

Military Multiplication

Purpose

Students will write words to a military cadence to demonstrate mastery of the multiplication tables for numbers between 1 and 10.

Materials

For the teacher: overhead projector, overhead markers, transparency of Black Line Master (BLM) *Multiplication Table*, set of multiplication fact flash cards

For each student: copy of BLM *Multiplication Table*, four 6" × 8" pieces of drawing paper, crayons or markers, pencils

Activity

A. Introduction

1. Show students the overhead transparency of the BLM *Multiplication Table*. Tell them they will be looking at some ways to learn the facts more easily.
2. Ask: "Which multiplication facts on the table do you think are easiest?" [1s, 2s, 5s, and 10s.] Circle each of these columns and rows with a different colored overhead marker.
3. Say: "Let's look at the 9s column. What do you notice?" Talk about the patterns in the 9s column (number in ones column decreases by 1, the number in tens column increases by 1, the digits added together equal 9). Circle the 9s column and row.
4. Look next at the 3s and 6s. Look for patterns (digits added together will be divisible by 3). Circle the 3s and 6s columns and rows.
5. Look at the 4s facts and discuss observations (4s are double 2s, end in even numbers, etc.) Circle 4s rows and columns.
6. Look at the facts that have not been circled: $7 \times 7 = 49$, $7 \times 8 = 56$, $8 \times 8 = 64$. Tell students these are three of the most difficult to memorize, so they will need to work at them.

B. Student Activity

1. Tell students that they are going to work as a class to make a book to help learn the multiplication facts. Each page of the book will be a stanza using a basic military cadence melody.

(continued)



INCORPORATING **TECHNOLOGY**

Have students use online interactive programs, such as Mr. Taylor's Multiplication Facts Drill, www.schools.pinellas.k12.fl.us, to practice multiplication facts.



MEETING INDIVIDUAL **NEEDS**

For students who are having difficulty, make copies of pages from the Military Multiplication book so that students can use for extra practice in learning the multiplication facts.

Standards Links
4.2.2, 4.2.5, 4.2.6, 4.3.7

Activity (continued)

2. Write some examples on the overhead (e.g., $9 \times 7 = 63$, a fast squirrel climbs up a tree; $6 \times 6 = 36$, I have to get my bicycle fixed; $8 \times 8 = 64$, my mother just shut the door; $2 \times 4 = 8$, I wish I knew the date).
3. Hand out flash cards to students, giving each student some easy and some more difficult facts.
4. Instruct students to make up a rhyming stanza for the facts they have to include in the *Military Multiplication* book. They should copy each stanza on a piece of drawing paper and make an illustration.


C. Follow-Up Activity

1. Have students present each of their facts to the class.
2. Staple the illustrations together to make a *Military Multiplication* book.
3. Students can use the stanzas they have created to practice sets of facts.

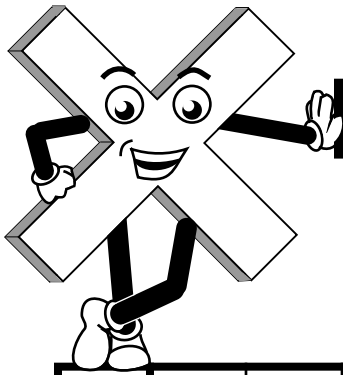
Questions for Review

Basic Concepts

After students have had an opportunity to memorize the multiplication facts, use the following activity to gauge their understanding of the indicators:

-  Give a series of timed tests to assess their mastery of this skill.
-

Name: _____



Multiplication Table

×	0	1	2	3	4	5	6	7	8	9	10
0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10
2	0	2	4	6	8	10	12	14	16	18	20
3	0	3	6	9	12	15	18	21	24	27	30
4	0	4	8	12	16	20	24	28	32	36	40
5	0	5	10	15	20	25	30	35	40	45	50
6	0	6	12	18	24	30	36	42	48	54	60
7	0	7	14	21	28	35	42	49	56	63	70
8	0	8	16	24	32	40	48	56	64	72	80
9	0	9	18	27	36	45	54	63	72	81	90
10	0	10	20	30	40	50	60	70	80	90	100

Multiplication Table

Teacher Directions

Use this BLM in the activity to help students learn their multiplication tables.

Answer Key

Not applicable.