

2 : ADDITION USING TABLES

ADDITION TABLES

1 + 1 = 2	1 + 2 = 3	1 + 3 = 4	1 + 4 = 5	1 + 5 = 6
2 + 1 = 3	2 + 2 = 4	2 + 3 = 5	2 + 4 = 6	2 + 5 = 7
3 + 1 = 4	3 + 2 = 5	3 + 3 = 6	3 + 4 = 7	3 + 5 = 8
4 + 1 = 5	4 + 2 = 6	4 + 3 = 7	4 + 4 = 8	4 + 5 = 9
5 + 1 = 6	5 + 2 = 7	5 + 3 = 8	5 + 4 = 9	5 + 5 = 10
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6 + 1 = 7	6 + 2 = 8	6 + 3 = 9	6 + 4 = 10	6 + 5 = 11
7 + 1 = 8	7 + 2 = 9	7 + 3 = 10	7 + 4 = 11	7 + 5 = 12
8 + 1 = 9	8 + 2 = 10	8 + 3 = 11	8 + 4 = 12	8 + 5 = 13
9 + 1 = 10	9 + 2 = 11	9 + 3 = 12	9 + 4 = 13	9 + 5 = 14
10 + 1 = 11	10 + 2 = 12	10 + 3 = 13	10 + 4 = 14	10 + 5 = 15
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1 + 6 = 7	1 + 7 = 8	1 + 8 = 9	1 + 9 = 10	1 + 10 = 11
2 + 6 = 8	2 + 7 = 9	2 + 8 = 10	2 + 9 = 11	2 + 10 = 12
3 + 6 = 9	3 + 7 = 10	3 + 8 = 11	3 + 9 = 12	3 + 10 = 13
4 + 6 = 10	4 + 7 = 11	4 + 8 = 12	4 + 9 = 13	4 + 10 = 14
5 + 6 = 11	5 + 7 = 12	5 + 8 = 13	5 + 9 = 14	5 + 10 = 15
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6 + 6 = 12	6 + 7 = 13	6 + 8 = 14	6 + 9 = 15	6 + 10 = 16
7 + 6 = 13	7 + 7 = 14	7 + 8 = 15	7 + 9 = 16	7 + 10 = 17
8 + 6 = 14	8 + 7 = 15	8 + 8 = 16	8 + 9 = 17	8 + 10 = 18
9 + 6 = 15	9 + 7 = 16	9 + 8 = 17	9 + 9 = 18	9 + 10 = 19
10 + 6 = 16	10 + 7 = 17	10 + 8 = 18	10 + 9 = 19	10 + 10 = 20

• The 'one' and 'ten' tables are easy; the results in **bold** in the tables (compiled below) form nice patterns which children love and can be taught independently.

• Now take up the remaining tables taking half a block of 5 lines (shaded) at a time, for a week or so for the child to learn it thoroughly. If the children take time it does not matter; just encourage them and be positive.

• Tell (encourage) them everyday how much they have learnt and how little is left to be learnt. This gives them a sense of achievement and gives them a comfortable feeling that they already know quite a bit of addition and addition is not difficult after all.

1 + 1 = 2	9 + 1 = 10
2 + 2 = 4	8 + 2 = 10
3 + 3 = 6	7 + 3 = 10
4 + 4 = 8	6 + 4 = 10
5 + 5 = 10	5 + 5 = 10
6 + 6 = 12	4 + 6 = 10
7 + 7 = 14	3 + 7 = 10
8 + 8 = 16	2 + 8 = 10
9 + 9 = 18	1 + 9 = 10
10 + 10 = 20	

2 : ADDITION USING TABLES

TEACH ADDITION TABLES

TEACH AS RHYMES

Children love *rhymes* even without knowing ('understanding') who is 'Jack' or what is 'Jill'. Tables also are to be taught just as rhymes. They **NEED NOT** understand anything. This totally misconceived idea is the one single reason for the mess in mathematics all over the world.

NO DISTRACTIONS

Turn off the electronic gadgets that distract the child. Help the child to concentrate.

Recite

The child repeatedly recites the chosen (5) lines, say 5 to 10 times.

Write ...

In case of a doubt we write an English word to get the correct spelling. So there is some sort of 'memory' in writing apart from *oral*, *aural* and *visual* memories. *The child recites a line of the table loud and at the same time writes the line. This way the learning process takes place through the mouth, ear, hand and eyes.* (Children have a tendency to 'fill' the tables by vertical columns; do not allow it as it is a total waste of time and energy.)

Repeat

This process, reciting and writing, may be repeated morning and evening for a few days until fluency is achieved. Start with the first block. Only when the child is thorough with this, move on to the next block.

KEEP UPDATING

Each time you start, check earlier blocks learnt. When you test the child for addition of 2 single-digit numbers, the response must be *instant* (not starting from the 1st line etc.) as if the question was, 'What is your name?'.

TEACH VERY EARLY

To avoid confusing the child, teach tables before the (education) ☹️ 'system' starts **messing up** with numbers and, more importantly, calculations.

MAIL ME

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