**[Mathematical Modeling for Kids](http://www.edarticle.com/article.php?id=1077)**

  Mathematical Modeling for Kids How wonderful would be the class where kids are talking about models for addition, subtraction, multiplication & division. Mathematical Modeling being a very fundamental necessity, though lately realized

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**[WARNING: Math Instruction In US Can Harm Children](http://www.edarticle.com/article.php?id=479)**

Dr. Karl Miller just added an excellent article titled “Parenting tips for special needs kids with math disabilities.” Please read it.  But let me offer a caveat: math instruction in public schools turns almost EVERYONE into a special needs kid.

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**[Times Tables – Causes of Difficulties (6 – 8)](http://www.edarticle.com/article.php?id=513)**

The next three causes of difficulties in mastering the multiplication tables are considered in this article: the times tables from 11 to 20, poor memory of pupils, and the use of calculators.Cause #6. Some educators suppose that pupils must learn the times tables up to 20 by 20. But s

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**[Times Tables – Causes of Difficulties (4 – 5)](http://www.edarticle.com/article.php?id=512)**

The next two causes of difficulties in mastering the multiplication tables are considered in this article: criteria of mastering and the lack of drill.Cause #4. Criteria of mastering the multiplication tables are ill-defined. Teachers and parents have no exact method to determine whet

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**[Times Tables – Causes of Difficulties (1 – 3)](http://www.edarticle.com/article.php?id=511)**

The brief enumeration of main causes of difficulties in mastering the multiplication tables described in my previous article needs to be detailed and motivated. Now I would like to dwell at some length upon the first three causes.Cause #1. Pupils begin to learn the times tables while

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**[Times Tables – Why so Difficult?](http://www.edarticle.com/article.php?id=510)**

A short web search only and you will find many utterances like the followings:“Learning the "multiplication tables" is one of the first traumas that children usually face when learning arithmetic.”“The dread rite of passage all children face: the multiplication

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**[Times Tables – Myths and Reality](http://www.edarticle.com/article.php?id=509)**

Myth #1. Pupils should learn by heart the times tables up to 20 by 20.I can not even imagine some explanation to justify this immoderate demand. While the results of the times tables up to 9 by 9 are constantly using when we multiply or divide the numbers expressed by several figures,

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**[How KenKen Puzzles can Help You Learn Math](http://www.edarticle.com/article.php?id=799)**

  KenKen is the hottest puzzle craze since Sudoku. It combines the logic of a Sudoku puzzle with arithmetic. You have to add, subtract, multiply and divide to arrive at the numbers given in KenKen puzzle.

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**[KenKen Puzzles - The New Sudoku](http://www.edarticle.com/article.php?id=813)**

You many have just heard of KenKen. It's the invention of a Japanese math teacher named Tetsuya Miyamoto, who says, "I believe that if you give children good learning materials, they will think and learn and grow on their own."  Im

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**[There's More Than One Way to Solve Division Problems](http://www.edarticle.com/article.php?id=815)**

There aren't many students, teachers and parents who don't dread having to deal with long division problems. But it doesn't have to be that way. Even though most teachers use the same old, tired algorithm to teach lo

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**[Multiplying by Nine With the Finger Method](http://www.edarticle.com/article.php?id=811)**

  Can you do the nine-times tables on your fingers? When you learn how, you'll never have to stare at the multiplication tables charts for nine again. T

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**[Learning the Multiplication Tables - Skip counting by two and three](http://www.edarticle.com/article.php?id=809)**

If your child or student is learning to multiply, a good way to have them start out is learn skip counting.

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**[Multiplication - Do you I have to show the work?](http://www.edarticle.com/article.php?id=808)**

Teachers have uttered the mantra of "you must show the work!" since any of us can remember. But is there any good reason for it?

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**[Multiplication by Two - How to Practice Multiplying with Playing Cards](http://www.edarticle.com/article.php?id=807)**

If you want to teach a child to multiply by two, one of the easiest ways is to explain that multiplication by two can be accomplished by simply doubling the number.  (Keep in mind that the definition is not repeated a

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**[Times Tables - The Worst Way to Teach Multiplication](http://www.edarticle.com/article.php?id=806)**

Learning the "multiplication tables" is one of the first traumas that children usually face when learning arithmetic.  Ask ten