MATATAG K to 10
Curriculum –
Weekly Lesson Log
MATATAG Bansang Makabata Batang Makabansa

School:	Grade Level:	V
Teacher:	Learning Area:	MATHEMATICS
manalahan Datas adalah miling	0 - 4-	4st OHADEED W. 1 2
Teaching Dates and Time:	Quarter:	1st QUARTER Week 3

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
I. CURRICULUM CONT	ENT, STANDARDS AND LESSON CO	OMPETENCIES				
A. Content Standards	GMDAS Rules				<u> </u>	
B. Performance Standards	Use the GMDAS rules for 3 or more different operations					
C. Learning Competencies	Learning Competency I. Perform three different operations by applying the GMDAS rules 2. Perform three or more different operations by applying the GMDAS rules					
D. Content	Perform three or more different operations by applying the GMDAS rules					
E. Integration	Realize the importance of fo	ollowing rules.				

II.LEARNING RESOURCES

Bandejas, J., Reyes, D., Sagusay, E., and Dela Cruz Jr., E. (2020). Phoenix Math for the 21st Century Learners. Phoenix Publishing House.

Inc. Quezon City

Basic Math Explained. (2023). Order of Operations. [video]. Youtube. https://youtu.be/mEmyTvvGqrc

Camarista, G. G. (2020). Teaching Mathematics in the Intermediate Grades. Lorimar Publishing Inc.

Jalon, H. F. et. al. (2019). *Phoenix Math for the 21st Century Learners*. Phoenix Publishing House, Inc., Quezon City

Misa, E. L. (2019). The World of Mathematics and Beyond. Brilliant Creations Publishing, Inc., Quezon City

Yn, G. U. (2017). Our World of Math. Vibal Group, Inc., Quezon City

III. TEACHING AND LEAF					
A. Activating Prior	Perform the indicated	Directions: Simplify the	Directions: Put if the	Follow the GMDAS rule to find	Directions: A. Copy the
Knowledge	operations.	expressions below.	numerical expression is	the answer.	letter of the correct
1. Short Review:	a. 100 + 25		simplified correctly and put		answer on the separate
	b. 250 – 105	1) 40 ÷ 2 x 4 + 6 =	⊜ if the numerical		sheet of paper.

	I	T			
	c. 12 x 30	A. 11	expression is solved	1.) 3 + 5 - 6 + 8=	1. Which part of the
	d. 200 ÷ 5	B. 20	incorrectly.	2.) $12-4 \times 2+3 =$	problem (12 + 4) – 5 is
	e. 20 – 4 – 3	C. 46	1) 15 - 3 + 20 ÷ 5 × 3	3.) 48÷8+2-5=	found inside the
		D. 86	- 15 2 1 4 2	4.) 8 x 9 + 48 ÷6 =	parentheses?
			$= 15 - 3 + 4 \times 3$	5.) 63÷ 7 + 16-12=	A. 4
		6) $18 \div 6 \times 4 - 3 + 6 = $	= 15 - 3 + 12	.,	B. 12
		A. 3	= 12 - 12		C. 4 – 5
		B. 11	- 12 - 12		D. 12 + 4
		C. 15	= 0		2. Seven times eight is
		D. 20	2) (6 × 6) – 9 + 8		equal to
			2) (0 ^ 0) = 9 + 8		A. 14
		7) 14 – 8 + 3 + 8 x 24 ÷ 8 =	= 36 - 9 + 8		В. 48
					C. 54
		A. 27	= 36 - 17		D. 56
		B. 33	= 19		3. 10 5 + 1 = 51,
		C. 37	- 19		what should be the
		D. 43	2) 00 1F ÷ 7 + 10		missing operation
			3) 22 - 15 ÷ 7 + 10		symbol to make the
			$= 7 \div 7 + 10$		statement correct?
			-1.10		A. +
			= 1 + 10		B. x
			= 11		C. ÷
					D. –
			$_{4}$) (4 × 6 ÷ 3) – 7 + 7		
			$= (24 \div 3) - 7 + 7$		For numbers 4 & 5, read
					the situation inside the
			= 8 - 7 + 7		box then answer.
			=1 + 7		Mr. Cruz harvested 2 867 sacks of rice from the first harvest, 1 996 from the second and 996 from the third. He sold 4 390 sacks of rice.
					4. From the problem
			= 8		above, what is the
			5) $25 \div 5 \times 4 - 15 + 12$		mathematical sentence?
					A. 2 867 + 1 996 + 996 + 4 390 = N
			= 25 ÷ 20 – 15 + 12		B. 4 390 - (2 867 + 1 996 + 996) = N C. (2 867 + 1 996 + 996) - 4 390 = N
			$= 25 \div 5 + 12$		D. (2 867 + 1 996) - (996 + 4 390) = N
			= 5 + 12		5. How many sacks of
			·		rice were not sold?
			= 17		A. 1 469
					B. 1 523
L	1	1			

		'		'	C. 2 394
	<u> </u>	<u> </u>	<u> </u>	<u> </u>	D. 3 394
. Establishing Lesson P		-	-	-	
	Solve the following:	You may recall, the rules on order of operations by performing the expressions given below. 1) $4 + 6 - 9 =$ 2) $13-5 \times 2 + 3 =$ 3) $45 \div 5 - 10 \div 5 =$ 4) $15 - 5 + 2 =$	Directions: Below are incomplete expressions. Complete them by finding the missing numbers from the numbers provided in the lower box. Write your answer in your activity notebook. $ \begin{array}{cccccccccccccccccccccccccccccccccc$	Pepe and Pipo were challenged to answer this number problem 4 + (8 – 6) ÷ 2 x 3 = N. The one who could get the correct answer gets a token from their mother. Both took the challenge excitedly. They analyzed the number problem and solved for it. Pepe's answer was 9 and Pipo had 7. Who do you think got the token?	Direction: Simplify each expression. 1) 23 + 200 ÷ 2 = 2) 56 ÷ 8 + 4 x (8 - 2) = 3) 92 + [(8 + 2) x 5] = 4) (10 + 11) x 4 + (60 ÷ 15) = 5) 4 (18 - 3) + 16 =
2. Unlocking Content Vocabulary	GMDAS rule states the ord symbols, then do multiplicate	Lools, Multiplication, Division, Addit der of operations when performing ation or division before adding or s t to right. Add or subtract from left	ng series of operations. According t subtracting.	to this rule, perform operations fi	rst within the grouping
C. Developing and D	Deepening Understanding				
SUB-TOPIC 1:	Perform three	Did you know that there is	Apply GMDAS in	Use grouping symbols to	Directions:
	different operations by	a rule that can help us	performing three or more	make each equation correct.	Carefully read,
☐ Explicatio			Po	Illane cacii equation con con	1
⊔ Explicatio n	applying the GMDAS	when solving a series of	operations	, ·	analyze and simplif

During his birthday, Gelo received P2,000.00. He bought 2 shirts at P400.00 each. How much change will Gelo receive? Which equation gives the correct answer?

A. P2,000 - P400 + 400 = 1, 200

B. P2,000 - 2 x P400 = 1, 200 (correct answer)

Ask: When more than one operation is involved in an equation, which should be performed first?

called PMDAS, which stands for Parentheses. Multiplication, Division, Addition, and Subtraction. It may also be called GMDAS when other Grouping symbols are used. The PMDAS or GMDAS rule tells us that in simplifying expressions involving a series of operations, we first simplify all operations inside the Parentheses (()) or other Grouping Symbols like braces ({ }) and brackets ([]). Second, perform Multiplication or Division, whichever comes first from left to right. Third, do the Addition or Subtraction, whichever comes first from left to right also. Study this example. What should be the correct answer to this one?

Ask the learners to state GMDAS rule GMDAS Rule

a. Perform the operations within each pair of grouping symbols (G) (parenthesis, brackets, and braces) beginning with the innermost pair b. Then, multiply (M) or divide

(D) from left to right.

c. Lastly, add (A) or subtract (S) from left to right.

Example 1:	Example 2:	Example 3:
4 x 7 + 1 = 32	6 + 8 + 2 = 7	5 + 7 x 2 - 2 - 12 = 5
Solution: 4 x (7 + 1) = 32 4 x 8 = 32	Solution: (6 + 8) + 2 = 7 14 + 2 = 7	Solution: 5 + (7 x 2) - 2 - 12 = 5 5 + 14 - 2 - 12 = 5 19 - 2 - 12 = 5 17 - 12 = 5

Example 4:	Example 5:
16 – 5 x 2 + 3 = 9	4 + 2 x 10 + 2 = 14
Solution:	Solution:
16 - (5 x 2) + 3 = 9	4 + (2 x 10) ÷ 2 = 14
16 - 10 + 3 = 9	4 + 20 + 2 = 14
6 + 3 = 9	4 + 10 = 14

your answer to the given problems.
Use a separate sheet of paper.
Number 1 is done for you.

1. Sylvia bought 4 melons for Php50.00 each and 1 kg of mango for Php80.00. Write the number problem to represent the situation and then find the total cost in all.

Number Problem: $(4 \times Php50.00) + Php80.00 = N$ Total cost of fruits: Php280.00

2. Robert bought 2 pies for Php9.00 each and 3 medium hotcakes for Php5.00 each. Write the number problem to represent this situation and then find the total cost. Number Problem:

Total cost of pies and hotcakes bought:

1	I	I		1	ı
					3. April pays Php150.00 for the materials to make earrings and bracelets. She makes 7 earrings and 3 bracelets. She sells 7 earrings for Php20.00 each and 3 bracelets for Php12.00 each. Write the number problem to represent this situation and then find April's profit. Number Problem:
					The amount of profit April got:
					4. Jose bought 3 pairs of pants for Php750.00 each and paid Php2,500.00. Write the number problem to represent this situation and then find how much Jose gets back from the cashier.

		Directions: Perform the	Example 1. 25 – 5 x (16 – 12) ÷ 2	Hee grouping symbols	The amount Jose got back from the cashier: 5. The price of a shirt is Php100.00. The store manager gives a discount of Php50.00 per shirt. A man and his brother bought 4 shirts and then share the cost with his brother. Write the number problem to represent this situation and then find the amount paid by each brother. Number Problem: The amount paid by each brother:
☐ Worked Example	a. Perform the operations within each pair of grouping symbols (G) (parenthesis, brackets,	Directions: Perform the operations by applying the GMDAS Rules. Write your answer on a separate sheet of paper.	Example 1. 25 - 5 x (16 - 12) + 2 25 - 5 x (16 - 12) + 2 Do the operation inside the parentheses first. 25 - 5x 4 + 2 Multiply. 25 - 20 + 2 Divide. 25 - 10 Subtract. = 15	Use grouping symbols to make each equation correct.	

and braces) beginning with the innermost pair b. Then, multiply (M) or divide (D) from left to right.
c. Lastly, add (A) or

c. Lastly, add (A) or subtract (S) from left to right.

Apply GMDAS in performing the indicated operations.

Example 1: $16 + 9 \div 3 \times 4$ $16 + 9 \div 3 \times 4$ \longrightarrow Divide first. = $16 + 3 \times 4$ \longrightarrow Multiply before adding. = $16 \div 12$ \longrightarrow Add.

Look at the GMDAS Rule.

Which operation should be performed first according to the GMDAS rule?

What should be the next operation that must be performed after performing the first?

Example 2: (9 + 6) + 3 - 2 = (9 + 6) + 3 - 2Add numbers inside the parenthesis = 15 + 3 - 2Divide before subtracting

Example 3: 150 + (80 - 50) + 95

150 + (80 - 50) + 95

Subtract numbers inside the parenthesis
= 150 + 30 + 95

Divide before adding
= 145

Add

1. $\frac{4}{3} \times \frac{5}{4} + \frac{11}{6} \div \frac{3}{5}$

2. $\left(\frac{9}{2} + \frac{5}{2}\right) \div \frac{11}{2} \div \frac{1}{5}$

3. $\left(\frac{11}{3} - \frac{7}{3} + \frac{3}{4}\right) \div \frac{2}{5} \times \frac{5}{6}$

4. $9.4 + (1.5 + 6.5) \times 6.7 - 4.5$

5. $(5.4 \div 0.6) \times 5.5 - (3.6 + 6.7)$

Example 2. 280 - 45 ÷ 15 + 9 x 3

280 - 45 ÷ 15 + 9 x 3

→ if dividing and multiplying at once will not affect the result of the expression, you may do operations simultaneously

Example 4. 25 + 15 - (6 x 2) + 60

25 +15 - (6 x 2) + 60 → Do the operation inside the parentheses first.

= 25 + 15 - 12 + 60 \longrightarrow Add. = 40 - 12 + 60 \longrightarrow Subtract. = 28 + 60 \longrightarrow Add. 1. $14 - 2 \times 4 \div 6 = 8$

2. $28 \div 2 - 4 \times 7 = 70$

3. $64 \div 8 \times 5 - 3 + 5 = 21$

4. $17 - 3 + 4 \times 3 = 26$

5. $9 + 2 \times 8 - 2 - 3 = 18$

1) (x) + (+) =6 2) (+) + (x) = 7 3) (+) + = 28 4) + (-) = 2 5) + (-) = 36

☐ Lesson Activity	Example 4: 95 - 30 x 4 + 12 95 - 30 x 4 + 12 95 - 120 + 12 95 - 10 + 12 95 - 10 Subtract 85 Example 5: [45 + 5] - 7] x 100 [45 + 5] - 7] x 100 [9 - 7] x 100 2 x 100 Apply GMDAS rule in performing the different operations. 1. $7 \times 2 - (9 + 2) =$ 2. $(6 \div 3) \times (11 - 4) =$	Directions: In column A are numerical expressions and their corresponding answers are written in column B. Write the letter that	Apply GMDAS rule in performing the different operations. 1. $48 \div 6 + (5 \times 6) \times 13 + 6$ 2. $(18 \div 3) + 6 + (14 - 8) \times 5$		Directions: Solve the given mathematical statement below. Write TRUE if statement is correct and FALSE if it is
	3. $9 \times 3 + (20 - 18) =$ 4. $(47 - 17) + 10 \times 3 =$ 5. $10 \div [9 - (2 \times 2)] =$ 6. $3 + 6 \times (5 + 4) =$ 7. $(25 + 11) \times 2 \div 9 =$ 8. $(100 - 16) \div 12 - 5 =$ 9. $8 \div 4 \times (5 + 9) =$ 10. $81 \div (20 + 7) \times 6 =$	corresponds to the correct answer on a separate sheet of paper. A B	3. (12 ÷ 3) + 3 + (16 - 7) × 4 4. 6 ÷ 3 + 24 - 25 ÷ 5 5. 4 + 2 × 18 ÷ 6 - 9	5. $11 \times 4 - (6 + 3 + 13) \div 2 = $ 6. $36 \div 3 \times [(7 - 2 - 4) \times 2] = $ 7. $18 + (21 - 5) \div (22 - 18) = $ 8. $(6 \div 3 + 5) \times (11 - 4) = $ 9. $8 \times (36 \div 2) - (56 + 24) \div 4 = $ 10. $20 - [5 \times (7 + 2) \div 3] = $	and FALSE if it is not. Use a separate sheet of paper for your answer. 1. 7 x (3 + 4) - 5 = 79 2. (14 x 5) + 12 - (2 x 6) = 80 3. 18 - (7 + 9) + 4 = 2 4. (5 x 6) + (8 + 2) - 4 = 30 5. [7-4) x 10] x 3 + 5 = 18
D. Making Generalization Learners' Takeaways	What I learned about GMD The four basic operations are, and G - Simplify the expressions inside symbols first.	, MD – Next,or from left to right.	How can we connect this less Cite instances where knowled	son to our everyday lives? dge of GMDAS is useful in pract	tical contexts
Reflection on Learning IV. EVALUATING A. Evaluating Learning Formative	LEARNING: FORMATIV	VE ASSESSMENT AND TEA Complete the given solution.	ACHER'S REFLECTION Directions: Complete the following to make the	Insert operation symbols +, -, x, ÷, and	Directions: Read and analyze each

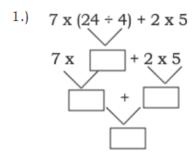
Choose your answer on the given choices. Write the letter of the correct answer on the space before each number. Use CAPITAL letters. (2 points each)

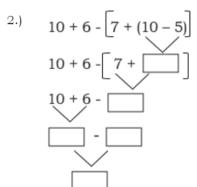
1.	10 + 4 - 8	A. 5	B. 6	C. ?
2.	(3 + 4 x 6) + 9	A. 3	B. 4	C. 3
3.	100 - 45 - (16 +	3 x 3) A. 20	B. 25	D.
4.	$7 \times 2 - 10 \div 5$	A. 12	B. 11	D.
5.	5 x (12 - 9) + 25	A. 30	B. 40	D.

5.
$$9 \times (4 + 8) \div 6$$

= $9 \times __ \div 6$
= $_ \div 6$

statement correct. Do it in a separate sheet of paper.





3.)
$$4 \times \left[(6+8) \div 2 \right] - 12$$
 $4 \times \left[\begin{array}{c} \div 2 \\ -12 \end{array} \right] - 12$
 $4 \times \left[\begin{array}{c} -12 \\ -12 \end{array} \right]$

() to make the equation correct.

item carefully. Write your answer on a separate sheet of paper.

1. What is the value of *N* in the expression 3 x 7 + 6 - 2 + 4 ÷ 2 + 7 = N?

$$(8 \div 4) + 3 + (14 - 8) \times 7$$

			4.) $[(5 + 7) - 2] \div 2$ $-2] \div 2$ $\div 2$ $5.) (8 + 18 \div 9) \div (4 \times 3 - 7)$ $(8 + 1) \div (1 - 7)$ $\div 1$		D. perform operation inside the parentheses 5. Evaluate: 60 + (40 - 30) x (2 + 8) x 5 A. 140 B. 500 C. 560 D. 660
Homework					
	Note observations on any of the following areas:	Effective Practices	Problems Encountered		
B. Teacher's	strategies explored				
Remarks:	materials used				
	learner engagement/ interaction				
	Reflection guide or prompt can be on: • • principles behind the teaching				
C. Teacher's Reflection	What principles and beliefs Why did I teach the lesson • • students				

What roles did my students play in my lesson? What did my students learn? How did they learn? • ways forward	
What could I have done differently? What can I explore in the next lesson?	

PREPARED BY: