Tier 3
Intervention Lessons

5.OA.1

Learning Target: I will evaluate number expressions using parentheses

Readiness for 6.EE.2c: Evaluate algebraic expressions

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Tier 3 Intervention Planning Guide

Learning Target: I will evaluate number expressions using parentheses

Readiness for evaluating algebraic expressions

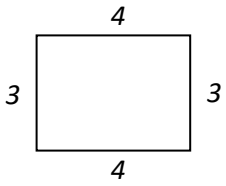
Recommended Actions	
Beginning (5 min.)	➢ Review the learning target with the whole group ➢ Ask each student to set a goal for the day based on their previous Quick Check Score ➢ Have each student use a highlighter to plot their goal for the day
Middle (15 min.)	**Group 1** ➢ Model solving a word problem – "I do" *(Sessions 1, 3 and 6 only)* ➢ Guided Practice – "We do" **Sessions 1 and 2:** Evaluate number expressions using the order of operations and base-ten blocks **Sessions 3, 4 and 5:** Evaluate number expressions using the order of operations and recording each operation as a single expression **Sessions 6, 7 and 8:** Evaluate number expressions using the order of operations and recording each step as a simplified expression
End (10 min.)	➢ Bring the students back together. ➢ Ask students to reflect on their progress towards the learning target o What did I learn today about evaluating number expressions? o How confident do you feel about evaluating number expressions on my own? (Thumbs up, down, or sideways) ➢ Assess each student's progress using the next **Quick Check** form ➢ Guide students to self-correct their **Quick Check** ➢ Guide students to chart their progress in their **Growth Chart** o If not using Delta Math lessons, record the activity in the table ➢ Collect each student's **Quick Check** and **Growth Chart**
After Session 6	➢ Differentiation Options: o Allow students who met the learning goal to work independently while others do the guided practice during the next session o Exit students who met the learning goal for a third time ➢ Problem solve with a team to plan additional support for students who do not meet the learning goal within 8 sessions

Session 1: Modeling (I Do)

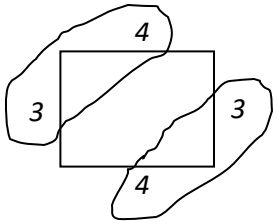
Learning Target: I will evaluate number expressions using parentheses

Readiness for evaluating algebraic expressions

The perimeter can be defined as the distance around an object. Which number expression can be used to calculate the perimeter of the rectangle below? 2 x 3 + 4 or 2 x (3 + 4)



Session 1: Modeling *(I Do - Teacher Notes)*



Learning Target: I will evaluate number expressions using parentheses

Readiness for evaluating algebraic expressions

The perimeter can be defined as the distance around an object. Which number expression can be used to calculate the perimeter of the rectangle below? 2 x 3 + 4 or 2 x (3 + 4)

I am going to think aloud to model solving this problem. Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

The problem is about the perimeter of a rectangle.

Second, I need to determine what I need to find.

I need to find which number expression will calculate the perimeter: 2 x 3 + 4 or 2 x (3 + 4)

Third, I need to determine what I know.

I know that the perimeter is the distance around an object and the length and width of the rectangle is 4 and 3.

Fourth, I need to figure out what I can try.

I am going to try building the perimeter with blocks. Then, I'll use my blocks to model each expression to find out which one it equals.

I will model the rectangle using 3 blocks for each width and 4 blocks for each length.
*(*Place the blocks to form a rectangle.*)*

To calculate the perimeter, I will find the total number of blocks…
3 + 4 + 3 + 4 equals 14.

Now we can find out which number expression is equal to 14.
(Place both number expression cards below the blocks.)

To evaluate 2 x 3 + 4, I need to multiply before I can add…2 x 3...*(Point to the 2 x 3 and place 2 groups of 3 blocks.)*

Then add 4 more…*(Point to the + 4 and place 4 blocks)*

6 plus 4 is equal to 10…not 14. *(Point to the group of 6 and then 4)*

Now I will model 2 x (3 + 4).

Since 3 + 4 is in parentheses, I must find this value first…7 *(Place a group of 3 and a group of 4 in a row.)*

Now I can multiply 2 times the value in the parentheses. *(Place a second row of 7 below the first.)*

2 groups of 7 is equal to 14…which is the perimeter of the original rectangle.

Last, I need to make sure that my answer makes sense.

I found that the number expressions 2 x (3 + 4) is equal to the perimeter of the rectangle. It makes sense because I built the rectangle to find the total. Then, I found the value of each number expression using blocks and following the order of operations.

Before we move on to the guided practice, I'd like to show you the number expression in the drawing…the 3 and 4 each represent a length and a width that added together is 7. Since there are 2 groups of them, we can multiply 2 times 7 to equal the perimeter…14. *(Draw a circle to group each pair of lengths and widths.)*

Modeling & Guided Practice Cards

Use for Modeling Problem 2 x 3 + 4	Use for Modeling Problem 2 x (3 + 4)
Use for Problem 1 10 – 3 – 1	Use for Problem 1 10 – (3 – 1)
Use for Problem 2 12 ÷ 4 – 1	Use for Problem 2 12 ÷ (4 – 1)
Use for Problem 3 4 + 6 ÷ 3 – 1	Use for Problem 3 (4 + 6) ÷ (3 – 1)
Use for Problem 4 8 – 4 + 2	Use for Problem 4 8 – (4 + 2)
Use for Problem 5 4 x 5 – 2	Use for Problem 5 4 x (5 – 2)
Use for Problem 6 4 + 1 x 5 – 2	Use for Problem 6 (4 + 1) x (5 – 2)

Name _____ Date _____

Learning Target: I will evaluate number expressions using parentheses

Session 1: Guided Practice

Materials:

- Base-Ten Blocks (20 ones)
- Number Expression Cards (2 sets)
- Order of Operations Poster (Posted on the wall)

We Do Together: (Teacher Actions)

- Find each number expression card and place them side-by-side.
- Use base-ten blocks and the order of operations to evaluate both number expressions.

1.	$10 - 3 - 1$	and	$10 - (3 - 1)$
2.	$12 \div 4 - 1$	and	$12 \div (4 - 1)$
3.	$4 + 6 \div 3 - 1$	and	$(4 + 6) \div (3 - 1)$

You Do Together: (As a class, or in small groups)

- Students take turns leading to evaluate each number expression.

4.	$8 - 4 + 2$	and	$8 - (4 + 2)$
5.	$4 \times 5 - 2$	and	$4 \times (5 - 2)$
6.	$4 + 1 \times 5 - 2$	and	$(4 + 1) \times (5 - 2)$

Name _____ Date _____

Learning Target: I will evaluate number expressions using parentheses

Session 1: Guided Practice (We Do Together – Visual Support)

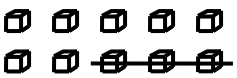
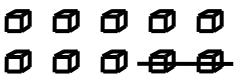
Materials:

- Base-Ten Blocks (20 ones)
- Number Expression Cards (2 sets)
- Order of Operations Poster (Posted on the wall)

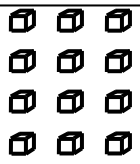
We Do Together: (Teacher Actions)

- Find each number expression card and place them side-by-side.
- Use base-ten blocks to evaluate both number expressions.

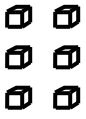
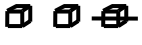
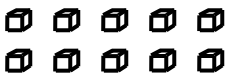
1.

$10 - 3 - 1$	and	$10 - (3 - 1)$
First: 10 – 3 = 7 		*First: 3 – 1 = 2* 
Next: 7 – 1 = ***6*** 		*Next: 10 – 2 =* ***8*** 

2.

$12 \div 4 - 1$	and	$12 \div (4 - 1)$
First: 12 ÷ 4 = 3 		*First: 4 – 1 = 3* 
Next: 3 – 1 = ***2*** 		*Next: 12 ÷ 3 =* ***4*** 

3.

$4 + 6 \div 3 - 1$	and	$(4 + 6) \div (3 - 1)$
First: 6 ÷ 3 = 2 		*First: 4 + 6 = 10* 
Next: 4 + 2 = 6 		*Next: 3 – 1 = 2* 
Last: 6 – 1 = ***5*** 		*Last: 10 ÷ 2 =* ***5*** 

Name _____ Date _____

Learning Target: I will evaluate number expressions using parentheses

Session 1: Guided Practice (You Do Together – Visual Support)

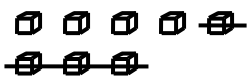
You Do Together: (As a class or in small groups.)

- Find each number expression card and place them side-by-side.
- Use base-ten blocks to evaluate both number expressions.

4.

8 – 4 + 2	and	8 – (4 + 2)

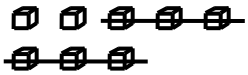
First: 8 – 4 = 4



*Next: 4 + 2 = **6***

First: 4 + 2 = 6

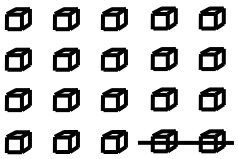
*Next: 8 – 6 = **2***



5.

4 x 5 – 2	and	4 x (5 – 2)

First: 4 x 5 = 20



*Next: 20 – 2 = **18***

First: 5 – 2 = 3

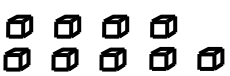
*Next: 4 x 3 = **12***

6.

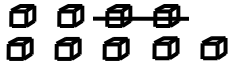
4 + 1 x 5 – 2	and	(4 + 1) x (5 – 2)

First: 1 x 5 = 5

Next: 4 + 5 = 9



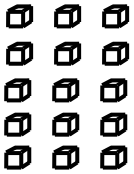
*Last: 9 – 2 = **7***



First: 4 + 1 = 5

Next: 5 – 2 = 3

*Last: 5 x 3 = **15***



Order of Operations

Learning Target: I will evaluate number expressions using parentheses

- Do everything in parentheses
- Do all multiplication and division from left to right
- Do all addition and subtraction from left to right

Session 1: Self-Reflection

Learning Target: I will evaluate number expressions using parentheses

Briefly discuss student responses

- What did I learn today about evaluating expressions using parentheses?

- How confident do I feel about evaluating expressions using parentheses on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form A

Name_____ Date_____

Learning Target: I will evaluate number expressions using parentheses.

Directions: Find the value of each number expression. (Work time: 4 minutes)

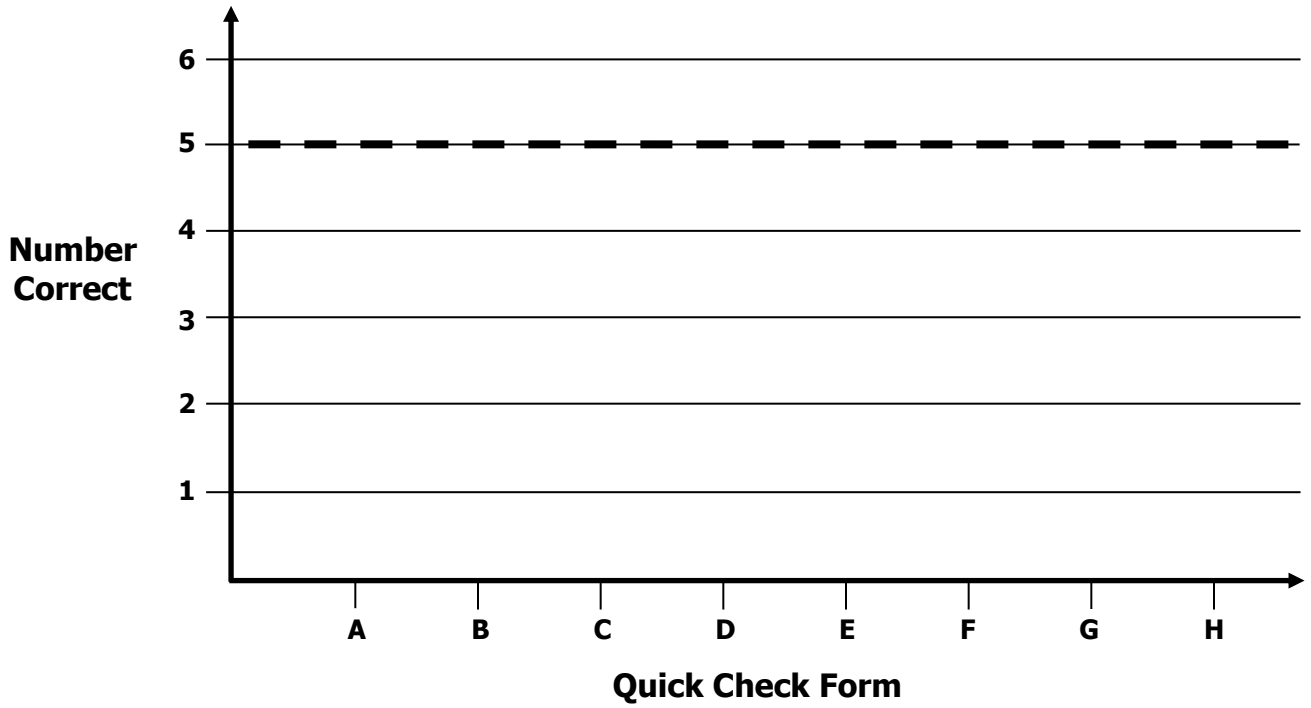
1. $8 \times (3 + 2)$	**2.** $10 - (2 + 5)$
3. $(9 - 3) \times (2 + 4)$	**4.** $12 \div (3 - 1)$
5. $9 - (5 - 2)$	**6.** $(6 + 12) \div (6 - 3)$

Growth Chart

Name_____ Date_____

Learning Target: I will evaluate number expressions.

Goal: 5 out of 6 correct



Intervention	Date	Score
Session 1:		
Session 2:		
Session 3:		
Session 4:		
Session 5:		
Session 6:		
Session 7:		
Session 8:		

Name _____ Date _____

Learning Target: I will evaluate number expressions using parentheses

Session 2: Guided Practice (We Do)

Materials:

- Base-Ten Blocks (20 ones)
- Order of Operations Poster (Posted on the wall - See Session 1)

We Do Together: (Teacher Actions)

- Find each number expression card and place them side-by-side.
- Use base-ten blocks and the order of operations to evaluate both number expressions.

1.	$10 - 4 - 1$	and	$10 - (4 - 1)$
2.	$12 \div 3 - 1$	and	$12 \div (3 - 1)$
3.	$4 + 8 \div 4 - 1$	and	$(4 + 8) \div (4 - 1)$

You Do Together: (As a class, or in small groups)

- Students take turns leading to evaluate each number expression.

4.	$10 - 5 + 2$	and	$10 - (5 + 2)$
5.	$3 \times 4 - 2$	and	$3 \times (4 - 2)$
6.	$4 + 2 \times 4 - 2$	and	$(4 + 2) \times (4 - 2)$

Session 2: Self-Reflection

Learning Target: I will evaluate number expressions using parentheses

Briefly discuss student responses

- What did I learn today about evaluating expressions using parentheses?

- How confident do I feel about evaluating expressions using parentheses on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form B

Name_____ Date_____

Learning Target: I will evaluate number expressions using parentheses.

Directions: Find the value of each number expression. (Work time: 4 minutes)

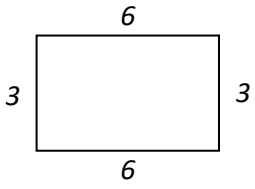
1. $10 \times (2 + 5)$	**2.** $12 - (6 + 3)$
3. $(8 - 2) \times (4 + 6)$	**4.** $24 \div (8 - 5)$
5. $11 - (6 - 4)$	**6.** $(4 + 10) \div (5 - 3)$

Session 3: Modeling (I Do)

Learning Target: I will evaluate number expressions using parentheses

Readiness for evaluating algebraic expressions

Find a number expression that uses parentheses to calculate the perimeter of the rectangle below. Then use the number expression to calculate the perimeter.

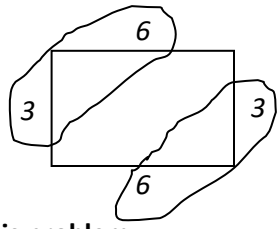


Session 3: Modeling *(I Do - Teacher Notes)*

Learning Target: I will evaluate number expressions using parentheses

Readiness for evaluating algebraic expressions

Find a number expression that uses parentheses to calculate the perimeter of the rectangle below. Then use the number expression to calculate the perimeter.



2 x (3 + 6)

2 x (9)

18

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about. **The problem is about calculating the perimeter of a rectangle.**
Second, I need to determine what I need to find. **I need to find a number expression that uses parentheses to calculate the perimeter and then find its value.**
Third, I need to determine what I know. **I know that the rectangle has the dimensions of 3 and 6 and it can be viewed as two sets of sides.**
Fourth, I need to figure out what I can try. **I am going to try using I learned from our previous problem to write an expression that finds 2 groups of a width and length.** *(Draw a ring around the two sets of sides)* **Now I can record what I see…2 groups of 3 plus 6.** *(Write the number expression "2 x (3 + 6)")* **To evaluate number expressions, I need to follow the order of operations by doing everything inside the parentheses first…3 + 6 is equal to 9.** *(Write "2 x (9)" under the original number expression.)* **Next, I multiply and divide from left to right…2 times 9 equals 18.** *(Write "18" under the "2 x (9)".)*
Last, I need to make sure that my answer makes sense. **I found that the perimeter of the rectangle is 18. It makes sense because I followed the order of operations and found how much one length and width equals, then I multiplied that by 2 to find the total distance around.**

Name _____ Date _____

Learning Target: I will evaluate number expressions using parentheses

Session 3: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say each number expression.
- Write each step used to evaluate each number expression.

1. $10 - 3 - 1$ and $10 - (3 - 1)$
2. $12 \div 4 - 1$ and $12 \div (4 - 1)$
3. $4 + 6 \div 3 - 1$ and $(4 + 6) \div (3 - 1)$
4. $5 + 3 \times 7 + 2$ and $(5 + 3) \times (7 + 2)$

Name _____ Date _____

Learning Target: I will evaluate number expressions using parentheses

Session 3: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to evaluate each number expression.

5. $8 - 4 + 2$ and $8 - (4 + 2)$
6. $7 \times 5 - 2$ and $7 \times (5 - 2)$
7. $4 + 2 \times 5 - 3$ and $(4 + 2) \times (5 - 3)$
8. $8 + 5 - 3 \times 2$ and $8 + (5 - 3) \times 2$

Name _____ Date _____

Learning Target: I will evaluate number expressions using parentheses

Session 3: Guided Practice (We Do – Visual Support)

We Do Together: (Teacher Actions)

- Say each number expression.
- Write each step used to evaluate each number expression.

1.	$10 - 3 - 1$ *7 – 1* *6*	and	$10 - (3 - 1)$ *10 – (2)* *8*
2.	$12 \div 4 - 1$ *3 – 1* *2*	and	$12 \div (4 - 1)$ *12 ÷ (3)* *4*
3.	$4 + 6 \div 3 - 1$ *4 + 2 – 1* *6 – 1* *5*	and	$(4 + 6) \div (3 - 1)$ *(10) ÷ (2)* *5*
4.	$5 + 3 \times 7 + 2$ *5 + 21 + 2* *26 + 2* *28*	and	$(5 + 3) \times (7 + 2)$ *(8) x (9)* *72*

Session 3: Self-Reflection

Learning Target: I will evaluate number expressions using parentheses

Briefly discuss student responses

- What did I learn today about evaluating expressions using parentheses?

- How confident do I feel about evaluating expressions using parentheses on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form C

Name_____ Date_____

Learning Target: I will evaluate number expressions using parentheses.

Directions: Find the value of each number expression. (Work time: 4 minutes)

1. $9 \times (4 + 3)$	**2.** $11 - (4 + 1)$
3. $(10 - 5) \times (1 + 4)$	**4.** $18 \div (6 - 3)$
5. $12 - (4 - 3)$	**6.** $(5 + 16) \div (8 - 1)$

Name _____ Date _____

Learning Target: I will evaluate number expressions using parentheses

Session 4: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say each number expression.
- Write each step used to evaluate each number expression.

1. $10 - 3 + 1$ and $10 - (3 + 1)$
2. $15 \div 5 - 2$ and $15 \div (5 - 2)$
3. $4 + 6 \div 2 - 1$ and $(4 + 6) \div (2 - 1)$
4. $5 + 3 \times 4 + 2$ and $(5 + 3) \times (4 + 2)$

Name _____ Date _____

Learning Target: I will evaluate number expressions using parentheses

Session 4: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to evaluate each number expression.

5. $8 - 6 + 2$ and $8 - (6 + 2)$
6. $7 \times 6 - 2$ and $7 \times (6 - 2)$
7. $4 + 2 \times 9 - 3$ and $(4 + 2) \times (9 - 3)$
8. $9 + 5 - 3 \times 2$ and $(9 + 5) - (3 \times 2)$

Session 4: Self-Reflection

Learning Target: I will evaluate number expressions using parentheses

Briefly discuss student responses

- What did I learn today about evaluating expressions using parentheses?

- How confident do I feel about evaluating expressions using parentheses on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form D

Name_____ Date_____

Learning Target: I will evaluate number expressions using parentheses.

Directions: Find the value of each number expression. (Work time: 4 minutes)

1. $7 \times (6 + 4)$	**2.** $14 - (7 + 2)$
3. $(12 - 4) \times (2 + 5)$	**4.** $20 \div (4 - 2)$
5. $10 - (7 - 3)$	**6.** $(8 + 8) \div (8 - 4)$

Name _____ Date _____

Learning Target: I will evaluate number expressions using parentheses

Session 5: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say each number expression.
- Write each step used to evaluate each number expression.

1. $15 - 5 - 1$ and $15 - (5 - 1)$
2. $24 \div 4 - 1$ and $24 \div (4 - 1)$
3. $8 + 12 \div 3 - 1$ and $(8 + 12) \div (3 - 1)$
4. $5 + 3 \times 8 + 2$ and $(5 + 3) \times (8 + 2)$

Name _____ Date _____

Learning Target: I will evaluate number expressions using parentheses

Session 5: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to evaluate each number expression.

5. $10 - 4 + 2$ and $10 - (4 + 2)$
6. $9 \times 5 - 2$ and $9 \times (5 - 2)$
7. $6 + 2 \times 5 - 3$ and $(6 + 2) \times (5 - 3)$
8. $12 + 6 - 3 \times 2$ and $(12 + 6) - (3 \times 2)$

Session 5: Self-Reflection

Learning Target: I will evaluate number expressions using parentheses

Briefly discuss student responses

- What did I learn today about evaluating expressions using parentheses?

- How confident do I feel about evaluating expressions using parentheses on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form E

Name_____ Date_____

Learning Target: I will evaluate number expressions using parentheses.

Directions: Find the value of each number expression. (Work time: 4 minutes)

1. $8 \times (3 + 2)$	**2.** $10 - (2 + 5)$
3. $(9 - 3) \times (2 + 4)$	**4.** $12 \div (3 - 1)$
5. $9 - (5 - 2)$	**6.** $(6 + 12) \div (6 - 3)$

Session 6: Modeling (I Do)

Learning Target: I will evaluate number expressions using parentheses

Readiness for evaluating algebraic expressions

A number riddle asks, "I am the number expression 12 – (6 + 3)…what is my value?" Find the answer and explain the mistake some students make when their answer is 9.

Session 6: Modeling *(I Do - Teacher Notes)*

Learning Target: I will evaluate number expressions using parentheses

Readiness for evaluating algebraic expressions

> A number riddle asks, "I am the number expression 12 – (6 + 3)…what is my value?" Find the answer and explain the mistake some students make when their answer is 9.

I am going to think aloud to model solving this problem.

Your job is to watch, listen, think and ask questions.

First, it is important to know what the problem is about.

The problem is about a number riddle.

Second, I need to determine what I need to find.

I need to find if the value of the riddle and why it is not equal to 9.

Third, I need to determine what I know.

I know that the number expression is 12 – (6 + 3) and the order of operations says to do inside parentheses first, then multiply and divide from left to right, then add and subtract from left to right.
(Write "Order of Operations", "Parentheses", "Multiply and Divide", "Add and Subtract".)

Fourth, I need to figure out what I can try.

I am going to try using the order of operations to help me find the value and then look for a mistake that could make a student answer 9.

First, I need to find the value inside the parentheses.
(Write "12 – ( )" below the number expression.)

Since 6 + 3 is inside the parentheses, the value inside is equal to 9.
(Write "9" inside the empty parentheses.)

$$12 - (6 + 3)$$
$$12 - (9)$$
$$3$$

Now, I can subtract 9 from 12.
(Point to the line, 12 – 9.)

I like to use addition to help me subtract by thinking…9 plus what number equals 12?...3
(Write "3" below "12 – (9)")

The value of the number expression is 3.

Now, I want to look for a common error that a student could do to get a value of 9…if a student forgets and does the math from left to right forgetting about the parentheses…they would compute 12 – 6 = 6…then add 3 to get 9.

Last, I need to make sure that my answer makes sense.

I found that the value of the number expression is 3 and the mistake a student might make to get 9 would be forgetting about the parentheses. It makes sense because I followed the order of operations to find the value of 3…and when I didn't do the parentheses first my wrong answer ended up being 9.

Name _____ Date _____

Learning Target: I will evaluate number expressions using parentheses

Session 6: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say each number expression.
- Use the order of operations to evaluate each number expression and record your work below.

1.	$12 - 4 - 1$ and $12 - (4 - 1)$
2.	$20 \div 5 - 1$ and $20 \div (5 - 1)$
3.	$2 + 6 \div 3 - 1$ and $(2 + 6) \div (3 - 1)$
4.	$5 + 2 \times 7 + 3$ and $(5 + 2) \times (7 + 3)$

Name _____ Date _____

Learning Target: I will evaluate number expressions using parentheses

Session 6: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to evaluate each number expression.

5. $9 - 4 + 3$ and $9 - (4 + 3)$
6. $6 \times 9 - 2$ and $6 \times (9 - 2)$
7. $8 + 2 \times 5 - 2$ and $(8 + 2) \times (5 - 2)$
8. $9 + 4 - 2 \times 3$ and $9 + (4 - 2) \times 3$

Session 6: Self-Reflection

Learning Target: I will evaluate number expressions using parentheses

Briefly discuss student responses

- What did I learn today about evaluating expressions using parentheses?

- How confident do I feel about evaluating expressions using parentheses on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form F

Name_____ Date_____

Learning Target: I will evaluate number expressions using parentheses.

Directions: Find the value of each number expression. (Work time: 4 minutes)

1. $10 \times (2 + 5)$	**2.** $12 - (6 + 3)$
3. $(8 - 2) \times (4 + 6)$	**4.** $24 \div (8 - 5)$
5. $11 - (6 - 4)$	**6.** $(4 + 10) \div (5 - 3)$

Name _____ Date _____

Learning Target: I will evaluate number expressions using parentheses

Session 7: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say each number expression.
- Use the order of operations to evaluate each number expression and record your work below.

1. $12 - 6 - 2$ and $12 - (6 - 2)$
2. $28 \div 7 - 3$ and $28 \div (7 - 3)$
3. $4 + 12 \div 4 - 2$ and $(4 + 12) \div (4 - 2)$
4. $6 + 2 \times 7 + 3$ and $(6 + 2) \times 7 + 3$

Name _____ Date _____

Learning Target: I will evaluate number expressions using parentheses

Session 7: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to evaluate each number expression.

5. $15 - 4 + 5$ and $15 - (4 + 5)$
6. $8 \times 9 - 2$ and $8 \times (9 - 2)$
7. $7 + 2 \times 8 - 2$ and $(7 + 2) \times (8 - 2)$
8. $9 + 4 - 2 \times 5$ and $9 + (4 - 2) \times 5$

Session 7: Self-Reflection

Learning Target: I will evaluate number expressions using parentheses

Briefly discuss student responses

- What did I learn today about evaluating expressions using parentheses?

- How confident do I feel about evaluating expressions using parentheses on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form G

Name_____ Date_____

Learning Target: I will evaluate number expressions using parentheses.

Directions: Find the value of each number expression. (Work time: 4 minutes)

1. $9 \times (4 + 3)$	**2.** $11 - (4 + 1)$
3. $(10 - 5) \times (1 + 4)$	**4.** $18 \div (6 - 3)$
5. $12 - (4 - 3)$	**6.** $(5 + 16) \div (8 - 1)$

Name _____ Date _____

Learning Target: I will evaluate number expressions using parentheses

Session 8: Guided Practice (We Do)

We Do Together: (Teacher Actions)

- Say each number expression.
- Use the order of operations to evaluate each number expression and record your work below.

1. $20 - 10 - 2$ and $20 - (10 - 2)$
2. $24 \div 6 - 2$ and $24 \div (6 - 2)$
3. $4 + 6 \div 2 - 1$ and $(4 + 6) \div (2 - 1)$
4. $3 + 6 \times 7 + 2$ and $(3 + 6) \times (7 + 2)$

Name _____ Date _____

Learning Target: I will evaluate number expressions using parentheses

Session 8: Guided Practice (We Do - Continued)

You Do Together: (As a class, or in small groups)

- Students take turns leading to evaluate each number expression.

5. $10 - 4 + 2$ and $10 - (4 + 2)$
6. $7 \times 10 - 2$ and $7 \times (10 - 2)$
7. $8 + 2 \times 5 - 2$ and $8 + 2 \times (5 - 2)$
8. $12 + 4 - 2 \times 3$ and $12 + (4 - 2) \times 3$

Session 8: Self-Reflection

Learning Target: I will evaluate number expressions using parentheses

Briefly discuss student responses

- What did I learn today about evaluating expressions using parentheses?

- How confident do I feel about evaluating expressions using parentheses on my own? *(Thumbs up, down, or sideways)*

Quick Check - Form H

Name_____ Date_____

Learning Target: I will evaluate number expressions using parentheses.

Directions: Find the value of each number expression. (Work time: 4 minutes)

1. $7 \times (6 + 4)$	**2.** $14 - (7 + 2)$
3. $(12 - 4) \times (2 + 5)$	**4.** $20 \div (4 - 2)$
5. $10 - (7 - 3)$	**6.** $(8 + 8) \div (8 - 4)$

Independent Practice

Learning Target: I will evaluate number expressions using parentheses

Title of Game: Who's Value is Greater?

Number of Players: 2

Objective: To draw the number expression with the greatest value.

Materials: 1 set of Problem cards and 1 recording sheet per player.

Directions:

- Shuffle the Problem cards and place them in the pile face down.
- Each player flips over a Problem card and records their expression on the recording sheet.
- Each player evaluates their number expression and how they evaluated it.

  "First, I …"

  "Then, I …"

  "The value of my number expression is ____."
- The player with the greatest value circles their expression on their recording sheet.
- Begin the next round by each player flipping over the next card from their pile.
- The winner of the game is the player with the most problems circled.

Player 1	Player 2

Name _____ Date _____

Learning Target: I will evaluate number expressions using parentheses

Independent Practice: Who's Value is Greater?

(Recording Sheet)

Round 1	**Round 2**
Round 3	**Round 4**
Round 5	**Round 6**
Round 7	**Round 8**

Number Expression Cards (Set A)

12 – 6 – 1 Set A	12 – (6 – 1) Set A
12 ÷ 6 – 2 Set A	12 ÷ (6 – 2) Set A
10 – 6 + 1 Set A	10 – (6 + 1) Set A
4 + 2 x 5 – 3 Set A	(4 + 2) x (5 – 3) Set A
6 + 8 ÷ 4 – 2 Set A	(6 + 8) ÷ (4 – 2) Set A

Number Expression Cards (Set B)

15 – 4 – 1 Set B	15 – (4 – 1) Set B
15 ÷ 5 – 2 Set B	15 ÷ (5 – 2) Set B
15 – 5 + 3 Set B	15 – (5 + 3) Set B
5 + 1 x 7 – 2 Set B	(5 + 1) x (7 – 2) Set B
7 + 9 ÷ 3 – 1 Set B	(7 + 9) ÷ (3 – 1) Set B

Number Expression Cards (Set C)

18 – 8 – 1 Set C	18 – (8 – 1) Set C
18 ÷ 6 – 3 Set C	18 ÷ (6 – 3) Set C
18 – 8 + 2 Set C	18 – (8 + 2) Set C
6 + 2 x 8 – 1 Set C	(6 + 2) x (8 – 1) Set C
7 + 8 ÷ 4 – 1 Set C	(7 + 8) ÷ (4 – 1) Set C

Questions for Solving Word Problems

Q_1 ***What is the problem about?***
Q_2 ***What do I need to find?***
Q_3 ***What do I know?***
Q_4 ***What can I try?***
Q_5 ***Does my answer make sense?***

Steps for Solving Word Problems

Q_1. *What is the problem about?*
Q_2. *What do I need to find?*
Q_3. *What do I know?*
Q_4. *What can I try?*
Q_5. *Does my answer make sense?*