

ACTIVITY IA7.7: The Multiples Games

Intended learning: To develop facility with a family of multiplication facts.

Instructional mode: Shorter, rehearsal mode for pairs.

① **Materials:** 0–9 Spinner, game board, and two kinds of markers (dried beans, bingo chips, etc.).

Description: Each game board focuses on the multiples of one factor in the range of 2 to 10. The player spins the spinner and then multiplies the spun number by the focus factor of the game board. (See Figure 7.19 for the *multiples of 6* sample.) Players alternate spinning the spinner and covering the resulting product until one player has three markers in a row, horizontally, vertically or diagonally. If the product resulting from the spin is no longer available, the player may spin again.

Multiples of 6				
24	36	48	18	30
54	0	12	36	42
48	24	30	54	18
36	54	6	42	24
18	42	48	30	12

How to play: (Use a 0–9 spinner or number generator.)
1. Multiply the number you roll or spin by 6. Use a marker to cover that number.
2. The winner is the player who covers 3 in a row.

Figure 7.19 Multiples of 6 game board

Responses, variations and extensions:

- These games are most effective with students who have a concept of multiplication as repeated addition.
- Students may use materials to calculate the facts as needed.
- Students should be cautioned not to guess; rather, they should use strategies to determine the products. Inaccurate guesses can imprint the incorrect fact leading to further difficulty.
- For an extension, encourage students to select strategically the product if it is available in more than one location. Moves may either advance a player's own cause or block the opponent from achieving three in a row.
- To encourage students to use the inverse relationship, ask *What would you need to spin in order to win the game?*
- 'Perfect Squares' is a variation in which the student squares the spun number.