Hi everybody,

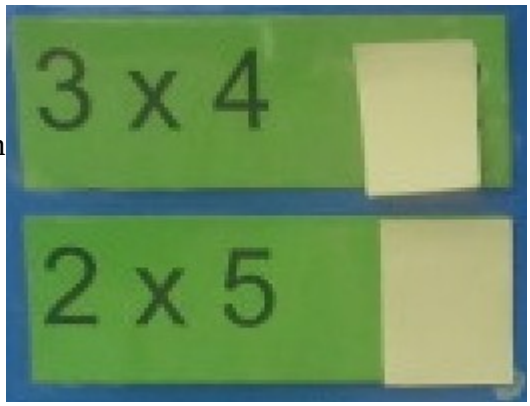
I would love to have a new multiplication activity next school year to teach and train multiplication tables.
This year I used a method which has been giving to me by teachers that work with pupils who get special help. The main principles is the repetition, and learning by heart like you learn a poem, not trying to avoid memorisation because you know that 6*3 is 6*2+6. Therefore multiplications have to be learned in a total randomized way .

You will see this is a really down to earth method but it has been efficient.

1- The real world activity

Week 1– Everyday about 5 minutes per day. We only learned 2 multiplications per week not more.

I showed them these cards :



First with the result, then we repeated 3*4=12, 3*4=12 etc etc 5 times (they can see the result at this time)

Then 2*5 = 10, 2*5=10 5 times again.

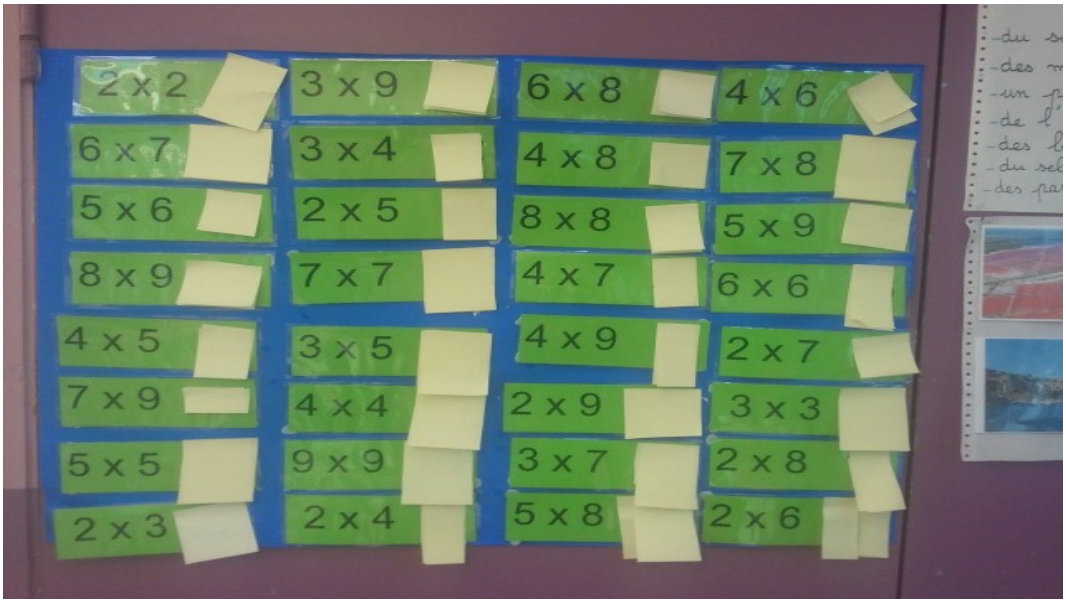
I ask them to concentrate to memorise it. Then pupils used a slate to answer the questions. If any mistake we started from the beginning.

Then I blue tacked these two multiplications on the wall. First week is easy, the whole class has to answer only two questions. But then it becomes cumulative.

Week 2 : Only two multiplications added, learned 5 times each everyday. But then 4 results on the wall.

Week3 : 6 Results etc etc.

Here is the wall after 16 weeks



From week 8

I started to give a quizz every day. I took a photo from the wall, printed it and they had to fill it up. I did it as a competition I wrote everyday who finished first second etc.

The results are really good, more than 3 from 4 of my pupils know their table by hearth, and they are 8 years old.

2- The disadvantages

1st disadvantage

This is a very nice way to learn but it consumes a huge amount of paper. Once you give this quizz every morning you use 12 A4 sheets of paper per day (you put two tables on a sheet), if you have like me 24 child in a class.

2nd disadvantage

Other problem I realised, is that, because I did not move the order on the wall, some pupils learned the position of the answers and not the result of the multiplications. If I was inverting 2*2 and 3*9 they would still say that 3*9 was equal to 4.

3rd disadvantage

Correction : daily correction takes time, while most of the children do not need any correction

2- Gcompris can solve these disadvantages

Gcompris could solve these disadvantages :

- it would spare paper,

- it could shuffle questions every morning

- it does the correction for the teacher or the parents

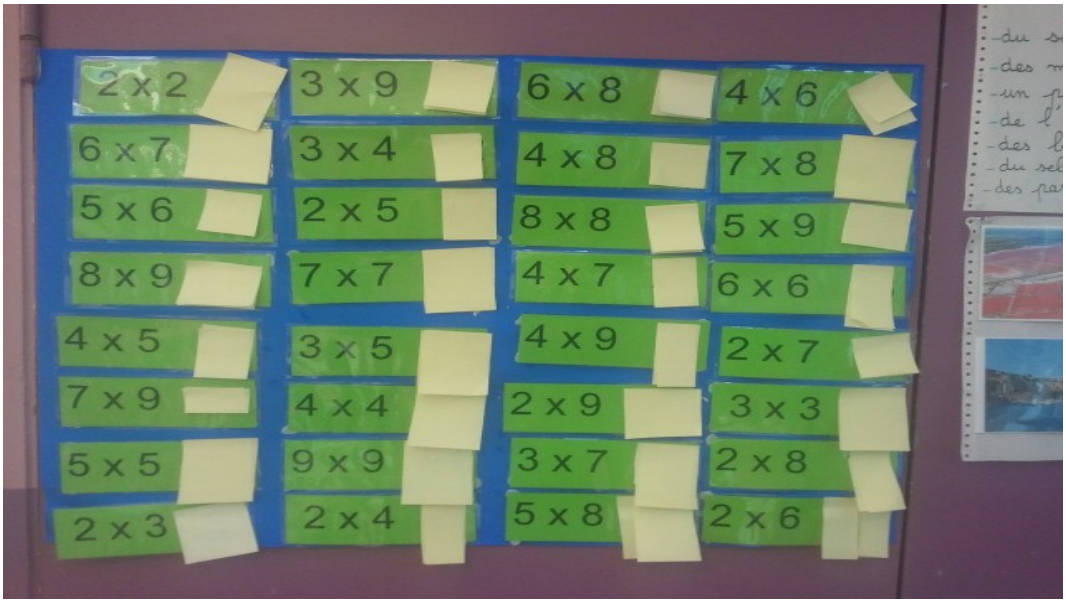
- plus it can be used to train at home.

So I imagined the following activity.

3- The activity I imagine on tablet.

Main window

On the main window, Gcompris would present multiplications like presented on my real wall (



. Players would tap for example on 2*2 this would allow him to enter the result close to 2*2 (represnted by the post it on the wall).

There would be a stopwatch to record how much time the player took to answer all the questions.

It is important to be able to do some ranking, pupils like to play against their previous rank or against their friends. I found that it is a very efficient motivation.

Setting window

The setting windows allows to set which multiplications will be asked.

This could again look like the real wall multiplication (see page 1) and pupils or parents would have to check the multiplications they will work with.

In this example players would only be asked on 2*2, 4*7, 4*5 and 2*8.

4- Log window

A log window could be logging the scores errors and time of each game.

This is really important to know what has to be trained to improve. This is also important to show the progression.