Cut out the shapes.

Turn face down and jumble up.

At the signal turn tiles over and match diamonds with round-cornered rectangles.

First to correctly match all diamonds with rectangles is the winner.

**Challenge:** Who can complete the matchings in the fastest time?.....Class Champion.

-----cut along here-----

$8 \times 3$	$9 \times 8$	$3 \times 11$	<b>72</b>	<b>36</b>	<b>54</b>	<b>132</b>
$7 \times 8$	$12 \times 2$	$7 \times 12$	<b>36</b>	<b>32</b>	<b>110</b>	
$8 \times 8$	$4 \times 9$	$2 \times 9$	<b>28</b>	<b>27</b>	<b>36</b>	<b>84</b>
$6 \times 7$	$7 \times 7$	$6 \times 4$	<b>81</b>	<b>24</b>	<b>49</b>	
$9 \times 9$	$6 \times 6$	$2 \times 11$	<b>36</b>	<b>48</b>	<b>66</b>	
$11 \times 11$	$6 \times 9$	$3 \times 7$	<b>33</b>	<b>21</b>	<b>24</b>	<b>56</b>
$12 \times 12$	$4 \times 8$	$9 \times 12$	<b>121</b>	<b>64</b>	<b>22</b>	
$7 \times 11$	$8 \times 7$	$9 \times 7$	<b>24</b>	<b>63</b>	<b>45</b>	<b>144</b>
$12 \times 3$	$9 \times 5$	$6 \times 8$	<b>108</b>	<b>42</b>	<b>56</b>	
$7 \times 4$	$12 \times 11$	$10 \times 11$	<b>77</b>	<b>18</b>		
$11 \times 6$	$9 \times 3$	$12 \times 3$				

# Match-a-Division

A game for 2-30 players

Cut along broken line and paste onto board.  
(need one sheet per player).

Cut out the shapes.

Turn face down and jumble up.

At the signal, turn tiles over and match diamonds with round-cornered rectangles.

First to correctly match all diamonds with rectangles is the winner.

**Challenge:** Who can complete the matchings in the fastest time?.....Class Champion.



Umm,  
do we  
match?



-----cut along here-----

A collection of 30 diamond-shaped tiles, each containing a division problem. The tiles are arranged in a grid-like pattern with some missing in the center.

$27 / 3$	$121 / 11$	$64 / 8$
$72 / 9$	$18 / 3$	$49 / 7$
$35 / 5$	$28 / 7$	$40 / 8$
$84 / 7$	$36 / 6$	$24 / 6$
$21 / 7$	$99 / 11$	$77 / 7$
$96 / 12$	$45 / 9$	$56 / 7$
$16 / 4$	$36 / 9$	$22 / 11$
$54 / 9$	$42 / 7$	$60 / 12$
$132 / 12$	$110 / 11$	$36 / 3$
$30 / 5$	$32 / 8$	$55 / 5$
$81 / 9$	$144 / 12$	$121 / 11$

A collection of 30 round-cornered rectangular tiles, each containing a number. The tiles are arranged in a grid-like pattern.

6	9	4	6
11	6	8	
11	12	2	5
8	4	5	
4	11	9	
7	9	11	5
4	12	8	
11	6	12	7
8	4	3	
10	6		

# Teachers' Notes

## Bull's Eye



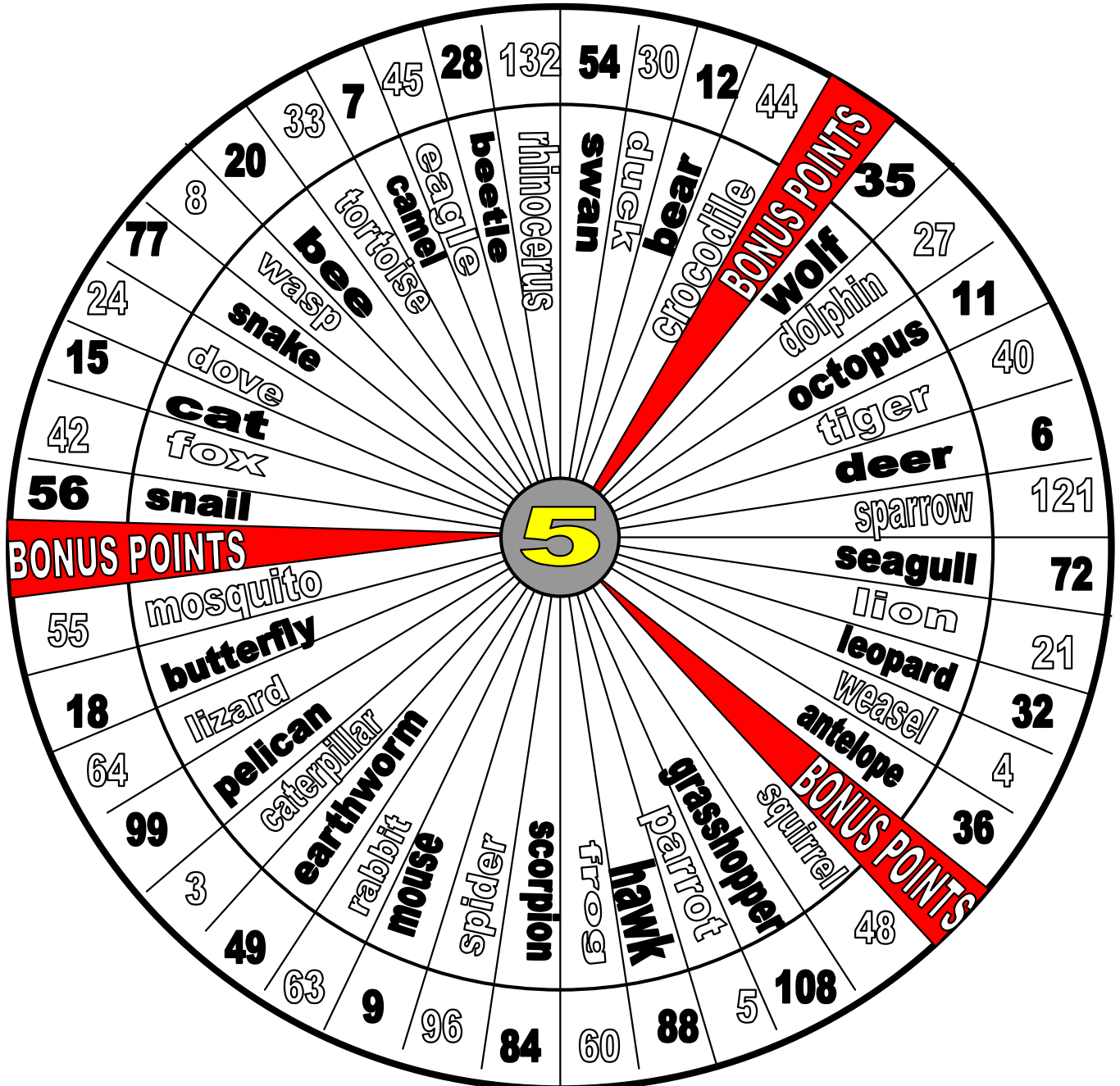
Here's a fun game to challenge the class. Tests most tables (not 2s or 10s) and incorporates a language component too. So it gets the whole brain working!

- Your students will love this game!
- This can be a game for two or more teams in the class, with each class member having a copy of the Bull's Eye sheet.
- Teacher calls out a times tables problem eg "Deer times wasp". (Important: do not call out square numbers, eg Deer times deer).
- First child to answer "Squirrel" receives a point for their team. The problem can be division, eg "Rabbit divided by camel." First child to answer "Mouse" receives the point.
- 5 Bonus Points are awarded for any answer that is adjacent to a Bonus Points sector (viz 56, 55, 144, 44, 48, 36).

**NB Strongly discourage guessing as this can ruin the game!**  
(consider deducting points for obvious guesses).



# Bull's Eye!



# Teachers' Notes

## Compute the Fruit



This game provides practise in computing the 'little' tables.

And also the 'big' ones.

Each student is given a copy of the **Compute the Fruit** sheet.

### Example to show how Game is played:

- Teacher says, "delicious apricot."
- Teacher repeats....."delicious apricot."
- Students write the answer after no.1.
- Teacher then calls out another adjective-fruit combination (twice), as before, and students write the answer after no.2.
  - Continue with 28 more adjective-fruit combinations.
  - Collect sheets for marking (or call out answers for students to mark their own).

**NB:** If "delicious apricot" is called out at one time, "disgusting apricot" or any other adjective with apricot may be called out later.

# Compute the Fruit

	<i>juicy</i>	<i>rotten</i>	<i>delicious</i>	<i>horrible</i>	<i>tasty</i>	<i>bitter</i>	<i>sweet</i>	<i>disgusting</i>	<i>nutritious</i>	<i>extra soft</i>		<i>plum</i>	<i>grape</i>	<i>orange</i>	<i>peach</i>	<i>lemon</i>	<i>apricot</i>	<i>lime</i>	<i>apple</i>	<i>banana</i>	<i>blackberry</i>	<b>My Answers</b>
	2	3	4	5	6	7	8	9	11	12		2	3	4	5	6	7	8	9	11	12	



1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	

My Score →



# Teachers' Notes

## Fun in the Jungle

Students will love this!

- Teacher calls out an adjective-animal combination, e.g. 'dreamy elephant'  
*dreamy* has 6 letters and *elephant* has 8 so the response is 48 (6x8)  
Students write 48 alongside the question number.
- Repeat for other fun combinations until twenty multiplications have been completed.

Notes:

- Teacher will need to prepare combinations prior to the test.
- Time allowed per response will depend on the group's ability.
- A child standing at the front of the room could give the test to the others.

**This fun activity may be repeated another time using different combinations.**



*I love eating people who don't know their times tables.*

# Fun in the Jungle



## ***Adjectives***

3. hot
4. cool
5. wussy
6. dreamy
7. amazing
8. fearsome
9. invisible
10. voluptuous
11. maladjusted
12. preposterous

## ***Animals***

3. ape
4. lion
5. zebra
6. monkey
7. giraffe
8. elephant
9. orang-utan
10. rhinoceros
11. baby baboons
12. hippopotamus

- |                  |                  |                  |                  |                  |
|------------------|------------------|------------------|------------------|------------------|
| <b>1.</b> .....  | <b>2.</b> .....  | <b>3.</b> .....  | <b>4.</b> .....  | <b>5.</b> .....  |
| <b>6.</b> .....  | <b>7.</b> .....  | <b>8.</b> .....  | <b>9.</b> .....  | <b>10.</b> ..... |
| <b>11.</b> ..... | <b>12.</b> ..... | <b>13.</b> ..... | <b>14.</b> ..... | <b>15.</b> ..... |
| <b>16.</b> ..... | <b>17.</b> ..... | <b>18.</b> ..... | <b>19.</b> ..... | <b>20.</b> ..... |

# Teachers' Notes

## Fun with Factor Pairs



*It's not fair.....  
your students  
only have to  
juggle numbers.*

**In this exercise Times Tables are tested in a different way.**

**Students are presented with numbers for which they have to find the factors pairs.**

### **Rules:**

- The number 1 is not allowed.
- Numbers greater than 12 are not allowed.
- Reversals are not allowed. For example, for the number 48 only one of  $6 \times 8$  or  $8 \times 6$  is permitted. Similarly, for 36, students may use  $9 \times 4$  or  $4 \times 9$ , but not both.

**NB: 12 has been done for you.**

There are 34 factor pairs to find (the factor pairs for 12 are not included).

After explaining the rules, it's Ready, Set, Go.  
Stop when at least half the class have finished.

### **Scores**

34 correct: **Super Star**  
33 correct: **Star**  
32 correct: **Almost a Star**

28-31 correct: **Well Done**  
24-27 correct: **OK but could be better**  
Below 24 correct: **Need lots of practise**

# Fun with Factor Pairs

Factor pairs for the following numbers:

- 64
- 81
- 54
- 88
- 42
- 110
- 32
- 144
- 24
- 18
- 72
- 56
- 48
- 108
- 36
- 132
- 27
- 12
- 60
- 84
- 96
- 40
- 121
- 30
- 28

Examples of factor pairs for 12:

- $6 \times 2$
- $4 \times 3$



# Teachers' Notes

## Tables Brew



*They'll get a real buzz out of this one!*

**This is a fun times tables activity using all tables from 2 x 2 to 12 x 12 (except for 10s).**

**The first question has been done for you.**

**Example:**

$$\text{FR} = 7 \times 9 = 63.$$

Suggested Time Allowed

Test Description	Year Level					
	3	4	5	6	7	8/9
All Tables. Products. 100 questions.	40 min	36 min	32 min	28 min	24 min	20 min

# Tables Brew

A	2
B	3
C	4
D	5
E	6
F	7
G	8
H	9
I	11
J	12

You have to multiply these ← numbers



by these → numbers

K	2
L	3
M	4
N	5
O	6
P	7
Q	8
R	9
S	11
T	12

*The witches are mixing up an evil potion.  
Dilute the dreaded mix by scoring well in a fast time.*

FM	HK	DK	GQ	FT	AT	IO	GK	BO	FP
<b>28</b>									
CP	BM	HQ	AM	EK	BP	HO	FS	CT	GN
IS	DO	IK	EP	GS	FN	EL	IT	EQ	AS
ES	CO	HN	FL	AP	CK	IM	HM	DT	JM
GO	AK	DS	BL	GM	JP	BN	CN	JO	BT
IL	BQ	JL	EM	DL	HR	GP	AN	DR	IN
CQ	EN	CM	IR	JR	JT	AO	HT	JN	DM
ET	JK	ER	HS	DN	GR	JS	BR	AR	FQ
FO	AQ	BS	CL	IP	AL	EO	JQ	CR	DP
CS	IQ	HL	DQ	HP	BK	FK	GT	GL	FR

My Score

Time Taken

# How many minutes until



Complete the times tables.

Then subtract the smallest number in column B from the largest number in column A. The result will tell you how many minutes until Volcano Island erupts!

	<b>A</b>		<b>B</b>
$8 \times 5 =$		$7 \times 5 =$	
$3 \times 5 =$		$12 \times 5 =$	
$11 \times 5 =$		$6 \times 5 =$	
$5 \times 5 =$		$4 \times 5 =$	
$9 \times 5 =$		$2 \times 5 =$	

My Score

My Time

Subtract the second smallest number in column A from the second largest number in column B to find out how many survivors there will be.

# Froggie Lunch

Write the answers above each frog.

Then use the code below to find out what a frog likes for lunch.



$7 \times 4$



$3 \times 4$



$8 \times 4$



$9 \times 4$



$2 \times 4$



$11 \times 4$



$5 \times 4$



$4 \times 4$



$6 \times 4$



$12 \times 4$

Time Taken  
.....

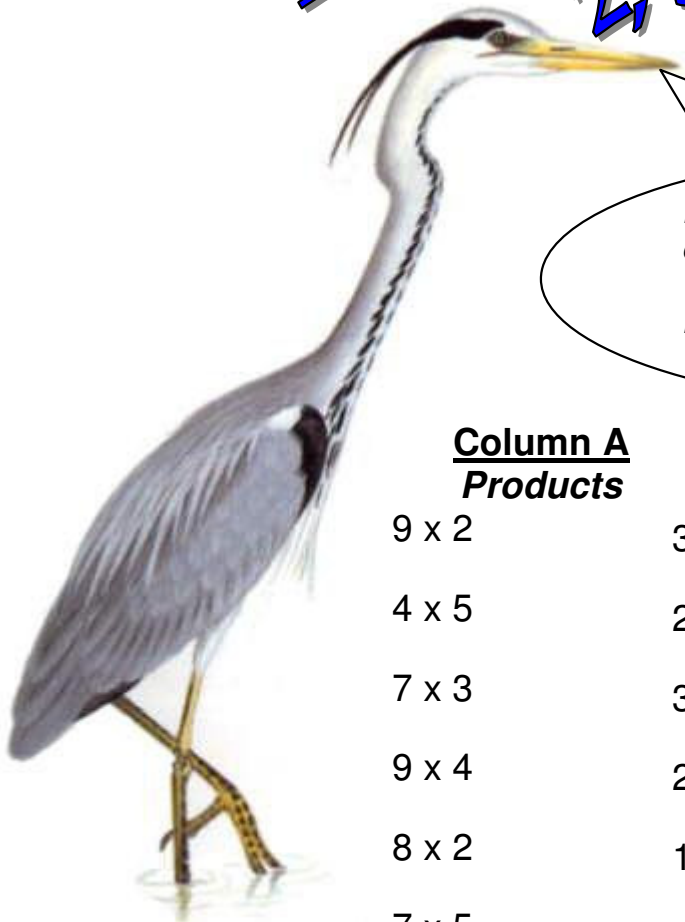
6x4 = **t**   9x4 = **y**   12x4 = **e**   2x4 = **a**   11x4 = **i**   5x4 = **l**   8x4 = **f**   7x4 = **s**

24	8	28	24	36		32	20	44	48	28
----	---	----	----	----	--	----	----	----	----	----



# Mix 'n Match

## 2, 3, 4, 5



Draw lines to match the products and quotients with their solutions.  
How fast can you go?

### Column A Products

- $9 \times 2$                       35
- $4 \times 5$                       20
- $7 \times 3$                       36
- $9 \times 4$                       27
- $8 \times 2$                       16
- $7 \times 5$                       24
- $9 \times 3$                       18
- $6 \times 4$                       21

### Quotients

- $24 \div 2$                       3
- $55 \div 5$                       7
- $27 \div 3$                       8
- $12 \div 4$                       6
- $14 \div 2$                       12
- $25 \div 5$                       5
- $24 \div 3$                       11
- $24 \div 4$                       9

### Column B Products

- $12 \times 3$                       40
- $8 \times 5$                       27
- $9 \times 3$                       36
- $7 \times 4$                       16
- $6 \times 2$                       12
- $4 \times 5$                       20
- $11 \times 3$                       28
- $4 \times 4$                       33

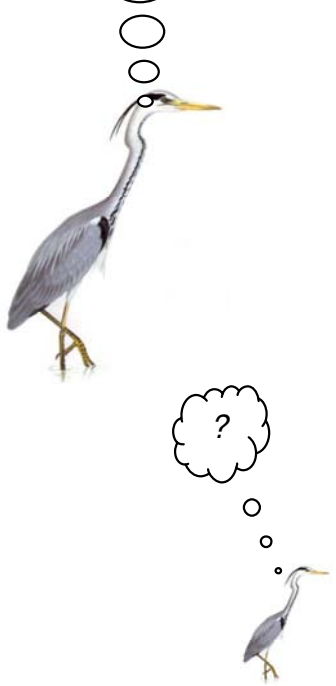
### Quotients

- $18 \div 2$                       11
- $15 \div 5$                       2
- $24 \div 3$                       4
- $16 \div 4$                       5
- $10 \div 2$                       12
- $60 \div 5$                       3
- $33 \div 3$                       9
- $8 \div 4$                       8

**My Score**  
out of 32

**Total time**  
taken

One day I'll be big too.



# Cheesy Tables

## 6s, 7s, 8s, 9s

Marty Mouse and Matilda Mouse each think they have eaten the most grams of cheese over the past year. If  $2 \times 6 = 12$  grams,  $54 \div 9 = 6$  grams, etc, use a calculator to work out the sums of Marty and Matilda's products and quotients to see who is correct. Then answer the questions at the bottom.

2 x 6 =

8 x 7 =

6 x 8 =

3 x 6 =

12 x 9 =

4 x 8 =

6 x 6 =

7 x 9 =

9 x 7 =

8 x 9 =

5 x 8 =

4 x 6 =

9 x 9 =

11 x 7 =

5 x 6 =

2 x 8 =

12 x 7 =

11 x 9 =

3 x 8 =

48 ÷ 6 =

12 ÷ 4 =

21 ÷ 7 =

64 ÷ 8 =

56 ÷ 8 =

66 ÷ 6 =

45 ÷ 9 =

27 ÷ 9 =

72 ÷ 8 =

42 ÷ 7 =

35 ÷ 7 =

14 ÷ 7 =

54 ÷ 6 =

88 ÷ 8 =

72 ÷ 6 =

54 ÷ 9 =

42 ÷ 6 =

36 ÷ 9 =

96 ÷ 8 =

The most amount of cheese was consumed by .....Mouse.

.....Mouse consumed .....grams less.

# Teachers' Notes

*This is a really cool way to learn the division facts!*



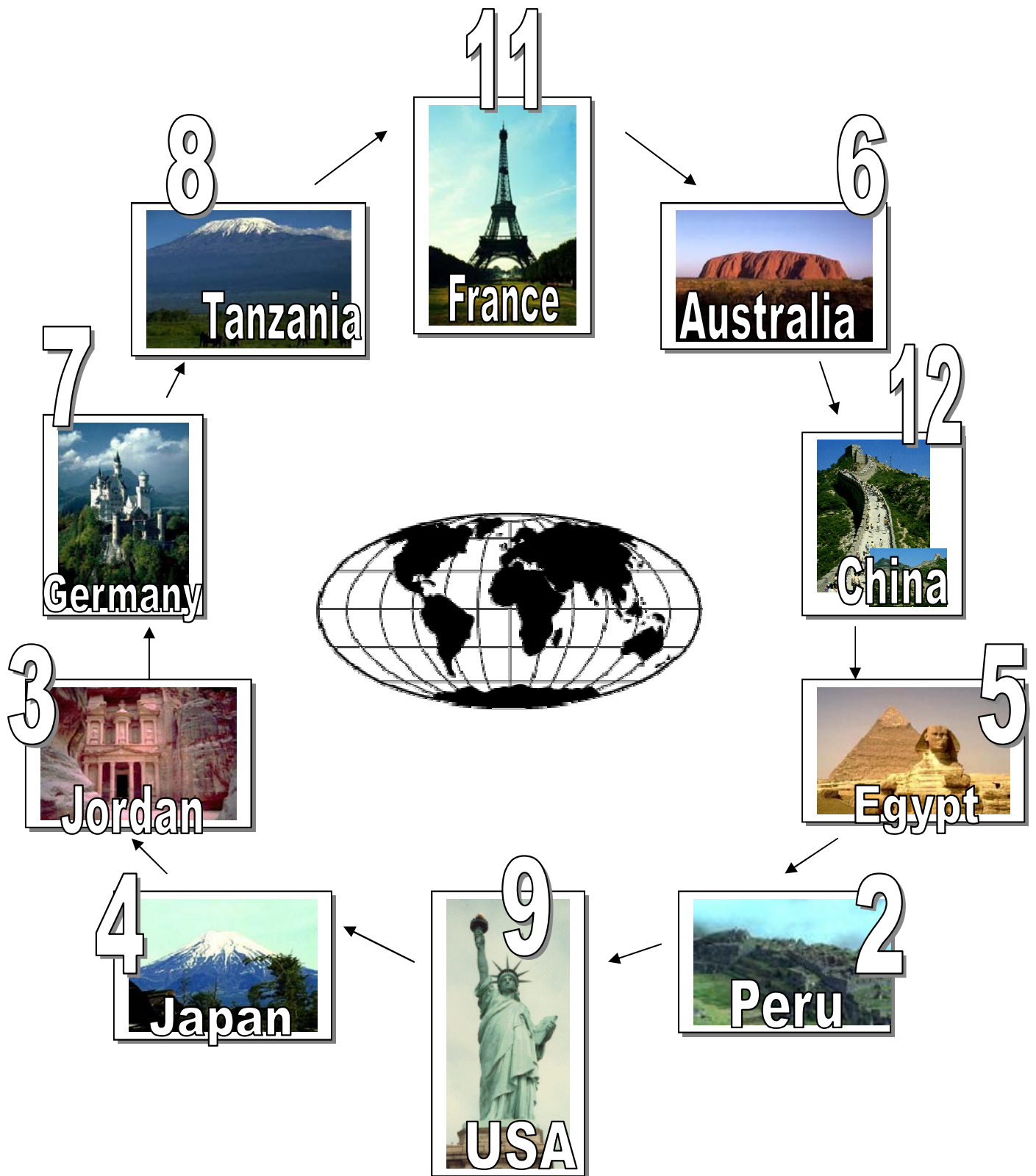
- Copy the page for every child in the class.
- Class is divided into 2-6 teams.
- Teacher calls out a division table,  
eg  $63 \div 9 = ?$
- The first student to call out the correct response (in this case, 'Germany') gets a point for their team.
- Repeat with other divisions.

*Students keep sheet for future use.*

NB: 1s and 10s not included.

***It's different. It's fun!***

# Around the World with Tables

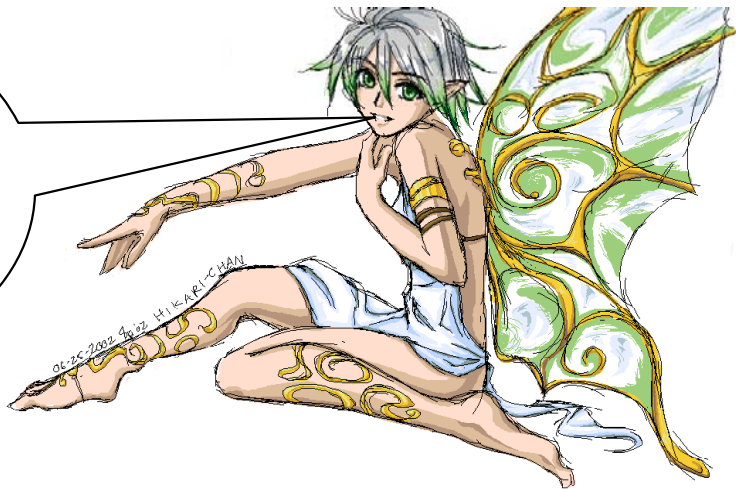




# Teachers' Notes

## Mystery Table

The best way to learn  
times tables?.....  
10 minutes  
concentrated study per  
day.  
Practise, revise, practise,  
revise, practise, revise.....



This test may be used over and over again, each time to test a different times table (which can remain a mystery until just prior to testing).

At the teacher's direction the table to be tested is written in the speech bubble of the fairy at the bottom of the sheet.

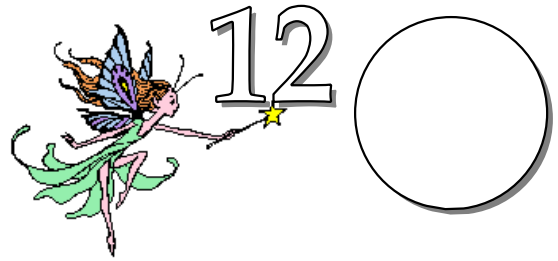
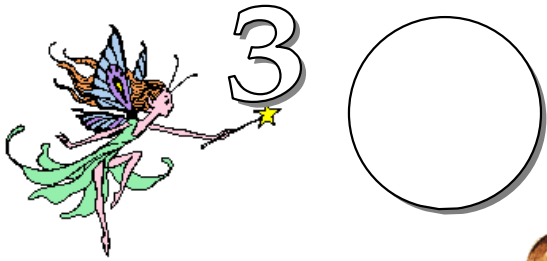
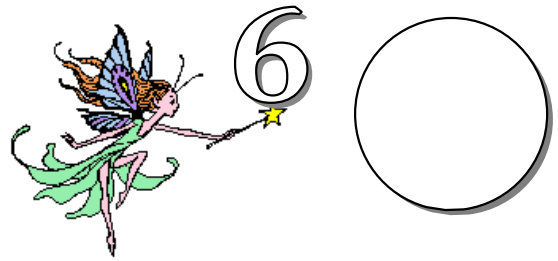
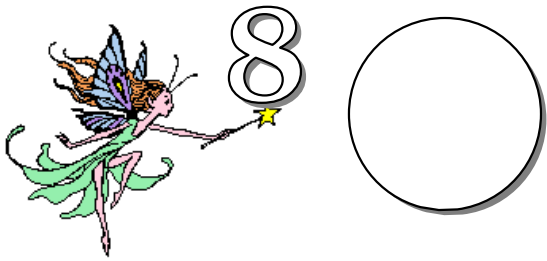
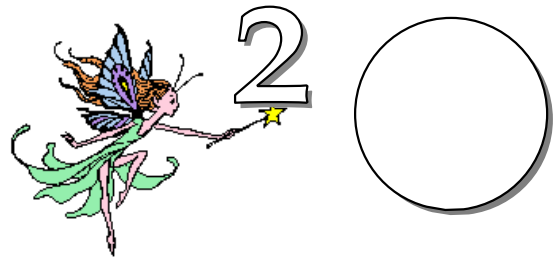
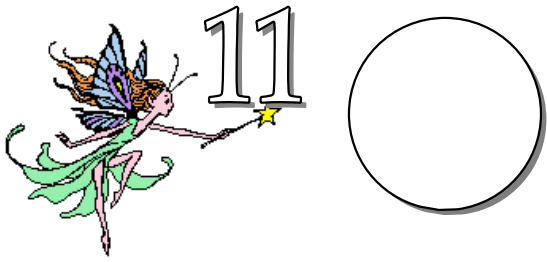
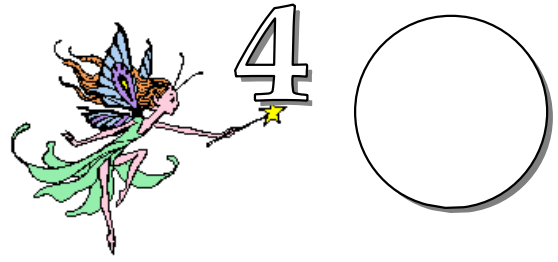
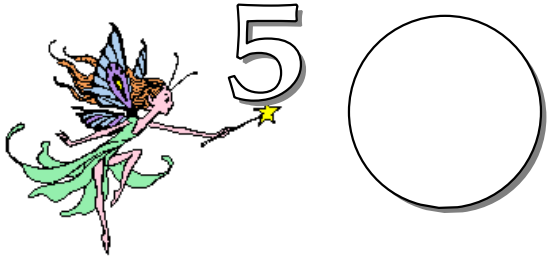
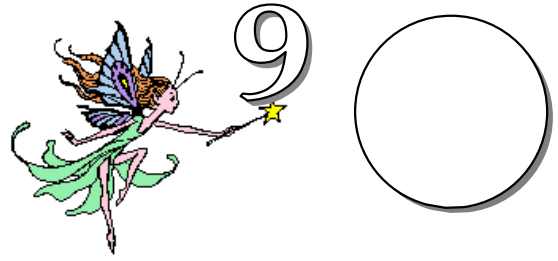
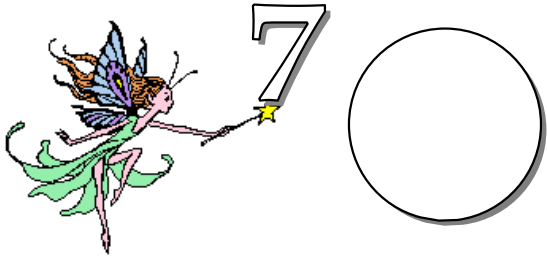
Then, when the teacher says "Go" students quickly multiply that number by each of the fairies' numbers, writing their answers in the circles alongside.

### Variation

Multiply each number on the left by each of the numbers on the right, eg  $7 \times 9$ ,  $7 \times 4$ ,  $7 \times 2$  etc and then  $5 \times 9$ ,  $5 \times 4$ ,  $5 \times 2$  etc.

This consists of 25 questions. These will need to be answered on a sheet of paper or in the student's maths pad/workbook.

# Mystery Table



Multiply by....

# Teachers' Notes

## Pairing Up

*I'm thinking of  
of  
 $2 \times 5$ ....*



*And I'm thinking of  
 $50 \div 5$ .*

This game is best played by the whole class together and can pit individuals against individuals, pairs against pairs or large groups against large groups.

Copy and laminate sheets. Alternatively, copy sheets and distribute (maybe two children can share a sheet).

- Teacher calls out a grid location eg C4.
- Students search for its match and the first to call out the correct match (in this case **C7**) gets a point.
- Teacher writes the matching pair on the blackboard/whiteboard and gets students to recite it eg  $9 \times 5 = 45$ .
- If sheets haven't been laminated, matching pairs may be coloured in (same colour as each other).
- Repeat.

NB: The teacher may call out a times problem *or* its answer.  
In either case the students are able to find a match.

# Pairing Up

## 5 x Tables

<b>1</b>	$3 \times 5$	<b>10</b>	$60 \div 5$	<b>6</b>	$15 \div 5$
<b>2</b>	<b>40</b>	<b>11</b>	$10 \div 5$	$20 \div 5$	<b>4</b>
<b>3</b>	<b>3</b>	<b>7</b>	<b>8</b>	<b>20</b>	$30 \div 5$
<b>4</b>	$35 \div 5$	<b>60</b>	$9 \times 5$	$12 \times 5$	$5 \times 5$
<b>5</b>	$4 \times 5$	<b>25</b>	$7 \times 5$	<b>5</b>	<b>15</b>
<b>6</b>	$11 \times 5$	$55 \div 5$	<b>2</b>	$25 \div 5$	$8 \times 5$
<b>7</b>	<b>35</b>	<b>9</b>	<b>45</b>	<b>30</b>	<b>55</b>
<b>8</b>	$40 \div 5$	<b>12</b>	$6 \times 5$	$2 \times 5$	$45 \div 5$
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>



# Teachers' Notes

## Quick Match Times

Two  
games in  
one!



To be  
sure.

This is a fun, simple game to play.

- Provide each child with the grid sheet.
- Divide the class into two or more teams.
- Teacher calls out a multiplication problem's grid location (eg G-7). Students try to find the corresponding product's grid location (C-12).
- The first person to call out the correct answer receives a point.

NB In some cases there is more than one correct answer.

### Variation

*extremely effective*

Teacher calls out a product's grid location (C-12). Students try to find the corresponding multiplication problem's grid location (G-7).

Why is this so effective?

Because, in searching for the correct 'match' the student has to repeatedly 'test and reject' multiplication problems until the correct one is found. And as this 'test and reject' process needs to be done at speed it really gets the mathematical part of the brain working!

NB: In some cases there is more than one correct answer.

***In both versions of this game it is important to discourage guessing as this can detract from the game.***

***Consider penalising incorrect responses by subtracting a point each time.***

# Quick Match Times

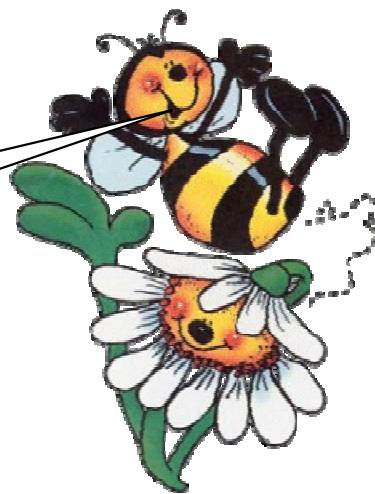
<b>1</b>	11 x 2	7 x 6	12 x 3	72	18	16	12 x 12	24
<b>2</b>	7 x 11	18	4 x 7	4 x 3	77	6 x 9	36	4 x 8
<b>3</b>	7 x 9	12 x 6	45	3 x 11	5 x 6	84	84	96
<b>4</b>	35	12 x 8	2 x 12	32	24	20	9 x 3	8 x 11
<b>5</b>	7 x 8	14	3 x 3	22	56	36	72	5 x 7
<b>6</b>	30	5 x 4	55	8 x 3	2 x 6	66	2 x 7	28
<b>7</b>	7 x 7	7 x 12	4 x 12	6	11 x 8	3 x 9	11 x 12	36
<b>8</b>	72	24	3 x 8	16	11 x 4	48	12	4 x 6
<b>9</b>	11 x 9	7 x 3	40	60	56	2 x 8	99	8 x 7
<b>10</b>	144	9 x 6	12 x 11	5 x 11	8 x 12	18	9 x 4	33
<b>11</b>	9 x 7	32	12 x 2	12 x 9	21	54	8 x 6	8 x 8
<b>12</b>	27	6 x 3	132	88	9 x 2	11 x 3	9	88
<b>13</b>	12 x 4	9 x 12	2 x 3	44	6 x 12	21	8 x 4	24
<b>14</b>	3 x 6	11 x 6	44	5 x 8	22	5 x 9	4 x 9	96
<b>15</b>	64	5 x 3	72	121	3 x 12	54	48	42
<b>16</b>	6 x 11	108	42	132	7 x 4	48	14	11 x 11
<b>17</b>	81	7 x 2	24	63	5 x 12	12 x 7	8 x 2	27
<b>18</b>	33	48	6 x 7	3 x 7	66	12	36	9 x 9
<b>19</b>	4 x 4	2 x 9	28	15	8 x 9	4 x 11	6 x 8	24
<b>20</b>	9 x 11	12	6 x 4	18	49	108	9 x 8	2 x 11
<b>21</b>	16	36	6 x 2	11 x 7	6 x 6	77	99	63
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>

# Teachers' Notes

## Quick Match

### Divide

*Times Tables?  
Fun?  
Who would  
have thought?*



This is a fun, simple game to play.

- Provide each child with the grid sheet.
- Divide the class into two or more teams.
- Teacher calls out a division problem's grid location (eg B-3). Students try to find the corresponding quotient's grid location (E-11).
- The first person to call out the correct answer receives a point.

**NB In all cases there is more than one correct answer.**

### **Variation**

*extremely effective*

Teacher calls out a quotient's grid location (eg E-11). Students try to find the corresponding division problem's grid location (B-3).

Why is this so effective?

Because, in searching for the correct 'match' the student has to repeatedly 'test and reject' division problems until the correct one is found. And as this 'test and reject' process needs to be done at speed it really gets those mathematical neurones working!

**NB In all cases there is more than one correct answer.**

***In both versions of this game it is important to discourage guessing as this can detract from the game.***

***Consider penalising incorrect responses by subtracting a point each time.***

# Quick Match

## Divide

<b>1</b>	$22 \div 2$	$42 \div 6$	$36 \div 3$	12	2	4	$144 \div 12$	5
<b>2</b>	$77 \div 11$	11	$28 \div 7$	$12 \div 3$	9	$54 \div 9$	9	$32 \div 8$
<b>3</b>	$63 \div 9$	$72 \div 6$	12	$33 \div 11$	$30 \div 6$	8	11	5
<b>4</b>	9	3	5	4	6	11	$27 \div 3$	$88 \div 11$
<b>5</b>	$56 \div 8$	2	$9 \div 3$	5	3	11	8	$35 \div 7$
<b>6</b>	3	$20 \div 4$	12	$24 \div 2$	$12 \div 6$	5	$14 \div 7$	11
<b>7</b>	$49 \div 7$	$84 \div 12$	$48 \div 12$	8	$88 \div 8$	$27 \div 9$	$132 \div 12$	8
<b>8</b>	7	4	$24 \div 8$	5	$44 \div 4$	9	8	$24 \div 6$
<b>9</b>	$99 \div 9$	$63 \div 3$	8	7	4	$16 \div 8$	9	$56 \div 7$
<b>10</b>	7	$54 \div 6$	$132 \div 11$	$55 \div 11$	$96 \div 12$	6	$36 \div 4$	12
<b>11</b>	$63 \div 7$	$60 \div 5$	$56 \div 7$	$108 \div 9$	12	12	$48 \div 6$	$64 \div 8$
<b>12</b>	6	$18 \div 3$	5	7	$18 \div 2$	$33 \div 3$	2	5
<b>13</b>	$48 \div 4$	$108 \div 12$	$6 \div 3$	7	$72 \div 12$	2	$32 \div 4$	12
<b>14</b>	$18 \div 6$	$66 \div 6$	7	$40 \div 8$	4	$45 \div 9$	$36 \div 9$	4
<b>15</b>	8	$15 \div 3$	7	11	$36 \div 12$	3	3	11
<b>16</b>	$66 \div 11$	3	4	$72 \div 6$	$28 \div 4$	12	7	$121 \div 11$
<b>17</b>	7	$14 \div 2$	9	9	$60 \div 12$	$84 \div 7$	$16 \div 2$	3
<b>18</b>	6	9	$42 \div 7$	$21 \div 7$	12	11	11	$81 \div 9$
<b>19</b>	$16 \div 4$	$18 \div 9$	6	6	$72 \div 9$	$44 \div 11$	$48 \div 8$	2
<b>20</b>	$99 \div 11$	6	$24 \div 4$	8	2	8	$72 \div 8$	$22 \div 11$
<b>21</b>	4	6	$12 \div 2$	$77 \div 7$	$36 \div 6$	6	9	4
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>

# Teachers' Notes

## Locate-a-Table



Fun, fun, fun!

This fun game covers all times tables from  $2 \times 2$  to  $12 \times 12$  (but not the 10s).

It is very simple yet highly effective.

- Teacher calls a grid location, eg 'F-9'.
- The first student to call the correct answer (in this case 54) gets a point.

The game is most effective if played as a whole class, with each child having a copy of the grid sheet.

*Class can be divided into two or more teams.*

### Variation

- Teacher calls a quotient, eg '32'.
- The first student to call the corresponding grid location (in this case A-3) gets a point.

NB In some cases there is more than one correct answer.



# Locate-a-Table

<b>1</b>	3 x 8	11 x 5	12 x 7	2 x 9	6 x 4	9 x 8	2 x 3	12 x 6
<b>2</b>	11 x 6	5 x 2	2 x 12	3 x 7	8 x 8	7 x 5	2 x 11	9 x 6
<b>3</b>	8 x 4	12 x 8	3 x 3	5 x 12	9 x 7	3 x 2	3 x 12	12 x 5
<b>4</b>	11 x 7	4 x 9	8 x 5	12 x 2	3 x 6	6 x 12	3 x 4	4 x 11
<b>5</b>	2 x 7	4 x 2	4 x 12	7 x 8	12 x 3	4 x 8	5 x 11	8 x 6
<b>6</b>	11 x 8	4 x 7	3 x 11	7 x 4	12 x 9	6 x 5	4 x 2	3 x 9
<b>7</b>	12 x 11	9 x 5	11 x 12	12 x 12	8 x 11	2 x 8	4 x 3	2 x 6
<b>8</b>	3 x 5	9 x 2	6 x 8	8 x 3	9 x 12	2 x 4	8 x 7	8 x 2
<b>9</b>	5 x 6	4 x 4	6 x 7	11 x 11	2 x 2	6 x 9	7 x 3	12 x 4
<b>10</b>	7 x 7	7 x 12	4 x 6	5 x 3	7 x 9	4 x 5	11 x 9	5 x 4
<b>11</b>	6 x 11	7 x 2	11 x 4	9 x 3	5 x 8	6 x 2	5 x 7	7 x 6
<b>12</b>	11 x 3	8 x 12	6 x 6	5 x 5	7 x 11	9 x 4	5 x 9	11 x 2
<b>13</b>	8 x 9	6 x 3	9 x 11	2 x 5				
	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>	<b>G</b>	<b>H</b>

## Teachers' Notes

# Golf Anyone?

Students calculate the quotients to find the number of shots taken by the golfers for each hole. These are summed to find the 9-hole score.

Golf-playing teachers can ask students which players scored the most pars, birdies, eagles, bogies, double bogeys, triple bogeys, quadruple bogeys and quintuple bogeys.

**(Par for every hole is 4)**



Yep.....the  
**lowest**  
score wins.

# Golf Anyone?

## Jimmy



Hole	Score
1	$56 \div 7 =$
2	$36 \div 9 =$
3	$24 \div 8 =$
4	$20 \div 5 =$
5	$42 \div 7 =$
6	$81 \div 9 =$
7	$36 \div 12 =$
8	$18 \div 9 =$
9	$21 \div 7 =$

Total for 9 holes: \_\_\_\_\_

## Janice



Hole	Score
1	$16 \div 4 =$
2	$28 \div 7 =$
3	$42 \div 6 =$
4	$25 \div 5 =$
5	$14 \div 7 =$
6	$30 \div 10 =$
7	$32 \div 8 =$
8	$40 \div 8 =$
9	$48 \div 8 =$

Total for 9 holes: \_\_\_\_\_

## Jane



Hole	Score
1	$16 \div 4 =$
2	$44 \div 11 =$
3	$60 \div 12 =$
4	$14 \div 7 =$
5	$45 \div 9 =$
6	$32 \div 8 =$
7	$27 \div 9 =$
8	$22 \div 11 =$
9	$24 \div 6 =$

Total for 9 holes: \_\_\_\_\_

## Jerry



Hole	Score
1	$42 \div 7 =$
2	$55 \div 11 =$
3	$20 \div 10 =$
4	$28 \div 7 =$
5	$36 \div 9 =$
6	$72 \div 12 =$
7	$16 \div 8 =$
8	$24 \div 8 =$
9	$18 \div 9 =$

Total for 9 holes: \_\_\_\_\_

- Who won the Golf Tournament (in golf the lowest score wins)? .....
- What was the winning score? .....
- Who came last? .....
- What was the highest score? .....

# Teachers' Notes

## Times Tables Olympics



*Is this harder  
than doing  
times tables?*

*Ah.....yes!!*

**Many of the 'higher' tables are tested in this game  
which also requires students to add and rank in order.**





# Times Tables Olympics



The final of the women's 400m track and field race has just been run. The times taken by each competitor are the sum of the quotients below (times are rounded to the nearest second).

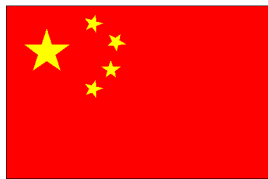
## Australia



27 ÷ 3 =  
63 ÷ 9 =  
77 ÷ 7 =  
132 ÷ 12 =  
144 ÷ 12 =

Time taken:

## China



132 ÷ 11 =  
27 ÷ 3 =  
72 ÷ 6 =  
48 ÷ 4 =  
32 ÷ 4 =

Time taken:

## Ireland



96 ÷ 12 =  
110 ÷ 10 =  
54 ÷ 9 =  
60 ÷ 5 =  
121 ÷ 11 =

Time taken:

## Canada



45 ÷ 5 =  
54 ÷ 6 =  
84 ÷ 7 =  
33 ÷ 3 =  
44 ÷ 4 =

Time taken:



Joined by circles of rings

- Which nation gets the gold medal? Remember.....the winner is the runner with the fastest (lowest) time.

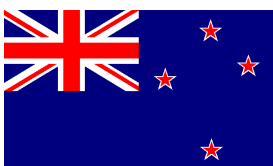
- Which nation gets the silver, and in what time?

- The bronze? (time?)

- Which two nations tied for 4<sup>th</sup> and what was their time?

- Which nation finishes last? What time did their athlete take?

## New Zealand



45 ÷ 5 =  
72 ÷ 9 =  
84 ÷ 7 =  
27 ÷ 3 =  
44 ÷ 4 =

Time taken:

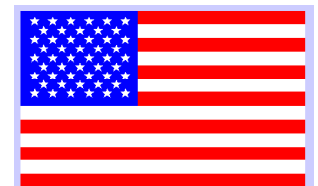
## Germany



72 ÷ 8 =  
108 ÷ 9 =  
99 ÷ 9 =  
44 ÷ 4 =  
55 ÷ 5 =

Time taken:

## USA



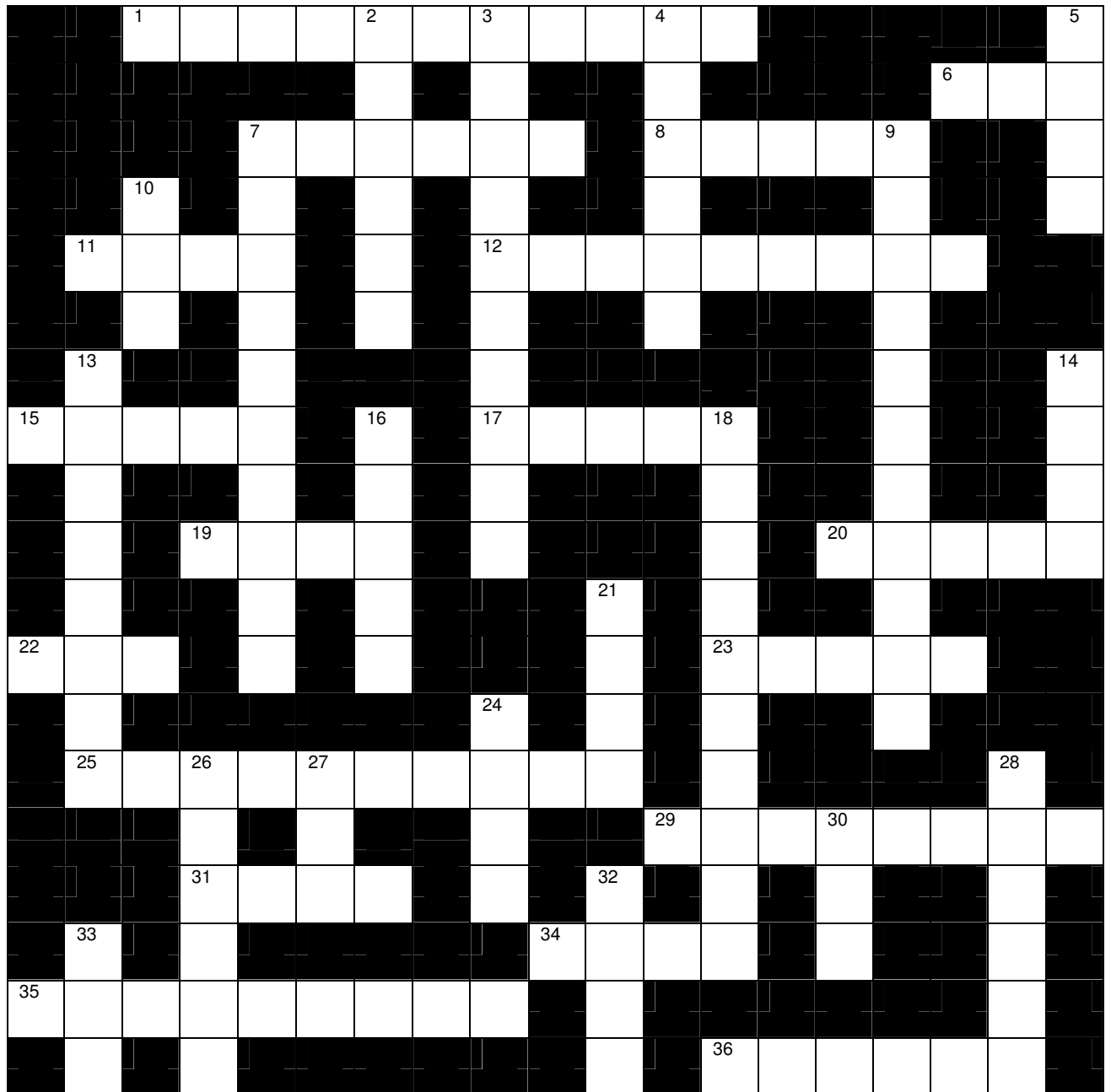
66 ÷ 6 =  
81 ÷ 9 =  
36 ÷ 4 =  
108 ÷ 9 =  
88 ÷ 8 =

Time taken:



# Times Tables Crossword

- Write answers in words -



## Across

## Down

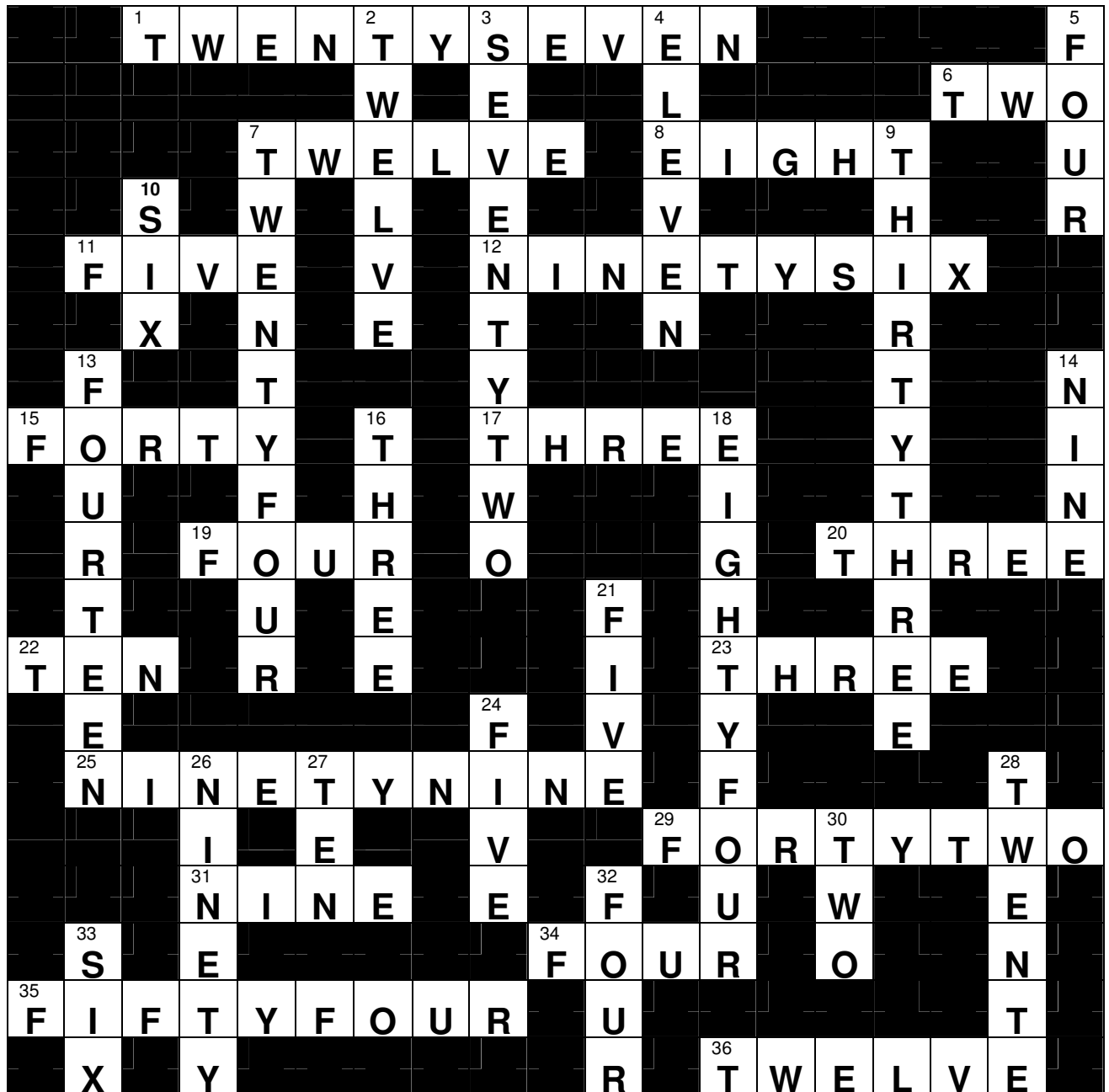
- 1 **9 x 3**  
 6 **24 ÷ 12**  
 7 **60 ÷ 5**  
 8 **32 ÷ 4**  
 11 **45 ÷ 9**  
 12 **12 x 8**  
 15 **8 x 5**  
 17 **33 ÷ 11**  
 19 **36 ÷ 9**  
 20 **24 ÷ 8**

- 22 **80 ÷ 8**  
 23 **21 ÷ 7**  
 25 **11 x 9**  
 29 **6 x 7**  
 31 **108 ÷ 12**  
 34 **24 ÷ 6**  
 35 **6 x 9**  
 36 **60 ÷ 5**

- 2 **132 ÷ 11**  
 3 **9 x 8**  
 4 **121 ÷ 11**  
 5 **28 ÷ 7**  
 7 **8 x 3**  
 9 **3 x 11**  
 10 **42 ÷ 7**  
 13 **7 x 2**  
 14 **63 ÷ 7**  
 16 **36 ÷ 12**

- 18 **12 x 7**  
 21 **35 ÷ 7**  
 24 **40 ÷ 8**  
 26 **10 x 9**  
 27 **110 ÷ 11**  
 28 **4 x 5**  
 30 **22 ÷ 11**  
 32 **48 ÷ 12**  
 33 **54 ÷ 9**

# Solution to Crossword



# Race Around the Clocks

How fast can you multiply each number on a clock by each number on another clock?  
Ready, set....



1x1	1x2	1x3	1x4	1x5	1x6	1x7	1x8	1x9	1x10	1x11	1x12
2x1	2x2	2x3	2x4	2x5	2x6	2x7	2x8	2x9	2x10	2x11	2x12
3x1	3x2	3x3	3x4	3x5	3x6	3x7	3x8	3x9	3x10	3x11	3x12
4x1	4x2	4x3	4x4	4x5	4x6	4x7	4x8	4x9	4x10	4x11	4x12
5x1	5x2	5x3	5x4	5x5	5x6	5x7	5x8	5x9	5x10	5x11	5x12
6x1	6x2	6x3	6x4	6x5	6x6	6x7	6x8	6x9	6x10	6x11	6x12
7x1	7x2	7x3	7x4	7x5	7x6	7x7	7x8	7x9	7x10	7x11	7x12
8x1	8x2	8x3	8x4	8x5	8x6	8x7	8x8	8x9	8x10	8x11	8x12
9x1	9x2	9x3	9x4	9x5	9x6	9x7	9x8	9x9	9x10	9x11	9x12
10x1	10x2	10x3	10x4	10x5	10x6	10x7	10x8	10x9	10x10	10x11	10x12
11x1	11x2	11x3	11x4	11x5	11x6	11x7	11x8	11x9	11x10	11x11	11x12
12x1	12x2	12x3	12x4	12x5	12x6	12x7	12x8	12x9	12x10	12x11	12x12

My  
Score

## How do I Rate?

90%+ in more than 8 min  
 90%+ in 7 min – 8 min  
 90%+ in 6 min – 6 min 59 sec  
 90%+ in 5 min – 5 min 59 sec  
 90%+ in 4 min – 4 min 59 sec  
 95%+ in less than 3 min 59 sec  
 100% in 2 min 15 sec – 2 min 59 sec:  
 100% in under 2 min 15 sec:

need to practise a lot  
 need practice  
 getting there  
 not too bad  
 pretty good  
 commendable  
 an excellent result  
 outstanding

My  
Time

# Jigsaw Super Challenge

## A Home Project:

Parents can assist in making the puzzle, which can be returned to school for use in class.

Who can make the best puzzle? Who (individual or group) can complete it in the fastest time?

## Instructions:

- Colour the puzzle but only use one colour (this makes the puzzle more difficult!)
- Paste onto backing board, smoothing wrinkles from the centre out.
- Carefully cut out pieces...avoid frayed edges.

9 × 6 = 54      12 × 9 = 108      64 ÷ 8 = 8  
96 ÷ 8 = 12      7 × 8 = 56  
27 ÷ 3 = 9      4 × 11 = 44      72 ÷ 8 = 9  
9 × 9 = 81      32 ÷ 8 = 4      7 × 9 = 63  
45 ÷ 5 = 9      7 × 7 = 49      84 ÷ 7 = 12  
11 × 11 = 121      42 ÷ 6 = 7      5 × 6 = 30      6 × 4 = 24  
55 ÷ 11 = 5      3 × 6 = 18  
44 ÷ 4 = 11      2 × 12 = 24      77 ÷ 11 = 7  
5 × 11 = 55      70 ÷ 7 = 10      7 × 4 = 28  
80 ÷ 10 = 8      4 × 4 = 16      9 ÷ 3 = 3  
4 × 8 = 32      56 ÷ 7 = 8      8 × 8 = 64      7 × 3 = 21  
63 ÷ 7 = 9      6 × 6 = 36  
144 ÷ 12 = 12      2 × 11 = 22      54 ÷ 6 = 9  
7 × 2 = 14      40 ÷ 8 = 5      4 × 12 = 48  
84 ÷ 12 = 7      8 × 11 = 88      18 ÷ 9 = 2  
8 × 2 = 16      32 ÷ 8 = 4      3 × 3 = 9      10 × 10 = 100  
72 ÷ 8 = 9      12 × 3 = 36      121 ÷ 11 = 11  
5 × 4 = 20      50 ÷ 5 = 10      4 × 3 = 12  
60 ÷ 12 = 5      3 × 8 = 24      30 ÷ 3 = 10  
10 × 10 = 100      90 ÷ 9 = 10      8 × 11 = 88      7 × 5 = 35  
5 × 12 = 60      20 ÷ 4 = 5      9 × 3 = 27  
110 ÷ 10 = 11      7 × 12 = 84      28 ÷ 4 = 7

# Teachers' Notes

## Unicorn Jigsaw 1

2s and 5s



*There's another Unicorn jigsaw in this book. It has the 'harder' tables as well as the 2s and 5s.*

- Photocopy the jigsaw.
- Colour the picture (suggest leaving times tables white or colouring them yellow).
- Paste onto backing board, smoothing wrinkles from the centre out.
- Carefully cut out pieces...avoid frayed edges.

Assembling the jigsaw may be given as a **Home Project**.

*Parents can assist in making the puzzle, which can be returned to school for use in class.*

*Who can make the best puzzle?*

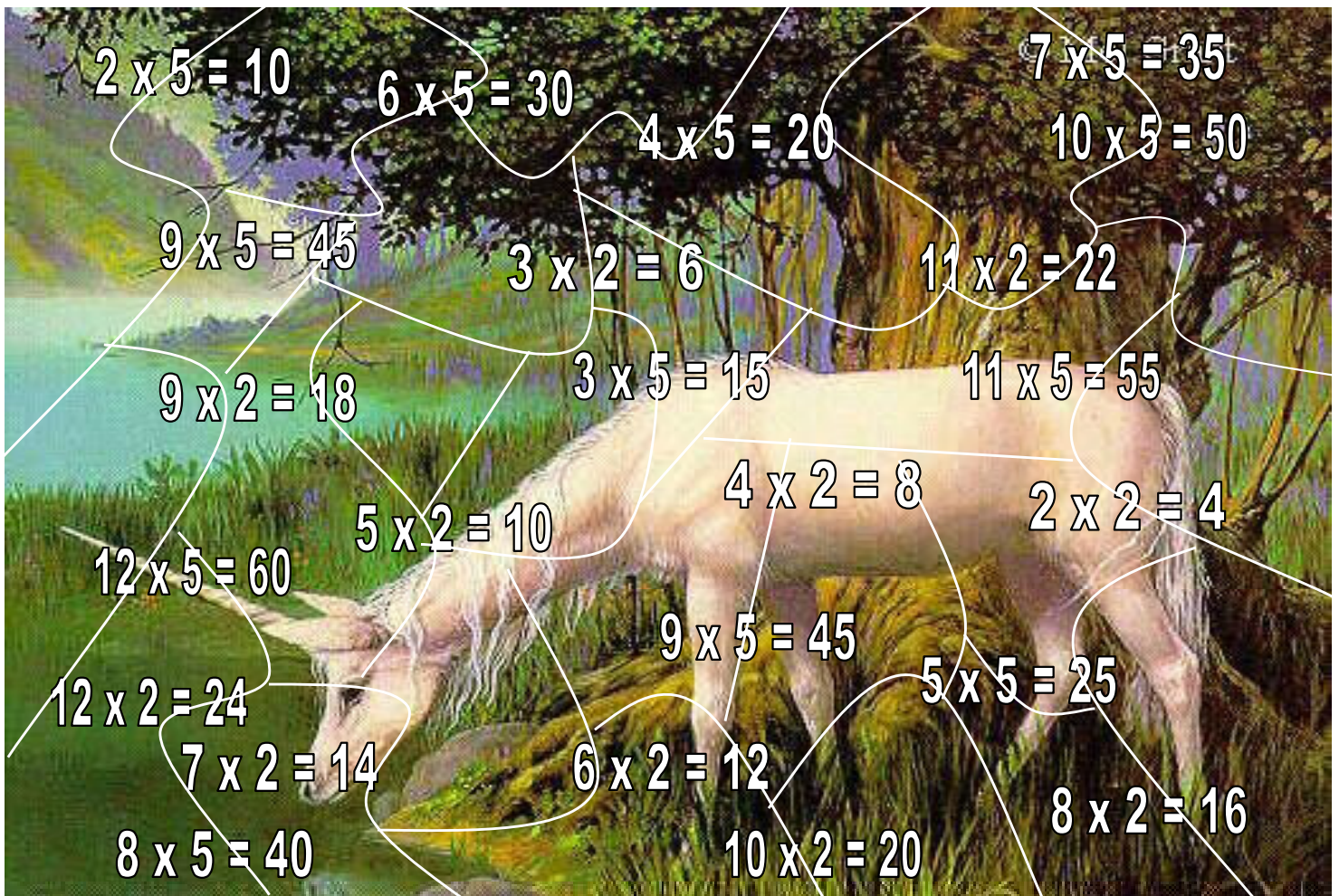
*Who (individual or group) can complete it in the fastest time?*



# Unicorn Jigsaw 1

2s and 5s

*See opposite page for instructions.*



## Teachers' Notes

# Times Tables Golf

If the teacher has a rudimentary understanding of the scoring system in golf it would be useful.

Familiarisation of the complex scoring system for this game (see below) is necessary prior to the test.

Students are timed and the first ten to finish need their times called out (they write their time on their paper).

**The par for this course is 72.**

**How many of your class can get around the course in par or less?  
(Minimum score possible = 64; maximum possible = 144)**

*Each correct answer = 1 shot*

*Each incorrect or no-answer = 2 shots*

*Deduct one shot for any **5-par hole** where all answers are correct (=birdie).*

*Deduct one shot if there are no errors in holes 1-9.*

*Deduct one shot if there are no errors in holes 10-18.*

*Deduct three shots if you're the fastest finisher with no errors.*

*Deduct two shots if you're the second fastest finisher with no errors.*

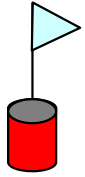
*Deduct one shot if you're the third fastest finisher with no errors.*

*Remember....in  
golf the lowest  
score wins!*



# Times Tables Golf

Hole 6 **Par 4**



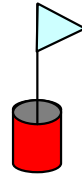
$$6 \times 6 =$$

$$12 \times 12 =$$

$$11 \times 11 =$$

$$4 \times 4 =$$

Hole 4 **Par 5**



$$7 \times 4 =$$

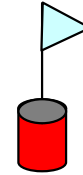
$$8 \times 8 =$$

$$5 \times 9 =$$

$$9 \times 11 =$$

$$2 \times 12 =$$

Hole 5 **Par 4**



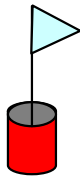
$$3 \times 4 =$$

$$6 \times 8 =$$

$$8 \times 9 =$$

$$8 \times 11 =$$

Hole 2 **Par 3**

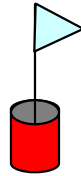


$$4 \times 8 =$$

$$7 \times 12 =$$

$$11 \times 2 =$$

Hole 3 **Par 4**



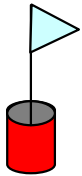
$$3 \times 12 =$$

$$5 \times 7 =$$

$$9 \times 9 =$$

$$4 \times 6 =$$

Hole 1 **Par 4**



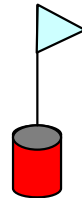
$$8 \times 6 =$$

$$4 \times 9 =$$

$$3 \times 7 =$$

$$11 \times 5 =$$

Hole 10 **Par 4**



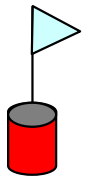
$$7 \times 6 =$$

$$4 \times 3 =$$

$$9 \times 2 =$$

$$12 \times 11 =$$

Hole 12 **Par 4**



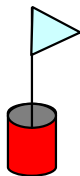
$$11 \times 8 =$$

$$8 \times 2 =$$

$$7 \times 3 =$$

$$3 \times 4 =$$

Hole 8 **Par 4**



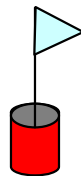
$$8 \times 4 =$$

$$8 \times 5 =$$

$$9 \times 8 =$$

$$9 \times 6 =$$

Hole 9 **Par 3**

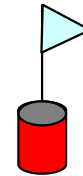


$$7 \times 8 =$$

$$9 \times 12 =$$

$$9 \times 3 =$$

Hole 11 **Par 3**

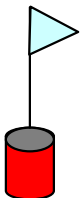


$$7 \times 7 =$$

$$6 \times 4 =$$

$$8 \times 3 =$$

Hole 7 **Par 5**



$$11 \times 4 =$$

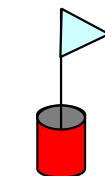
$$8 \times 12 =$$

$$5 \times 6 =$$

$$8 \times 7 =$$

$$7 \times 9 =$$

Hole 16 **Par 5**



$$9 \times 4 =$$

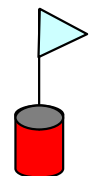
$$5 \times 8 =$$

$$3 \times 9 =$$

$$4 \times 11 =$$

$$6 \times 12 =$$

Hole 18 **Par 4**



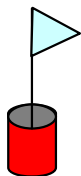
$$4 \times 2 =$$

$$6 \times 12 =$$

$$6 \times 9 =$$

$$9 \times 7 =$$

Hole 14 **Par 4**



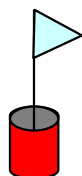
$$12 \times 4 =$$

$$6 \times 3 =$$

$$12 \times 2 =$$

$$3 \times 11 =$$

Hole 15 **Par 4**



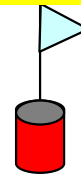
$$6 \times 8 =$$

$$4 \times 12 =$$

$$7 \times 2 =$$

$$11 \times 3 =$$

Hole 17 **Par 4**



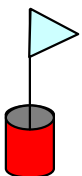
$$12 \times 3 =$$

$$7 \times 5 =$$

$$11 \times 7 =$$

$$4 \times 6 =$$

Hole 13 **Par 4**



$$12 \times 6 =$$

$$12 \times 9 =$$

$$9 \times 7 =$$

$$9 \times 5 =$$

**My score for the 18 holes =**



# Mischief Matchers

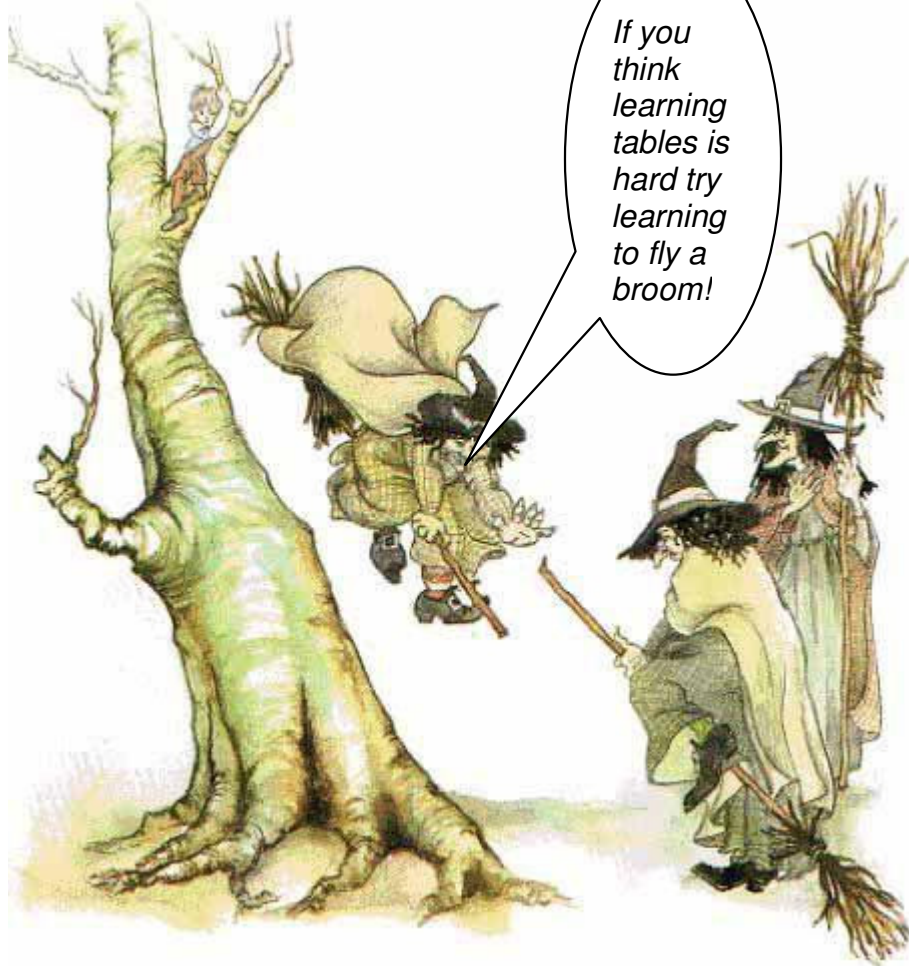


Match  
my  
letters....



...with  
my  
letters.

- A** 8 x 6
- B** 5 x 9
- C** 12 x 6
- D** 7 x 7
- E** 8 x 12
- F** 3 x 9
- G** 11 x 7
- H** 11 x 12
- I** 8 x 8
- J** 6 x 9
- K** 9 x 11
- L** 11 x 8
- M** 7 x 6
- N** 11 x 11
- O** 4 x 11
- P** 8 x 4
- Q** 12 x 12
- R** 3 x 11
- S** 10 x 11
- T** 7 x 12
- U** 9 x 7
- V** 9 x 12
- W** 8 x 7
- X** 9 x 9
- Y** 3 x 12
- Z** 5 x 11



If you  
think  
learning  
tables is  
hard try  
learning  
to fly a  
broom!

- A** 64
- B** 121
- C** 144
- D** 49
- E** 84
- F** 56
- G** 110
- H** 88
- I** 108
- J** 55
- K** 48
- L** 81
- M** 63
- N** 132
- O** 36
- P** 33
- Q** 45
- R** 32
- S** 54
- T** 27
- U** 42
- V** 77
- W** 96
- X** 44
- Y** 99
- Z** 72

Write your answers here, left to right: *the first two have been done for you.*

A	K	B	Q				

# x 12 Tables Trick

$0 \times 12 = 00$  '0-digit' and 'double 0-digit'

$1 \times 12 = 12$  '1-digit' and 'double 1-digit'

$2 \times 12 = 24$  '2-digit' and 'double 2-digit'

$3 \times 12 = 36$  '3-digit' and 'double 3-digit'

$4 \times 12 = 48$  '4-digit' and 'double 4-digit'

$5 \times 12 = 60$  '5+1-digit' and 'double 0-digit'

$6 \times 12 = 72$  '5+2-digit' and 'double 1-digit'

$7 \times 12 = 84$  '5+3-digit' and 'double 2-digit'

$8 \times 12 = 96$  '5+4-digit' and 'double 3-digit'

$9 \times 12 = 108$  '5+5-digits' and 'double 4-digit'

$10 \times 12 = 120$  '10+2-digits' and 'double 0-digit'

$11 \times 12 = 132$  '10+3-digits' and 'double 1-digit'

$12 \times 12 = 144$  '10+4-digits' and 'double 2-digit'



*I love  
learning new  
tricks.*

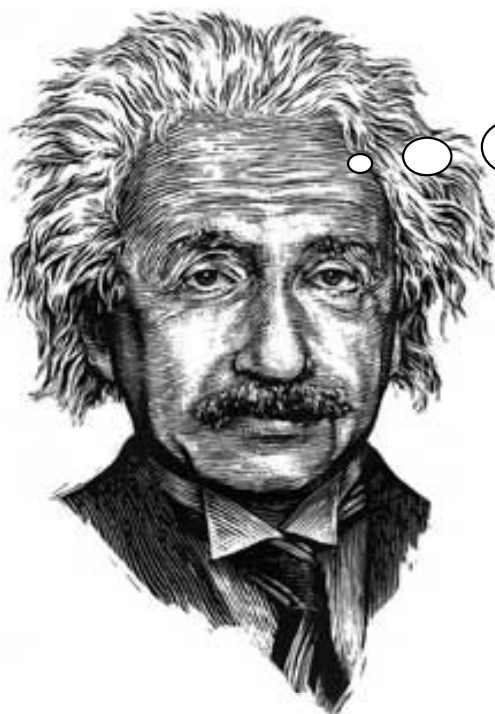


# Teachers' Notes

## Titanic Tables Tournament



### for Super Brighties



*Hmm, what if I hadn't have known my times tables!?*

Depending on the mathematical ability and knowledge of your group this should appeal to and challenge the real 'brighties' in your class. As preparation it would be good to read each question before presenting the sheet to the children. You will probably want to revise one or two concepts with the class before setting them to work. Then ask children to read the questions to themselves and allow a question time where explanations can be given. Allow working-out paper.

**NB:** The number 1 is neither prime nor composite.

Suggested Time Allowed

Test Description	Year Level					
	3	4	5	6	7	8/9
Advanced concepts. Multi-operational. 30 questions.	N/A	N/A	10 mins	9 mins	8 mins	7 mins

# Titanic Tables Tournament



## for Super Brighties

<b>1</b> Multiply the 1 <sup>st</sup> prime number by the 2 <sup>nd</sup> multiple of six.	<b>2</b> Multiply the 2 <sup>nd</sup> composite number by the 4 <sup>th</sup> prime number.	<b>3</b> Divide the 7 <sup>th</sup> multiple of 6 by 7.	<b>4</b> Divide the 6 <sup>th</sup> multiple of 12 by the square of 3.	<b>5</b> Divide the 3 <sup>rd</sup> multiple of 8 by the square root of 16.
<b>6</b> Divide the 12 <sup>th</sup> multiple of 2 by the 4 <sup>th</sup> multiple of 3.	<b>7</b> Multiply the fifth prime number by the sixth multiple of two.	<b>8</b> Divide the 6 <sup>th</sup> multiple of 9 by the square root of 36.	<b>9</b> Multiply the square root of 81 by the square root of 144.	<b>10</b> Square the only prime number between 7 and 13.
<b>11</b> What is the product of the only prime numbers between 6 and 12?	<b>12</b> Divide the product of 4 and 9 by 12.	<b>13</b> Square the quotient of 54 and 6.	<b>14</b> Divide the quotient of 48 and 4 by the quotient of 12 and 1.	<b>15</b> Multiply the square of 3 by the square root of 144.
<b>16</b> Divide the square of the quotient of 84 and 12 by the square of 7.	<b>17</b> What is the square root of the product of 3 squared and 2 squared?	<b>18</b> Divide the 9 <sup>th</sup> multiple of 8 by the quotient of 108 and 9.	<b>19</b> Square the square root of $36 \div 4$ .	<b>20</b> Multiply the quotient of 96 and 12 by the quotient of 84 and 7.
<b>21</b> Divide the 7 <sup>th</sup> multiple of the square root of 64 by half of 4 squared.	<b>22</b> Divide the 11 <sup>th</sup> multiple of 12 by the 12 <sup>th</sup> multiple of 11.	<b>23</b> Multiply the square root of 36 by the square root of 64 and then divide that answer by 4.	<b>24</b> Halve the product of the square root of 81 and the square of 1.	<b>25</b> What is the square of double the quotient of 24 and 4?
<b>26</b> What is the square root of the 8 <sup>th</sup> multiple of 2 divided by the 1 <sup>st</sup> multiple of 4?	<b>27</b> Square the 3 <sup>rd</sup> multiple of the first composite number.	<b>28</b> What is the square root of the 11 <sup>th</sup> multiple of 11?	<b>29</b> What is the square root of the 9 <sup>th</sup> multiple of 9 divided by itself?	<b>30</b> Divide the quotient of 63 and 7 by half the 3 <sup>rd</sup> multiple of 6.

Score

Time

# Teachers' Notes

## Times International

A teacher-directed test.

- Copy the sheet opposite and distribute....one per student.
- Teacher calls out 'Tangerine Portugal'.
- Students quickly count letters in **tangerine**, multiply that number by the letters in **Portugal**, and record their answer in the box. Allow a reasonable time for counting and computing.
- Repeat the steps above with the next Times Table problem.....'Blue New Zealand'.
- Repeat until test is completed.

**NB:** Teachers may give this test again later in the term.

Alternatively they can devise a test based on their own colour-country combinations.

**The Test** (first two letters of colour followed by first two letters of country)

1 taPO	2 blNZ	3 buNE	4 grLA	5 grPO	6 crTU	7 reCA	8 miNZ	9 aqLA	10 grCA
11 buNI	12 grTU	13 reUS	14 crNI	15 blAU	16 miCA	17 aqCA	18 blTU	19 yeTU	20 buCH
21 blUS	22 aqUS	23 grCH	24 reTU	25 buCA	26 miUK	27 yeAU	28 aqAU	29 yePO	30 crPO
31 grUK	32 crUK	33 reLA	34 taNE	35 yeNI	36 miTU	37 taUK	38 reNI	39 blUK	40 buAU
41 blNE	42 crCH	43 grNI	44 reCH	45 miNE	46 yeCH	47 buLA	48 miLA	49 crNZ	50 taCA

### Answers

1 <b>72</b>	2 <b>40</b>	3 <b>88</b>	4 <b>20</b>	5 <b>40</b>	6 <b>84</b>	7 <b>18</b>	8 <b>110</b>	9 <b>40</b>	10 <b>30</b>
11 <b>56</b>	12 <b>60</b>	13 <b>9</b>	14 <b>49</b>	15 <b>36</b>	16 <b>66</b>	17 <b>60</b>	18 <b>48</b>	19 <b>72</b>	20 <b>40</b>
21 <b>12</b>	22 <b>30</b>	23 <b>25</b>	24 <b>36</b>	25 <b>48</b>	26 <b>22</b>	27 <b>54</b>	28 <b>90</b>	29 <b>48</b>	30 <b>56</b>
31 <b>10</b>	32 <b>14</b>	33 <b>12</b>	34 <b>99</b>	35 <b>42</b>	36 <b>132</b>	37 <b>18</b>	38 <b>21</b>	39 <b>8</b>	40 <b>72</b>
41 <b>44</b>	42 <b>35</b>	43 <b>35</b>	44 <b>15</b>	45 <b>121</b>	46 <b>30</b>	47 <b>32</b>	48 <b>44</b>	49 <b>70</b>	50 <b>54</b>

This is a multi-skill activity for busy brains. It tests listening skills, requires the children to concentrate as they count at speed, and, finally, compute a times table problem.

# Times International

Australia 	Chile 	Turkmenistan 	UK 
Nigeria 	USA 	Canada 	Netherlands 
New Zealand 	Laos 	Portugal 	

*crimson  
green*

*burgundy  
red*

*tangerine  
aquamarine*

*blue  
yellow*

*misty-silver*

## My Answers

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

# Teachers' Notes

## Propellor Power v Horse Power v Broom Power

*We can juggle anything.*



*Yep....except for numbers that is. We leave that to school kids.*



**Divide the class into three equal-ability teams with the names Propellers, Horses and Brooms.**

**As soon as a student has answered all 30 questions he/she calls out the name of their team (either 'Propeller's', 'Horses' or 'Brooms'). When 10 students have called out the name of a team the teacher calls "Stop", even though others in the class haven't yet finished.**

**Students swap tests for marking....**

**Propellers give their tests to Horses who give theirs to Brooms who give theirs to Propellers (during swapping have teams stand up, one team at a time, to identify themselves).**

**Teacher calls out answers for marking.**

**Tests are exchanged back.**

**The team with most students who score 20 or more correct wins.**

**The game can be played another time with students in different teams.**

-----



# Propellers v Horses v Brooms



- 1)  $6 \times 8 \div 12 =$
- 2)  $108 \div 9 \times 12 =$
- 3)  $12 \times 5 \div 6 =$
- 4)  $121 \div 11 \times 8 =$
- 5)  $2 \times 9 \div 6 =$
- 6)  $88 \div 11 \times 4 =$
- 7)  $5 \times 12 \div 10 =$
- 8)  $28 \div 4 \times 6 =$
- 9)  $8 \times 3 \div 12 =$
- 10)  $4 \times 9 \div 3 =$
- 11)  $3 \times 12 \div 6 =$
- 12)  $9 \times 8 \div 6 =$
- 13)  $144 \div 12 \times 3 =$
- 14)  $4 \times 12 \div 8 =$
- 15)  $56 \div 7 \times 11 =$
- 16)  $7 \times 6 \div 6 =$
- 17)  $21 \div 7 \times 12 =$
- 18)  $9 \times 4 \div 6 =$
- 19)  $12 \times 8 \div 12 =$
- 20)  $2 \times 4 \div 8 =$
- 21)  $12 \times 5 \div 12 =$
- 22)  $132 \div 11 \times 10 =$
- 23)  $3 \times 12 \div 4 =$
- 24)  $77 \div 11 \times 9 =$
- 25)  $6 \times 12 \div 8 =$
- 26)  $18 \div 2 \times 9 =$
- 27)  $10 \times 3 \div 5 =$
- 28)  $2 \times 12 \div 6 =$
- 29)  $4 \times 4 \div 2 =$
- 30)  $4 \times 9 \div 6 =$

Score

- 1)  $8 \times 3 \div 6 =$
- 2)  $96 \div 12 \times 9 =$
- 3)  $9 \times 4 \div 12 =$
- 4)  $144 \div 12 \times 3 =$
- 5)  $4 \times 12 \div 8 =$
- 6)  $56 \div 7 \times 11 =$
- 7)  $7 \times 6 \div 6 =$
- 8)  $21 \div 7 \times 12 =$
- 9)  $9 \times 4 \div 6 =$
- 10)  $12 \times 8 \div 12 =$
- 11)  $2 \times 4 \div 8 =$
- 12)  $12 \times 5 \div 12 =$
- 13)  $121 \div 11 \times 8 =$
- 14)  $2 \times 9 \div 6 =$
- 15)  $88 \div 11 \times 4 =$
- 16)  $5 \times 12 \div 10 =$
- 17)  $28 \div 4 \times 6 =$
- 18)  $8 \times 3 \div 12 =$
- 19)  $4 \times 9 \div 3 =$
- 20)  $3 \times 12 \div 6 =$
- 21)  $9 \times 8 \div 6 =$
- 22)  $132 \div 11 \times 10 =$
- 23)  $3 \times 12 \div 4 =$
- 24)  $77 \div 11 \times 9 =$
- 25)  $6 \times 12 \div 8 =$
- 26)  $18 \div 2 \times 9 =$
- 27)  $10 \times 3 \div 5 =$
- 28)  $2 \times 12 \div 6 =$
- 29)  $4 \times 4 \div 2 =$
- 30)  $4 \times 9 \div 6 =$

Score

- 1)  $6 \times 10 \div 5 =$
- 2)  $72 \div 8 \times 6 =$
- 3)  $3 \times 10 \div 6 =$
- 4)  $132 \div 11 \times 10 =$
- 5)  $3 \times 12 \div 4 =$
- 6)  $77 \div 11 \times 9 =$
- 7)  $6 \times 12 \div 8 =$
- 8)  $18 \div 2 \times 9 =$
- 9)  $10 \times 3 \div 5 =$
- 10)  $2 \times 12 \div 6 =$
- 11)  $4 \times 4 \div 2 =$
- 12)  $4 \times 9 \div 6 =$
- 13)  $108 \div 9 \times 12 =$
- 14)  $12 \times 5 \div 6 =$
- 15)  $121 \div 11 \times 8 =$
- 16)  $2 \times 9 \div 6 =$
- 17)  $88 \div 11 \times 4 =$
- 18)  $5 \times 12 \div 10 =$
- 19)  $28 \div 4 \times 6 =$
- 20)  $8 \times 3 \div 12 =$
- 21)  $4 \times 9 \div 3 =$
- 22)  $96 \div 12 \times 9 =$
- 23)  $9 \times 4 \div 12 =$
- 24)  $144 \div 12 \times 3 =$
- 25)  $4 \times 12 \div 8 =$
- 26)  $56 \div 7 \times 11 =$
- 27)  $7 \times 6 \div 6 =$
- 28)  $21 \div 7 \times 12 =$
- 29)  $9 \times 4 \div 6 =$
- 30)  $12 \times 8 \div 12 =$

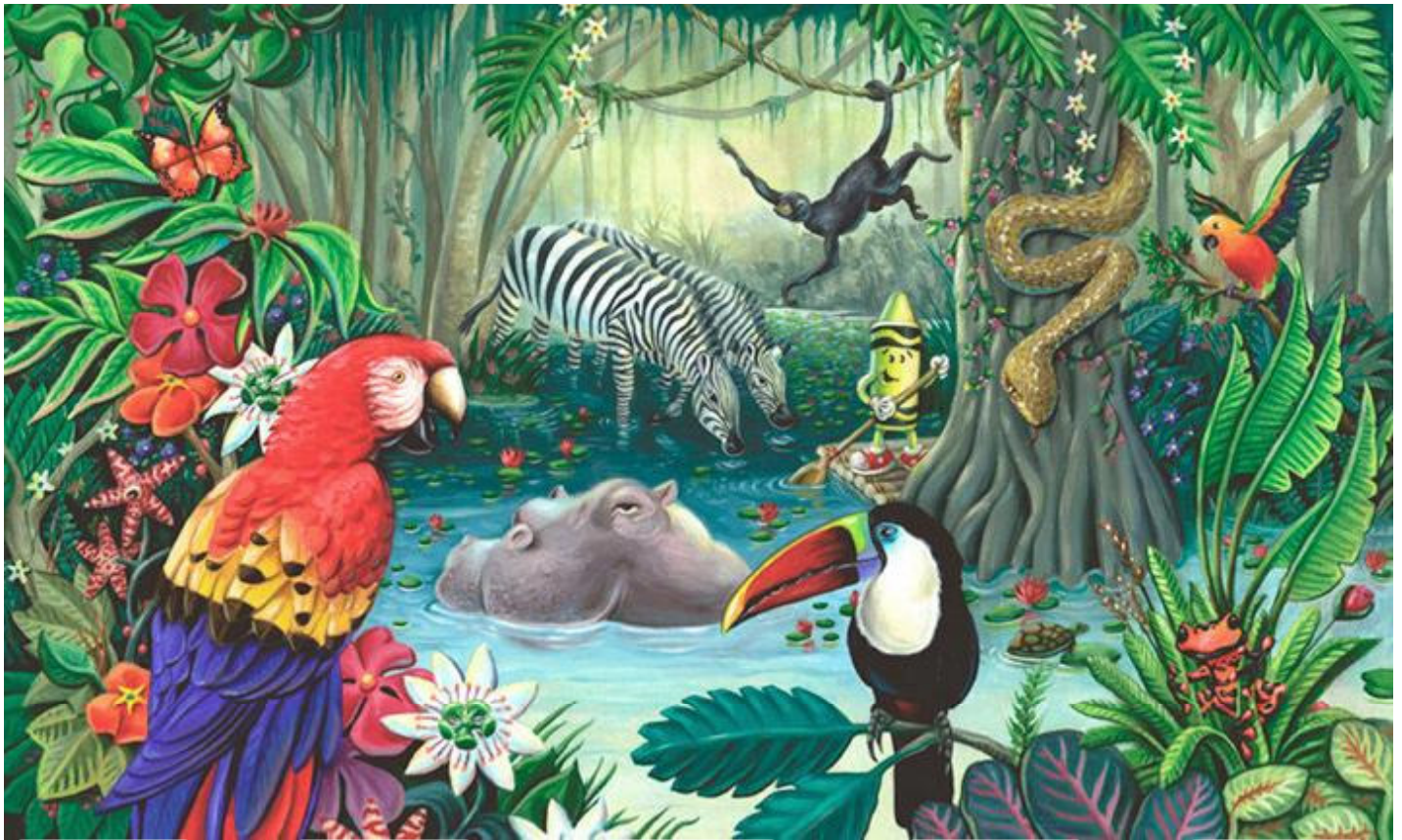
Score

# Who Discovered the Jungle Pond?

x2 x3 x4

Can you guess which of these animals discovered the pond?  
To find out, complete the Tables and then use the code below.

<b>K</b>	<b>I</b>	<b>D</b>	<b>M</b>	<b>N</b>
7 x 3 =	2 x 2 =	4 x 4 =	9 x 2 =	12 x 3 =
<b>D</b>	<b>O</b>	<b>C</b>	<b>A</b>	<b>H</b>
8 x 2 =	11 x 3 =	5 x 3 =	7 x 2 =	11 x 2 =
<b>N</b>	<b>F</b>	<b>J</b>	<b>L</b>	<b>M</b>
9 x 4 =	5 x 4 =	11 x 4 =	3 x 2 =	6 x 3 =



<b>P</b>	<b>P</b>	<b>B</b>	<b>G</b>	<b>Z</b>
3 x 4 =	6 x 2 =	12 x 2 =	3 x 3 =	5 x 2 =
<b>B</b>	<b>P</b>	<b>B</b>	<b>T</b>	<b>Q</b>
8 x 3 =	4 x 3 =	6 x 4 =	9 x 3 =	2 x 4 =
<b>R</b>	<b>S</b>	<b>Q</b>	<b>L</b>	<b>E</b>
8 x 4 =	12 x 4 =	4 x 2 =	2 x 3 =	7 x 4 =

27-22-28

10-28-24-32-14

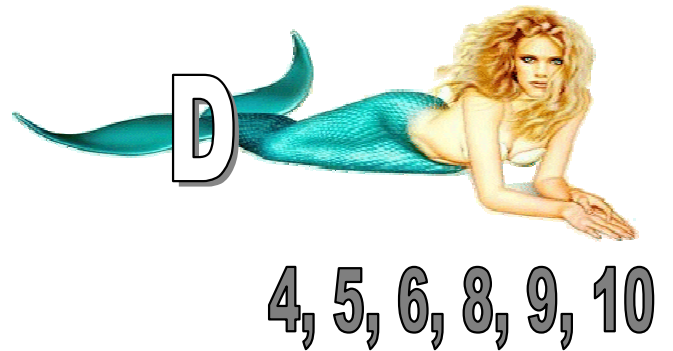
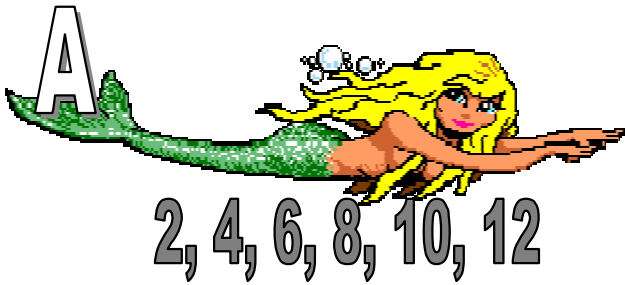
33-36

27-22-28

32-4-9-22-27

\_\_\_\_\_

# Magic Mermaids



- 1) Which mermaid has five numbers that divide evenly into 12?
- 2) Which mermaid has two numbers that divide evenly into 35?
- 3) Which mermaid has two numbers whose product is 132?
- 4) Which mermaid has two numbers whose product is 63?
- 5) Which two mermaids have two numbers whose product is 54?
- 6) Which three mermaids have two numbers whose product is 96?
- 7) Which mermaid has two numbers whose product is 110?
- 8) Which two mermaids have two numbers whose product is 42?
- 9) Which mermaid has two numbers whose product is 45?
- 10) Which mermaid has all numbers that divide evenly into 24?

# Teachers' Notes

## Unicorn Jigsaw 2

### Mixed Tables

*In my day they tanned  
yer hide if you didn't  
know yer tables.  
Now they give ya  
jigsaws to help ya  
learn 'em.  
Ah well, that's  
progress ah s'pose.*



- Photocopy the jigsaw.
- Colour the picture (suggest leaving times tables white or colouring them yellow).
- Paste them onto backing board, smoothing out wrinkles from the centre out.
- Carefully cut out pieces....avoid frayed edges.

.....

Assembling of the jigsaw may be given as a Home Project.  
*Parents can assist in making the puzzle, which can be returned to school  
for use in class.*

*Who can make the best puzzle?*

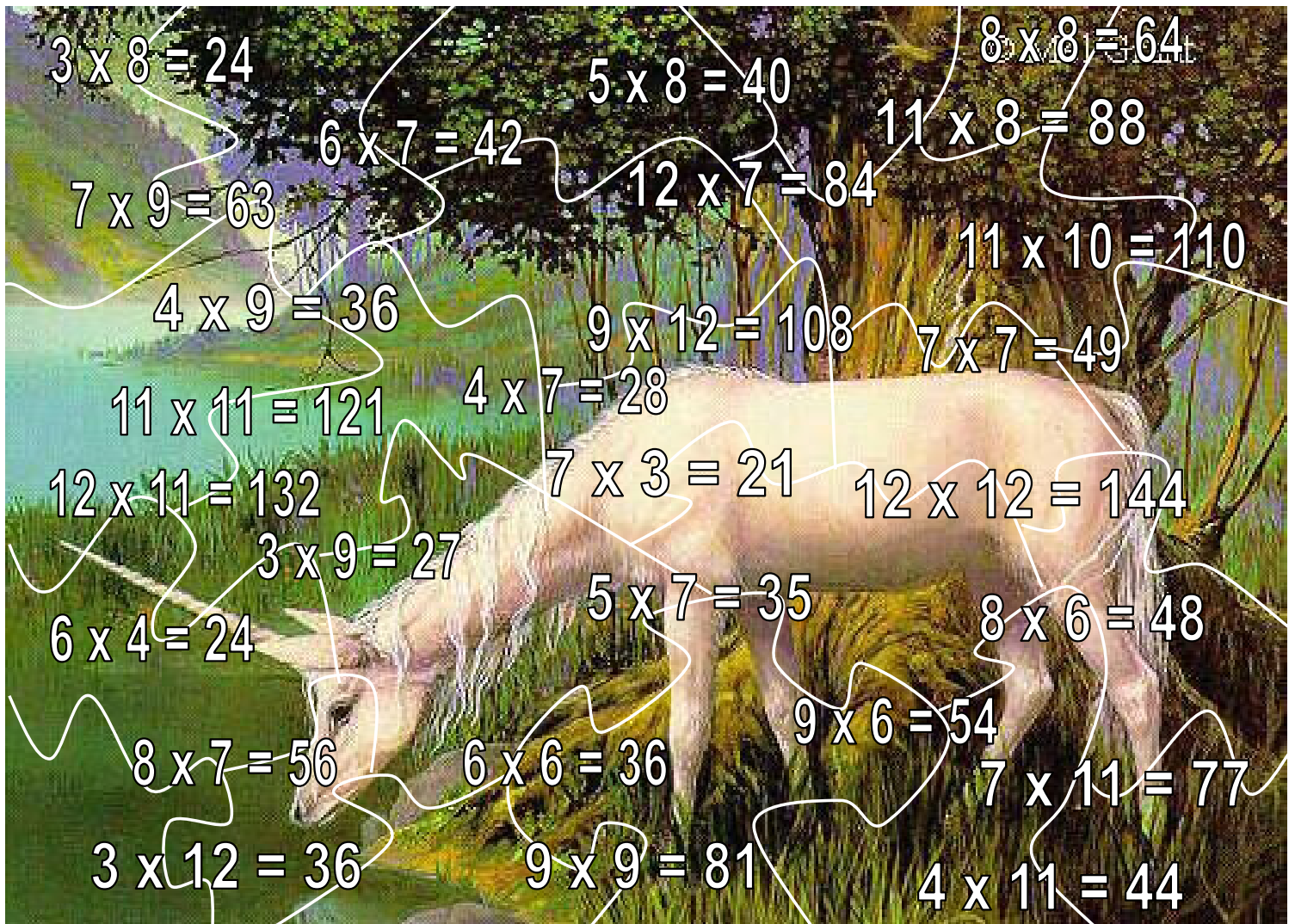
*Who (individual or group) can complete it in the fastest time?*



# Unicorn Jigsaw 2

## Mixed Tables

*See opposite page for instructions.*





# Two Clever Tricks

## 1st Trick 9 times tables.....*just add the digits!*

	Add the digits	Last digit of sum	Basic facts	Answer
$2 \times 9$	$2 + 9 = 11$	<b>1</b>	$9 = 1 + 8$	18
$3 \times 9$	$3 + 9 = 12$	<b>2</b>	$9 = 2 + 7$	27
$4 \times 9$	$4 + 9 = 13$	<b>3</b>	$9 = 3 + 6$	36
$5 \times 9$	$5 + 9 = 14$	<b>4</b>	$9 = 4 + 5$	45
$6 \times 9$	$6 + 9 = 15$	<b>5</b>	$9 = 5 + 4$	54
$7 \times 9$	$7 + 9 = 16$	<b>6</b>	$9 = 6 + 3$	63
$8 \times 9$	$8 + 9 = 17$	<b>7</b>	$9 = 7 + 2$	72
$9 \times 9$	$9 + 9 = 18$	<b>8</b>	$9 = 8 + 1$	81
$10 \times 9$	$10 + 9 = 19$	<b>9</b>	$9 = 9 + 0$	90

## 2nd Trick Did you know that you can use 2s, 5s and 10s to work out *any* times table problem up to $12 \times 12$ ?

Example:  $8 \times 7$

$$8 = 10 - 2 \text{ and } 7 = 5 + 2$$

$$\text{So } 8 \times 7 = (10 - 2) \times (5 + 2)$$

$$\begin{array}{cc} \text{A} & \text{B} \\ (10 - 2) & \times (5 + 2) \end{array}$$



Now, times the first number in bracket A by the first number in bracket B  
 $10 \times 5 = 50$   
 Next, times the first number in bracket A by the second number in bracket B  
 $10 \times 2 = 20$   
 Next, times the second number in bracket A by the first number in bracket B  
 $-2 \times 5 = -10$   
 Next, times the second number in bracket A by the second number in bracket B  
 $-2 \times 2 = -4$   
 Collect all four products and add them together

$$50 + 20 - 10 - 4 = \mathbf{56}$$

Example:  $12 \times 11$

$$12 = 10 + 2 \text{ and } 11 = 10 + 1$$

$$\text{So } 12 \times 11 = (10 + 2) \times (10 + 1)$$

$$\begin{array}{cc} \text{A} & \text{B} \\ (10 + 2) & \times (10 + 1) \end{array}$$

Now, times the first number in bracket A by the first number in bracket B  
 $10 \times 10 = 100$   
 Next, times the first number in bracket A by the second number in bracket B  
 $10 \times 1 = 10$   
 Next, times the second number in bracket A by the first number in bracket B  
 $2 \times 10 = 20$   
 Next, times the second number in bracket A by the second number in bracket B  
 $2 \times 1 = 2$   
 Collect all four products and add them together

$$100 + 10 + 20 + 2 = \mathbf{132}$$



Try these using the brackets method: *Hint: Use 10s and 5s and never add or subtract more than 2.*

- 1)  $8 \times 9$     2)  $3 \times 11$     3)  $6 \times 12$     4)  $9 \times 4$

# Dicey Times

A game to practise Times Tables.

- *Covers all tables from 2 x 2 to 12 x 12* -



## Small Group

5 players per game.

Materials needed: 4 dice

Two teams, each with two players.

- Player 1 of Team 1 throws two dice and Player 1 of Team 2 does the same. See example above.
- Player 2 of Team 1 and player 2 of Team 2 try to say the answer (i.e. the numbers' product) before the other.
- Roles are then reversed for the next throw.
- Player 5 is the arbiter and scorer.

## Whole Class

Class is divided into two teams.

Materials needed: 4 dice

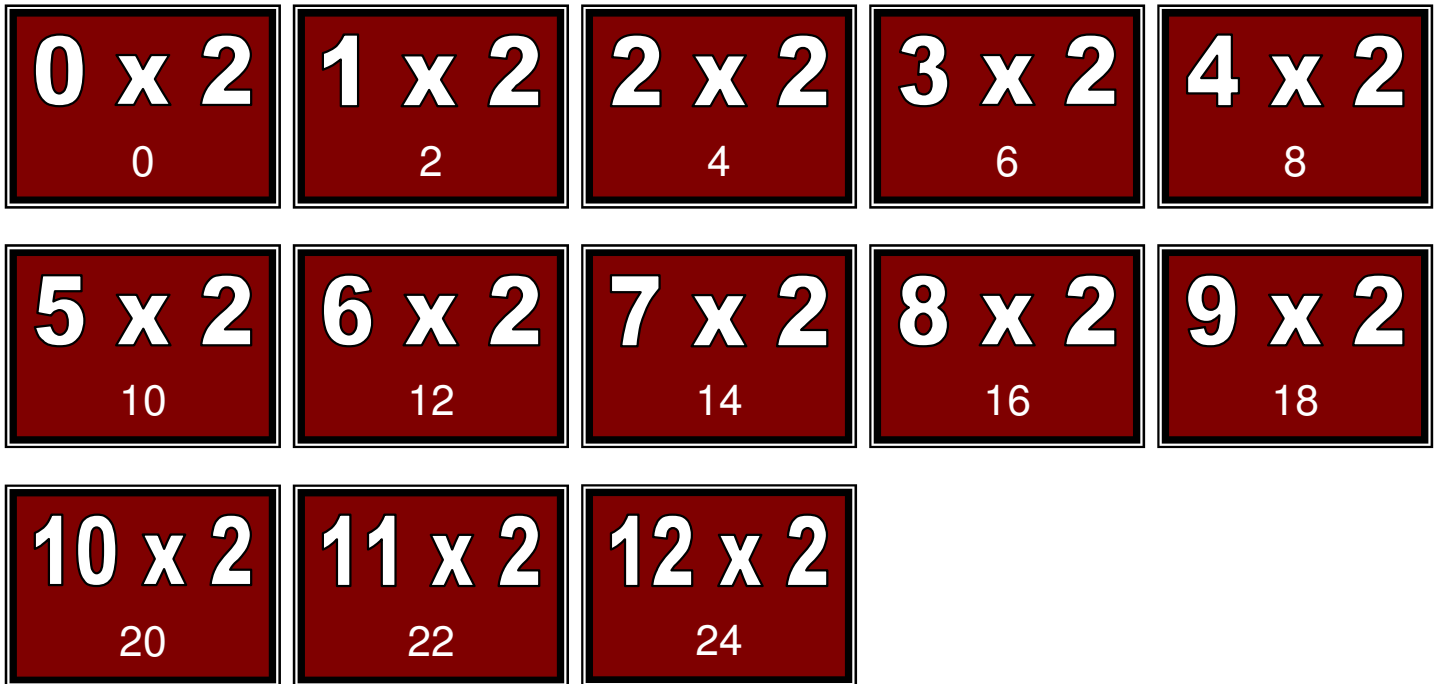
Four children (two dice throwers, a caller and a scorer) go to front of classroom.....

- A member of each team throws the dice on the floor, as above.
- A 'caller' calls out the question, eg "Twelve times seven."
- Any of the seated children may call out the answer.
- A scorer keeps the teams' scores on the blackboard.

Dice throwers can be changed after each throw.

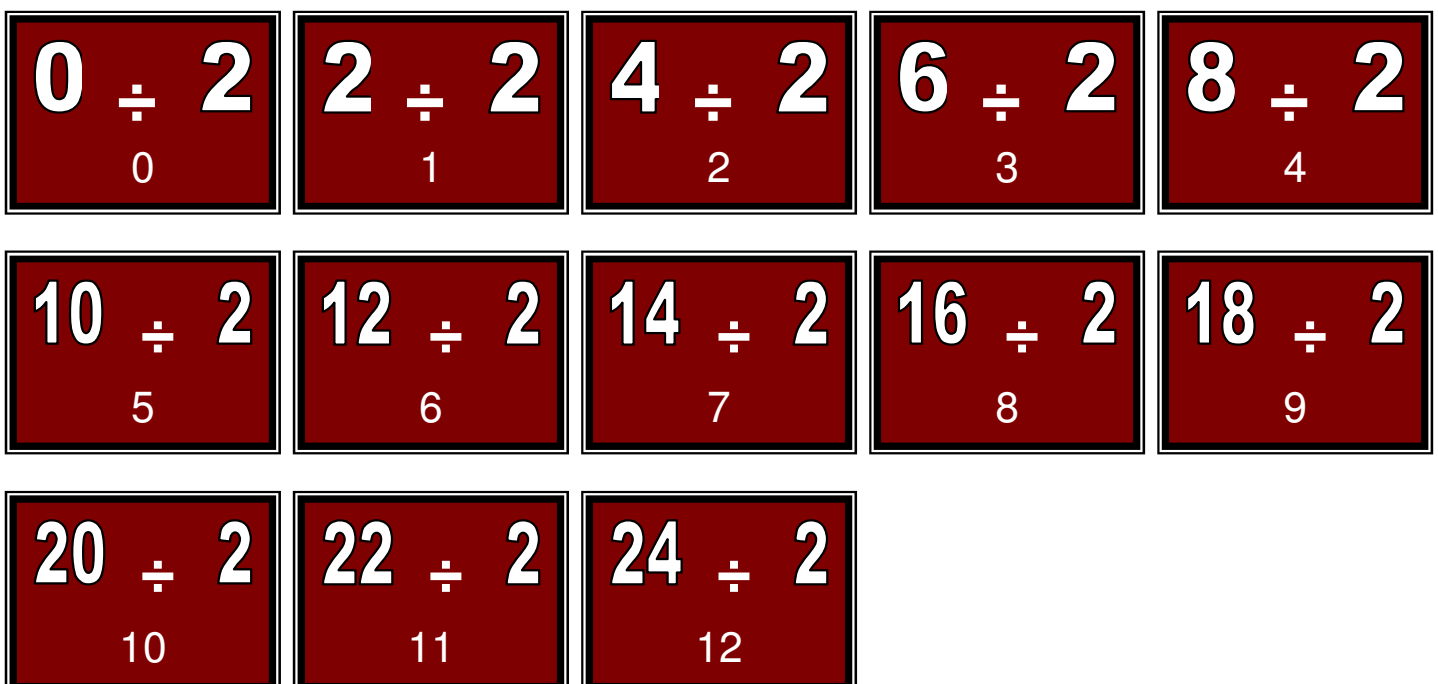
# x 2 Practice Tiles

Paste this page onto board and cut out the tiles.



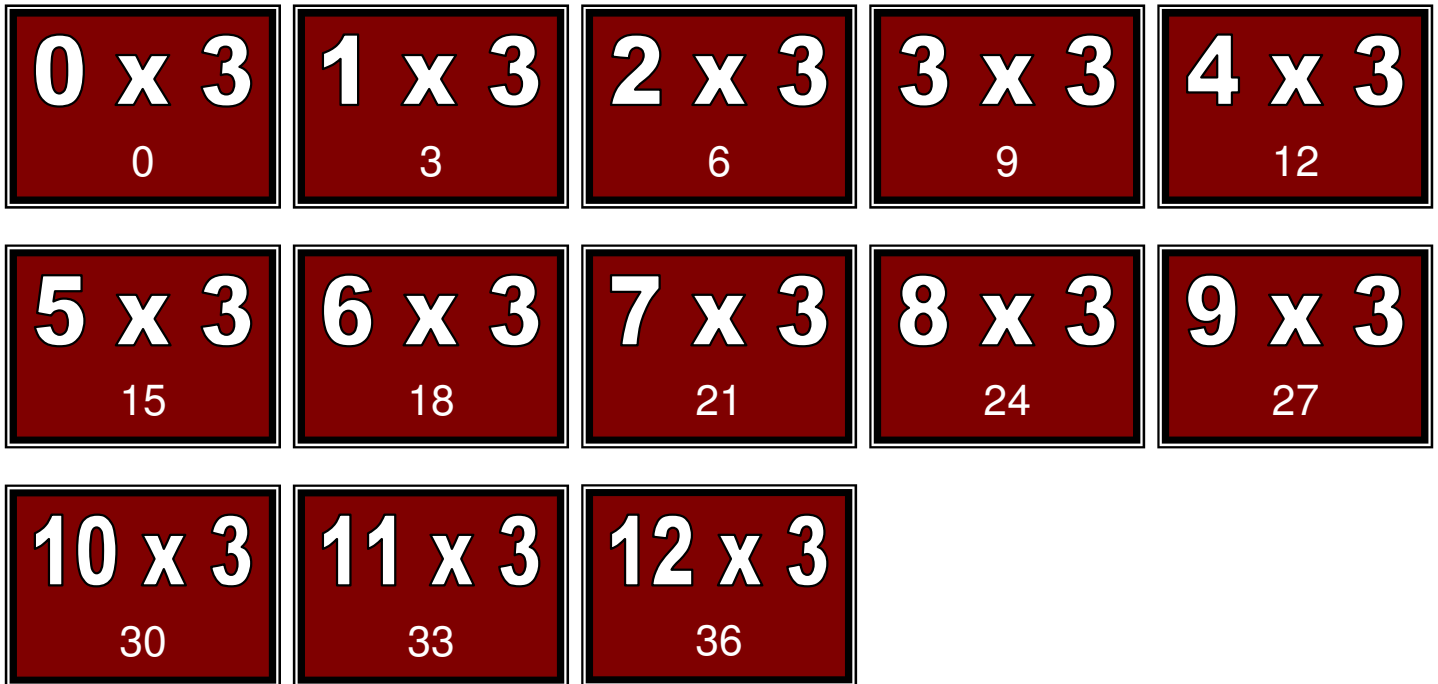
Carry them with you and practise whenever you can.

Have a family member or friend hold up a tile, covering the answer with their thumb. Can you give the correct answer?



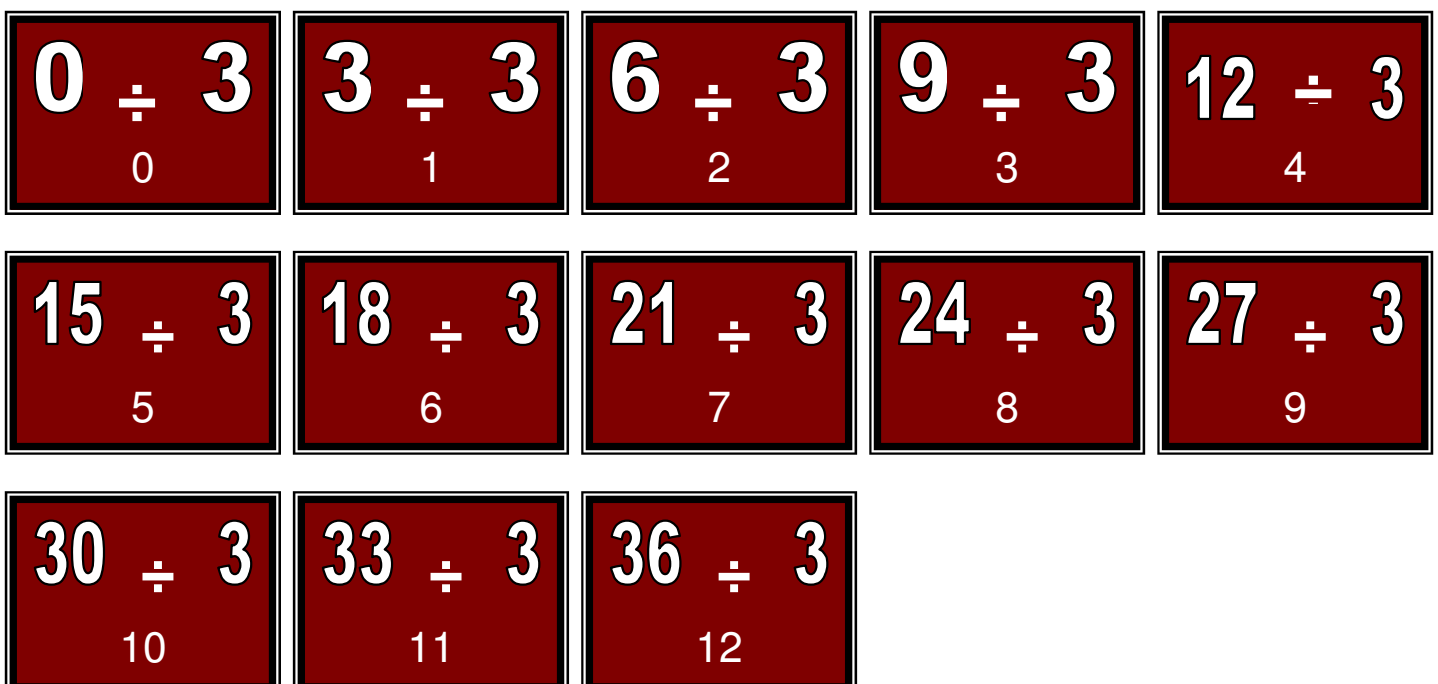
# x 3 Practice Tiles

Paste this page onto board and cut out the tiles.



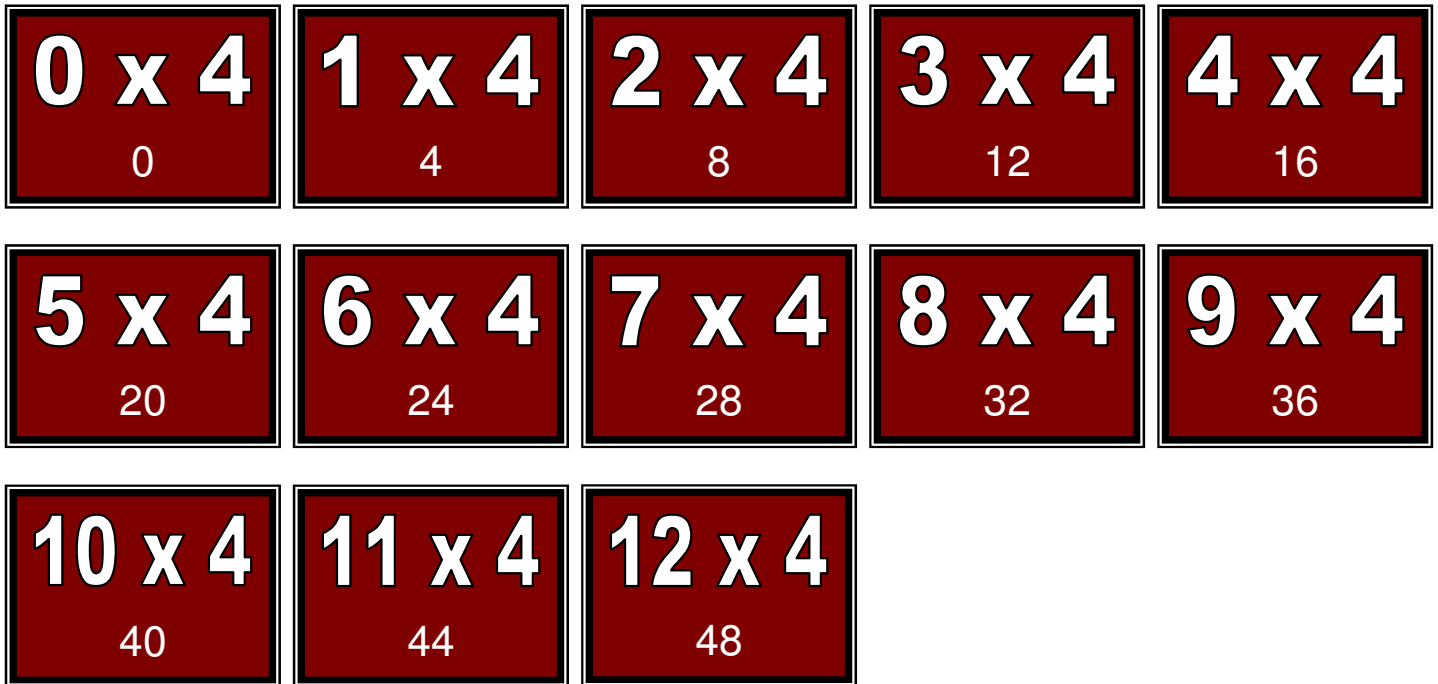
Carry them with you and practise whenever you can.

Have a family member or friend hold up a tile, covering the answer with their thumb. Can you give the correct answer?



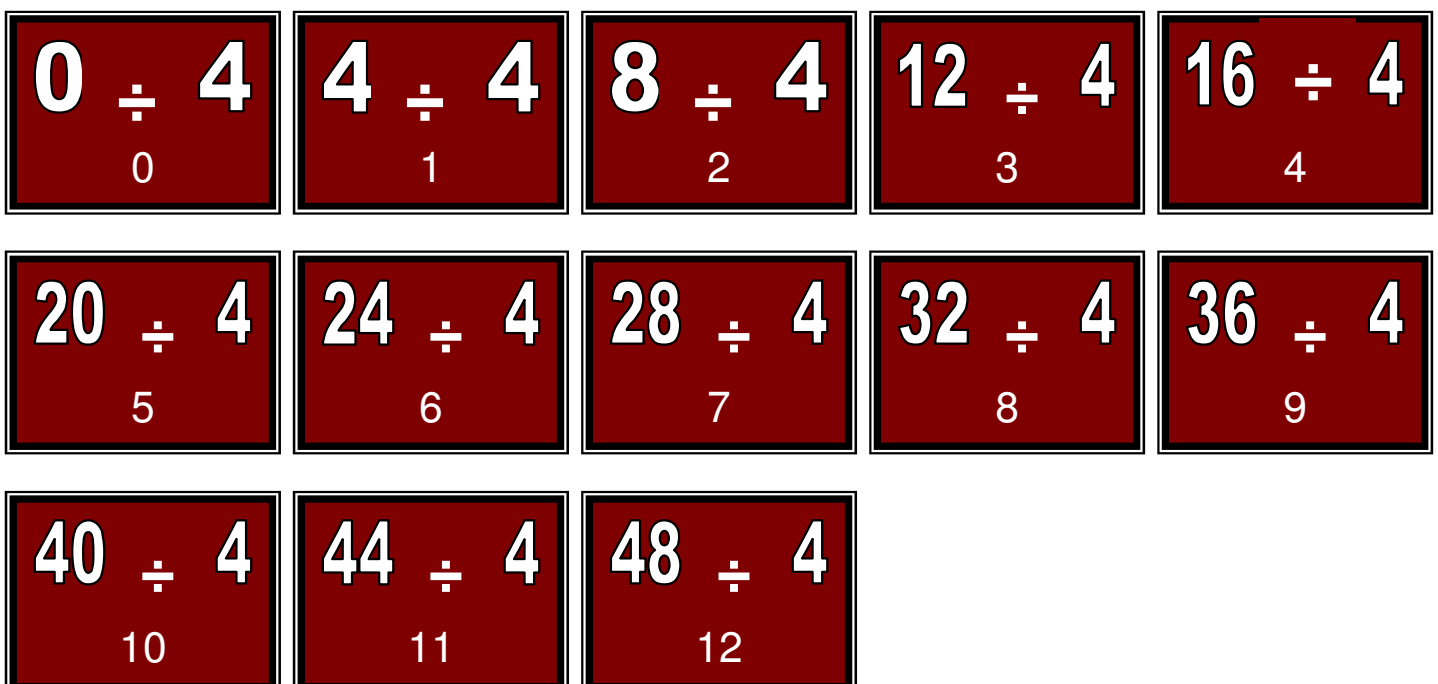
# x 4 Practice Tiles

Paste this page onto board and cut out the tiles.



Carry them with you and practise whenever you can.

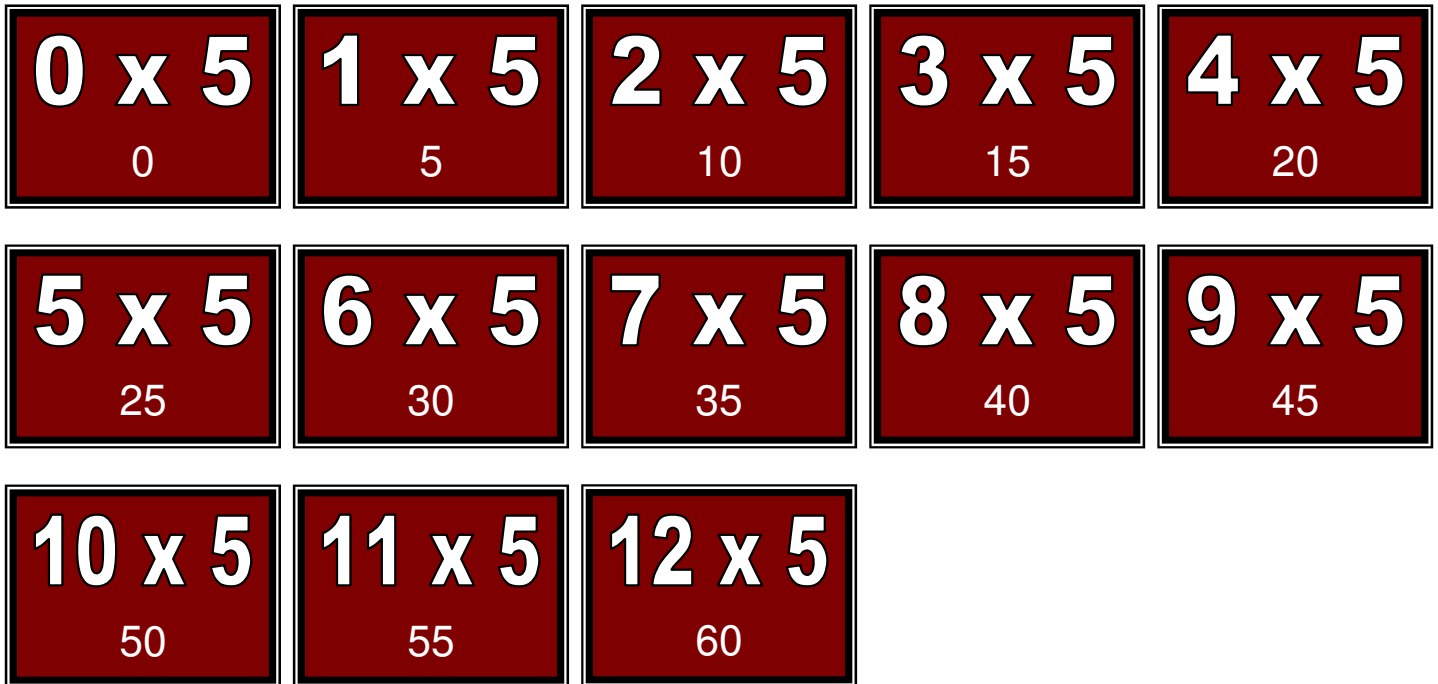
Have a family member or friend hold up a tile, covering the answer with their thumb. Can you give the correct answer?





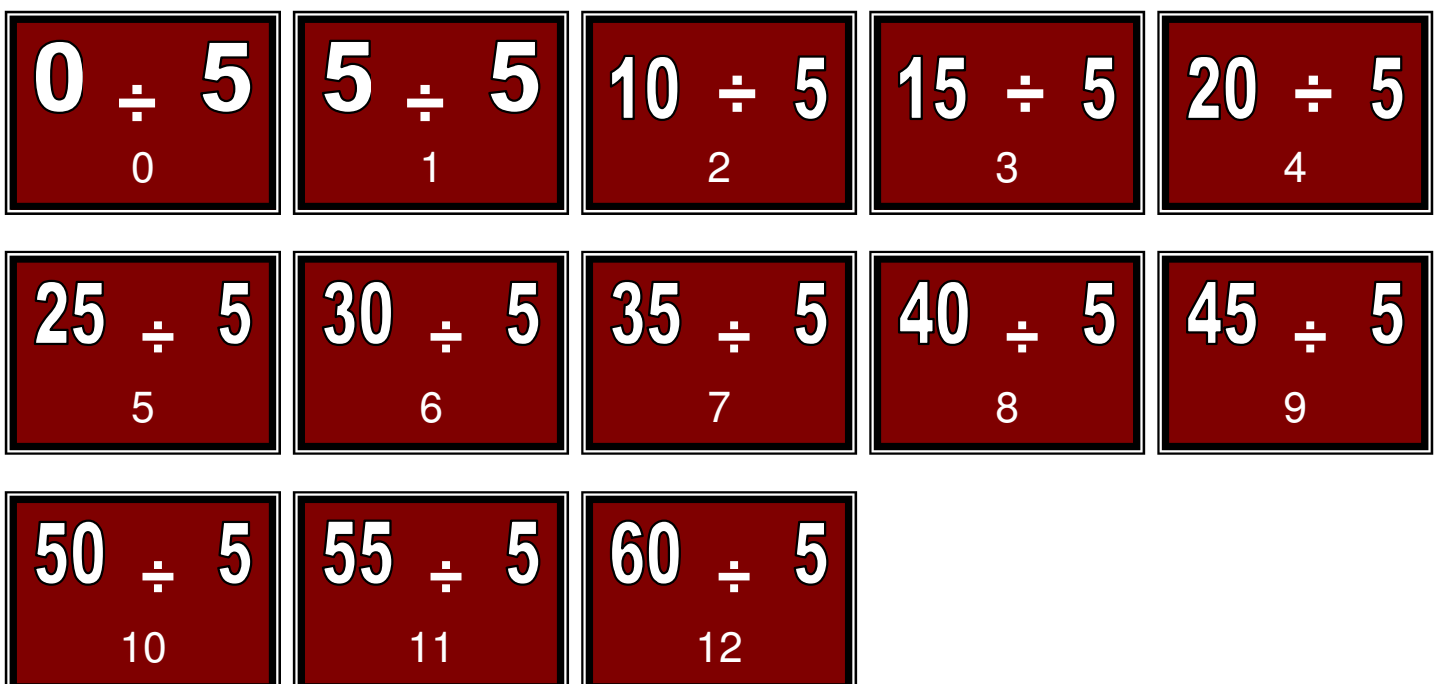
# x 5 Practice Tiles

Paste this page onto board and cut out the tiles.



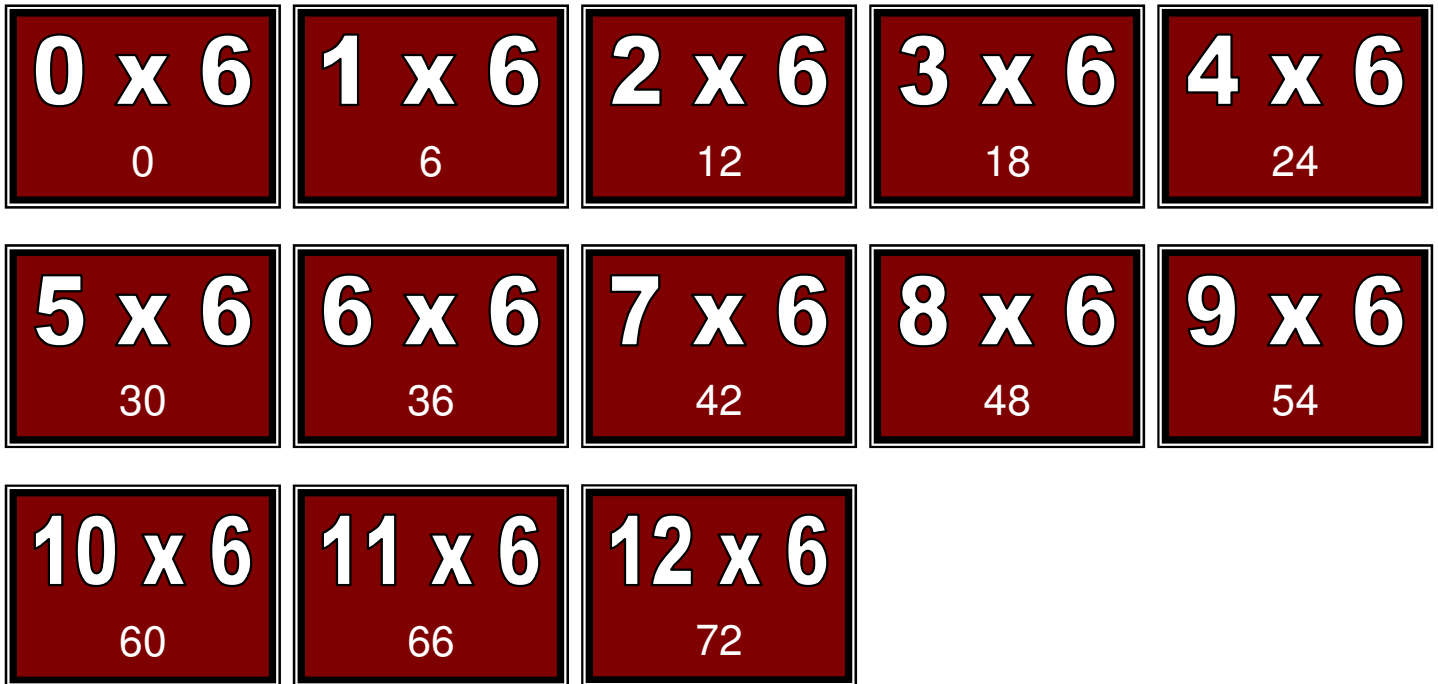
Carry them with you and practise whenever you can.

Have a family member or friend hold up a tile, covering the answer with their thumb. Can you give the correct answer?



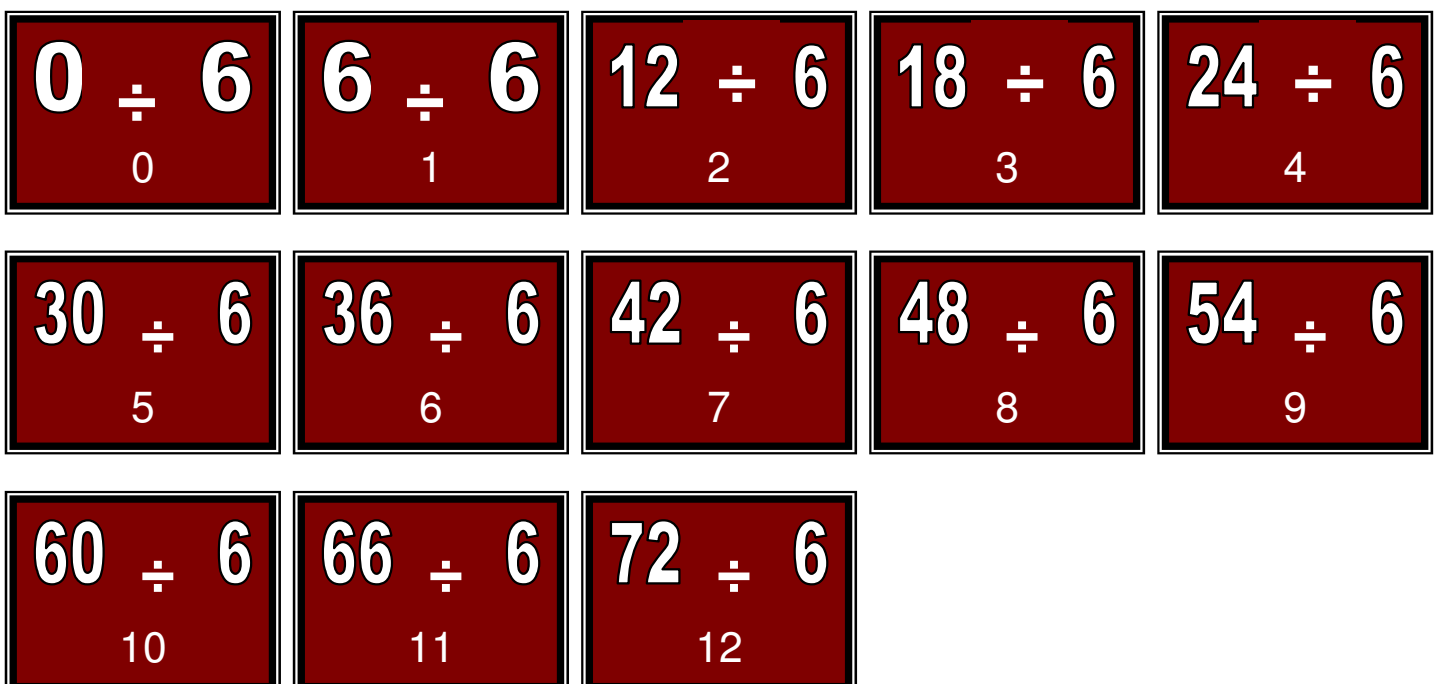
# x 6 Practice Tiles

Paste this page onto board and cut out the tiles.



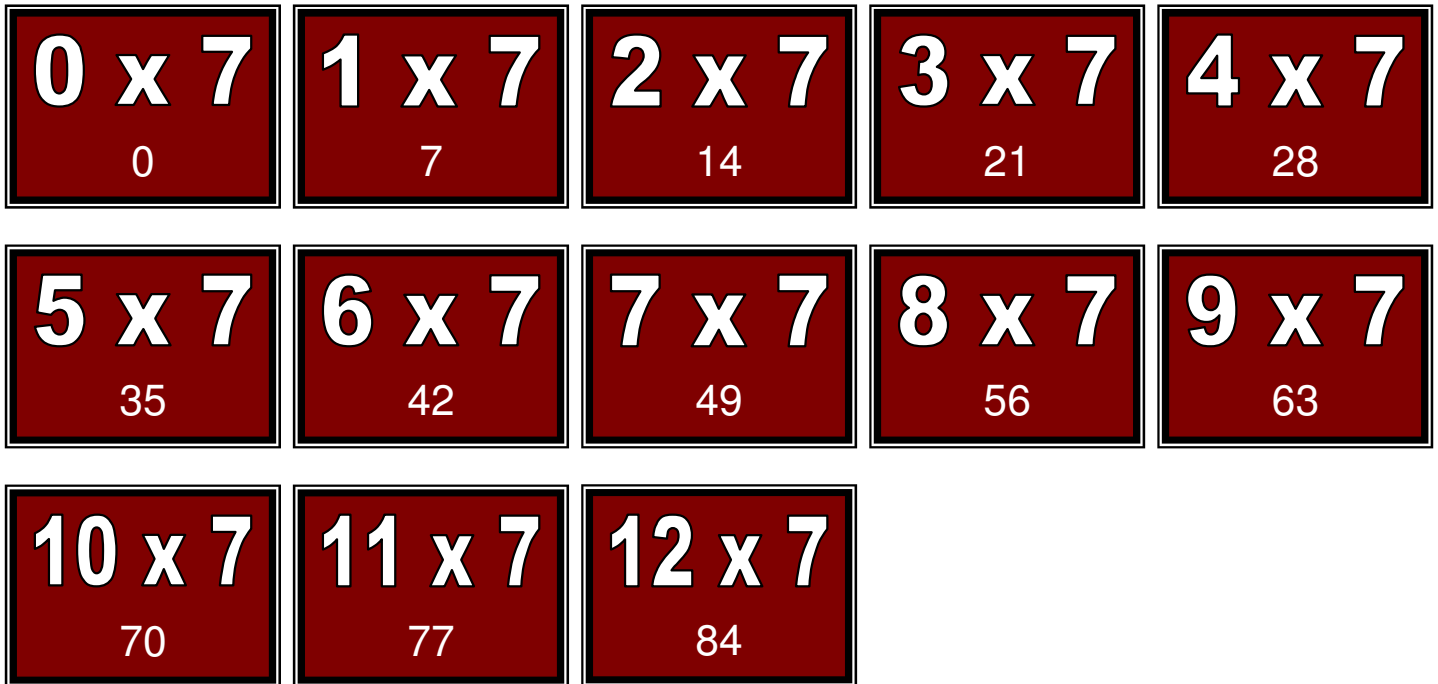
Carry them with you and practise whenever you can.

Have a family member or friend hold up a tile, covering the answer with their thumb. Can you give the correct answer?



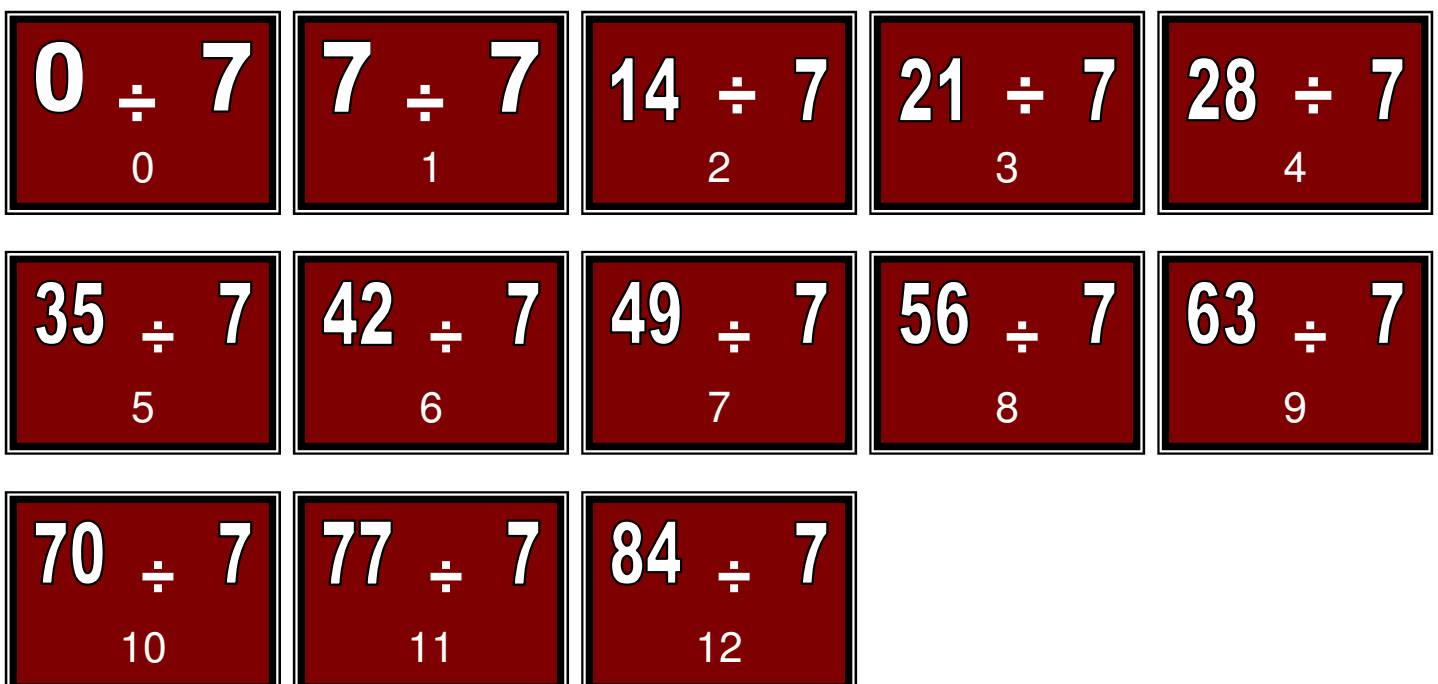
# x 7 Practice Tiles

Paste this page onto board and cut out the tiles.



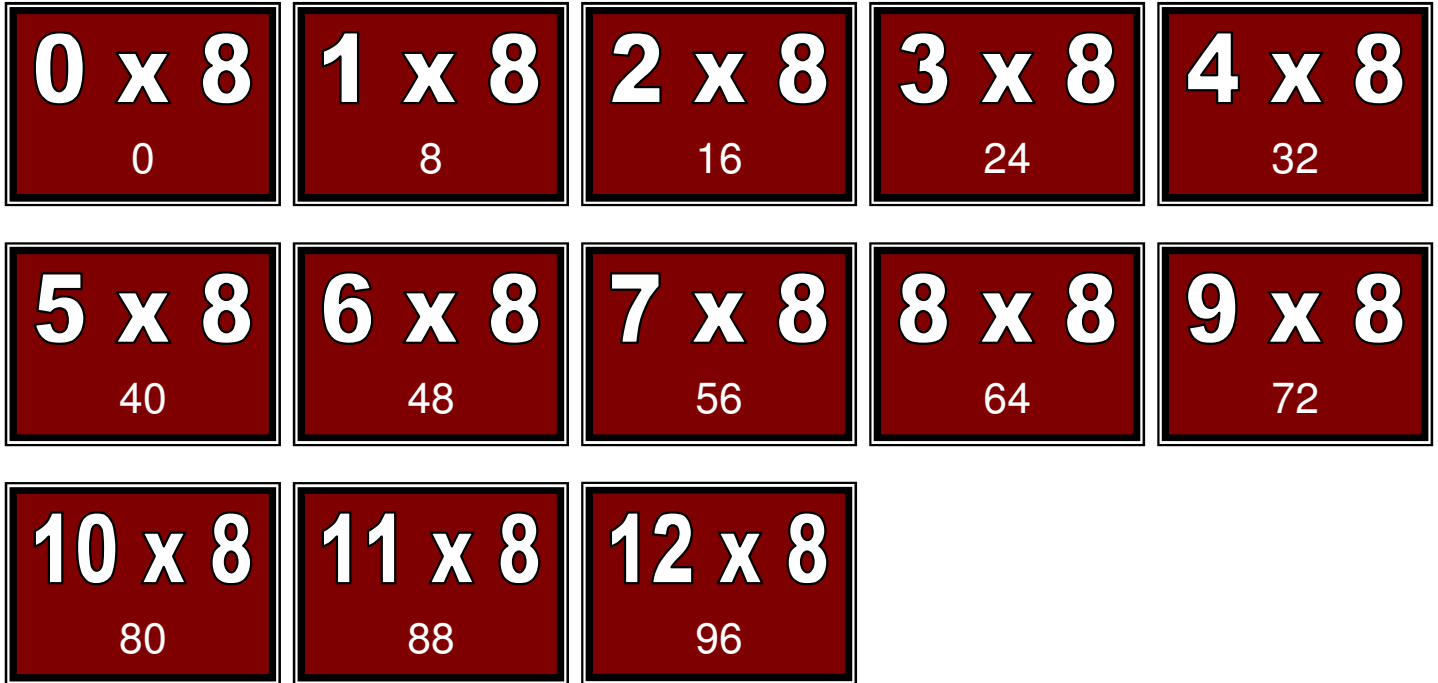
Carry them with you and practise whenever you can.

Have a family member or friend hold up a tile, covering the answer with their thumb. Can you give the correct answer?



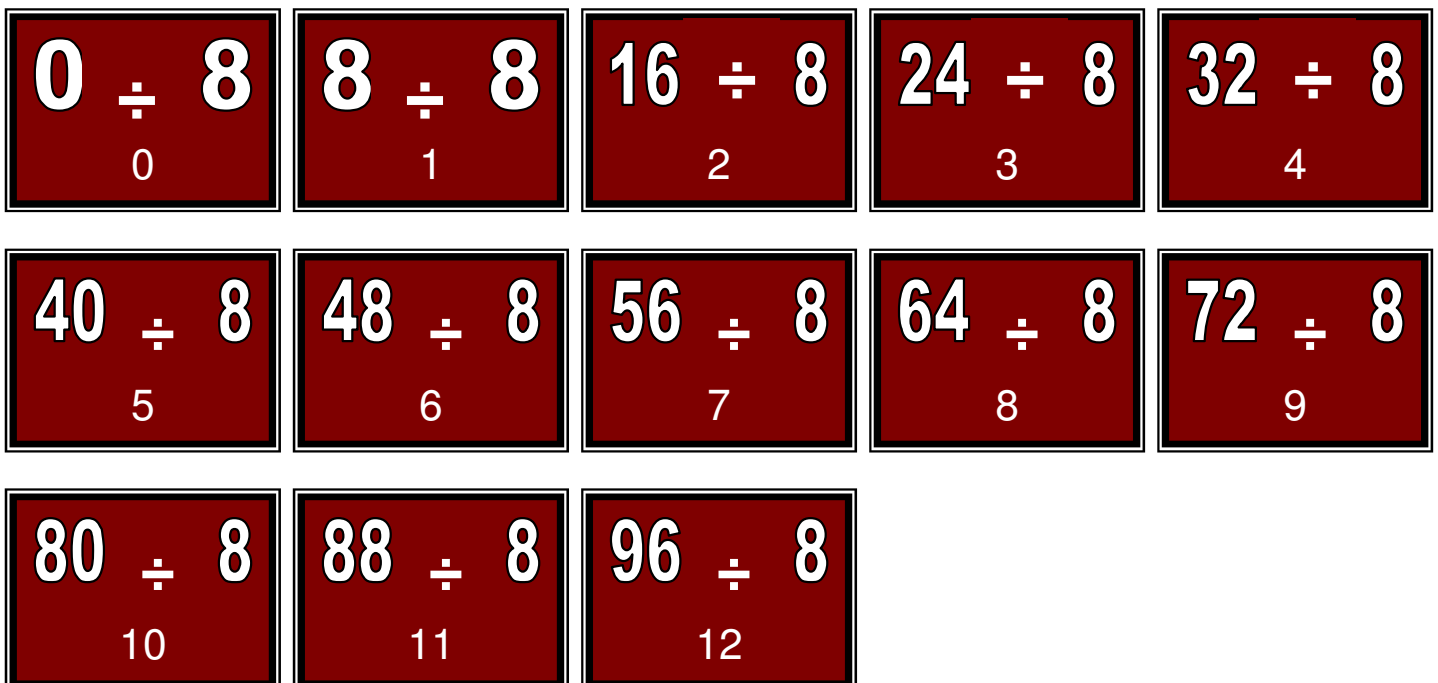
# x 8 Practice Tiles

Paste this page onto board and cut out the tiles.



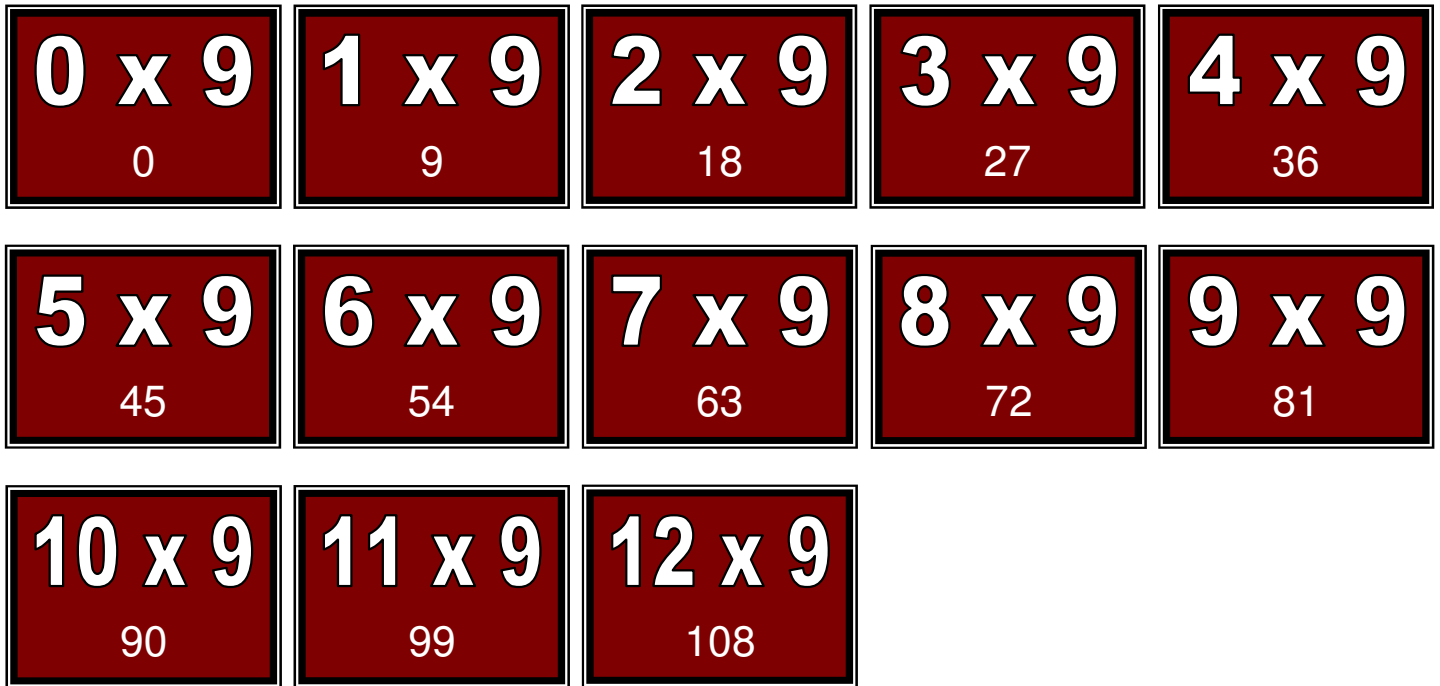
Carry them with you and practise whenever you can.

Have a family member or friend hold up a tile, covering the answer with their thumb. Can you give the correct answer?



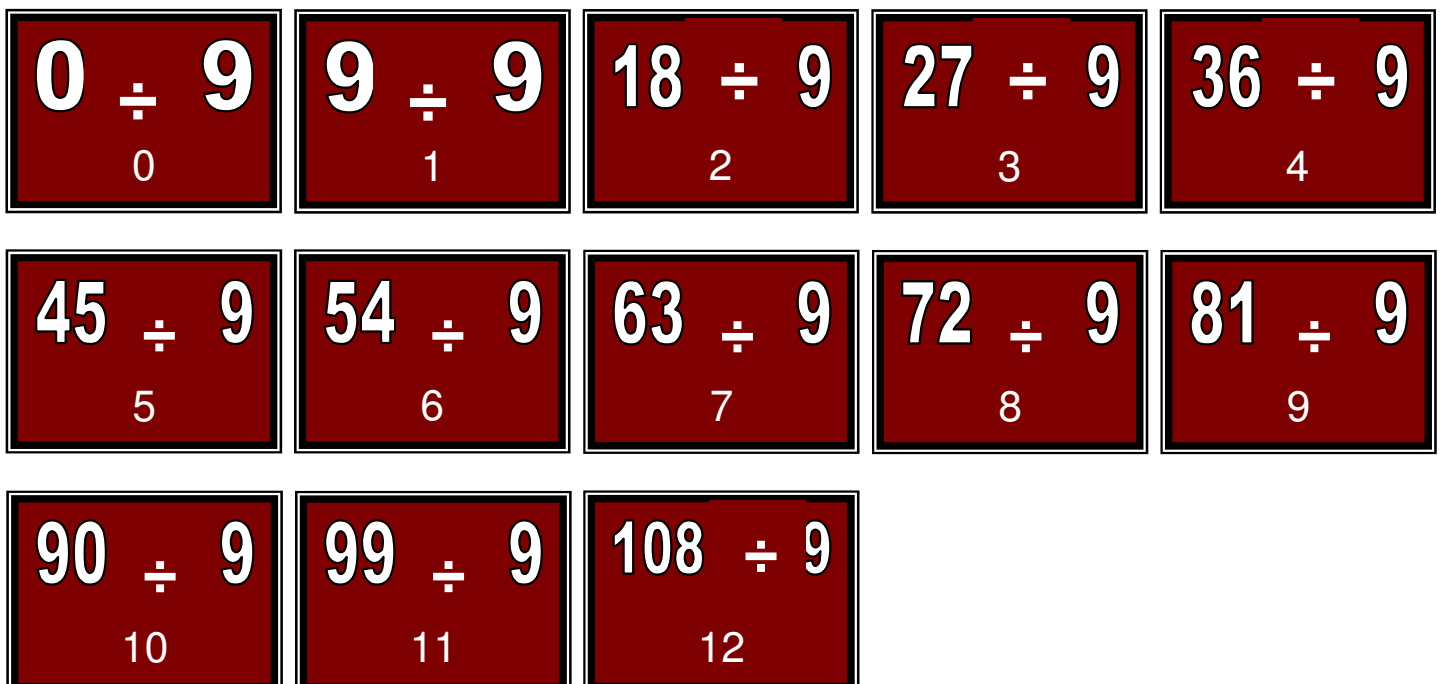
# x 9 Practice Tiles

Paste this page onto board and cut out the tiles.



Carry them with you and practise whenever you can.

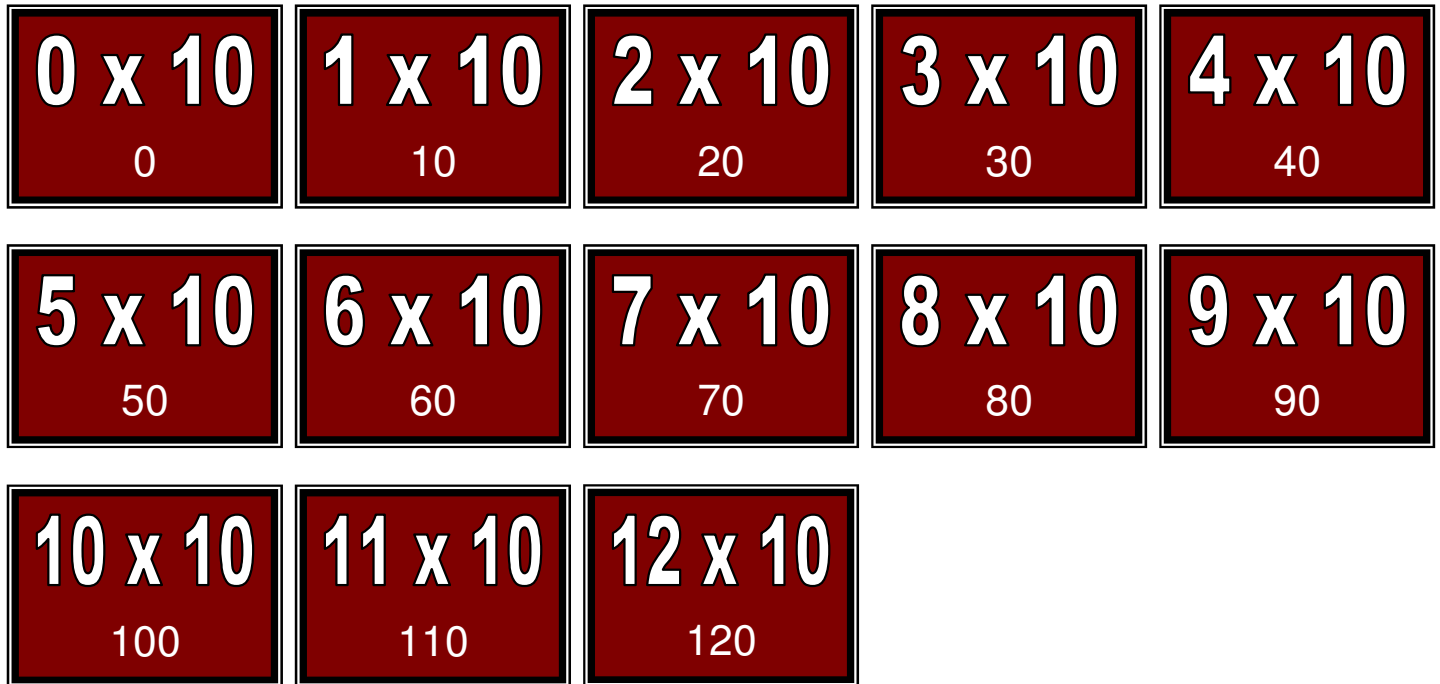
Have a family member or friend hold up a tile, covering the answer with their thumb. Can you give the correct answer?





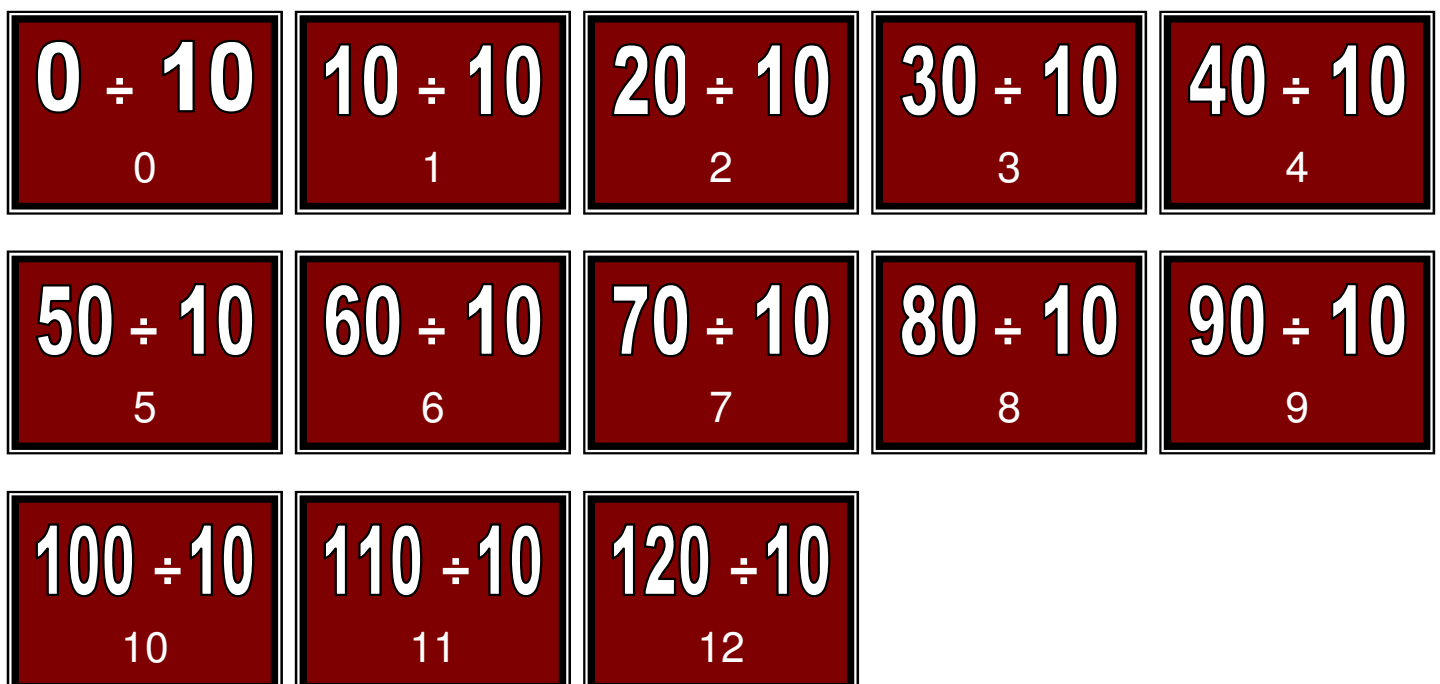
# x 10 Practice Tiles

Paste this page onto board and cut out the tiles.



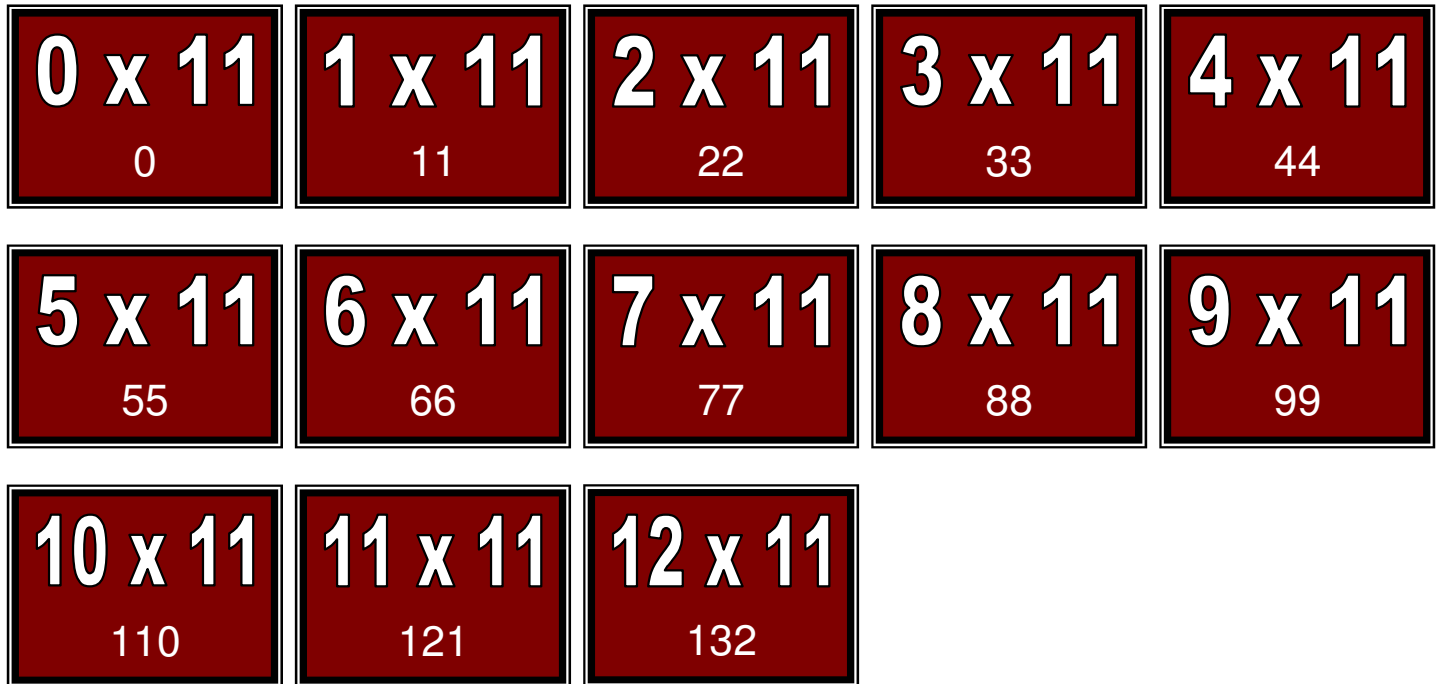
Carry them with you and practise whenever you can.

Have a family member or friend hold up a tile, covering the answer with their thumb. Can you give the correct answer?



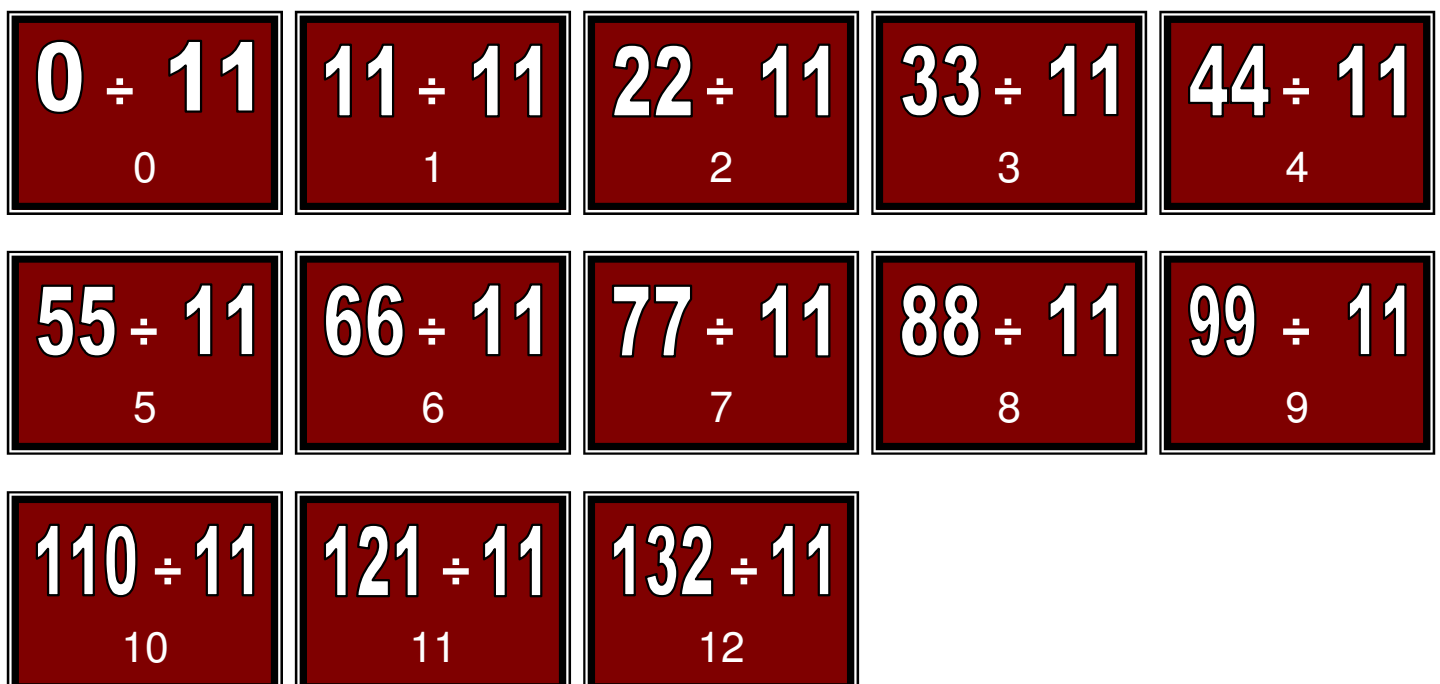
# x 11 Practice Tiles

Paste this page onto board and cut out the tiles.



Carry them with you and practise whenever you can.

Have a family member or friend hold up a tile, covering the answer with their thumb. Can you give the correct answer?



# x 12 Practice Tiles

Paste this page onto board and cut out the tiles.

$0 \times 12$ 0	$1 \times 12$ 12	$2 \times 12$ 24	$3 \times 12$ 36	$4 \times 12$ 48
$5 \times 12$ 60	$6 \times 12$ 72	$7 \times 12$ 84	$8 \times 12$ 96	$9 \times 12$ 108
$10 \times 12$ 120	$11 \times 12$ 132	$12 \times 12$ 144		

Carry them with you and practise whenever you can.

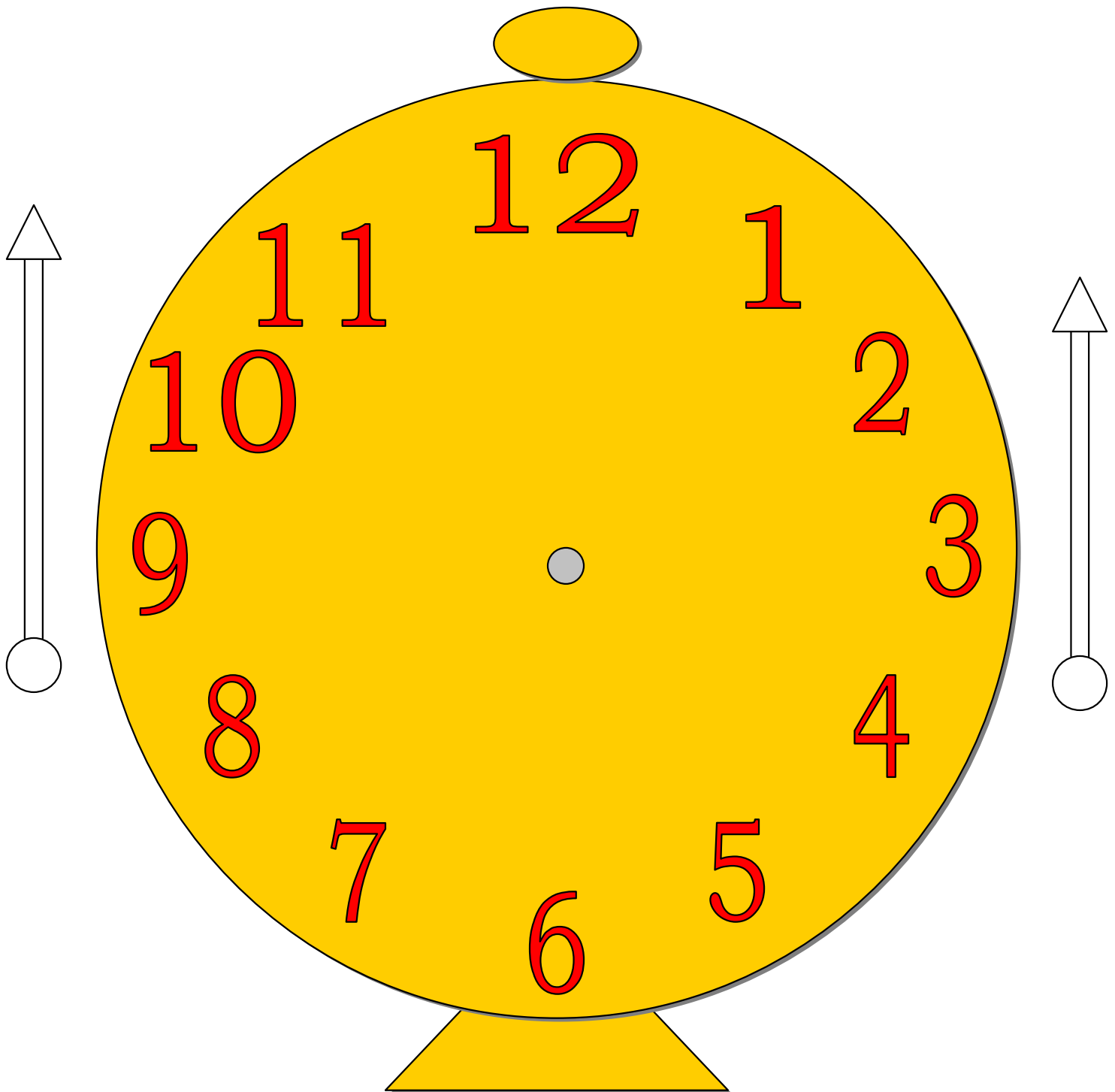
Have a family member or friend hold up a tile, covering the answer with their thumb. Can you give the correct answer?

$0 \div 12$ 0	$12 \div 12$ 1	$24 \div 12$ 2	$36 \div 12$ 3	$48 \div 12$ 4
$60 \div 12$ 5	$72 \div 12$ 6	$84 \div 12$ 7	$96 \div 12$ 8	$108 \div 12$ 9
$120 \div 12$ 10	$132 \div 12$ 11	$144 \div 12$ 12		

# Rock around the Clock

A game for 3 players

- Covers all tables from  $2 \times 2$  to  $12 \times 12$  -



## Instructions:

Cut out clock and hands. Affix to board (optional).

Player 1 and Player 2 try to answer the times table set by the 'Moderator' who places the two hands of the clock in different positions. (*players look away as moderator sets hands in position before saying, "Ready"*)

For example  $3.45 = 9 \times 4$      $12 \text{ o'clock} = 12 \times 12$      $6.10 = 6 \times 2$ .

A correct answer scores one point.

*Note: Hands on the clock must be pointing directly at numbers.*

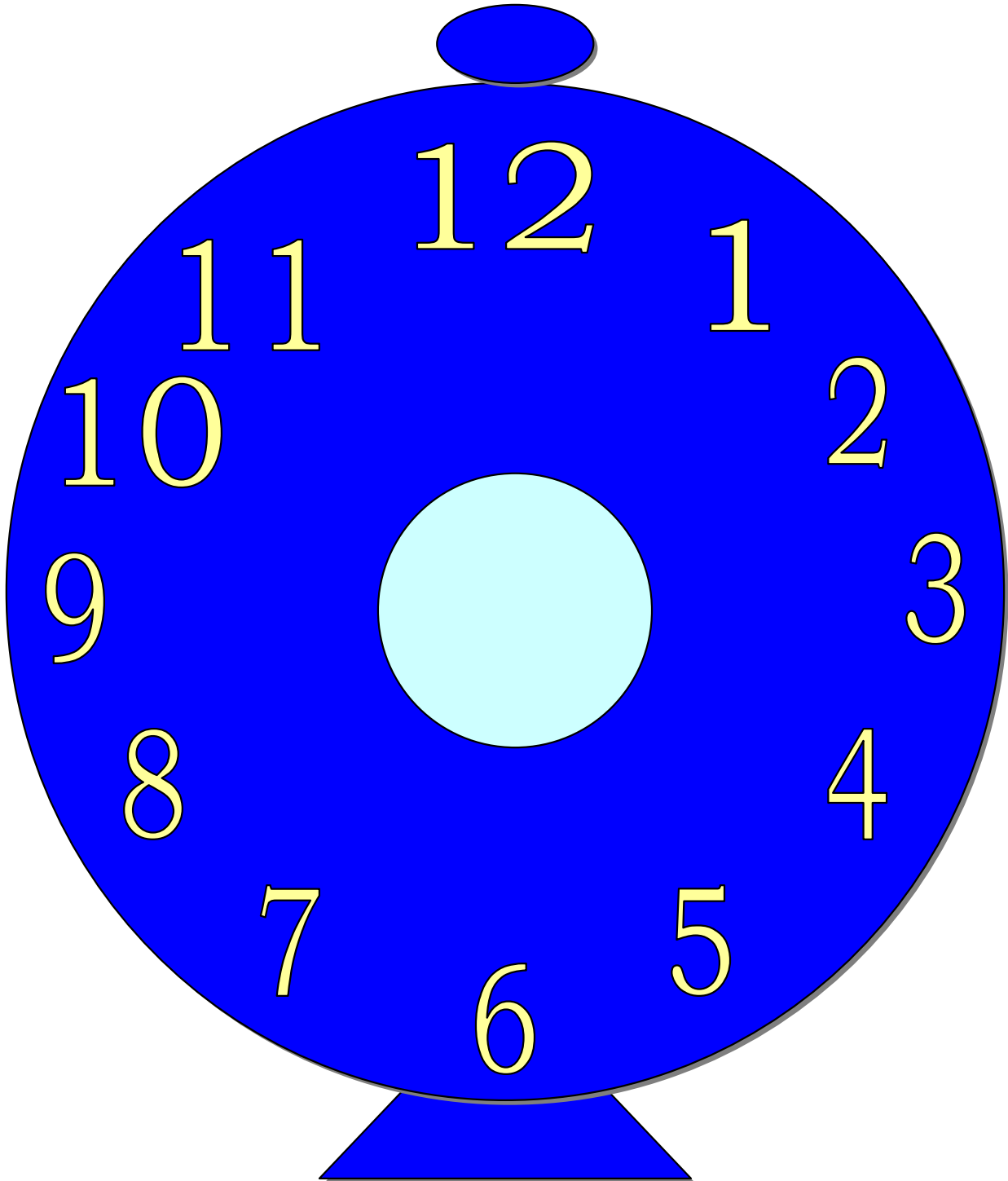
This can double as a Time activity....player says what time is shown before answering the table (extra point).

# Ticka Tocka Tables

Class Tournament, 3 players at a time

- Covers all tables from  $2 \times 2$  to  $12 \times 12$  -

**Paste copies of this sheet onto board. (do not cut out clock)**



## Materials needed: 2 dice

'Moderator' places the two dice in the small, light circle.

The two contestants multiply the sum of the numbers on the top face of the dice by each number on the clock (beginning with 1, ending at 12), writing their answers on paper. When one of the contestants calls out "Finished" time is up and answers are checked.

The highest score wins and that person goes into the next round (against other round 1 winners).

Repeat until a Ticka Tocka Tables Class Champ is found for that particular times table (eg 11s). (Moderator is included in another round).



# Times Tables Champion

Let it be known that

.....  
has achieved a high degree of excellence in  
Times Tables and may be regarded as a true

**Times Tables Champion**



Signature: .....

Date: .....



# Times Tables Award

Presented to...

.....

for excellent results  
in the following Times Tables...

.....

Signed .....

Date .....

# Class Champion



Presented to

.....

for  
topping the class in a Times Tables test



Date.....

Signature.....

# Answers

## P 58 Tables Brew

FM	HK	DK	GQ	FT	AT	IO	GK	BO	FP
<b>28</b>	<b>18</b>	<b>10</b>	<b>64</b>	<b>84</b>	<b>24</b>	<b>66</b>	<b>16</b>	<b>18</b>	<b>49</b>
CP	BM	HQ	AM	EK	BP	HO	FS	CT	GN
<b>28</b>	<b>12</b>	<b>72</b>	<b>8</b>	<b>12</b>	<b>21</b>	<b>54</b>	<b>77</b>	<b>48</b>	<b>40</b>
IS	DO	IK	EP	GS	FN	EL	IT	EQ	AS
<b>121</b>	<b>30</b>	<b>22</b>	<b>42</b>	<b>88</b>	<b>35</b>	<b>18</b>	<b>132</b>	<b>48</b>	<b>22</b>
ES	CO	HN	FL	AP	CK	IM	HM	DT	JM
<b>66</b>	<b>24</b>	<b>45</b>	<b>21</b>	<b>14</b>	<b>8</b>	<b>44</b>	<b>36</b>	<b>60</b>	<b>48</b>
GO	AK	DS	BL	GM	JP	BN	CN	JO	BT
<b>48</b>	<b>4</b>	<b>55</b>	<b>9</b>	<b>32</b>	<b>84</b>	<b>15</b>	<b>20</b>	<b>72</b>	<b>36</b>
IL	BQ	JL	EM	DL	HR	GP	AN	DR	IN
<b>33</b>	<b>24</b>	<b>36</b>	<b>24</b>	<b>15</b>	<b>81</b>	<b>56</b>	<b>10</b>	<b>45</b>	<b>55</b>
CQ	EN	CM	IR	JR	JT	AO	HT	JN	DM
<b>32</b>	<b>30</b>	<b>16</b>	<b>99</b>	<b>108</b>	<b>144</b>	<b>12</b>	<b>108</b>	<b>60</b>	<b>20</b>
ET	JK	ER	HS	DN	GR	JS	BR	AR	FQ
<b>72</b>	<b>24</b>	<b>54</b>	<b>99</b>	<b>25</b>	<b>72</b>	<b>132</b>	<b>27</b>	<b>18</b>	<b>56</b>
FO	AQ	BS	CL	IP	AL	EO	JQ	CR	DP
<b>42</b>	<b>16</b>	<b>33</b>	<b>12</b>	<b>77</b>	<b>6</b>	<b>36</b>	<b>96</b>	<b>36</b>	<b>35</b>
CS	IQ	HL	DQ	HP	BK	FK	GT	GL	FR
<b>44</b>	<b>88</b>	<b>27</b>	<b>40</b>	<b>63</b>	<b>6</b>	<b>14</b>	<b>96</b>	<b>24</b>	<b>63</b>

## P 60 Volcano Island

Time to eruption = 45 minutes    No. survivors = 10

## P 61 Froggie Lunch

Tasty flies

## P 82 Golf Anyone?

1) Jane    2) 33    3) Jimmy    4) 46

## P 84 Times Tables Olympics

Gold → Ireland    Silver → New Zealand in 49sec    Bronze → Australia in 50sec  
4th → Canada, USA in 52sec    Last → Germany in 54sec

## P97 Mischief Matchers

AK	BQ	CZ	DD	EW
FT	GV	HN	IA	JS
KY	LH	MU	NB	OX
PR	QC	RP	SG	TE
UM	VI	WF	XL	YO
ZJ				

**P100 Titanic Tables Tournament**

- 1) **24** 2) **42** 3) **6** 4) **8** 5) **6** 6) **2** 7) **132** 8) **9** 9) **108** 10) **121** 11) **77** 12) **3** 13) **81**  
14) **1** 15) **108** 16) **1** 17) **6** 18) **6** 19) **9** 20) **96** 21) **7** 22) **1** 23) **12** 24) **4.5** 25) **144**  
26) **2** 27) **144** 28) **11** 29) **1** 30) **1**

**P105 Who Discovered the Jungle Pond?**

The zebra on the right.

**P106 Magic Mermaids**

- 1) E 2) F 3) C 4) C 5) C and D 6) A, B and E 7) F 8) C and F 9) D 10) E



