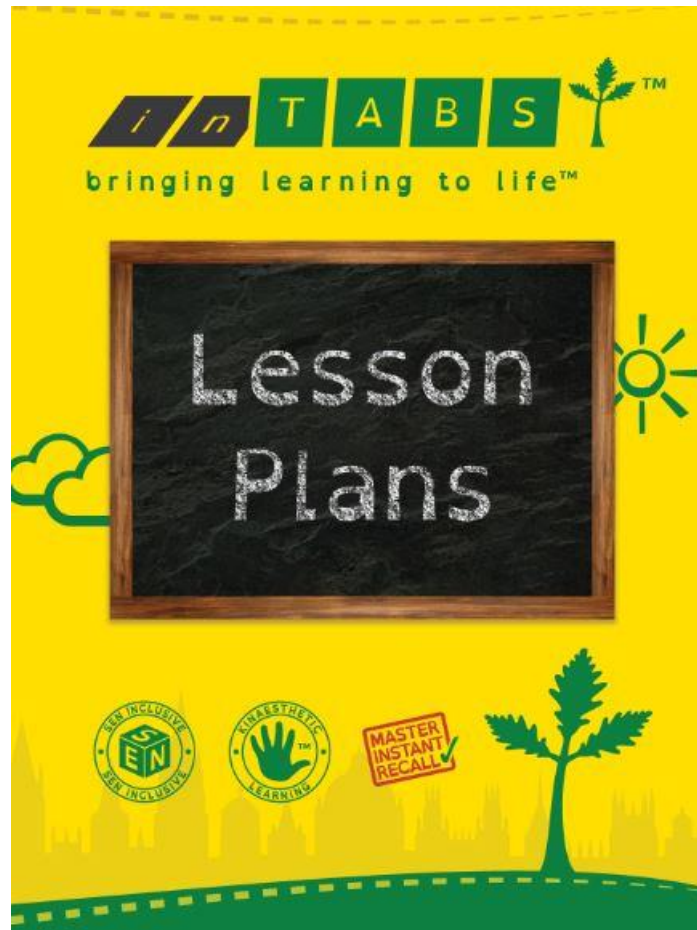


“To acquire behaviour, the student must engage in behaviour...learning by doing.” (B.F. Skinner, psychologist)



inTABS™ ‘brings learning to life’ for instant mastery that lasts a life-time.

inTABS™ in the classroom:

1. If the class is working on a particular times table to learn e.g. their sevens: give the pupils time to study the 7x table by opening and closing the x7 table grid tabs.
2. Ask the pupils now to close all the tabs on the 7x grid.
3. The teacher instructs the pupils that they will now read a series of answers from the x7 grid and the pupils are to identify and leave open the tab with that equation which results in that answer e.g. if the teacher says 42, pupils are to correctly identify and leave open the 7x6 tab; for 63 the 7x9 tab and so on.
4. The teacher can go around checking that the pupils have left open the correct tab before moving on to the next one.
5. This method can also be used to test how quickly the pupils can open the correct tab and maybe offer rewards/incentives for who can do it the fastest.
6. This method should be used to progress through each of the times tables grids and once they have completed that, the pupils can be tested on random answers and they have to open all the tabs that result in that answer e.g. for 12 they would have to identify and leave open the followings tabs: 1x12, 2x6, 3x4, 4x3, 6x2 and 12x1 and so on.

inTABS™ One-to-One study (in classrooms or homes):

These are the step by step activities we suggest to teach the times tables using inTABS in tutoring & classroom settings - these will suit Tutors, Learning Support Staff, and Parents in 1 on 1 situations, and could be adapted to pair work, or the 'buddy' system in the classroom.

The inTABS book is really useful to teach number patterns, and order, as a stepping stone to learn the tables off by heart.

Let's say you want to teach a seven-year-old the six times table number pattern.

Step 1

- The teacher would start with the child putting their finger on 1 x 6, and saying 6, then they move their finger to 2 x 6, and say 12, move to 3 x 6 and say 18, and so on. If they get stuck and can't figure the next number in the pattern (say 8 x 6), they can lift the tab, recite 48, and then move to the next number in the sequence.
- The whole idea of this activity is to instil counting by six. When they can do it perfectly, in a confident and speedy manner, then you would reverse the activity.
- Start with the finger on 12 x 6, child says 72, move back to 11 x 6, child says 66, and so on only lifting a tab if stuck. When the child can count backwards and forwards by six confidently and consistently, then you would take the next step and teach the 6 times tables.

Step 2

- To teach the six times table, again ask the child to place a finger on 1 x 6 and recite "one times six equals 6", move finger to 2 x 6, and recite "two times six equals 12", and so on- if step 1 has been done correctly, we doubt many kids will need to lift a tab to find an answer.

Once step 1 is entrenched, the transition to step 2 will be easy for most kids. We recommend doing this step forwards and backwards until the child can do it perfectly.

Step 3

- This step transitions from kinesthetic engagement to recall. Now the tutor or teacher, does the pointing on the inTABS book, first as in step 1, and when that is perfect, repeat step 2.

Step 4

- The transition from using pattern and order, to instant recall of the times tables continues. You as the teacher stick with the six times table and you do the pointing in the inTABS book. We suggest starting off pointing to every second table in order and asking the student to recite the answer... eg point to 2 x 6, child says 12, point to 4 x 6, child says 24 and so on.
- Repeat with the 'odd' times tables 1 x 6, 3 x 6 etc. Then do them backwards. Then do them at random until the child knows them off by heart and doesn't need to lift tabs to find an answer.

Step 5

- A fun adaption to step 4 would be to reverse roles- the kids will love taking control here and doing the pointing while the tutor/teacher recites the answers. You can even ask the student to correct you if you decide to have a bit of fun and throw in the odd incorrect answer- if they're not sure if your answer is correct, they lift the tab to see.

Step 6

- In this step you ask the child to link numbers back to the times table we are learning. If it's the six times table, the tutor/teacher will say, "30, how many sixes?" and the child should point to the correct tab in the inTABS book and lift the tab to check they are correct in pointing to 5 x 6...and so on.
- To add a bit of fun to this activity, you would ask the child to keep tally of their correct answers- they must have 10 correct answers in a row before you stop the activity. If they get an answer wrong, you start from scratch again until they get 10 in a row correct. A slight variation might be saying, "30 divided by 6 is?" Child points to 5 x 6 and checks to make sure 30 is under the tab.

inTABS™ Games to practice/consolidate recall of the times table:

- The tutor or student rolls two twelve-sided dice- let's say we roll a 6 and a 10. The student writes their answer in their book and then corrects their answer by checking under the 6 x 10 tabs. This same activity can use an app called 'Let's Decide' which is basically a roulette/spinning wheel that a teacher/tutor can create to suit a particular times table or all 144 times tables or whatever. You spin the wheel and answer the times table that the wheel lands on- student writes their answer, checks it using inTABS and spins again.
- A variation of game 1 would be to introduce a point scoring system using the unique shape coding feature of inTABS (the most recurring answers are shape coded: hexagon, diamond and circle) e.g. any answers that are a green square (non-most recurring answers) score 1 point, any answers that are a hexagon (24) score 2 points, any answers that are a circle (36) score 3 points and any answers that score a diamond (24) scores 4 points. Student keeps a progress tally of total points scored i.e. add points for correct answers and deduct points for incorrect answers. The game finishes when the student reaches 100 points.

inTABS™ Drills for the classroom and home:

The following methods can be used individually or in pairs/groups in the classroom or home setting with children:

'Matching pairs' method:

1. A fun exercise to teach symmetry: when a child is learning a particular table e.g their x3 table, every time they open a tab on that grid, ask them to find the matching pair (i.e. the inverse) eg. 3x4 will have a symmetrical matching pair in 4x3. Children will tangibly grasp that matching pairs result in the same answer (whilst learning another table simultaneously) to familiarise themselves with the times table, backwards and forwards.

'Find all the 12's' method:

1. Ask the child to lift all the tabs on the book to the equations that equal 12 on the book (1x12, 12x1, 2x6, 6x2, 3x4, 4x3).
2. Retest them at intervals after inTABS is used for learning (eg. weekly) to monitor how quickly they can perform the same task.
3. This method can be used in the same way for 'Find all the 24's' or 'Find all the 36's' as next levels of monitoring and/or for more advanced learners.

'Single table' method:

1. If the child is focusing on a particular table for learning e.g. their x3 table: work on learning that entire set until they have gained instant recall before moving on to the next table.
2. Alternatively, open every other tab (1st,3rd,5th etc) on one particular table they are learning so children can start to anticipate the answers of the closed tabs and then alternate (2nd,4th,6th etc) until they have mastered recall of that table.
3. Once a table is mastered, move on to the next one until they have gained mastery of the whole times tables.

'Ever Diminishing Tabs' method:

1. Open all the tabs on the times table that you children have not gained instant recall of as an overview of what needs to be worked on.
2. Periodically repeat this exercise as a positive reinforcement of progress: the more they have learned, the less tabs remain open until none are open as they gain mastery of the whole times table.

'Randomised equations' method:

1. Ask the child on a number of randomised equations from anywhere on the whole times table grid to both test their instant recall and maintain it.
2. This method is suitable for more advanced learners as well as advancing learners after extended periods of use with the inTABS book.

inTABS™ fun games for younger children to relate multiplication to real world:

1. Question for the Children:

If you give 3 carrots to each of the Bunnies, how many carrots will you need?



Find the Answer in the InTabs Multiplication Book:

3 Carrots x 4 Bunnies = How many Carrots ____?

$3 \times 4 = \underline{\quad}$

Find the answers in the inTabs Multiplication Book:

$3 \times 4 =$

$4 \times 3 =$

$2 \times 6 =$

$6 \times 2 =$

Game to Play:

There's more 12's time tables answers in the book, see if you can find them!

How many total _12_ times tables answers did you find? _____

2. Question for the Children:

If you give 5 Soccer Balls to each of the Boys, how many Soccer Balls will you need?



Find the Answer in the InTabs Multiplication Book:

5 Balls x 3 Boys = How many Balls _____?

3 x 5 = _____

Find the answers in the inTabs Multiplication Book:

3 x 5 =

5 x 3 =

Game to Play:

There's more 15's time tables answers in the book, see if you can find them!

How many total _15_ times tables answers did you find? _____

3. Question for the Children:

If you load 9 Santa's in each truck, how many Santa's will you have loaded?



Find the Answer in the InTabs Multiplication Book:

9 Santa's x 2 Trucks = How many Santa's ____?

$9 \times 2 = \underline{\quad}$

Find the answers in the inTabs Multiplication Book:

$2 \times 9 =$

$9 \times 2 =$

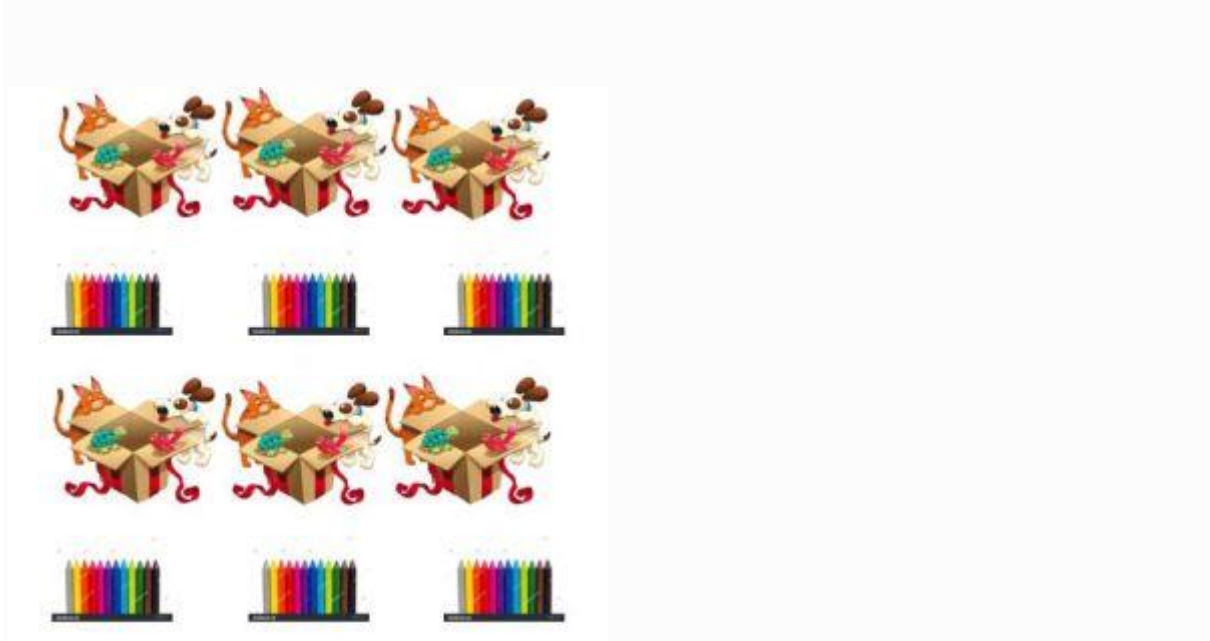
Game to Play:

There's more 18's time tables answers in the book, see if you can find them!

How many total _18_ times tables answers did you find? _____

4. Question for the Children:

If you were going to put 12 Crayon's in each of the 6 Boxes, how many Crayon's would you need?



Find the Answer in the InTabs Multiplication Book:

12 Crayon's x 6 Boxes = How many Crayon's _____?

$12 \times 6 = \underline{\quad}$

Find the answers in the inTabs Multiplication Book:

$6 \times 12 =$

$12 \times 6 =$

Game to Play:

There's more 72's time tables answers in the book, see if you can find them!

How many total _72_ times tables answers did you find? _____

5. **Question for the Children:**

If you saved \$10 each month, how much money would you have saved in 6 months? _____



Find the Answer in the InTabs Multiplication Book:

10 Dollars x 6 Months = How many Dollars Saved _____?

$10 \times 6 = \underline{\quad}$

Find the answers in the inTabs Multiplication Book:

$10 \times 6 =$

$6 \times 10 =$

Game to Play:

There's more 60's time tables answers in the book, see if you can find them!

How many total _60_ times tables answers did you find? _____

inTABS™ and money: helping young children to relate multiplication with money and saving:

1. How much money can boys and girls save each week if they are paid \$1.00 each day for doing all their chores?



Find the Answer in the InTabs Multiplication Book:

There are (7) days in each week:

If you are paid \$1.00 each day for doing your chores, how much money will you have saved at the end of each week?

Find the correct times table in the inTabs Multiplication Book:

$\$1.00 \times 7 \text{ Days} = \text{How much money saved: } \$ \underline{\$7}$

$1 \times 7 = \underline{\quad}$

$7 \times 1 = \underline{\quad}$

How much money would you have saved in 4-weeks? $\underline{\$28}$

$4 \text{ weeks} \times \$7 = \underline{\quad}$

$4 \times 7 = \underline{\quad}$

Practice all the 7's time tables with the inTABS Book:

$1 \times 7, 2 \times 7, 3 \times 7, 4 \times 7,$ and so on...

2. How much money can boys and girls save if they are paid \$2.00 each time they carry out the trash?



Find the Answer in the InTabs Multiplication Book:

If you carry out the trash 4 days during the month how much money will you have earned at the end of the month?

$\$2.00 \times 4 \text{ Days} = \text{How much money saved: } \8

$$2 \times 4 = \underline{\quad}$$

$$4 \times 2 = \underline{\quad}$$

How much money would you have saved in 4-months? $\$32$

$$4 \text{ months} \times \$8 = \$32$$

$$4 \times 8 = \underline{\quad}$$

$$8 \times 4 = \underline{\quad}$$

Practice the 8's times tables with the inTABS Book:

$1 \times 8, 2 \times 8, 3 \times 8, 4 \times 8,$ and so on...

3. How much money can boys and girls save if they are paid \$3.00 each time they help washing the dishes and cleaning the kitchen?



Find the Answer in the inTABS Multiplication Book:

If you wash dishes and clean the kitchen 5 days during the month how much money will you have earned at the end of the month?

$\$3.00 \times 5 \text{ Days} = \text{How much money saved: } \15

$$3 \times 5 = \underline{\quad}$$

$$5 \times 3 = \underline{\quad}$$

How much money would you have saved in 4-months? $\$32$

$4 \text{ weeks} \times \$8 \text{ per week} = \32

$$4 \times 8 = \underline{\quad}$$

$$8 \times 4 = \underline{\quad}$$

Practice the 8's -times tables with the inTABS Book:

$1 \times 8, 2 \times 8, 3 \times 8, 4 \times 8,$ and so on...

4. How much money can boys and girls save if they are paid \$4.00 each time they make their bed and clean up their bedroom?



Find the Answer in the inTABS Multiplication Book:

If you make your bed and clean your room 5 days per week how much money will you have earned during the week?

$\$4.00 \times 5 \text{ Days} = \text{How much money saved: } \20

$$4 \times 5 = \underline{\quad}$$

$$5 \times 4 = \underline{\quad}$$

How much money would you have saved in 4-weeks? \$80

$4 \text{ weeks} \times \$20 \text{ per week} = \80

$$4 \times 20 = \underline{\quad}$$

$$20 \times 4 = \underline{\quad}$$

Practice the 5's -times tables with the inTABS Book:

1 x 5, 2 x 5, 3 x 5, 4 x 5, and so on...

5. How much money can boys and girls save if they are paid \$10.00 per week to walk the dog, give the dog a bath, and feed the dog each week?



Find the Answer in the inTABS Multiplication Book:

If you care for the dog as agreed how much money will you have earned in 10 weeks?

\$10.00 x 10 weeks = How much money saved: \$100

10 x 10 = ____

How much money would you have saved in 52-weeks? \$520

52 weeks x \$10 per week = \$520

10 x 52 = ____

52 x 10 = ____

Practice the 10's -times tables with the inTABS Book:

1 x 10, 2 x 10, 3 x 10, 4 x 10, and so on...



6. How much money can boys and girls earn if they sell 5 cups of lemonade each hour for 5 hours at \$0.50 per cup?



Find the Answer in the inTABS Multiplication Book:

5 cups x 5 hours = How many cups? 25 cups

How much money would you earn in 5-hours?

25 cups x \$0.50 per cup = \$12.50

How much money would you have earned in 10 hours? \$125

10 hours x \$12.50 = \$125

Practice the 12's -times tables with the inTABS Book:

1 x 12, 2 x 12, 3 x 12, 4 x 12, and so on...

