

**WARNING: THIS SYSTEM WILL SERIOUSLY IMPROVE YOUR TABLES!**

# **Information Brochure** **a unique system for learning tables**

created by Graham P. Woodward © Copyright 2011

**380**  
**piece set**

$$\boxed{8} \times \boxed{3} = \boxed{2} \boxed{4}$$

**A High Quality Learning System for**

- Parental use at home with one-to-one
- Small school groups, friends, special needs departments
- Whole class activity for up to 30 children

**Visit our website at [www.ko-box.com](http://www.ko-box.com)**

**Any age 4 years to 94 years**

**Warning: contains small parts. Keep out of reach of children.**

## Introduction

Welcome to 'Know Your'™ Times Tables, and CONGRATULATIONS, you are now in possession of a very important and powerful system to help your children understand and know their tables thoroughly. Here in the U.K. we are 27th in the world numeracy league tables. This embarrassment needs immediate attention – you now have the means to improve this situation.

This unique, high quality system for learning and knowing your tables has been invented and developed by Mr. Graham P. Woodward MBIM.MIIM.MIE.MIG.TechE.FTC.Prod.Des. A private home tutor, author, tutor trainer and local radio broadcaster. He has been privately tutoring school children in the Rossendale Valley in Lancashire for many years. In addition to this he has trained many people nationwide from all walks of life to become private home tutors in their own right.

Graham says "I initially created and devised my unique system (I am loathe to use the word 'game' because of the seriousness of our situation) because as I visit children to tutor them I find more and more that they do not know their times tables very well. I strongly believe that times tables are still the basis for all future maths knowledge as children progress into secondary school and eventually into the workplace".

This system is different to anything else available today for learning tables. It is extremely effective because children respond far better when they can touch, feel, think and participate in something tangible. With this system there is nothing to write down, no computer involved, and no boring singing by rote – just a single card which the child has to carefully place in the correct position. This enables a child to devote all their thoughts and efforts to think only of where the card should be placed, making their recall and remembering much quicker and better than any other conventional method of learning their tables. It is important children see the relationship between numbers, rather than just reciting them. Even though the answers are obviously still the same, the fact that the answer cards are always shuffled ensures the answers present themselves differently every time. This heightens and improves the child's awareness and thinking of where to place a card – ensuring they don't forget.

Graham adds "in my experience of years of one-to-one tutoring children, most have an alarmingly and worryingly short term memory problem, also a short attention span for something that doesn't immediately interest them. This boxed 380 piece system 'Know Your'™ Times Tables, has been specifically developed to be different and to keep children more interested than any other methods. When I visit the many children I tutor and their parents I find that they actually enjoy using my system, and I have had some truly amazing results with children of all ages and abilities. Some parents of dyscalculia's, dyslexic, aspergus and special needs children have become quite emotional at their new found knowledge".

The 'Know your'™ Times Tables system can be used at home with parents or tutors on one to one, at school in small groups, or with a whole class in school. It is ideal for statemented and underachieving children where a slow more intimate approach is better.

Good Luck and ENJOY experiencing the success of your children actually knowing their Times Tables at last!

## Contents

12 Long strips numbered 1X to 12X

$$\boxed{\mathbf{x} \quad =}$$

9 Loose plastic boxes with lids, each containing:-

12 square blue numbered tables cards  
For each table 2 to 10

20/27 sets of square coloured answer cards for each table X2 to X10

5 Blank square spare cards

50 Plastic scoring counters

1 Information Brochure

**INSTRUCTIONS FOR ONE-TO-ONE**

A Parent, Teacher, or Tutor plus 1 Child.

**STEP 1**

Take out 12 long strips and layout in correct sequence on a table or floor (if space is limited) – Ensure that the child is seated facing the strips and adult at the side.

$$1 \times =$$

$$2 \times =$$

$$3 \times =$$

**STEP 2**

Choose which table is to be learnt from x2 to x10, take out the appropriate small plastic box and remove the blue square numbered cards, placing them between the X and = sign on every strip 1x to 12x.

$$1 \times \boxed{4} =$$

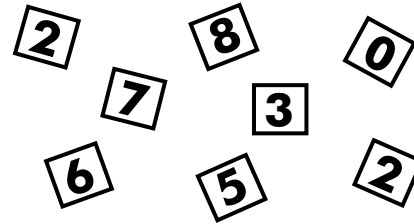
$$2 \times \boxed{4} =$$

$$3 \times \boxed{4} =$$

**STEP 3**

Remove the remaining square coloured answer cards and spread them all out at random face up on the table around the right hand side of the 12 strips.

<b>1</b>	<b>x</b>	<b>4</b>	<b>=</b>	
<b>2</b>	<b>x</b>	<b>4</b>	<b>=</b>	
<b>3</b>	<b>x</b>	<b>4</b>	<b>=</b>	



**STEP 4**

You are now ready to start.

Firstly ask the child if they already know any answers then let them start to place any easy ones in the strip first, bearing in mind that each answer is split into two digits (an inside and an outside number).

If placing an outside number first then allow space for an inside number.

<b>4</b>	<b>x</b>	<b>4</b>	<b>=</b>	<b>1</b>	<b>6</b>
<b>5</b>	<b>x</b>	<b>4</b>	<b>=</b>	<b>2</b>	<b>0</b>
<b>6</b>	<b>x</b>	<b>4</b>	<b>=</b>	<b>2</b>	<b>4</b>

Most children, depending on their age and ability will quickly place 1x, 2x, 10x, 11x and maybe 5x answers first. Insist they put in all the easy numbers first, it doesn't matter what order and leave the harder answers until last, usually 6x, 7x, 8x, 9x and 12x sometimes 3x and 4x can be tricky. The child can then start, with your help and encouragement if they are struggling, to work out the last few by adding or subtracting answers closest.

**STEP 5**

When all the answer cards have been used and are in position double check that they are all correct (answers on inside of box lid if in doubt).

Ask the child to study and memorise the first four strips only i.e. 1x, 2x, 3x and 4x, give them two or three minutes, then take off only these answers and give them a good shuffle. Pace them face down in a pile close to the empty strips and ask the child to pick the top card only, look at it, study it and place it back in its correct position on the appropriate strip. Bear in mind that it maybe an inside or outside number or just a single digit answer.

The child must leave space for an inside number if they pick an outside number first – if they don't this is deemed a wrong answer.

**NOTE**

It is very much up to you whether you intervene and help the child at this stage if they are stuck, it would be better to let them think a little here, timing is important – even if they have to work out the answer again.

Cruel to be kind will help the child to remember eventually!

$$\begin{array}{l} 1 \times 4 = \square \\ 2 \times 4 = 8 \end{array}$$

$$\begin{array}{l} 3 \times 4 = 2 \\ 4 \times 4 = 1 \end{array}$$



Pile of face down answer cards.

Praise them when all answers are completed correctly, then move on to step 6.

IF A CHILD MAKES A MISTAKE – You can do any of these three alternatives:-

- Say nothing at all and wait until the child realises themselves, which they are bound to do sooner or later when the last number won't fit – then let them rearrange the card's on their own so the answers are all correct.
- Stop the child as soon as you realise they have wrongly placed a card, remove it and put it to the bottom of the pack, then ask them to carry on with the next top card ( it's up to you if you tell them why it was wrong and what the correct answer should have been).
- Stop the child as soon as you realise they have wrongly placed a card. Remove ALL previous answers (even though correct), re shuffle them all, place face down and ask them to start again.

### **STEP 6**

Ask the child to now study the next four middle strips only i.e. 5x, 6x, 7x and 8x. Give them 2 or 3 minutes (maybe a little longer as this is the hardest section for any tables) Ask the child if they are ready, then take off only these answers (i.e. eight cards) asking them to concentrate on remembering the answer that belongs to each of these four middle sums. Shuffle them thoroughly, place them in a small pile next to the strips and repeat the procedure as in step 5. Praise them when all the answers are completed correctly then move on to step 7.

### **STEP 7**

Ask the child to now study the last four strips only, i.e. 9x, 10x, 11x and 12x, repeat the two previous procedures in steps 5 and 6.

### **STEP 8**

When the child has now completed all the answers for the whole table in the three sections praise them on how well they have

done so far, give them a short rest to study the whole table – all twelve answers. Encourage them to read across the whole strip i.e.  $6 \times 4 = 24$  not to just remember only the answer.

## **STEP 9**

Ask the child if they are ready or need a little longer and remind them to pay attention to any they found more difficult in the previous steps, then remove ALL the answer cards, asking the child to keep concentrating on remembering the answers. Shuffle all the answer cards well and place face down in a larger pile next to the strips.

## **NOTE**

This is where the system really comes into its own and is quite unique in making the child study and think before picking up and placing the top card from the pile. The child has the more daunting task of starting with a complete blank canvas (before they had adjacent completed sections to help them with their answers). Remind them again to fully concentrate and be careful to recognise an inside and outside number as before. They now have a bigger choice of options on where to place their card. For example there are four different positions for a 2 in the six times table (three outside and one inside) – but there is only one 5.

IF A CHILD MAKES A MISTAKE AT THIS STAGE – You could choose one of the three alternatives as before depending on how the child is progressing with the answers, but rather than let the child struggle you could give some helpful clues and suggestions. For example you could say that the card they are holding is an inside (or outside) one, or that they have three places where the card could go.

Encourage the child to remember the answer positions but give them the time to work them out mentally, as at step 4, by adding or subtracting if they are really stuck.

## **IMPORTANT NOTE**

There are no firm rules to this system. It is vital for the person supervising to have flexibility to suit children of varying abilities



and how they are coping in this step 9. Every child and situation will be slightly different.

As you use this system more, you will, as I have done over the years, know when to interrupt and help them or hold back a little, timing is vital! You will also be surprised and impressed how quickly children become proficient at their tables using this system compared with other methods.

When all the answers are completed correctly praise the child and let them have a short break. Steps 1-9 usually take about an hour.

#### NOTE

If a child is reasonably good at a particular table and already knows most of the answers having partially learnt them in school you could skip steps 3, 4, 5, 6, 7 and 8 and go to step 9, i.e. where all the answers are in one face down, shuffled pile on the table ready for the child to start by picking the top card one at a time.

#### **STEP 10**

After a short break give the child about three or four minutes to have a last look at the whole table with all the answers in place. Again encourage them not just to try and remember the answers in any pattern or sequence but to read right across the strip. Ask them, if they are ready, to turn their back on the tables and face away. Then ask the child to concentrate hard and start to ask them slowly any of the table they have just been doing. Do not ask them in order but as random as possible, maybe starting with the easy ones first (10x, 2x, and 5x) to build their confidence and get a rhythm started. Increase your speed and keep going back every so often to the ones they may have hesitated over, usually 6x, 7x, 8x and 9x, but keep the rhythm going, asking them easy ones in between. If you ask them what is 12x and they hesitate, quickly remind them it is the last one in the table, you will be surprised how quickly they will then remember it! If they are having problems, usually with only a couple, let them turn round briefly to look before you start again. This time increase the speed again at which you ask them until they are perfect. Children will enjoy the fact that you cannot catch them out no matter how random or fast you ask them-so, with a brighter child, ask them 13x? That usually brings them back down to earth and makes them think (but be

careful you could have tears with a more sensitive child).

**STEP 11**

For a last confirmation of their successful learning, if the child is not too tired you could write down the table as below and ask them to see if they could write down the answers in less than one minute-it is important they do them in this order and do not skip any.

$5 \times 6 =$

$3 \times 6 =$

$8 \times 6 =$

$10 \times 6 =$

$1 \times 6 =$

$7 \times 6 =$

$12 \times 6 =$

$9 \times 6 =$

$4 \times 6 =$

$11 \times 6 =$

$2 \times 6 =$

$6 \times 6 =$

If they can do it correctly under a minute they definitely do know their chosen table!

Congratulate and praise them on their hard work and new found knowledge, give them a few days (a week maximum) and repeat steps 9 and 10 you will be pleasantly surprised.

### NOTE

Why not try giving your child a challenge of doing all the tables at once, as done by a whole class in school, see following details.

### **INSTRUCTIONS FOR SMALL GROUPS**

A Parent, teacher, or tutor plus 2 -6 children.

- It is recommended that you use the enclosed plastic counters for 2 or more children (see on page 17).
- Let children help in initial setting out of strips and cards

#### **STEP 1**

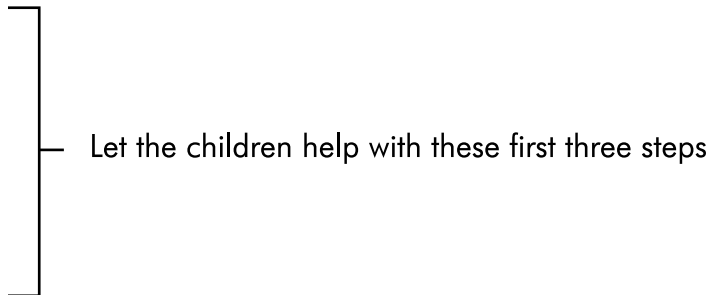
As before for one to one.

#### **STEP 2**

As before for one to one.

#### **STEP 3**

As before for one to one.



**STEP 4**

As before for one to one, but with two or more children let them all participate in initially placing the answers, easy ones first. Encourage them to discuss and help each other to work out the correct position for all the answer cards.

**STEP 5**

As before for one to one, but flip a coin or use a dice to decide which child goes first. Then each child takes turns in taking the top card from the face down shuffled pile. Ensure the other child or children keep quiet and do not help the child who is having their turn. This adds to the excitement and of course the scoring system, which is recommended, making it a little more competitive. If a child makes a mistake at this stage you cannot not say anything as before because a wrong answer will affect the next child's turn. Just tell them they are wrong (before the children do) and place the offending card back in the pack. Re shuffle the cards, the child misses a turn, then continue to the next child until all the answers are correctly placed for this first stage of the first four tables.

**STEP 6**

As before for one to one and above.

**STEP 7**

As before for one to one and above.

**STEP 8**

As before for one to one.

**STEP 9**

As before for one to one but pass the face down shuffled pile around the table so each child can take the top card off for

their turn (no help from the other children).

### NOTE

If a child makes a mistake at this stage you can either ask the other children why it's wrong (they will be dying to tell you anyway) replace the card at the bottom of the pack, miss a turn then carry on with the next child's turn.

### OR

If you are feeling brave and cruel, remove all the answers up to that point, reshuffle and start again, the other children may not be too pleased with the offender, but again cruel to be kind, the counters earned must be given back too, everyone starts all over again.

This is an interesting stage when playing with two or a group of children as the scoring becomes quite competitive, heightening their concentration and enthusiasm. (see on page 17). Why not use sweets instead of counters.

### **STEP 10**

When all the answers are correctly back in position the child with the most counters has won.

### NOTE

As before if some of the group are reasonably good at the table you have chosen then go to step 9. After a short break give the children time to study the whole table with all the answers in place, look at the previous step 10 for one to one but as you turn the children around one at a time, in turn to ask them the tables don't let the other children be tempted to answer for them or help, being quiet will frustrate most children, however the child that goes last will have the added advantage of having longer to look at the answers set out, also of hearing other children's answers being corrected. So maybe the strongest go first and the weakest last?

**STEP 11**

As before for one to one but ensure each child is given a piece of paper to write the table down in order shown previously, then time each child in turn to see who can write the answers down (in set order) in one minute or less. This turns quite competitive as some may find this difficult to do.

However congratulate all the children and encourage them to repeat this step a few times in the forthcoming days.

**NOTE**

Why not try giving the same group of children a challenge by doing two, three, four or more tables at the same time, or our 'ultimate challenge' of doing all the tables at once! As done by a whole class in school (see details next in instructions for a whole class) – you will need to purchase more long strips, see order form.

**INSTRUCTIONS FOR A WHOLE CLASS**

A Teacher, Training Assistant plus 24 to 30 School children.

**STEP 1**

Take out required sets of 12 long strips and layout in correct sequence on table or on the floor if space is limited then repeat with other sets. (you will need to purchase more sets of long strips depending on how many tables you wanted to do at one time, i.e. for the 'ultimate challenge' of doing all tables at once from 2x to 10x you would need another eight sets of strips (12 strips per set).

**NOTE**

It is recommended that the whole class are sat down facing the front. Depending how many tables you were doing at once would determine how much space is needed at the front. It would be better if strips were set out on tables, you would need a few linked together if you decided to do the 'ultimate challenge' of all nine at once!

**STEP 2**

For example doing 2x, 4x and 8x tables (see below) is an excellent idea because it encourages children to understand doubling and halving, which seems to be a problem for most children today. It makes them think of the relationship between the answers of similar tables.

i.e.  $3 \times 2 = 6$ ,  $3 \times 4 = 12$ ,  $3 \times 8 = 24$

**x2**  
answer

<b>1</b>	<b>x</b>	<b>2</b>	<b>=</b>	<b>2</b>	
<b>2</b>	<b>x</b>	<b>2</b>	<b>=</b>	<b>4</b>	
<b>3</b>	<b>x</b>	<b>2</b>	<b>=</b>	<b>6</b>	
<b>4</b>	<b>x</b>	<b>2</b>	<b>=</b>	<b>8</b>	

etc.

**x4**  
answer

<b>1</b>	<b>x</b>	<b>4</b>	<b>=</b>	<b>4</b>	
<b>2</b>	<b>x</b>	<b>4</b>	<b>=</b>	<b>8</b>	
<b>3</b>	<b>x</b>	<b>4</b>	<b>=</b>	<b>1</b>	<b>2</b>
<b>4</b>	<b>x</b>	<b>4</b>	<b>=</b>	<b>1</b>	<b>6</b>

etc.

**x8**  
answer

<b>1</b>	<b>x</b>	<b>8</b>	<b>=</b>	<b>8</b>	
<b>2</b>	<b>x</b>	<b>8</b>	<b>=</b>	<b>1</b>	<b>6</b>
<b>3</b>	<b>x</b>	<b>8</b>	<b>=</b>	<b>2</b>	<b>4</b>
<b>4</b>	<b>x</b>	<b>8</b>	<b>=</b>	<b>3</b>	<b>2</b>

etc.

**STEP 3**

Remove the appropriate plastic boxes for the chosen tables i.e. 2x, 4x and 8x as above and take out all the blue square numbered cards, placing them as before, between the x and = signs on every one of the 12 strips 1x to 12x (as shown above) place the x2, 4x and 8x answer cards at the top of each relevant set of strips to distinguish the colour code of each set of answers to be placed.

**STEP 4**

Mix together and shuffle thoroughly all the answer cards to the 2x, 4x and 8x tables i.e. total of 65 cards.

**STEP 5**

Either place the shuffled pile face down on the tables next to the set out strips OR Deal out the 65 cards between the participating children i.e., if there were 16 children in the class they would get 4 each (1 left over).

**STEP 6**

Ask the children to come up to the front one at a time in turn, in silence getting no help from the other children. They can pick the top card from the pack (or bring one of their cards with them if previously dealt out) They would then place it in the correct position, the correct table would be easily identified because of the colour coding – but they will have to study and think before placing their card correctly as there will be more than one position available.

**NOTE**

This would need supervising by a teacher or classroom assistant stood next to desks/tables at the front of the class. The same scoring system as before using counters could be applied (see scoring suggestions). OR – The first child to make a mistake or take too long to place their card (maybe set a 1 min max time limit to make it more exciting) could have their card confiscated then the person supervising at the front would place it facing upwards on the table for the next child to have the



opportunity to place it correctly as well as their own, scoring more points.

Depending on the class size and time limitations more than three tables could be done at once. Maybe five or six or maybe the 'ultimate challenge' of doing all the tables at once 2's to 10's.

## **STEP 7**

### **'THE ULTIMATE CHALLENGE'**

This could cause a problem setting out 9 lots of strips at the front of the class, they may have to be arranged on the floor with space around them so children could reach them comfortably. There would be a total of 206 answer cards thoroughly shuffled and dealt out between say a class of 25 children. They would have eight cards each and six left over. (any cards left over could be placed on the table face down to be offered as bonus cards) or it may be preferable to have all the cards kept at the top of the class, near the laid out strips, in a couple of piles face down.

#### **NOTE**

This ultimate challenge of completing all the tables by all the class is an excellent idea as it engages the whole class doing the same topic at the same time. Having a scoring system too adds to the competitiveness and excitement. The whole point of operating this system is to ensure the children get to know their tables effectively. Whilst nothing is as successful as doing this on a one to one basis it may be a good idea when the class has finished completing all the answers to go around the class and ask each child a random table to see if they know the answer – or ask them if they can tell you what 56 is the answer to from the correct table.

### **SCORING INSTRUCTIONS**

Use enclosed coloured counters.

When using this system with two or more children (up to six is manageable) this simple scoring system using the coloured

counters makes it more competitive and interesting.

### NOTE

If scoring (as detailed below) with a large class or doing more than one table at a time more counters will be needed or if easier just make a record using a tally chart for each child.

If a child places a card in correct position:-

- Give one counter (ensure card is in proper position on strip an inside or outside digit).

If a child places card in wrong position:-

- Take one counter back (or they start at minus one if they have not yet won any counters).

If a child places card in correct position to complete an answer (places the other half of a two digit number – see below.

- Give two counters.

$$\begin{array}{l} 1 \times 7 = 7 \\ 2 \times 7 = \bullet \\ 3 \times 7 = 2 \bullet \\ 4 \times 7 = 8 \end{array}$$

If a child picked up 1 from the pack on this display from 7x table opposite, they would get one counter only for placing it here on 2 x 7. but get 2 counters for placing it here on 3 x 7.

**NOTE**

This makes the child think even more about the correct answer knowing he could win two counters instead of just one.

The winner is the child with the most counters at the end, when all the answers are correctly placed on the twelve strips to complete the table or tables. Congratulate and praise the child – even reward them with a small chocolate bar or prize.

**DIVISION**

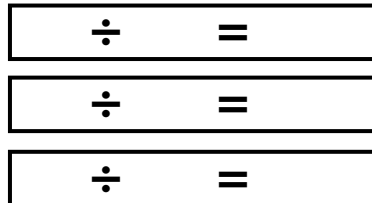
As a child becomes more proficient in knowing their times tables they should be introduced to the concept of division as soon as possible! Realising that multiplying and dividing are related by being the opposite of each other. Add to and enhance the 'know your'™ Times tables boxed set by turning it into a complete dividing system. All you would need are just twelve division strips (as shown below) in order to show your child how similar times and divide are. For only £6.95 (inc 1st class postage and packaging)

**NOTE**

The twelve division strips will fit in the front of your existing box next to times table strips for convenience. The same blue square numbered cards and coloured times table answer cards can be used (as shown below).

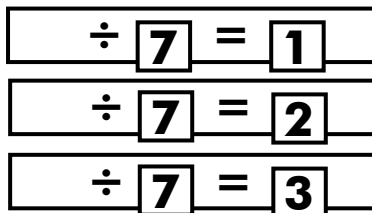
**STEP 1**

Take the 12 long division strips and layout in correct sequence on the table or floor if space is limited (ensure child is facing strips and adult at side)



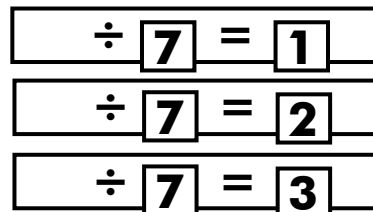
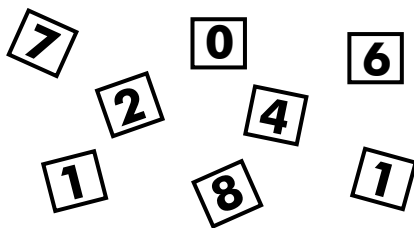
**STEP 2**

Choose which division sums are to be learnt from  $\div 2$  to  $\div 10$ , take out the appropriate small plastic box and remove the blue square numbered cards placing them between the  $\div$  and  $=$  signs on every strip 1 to 12.



**STEP 3**

Remove the remaining square coloured answer cards and spread them all out at random face up on table around left hand side of 12 strips.



**STEP 4**

You are now ready to start: - Follow previously details steps as before for times tables (step 4 to 11).

**NOTE**

In final step 11 the sums could be written down in a similar order to times tables for challenging them to write answers down in one minute.

$$\div 7 = 5$$

$$\div 7 = 3$$

$$\div 7 = 8$$

$$\div 7 = 10$$

$$\div 7 = 1$$

$$\div 7 = 7$$

$$\div 7 = 12$$

$$\div 7 = 9$$

$$\div 7 = 4$$

$$\div 7 = 11$$

$$\div 7 = 2$$

$$\div 7 = 6$$

**TIMES TABLES IN SCHOOLS**

The teaching of times tables varies from school to school but don't assume they do them in numerical order as we may have done.

Below gives you an idea of what your child maybe doing for their age and school year :-

Reception Age, 4/5yrs, Tables not started in most schools

Year 1, Age 5/6yrs, 2x and 10x started in some schools

Year 2, Age 6/7yrs, 5x introduced, 2 and 10x revised

Year 3, Age 7/8yrs, 3x and 4x

Year 4, Age 8/9yrs, 6x and 9x

Year 5, Age 9/10yrs, 7x and 8x

Year 6, Age 10/11yrs, Tables not usually taught, some schools may revise them all.

This is only an approximate guide and should not be taken too rigidly.

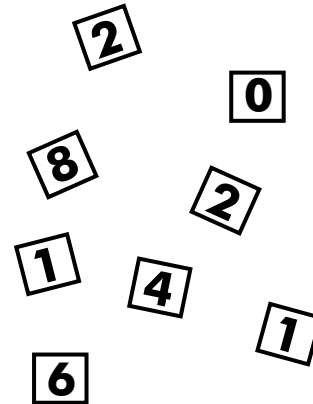
Using the 'know your'<sup>TM</sup> Times Table System, Mr Graham P Woodward has regularly shown with amazing success 6/7yr in years two and three their 8x and 9x tables before they are supposedly old enough, (don't take our word for it read the many testimonials from delighted children and impressed parents and school teachers on pages 28, 29 and 30).

Some schools tend to teach 4x tables after 2x tables and 6x tables after 3x tables to help them understand and become proficient at doubling and halving, which is a good idea. You could use this system in a similar way as detailed in our suggested challenge of doing 2x, 4x and 8x tables in one go.

**TIPS AND SUGGESTIONS**

For younger or slower or less able children, who may be overwhelmed by seeing all 12 strips laid out in front of them, start by setting out the first few or just half the full table. Also have the answers face up on the table so they could take their time in choosing the correct position for an answer card. You could help and encourage them to work out all the answers before letting them try to pick a face down card from the shuffled pile. This makes it less daunting so that a child can understand and remember the answers in smaller bite sized units.

$1 \times 4 =$
$2 \times 4 =$
$3 \times 4 =$
$4 \times 4 =$
$5 \times 4 =$

**NOTE**

This system is ideal for use in a schools, special needs department's for small groups or in a one to one situation.

Encourage your children at home to use the 'know your'™ Times Table System on their own once they know what to do. They will enjoy setting out all the strips and shuffling the answer card themselves. A child will seldom get bored with this method because the answers come out in a different way every time the cards are shuffled. Get them to time themselves, or each other if playing with a brother, sister or friend to see who is the quickest. If your child begins to remember the answer too easily and quickly (which is excellent and the whole point of using the system anyway!) why not challenge them even further by mixing up all the strips first and placing them in the order shown below :-

$$5 \times 7 =$$

$$3 \times 7 =$$

$$8 \times 7 =$$

$$10 \times 7 =$$

$$1 \times 7 =$$

$$7 \times 7 =$$

$$12 \times 7 =$$

$$9 \times 7 =$$

$$4 \times 7 =$$

$$11 \times 7 =$$

$$2 \times 7 =$$

$$6 \times 7 =$$

Now shuffle thoroughly all the answers for the chosen table, place face down as before, and take the top card to place in the correct position.

It is impossible for a child to remember all the answers in their normal sequence. This not only makes it more challenging and interesting but it enforces and improves their memory for what they are seeing and subconsciously learning – ensuring they don't easily forget.

Now for a very different variation which will need adult help and participation – in fact a challenge for all the family! You will need at least another set of twelve strips maybe two or three.



**STEP 1**

Decide on any 2 tables  
try 2x and 3x first.  
Lay out two sets of  
strips as shown here.

<b>5 x</b>	<b>=</b>
<b>3 x</b>	<b>=</b>
<b>8 x</b>	<b>=</b>
<b>10x</b>	<b>=</b>
<b>1 x</b>	<b>=</b>
<b>7 x</b>	<b>=</b>
<b>12 x</b>	<b>=</b>
<b>9 x</b>	<b>=</b>
<b>4 x</b>	<b>=</b>
<b>11 x</b>	<b>=</b>
<b>2 x</b>	<b>=</b>
<b>6 x</b>	<b>=</b>

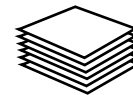


Place here to remind  
you of colour.

<b>1 x</b>	<b>=</b>
<b>2 x</b>	<b>=</b>
<b>3 x</b>	<b>=</b>
<b>4 x</b>	<b>=</b>
<b>5 x</b>	<b>=</b>
<b>6 x</b>	<b>=</b>
<b>7 x</b>	<b>=</b>
<b>8 x</b>	<b>=</b>
<b>9 x</b>	<b>=</b>
<b>10 x</b>	<b>=</b>
<b>11 x</b>	<b>=</b>
<b>12 x</b>	<b>=</b>



Pile of  
blue number  
cards.



Pile of  
coloured  
answer cards.

**STEP 2**

Take out the 12 blue (x2) number cards and the 12 blue (x3) number cards, mix them together and shuffle, then place face down in one pile between strips. Repeat with x2 answers and x3 answers shuffling them together and placing the pile face down as shown above, place the x2 and x3 answer cards to remind you of colour.

**STEP 3**

The first person (2 to 6 could comfortably participate) takes ONE card from the left hand blue numbered pile and TWO cards from the right hand coloured answer pile. They now place their three cards wherever they wish on either of the two sets of strips, obviously the one blue card must go between the x sign and the = sign as before and the other two cards depending on their colour need to be placed in the space for answers (again bearing in mind there are inside and outside numbers).

**STEP 4**

The next person also takes ONE card from the left hand pile and TWO cards from the right hand pile, they too can place their cards wherever they wish – even matching or completing a full answer depending on their chosen cards.

**STEP 5**

This variation becomes increasingly difficult as it progresses because the options to place your cards are more limited. The two sets of answers are different colours which are helpful but if you place an answer which is coloured black on a strip you must place a blue 2 on the same strip and not a blue 3. Visa versa if you have a blue 3 in position you know the answer cards must be red in colour.

**NOTE**

You could use a simplified scoring system by awarding one counter for the person who completes a full answer i.e.  $8 \times 3 = 24$ . Try this variation with three, four or more times tables if you are feeling brave!

**A PERSONAL LAST WORD**

From the inventor  
Mr. Graham P. Woodward

As a busy Private Home Tutor visiting many children each week I am, like you, becoming more worried about their underachievement in numeracy. I know that you will find this 'Know your'™ Times Tables system an enormous help in giving your child confidence and ability in knowing their tables – and therefore improving their maths generally.

You will soon realise after using and experiencing this unique system that it has been very carefully thought out and developed. It involves many connotations and endless variations for you to use to get the best from each child, depending on their ability and speed of learning.

Thank you for purchasing this times tables system, I hope you are enjoying using it; however if you have any questions regarding the system please do not hesitate to contact me personally.

If you wish to find out about any other systems in the 'know your'™ series for numeracy please contact us for details.

Do you fancy becoming a Private Home Tutor yourself? Spend two days with Graham P. Woodward to be personally trained and supplied with everything you need to make an immediate start in a very worthwhile and much in demand new career.

Visit [www.gpwtutoring.co.uk](http://www.gpwtutoring.co.uk) for full details.

## **Testimonials**

Since being introduced to the multiplication game, children in my class have used it both individually and in small groups. The most important feature is that the game is fun to play and children engage with it easily. There are various ways in which it can be used to enhance the children's understanding of their multiplication tables, and within just a few short sessions of the game being used by children of varying abilities, it was noticeable that they had shown a marked improvement in reciting and understanding their multiplication tables. This in turn has helped them greatly in other areas of numeracy. Simple, fun and amazingly effective.

**Andrew Seddon B.Ed(Hons) (Year 6 teacher, numeracy co-ordinator)**

This game is a fantastic, unique and fun way for children to learn their times tables. My son loves playing board games, but with this he is learning at the same time. I would highly recommend it to all parents.

**Mrs. Suthers - Mum**

"Wow", I just had to put it down in writing how unbelievable the new 'Know Your'™ Times Tables game/learning aid is. My son Cole took to this simple but effective system within one hour of opening the box and enjoyed it so much that he would even play it with his friends when they came around to play. I had never seen this system before, and was amazed at how different it was to anything else I had tried in an effort to help Cole along with his times tables. This system is fantastic and really helped with his school tables tests. I would wholeheartedly recommend this to children of all ages and abilities, it really is a revelation.

**Mr. Sean Travers - Father**

Such a simple but effective activity to teach children their times tables. My son Alexander, aged 9 years, thought that it was a fun way to learn.

**Sue Hicks - Mum and Special Support Assistant**

I hadn't seen anything else like it as a learning aid and a game. My son Adam enjoyed the two dimensional numbers that took multiplication sums off the page and brought them to life. He soon picked up the concept of matching missing numbers into sums. His younger sister Georgia saw the 'game' and wanted to try it herself. They both enjoyed it so much they had no idea they were revising their times tables, they were simply having fun.

**Mrs. L. Houldershaw - Mother**

## **Testimonials**

I love playing with this game and it has taught me all my times tables. This is a shame in some ways because I really liked learning them this way because it's fun!

**Alice Hopkinson - age 11**

I would just like to say how much I enjoy using 'Know Your'™ Times Tables. I was finding learning my tables really hard but this made it fun!!! It has really helped me with my schoolwork and my maths has really improved. Thank you.

**Lilli-Ella Kelleher - age 10**

Quick results from Jordan my 7 year old son. He thinks he's just playing a card game, but doing it the 'Know Your'™ way he is actually knowing and retaining his tables before any of his friends - amazing!!

**Brad McShean - Father**

Unbelievably effective system. Isabelle loves to do her tables this way instead of boring charts, writing them down or even singing them out! It even gets her off the computer! Thank you Mr. Woodward.

**Mrs. L. Tomlinson - Mum**

I bought 'Know Your'™ Times Tables for my daughters Holly, Zoe and Hayley who have had problems learning their times tables, since buying this product their knowledge of times tables has improved no end, within a couple of hours they could rhyme off most of their tables. Even their teachers have noticed the improvement in their knowledge and confidence when it comes to their times tables. This is a very simple 'game', but very effective. Fantastic!

**Mrs. Paula Kenyon - Mother**

I found your times table box set unbelievable, my daughter Megan learnt her 7 times tables in less than 1 hour, but most of all she really enjoyed doing them. I was absolutely mesmerised how the system works, in my opinion this box set should be used in all primary schools.

**John McTernan - Father**

## **Testimonials**

I would just like to say what an excellent, simple, but effective way to learn your times tables! My daughter Lilli was having difficulty learning her tables and I was amazed at the improvement after just a few weeks. One major plus point was how much she enjoyed using the system, it makes learning fun!! I would definitely recommend it and can't wait for the other titles.

### **Justine Kelleher - Chairperson - PTA**

Amazing! Hannah has Asperger's Syndrome and has struggled for years with her times tables. What a touching moment when after only 1 hour she had mastered her 7 times tables, all the others soon followed! A fantastic, unique system. Highly recommended!!

### **Karen Lawrence - Mum**

My daughter has loved learning her tables this way. It's really visual and there are numerous ways to use it to teach and test times tables. It makes a change from tapes and posters and has helped my child see the patterns and understand how you can use tables for division and missing number type of maths. She knows all her tables really well, and has retained them quickly and easily. It's a really clever system but easy to use. Great for visual learners especially.

### **Miriam Hopkinson - Teacher of the Deaf**

This fantastic and unique system of times tables has helped my 10 year old son, Jack, immensely with his school tables tests. It made the task enjoyable and fun whilst instilling a sense of confidence in self. The simple, yet effective method of this system allowed him to master his tables within the hour. Incredible!!!

### **Gill Callaghan - Mum**

**Visit our website at [www.ko-box.com](http://www.ko-box.com)**

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