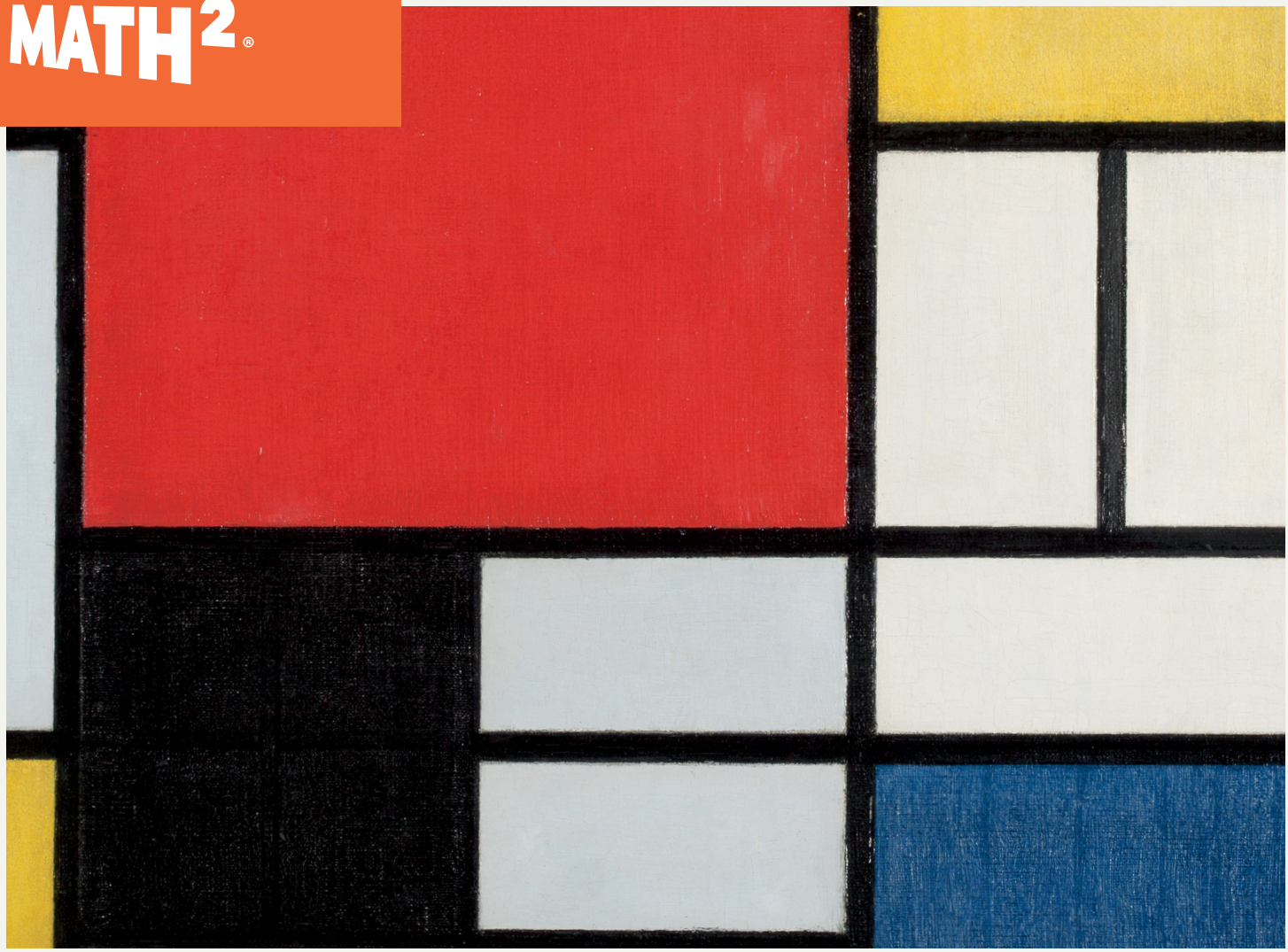
EUREKA MATH²®

GREAT MINDS™

every child is capable of greatness



ACCESSING CURRICULUM & SUPPORT RESOURCES

How to use your Great Minds® account to access the ***Eureka Math²®*** curriculum and suite of support resources.

Logging in to Your Great Minds Account

A *Eureka Math²* teacher demo account has been created for your review and can be accessed using the following login credentials:

Account Email Address: **teacherdemo17@greatmindsdemo.org**

Account Password: **GMTrial2023!** (case sensitive)

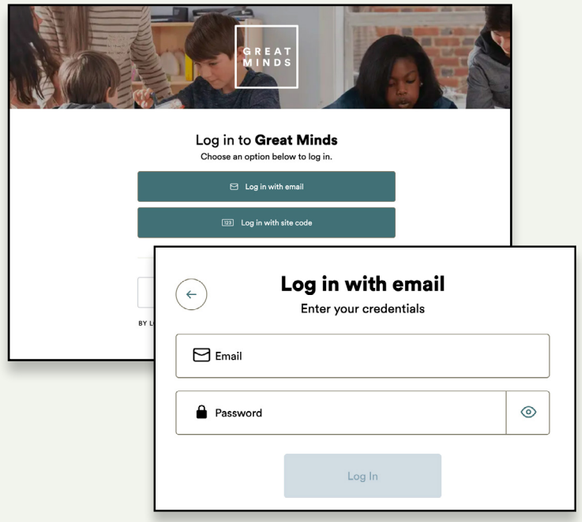
If you have any questions, please contact **Lucy Long at lucy.long@greatminds.org**

Step 1

Visit **digital.greatminds.org** and select the "Log in with email" option.

Step 2

Enter the Great Minds® account credentials referenced above.



Step-by-step instructions for navigating the Great Minds® Digital Platform can be found at: **digitalsupport.greatminds.org/s/article/Great-Minds-Digital-Platform-Navigation.**

Accessing Instructional Materials in the Great Minds Digital Platform

Eureka Math² seamlessly integrates technology into lessons to support teachability and foster student engagement. Through the Great Minds Digital Platform, teachers can access facilitation slides, *Teach* book content, and assessments while students can interact with digital manipulatives, digital interactives, and more. Whether projecting on a whiteboard or working on student devices, the Great Minds Digital Platform brings math to life in tangible ways for every student.

There's exponentially more to *Eureka Math²* than can fit on the pages of a book. That's why we organized the Great Minds Digital Platform into four key spaces: **Teach, Assign, Assess,** and **Analyze**.

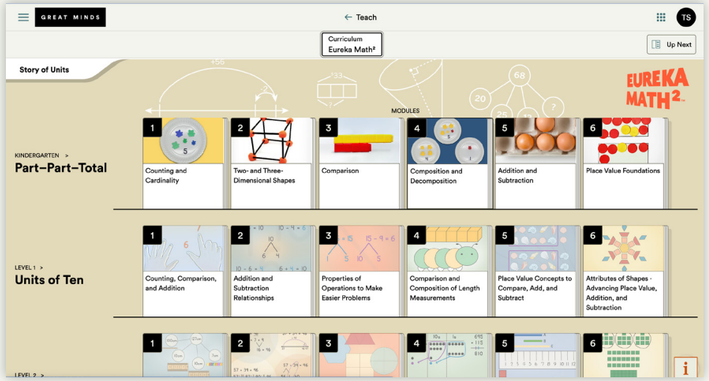
Instructional Materials Walk-Through

Teach | *Explore and Study the Curriculum*

The Curriculum, Level, and Module Overview pages in Teach allow you to explore the structure of *Eureka Math²* and access each component of the curriculum.

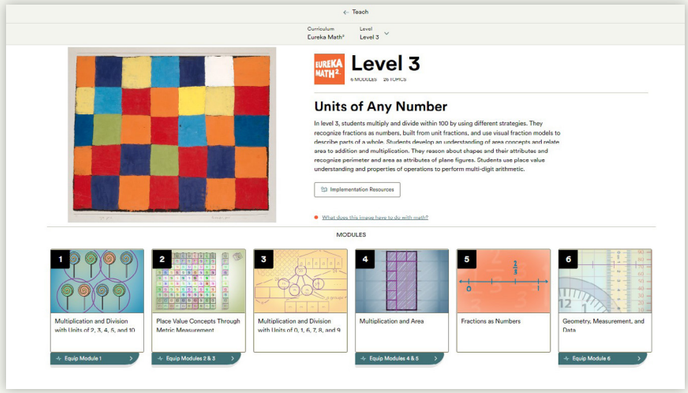
Curriculum Overview

Preview the K–5 story using the Curriculum Overview page.



Level Overview

Access all six modules from the Level Overview, including *Eureka Math² Equip*™ Pre-module assessment resources.

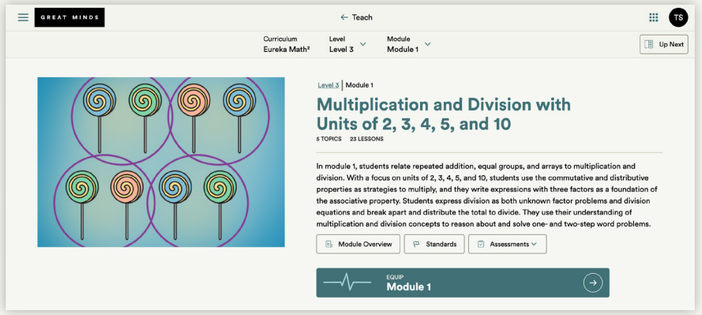


You will also find access to implementation resources, including Implementation Guides, curriculum maps, family math night materials, and other support documents.

Teach | *Explore and Study the Curriculum* (continued)

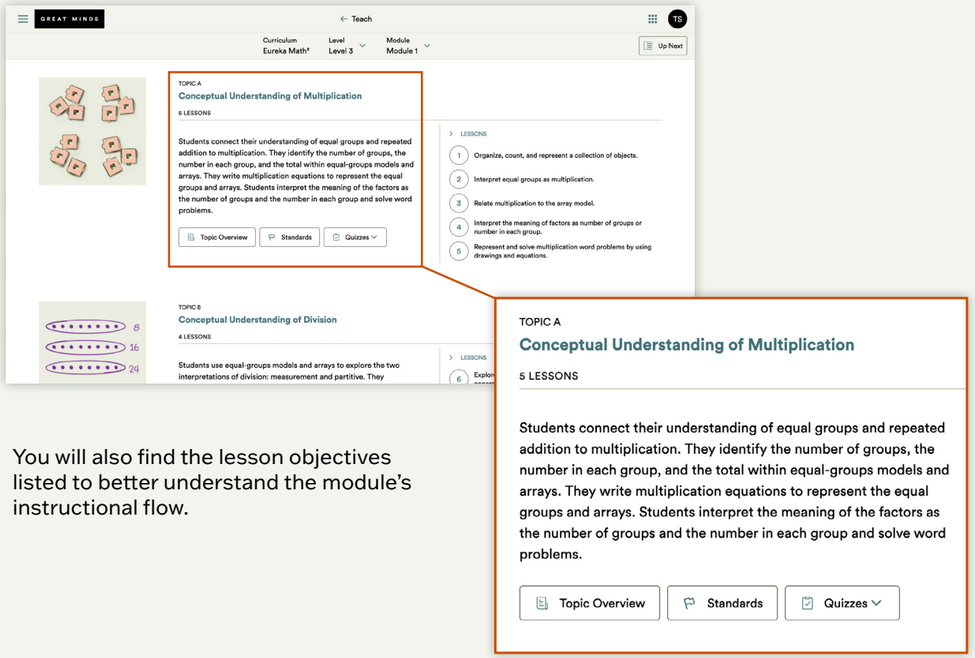
Module Overview

Access the Module Overview page to read about the mathematical progression, view the Module standard and Achievement Descriptors, or explore the Module Assessments.



Topic Overview

By scrolling down, you will find the Topic Overviews that include the Topic Progression chart, standards, Topic Quizzes (3–5 only), and Family Math pages.

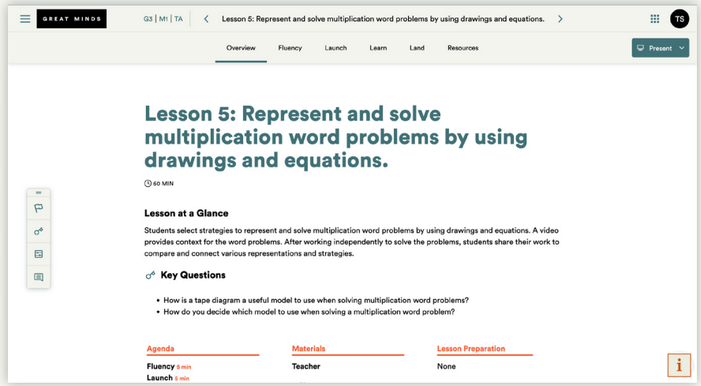


You will also find the lesson objectives listed to better understand the module's instructional flow.

Teach | *Plan and Faciliate Lessons*

Lesson Planning

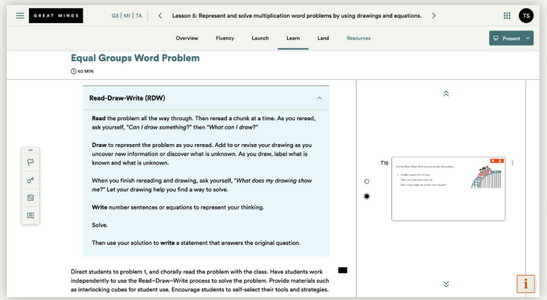
The Lesson Planning page provides all the information and resources you need to plan and teach the lesson.



From the Lesson Planning page, you can do the following:

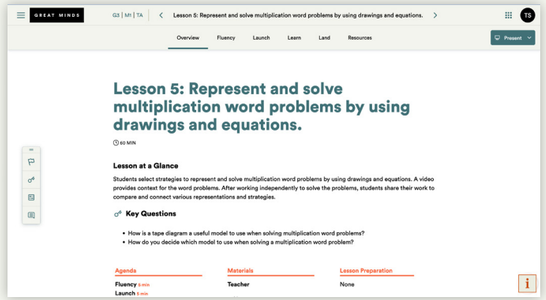
- Read the Lesson Overview, Lesson Vignette, and Teacher Notes.
- Access the lesson standard, Achievement Descriptors and Proficiency Indicators, and key questions by clicking on the icon menu on the left side of the screen.
- Preview the agenda and materials information.
- Annotate the lesson by highlighting text or writing notes.
- Preview and interact with the presentation slides, including any context videos and/or digital interactives. Slides may be presented to the class and assigned to students.

Presentation Slides



Preview and interact with the presentation slides, including any context videos and/or digital interactives. Slides may be presented to the class and assigned to students.

Student Resources

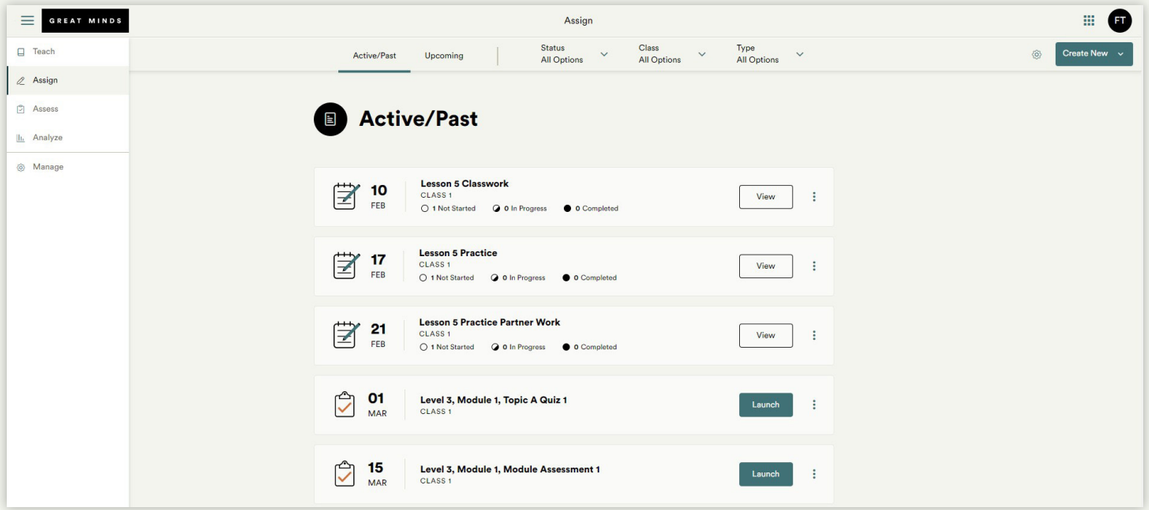


View, download, and assign lesson student pages including classwork, problem sets, exit tickets, assessments, and practice.

Assigning Student Work

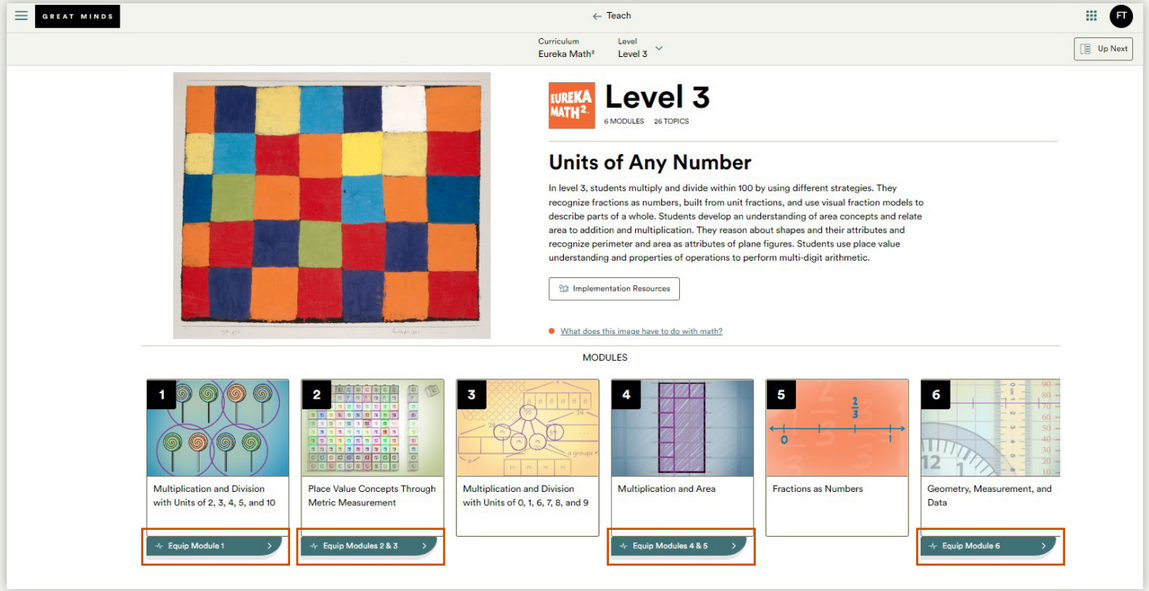
The Assign space gives educators powerful tools for distributing assignments and analyzing student work. Here you can do the following:

- Assign and manage all class assignments.
- Create assignments by using any artifact in the *Eureka Math²* resource library.
- View, monitor, and score active assignments.



Prepare to Teach with *Eureka Math² Equip*

To empower all students to successfully engage with grade-level math and to help you gain visibility into where your students are and where they need to go, we have included a powerful diagnostic assessment system known as *Eureka Math² Equip*.

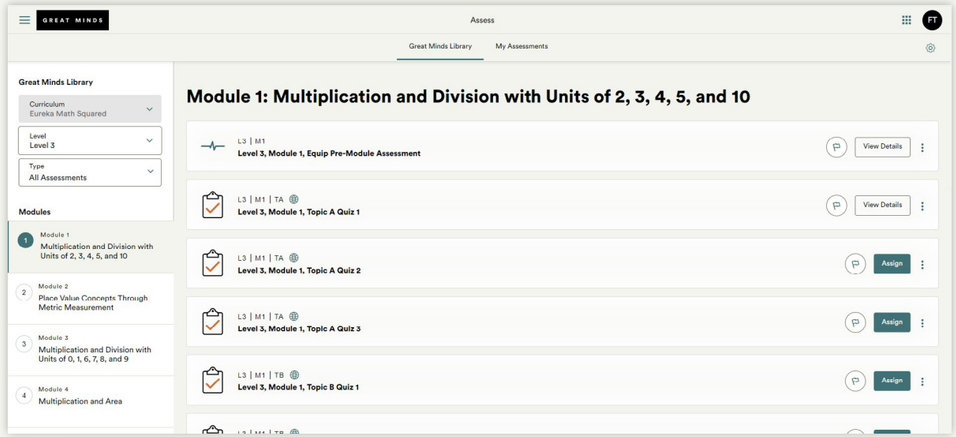


From the level page or module page, select the *Eureka Math² Equip* banner to explore the resources:

- User Guide
- Module at a Glance
- Pre-module Assessment
- Supporting Activities Teaching Guides

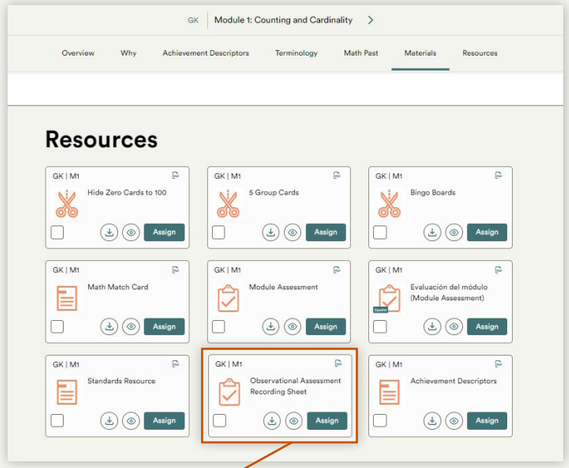
Assessing Student Work

Increase your visibility into student learning through our suite of digital assessments. The Assess space allows educators to easily view, manage, and extract reports on digital assessments.



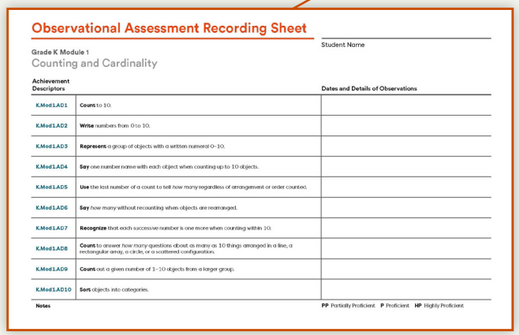
The assessment system for grade levels 3–5 includes:

- Lesson-embedded Exit Tickets,
- Topic Quizzes,
- Pre-module Assessments,
- Module Assessments, and
- Benchmark Assessments.



The assessment system in levels K–2 is adjusted for grade-level appropriateness and includes an Observational Assessment Recording Sheet. This system includes:

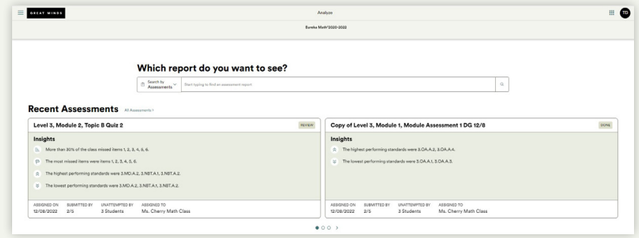
- Lesson-embedded Exit Tickets in grade levels 1 and 2,
- Topic Tickets in grade levels 1 and 2 (a Topic Ticket replaces the Exit Ticket in the last lesson of a topic), and
- Module Assessments in levels K–2.



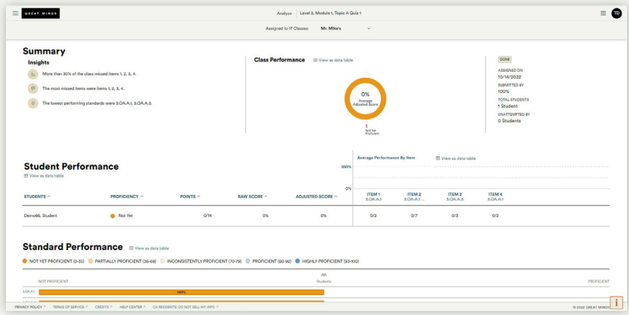
Analyze Dashboard

The Analyze dashboard allows educators to view reports and insights for classes, assignments, and students. It provides an overview of completed assessments, while detailed reports offer insights into class performance on assessments, individual student performance, and performance against standards. You can view reports and insights for classes, assignments, and students in Analyze. When student assessment data is populated, the dashboard provides an overview of completed assessments.

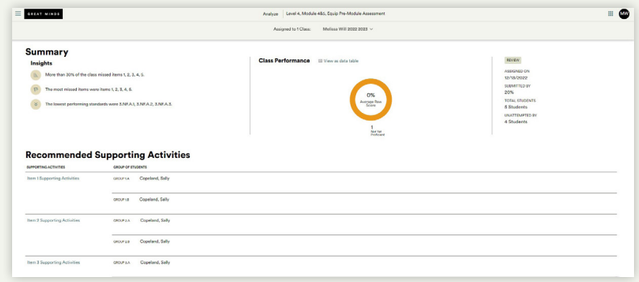
Different reports offer different insights into class performance on assessments, individual student performance, and performance against standards:



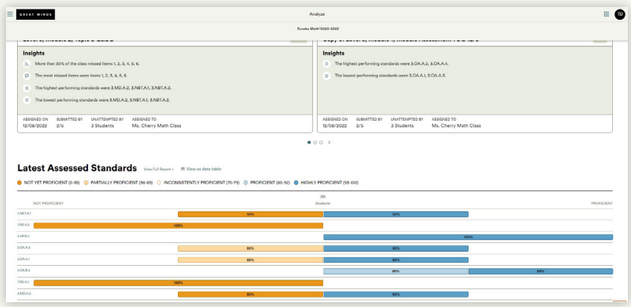
- **Single Assessment Report**



- **Student Performance Report**



- ***Eureka Math² Equip* Assessment Report**



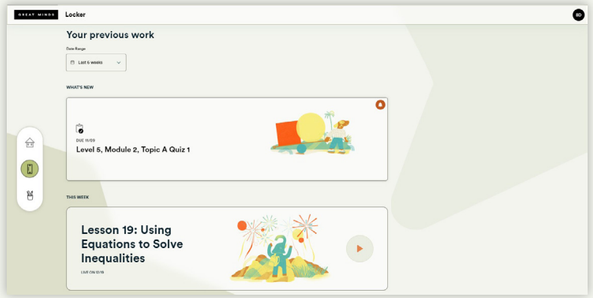
- **Standards Report**

Student Learning | *Navigating the Student Dashboard on the Great Minds Digital Platform*

Whether interacting with digital content or reviewing assessment data and feedback, students can find everything they need for success on the student platform. Students in level 6–Algebra I also participate in interactive digital lessons designed to encourage exploration, discussion, and engagement. For these lessons, students use their own devices in flexible groupings. Digital lessons are part of the module's sequence of lessons and have objectives that advance key learning.

The Home dashboard serves as the landing page for students. From this screen, students can do the following:

- Access, complete, and submit assignments and assessments.



- In Locker, students can review past assignments and assessments that have been completed.

- Explore virtual manipulatives.

Visit the Help Center article for a step-by-step navigation of the student dashboard: **digitalsupport.greatminds.org/s/article/Student-Platform-Basic-Navigation**.

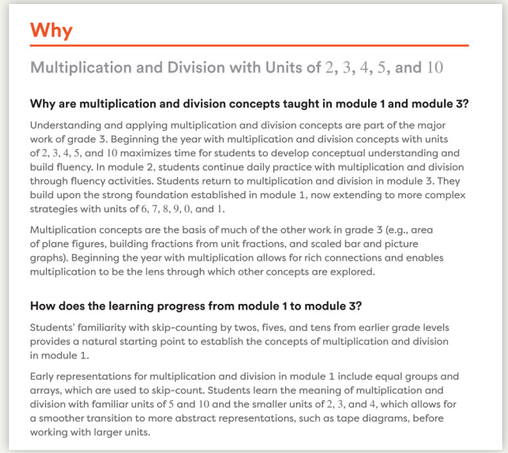
Print Instructional Materials Walk-Through

Teach | *Explore and Study the Teacher Materials*

The *Teach* books, also known as the Teacher Editions, are available as a six-volume set, one book for each module at each grade level. These full-color, spiral-bound books include an overview of the module and topic, lesson planning notes, and margin notes that provide information on Universal Design for Learning (UDL), differentiation, and other information to support classroom instruction. Also available in Spanish for levels K–5. Here are some unique features of the *Teach* book to consider.

The Module Overview explains the development of the mathematics in each topic of the module and highlights connections to work that occurs before and after the module, helping teachers understand the module's place in the overall development of learning in and across grade levels.

This section also includes a Why section that highlights and explains elements of the mathematics in the module. It also gives insight into the pedagogical decisions the authors made. The Why section helps teachers understand the module's underlying structure, including the content's flow and coherence.



Why

Multiplication and Division with Units of 2, 3, 4, 5, and 10

Why are multiplication and division concepts taught in module 1 and module 3?

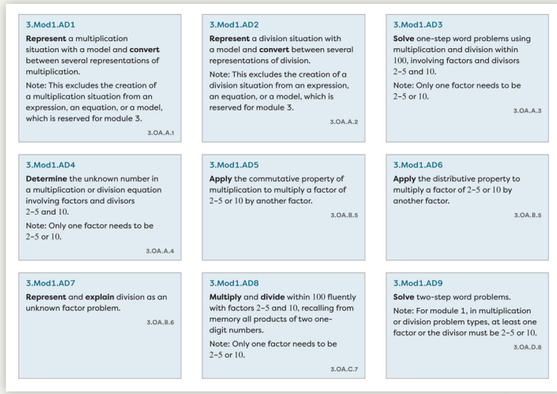
Understanding and applying multiplication and division concepts are part of the major work of grade 3. Beginning the year with multiplication and division concepts with units of 2, 3, 4, 5, and 10 maximizes time for students to develop conceptual understanding and build fluency. In module 2, students continue daily practice with multiplication and division through fluency activities. Students return to multiplication and division in module 3. They build upon the strong foundation established in module 1, now extending to more complex strategies with units of 6, 7, 8, 9, 0, and 1.

Multiplication concepts are the basis of much of the other work in grade 3 (e.g., area of plane figures, building fractions from unit fractions, and scaled bar and picture graphs). Beginning the year with multiplication allows for rich connections and enables multiplication to be the lens through which other concepts are explored.

How does the learning progress from module 1 to module 3?

Students' familiarity with skip-counting by twos, fives, and tens from earlier grade levels provides a natural starting point to establish the concepts of multiplication and division in module 1.

Early representations for multiplication and division in module 1 include equal groups and arrays, which are used to skip-count. Students learn the meaning of multiplication and division with familiar units of 5 and 10 and the smaller units of 2, 3, and 4, which allows for a smoother transition to more abstract representations, such as tape diagrams, before working with larger units.



3.Mod1.AD1
Represent a multiplication situation with a model and **convert** between several representations of multiplication.
Note: This excludes the creation of a multiplication situation from an expression, an equation, or a model, which is reserved for module 3.
3.OA.A.1

3.Mod1.AD2
Represent a division situation with a model and **convert** between several representations of division.
Note: This excludes the creation of a division situation from an expression, an equation, or a model, which is reserved for module 3.
3.OA.A.2

3.Mod1.AD3
Solve one-step word problems using multiplication and division within 100, involving factors and divisors 2–5 and 10.
Note: Only one factor needs to be 2–5 or 10.
3.OA.A.3

3.Mod1.AD4
Determine the unknown number in a multiplication or division equation involving factors and divisors 2–5 and 10.
Note: Only one factor needs to be 2–5 or 10.
3.OA.A.4

3.Mod1.AD5
Apply the commutative property of multiplication to multiply a factor of 2–5 or 10 by another factor.
3.OA.B.5

3.Mod1.AD6
Apply the distributive property to multiply a factor of 2–5 or 10 by another factor.
3.OA.B.5

3.Mod1.AD7
Represent and **explain** division as an unknown factor problem.
3.OA.B.6

3.Mod1.AD8
Multiply and **divide** within 100 fluently with factors 2–5 and 10, recalling from memory all products of two one-digit numbers.
Note: Only one factor needs to be 2–5 or 10.
3.OA.C.7

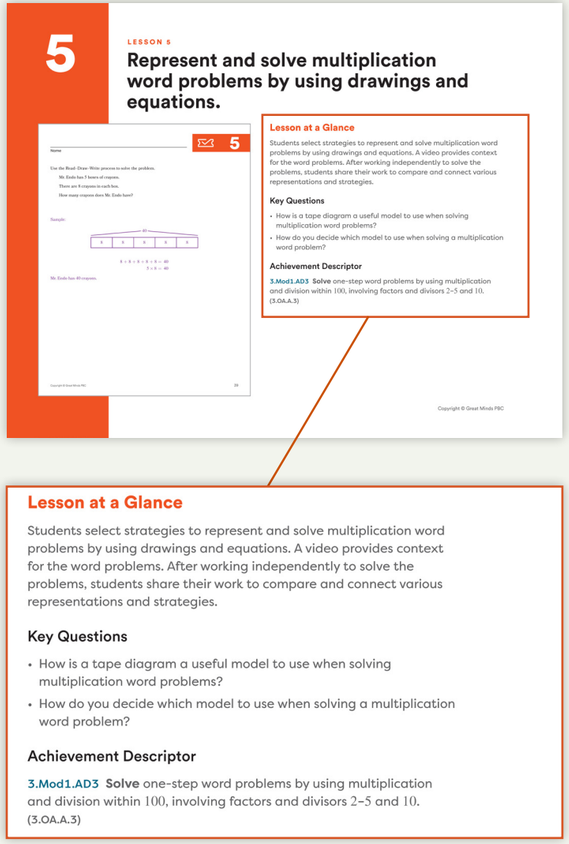
3.Mod1.AD9
Solve two-step word problems.
Note: For module 1, in multiplication or division problem types, at least one factor or the divisor must be 2–5 or 10.
3.OA.D.8

Achievement Descriptors are standards-aligned descriptions that detail what students should know and be able to do based on the instruction in the lesson.

The corresponding **Proficiency Indicators**, located in the back of the *Teach* book, help you assess your students' level of proficiency or how well a student learns a specific concept or skill.

Each topic begins with a Topic Overview. It explains the mathematics and the major learning in the topic and typically includes information about how learning connects to previous or upcoming content.

Lesson Progressions charts highlight student work and language aligned with each objective.


5

LESSON 5

Represent and solve multiplication word problems by using drawings and equations.

Lesson at a Glance

Students select strategies to represent and solve multiplication word problems by using drawings and equations. A video provides context for the word problems. After working independently to solve the problems, students share their work to compare and connect various representations and strategies.

Key Questions

- How is a tape diagram a useful model to use when solving multiplication word problems?
- How do you decide which model to use when solving a multiplication word problem?

Achievement Descriptor

3.Mod1.AD3 Solve one-step word problems by using multiplication and division within 100, involving factors and divisors 2–5 and 10. (3.OA.A.3)

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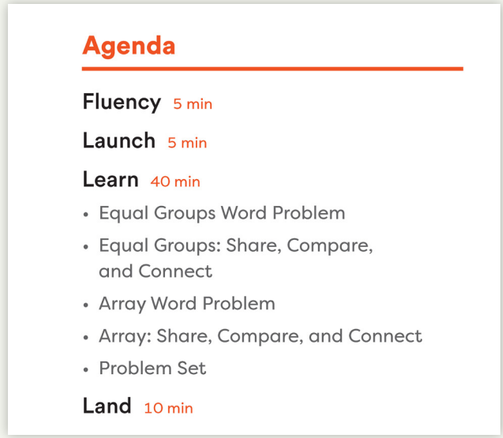
The Lesson Overview helps teachers prepare each lesson. It contains the following:

- The Lesson at a Glance is a snapshot of the lesson framed through what students should know, understand, and do while engaging with the lesson.
- The Key Question helps focus instruction and classroom discourse.
- The Achievement Descriptors map what students should know and be able to do based on the instruction of the specific lesson to the standards covered.
- An image of the Exit Ticket from the end of the lesson, which serves as a formative assessment opportunity.
- Other helpful items in this section include the learning agenda, a required materials list, and lesson preparation notes.

Lesson Structure

Every K–5 *Eureka Math²* lesson is organized into four sections, providing the teacher with a predictable structure with a simple-to-complex sequence of instruction.


Agenda

Fluency 5 min

Launch 5 min

Learn 40 min

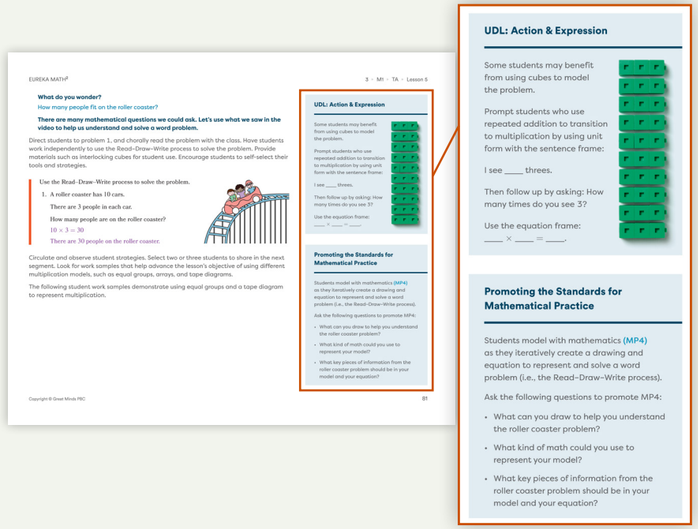
- Equal Groups Word Problem
- Equal Groups: Share, Compare, and Connect
- Array Word Problem
- Array: Share, Compare, and Connect
- Problem Set

Land 10 min

- Fluency opens each lesson and provides distributed practice with previously learned material. This practice prepares students for new learning by activating prior knowledge, bridging small learning gaps, and ensuring distributed practice.
- Launch creates an accessible entry point to the day's learning with activities that build context and create productive struggle, which helps build new knowledge.
- Learn presents new math concepts related to the lesson objective, usually through a series of instructional segments sequenced from simple to complex.
- Land provides time for teachers to facilitate a brief closing discussion and for students to complete the Exit Ticket.

Lesson Features

Lessons model student–teacher vignettes and sample student responses for every component of each lesson and provide teachers with a picture of how the lesson might look and sound while creating a clear conceptual understanding of the pedagogical content knowledge. These vignettes are helpful guides, not scripts.


EUREKA MATH²

3 • M1 • TA • Lesson 5

What do you wonder?

How many people fit on the roller coaster?

There are many mathematical questions we could ask. Let's use what we saw in the video to help us understand and solve a word problem.

Direct students to problem 1, and chorally read the problem with the class. Have students work independently to use the Read–Draw–Write process to solve the problem. Provide materials such as interlocking cubes for student use. Encourage students to self-select their tools and strategies.

Use the Read–Draw–Write process to solve the problem.

1. A roller coaster has 10 cars.
   There are 3 people in each car.
   How many people are on the roller coaster?
   $10 \times 3 = 30$
   There are 30 people on the roller coaster.

Circulate and observe student strategies. Select two or three students to share in the next segment. Look for work samples that help advance the lesson's objective of using different multiplication models, such as equal groups, arrays, and tape diagrams.

The following student work samples demonstrate using equal groups and a tape diagram to represent multiplication.

UDL: Action & Expression

Some students may benefit from using cubes to model the problem.

Prompt students who use repeated addition to transition to multiplication by using unit form with the sentence frame:

I see ____ threes.

Then follow up by asking: How many times do you see 3?

Use the equation frame:

____ × ____ = ____.

Promoting the Standards for Mathematical Practice

Students model with mathematics (MP4) as they iteratively create a drawing and equation to represent and solve a word problem (i.e., the Read–Draw–Write process).

Ask the following questions to promote MP4:

- What can you draw to help you understand the roller coaster problem?
- What kind of math could you use to represent your model?
- What key pieces of information from the roller coaster problem should be in your model and your equation?

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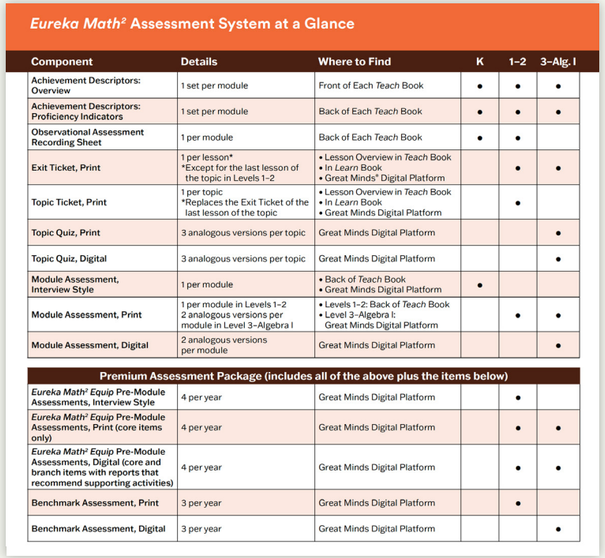
The lesson's margin notes provide strategies and tools to guide facilitation, differentiation, and lesson coherence. The curriculum has six types of margin notes: Teacher Notes, Universal Design for Learning, Language Support, Differentiation, Promoting the Standards for Mathematical Practice, and Math Past.

In addition, we employ instructional routines to support all students in engaging with and understanding mathematical concepts. These core and other routines optimize access, engagement, and confidence.

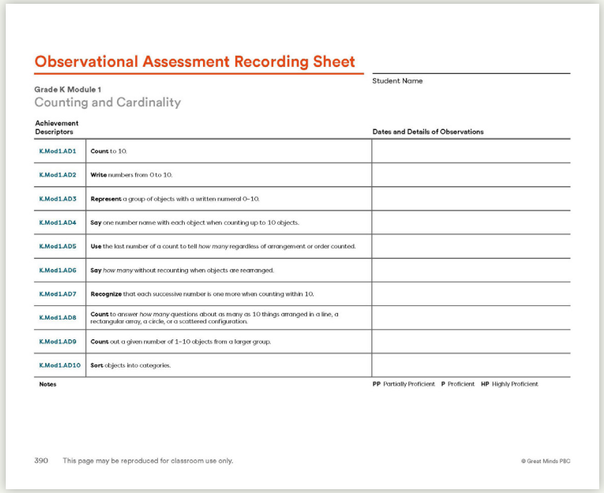
Assessment at a Glance

In addition to being administered digitally, Topic Quizzes, Module Assessments, Pre-module Assessments, and Benchmark can be administered in print and scored manually. This gives you the utmost flexibility should technology not be accessible when assessing student achievement.



Eureka Math² Assessment System at a Glance

Component	Details	Where to Find	K	1–2	3–Alg. I
Achievement Descriptors: Overview	1 set per module	Front of Each *Teach* Book	•	•	•
Achievement Descriptors: Proficiency Indicators	1 set per module	Back of Each *Teach* Book	•	•	•
Observational Assessment Recording Sheet	1 per module	Back of Each *Teach* Book	•	•	
Exit Ticket, Print	1 per lesson* *Except for the last lesson of the topic in Levels 1–2	• Lesson Overview in *Teach* Book • In *Learn* Book • Great Minds® Digital Platform		•	•
Topic Ticket, Print	1 per topic *Replaces the Exit Ticket of the last lesson of the topic	• Lesson Overview in *Teach* Book • In *Learn* Book • Great Minds Digital Platform		•	
Topic Quiz, Print	3 analogous versions per topic	Great Minds Digital Platform			•
Topic Quiz, Digital	3 analogous versions per topic	Great Minds Digital Platform			•
Module Assessment, Interview Style	1 per module	• Back of *Teach* Book • Great Minds Digital Platform	•		
Module Assessment, Print	1 per module in Levels 1–2 2 analogous versions per module in Level 3–Algebra I	• Levels 1–2: Back of *Teach* Book • Level 3–Algebra I: Great Minds Digital Platform		•	•
Module Assessment, Digital	2 analogous versions per module	Great Minds Digital Platform			•
Premium Assessment Package (includes all of the above plus the items below)					
Eureka Math² Equip Pre-Module Assessments, Interview Style	4 per year	Great Minds Digital Platform		•	
Eureka Math² Equip Pre-Module Assessments, Print (core items only)	4 per year	Great Minds Digital Platform		•	•
Eureka Math² Equip Pre-Module Assessments, Digital (core and branch items with reports that recommend supporting activities)	4 per year	Great Minds Digital Platform		•	•
Benchmark Assessment, Print	3 per year	Great Minds Digital Platform		•	
Benchmark Assessment, Digital	3 per year	Great Minds Digital Platform			•



Observational Assessment Recording Sheet

Student Name

Grade K Module 1

Counting and Cardinality

Achievement Descriptors		Dates and Details of Observations
K.Mod1.AD1	**Count** to 10.	
K.Mod1.AD2	**Write** numbers from 0 to 10.	
K.Mod1.AD3	**Represent** a group of objects with a written numeral 0–10.	
K.Mod1.AD4	**Say** one number name with each object when counting up to 10 objects.	
K.Mod1.AD5	**Use** the last number of a count to tell how many regardless of arrangement or order counted.	
K.Mod1.AD6	**Say** how many without recounting when objects are rearranged.	
K.Mod1.AD7	**Recognize** that each successive number is one more when counting within 10.	
K.Mod1.AD8	**Count** to answer how many questions about as many as 10 things arranged in a line, a rectangular array, a circle, or a scattered configuration.	
K.Mod1.AD9	**Count** out a given number of 1–10 objects from a larger group.	
K.Mod1.AD10	**Sort** objects into categories.	
Notes		**PP** Partially Proficient **P** Proficient **HP** Highly Proficient

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The Assessment System at a Glance for grade levels K–2 include an Observational Assessment Recording Sheet. This sheet is used to make notes about student performance during any part of the lesson, including written work on the Problem Set.

The *Learn* books, also known as the Student Editions, are available as a six-volume set, one book for each module at each grade level. They are a consumable resource students need to participate in the lesson, engage in independent practice, and record Exit Ticket responses. It's also available in Spanish for levels K–5. Here are some of the main features of this resource.

Talking Tool

Share Your Thinking	I know . . . . I did it this way because . . . . The answer is _____ because . . . . My drawing shows . . . .
Agree or Disagree	I agree because . . . . That is true because . . . . I disagree because . . . . That is not true because . . . . Do you agree or disagree with _____? Why?
Ask for Reasoning	Why did you . . . ? Can you explain . . . ? What can we do first? How is _____ related to _____?
Say It Again	I heard you say . . . . _____ said . . . Another way to say that is . . . . What does that mean?

The Talking Tool, detailed on the inside cover of every *Learn* book, provides sentence frames and sentence starters to help guide student discourse.

Similarly, the Thinking Tool, on the inside back cover of the *Learn* book, provides a set of questions students can ask themselves before, during, and after engaging in a task.

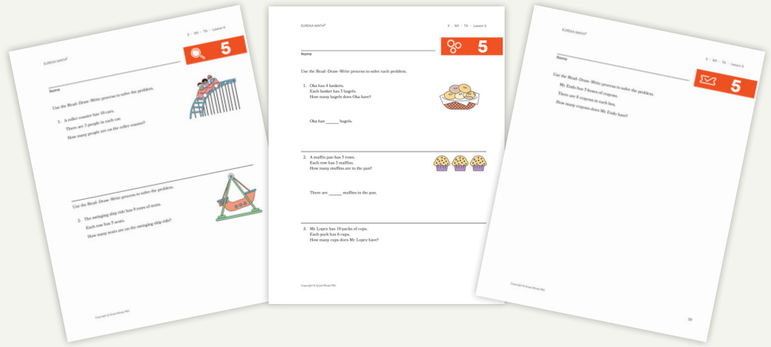
Thinking Tool

When I solve a problem or work on a task, I ask myself

Before	Have I done something like this before? What strategy will I use? Do I need any tools?
During	Is my strategy working? Should I try something else? Does this make sense?
After	What worked well? What will I do differently next time?

At the end of each class, I ask myself

	What did I learn? What do I have a question about?

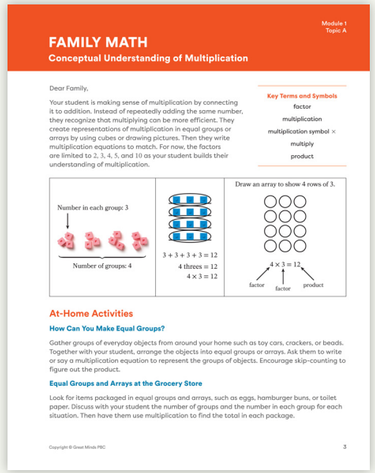


Iconography at the top of the *Learn* pages help you better understand the type of content being covered. As you review these pages, notice that a magnifying glass indicates classwork that students use during the guided or directed portion of the lesson. In addition, an orange bar indicates that the page can be removed and displayed on a whiteboard for an activity. The gears icon in the top corner of some pages highlights the Problem Set, which is differentiated, in-class, independent practice. And finally, the ticket icon with a check mark indicates that the page is the Exit Ticket for the lesson.

All student materials are intentionally designed to be readable while maintaining mathematical rigor. We have reduced wordiness and been intentional in our language choices and sentence length to make the program accessible to all students.

Apply | *Family Engagement*

Available for grade levels 1–5, the *Apply* book offers students more practice with the concepts learned in class. This consumable book has three components that support students in deepening their understanding of the concepts covered in the daily lesson.


FAMILY MATH

Conceptual Understanding of Multiplication

Module 1
Topic A

Dear Family,

Your student is making sense of multiplication by connecting it to addition. Instead of repeatedly adding the same number, they recognize that multiplying can be more efficient. They create representations of multiplication in equal groups or arrays by using cubes or drawing pictures. Then they write multiplication equations to match. For now, the factors are limited to 2, 3, 4, 5, and 10 as your student builds their understanding of multiplication.

Key Terms and Symbols
factor
multiplication
multiplication symbol ×
multiply
product

Number in each group: 3
Number of groups: 4
3 + 3 + 3 + 3 = 12
4 threes = 12
4 × 3 = 12
Draw an array to show 4 rows of 3.
4 × 3 = 12
factor factor product

At-Home Activities

How Can You Make Equal Groups?

Gather groups of everyday objects from around your home such as toy cars, crackers, or beads. Together with your student, arrange the objects into equal groups or arrays. Ask them to write or say a multiplication equation to represent the groups of objects. Encourage skip-counting to figure out the product.

Equal Groups and Arrays at the Grocery Store

Look for items packaged in equal groups and arrays, such as eggs, hamburger buns, or toilet paper. Discuss with your student the number of groups and the number in each group for each situation. Then have them use multiplication to find the total in each package.

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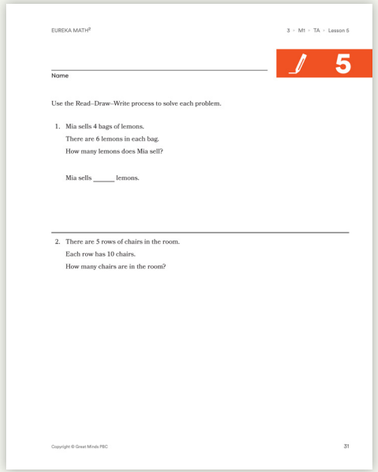
Family Math is a letter to families describing the current topic's major concepts. It also includes visual supports students can use to explain the concepts or strategies to their families.

Practice problems interleave and distribute practice, providing students with opportunities to discern and recall which knowledge, concepts, and strategies are appropriate for solving different problems.


EUREKA MATH²

3 • M1 • TA • Lesson 5

Name

5

Use the Read–Draw–Write process to solve each problem.

1. Mia sells 4 bags of lemons.
   There are 6 lemons in each bag.
   How many lemons does Mia sell?

   Mia sells _____ lemons.

2. There are 5 rows of chairs in the room.
   Each row has 10 chairs.
   How many chairs are in the room?

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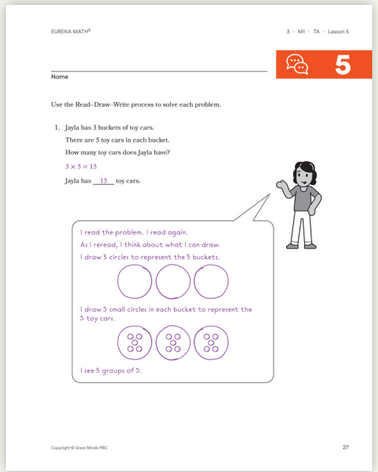
EUREKA MATH²

3 • M1 • TA • Lesson 5

Name

5

Use the Read–Draw–Write process to solve each problem.

1. Jayla has 3 buckets of toy cars.
   There are 5 toy cars in each bucket.
   How many toy cars does Jayla have?
   3 × 5 = 15
   Jayla has 15 toy cars.

I read the problem. I read again.
As I reread, I think about what I can draw.
I draw 3 circles to represent the 3 buckets.
I draw 5 small circles in each bucket to represent the 5 toy cars.
I see 3 groups of 5.

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Practice Partners provides a unique kind of support that takes students through the thinking of a hypothetical partner solving problems similar to those found in Practice.

Additional Resources | Eureka Math² *Manipulatives*

Available for purchase from our manipulatives partner, Didax, these tools help bring mathematics to life in your classroom and give your students engaging, hands-on tools to visualize mathematics. Both complete and supplemental kits are available for purchase.

Visit eurekamath.didax.com/ for more information.

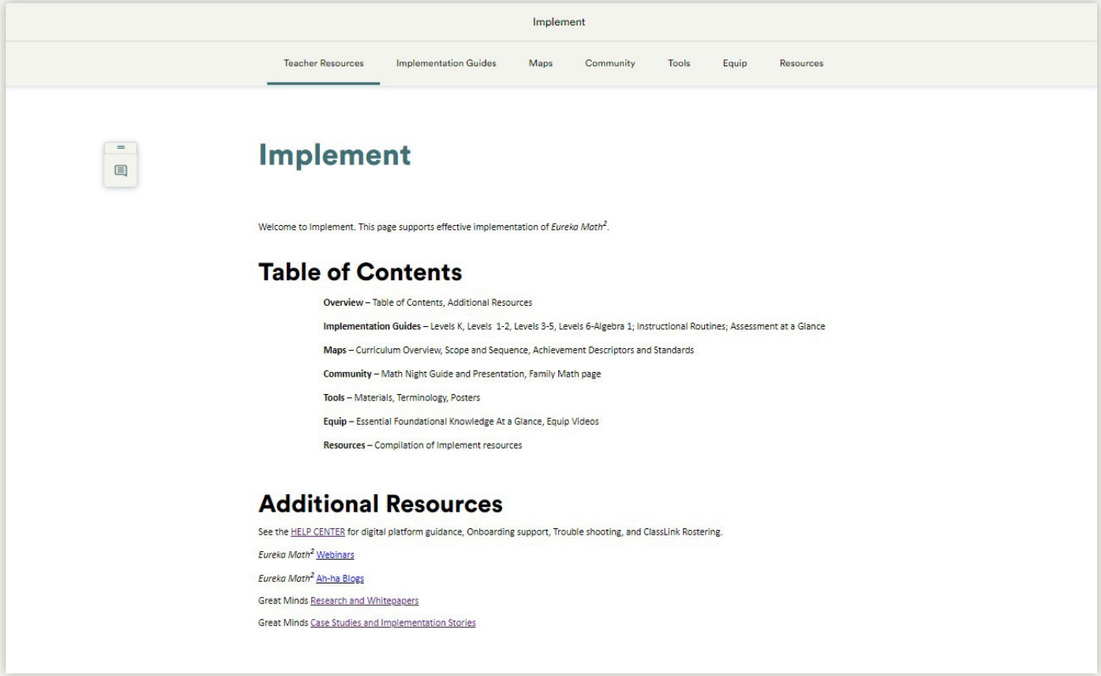
Implementation Support Resources

Online Implementation Support Resources

Services and Support from a Trusted Partner

Implementation resources are located at point of use in the Great Minds Digital Platform and include the following:

- **Implementation Guides:** Available for grade level K, levels 1–2, levels 3–5, level 6–Algebra 1. It also includes support for planning, instructional routines, and Assessment at a Glance.
- **Community:** The Math Night Guide and Presentation and Family Math page provide invaluable support to support mathematicians at home.
- **Tools:** This section includes lists of required materials, Terminology, and Posters used during a lesson.
- ***Eureka Math² Equip*:** Essential Foundational Knowledge at a Glance and Equip Videos help teachers provide short bursts of just in time instruction.



On-Demand Webinar Library & Research Papers

A variety of free *Eureka Math²* webinars are available to provide support on topics including planning and pacing, readability, Universal Design for Learning, assessments, and much more. Access the webinar library at greatminds.org/webinar.

Also, new to *Eureka Math²*, we have created a space to house the research behind our new program. Visit greatminds.org/research.

Blog Posts

The Great Minds *Aha!* Blog includes posts on a wide range of topics. Each month the *Eureka Math²* Implementation Success team adds new content on specific tips for successful implementation.

Access the blog through greatminds.org/math/blog/eureka.

Professional Development & Coaching

Great Minds is the only organization that can offer implementation support written by the curriculum's teacher–writers and delivered by seasoned math educators.

To view the many options for professional development and personalized coaching, visit greatminds.org/math/professional-development.

QUESTIONS?

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is capable of
greatness

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