

Use Doubling Activity

Note: the example below is the 2s facts but can be extended to the fours and eights facts.

Materials: Paper, stickers or paint and paint brushes

Goal: Students will apply doubling to internalize the twos, fours, eights

Activity:

- Pass paper out to students and ask them to fold their paper in half lengthwise, then in half again to make four columns.
- Ask them to choose a number from 3 to 9 and show that number of paint blobs in the first column on the left, as shown below left.
- Next, they carefully fold the first column over the second column from the left to double the number of paint blobs (fold 1), as shown below. Demonstrate how to unfold the paper and, before the paint dries, ask the students to fold the paper again along fold 2, as shown below.
- Direct the students to open the paper and ask, How many paint blobs are there now? What doubling can you see in your picture? What multiplication fact can you write to match?
- Point out that the first fold created double the number of blobs, and the second fold created double that double. Display one student's paint blobs and say, (Jude) started with 3 blobs. Double 3 is 6, and double double 3 is 12. Write the corresponding facts on the board, for example, $2 \times 3 = 6$ and $4 \times 3 = 12$.
- Then ask, If I pressed (Jude's) sheet onto another sheet of paper, how could we describe the number of blobs? What multiplication fact can we write?
- Guide students to see that this would create double double double 3 or 24 paint blobs.

