Berea MS Lesson Plan 2025 - 2026 **Week:** Jan. 5-9 **Teacher**: Ms. Ford **Grade/Subject:** Math 6

Unit Title:	Unit 6: Numerical and Algebraic Expressions
Unit Vocabulary:	Fraction, numerator, denominator, mixed number, improper fraction, reciprocal, multiplicative inverse, product, quotient, factor, unit fraction, fraction model, common denominator, simplest form, GCF, greatest common factor, LCM, least common multiple, numerical expression, power, base, exponent, order of operations, parentheses, brackets, evaluate, algebraic expression, variable, term, coefficient, constant, sum, difference, product, quotient, substitute, evaluate, identity property, inverse property, commutative property, associative property, distributive property
Upcoming Common Assessments (MasteryConnect):	M6Q1: Friday Jan 16, 2026 M6T1: Friday Jan 30, 2026

	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)
MONDAY			**NO SCHOOL - Teacher Work Day**			
TUESDAY	**Standard** (write out)**:** Learning Objective **Skill (what), Content (why), Product (how):**	**Scholar Starter:** Prompt: -One classroom behavior that helps *everyone* learn in math class is _____	**Standards Based Materials & Resources:** Reconnect Day Google Slides Reconnection Day Cards Reconnection Day Instructions **Content/Academic Vocabulary:**	Scholar Starter Observations during Speed-Chat Activity Think-Pair-Share Questions	**Closing:** Think-Pair-Share **Exit Ticket:** Quickwrite Prompt	Sentence Frames and Modeled Responses Think Time Before Speaking Structured Academic Talk

	I can communicate respectfully with my classmates to help create a positive and focused math classroom by participating in structured discussions and written reflection.	because _____. -One behavior that makes learning harder is _____. A better choice would be _____.	Respect, expectations, active listening, reflection, community, academic discourse, responsibility, accountability, collaboration, focus, effort, growth mindset, participation, turn-taking, voice level, self-management **ILAP/IEP/504 Scaffolds & Supports:** Sentence Frames Word Bank Preferential seating Visual timer One "pass" allowed per student Teacher check-ins during transitions Modeled responses Think time before speaking Accept gestures, paraphrasing, or partial responses **Opportunities to SWRL:** S: speed-chat rounds, turn-and-talk during scholar starter, pair-share during closing reflection, verbal reflection using sentence frames. W: scholar starter on classroom expectations, exit ticket commitment/reflection R: scholar starter prompt and sentence frames, conversation prompt cards, classroom norms and expectations posted, learning target L: partner responses during speed-chat, teacher modeling and directions, whole-class reflection discussion, norms	Exit Ticket Quickwrite		Think-Pair-Share Accountable Talk Norms Goal Setting and Reflection Collaborative Learning Structures Explicit Modeling of Expectations - Visual Timer Speed-Chat Rotations - Use of Academic Vocabulary

			review and transitions **<u>Costa's Levels of Thinking/Questioning:</u>** **Level 1:** What was the most fun thing you did over break, even if it wasn't big? **Level 2:** Have any of your classes helped you figure out what you might want to major in or do later? **Level 3:** What's something you could teach someone else how to do? **<u>Lesson Structure:</u>** 1) Scholar Starter a) Classroom expectations reset 2) Transition to Activity and Norms a) TW explain how scholar starter feeds into the activity. b) TW go over explicit norms for speed-chat activity. (model if necessary) 3) Speed-Chat Reconnection Circle Activity a) SW be sitting in two rows/circles, Stationary and Rotation. Each stationary student will have a card. b) Each round will be about 3 minutes. Stationary will read card, rotation will speak first (60 seconds),			

			stationary will speak second (60 seconds). c) Rotation will move one seat to the right. Stationary will give card one seat to the left. d) Try to do about 7 rounds depending on time. TW monitor and facilitate. 4) Closing a) Think-Pair-Share Questions. "What made these conversations successful? Which expectations matter the most today? How can we use these same behaviors during math learning?" 5) Exit Ticket a) Quickwrite. b) "Once classroom expectation I will commit to this semester is _____. One way I can help make math class better for everyone, including myself, is _____."			
WEDNES	**Standard** (write out)**:** 6.PAFR.3.6 Add, subtract, multiply, and divide	**Scholar Starter:** Cycle 8 Day 1	**Standards Based Materials & Resources:** Converting Mixed Numbers and Improper Number Notes and Answer Key Independent Worksheets:	Scholar Starter Observations during lesson	**Exit Ticket:**	Guided Notes - explicit modeling Academic Vocabulary

DAY	positive fractions, including mixed numbers in mathematical and real-world situations. **Learning Objective** **Skill (what), Content (why), Product (how):** I can use models and steps to convert mixed numbers and improper fractions to help me be able to complete fraction operations correctly in the future by completing an independent worksheet.		• Page 1, AK • Page 2 and 3, AK • Page 4, AK **Content/Academic Vocabulary:** Mixed number, improper fraction, fraction, numerator, denominator, equivalent, convert, simplest form, fraction model **ILAP/IEP/504 Scaffolds & Supports:** Visual fraction models Step-by-Step conversion checklist Chunked directions Sentence frames for explanations Extended time Small-group or teacher-guided support Calculator for checking work Preferential seating Graphic organizer **Opportunities to SWRL:** S: explain conversion steps to a partner W: show steps when converting fractions R: interpret fraction expressions and directions, interpret fraction models as well L: listen to teacher modeling and peer explanations **Costa's Levels of Thinking/Questioning:** **Level 1:** What is a mixed number? What is an improper fraction? **Level 2:** How do you convert a mixed number to an improper fraction?	Independent Worksheets Exit Ticket	Converting Mixed Numbers and Improper Fractions Exit Ticket Slip	Think-Pair-Share Independent Practice Visual Supports Sentence Frames Repetition of Key Vocabulary Oral Language Practice

			Level 3: Why is converting between mixed numbers and improper fractions important when working with fraction operations? **<u>Lesson Structure:</u>** 1) Scholar Starter 2) Lesson: Converting Mixed Numbers to Improper Fractions a) TW go through guided notes of how to convert mixed numbers and improper fractions with and without models. SW follow along and fill in guided notes. b) TW use student help to complete some example problems. 3) Independent Worksheets a) SW complete two worksheets practicing converting mixed numbers and improper fractions with and without using models. 4) Early Finisher a) ALEKS 5) Closing/Exit Ticket			
THURSD	**Standard** (write out)**:** 6.PAFR.3.6 Add, subtract, multiply, and divide	**<u>Scholar Starter:</u>** <u>Cycle 8 Day 2</u> Review Day 1	**<u>Standards Based Materials & Resources:</u>** Adding and Subtracting Fractions <u>Guided Notes</u> and <u>Answer Key</u> Adding and Subtracting Fractions	Scholar Starter Observations during lesson	**<u>Whole-Class Verbal Question:</u>**	Guided Notes - explicit modeling with practice Think-Alouds

A Y	positive fractions, including mixed numbers in mathematical and real-world situations. **Learning Objective** **Skill (what), Content (why), Product (how):** I can add and subtract fractions, including mixed numbers, by using models and the standard algorithm to help solve fraction problems on a worksheet.		Independent Practice and Answer Key **Content/Academic Vocabulary:** Fraction, like denominators, unlike denominators, mixed number, improper fraction, whole number, numerator, denominator, common denominator, equivalent fractions, simplest form, sum, difference **ILAP/IEP/504 Scaffolds & Supports:** Fraction models Guided Notes Step-by-Step checklist Chunked directions Sentence frames Extended time Small-group Practice Teacher check-ins Calculator for checking work Preferential seating **Opportunities to SWRL:** S: explain how to find a common denominator to a partner W: show steps for adding or subtracting fractions R: read fraction expressions and problem directions L: listen to teacher modeling and peer explanations **Costa's Levels of Thinking/Questioning:** **Level 1:** What does it mean for fractions to	Independent Practice Observations during Whole-Class wrap up.	**T** - "What is the first thing you check before adding or subtracting fractions?" "When do you need a common denominator? " **S** - "Before adding fractions, I check if the denominators are _____ because _____.	Think-Pair-Share Independent Practice Visual Fraction Models Sentence Frames Repetition of Key Vocabulary Oral Language Practice

			have like denominators? **Level 2:** How do you add or subtract fractions with unlike denominators? **Level 3:** Why is finding a common denominator important when adding or subtracting fractions? **<u>Lesson Structure:</u>** 1) Scholar Starter 2) Lesson: Adding and Subtracting Fractions a) TW complete a warm-up, review important vocabulary, and give guided notes. SW engage in warm-up and follow along during the rest. b) SW help teacher complete guided practice together. 3) Independent Worksheets a) SW complete a worksheet where they will solve real world and mathematical problems. 4) Early Finisher a) ALEKS 5) Closing/Exit Ticket			
FRIDAY	**Standard** (write out)**:** 6.PAFR.3.6 Add, subtract, multiply, and divide	**<u>Scholar Starter:</u>** Cycle 8 Day 3 Review Day 2	**<u>Standards Based Materials & Resources:</u>** Adding and Subtracting Word Problem Guided Practice and Answer Key Word Problem Sort Activity:	Scholar Starter Observations during guided practice	**<u>Quickwrite:</u>**	Guided Practice with teacher modeling Think-Aloud

	positive fractions, including mixed numbers in mathematical and real-world situations. **Learning Objective** **Skill (what), Content (why), Product (how):** I can add and subtract fractions and mixed numbers to solve word problems by working with my group to sort problems as addition or subtraction and then solve them.		• Sort A • Sort B • Sort C • Recording Sheet • Answer Key **Content/Academic Vocabulary:** Fraction, mixed number, like denominators, unlike denominators, sum, difference, common denominator, equivalent fractions, model, equation **ILAP/IEP/504 Scaffolds & Supports:** Guided word problems with teacher modeling Highlighted or chunked word problem text Graphic organizer Sentence frames for explanations Visual fraction models Small-group teacher support Extended time Preferential seating Calculator for checking work Intentional grouping Peer support **Opportunities to SWRL:** S: group discussion to justify operation choice W: show work, explain reasoning, and annotate word problems R: read, annotate, and interpret word problems L: listen to teacher modeling and peer	Small Group Word Problem Sort Activity Quickwrite	How do you decide whether to add or subtract when solving a fraction word problem? What is one strategy that helps you solve fraction word problems correctly? **Sentence Frame:** "I know to add/subtract because _____."	Quickwrite - academic vocabulary use and justification of reasoning Sentence Frames Visual Supports and Models Oral language practice Repetition of Key Terms

			reasoning **<u>Costa's Levels of Thinking/Questioning:</u>** **Level 1:** What does the word "total" tell you to do in a math problem? What two fractions are given in this problem? Are the denominators the same or different? **Level 2:** Santana ate ⅔ of a cup of lime yogurt and 2/7 of a cup of blueberry yogurt. How many cups of yogurt did Santana eat in total? **Level 3:** On an elevator, there were 7 people who weighed a combined total of ⅔ of a ton. One person got off on the third floor. Now, the people left in the elevator weigh a total of ⅝ of a ton. What was the weight of the person who got off the elevator on the third floor? **<u>Lesson Structure:</u>** 1) Scholar Starter 2) Mini Guided Review a) TW do guided problems and SW engage and follow along with teacher modeling. 3) Small Group Practice a) SW work in small groups to complete a word problem sort. SW decide if the word problem is addition or subtraction and then they will solve each question.			

			4) Early Finisher a) ALEKS 5) Closing/Exit Ticket			