Some educators think that teachers should teach for understanding of multiplication rather than for speed. In our opinion, children should have an understanding of multiplication and should develop speed. With our advanced third graders in a title I school, therefore, we have been using games instead of worksheets or timed tests after the children have developed the logic of multiplication. The results have been encouraging. Toward the end of the school year, when the children had played multiplication games for several months, we gave a summative-evaluation test consisting of one hundred multiplication problems to finish in ten minutes. Every child in the class except one (who made two errors) wrote one hundred correct answers within the time limit. This article describes some of the games we used, how we modified commercially made games, and what we learned by using them. Seven games are described under three headings: a game involving one multiplication table at a time, games involving many multiplication tables and small but increasing factors, and games requiring speed.

Classification: U62 F32

Keywords: primary education; arithmetic; grade 3; multiplication; educational games; tables; factors; student activities; motivation; experience reports

http://www.jstor.org/stable/41198106