

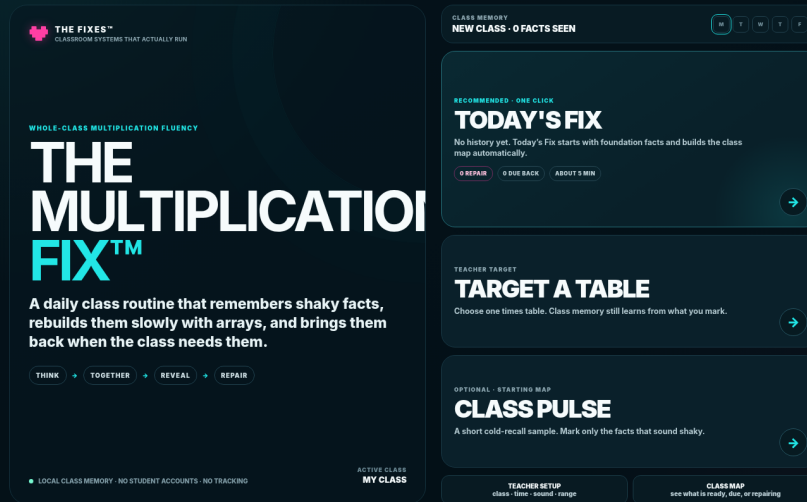


THE FIXES
FIX THE SYSTEM. NOT THE KIDS.

TEACHER HOW-TO

THE MULTIPLICATION FIX™

BUILD IT. COUNT IT. SAY IT.



THIS IS NOT A SPEED TEST.

The goal is steady retrieval, clear whole-class responding, and a simple repair when a fact is shaky. The teacher listens - the software remembers.

ONE SCREEN • ONE CLASS • NO STUDENT ACCOUNTS • NO INDIVIDUAL SCORES



THE DAILY ROUTINE

How every fact works

Keep the routine predictable. Let the thinking change.

1

THINK

Nobody answers yet. Students look, think, and get an answer ready.

2

TOGETHER

The cue appears. The whole class says the answer together.

3

REVEAL

The answer appears. Listen to how secure the response sounded.

4

REPAIR

Only when the class sounds shaky, press MARK FOR REPAIR or tap R.

MOST IMPORTANT TEACHER MOVE

REPAIR IS NOT A WRONG BUTTON.

Use Repair when the whole-class response is hesitant, mixed, or clearly uncertain - not because one student missed the fact.

Question types change. The procedure does not.

The engine may use a plain fact, a missing factor, a flipped fact, True or Fix, a memory hold, or an array. Students should learn the classroom routine once, then spend their attention on the multiplication.

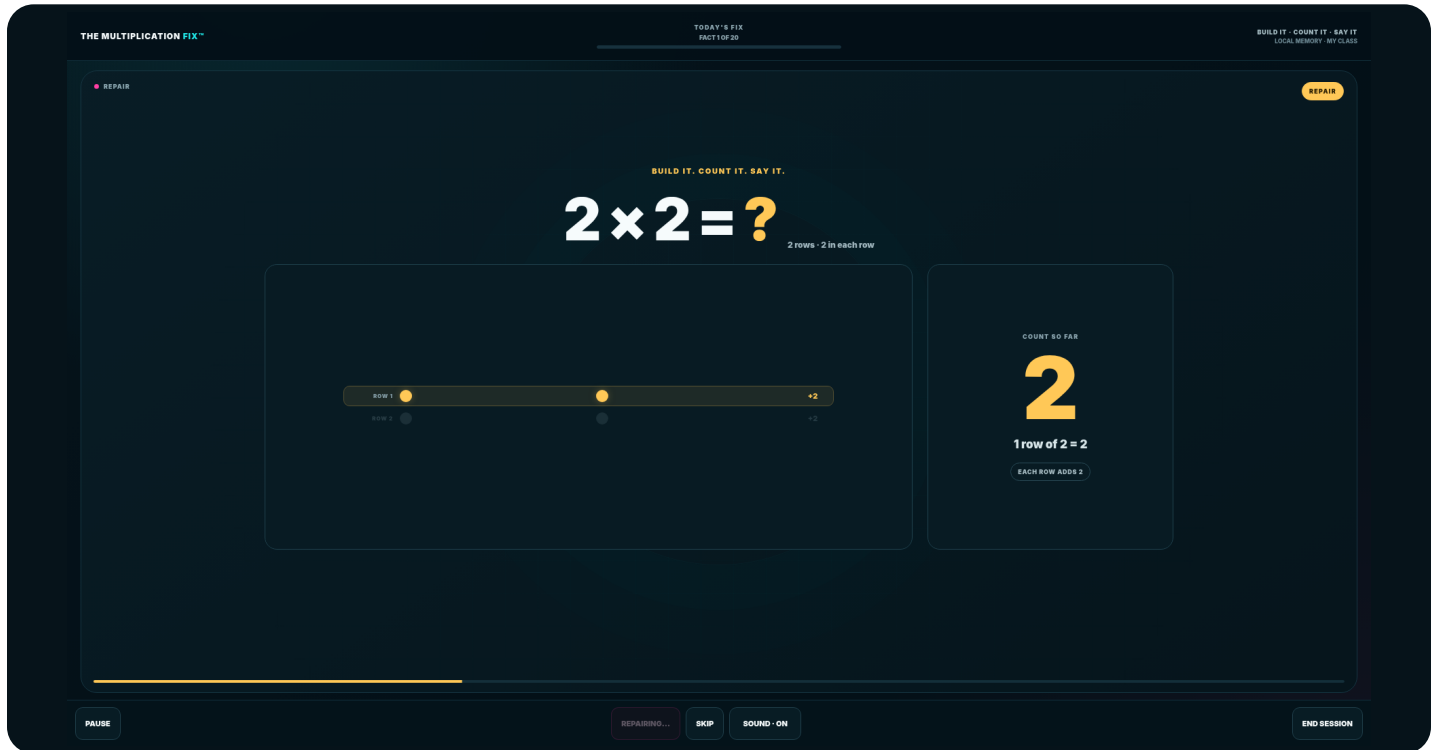
ARRAY RULE: SLOW DOWN.

Arrays are teaching moments, not speed rounds. Give students time to count the rows, notice how many are in each row, and work out the fact. The game deliberately gives array questions more thinking time.

WHEN A FACT IS SHAKY

What REPAIR actually does

The picture does the explaining. Keep your teacher talk short.



A repair is intentionally slow:

1

The array appears

Students see the fact as equal rows.

2

One row highlights at a time

The running total grows with every row.

3

Count with the screen

Example: 7, 14, 21, 28, 35, 42.

4

Say the complete fact

$6 \times 7 = 42$.

5

Try it again later

The same fact returns without the visual support.

USE VERY LITTLE LANGUAGE.

“Count with it.” “One row at a time.” “Now say the fact.”



TEACHER CONTROLS

Three ways to run it

The recommended daily workflow is deliberately one click.

RECOMMENDED

TODAY'S FIX

The engine chooses what this class should practise next from its local class memory.

WHEN YOU HAVE A FOCUS

TARGET A TABLE

Choose one times table. Repair marks still teach the class-memory engine.

OPTIONAL STARTING MAP

CLASS PULSE

A short cold-recall sample. Mark only facts that sound shaky.

Teacher Setup

- Session length: about 3, 5, or 7 minutes
- Fact range: $\times 2$ - $\times 10$ or $\times 2$ - $\times 12$
- Sound cues: on or off
- Class profiles: keep separate class memories

Class Memory

- NEW - not yet established
- REVISIT - due to come back
- REPAIR - needs more support
- READY - currently sounding secure

CLASS-LEVEL ONLY

THE SOFTWARE REMEMBERS FACTS - NOT CHILDREN.

No student names, student accounts, or individual rankings are needed. Class memory stays local. Export/import is available if the teacher wants to move that memory.

The classroom habits that make it work

- Nobody calls out during THINK. Wait for TOGETHER.
- Do not turn the activity into a fastest-student contest.
- Mark for Repair only when the class response sounds shaky.
- Let arrays breathe. Pause if students need more time.
- A repaired fact coming back is the point - not a punishment.

THE GOAL: NOT PERFECT. MORE SECURE THAN YESTERDAY.