Berea MS Lesson Plan 2025 - 2026 **Week:** Sept. 8-12 **Teacher**: Mrs. McCoy **Grade/Subject:** Math 6

Unit Title:	Unit 2: Understanding the World Around Us Through Statistics
Unit Vocabulary:	Decimal, place value, standard form, expanded form, rounding, estimate, align, sum, difference, regrouping, product, factor, quotient, dividend, divisor, remainder, long division, repeating decimal, terminating decimal, operation, equation, expression
Upcoming Common Assessments (MasteryConnect):	Unit 2 Final Assessment: Tuesday Sep 23, 2025

	Standard(s) + Learning Objective	Activating Experience (Opening, may include "Scholar Starter")	Learning Experience (Work Time: SB Materials and Resources, Vocab, Scaffolds/Supports, SWRL, Costas)	Formative or Summative Assessment(s)	Summarizing Experience (Closing)	WICOR, AVID and/or ELLevation Strategies (aligned with learning objective)
M O N D A Y	**Standard** (write out)**:** 6.PAFR.3 Apply mathematical patterns, properties, and algorithms to the set of rational numbers to find sums, differences, products, and quotients and to write equivalent expressions. **Learning Objective** **Skill (what), Content (why), Product (how):** I can divide multi-digit whole numbers by using	**Scholar Starter:** Cycle 2 Day 4 Review Day 3	**Standards Based Materials & Resources:** AVID Binders SW have Long Division Anchor Chart for review Paper Copy of U2 Division Quiz **Content/Academic Vocabulary:** Dividend, division, quotient, remainder, divide, multiply, subtract, bring down, repeat, check, digit, place value, multiple, factor, product, estimate, equal groups, fair share, distribute, left over, per, divisible **ILAP/IEP/504 Scaffolds & Supports:** • Extra time if necessary • Visual aids • Step-by-step instructions • Color-coded examples with labels • Sentence stems • Quiet workspace	U2 Division Quiz on paper Reflection Statements	**Reflection Statements:** The step I feel strongest about is ____ because _____. The step I still need to practice is _____ because _____.	Annotating Quiz Questions AVID Binders - applying notes to quiz Think-Pair-Share Reflection Statements

	the standard algorithm to help solve real-world and mathematical problems to help successfully complete my quiz.		• U2 Division Quiz with Accommodations **Opportunities to SWRL:** S: Think-Pair-Share during review to explain long division steps W: show all steps for each problem, reflection question R: read the instructions carefully, read word problems L: follow teacher instructions, listen to review **Costa's Levels of Thinking/Questioning:** **Level 1:** What is the dividend? The divisor? The quotient? **Level 2:** Explain why the "bring down" step is necessary in long division. **Level 3:** What does the remainder mean in the context of a word problem? **Lesson Structure:** 1) Scholar Starter 2) Review of Long Division - Steps and Vocabulary 3) U2 Division Quiz 4) Closing - reflection statements			
TUESDAY	**Standard** (write out)**:** 6.PAFR.3 Apply mathematical patterns, properties, and algorithms to the set of rational numbers to find sums, differences,	**Scholar Starter:** Cycle 2 Day 5 Review Day 4	**Standards Based Materials & Resources:** AVID Binders SW have Long Division Anchor Chart for review Paper Copy of U2 Division Quiz **Content/Academic Vocabulary:**	U2 Division Quiz on paper Reflection Statements	**Reflection Statements:** The step I feel strongest about is ____ because _____.	Annotating Quiz Questions AVID Binders - applying notes to quiz Think-Pair-Share

	products, and quotients and to write equivalent expressions. **Learning Objective** **Skill (what), Content (why), Product (how):** I can divide multi-digit whole numbers by using the standard algorithm to help solve real-world and mathematical problems to help successfully complete my quiz.		Dividend, division, quotient, remainder, divide, multiply, subtract, bring down, repeat, check, digit, place value, multiple, factor, product, estimate, equal groups, fair share, distribute, left over, per, divisible **ILAP/IEP/504 Scaffolds & Supports:** • Extra time if necessary • Visual aids • Step-by-step instructions • Color-coded examples with labels • Sentence stems • Quiet workspace • U2 Division Quiz with Accommodations **Opportunities to SWRL:** S: Think-Pair-Share during review to explain long division steps W: show all steps for each problem, reflection question R: read the instructions carefully, read word problems L: follow teacher instructions, listen to review **Costa's Levels of Thinking/Questioning:** **Level 1:** What is the dividend? The divisor? The quotient? **Level 2:** Explain why the "bring down" step is necessary in long division. **Level 3:** What does the remainder mean in the context of a word problem? **Lesson Structure:** 1) Scholar Starter 2) Review of Long Division - Steps		The step I still need to practice is _____ because _____.	Reflection Statements

			and Vocabulary 3) U2 Division Quiz 4) Closing - reflection statements			
WEDNESDAY	**Standard** (write out)**:** 6.PAFR.3.7 Add, subtract, multiply, and divide multi-digit positive decimals, up to the thousandths place, to solve problems in mathematical and real-world situations. **Learning Objective** **Skill (what), Content (why), Product (how):** I can add and subtract multi-digit positive decimals to help solve real-world and mathematical problems by using the standard algorithm to help complete a worksheet.	**Scholar Starter:** Cycle 2 Day 6 Review Day 5	**Standards Based Materials & Resources:** TW use Adding/Subtracting Decimals Google Slides for Instruction SW use Adding/Subtracting Decimal Guided Notes SW complete MIxed Addition and Subtraction Worksheet SW have Adding/Subtracting Decimal Anchor Chart in AVID Binder **Content/Academic Vocabulary:** Decimal, place value, standard form, expanded form, align, sum, difference, regrouping, operation, equation, expressions **ILAP/IEP/504 Scaffolds & Supports:** Guided Notes Concrete Manipulatives Visuals Place Value Charts Anchor Chart Color-Coding Lined graph paper Step-by-Step Checklists Pre-Teach Vocabulary Chunking Problems Modeling Think-Alouds	Observations during lesson Student Worksheet Exit Ticket	**Exit Ticket:** I have $5.00. I bought a sandwich for $2.75. How much money do I have left?	AVID Binders Guided Notes Turn-and-Talks Math Talks Number Talks Exit Ticket

			Frequent Checks for Understanding Extra Practice and Repetition Small Groups Peer Partners Sentence Stems **<u>Opportunities to SWRL:</u>** S: Turn-and-Talk during closing, math talk in pairs during lesson, number talk explaining different strategies during lesson and practice W: guided notes during lesson, exit ticket, sentence frames for explanations, showing all work R: reading word problems, reading place value chart, RAISE checklist, anchor chart L: listen to teacher model during instruction, peers during turn-and-talk and math talk **<u>Costa's Levels of Thinking/Questioning:</u>** **Level 1:** What do we call the answer to an addition problem? **Level 2:** Why do we need to line up the decimal points when adding and subtracting? **Level 3:** Create your own real-world problem that involves subtracting decimals and explain your solution. **<u>Lesson Structure:</u>** 1) Scholar Starter 2) Lesson: Adding/Subtracting			

			Decimals a) TW use google slides for I do/We do/You do b) SW follow along while filling in guided notes. 3) SW complete a Mixed Addition and Subtraction Worksheet 4) Closing a) SW explain the process of adding/subtracting decimals through Turn-and-Talk 5) Exit Ticket			
THURSDAY	**Standard** (write out)**:** 6.PAFR.3.7 Add, subtract, multiply, and divide multi-digit positive decimals, up to the thousandths place, to solve problems in mathematical and real-world situations. **Learning Objective** **Skill (what), Content (why), Product (how):** I can add and subtract multi-digit positive decimals	**Scholar Starter:** Cycle 2 Day 7 Review Day 6	**Standards Based Materials & Resources:** TW use Adding and Subtracting Decimals Worksheet for instruction SW use Whiteboard to show their work and understanding of place value SW complete Menu Math to Practice Adding and Subtracting Decimal Word Problems SW have Adding/Subtracting Decimal Anchor Chart in AVID Binder **Content/Academic Vocabulary:** Decimal, place value, standard form, expanded form, align, sum, difference, regrouping, operation, equation, expressions	Observations during mini lesson Student Work Exit Ticket	**Exit Ticket:** Reflection Sentence with stem: "Today I learned that when adding and subtracting decimals, I need to ____."	AVID Binder Whiteboards during Mini Lesson Sentence Stems Peer Work during Practice Reflection Sentence

	to help solve real-world and mathematical problems by using the standard algorithm to help complete a menu math worksheet.		**<u>ILAP/IEP/504 Scaffolds & Supports:</u>** Whiteboards Concrete Manipulatives Visuals Place Value Charts Anchor Chart Color-Coding Lined graph paper Step-by-Step Checklists Pre-Teach Vocabulary Chunking Problems Modeling Think-Alouds Frequent Checks for Understanding Extra Practice and Repetition Small Groups Peer Partners Sentence Stems **<u>Opportunities to SWRL:</u>** S: explaining thinking during mini lesson, explaining thinking during worksheet with peer W: write answer to mini lesson on whiteboard, writing answer on worksheet, reflection statement exit ticket R: read menu items, prices, and word problems on worksheet L: listen to teacher modeling problems and think-aloud during mini lesson, listen to peer explanations during mini lesson and practice worksheet **<u>Costa's Levels of Thinking/Questioning:</u>** **Level 1:** What is $1.25 + $0.40?			

			Level 2: If you buy a sandwich for $2.75 and a drink for $1.50, what is the total cost? How much money will you have left from $5.00? **Level 3:** Can you choose three items from the menu to spend exactly $5.00? If you change one item on your order, how does that change your total? **Lesson Structure:** 1) Scholar Starter 2) Mini Lesson – Adding and Subtracting Decimals a) TW review how to solve adding and subtracting decimals. b) SW use whiteboards to show their work and TW check for understanding 3) TSW work on a menu math worksheet 4) Closing and Exit Ticket a) Reflection Sentence with stem: "Today I learned that when adding and subtracting decimals, I need to ___."			
FRIDAY	**Standard** (write out)**:** 6.PAFR.3.7 Add, subtract, multiply, and divide multi-digit positive	**Scholar Starter:** Cycle 3 Day 1	**Standards Based Materials & Resources:** TW use Multiplying Decimal Google Slides during instruction SW use Multiplying Decimal Guided Notes	Observations during lesson Student Worksheet	**Exit Ticket:**	AVID Binder Guided Notes

	decimals, up to the thousandths place, to solve problems in mathematical and real-world situations. **Learning Objective** **Skill (what), Content (why), Product (how):** I can multiply multi-digit positive decimals to help solve real-world and mathematical problems by using the standard algorithm to help complete a worksheet.		SW complete Multiplying Decimal Worksheet SW have Multiplying Decimals Anchor Chart in AVID Binder **Content/Academic Vocabulary:** Decimal, place value, standard form, expanded form, product, factor, operation, equation, expression **ILAP/IEP/504 Scaffolds & Supports:** Guided Notes Concrete Manipulatives Visuals Place Value Charts Anchor Chart Color-Coding Lined graph paper Step-by-Step Checklists Pre-Teach Vocabulary Chunking Problems Modeling Think-Alouds Frequent Checks for Understanding Extra Practice and Repetition Small Groups Peer Partners Sentence Stems **Opportunities to SWRL:** S: turn-and talk during closing, math talks during practice with partner, we do during lesson W: guided notes during instruction,	Exit Ticket	1-2 multiplying decimal problems and a quick pulse check for understanding	Multiplying Decimals Anchor Chart Turn-and-Talk Math Talks Exit Ticket

			showing work during practice, sentence stems for explanations, exit ticket R: word problems during lesson, RAISE checklist, step-by-step examples with visuals, anchor chart L: listen to teacher "think aloud" during lesson, listen to peers' reasoning during practice work and turn-and-talk **Costa's Levels of Thinking/Questioning:** **Level 1:** How many decimal places are in the product of 0.06 * 0.4? **Level 2:** Why do we ignore the decimal point at first when multiplying? **Level 3:** A student claims 0.25 * 0.25 = 6.25. How would you explain the error and correct it in a way they can understand? **Lesson Structure:** 1) Scholar Starter 2) Lesson: Multiply Decimals a) TW use google slides for I do/We do/You do. b) SW follow along using guided notes. 3) SW work on a worksheet where they will practice multiplication with decimals on grided paper. 4) Closing a) SW explain the process of multiplying decimals through a turn-and-talk			

			5) Exit Ticket			