

Multiplication Bingo

All of the master-copies needed for this activity are included in this unit.

It is generally acknowledged that there is a need to practice the basic multiplication facts if they are to become really useful to us and available for quick recall. The idea behind this unit of work is to provide some 'pleasurable practice' to help in acquiring that skill. It is based upon the well-known game of 'Bingo', and a knowledge of how that is played would be helpful. The multiplication facts covered range from 2×2 to 10×10 - that is a total of 45 facts.

First (pp.2 to 5) there are four sheets which provide a total of forty 'cards' on which the game is played. Cards are modelled on the standard type used to play the usual game, with each card having a set of fifteen numbers. The cards are all different from each other in some way. In copying these sheets it makes for a more attractive presentation if each sheet is printed on a differently coloured paper, before being cut up into the separate cards.

Next (p.6) there is a sheet with the full set of facts - like 2×4 and so on. This sheet is best copied onto card, rather than paper, before being cut up to make the 45 'tickets'. These then are put into a suitable container from which they can easily be drawn.

Finally (p.7) there is a Check Sheet on which the numbers can be crossed off once they (or more properly their 'generating-pair') have been called. This will be needed for verifying a winning card when it is claimed.

Now - just play it!

Some additional points

- It might be worth discussing beforehand how the cards are organised. It is not necessary to go searching all over the card to find any number. Look at the Check Sheet to see how the numbers are divided between the seven columns.
- How do you read each fact? Should it be '2 times 4' or '2 multiplied by 4' or '2 lots of 4' or '2 by 4' or . . . ? Only the teacher can decide this one. Possibly it could be varied.
- How fast do you go? This must depend very much on the abilities of the players and what the teacher is trying to achieve. Just how 'instant' is instant recall? Careful observation is called for rather than a metronome or a stop-watch. It is not inconceivable that each player might be allowed access to a calculator or table-square.
- Notice that, of the number-pairs on the 45 tickets, 36 of them are reversible in their order. If the tickets are always read out in their printed order it will mean that 3×8 will always be given as that and never as 8×3 . Suggested remedy is to read tickets alternately as 'left-number first' and 'second-number first'.

Variations

- Let players make their own cards. Use the blanks (p.8) and let players write in their own choice of 15 (different) numbers. Possibly insist on at least one number in each column according to the 'basic' distribution rules of the original cards? Or give complete freedom of choice? Is there a need to discuss the numbers to be used - or should they be allowed to put 23 down without any hint that it is not a good choice? Looking at these cards, especially if they are made without guidance, will provide some insight into pupil's abilities and confidence. Oh, and do arrange that cards are checked (swopped between players?) as having 15 numbers before play starts.
- Instead of drawing tickets, move around the room, from player to player, pointing to a number (which is not crossed off) and having that player call the requisite multiplication-pair. This not only gives the game a different feel, it also gives practice in the reverse skill of factoring a number.

		24		45		72
4	15		30	49		
8		27			50	90
	16	28	32		56	

6		21		40		81
	14		32		54	
	18	24	35			100
9		27		49	63	

	10		30	42		72
	16	24			50	
4		25		48	63	80
9		28	35			

	12	20		48		72
6	14	24	32		54	
			35			90
8		27		49	64	

4		21			56	
	16	24	32	42		81
6	18		35		63	100
		28		45		

		20		42		
8	10		30		60	70
		21	36			81
9	14	28		48	64	

6		20		45		72
	12		30		54	
		27	32		63	
9	15	28		49		90

	10	24		42		81
4		25		48	56	
	18	27	32			100
9			36		63	

6		21		40		70
8	15	24	32		60	
			35			81
	16	25		42	64	

4		24				72
	14		35	42	50	
		27		45		80
6	18	28	36		56	

	16		32		50	
4	18	21		42		72
9		24	35	48		80
		27			56	

6		24		42		72
	12	25	30		54	
8	15		35	45		
		28			63	90

	10	20		48		
4	18		32		50	
		25	36			81
		27		49	63	100

		21		45		
8	15	24			54	
9			30	49		70
	16	28	32		64	81

	14		32			70
4		20		40	60	
		21	35			81
8	18	24		49	64	

		20		42		
6	10		30		50	
	16	27	35			72
9		28		48	56	80

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	12	25		42		90
4	14		32	45	54	
9		28	36		63	

6		24			50	81
	16	25		48	63	
	18	27	32			
8			35	45		100

4		20		45		
	12	25	35		54	70
		28		49	64	
6	15		36			81

8		21			56	
9		24	32	42		72
	10	25		45		
	18		36		63	80

	14		35		50	
8		24	36	45		72
	18	25			56	80
9		28		49		

	10	20		42		72
4		25	30		54	
8			32	48		
	16	27			63	90

4		21		42		81
	12		30		54	
9		24	35			100
	14	28		45	64	

6		20		45		70
8		21	32		56	
	16		35			81
	18	28		49	63	

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4	12		32		60	72
	15	27	36	48		80
6		28			64	

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	18	25		48		90
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	16	25	35		54	80
		27			63	

	14			42	50	
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		25	32			72
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	10	27	30		56	81
8	18		35	45		
		28			63	100

	15		32		60	
4		21		42		70
	16	24	36	48	64	
6		27				81

2×2	3×3	4×4	5×5	6×6
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2×3	3×4	4×5	5×6	6×7
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2×4	3×5	4×6	5×7	6×8
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2×5	3×6	4×7	5×8	6×9
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2×6	3×7	4×8	5×9	6×10
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2×7	3×8	4×9	5×10	7×7
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2×8	3×9	4×10	8×8	7×8
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2×9	3×10	9×9	8×9	7×9
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2×10	10×10	9×10	8×10	7×10
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Multiplication Bingo Check Sheet

Numbers underlined can be obtained in two ways

4	10	<u>20</u>	30	40	50	70
6	<u>12</u>	21	32	42	54	72
8	14	<u>24</u>	35	45	56	80
9	15	25	36	48	60	81
	<u>16</u>	27		49	63	100
	18	28			64	

4	10	<u>20</u>	30	40	50	70
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8	14	<u>24</u>	35	45	56	80
9	15	25	36	48	60	81
	<u>16</u>	27		49	63	100
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