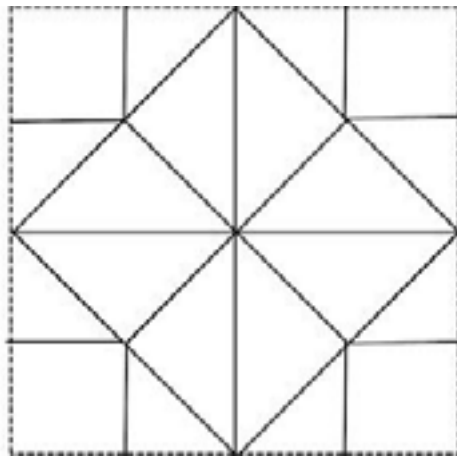


Chatterbox Tables



Make your Chatterbox..



and learn tables the
chatty way!

Chatterbox Tables

The politicians in England have come up with a new test for Year Six: times tables up to twelve. In the days of pounds, shillings and pence there was a reason for learning the eleven and twelve times tables, but now we have to do it because that's how the politicians got into Eton. Some colleagues disagree and say we still need them to deal with angles and degrees.

So, we have thought up a collaborative way to learn tables to add to the Speed Tables already available on our maths page. Chatterbox Tables are a cheery talkative way to learn; which will in addition help EAL pupils read numbers in writing and understand different ways of expressing number and processes. In addition they will be "floating in a sea of talk". This bit can go in your planning.

So far, here are sample chatterboxes planned for Year 2 and Year 4; some contain answers and some don't. We have also added a blank template for your children (or you) to make your own versions and tailor them to your needs. We have tried printing them on A3 as well as A4. A tip: fold the chatterbox before you write in the questions so that they end up in the right place. We have also tried to think of every possible way to express multiplication. Please let us know if you think of more!

If you cannot remember how to make a chatterbox here is a You Tube link:

https://www.youtube.com/watch?v=MMEmx_9xycQ

The webaddress for this activity is:

<http://www.collaborativelearning.org/chatterboxtables.pdf>

Last updated 8th February 2016

COLLABORATIVE LEARNING PROJECT

Project Director: Stuart Scott

We support a network of teaching professionals to develop and disseminate accessible talk-for-learning activities in all subject areas and for all ages.

17, Barford Street, Islington, London N1 0QB UK Phone: 0044 (0)20 7226 8885

Website: <http://www.collaborativelearning.org>

BRIEF SUMMARY OF BASIC PRINCIPLES BEHIND OUR TEACHING ACTIVITIES:

The project is a teacher network, and a non-profit making educational trust. Our main aim is to develop and disseminate classroom tested examples of effective group strategies that promote talk across all phases and subjects. We hope they will inspire you to develop and use similar strategies in other topics and curriculum areas. We want to encourage you to change them and adapt them to your classroom and students. We run teacher workshops and conferences worldwide but mainly in the UK. The project posts online many activities in all subject areas. An online newsletter is also updated regularly.

*These activities are influenced by current thinking about the role of language in learning. They are designed to help children learn through talk and active learning in small groups. They work best in non selective classes where children in need of language or learning support are integrated. They are well suited for the development of speaking and listening. They provide teachers ideal opportunities for assessment of spoken language.

*They provide scaffolding for differentiation by placing a high value on what children can offer to each other on a particular topic, and also give children the chance to respect each other's views and formulate shared opinions which they can disseminate to peers. By helping them to take ideas and abstract concepts, discuss, paraphrase and move them about physically, they help to develop thinking skills. We strongly endorse the principles of the Learning Without Limits group to which we belong.

*They give children the opportunity to participate in their own words and language in their own time without pressure. Many activities can be tried out in pupils' first languages and afterwards in English. A growing number of activities are available in more than one language, not translated, but mixed, so that you may need more than one language to complete the activity.

*They encourage study skills in context, and should therefore be used with a range of appropriate information books which are preferably within reach in the classroom.

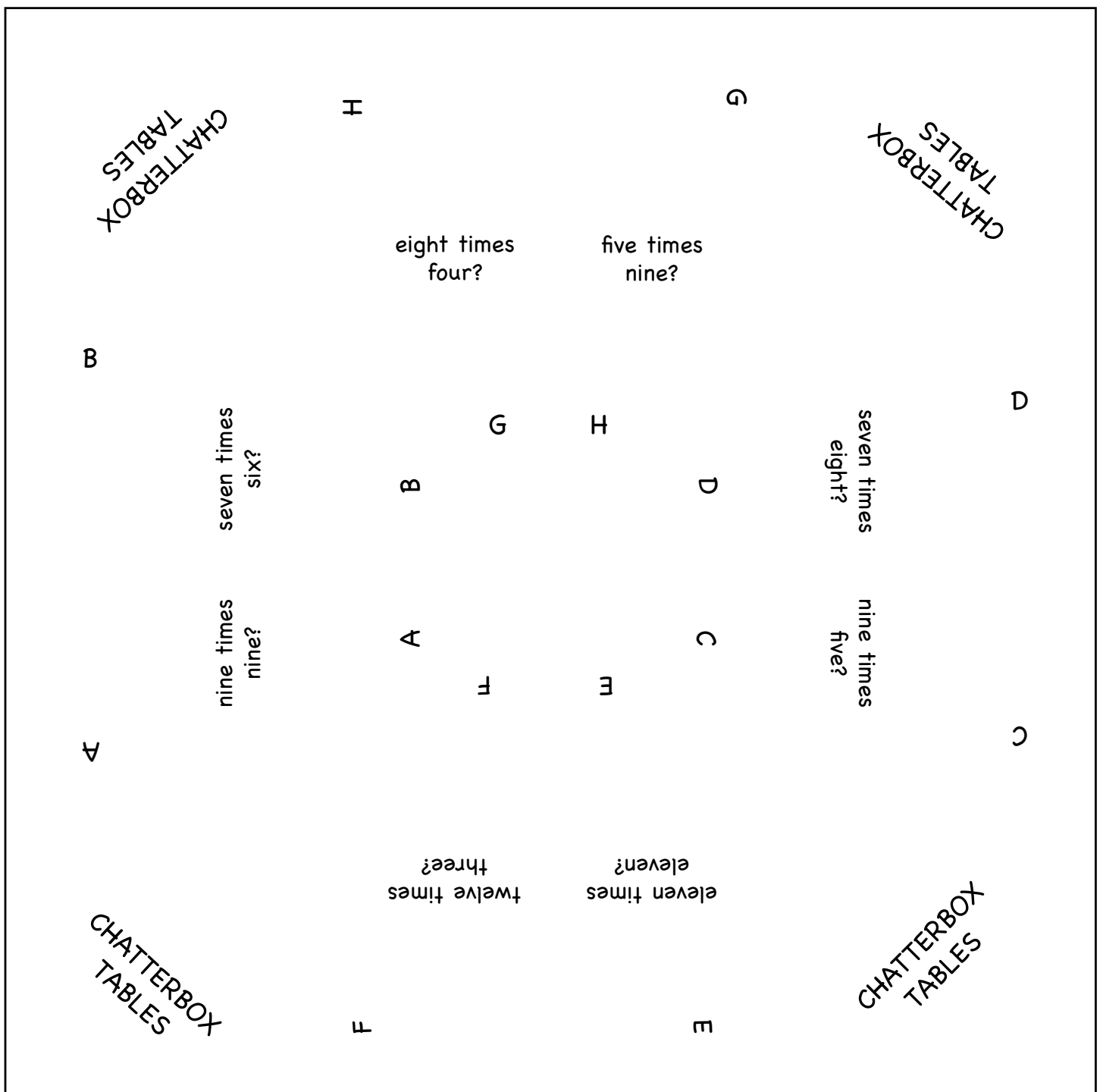
*They are generally work effectively over a wide age range because children can bring their own knowledge to an activity and refer to books at an appropriate level. The activities work like catalysts.

*All project activities were planned and developed by teachers working together, and the main reason they are disseminated is to encourage teachers to work with each other inside and outside the classroom. They have made it possible for mainstream and language and learning support teachers to share an equal role in curriculum delivery. They should be adapted to local conditions. In order to help us keep pace with curriculum changes, please send any new or revised activities back to the project, so that we can add them to our lists of materials.

How to Play Chatterbox Tables

Construct your Chatterbox and find a partner to work with. Snap your Chatterbox until your partner says stop. Your partner must then choose a letter from the four available. Open the flap and ask the times table question. If they get the answer right it is their turn to snap the Chatterbox. If they get the answer wrong you have another turn.

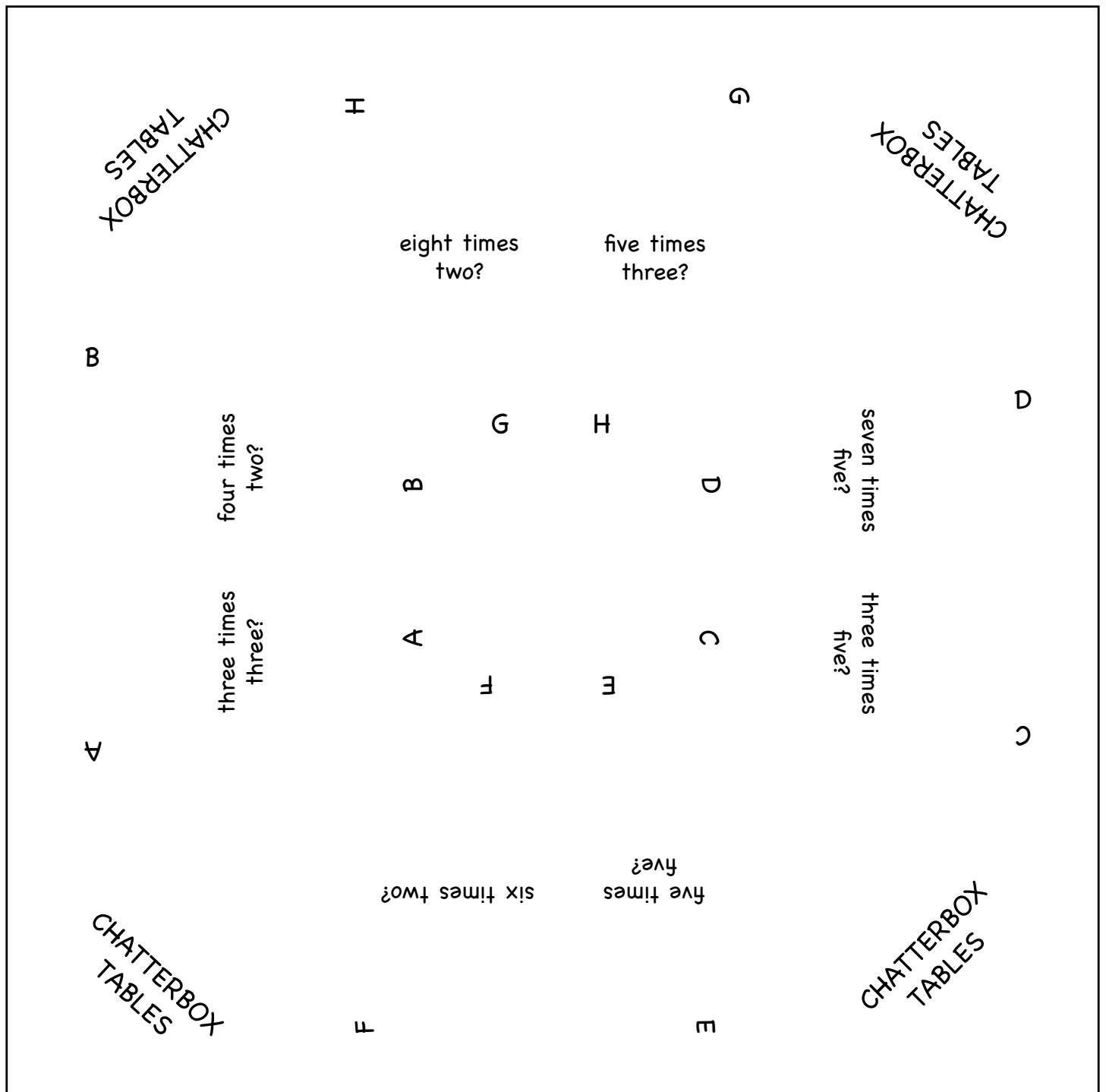
Now each make your own Chatterbox and write in your own times table questions. to try out on other partners.



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The image shows a 2x2 grid of Chatterbox Tables cards. Each card has a question, an answer, and a letter. The cards are labeled A, B, C, D, E, F, G, and H.

<p>CHATTERBOX TABLES</p> <p>A</p> <p>three times three?</p> <p>Answer: nine</p>	<p>CHATTERBOX TABLES</p> <p>B</p> <p>four times two?</p> <p>Answer: eight</p>	<p>CHATTERBOX TABLES</p> <p>C</p> <p>three times five?</p> <p>Answer: fifteen</p>	<p>CHATTERBOX TABLES</p> <p>D</p> <p>seven times five?</p> <p>Answer: thirty-five</p>
<p>CHATTERBOX TABLES</p> <p>E</p> <p>five times five?</p> <p>Answer: twenty five</p>	<p>CHATTERBOX TABLES</p> <p>F</p> <p>six times two?</p> <p>Answer: twelve</p>	<p>CHATTERBOX TABLES</p> <p>G</p> <p>five times three?</p> <p>Answer: fifteen</p>	<p>CHATTERBOX TABLES</p> <p>H</p> <p>eight times two?</p> <p>Answer: sixteen</p>

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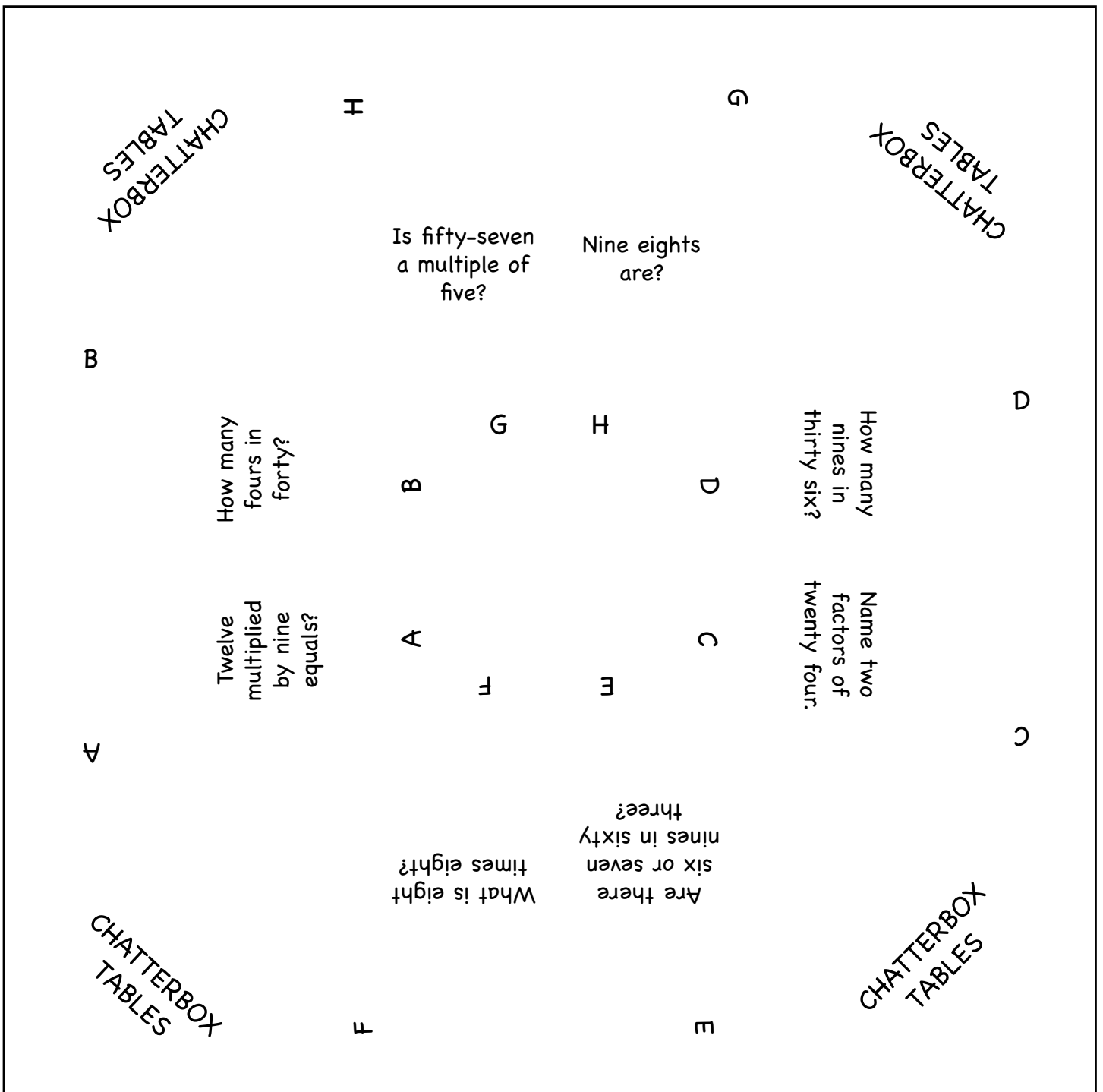
Now each make your own Chatterbox and write in your own times table questions.

The image shows a large rectangular frame containing four 'Chatterbox Tables' cards. Each card has a question, an answer, and a letter. The cards are arranged in a 2x2 grid. The top-left card (B) asks 'Is fifty-seven a multiple of five?' and answers 'No, but fifty five is!'. The top-right card (G) asks 'Nine eights are?' and answers 'Seventy-two'. The bottom-left card (A) asks 'How many fours in forty?' and answers 'ten'. The bottom-right card (D) asks 'How many nines in thirty six?' and answers 'four'. Other cards are partially visible, including one asking 'Name two factors of twenty four?' with answers 'two, four, six, eight, twelve'.

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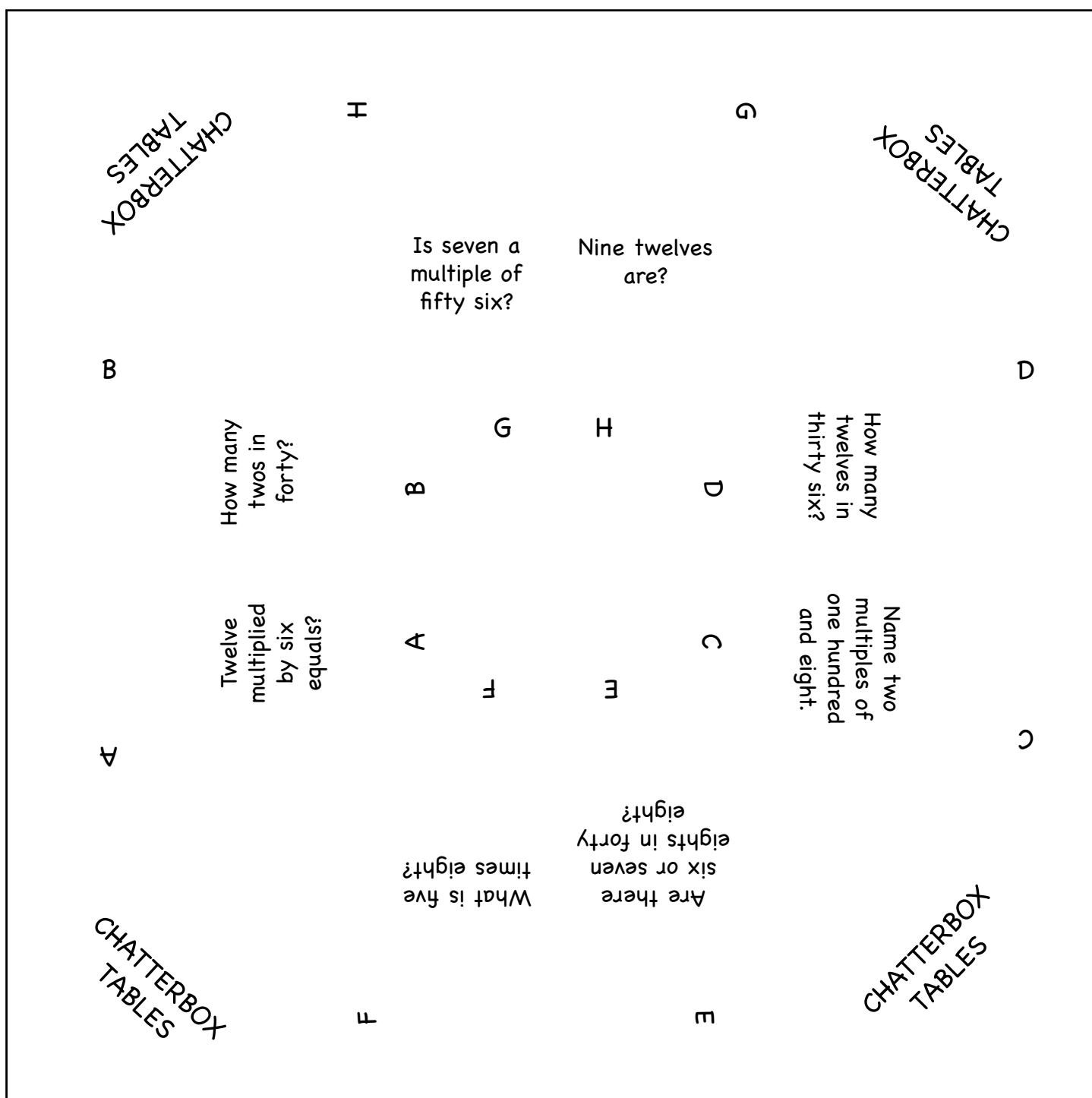
Now each make your own Chatterbox and write in your own times table questions.



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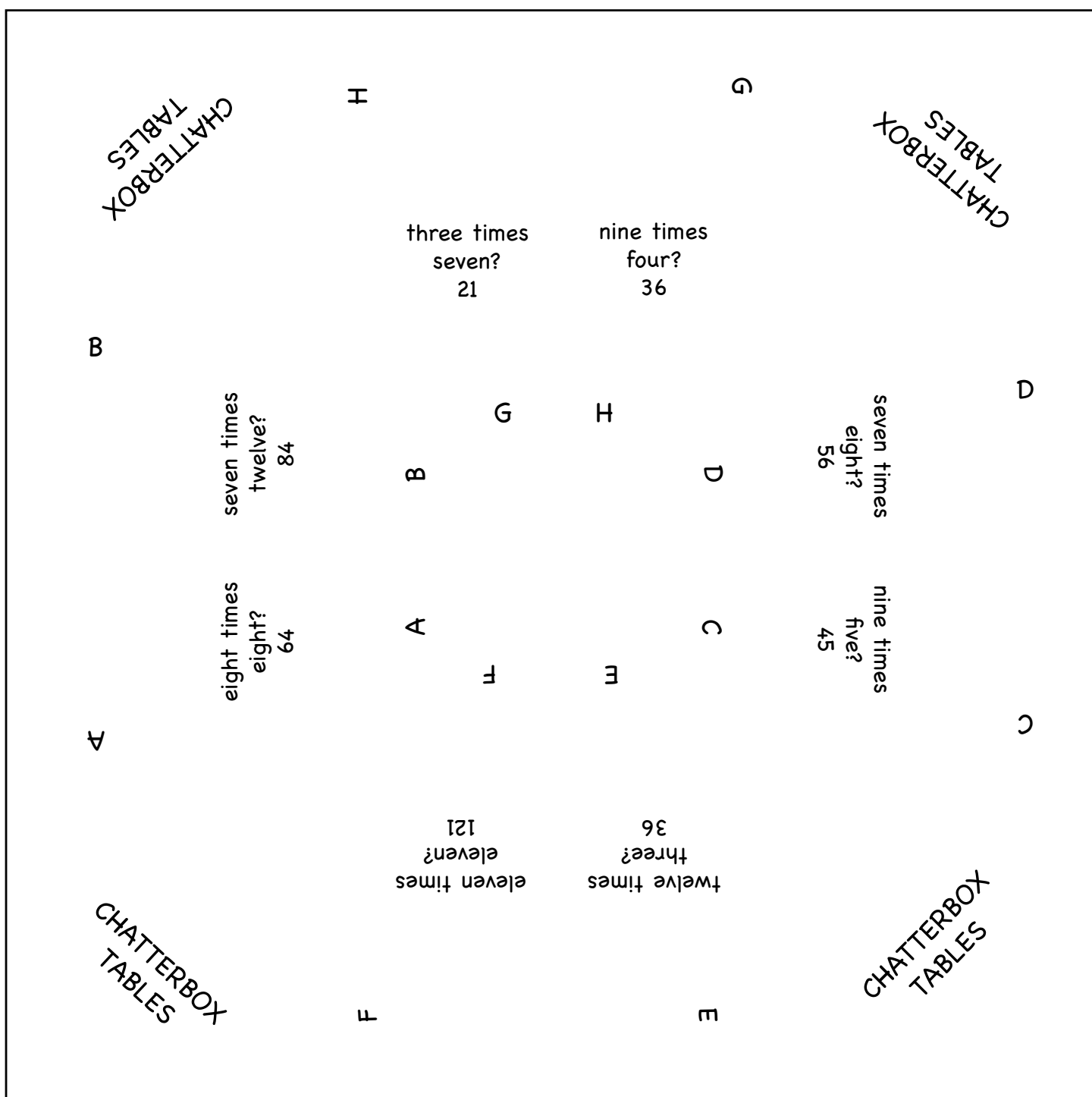
Now each make your own Chatterbox and write in your own times table questions either in writing or in numbers.



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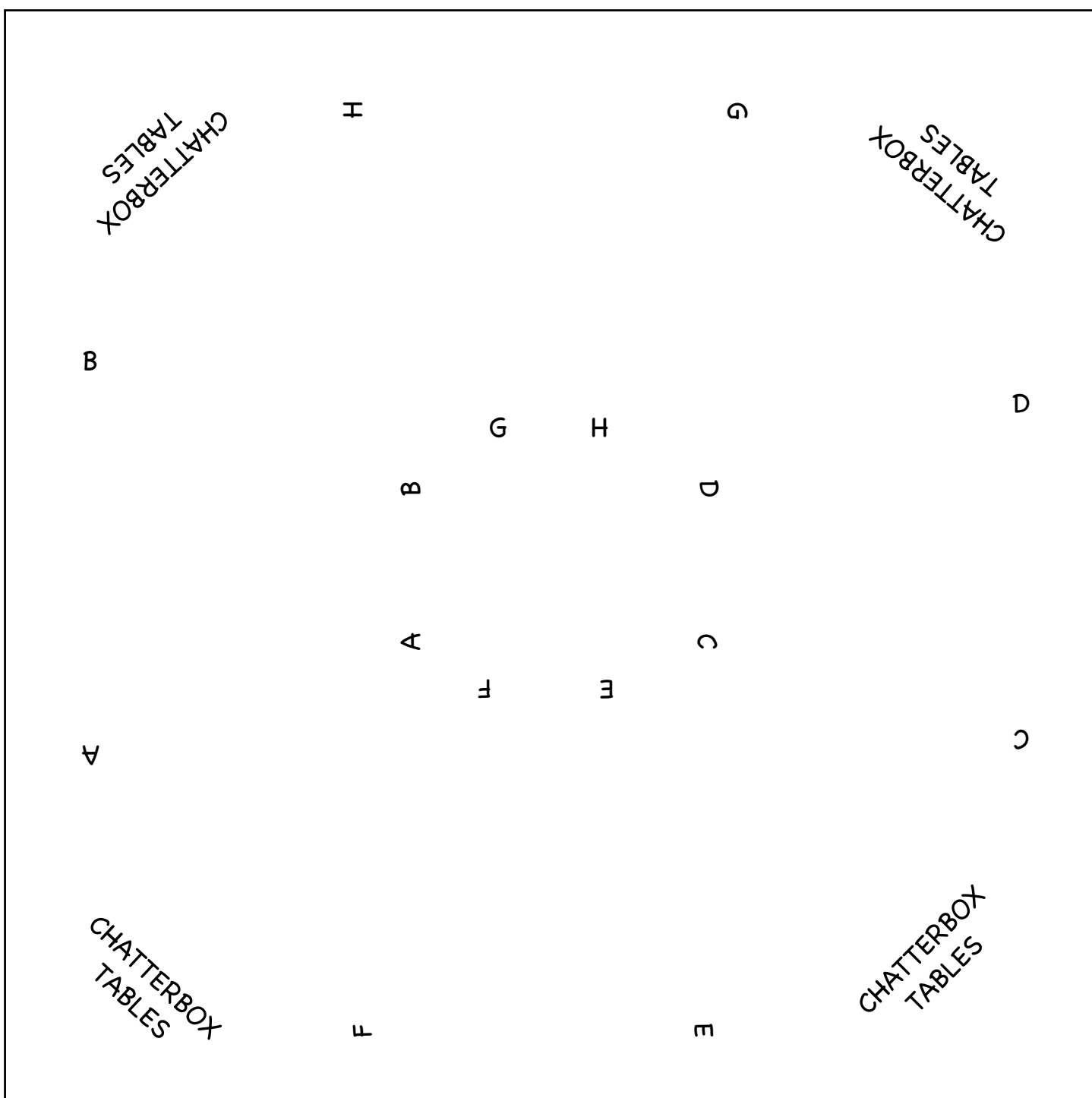
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