

INTERVENTION

Order of Operations,
Grouping Symbols

Each Intervention Anchor Chart contains steps to allow the child to investigate independently.

Children investigating an Intervention may be provided with the Intervention Anchor Chart as a guide to follow as they investigate independently.

Children investigating an Intervention may have their progress recorded in the Progress Sheet.

Order of Operations, Grouping Symbols [page 2](#)

Progress Sheet [page 3](#)



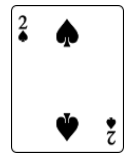
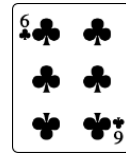
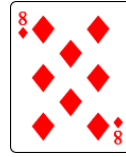
Order of Operations, Grouping Symbols – Addition and Subtraction

(Addition Subtraction 33 Patterns Algebra 32 Multiplication Division 29)

RESOURCES: playing cards, pencil, paper / Maths book

Select 3 numbers.

Create a number sentence involving subtraction and addition.



Record your number sentence.

$$8 - 6 + 2 =$$

Solve the number sentence by doing the addition first.

$$8 - 6 + 2 = 0$$

Solve the number sentence by doing the subtraction first.

$$8 - 6 + 2 = 4$$

Did you get different answers?

When we solve a number sentence that involves addition and subtraction, to make sure we always get the same answer, the convention is to solve it left to right.

$$\times$$
$$8 - 6 + 2 = 0$$

$$\checkmark$$
$$8 - 6 + 2 = 4$$

Reflection: How can we use the order of operations to solve number sentences involving addition and subtraction?

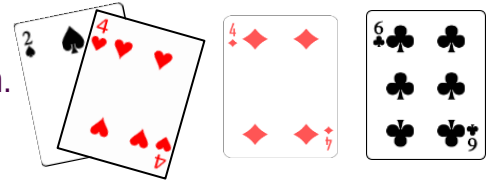
Order of Operations, Grouping Symbols – Multiplication and Division

(Addition Subtraction 33 Patterns Algebra 32 Multiplication Division 29)

RESOURCES: playing cards, pencil, paper / Maths book

Select 3 numbers.

Create a number sentence involving multiplication and division.



Record your number sentence.

$$24 \div 4 \times 6 =$$

Solve the number sentence by doing the multiplication first.

$$24 \div 4 \times 6 = 1$$

Solve the number sentence by doing the division first.

$$24 \div 4 \times 6 = 36$$

Did you get different answers?

When we solve a number sentence that involves multiplication and division, to make sure we always get the same answer, the convention is to solve it left to right.

$$\begin{array}{cc} \times & \checkmark \\ 24 \div 4 \times 6 = 1 & 24 \div 4 \times 6 = 36 \end{array}$$

Reflection: How can we use the order of operations to solve number sentences involving multiplication and division?

Order of Operations, Grouping Symbols

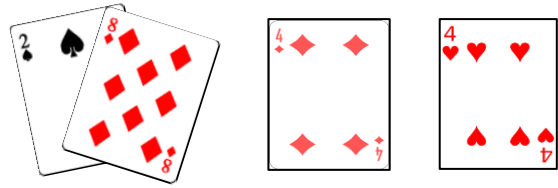
– All Operations

(Addition Subtraction 33 Patterns Algebra 32 Multiplication Division 29)

RESOURCES: playing cards, pencil, paper / Maths book

Select numbers.

Create a number sentence involving at least 1 addition or subtraction, and at least 1 multiplication and division.



Record your number sentence.

$$28 + 4 \div 4 =$$

Solve the number sentence doing each operation in different orders.

$$28 + 4 \div 4 = 8$$

addition first

$$28 + 4 \div 4 = 28$$

division first

Did you get different answers?

When we solve a number sentence that involves addition and / or subtraction and multiplication and / or division, to make sure we always get the same answer, the convention is to solve multiplication and division first left to right, and then addition and subtraction left to right.

✗

$$28 + 4 \div 4 = 8$$

✓

$$28 + 4 \div 4 = 28$$

Reflection: How can we use the order of operations to solve number sentences involving all operations?

Progress Sheet

Child's Details (Name and Intervention Concept):

Each day, record the child's progress. This record, along with the child's recordings and explanations, can be used as: **ASSESSMENT OF LEARNING (SUMMATIVE)** – at any point in time the child's demonstrated level of understanding may be recorded for tracking and reporting purposes.

ASSESSMENT FOR LEARNING (FORMATIVE) – the teacher may use the child's demonstrated levels of understanding over time to plan, implement and evaluate further teaching and learning. Recording daily will allow the teacher to identify irregular learning progress, where the child demonstrates understanding in one lesson but not in subsequent lessons. This record can accompany an IEP, and a referral for further support for the child.

ASSESSMENT AS LEARNING (FORMATIVE) – the child may be shown this record to allow them to identify their learning progress. The teacher will use their teacher professional judgment to decide whether this is appropriate.

Date									
Number size Investigated									
Independent or with support?									

Date									
Number size Investigated									
Independent or with support?									

Date									
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