

Lesson 3: Order of Operations

Directions: Solve each problem. Choose the correct answer.

1. Which step comes first? $12 \div 3 \cdot (15 - 6) + 3$ <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> (a) If your answer is 15 - 6 draw the following face, eyes & mouth. </td> <td style="width: 50%; text-align: center; padding: 5px;">  </td> </tr> <tr> <td style="width: 50%; padding: 5px;"> (b) If your answer is 12 ÷ 3 draw the following face, eyes & mouth. </td> <td style="width: 50%; text-align: center; padding: 5px;">  </td> </tr> </table>	(a) If your answer is 15 - 6 draw the following face, eyes & mouth.		(b) If your answer is 12 ÷ 3 draw the following face, eyes & mouth.		2. What is the second step? $8 \cdot 5 + 14 \div 7 - 3$ <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> (a) If your answer is 8 · 5 draw the following hair & stripes. </td> <td style="width: 50%; text-align: center; padding: 5px;">  </td> </tr> <tr> <td style="width: 50%; padding: 5px;"> (b) If your answer is 14 ÷ 7 draw the following hair & stripes. </td> <td style="width: 50%; text-align: center; padding: 5px;">  </td> </tr> </table>	(a) If your answer is 8 · 5 draw the following hair & stripes.		(b) If your answer is 14 ÷ 7 draw the following hair & stripes.		3. Which step comes first? $2 + 10 \div 5 \cdot 3$ <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> (a) If your answer is 5 · 3 draw the following fence & tail. </td> <td style="width: 50%; text-align: center; padding: 5px;">  </td> </tr> <tr> <td style="width: 50%; padding: 5px;"> (b) If your answer is 10 ÷ 5 draw the following fence & tail. </td> <td style="width: 50%; text-align: center; padding: 5px;">  </td> </tr> </table>	(a) If your answer is 5 · 3 draw the following fence & tail.		(b) If your answer is 10 ÷ 5 draw the following fence & tail.	
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4. Solve. $8 + 7 \cdot 10$ <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> (a) If your answer is 78 draw the following sun in the top left corner. </td> <td style="width: 50%; text-align: center; padding: 5px;">  </td> </tr> <tr> <td style="width: 50%; padding: 5px;"> (b) If your answer is 150 draw the following sun in the top left corner. </td> <td style="width: 50%; text-align: center; padding: 5px;">  </td> </tr> </table>	(a) If your answer is 78 draw the following sun in the top left corner.		(b) If your answer is 150 draw the following sun in the top left corner.		5. Solve. $10 \div 2 \cdot 5$ <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> (a) If your answer is 25 write the following problem in the sun & solve. </td> <td style="width: 50%; text-align: center; padding: 5px;"> $2 + 3^2 \cdot 4$ </td> </tr> <tr> <td style="width: 50%; padding: 5px;"> (b) If your answer is 1 write the following problem in the sun & solve. </td> <td style="width: 50%; text-align: center; padding: 5px;"> $5 + 3^2 \cdot 2$ </td> </tr> </table>	(a) If your answer is 25 write the following problem in the sun & solve.	$2 + 3^2 \cdot 4$	(b) If your answer is 1 write the following problem in the sun & solve.	$5 + 3^2 \cdot 2$	6. Solve $20 \div 4 + 2 \cdot 5$ <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> (a) If your answer is 35 draw the following 3 signs on the fence. </td> <td style="width: 50%; text-align: center; padding: 5px;">  </td> </tr> <tr> <td style="width: 50%; padding: 5px;"> (b) If your answer is 15 draw the following 3 signs on the fence. </td> <td style="width: 50%; text-align: center; padding: 5px;">  </td> </tr> </table>	(a) If your answer is 35 draw the following 3 signs on the fence.		(b) If your answer is 15 draw the following 3 signs on the fence.	
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7. Solve $18 \div 6 \cdot (4 - 3) + 6$ <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> (a) If your answer is 15 draw the following tree on the right side. </td> <td style="width: 50%; text-align: center; padding: 5px;">  </td> </tr> <tr> <td style="width: 50%; padding: 5px;"> (b) If your answer is 9 draw the following tree on the right side. </td> <td style="width: 50%; text-align: center; padding: 5px;">  </td> </tr> </table>	(a) If your answer is 15 draw the following tree on the right side.		(b) If your answer is 9 draw the following tree on the right side.		8. True or False $30 \div 15 + 2 \cdot 3 = 8$ <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> (a) If your answer is True write the following on the signs. </td> <td style="width: 50%; padding: 5px;"> Always follow the order of operations. Do not feed the zebra. Parenthesis, Exponents, Multiplication, Division, Addition & Subtraction. PEMDAS rocks! </td> </tr> <tr> <td style="width: 50%; padding: 5px;"> (b) If your answer is False write the following on the signs. </td> <td style="width: 50%; padding: 5px;"> Please feed the zebra. I LOVE Math! </td> </tr> </table>	(a) If your answer is True write the following on the signs.	Always follow the order of operations. Do not feed the zebra. Parenthesis, Exponents, Multiplication, Division, Addition & Subtraction. PEMDAS rocks!	(b) If your answer is False write the following on the signs.	Please feed the zebra. I LOVE Math!	9. True or False $2 + (24 \div 4) \cdot (3 - 1) = 14$ <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> (a) If your answer is True write the following vocabulary words in the box. </td> <td style="width: 50%; text-align: center; padding: 5px;"> Order of Operations </td> </tr> <tr> <td style="width: 50%; padding: 5px;"> (b) If your answer is False write the following vocabulary word in the box. </td> <td style="width: 50%; text-align: center; padding: 5px;"> PEMDAS </td> </tr> </table>	(a) If your answer is True write the following vocabulary words in the box.	Order of Operations	(b) If your answer is False write the following vocabulary word in the box.	PEMDAS
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Creativity as Progressive Pedagogy: Examinations Into Culture, Performance, and Challenges Raj, Ambika Gopal, 2021-11-12 In every era global progressive thinkers have used creativity as a means for cultural reformation and social justice in response to oppressive regimes For example theater cartoons social art film and other forms of representative arts have always been used as critical instigation to create agency or critical commentary on current affairs In the education sector teachers in schools often say one of two things they are not creative or that they don't have the time to be creative given the curricular demands and administrative mandates that they are required to follow Each day educators are working to find exceptionally creative ways to engage their students with limited resources and supplies and this becomes even more of a challenge during turbulent times Creativity as Progressive Pedagogy Examinations Into Culture Performance and Challenges primarily focuses on pedagogical creativity and culture as related to various aspects of social justice and identity This book presents experience based content and showcases the necessity for pedagogical creativity to give students agency and the connections between cultural sensitivity and creativity Covering topics such as the social capital gap digital spaces and underprivileged students this book is an indispensable resource for educators in both K 12 and higher education administrators researchers faculty policymakers leaders in education pre service teachers and academicians *Cassell's New English Dictionary* Ernest Albert Baker, 1919 **Congressional Record** United States. Congress, 1996 The Congressional Record is the official record of the proceedings and debates of the United States Congress It is published daily when Congress is in session The Congressional Record began publication in 1873 Debates for sessions prior to 1873 are recorded in The Debates and Proceedings in the Congress of the United States 1789 1824 the Register of Debates in Congress 1824 1837 and the Congressional Globe 1833 1873 Navigating MathLand Linda Kasal Fusco, 2017-06-21 Navigating MathLand uses a unique lens to focus on how students prefer to learn mathematics The intent of this book is to provide a guide for parents to help them navigate the thirteen years of their children's math education K 12 The book will provide parents with the knowledge and skills they will need to proactively advocate for their children's preparation for the 21st century workforce Math In Plain English Amy Benjamin, 2013-10-02 Do word problems and math vocabulary confuse students in your mathematics classes Do simple keywords like value and portion seem to mislead them Many words that students already know can have a different meaning in mathematics To grasp that difference students need to connect English literacy skills to math Successful students speak read write and listen to each other so they can understand retain and apply mathematics concepts This book explains how to use 10 classroom ready literacy strategies in concert with your mathematics instruction You'll learn how to develop students who are able to explain to themselves and communicate to others what problems mean and how to attack them Embedding these strategies in your instruction will help your students gain the literacy skills required to achieve the eight Common Core State Standards for Mathematics You'll discover the best

answer to their question When am I ever going to use this The 10 Strategies 1 Teaching mathematical words explicitly 2 Teaching academic words implicitly 3 Reinforcing reading comprehension skills that apply to mathematics 4 Teaching mathematics with metaphor and gesture 5 Unlocking the meaning of word problems 6 Teaching note taking skills for mathematics 7 Using language based formative assessment in mathematics 8 Connecting memorization to meaning in mathematics 9 Incorporating writing to learn activities in mathematics 10 Preparing students for algebraic thinking

What's Your Math Problem!?!: Getting to the Heart of Teaching Problem Solving Gojak, Linda, 2017-03-01 Dig into problem solving and reflect on current teaching practices with this exceptional resource Meaningful instructional tools and methods are provided to help teachers understand each problem solving strategy and how to use it with their students Teachers are given opportunities to practice problems themselves and reflect on how they can better integrate problem solving into their instruction This resource supports College and Career Readiness Standards **Eyes on Math** Marian Small, 2015-04-25 This new book is an exciting follow up to the authors bestsellers on differentiated math instruction Good Questions and More Good Questions Eyes on Math is a unique teaching resource that provides engaging full color graphics and pictures with text showing teachers how to use each image to stimulate mathematical teaching conversations around key K 8 concepts Teachers using the book can download the images for projection onto classroom white boards or screens The questions and answers will help both students and teachers look more deeply and see the math behind the math For each of more than 120 visuals the text identifies the key math concept and the Common Core State Standard being addressed and then provides teachers with Mathematical background and context Questions to use with students to lead the instructional conversation Expected answers and explanations of why each question is important Follow up extensions to solidify and assess student understanding This book will be useful to a broad range of teachers who will find new ways to clarify concepts that students find difficult It can be used as a resource to prepare teachers for the higher mathematical thinking requirements of the CCSS Mathematical Practices It will also be an invaluable resource for teachers working with students with low reading ability including English language learners and special education students This book provides a way for both teachers and students to get used to talking about mathematics in nonthreatening open ended ways The author s friendly explanations of the mathematical ideas the pictures are intended to surface give teachers who are less confident about the conceptual aspects of mathematics the support they need to facilitate less scripted mathematical discourse with their students Lucy West education consultant Praise for Good Questions and More Good Questions A must for any educator who is serious about reaching more students more often and achieving more positive results Resources for the Mathematics Educator A valuable book for mathematics teachers teacher educators and faculty involved in differentiated instruction Choice A great resource Mathematics Teaching in the Middle School I highly recommend this user friendly resource for all mathematics teachers Teaching Children Mathematics **Math Lessons for a Living Education Level 3** Angela

O'Dell, Kyrsten Carlson, 2016-06-20 Teach math lessons through the creative means of a life story Provide 36 weeks of instruction based on skill levels rather than grade levels Guide students by the use of inexpensive manipulatives including index cards dried beans and construction paper We often tend to compartmentalize when teaching children In real life there aren't artificial barriers between subjects For example when you are cooking or baking you have to use the skills of reading logical thinking and measuring just to name a few In driving a car you see and read road signs read maps and count miles So why do we say to children This is math this is language this is about science and nature and this is history The most natural and effective means to teach children is through life examples Content story and the ability to show math in real life make a living math book

Awesome Math Titu Andreescu, Kathy Cordeiro, Alina Andreescu, 2019-12-17 Help your students to think critically and creatively through team based problem solving instead of focusing on testing and outcomes Professionals throughout the education system are recognizing that standardized testing is holding students back Schools tend to view children as outcomes rather than as individuals who require guidance on thinking critically and creatively Awesome Math focuses on team based problem solving to teach discrete mathematics a subject essential for success in the STEM careers of the future Built on the increasingly popular growth mindset this timely book emphasizes a problem solving approach for developing the skills necessary to think critically creatively and collaboratively In its current form math education is a series of exercises straightforward problems with easily obtained answers Problem solving however involves multiple creative approaches to solving meaningful and interesting problems The authors co founders of the multi layered educational organization AwesomeMath have developed an innovative approach to teaching mathematics that will enable educators to Move their students beyond the calculus trap to study the areas of mathematics most of them will need in the modern world Show students how problem solving will help them achieve their educational and career goals and form lifelong communities of support and collaboration Encourage and reinforce curiosity critical thinking and creativity in their students Get students into the growth mindset coach math teams and make math fun again Create lesson plans built on problem based learning and identify and develop educational resources in their schools Awesome Math Teaching Mathematics with Problem Based Learning is a must have resource for general education teachers and math specialists in grades 6 to 12 and resource specialists special education teachers elementary educators and other primary education professionals

Every Math Learner, Grades 6-12 Nanci N. Smith, 2017-02-02 Differentiation that shifts your instruction and boosts ALL student learning Nationally recognized math differentiation expert Nanci Smith debunks the myths surrounding differentiated instruction revealing a practical approach to real learning differences Theory lite and practice heavy this book provides a concrete and manageable framework for helping all students know understand and even enjoy doing mathematics Busy secondary mathematics educators learn to Provide practical structures for assessing how students learn and process mathematical concepts information Design implement manage and formatively assess and respond to learning in a standards aligned

differentiated classroom Adjust current materials to better meet students needs Includes classroom videos and a companion website Concept-Rich Mathematics Instruction Meir Ben-Hur,2006-06-15 Have you ever wondered why students too often have only a rudimentary understanding of mathematics why even rich and exciting hands on learning does not always result in real learning of new concepts The answer lies in whether students have actually learned mathematical concepts rather than merely memorizing facts and formulas Concept Rich Mathematics Instruction is based on the constructivist view that concepts are not simply facts to be memorized and later recalled but rather knowledge that learners develop through an active process of adapting to new experiences The teacher s role is critical in this process When teachers prompt students to reflect on their experiences and report and answer questions verbally students must re examine and even revise their concepts of reality Meir Ben Hur offers expert guidance on all aspects of Concept Rich Mathematics Instruction including Identifying the core concepts of the mathematics curriculum Planning instructional sequences that build upon concepts that students already understand Designing learning experiences that provoke thoughtful discussions about new concepts and prepare students to apply these concepts on their own Identifying student errors particularly those caused by preconceptions as important sources of information and as key instructional tools Conducting classroom dialogues that are rich in alternative representations Using a variety of formative assessment methods to reveal the state of students learning Incorporating problem solving activities that provoke cognitive dissonance and enhance students cognitive competence Concept Rich Mathematics Instruction is grounded in the belief that all students can learn to think mathematically and solve challenging problems If you re looking for a powerful way to improve students performance in mathematics and move closer to fulfilling the NCTM standards look no further this approach provides the building blocks for constructing a first class mathematics program Note This product listing is for the reflowable ePub version of the book **The Problem with Math Is English** Concepcion Molina,2012-09-06 Teaching K 12 math becomes an easier task when everyone understands the language symbolism and representation of math concepts Published in partnership with SEDL The Problem with Math Is English illustrates how students often understand fundamental mathematical concepts at a superficial level Written to inspire aha moments this book enables teachers to help students identify and comprehend the nuances and true meaning of math concepts by exploring them through the lenses of language and symbolism delving into such essential topics as multiplication division fractions place value proportional reasoning graphs slope order of operations and the distributive property Offers a new way to approach teaching math content in a way that will improve how all students and especially English language learners understand math Emphasizes major attributes of conceptual understanding in mathematics including simple yet deep definitions of key terms connections among key topics and insightful interpretation This important new book fills a gap in math education by illustrating how a deeper knowledge of math concepts can be developed in all students through a focus on language and symbolism Video Math Tutor: Basic Math: Lesson 7 - Units of Measurement , Horizons Math 8

Student Book Jms081,2012-08-16 Explore the world of algebraic concepts with the Horizons Algebra I Student Book Making advanced math more appealing and easier with eye catching illustrations and an easy to follow lesson format this colorful Alpha Omega curriculum reviews factoring prime numbers scientific notation and algebraic expressions while introducing your child to systems of equations rational expressions systems of linear equations basic operations with monomials and polynomials quadratic equations with radicals graphs of exponential functions and more Each teacher directed Horizons Math lesson in the student book includes a teaching box that outlines the new concept being introduced a classwork section that reinforces the information with teacher guided practice questions and an activities section with problems that cover the current lesson topic and concepts from previous lessons The Horizons Algebra I Student Book also prepares your child for standardized testing with a set of college test prep questions that follows each block of ten lessons Plus the student book contains 16 sports and real life applications that give more meaning to math

Eyes on Math Marian Small,Amy Lin,2025-01-24 This unique teaching resource provides over 100 engaging full color visuals and explains how teachers can use each image to stimulate mathematics learning to explain mathematical concepts and to assess students mathematical understanding in grades K 8 Readers are provided with a strong mathematical background copies of the visuals they can download and use directly and helpful questions to raise with their students Expected answers for each question and follow up extensions are also provided New to this second edition are suggestions for Notice and Wonder stimuli to get mathematical conversations started with suggestions for teacher responses and probes and suggestions for visuals that students can create to help teachers assess comprehension This user friendly book will help teachers find new ways to clarify concepts that students find difficult It will also help teachers working with students with low reading ability including English language learners and special education students Book Features 130 visuals including color artwork and graphics Questions and tasks to use with students to lead the instructional conversation Expected answers and explanations of why each question is important Prompts for students to show their understanding of a concept by using visuals Important mathematical background and context

Making Sense of Math Cathy L. Seeley,2016-04-05 In Making Sense of Math Cathy L Seeley former president of the National Council of Teachers of Mathematics shares her insight into how to turn your students into flexible mathematical thinkers and problem solvers This practical volume concentrates on the following areas Making sense of math by fostering habits of mind that help students analyze understand and adapt to problems when they encounter them Addressing the mathematical building blocks necessary to include in effective math instruction Turning teaching upside down by shifting how we teach focusing on discussion and analysis as much as we focus on correct answers Garnering support for the changes you want to make from colleagues and administrators Learn how to make math meaningful for your students and prepare them for a lifetime of mathematical fluency and problem solving

Teaching Math With Examples Michael Pershan,2021-02-23 Some teachers think that there s little to say about teaching with

examples after all everyone uses them But here are just some of the questions you might have about teaching with worked examples How do we introduce an example What do we ask students to do when studying a solution Should a solution be presented all at once or revealed step by step After we study an example what comes next Does it matter if the solution is presented as if from a fictional student a real student in class or from the teacher How do we help students move from understanding someone else s ideas towards using it on their own to solve problems How do we write a solution in a clear way that students can learn from When is a good time to offer a worked example When is it better to let students try a problem Are worked examples more useful for some mathematical content than others This book will answer all of these questions In some cases research offers answers Other questions represent gaps in the research literature and the book offers solutions arrived at through experience and trial and error and the author s own process of classroom problem solving Welcome to the world of teaching with examples *Think Math! Lesson Activity Book, Grade 3* Harcourt School Publishers,2004-03 *What's Math Got to Do with It?* Jo Boaler,2008-07-17 Highly accessible and enjoyable for readers who love and loathe math Booklist A critical read for teachers and parents who want to improve children s mathematics learning What s Math Got to Do with It is an inspiring resource Publishers Weekly Featuring all the important advice and suggestions in the original edition of What s Math Got to Do with It this revised edition is now updated with new research on the brain and mathematics that is revolutionizing scientists understanding of learning and potential As always Jo Boaler presents research findings through practical ideas that can be used in classrooms and homes The new What s Math Got to Do with It prepares teachers and parents for the Common Core shares Boaler s work on ways to teach mathematics for a growth mindset and includes a range of advice to inspire teachers and parents to give their students the best mathematical experience possible Now I Get it Susan O'Connell,2005 O Connell provides a practical guide to teaching math for understanding and clarity

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