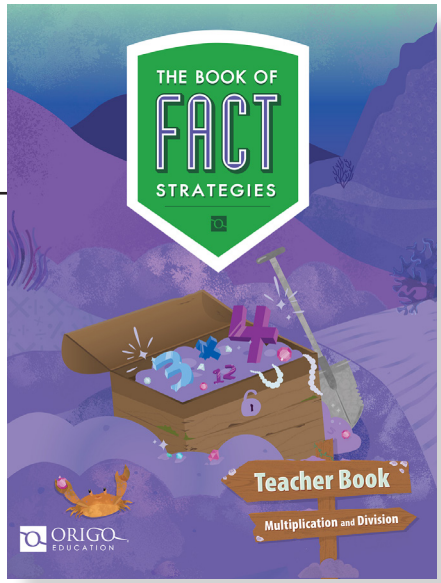
Sample Lesson Activity

ACTIVITY FOCUS

Using the Doubling Strategy to Divide



This sample activity is from the Book of Fact Strategies: Multiplication and Division Teacher Book

What do I need for this activity?

- Print the "Missing Factor In/Out" from Support 24 of this document (page 2)
- Print the spinners from Support 19 from this document (page 3)
- Paper clips
- Students in groups of two

Activity directions:

Organize students into pairs and distribute **Support 24**, the spinners from **Support 19**, and the paper clips. Students take turns to spin the paper clip, then write the number as the IN number for one of the machines on their support page so that the corresponding multiplication fact is correct. As they write the number, they say the multiplication fact and the related division fact. For example, if a student spins 9, they could complete one of these facts: $9 \times 2 = 18$, $9 \times 4 = 36$, or $9 \times 8 = 72$. They could say, "9 multiplied by (8) is (72), so (72) divided by (8) is 9." If an appropriate space is not available, the student misses a turn. The first student to correctly complete any two machines wins.

Formative Assessment Questions

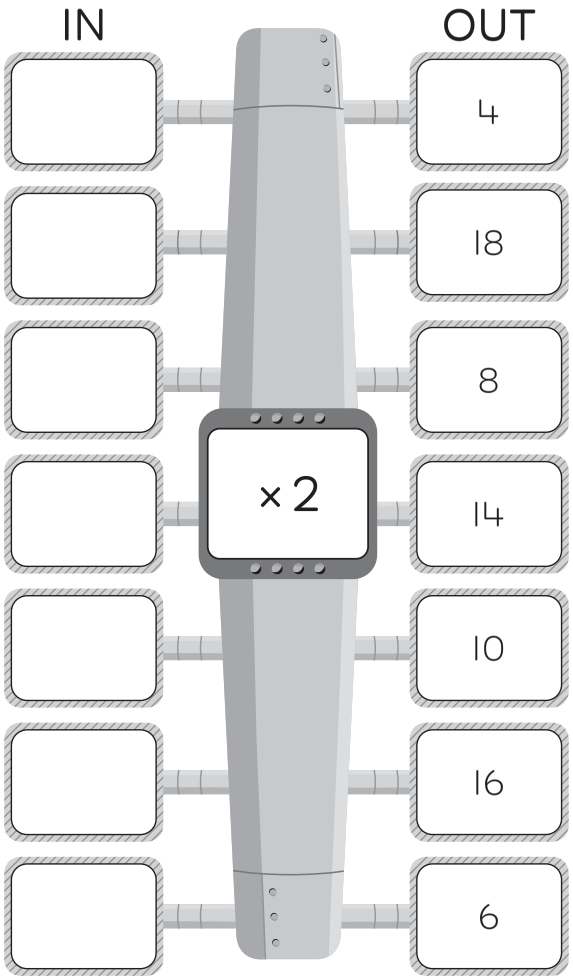
- Can the student use an efficient strategy for division?
- Can the student accurately recall the twos, fours, and eights division facts?

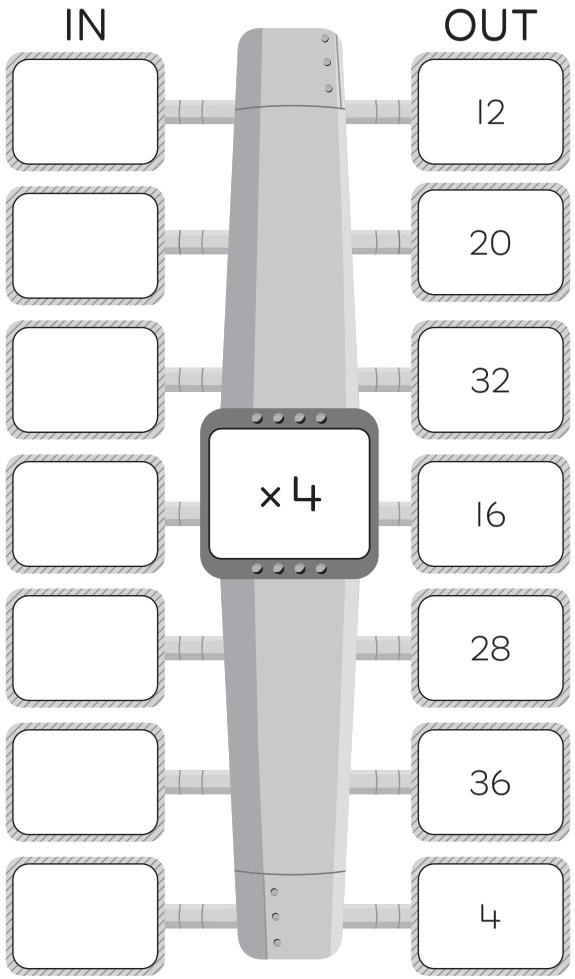
Scan to learn more:
Teaching the Doubling Strategy for Multiplication

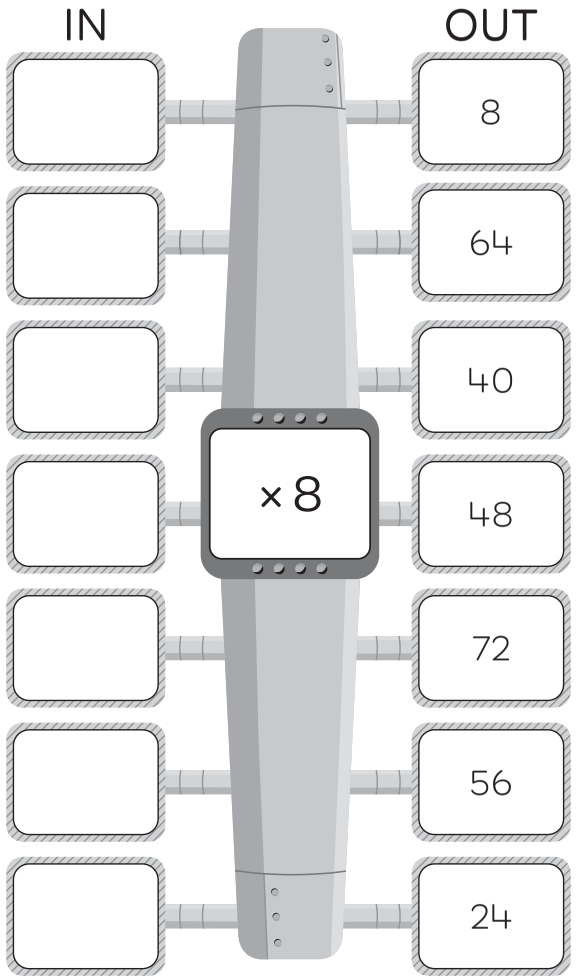
ORIGO EDUCATION

Support 24

Missing Factor In/Out Machines (2s, 4s, and 8s Facts)







Support 19

Game Spinners