

Montana 6 Mathematics

FREE PREVIEW

Full-Year Teacher Planner, Blank Editable Planner & School-Submission Binder

This preview shows the real structure and a genuine sample of the completed planner. The full product contains 9 units, 36 weekly plans and 180 daily plans, plus blank editable versions of every form.

State	Montana
Grade	6 (Middle)
Subject	Mathematics
Course category	Core
Standards family	Mathematics
Framework	Montana PK-12 Mathematics Content Standards (adopted 2025, implemented 2026)
Issuing agency	Montana Office of Public Instruction
Scope	36 instructional weeks · 180 instructional days · 9 units

This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

What you get

Folder	Contents
01 START HERE	Read-me, contents, printing and digital instructions, standards verification guide, this preview
02 FILLED FULL YEAR	Completed planner in colour and ink-friendly PDF, plus editable DOCX
03 BLANK EDITABLE	Blank planner in colour, ink-friendly and fillable PDF, plus editable DOCX
04 ASSESSMENTS AND DATA	Baseline observation, quarterly rubrics, anecdotal forms, portfolio checklist
05 SCHOOL SUBMISSION	Submission covers, alignment summary, evidence checklist, observation, reflection, signature page
06 LICENSE AND CREDITS	Terms of use, credits and licences, copyright notice

The pages that follow are reproduced **exactly** as they appear in the full completed planner.

Week 9 — What Division Means

Unit 3: Dividing Fractions and Whole Numbers · Month 3 · Quarter 1 · Semester 1 · Instructional Days 41–45

Essential question	How can dividing make the answer bigger?
Standards	Quotients of Fractions -> MT.6.NS.1 The Number System (NS) — Represent, interpret, and compute quotients of fractions and solve problems in context involving division of fractions by fractions.
Learning target	"I can explain what dividing by a fraction means."
Local dates	_____ (enter your school dates)

Measurable objectives

- Students will interpret quotients of fractions using visual models.
- Students will explain division as measurement as well as sharing.

Success criteria (student-friendly)

- "I explain division as measurement."
- "I model a fraction division."
- "I explain why the answer is bigger."

Academic vocabulary

quotient, divisor, measurement, sharing, model

Materials and technology

- Paper strips to fold
- Squared paper
- Notebooks
- Counters
- Class devices

Differentiation and supports

Support area	This week's plan
Special education / IEP	Reduce group size; pair visual cue cards with all verbal directions; allow gesture or picture response in place of speech; pre-teach the week's target in a 1:1 warm-up.
Section 504	Provide the child's documented accommodations throughout; permit movement breaks and alternative seating at any point in the sequence.
Multilingual learners	Introduce each vocabulary word with an object or image; accept home-language responses; send the vocabulary list home where a translation is available; pair with a peer who shares the home language.
Advanced / extension	Ask the learner to teach the skill to a peer, extend the task, or record a demonstration for the class reference wall.

Support area	This week's plan
Intervention / reteach	Reteach the target in a short small group using the same materials; split the day's check for understanding into two smaller steps.
Enrichment	Extend into an open-ended centre or project connected to the essential question.

Assessment and evidence

A fraction division modelled and its result explained.

Family communication

Ask your child how many halves are in three.

Day 41 — Sharing Stops Working

Week 9, Day 1 · Unit 3 · Standards: MT.6.NS.1

Focus	Naming the cliff.
Learning target	"I can explain what dividing by a fraction means."
Vocabulary in use	quotient, divisor, measurement
Local date	_____

Learning sequence

TEACHER NOTE: this is one of the three known cliffs in Grade 6, and the plan meets it head-on. A pupil whose only model of division is 'share it out' cannot make sense of dividing by a half, and will conclude they have made a mistake when the answer grows. Connect: division pupils know. Teach: that 'six shared between two' works but 'three shared between a half' means nothing - so a second model is needed. Try: shared attempt to interpret it by sharing. Apply: pupils state why it fails. Reflect: naming the failure is what makes the new model welcome.

Check for understanding

Student explains why the sharing model fails for fraction division.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 42 — Division as Measurement

Week 9, Day 2 · Unit 3 · Standards: MT.6.NS.1

Focus	The model that works.
Learning target	"I can explain what dividing by a fraction means."
Vocabulary in use	quotient, divisor, measurement
Local date	_____

Learning sequence

Connect: the failure. Teach: that division also means 'how many of these fit into that' - and that this reading works for every division including whole numbers. Try: shared folding of paper strips - how many halves fit into three. Apply: pupils model three divisions.

Check for understanding

Student models a division as 'how many fit into'.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 43 — Why the Answer Grows

Week 9, Day 3 · Unit 3 · Standards: MT.6.NS.1

Focus	The insight.
Learning target	"I can explain what dividing by a fraction means."
Vocabulary in use	quotient, divisor, measurement
Local date	_____

Learning sequence

Connect: measurement. Teach: that dividing by something smaller than one asks how many small pieces fit, so of course there are more - which makes the growing answer obvious rather than alarming. Try: shared reasoning. Apply: pupils predict whether an answer will be bigger or smaller. Reflect: prediction before calculation, as in Week 6.

Check for understanding

Student predicts whether a quotient will exceed the dividend, and why.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 44 — Writing the Equation

Week 9, Day 4 · Unit 3 · Standards: MT.6.NS.1

Focus	Connecting model to symbol.
Learning target	"I can explain what dividing by a fraction means."
Vocabulary in use	quotient, divisor, measurement
Local date	_____

Learning sequence

Connect: the models. Teach: writing the equation that matches the model, both ways round, so the symbols carry the meaning. Try: shared writing. Apply: pupils write equations for their models.

Check for understanding

Student writes the equation matching a modelled division.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Day 45 — Real Problems With Fraction Division

Week 9, Day 5 · Unit 3 · Standards: MT.6.NS.1

Focus	MT.6.NS.1 assessed.
Learning target	"I can explain what dividing by a fraction means."
Vocabulary in use	quotient, divisor, measurement
Local date	_____

Learning sequence

Connect: models and equations. Teach: recognising a fraction division inside a word problem, which is the actual difficulty. Try: shared identification and solving. Apply: pupils solve. Reflect: NO INVERT-AND-MULTIPLY RULE IS TAUGHT AS A SUBSTITUTE FOR THE MEANING.

Check for understanding

Student solves a word problem requiring fraction division.

Differentiation in the moment

If the learner...	Then...
needs more support	Model the step again with guided support, then fade to a gesture cue.
is ready for more	Invite the learner to demonstrate for a peer or add a second example.
is dysregulated	Pause instruction, move to co-regulation, and return to the target later.

Closure and reflection

Gather the group. Restate the learning target. Ask one learner to demonstrate. Name one specific thing the group did well, then preview tomorrow.

Teacher reflection (fictional example)

Fictional Example — Customize and Verify Before School Submission.

Most learners met the target. Two needed the visual cue repeated during guided practice; I will pre-teach with them tomorrow. The extension held attention longer than planned, so I shortened closure.

Important before you buy

- This is a **digital download**. Nothing is shipped.
- The planner is **calendar-neutral**: Month 1–9, Week 1–36, Day 1–180, so it fits any school calendar. You add your own dates.
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This is a statewide standards index, not a local course catalog. Course names, grade placement, electives, and graduation sequences vary by district.

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Source citation

Montana Office of Public Instruction. Montana PK-12 Mathematics Content Standards (adopted 2025, implemented 2026). Codes and statements are transcribed from the MONTANA PK-12 MATHEMATICS CONTENT STANDARDS, whose own cover reads "MONTANA OFFICE OF PUBLIC INSTRUCTION (OPI) ADOPTED 2025 IMPLEMENTED 2026". THIS IS A RECENT CHANGE OF EDITION AND IT MATTERS: OPI's mathematics standards page records the previous 2011 Montana mathematics standards as effective UNTIL JUNE 2026 and this edition as effective FROM JULY 2026, so this is the framework in force for the 2026-27 school year and the 2011 codes are superseded. Codes take the form MT.GRADE.DOMAIN.NUMBER -- the document explains its own scheme, with kindergarten indicated by "K", grades 1-8 by their number and high school by "HS" -- and domains are abbreviated, among them CC counting and cardinality, OA operations and algebraic thinking, NBT number and operations in base ten, MD measurement and data and G geometry. MANY STANDARDS CARRY MONTANA INDIAN EDUCATION FOR ALL CONTENT INSIDE THE STANDARD ITSELF, in the recurring form "This standard should incorporate cultural context relating to Montana Indigenous Peoples and local communities". That sentence is part of the standard as printed and is transcribed with it; trimming it to the national Common Core wording would misrepresent what Montana adopted. THIS ENTRY IS THE GRADE 6 ROW of the Montana PK-12 Mathematics Content Standards adopted in 2025 for implementation in 2026, and it registers ALL TWENTY-EIGHT GRADE 6 CONTENT STANDARDS -- three Ratios and Proportional Relationships, eight The Number System, eight Expressions and Equations, four Geometry and five Statistics and Probability -- TOGETHER WITH ALL SEVEN MONTANA MATHEMATICAL PRACTICE STANDARDS. RATIOS AND PROPORTIONAL RELATIONSHIPS AND STATISTICS AND PROBABILITY BOTH BEGIN AT THIS GRADE; neither domain exists at grade 5, so a row built by carrying grade 5's domains forward would be missing two whole strands of this state's standards. THE PRACTICE STANDARDS ARE MONTANA'S OWN AND THERE ARE SEVEN, NOT THE EIGHT USED ELSEWHERE:

MT.MP.6 is COLLABORATE MATHEMATICALLY and MT.MP.7 is CULTURALLY CONNECT, which ties mathematics to Montana's cultural context and to Indian Education for All and has no counterpart in the eight. Every statement is transcribed from the adopted document. Retrieved 2026-07-27 from https://opifiles.mt.gov/Portals/182/Page%20Files/K-12%20Content%20Standards%20%26%20Revision/Math/PK-12%20Montana%20Math%20Standards_PUBLIC.pdf