

# 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

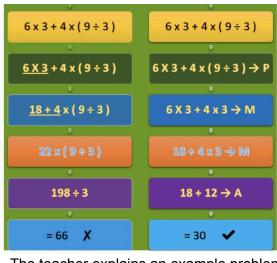
Lesson Title: Order of Operations (PMDAS/GMDAS)

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

Time Duration: 60 Minutes

### III. Procedure:

Activities	Description	Time
Introduction	<ul> <li>Greet the students and ask how they are feeling.</li> <li>Ask one of the students to lead the prayer before studying</li> <li>Ask the student if anyone was absent</li> <li>Ask the student "are you ready to start learning today?"</li> </ul>	2 Minutes
Motivation	<ul> <li>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.</li> </ul>	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:

- If students still don't understand what steps are used to complete the number operation, the teacher will give another example.

Another example :

- 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

	1. 5 x 3 + (3 - 10 : 5) 2. 8 : 2 - (2 x 3 - 4)  - The teacher explains about PMDAS/GMDAS rules	
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, Substraction (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  1. 8:4+(10-2×4) 2. 7×3-(11+12:4) 3. (12-4×3)+6×3	15 Minutes
Reflection	<ul> <li>why is it important to follow the order of operations when solving a problem?</li> </ul>	5 Minutes