
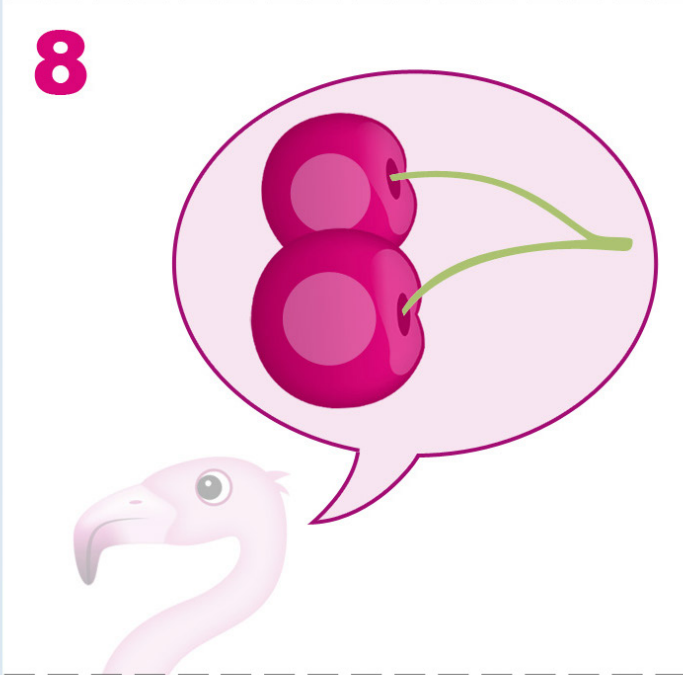
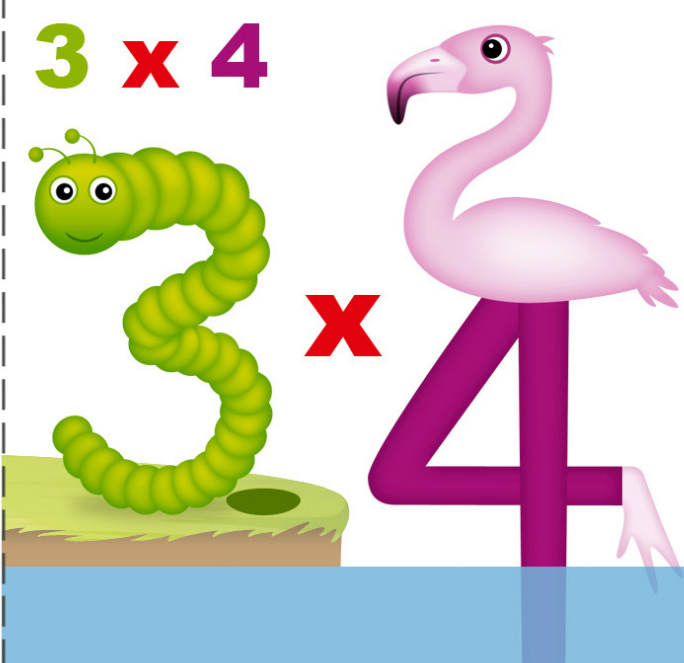
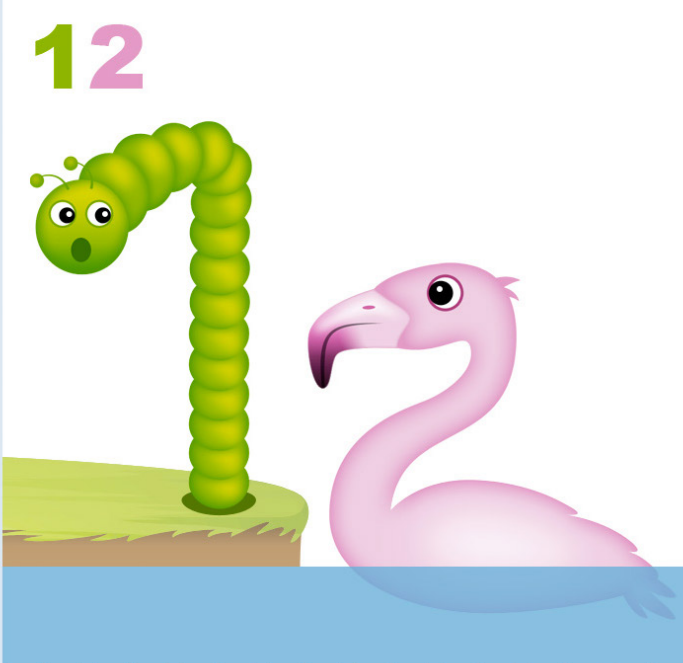


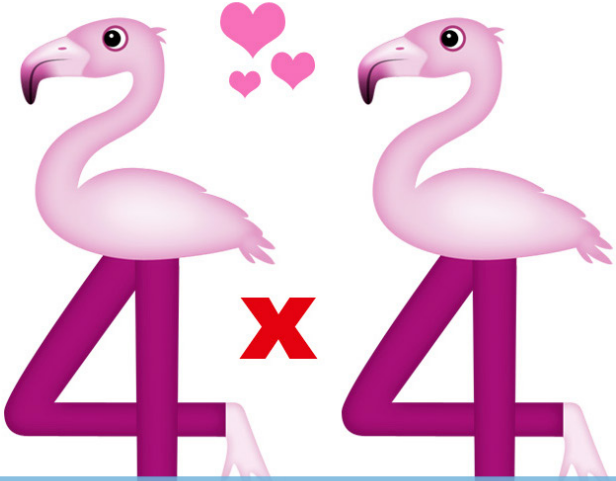
This document contains the Flash cards to print and cut out, a story for each multiplication and the RiverTimes memorization Method.

At this stage of learning, your child should know his/her 2 and 3 times tables. To find the answer to multiplications lower than 4×4 (for example 4×2), he/she must simply reverse the order of the numbers (2×4) to retrieve the answer he/she already learned in his/her 2 times table. This avoids having to memorize 2 different cards for the same multiplication.

$4 \times 2 = 2 \times 4$ (2 times table) $4 \times 3 = 3 \times 4$ (3 times table)

<p>2 x 4</p>  <p>8</p> 	<p>3 x 4</p>  <p>12</p> 
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4 x 4



16



4 x 5



20



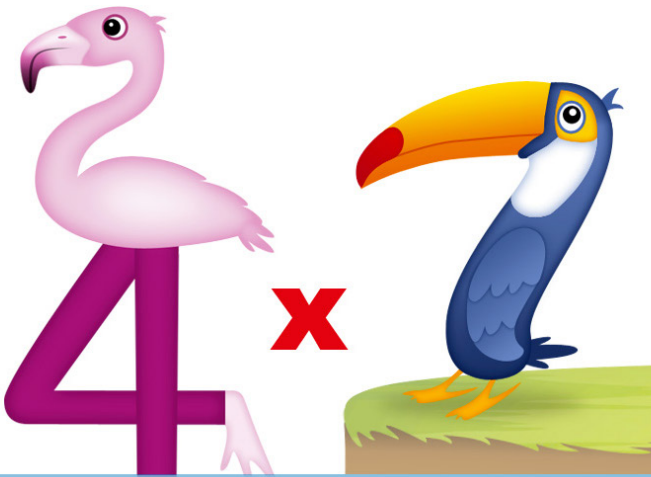
4 x 6



24



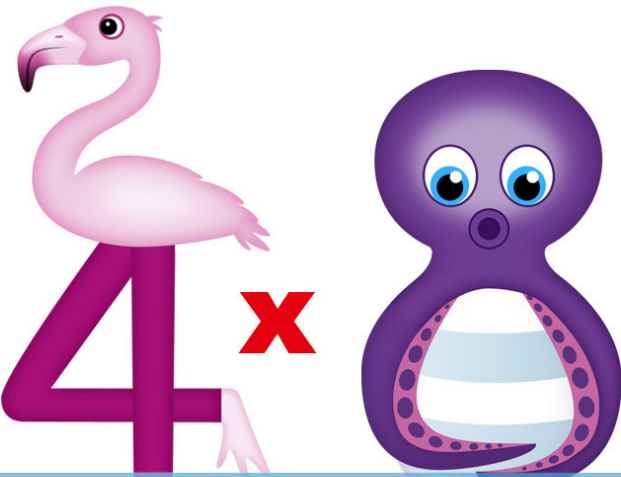
4 x 7



28



4 x 8



32



4 x 9



36



Stories to tell:

4 x 2 (= 2 x 4) Don't forget that 4 x 2 is the same as 2 x 4

Multiplication card: The swan in the shape of a 2 meets the pink flamingo with the legs in the shape of a 4. The swan admires the color of the flamingo and asks him how he can have such a nice color.

Result card: The pink flamingo explains to the swan that his pink color comes from magical cherries that he eats (the cherries form an 8).

You know now that $2 \times 4 = 8$.

4 x 3 (= 3 x 4) Don't forget that 4 x 3 is the same as 3 x 4

Multiplication card: The caterpillar in the shape of a 3 meets the pink flamingo with legs in the shape of a 4.

Result card: The pink flamingo swims towards the caterpillar, but when he approaches the caterpillar, this one is afraid and takes refuge in a hole (turning into a 1). When the pink flamingo swims, his legs are hidden by the water and his body is shaped like a 2.

You know now that $3 \times 4 = 12$.

4 x 4

Multiplication card: The pink flamingo with legs in the shape of a 4 meets a lady pink flamingo with legs in the shape of a 4 and they fall in love at first sight!

Result card: One month later, the baby flamingo is born. Mama flamingo watches over her little one, her neck forms a 1 and baby in his shell forms a 6.

You know now that $4 \times 4 = 16$.

4 x 5

Multiplication card: The pink flamingo with legs in the shape of a 4 meets the crocodile in the shape of a 5. The crocodile has thrown his soccer ball into the water, he asks the pink flamingo to help him retrieve it.

Result card: The pink flamingo sends the ball back to the crocodile. When the flamingo is in the water, his legs are hidden and his body is shaped like a 2. The ball returned represents the 0.

You know now that $4 \times 5 = 20$.

4 x 6

Multiplication card: The pink flamingo with legs in the shape of a 4 meets the snake in the shape of a 6. The snake, who is cunning, suddenly has an idea. He tells the pink flamingo that he has heard about his magical cherries and would like to see them more closely.

Result card: The pink flamingo, who is not suspicious, swims towards the snake to show him his cherries. When the flamingo swims, his legs are hidden in the water and his body is shaped like a 2. When he gets very close to the snake, the snake steals the cherries from the flamingo and sails away on a boat in the shape of a 4 (you can see that thanks to the

magical cherries the snake turned pink).

You know now that $4 \times 6 = 24$.

4 x 7

Multiplication card: The pink flamingo with legs in the shape of a 4 meets the toucan in the shape of a 7. The toucan admires the color of the pink flamingo and tells him that he would also like to have this pretty color.

Result card: The pink flamingo sends magical cherries to the toucan. When the flamingo is in the water, his legs are hidden and his body is shaped like a 2. The cherries are in the shape of an 8 (you can see that thanks to the magical cherries the beak of the toucan starts to turn pink).

You know now that $4 \times 7 = 28$.

4 x 8

Multiplication card: The pink flamingo with legs in the shape of a 4 meets the octopus in the shape of an 8. The octopus admires the color of the pink flamingo and tells him that he would also like to have this pretty color.

Result card: As the pink flamingo knows that octopuses don't like cherries, he offers 2 magical fish to the octopus (the pink heads of the 2 fish form a 3). When the octopus touches the fish with one of his arms, this one becomes pink (the pink arm forms a 2).

You know now that $4 \times 8 = 32$.

4 x 9

Multiplication card: The pink flamingo with legs in the shape of a 4 meets the squirrel in the shape of a 9. The squirrel admires the color of the pink flamingo and tells him that he would also like to have this pretty color.

Result card: As the pink flamingo knows that squirrels don't like cherries, he gives the squirrel magical acorns (the hats of the 2 acorns form a 3). When the squirrel climbs on one of the acorns, his body and tail turn pink. The magical acorn and the pink tail of the squirrel form a 6.

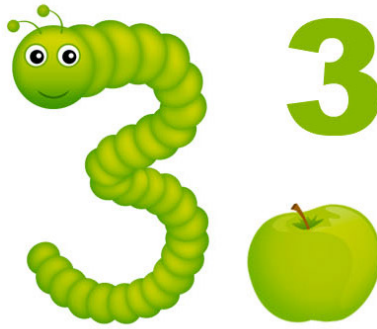
You know now that $4 \times 9 = 36$.



The swan

Personality: Helpful

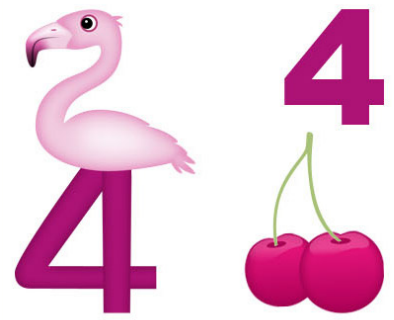
Features: He helps the animals that can't swim to cross the river.



The caterpillar

Personality: Fearful

Features: If there's no hole to hide in, he puts on his magic sneakers to get away quickly.



The pink flamingo

Features: His pretty pink colour pleases a lot to other animals. He offers them cherries and other magical food.



The crocodile

Hobbies: Soccer

Features: He can't swim.



The snake

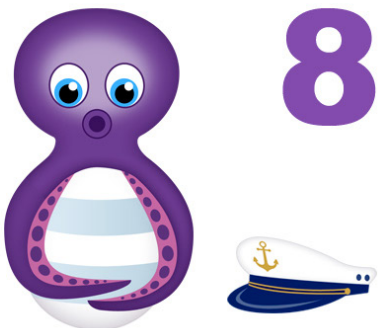
Personality: Joker, cunning

Features: He annoys the other animals with his jokes.



The toucan

Features: He can't fly, he's clumsy and he's prone to seasickness.



The octopus

Hobbies: Sailing on the river, scuba diving

Features: He likes to enjoy the sun perched on his buoy.



The squirrel

Hobbies: Stockpile acorns for the winter

This Method for Fast memorization of Multiplication tables has many advantages:

- **Easy and Fun:** The children love it and ask for more, learning the tables is no longer a chore!
- **Fast:** It only takes 4 days (1 hour in total) to fully learn one of the times tables!
- **Efficient:** The method works for the majority of children, even those for whom conventional methods have failed!

1- Presentation of the RiverTimes Flash Cards:

There are 2 types of cards in this document:

- **The Animals cards:** They describe the personalities, hobbies and other characteristics of each animal.
- **The Flashcards divided into 2 parts:**
 - * **Multiplication part** (on the left): It represents the numbers of the multiplication, i.e., the meeting between two animals.
 - * **Result part** (on the right): It represents the result of the multiplication, i.e., the story resulting from this meeting between the two animals.

A funny story with animals is associated with each multiplication. All of these stories take place **on a riverbank**, that's the world of RiverTimes! Animals that can't swim are **on the bank**, while animals like flamingos, swans and octopuses are **in the water**. **Each story is always consistent** with the personality, hobbies and other characteristics of each animal, and this allows the children to quickly remember the result of the multiplication.

2- Making of the cards:

Print the pages containing cards, glue them on a cardboard support and then cut out each card following the dotted lines.

3- The RiverTimes Method step by step:

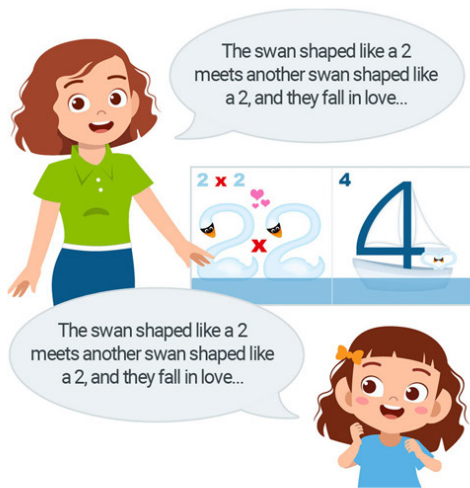
Choose one of the times tables and follow the method step by step. Here, we took the example of the 2 Times table to illustrate the process.



DAY 1: Discover the Animals

Duration: 5 to 10 minutes

Introduce each animal to the child (using the Animal cards) so he/she can get acquainted with their personalities, their hobbies, etc. **This step is important** because when children are better acquainted with the characteristics of each animal, they will find it **easier to remember** the end of the story and therefore the result of the multiplication. At the end, don't hesitate to ask them questions about the animals to make sure that they have remembered. **This first step is usually very quick and children often can't wait to discover the adventures of the animals.** If a child asks you what happens next to the animal, don't hesitate to move onto the step planned for Day 2.



DAY 2 + DAY 3: Memorization of Multiplications

Duration: 15 to 20 minutes / day

Learning can now begin. Let the child discover all the multiplications of the chosen table, one by one.

1- Show the first Flash card and tell the story of this multiplication ($2 \times 2 = 4$ in the case of the 2 Times table). Start with the story of the Multiplication half of the card and tell the beginning of the story. Then tell the end of the story corresponding to the Result half of the card.

2- Reformulation by the child: While leaving the card visible in front of the child, ask him/her to tell the story back to you in turn.

By telling the story, the child will memorize it better. When it's done, continue with the next multiplication ($2 \times 3 = 6$ in the case of the 2 Times table) and so on until the last multiplication of the table ($2 \times 9 = 18$ in the case of the 2 Times table). For DAY 3, repeat identically, always for the same table.



ONE WEEK LATER: Revision

Duration: 5 to 10 minutes

It is important to revise the table a week later, this will anchor the multiplication in the child's memory permanently. This step will also allow you to verify that the child has memorized the table during the previous steps.

1- Fold the flash card in 2 to obtain a double-sided card: multiplication on one side and result on the other (You can keep it folded using a paper clip for example).

2- Show the child the multiplication side only (without telling the story) and ask him/her to give the result out loud.

By remembering the story in his head, the child will easily visualize the result of the multiplication. If a child has trouble with one of the multiplications, show him/her the back of the flash card with the picture of the result.



THE FOLLOWING DAY: Training

Duration: 5 minutes

Training is essential to make the response to the multiplication automatic and thus accelerate the response time by the child. This step proceeds without using the cards.

Say out loud a multiplication and ask the child to give just the result.

Proceed in this way for all the multiplications of the table, 2 or 3 times. If he succeeds, you can move onto the next times table! But if the child still has hesitations, repeat the training for a few days but no more than 5 minutes per day. Let's not forget that learning mustn't become a chore!