

Berea MS Lesson Plan 2025 - 2026

Unit Title:	Understand and Use Percentages
Unit Vocabulary:	Percent, per hundred, ratio, fraction, decimal, equivalent, convert, benchmark percent, percent of a number, base, rate, part, percent increase, percent decrease, estimate, proportion, probability, event, outcome, experiment, sample space, certain, impossible, likely, unlikely, equally likely, fair, complement, simple event, predict
Upcoming Common Assessments (MasteryConnect):	

	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.NR.1.1 Convert positive rational numbers into equivalent forms among terminating decimals, fractions, and percentages. Limit fractions to denominators of 2, 4, 5, 8, 10, 20, 25, 50, 100, and 200. Learning Objective Skill (what), Content (why), Product (how): I can understand that percentages are ratios per 100	Scholars will practice multiplication facts, then will partner up and check each other's work. Scholars will write a sentence using this sentence stem: "When you multiply and ,, the answer is "	Standards Based Materials & Resources: Introduction to Percents and Percent Greater Than 100 Guided Notes to follow along with lesson. Introduction to Percents Notes Answer Key and Percent Greater Than 100 Answer Key during lesson. Independent Worksheet where scholars will practice writing percents from shaded models and problems with percents greater than 100. Fractions, Decimals, and Percents Anchor Chart to put into their AVID Binder. -Math Packets -Aleks/IXL Programs Content/Academic Vocabulary: Percent, per hundred, ratio, fraction ILAP/IEP/504 Scaffolds & Supports:	Teacher observation during small group discussion Math Packets Exit Ticket	Exit Ticket-IXL Practice 6-U.1 Shaded Percents	Think-Pair-Share Exit Ticket Sentence Starters Word Banks Visual Aids

I can connect percentages over Percent, per hundred, ratio, fraction ILAP/IEP/504 Scaffolds & Supports:	T 6.I U CC E raint fo te de an Lir de skii (wh		Scholars will practice multiplication facts, then will partner up and check each other's work. Scholars will write a sentence using this sentence stem: "When you multiply and ,, the answer is "	Percent Greater Than 100 Guided Notes to follow along with lesson. Percent Greater Than 100 Answer Key during lesson. Independent Worksheet where scholars will practice writing percents from shaded models and problems with percents greater than 100. Fractions, Decimals, and Percents Anchor Chart to put into their AVID Binder. -Math Packets -Aleks/IXL Programs Content/Academic Vocabulary: Percent, per hundred, ratio, fraction	Teacher observation during small group discussion Math Packets Exit Ticket	Exit Ticket-IXL Practice 6-U.1 Shaded Percents	Think-Pair-Share Exit Ticket Sentence Starters Word Banks Visual Aids
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W	100 to fractions by completing my notes. Standard (write out): 6.NR.1.1	Scholars will practice	Small Group, Preferential Seating, Sentence Stems, Visual Aids, Word Banks, Pre-teach Vocab, Chunked Assignments Opportunities to SWRL: S-TPS, Small Group Instruction W-Scholar Starter, Math Packets, Showing their work R-Math Packets, L- TPS, Small Group Instruction Costa's Levels of Thinking/Questioning: Level 1: Level 2: Level 3: Class Structure: 1-Begin with Scholar Starter 2-Percentages greater than 100 3-Small Groups: A: Worksheet//B: Math Packets//C: IXL work independently 4-Exit Ticket Standards Based Materials & Resources: -IXL Factors Lesson and Practice	Teacher observation during small	Exit Ticket-IXL Practice 4-G.4 Identify Factors	Think-Pair-Share Exit Ticket
E D N E S D A Y	Convert positive rational numbers into equivalent forms among terminating decimals, fractions, and percentages. Limit fractions to denominators of 2, 4, 5, 8, 10, 20, 25, 50, 100, and 200. Learning Objective Skill (what), Content (why), Product (how):	multiplication facts, then will partner up and check each other's work. Scholars will write a sentence using this sentence stem: "When you multiply and, the answer is"	-Math Packets -Aleks/IXL Programs Content/Academic Vocabulary: Percent, per hundred, ratio, fraction ILAP/IEP/504 Scaffolds & Supports: Small Group, Preferential Seating, Sentence Stems, Visual Aids, Word Banks, Pre-teach Vocab, Chunked Assignments Opportunities to SWRL: S-TPS, Small Group Instruction W-Scholar Starter, Math Packets, Showing their work R-Math Packets, L- TPS, Small Group Instruction Costa's Levels of Thinking/Questioning: Level 1:	group discussion Math Packets Exit Ticket		Sentence Starters Word Banks Visual Aids

	1 '- 1'5		Class Structure			
	I can identify		Class Structure:			
	factors of		1-Begin with Scholar Starter 2-Introduce factors			
	numbers by		3-Small Groups: A: Practice finding factors//B: Math			
	practicing in small		Packets//C: Independent Fast Facts or IXL work			
	groups		4-Exit Ticket			
		Scholars will	Standards Based Materials & Resources:	Teacher	Exit Ticket-IXL	Think-Pair-Share
T	Standard (write out): 6.NR.1.1	practice	-Math Packets	observation	Practice 2-Y.4 Fact	THITIK-T dil-Share
H	_	multiplication facts,	-Aleks/IXL Programs	during small	Families	Exit Ticket
U	Convert positive	then will partner up	Content/Academic Vocabulary:	group discussion		
R	rational numbers	and check each	Percent, per hundred, ratio, fraction			Sentence Starters
S	into equivalent	other's work.	ILAP/IEP/504 Scaffolds & Supports:	Math Packets		Word Banks
\mathbf{D}	forms among		Small Group, Preferential Seating, Sentence Stems,	Exit Ticket		word Banks
		Scholars will write a	Visual Aids, Word Banks, Pre-teach Vocab, Chunked	LAIT HERET		Visual Aids
\mathbf{Y}	· · · · · ·		Assignments			
	'	sentence stem:				
		"When you multiply	•			
	· · · · · · · · · · · · · · · · · · ·	and,, the				
		answer is"				
	50, 100, and 200.		·			
			•			
			-			
	(why), Product (how):		Level 2:			
			Level 3:			
	I can show my					
	understanding of					
	_		_			
			•			
	tamilies by					
	completing a					
	small group		4-EXIL HCKET			
	activity					
	Standard (write out):	Scholars will	Standards Based Materials & Resources:	Teacher	Exit Ticket-IXL	Think-Pair-Share
F	6.NR.1.1	practice	-Math Packets	observation	Practice 4-G.4	
R		multiplication facts,	-Aleks/IXL Programs	-	Identify Factors	Exit Ticket
I	rational numbers	then will partner up	Content/Academic Vocabulary:	group discussion		Santanca Startors
D	into equivalent	and check each	Percent, per hundred, ratio, fraction	Math Packets		Sentence Starters
A Y	I can show my understanding of addition and subtraction fact families by completing a small group activity Standard (write out): 6.NR.1.1 Convert positive rational numbers	sentence using this sentence stem: "When you multiply and ,, the answer is " Scholars will practice multiplication facts, then will partner up	Visual Aids, Word Banks, Pre-teach Vocab, Chunked Assignments Opportunities to SWRL: S-TPS, Small Group Instruction W-Scholar Starter, Math Packets, Showing their work R-Math Packets, L- TPS, Small Group Instruction Costa's Levels of Thinking/Questioning: Level 1: Level 2: Level 3: Class Structure: 1-Begin with Scholar Starter 2-Introduce Fact Families 3-Small Groups: A: Addition and subtraction fact families//B: Math Packets//C: Independent Fast Facts or IXL work 4-Exit Ticket Standards Based Materials & Resources: -Math Packets -Aleks/IXL Programs Content/Academic Vocabulary:	Teacher		Think-Pair-Share Exit Ticket Sentence Starters

term deci and Limit denoted 4, 5, 50, 12 Lear skill (v (why), I car undo mult divis fami com sma	ms among minating cimals, fractions, d percentages. hit fractions to nominators of 2, 5, 8, 10, 20, 25, 100, and 200. Inning Objective (what), Content (how): In show my derstanding of altiplication and ision fact hilles by mpleting a all group ivity	other's work. Scholars will write a sentence using this sentence stem: "When you multiply and, the answer is"	ILAP/IEP/504 Scaffolds & Supports: Small Group, Preferential Seating, Sentence Stems, Visual Aids, Word Banks, Pre-teach Vocab, Chunked Assignments Opportunities to SWRL: S-TPS, Small Group Instruction W-Scholar Starter, Math Packets, Showing their work R-Math Packets, L- TPS, Small Group Instruction Costa's Levels of Thinking/Questioning: Level 1: Level 2: Level 3: Class Structure: 1-Begin with Scholar Starter 2-Review fact families 3-Small Groups: A: Multiplication and division fact families//B: Math Packets//C: Independent Fast Facts or IXL work 4-Exit Ticket	Exit Ticket		Word Banks Visual Aids
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