

## “Timed” Escape

**Introduction:** For most children, learning multiplication facts is usually mundane and not at all fun. If the teacher wants to encourage students to learn these facts, he or she should incorporate this version of tag into the learning process. Students will enjoy being outdoors while learning how to multiply, and teachers will enjoy it, too.

**Grade Level and Subject:** 3rd Grade Math and P.E.

**TEKS:** Math – 4B (\*STAAR Readiness Standard)  
P.E. – 1A, 1B, 1C, 3B

**Materials:** Chalk (optional)

**Resources:** *The Ultimate Playground & Recess Game Book* by Guy Bailey. ISBN: 0-9669727-2-4

**Activity:** This game may be played inside or outside on a rectangular-shaped area with sidelines that are about 30-50 feet apart. The teacher may draw the sidelines with chalk if needed.

All students will line up along one of the sidelines, with the exception of one player. This player will be known as the “times toucher” (or by any name the class invents) and will stand in the middle of the playing area. The teacher will begin by calling out a complete multiplication problem, such as “ $9 \times 7 = 63$ .” If the problem has been called correctly, the students will run from one sideline to the other. The “times toucher” will try to touch as many students as he or she can while they run past him or her. Any students who are touched become “times touchers” and wait in the middle of the playing area until the teacher has called out another problem to the students. Then all “times touchers” will attempt to touch the students running for the opposite sideline.

The teacher should also call out incorrect multiplication problems. When he or she has done this, the students should stay in place without crossing their immediate sideline. If a student proceeds past the sideline, he or she automatically becomes a “times toucher.” The game ends when all of the students have become “times touchers.”

**Evaluation:** The teacher can closely monitor which students are unsure of their multiplication facts during the game. These students should be given extra help in the form of tutorials, homework, or flash cards.

**Options:** The teacher can use this game with any facts the students need to learn. It would be easy to incorporate this game during the time the students are learning their division facts.



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