

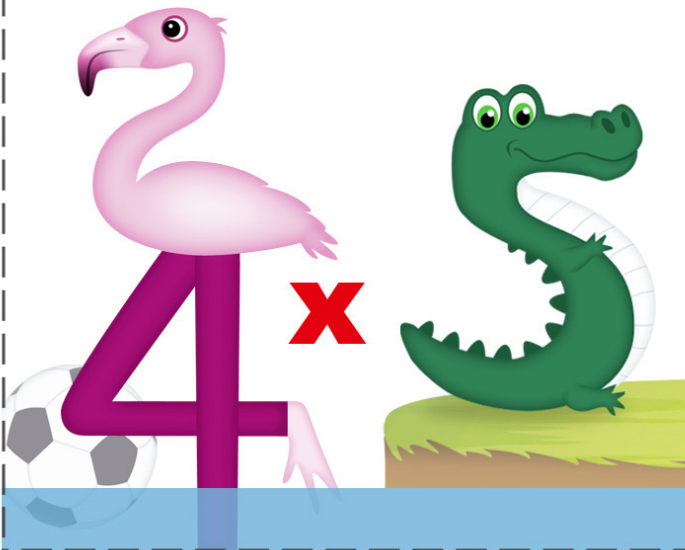
This document contains the Flash cards to print and cut out, a story for each multiplication and the RiverTimes memorization Method.

At this stage of learning, your child should know his/her 2, 3 and 4 times tables. To find the answer to multiplications lower than  $5 \times 5$  (for example  $5 \times 2$ ), he/she must simply reverse the order of the numbers ( $2 \times 5$ ) 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.

$5 \times 2 = 2 \times 5$  (2 times table)    $5 \times 3 = 3 \times 5$  (3 times table)    $5 \times 4 = 4 \times 5$  (4 times table)

<p><math>2 \times 5</math></p>  <p>2 x 5</p>	<p>10</p>  <p>10</p>
<p><math>3 \times 5</math></p>  <p>3 x 5</p>	<p>15</p>  <p>15</p>

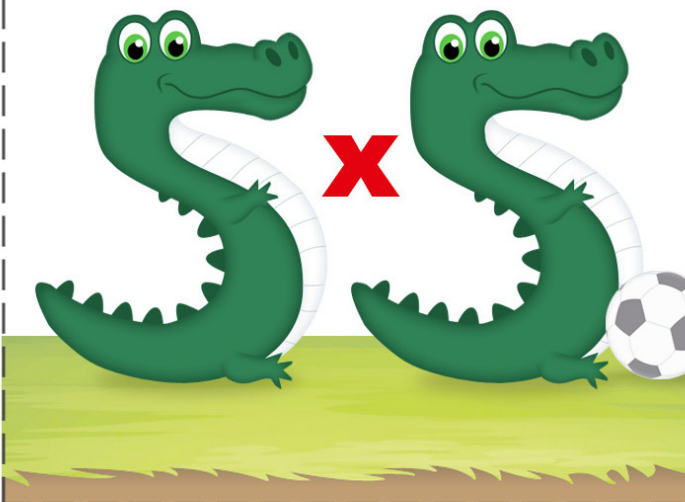
$4 \times 5$



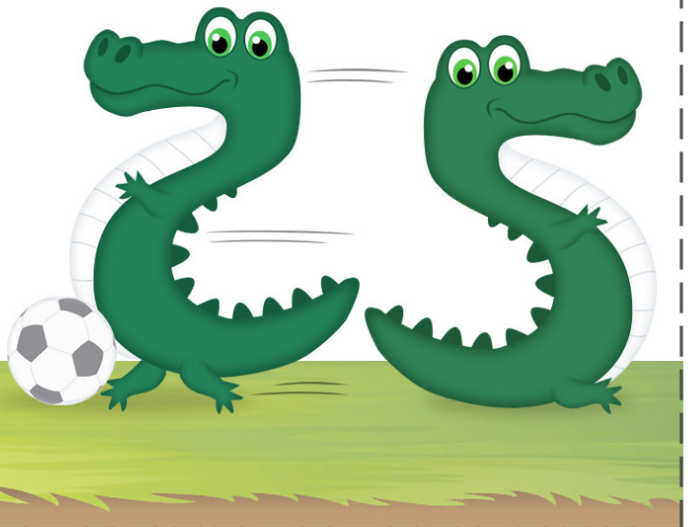
$20$



$5 \times 5$



$25$



$5 \times 6$



$30$



$5 \times 7$



$35$



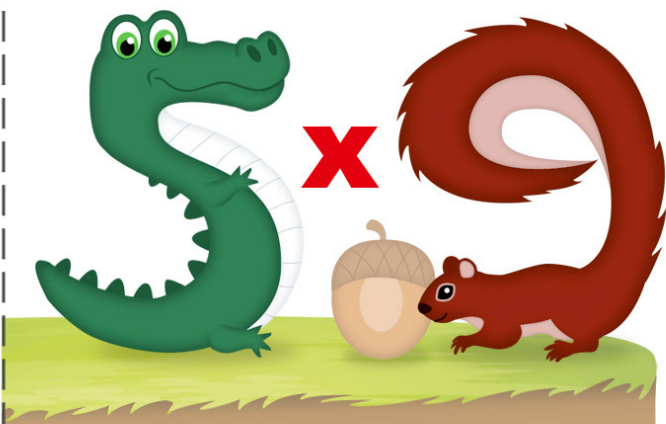
$5 \times 8$



$40$



$5 \times 9$



$45$



## Stories to tell:

### 5 x 2 (= 2 x 5) *Don't forget that 5 x 2 is the same as 2 x 5*

**Multiplication card:** The swan in the shape of a 2 meets the crocodile in the shape of a 5 who would like to lend his soccer ball to his crocodile friend who lives on the other side of the river. The crocodile asks the swan to help him because the crocodile can't swim.

**Result card:** The swan agrees to help him and takes the ball on his back to bring it to the other crocodile. When he carries weight, the swan sinks and only his neck is visible above the water (taking the shape of a 1). The soccer ball on his back represents the 0.

You know now that  $2 \times 5 = 10$ .

### 5 x 3 (= 3 x 5) *Don't forget that 5 x 3 is the same as 3 x 5*

**Multiplication card:** The caterpillar in the shape of a 3 meets the crocodile in the shape of a 5, he would like to play soccer with the caterpillar.

**Result card:** But the caterpillar is afraid and takes refuge in a hole (turning into a 1). The crocodile (in the shape of a 5) is disappointed, he leaves with his ball.

You know now that  $3 \times 5 = 15$ .

### 5 x 4 (= 4 x 5) *Don't forget that 5 x 4 is the same as 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  $4 \times 5 = 20$ .

### 5 x 5

**Multiplication card:** The crocodile in the shape of a 5 wants to play soccer with his crocodile friend in the shape of a 5 too.

**Result card:** The first crocodile takes the soccer ball from his friend and runs the other way to score a goal, taking the shape of a 2. The first crocodile was so fast that the second crocodile didn't have time to react nor move, keeping his 5 shape.

You know now that  $5 \times 5 = 25$ .

### 5 x 6

**Multiplication card:** The crocodile in the shape of a 5 meets the snake in the shape of a 6. The crocodile would like to play soccer with the snake.

**Result card:** The snake, who is a joker, climbs the tree with the ball and places it on a high branch so that the crocodile can't catch it. The snake wrapped around the trunk forms a 3 and the ball on the branch represents the 0 (you can see that the crocodile does not like this

joke at all).

You know now that  $5 \times 6 = 30$ .

### 5 x 7

**Multiplication card:** The crocodile in the shape of a 5 meets the toucan in the shape of a 7. The crocodile would like to play soccer with the toucan.

**Result card:** When the crocodile sends the ball to the toucan, the toucan catches it with his wings but, as he is clumsy, he falls on his bottom (forming a 3). The crocodile is disappointed that the toucan can't play soccer and he leaves dissatisfied (keeping its 5 shape).

You know now that  $5 \times 7 = 35$ .

### 5 x 8

**Multiplication card:** The crocodile in the shape of a 5 meets the octopus in the shape of an 8. The crocodile would like to play soccer with the octopus.

**Result card:** The crocodile sends the ball to the octopus. The octopus catches it with his arms, but he turns upside down in the water. The crocodile is disappointed that the octopus can't play soccer, but he goes by boat (in the shape of a 4) to help the octopus to get back to the right place. The octopus's arms holding the ball form a 0.

You know now that  $5 \times 8 = 40$ .

### 5 x 9

**Multiplication card:** The crocodile in the shape of a 5 meets the squirrel in the shape of a 9. The crocodile lost his ball but he would still like to go play soccer with his crocodile friend that lives on the other side of the river. The crocodile asks the squirrel if he agrees to lend him his acorn to replace his soccer ball.

**Result card:** The squirrel agrees and the crocodile crosses the river by boat. Once arrived on the other bank, he gets off the boat (in the shape of a 4) with the acorn and then the crocodile (in the shape of a 5) leaves to join his friend for a game of soccer.

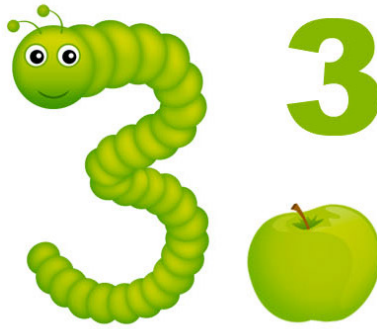
You know now that  $5 \times 9 = 45$ .



## The swan

**Personality:** Helpful

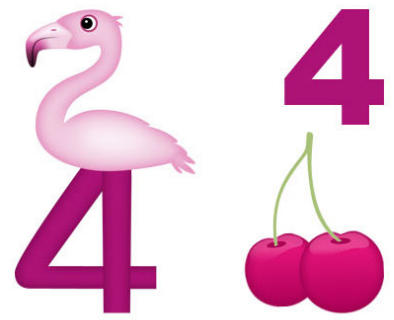
**Features:** He helps the animals that can't swim to cross the river.



## 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

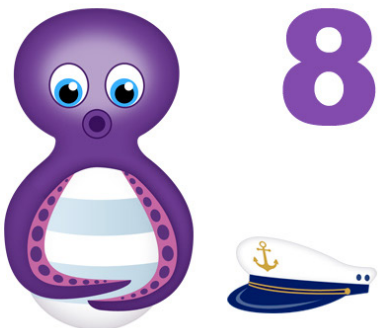
**Personality:** Joker, cunning

**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:

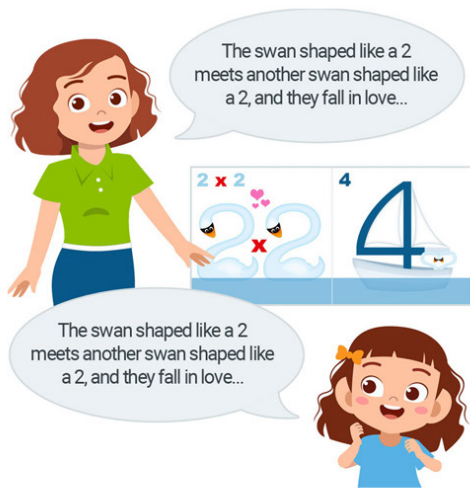
Choose one of the times tables and follow the method step by step. Here, we took the example of the 2 Times table to illustrate the process.



### 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!