

# Conceptual Understanding of the Order of Operations

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## College and Career Readiness Standards for Adult Education

Standards for Mathematical Practice



Standards for Mathematical Content

### Expressions and Equations

Apply and extend previous understandings of arithmetic to algebraic expressions.

Write and evaluate numerical expressions involving whole-number exponents. (6.EE.1)

Write, read, and evaluate expressions in which letters stand for numbers. (6.EE.2)

- Write expressions that record operations with numbers and with letters standing for numbers. For example, express the calculation "Subtract y from 5" as  $5 - y$ . (6.EE.2a)

## Key Instructional Shifts

**Focus:** Focus strongly where the standards focus.

**Coherence:** Design learning around coherent progressions.

**Rigor:** Pursue conceptual understanding, procedural skill and fluency, and application—all with equal intensity.



## Session Overview

Making a shift to more rigorous instruction means **conceptual understanding** and **application in real-world contexts** have importance equal to **procedural skill and fluency**.

With that in mind, we will:

- Look a sample unit that uses a discovery approach to teaching mathematics.

## A Discovery Approach



With a discovery approach, students construct rules and discover formulas on their own through carefully structured activities.

## Lessons that Discover Rules and Formulas



Student-Centered

Scaffolded Exercises



Pursue *How* and *Why*

### Add Mentally

$$1 + 2 + 3 + 4 + 5 + 6 + 7 + 8 + 9 =$$

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### Does Order Matter?

What is the answer to this question?

$$3 \cdot 4 + 2 \cdot 5 =$$

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I'm doing laundry. I discover \$4 in each of three girls' pockets. The next day, I find \$5 in each of 2 different pockets in my husband's clothes.

$$3 \cdot 4 + 2 \cdot 5 =$$

### Does Order Matter?

$$15 + 2(7) + 10$$

Daijah-Tae went shopping. She bought a scarf for \$15, two lip glosses for \$7 each, and a cell phone case for \$10.

### Lesson 1: "Exploring Order in Mathematics"



Exploring  
Order in  
Mathematics

### When are Multiplication and Division Done before Addition and Subtraction?"



### Using Context, How Can this Equation be Made True?

$$2 + 8 = 28$$

$$2 \_ + 8 \_ = 28 \_$$

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$$2 \_ + 8 \_ = 28 \_$$



$$2 \text{ tens} + 8 \text{ ones} = 28 \text{ dollars}$$

### How do you go about adding...

$$2,416 + 753 =$$

Why do many of us imagine it written vertically?

$$\begin{array}{r} 2416 \\ + 753 \\ \hline \end{array}$$



$$\begin{array}{l} 2 \text{ thousands} + 4 \text{ hundreds} + 1 \text{ ten} + 6 \text{ ones} \\ + \quad \quad \quad 7 \text{ hundreds} + 5 \text{ tens} + 3 \text{ ones} \end{array}$$

### Write the Problem in Words



The football team scored 4 touchdowns, worth 6 points each; kicked 3 extra points, worth 1 point each; and kicked 1 field goal, worth 3 points.

What was the team's final score?

Express the relationship using words, then use that sentence to write the situation in math language (an expression or an equation).

Total Score is 4 touchdowns + 3 extra points + 1 field goal

### Write the Problem in Math



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What was the team's final score?

Express the relationship using words, then use that sentence to write the situation in math language (an expression or an equation).

Total Score is 4 touchdowns + 3 extra points + 1 field goal

$$T = 4 \cdot 6 + 3 \cdot 1 + 1 \cdot 3$$

Marquis' team made 11 successful free throws (1 point each), 25 two-point shots, and 8 three-point shots.



Express the relationship using words, then use that sentence to write the situation in math language (an expression or an equation).

Marquis' team made 11 successful free throws (1 point each), 25 two-point shots, and 8 three-point shots.



$$11(1) + 25(2) + 8(3)$$

### When are Multiplication and Division Done before Addition and Subtraction?



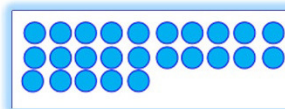
### Lesson 2: "Why are Multiplication and Division Done before Addition and Subtraction?"

**Why** are multiplication and division done before addition and subtraction?

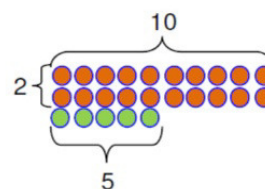
### Number of Candies?



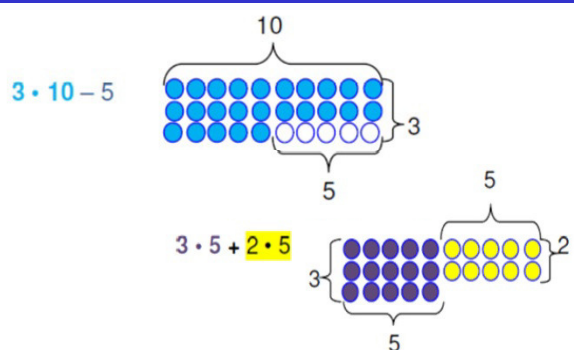
### Exploring the Natural Order of Operations with Bingo Chip Arrays



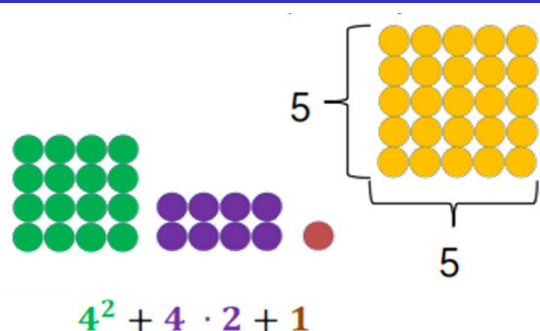
$$2 \cdot 10 + 5$$



### Exploring the Natural Order of Operations with Bingo Chip Arrays



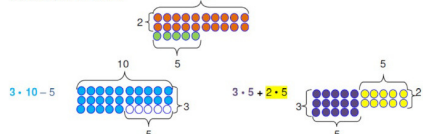
### Exploring the Natural Order of Operations with Bingo Chip Arrays



### Lesson 3 "Exploring the Natural Order of Operations with Bingo Chip Arrays"

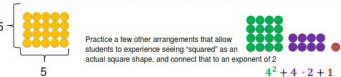
"How can I write an expression for that?" Sololi ideas to get at least three versions.

For example:  $2 \cdot 10 + 5$

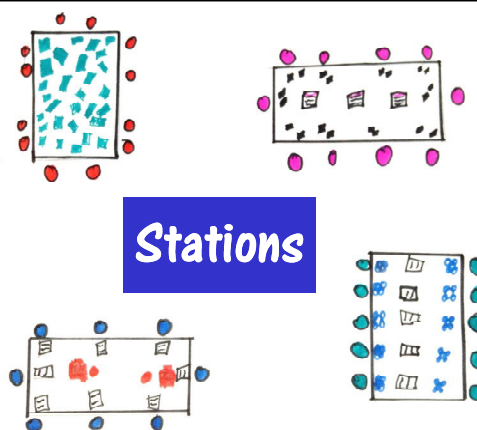


Practice with a new arrangement (such as a 4 by 6 array with one on an end) if needed.

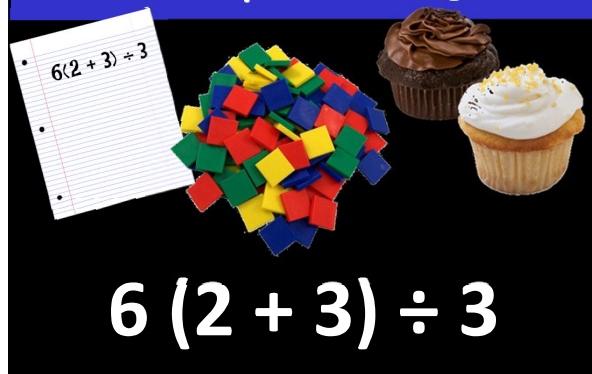
Demonstrate square arrays that lend themselves to using exponents. Begin with a 5 by 5 arrangement to solicit an expression of  $5^2$ .



### Stations



### Three Aspects of Rigor



### Expressions and Array Card Match

