



Republic of the Philippines
Provincial Government of Rizal
FEU ROOSEVELT CAINTA
35 D Sumulong Hwy., Cainta, Rizal

Grade: Grade 5

Learning Area: Mathematics

- I. **Objective:** at the end of the session, the learners should be able to perform a series of more than two operations on whole numbers applying Parenthesis, Multiplication, Division, Addition, Subtraction (PMDAS) or Grouping, Multiplication, Division to solve a given problem.

References :

Dwibedi, K. (2021). My First Book of Mathematics: Numbers, Addition, Subtraction, Multiplication, Division, Bodmas/pemdas Rule, Simplification, Square and More, All in One Book of Mathematics. (n.p.): Independently Published.

II. **Subject Matter**

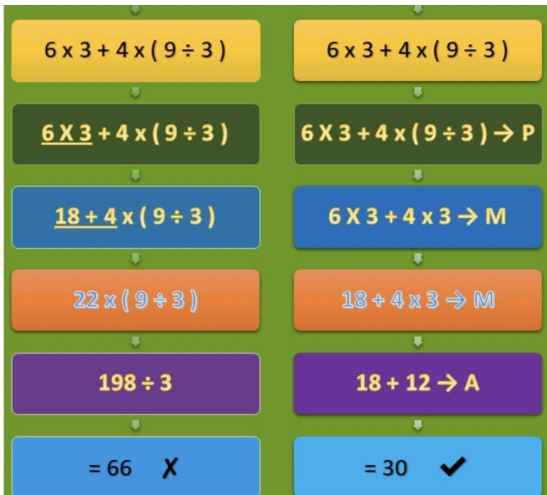
Lesson Title : Order of Operations (PMDAS/GMDAS)

Instructional Materials : Laptop, projector, cards/small papers with numbers and question

Time Duration : 60 Minutes

III. **Procedure:**

Activities	Description	Time
Introduction	- Greet the students and ask how they are feeling. - Ask one of the students to lead the prayer before studying - Ask the student if anyone was absent - Ask the student "are you ready to start learning today?"	2 Minutes
Motivation	- To get student's attention The teacher provides a "clapping" game as a start so that students can focus on learning. If the teacher says "good morning" the students clap one time, if the teacher says "good afternoon" the students clap 2 times, if the teacher says "good evening" the students clap 3 times.	3 Minutes

	 - The teacher explains an example problem with two different ways of doing it and results - The teacher asks the students which result is correct, method A or method B	
Order of Operations (PMDAS/GMDAS)	- Teacher demonstrates how to solve, students observe. Example: 1. $2 \times 4 + (8 - 3 \times 2)$ $2 \times 4 + (8 - 6)$ $2 \times 4 + 2$ $8 + 2$ 10 - If students still don't understand what steps are used to complete the number operation, the teacher will give another example. Another example : $4 : 2 + (10 - 4 \times 2)$ $4 : 2 + (10 - 8)$ $4 : 2 + 2$ $2 + 2$ 4 - Teacher asks questions to scaffold students' coming up with the steps on how the problem was solved until they arrive at the PMDAS/GMDAS - Teacher provides exercises for students to solve on their own: a. boardwork (1 or 2 students) then have the student explain	35 Minutes

	Try This! $5 \times 3 + (3 - 10 : 5)$ $8 : 2 - (2 \times 3 - 4)$ 	
Assessment To check if the learners are able to perform a series of more than two operations on whole numbers applying Parenthesis, Multiplication, Division, Addition, Subtraction (PMDAS) or Grouping, Multiplication, Division, Addition, Subtraction (GMDAS) to solve a given problem.	- individual solving of three problems Conclude the activity with a brief reflection on what they have learned (Activity) Activity $8 : 4 + (10 - 2 \times 4)$ $7 \times 3 - (11 + 12 : 4)$ $(12 - 4 \times 3) + 6 \times 3$ 	15 Minutes
Reflection	- why is it important to follow the order of operations when solving a problem?	5 Minutes