

Frequently Asked Questions (FAQs)

Planning & Pacing for Success in Eureka Math²

Thank you for registering for our most recent Great Minds® mathematics webinar entitled Planning & Pacing for Success in *Eureka Math²*. As part of that event, attendees submitted their questions and our math experts created responses which are summarized below. If you need clarification, please contact our sales team at greatminds.org/contact#sales.



Curriculum Materials

What implementation tools are available?

Implementation Guides for each grade band help orient users to the structure, design, and usage of the curriculum. Curriculum maps provide scope and sequence information that can help inform pacing. In addition to these resources, the Implement page on the Great Minds Digital Platform includes guidance on instructional routines, *Eureka Math² Equip[™]*, and more. Also be sure to check out our [research papers](#), [webinars on demand](#), and [Aha! blog posts](#) on greatminds.org.

Where is the Progression of Lessons located?

In K–5, the Progression of Lessons charts are in the Topic Overviews—both in *Teach* and in the digital platform. If you wanted to see the additional progressions of modules, topics, and lessons across the year, visit the Implement page in the Great Minds Digital Platform under the Maps tab.

Does your program sell the manipulatives needed for the lessons in packets per student or in bulk?

Yes, our manipulatives are [available through our partner Didax](#) as complete kits and upgrade from *Eureka Math[®]* kits as well as a la carte. The kits are based on 24 students and one teacher; there is also a supplemental kit for additional students.

Where do you find the free printable materials such as the Hide Zero[™] Cards?

Hide Zero[™] Cards (and other critical lesson manipulatives) are included in the grade level manipulatives kits from [our partner Didax](#).

If we have printable versions of a manipulative, they can be found in the Module Overview: Resources tabs on the Great Minds[®] Digital Platform. Most other lesson resources are found in the *Learn* or *Teach* books. Some manipulatives can be found [virtually through Didax](#).

Are Achievement Descriptors available for all standards? What's the best way to access them?

Yes, Achievement Descriptors are available for all standards. Achievement Descriptors (ADs) are standards-aligned descriptions that detail what students should know and be able to do based on the instruction. In the beginning of the *Teach* book (and in the Module Overview section of the digital platform), there is a section listing the ADs and associated standards for each module. At the end of the *Teach* book (and in the Module Overview section of the digital platform), you will find the AD Proficiency rubrics for each module. The number of ADs addressed in each lesson varies depending on the content. They are listed in the lesson overviews of *Teach*. On the Great Minds Digital Platform, there is a flag icon in the menu that will take you right to Achievement Descriptors and standards.

As a parent, when asking for Achievement Descriptors, what is the best way to ask the teacher about them? Is it a printable page?

Achievement Descriptors are offered as a resource that teachers can share with students. They may be copied from the *Teach* book, or teachers can assign them from the Module Overview: Resources in the digital platform. Parents can then log in to their student's digital platform to view the resource.

Where within the lessons is the Apply book used? Is Learn the problem set and Apply the homework set?

Apply gives students additional practice with the concepts learned in class. While the lessons do not require the *Apply* book, teachers can use materials in *Apply* for homework, responsive teaching, intervention, family engagement, and more. For each lesson, in the *Apply* book we offer Practice problems and Practice Partners with worked problem examples and accessible explanations of solution pathways. A Family Math guide for each topic provides additional overviews and ideas for home math activities. *Apply* is an optional print purchase, but all the resources mentioned above are also in the digital platform.

In Eureka Math² Equip, where can I find the acceleration supporting activities?

Navigate to the Supporting Activities tab in each *Eureka Math² Equip* module and click on each item to view the corresponding Supporting Activities for that item on the *Eureka Math² Equip* Pre-Module Assessment. Also, after students take the Pre-Module Assessment, you can use the Recommended Supporting Activities report to access these activities.

Lesson Content & Differentiation

Where can teachers access more examples of problems in the lesson?

The Problem Set (in K–5) and Practice (in 6–Algebra 1) in the *Learn* book have an intentional sequence of problems for independent practice. Additional problems that align to the lessons are in Practice (1–5 *Apply* book) or Mixed Practice (6–Algebra 1 *Teach* book). Teachers may also use the analogous versions of the level 3–Algebra 1 topic quizzes or module assessments. Custom assessments, or practice, can also be created within the platform.

Is fluency being optional also true for *Eureka Math*?

Fluency is available in *Eureka Math*² for levels 6–Algebra I as an optional component. Fluency is a critical K–5 lesson component (about 10 minutes) for both student lesson access and distributed practice. Fluencies may of course be customized to meet student needs.

What would you suggest for students who have shown on the pre-test that they already have mastered the standard? How can we differentiate for them? What if the students already understand and have mastered the grade level lessons before you have taught them? What should you teach?

The *Eureka Math*² *Equip* Pre-Module Assessments are based on essential foundational knowledge from previous grade levels or modules. The platform does not assess upcoming grade level content.

For enrichment, we suggest going deeper with grade level content; using above-level content is a site decision. Here are some suggestions:

- Most lessons provide UDL and Differentiation: Challenge suggestions in the margin notes.
- Practice and Mixed Practice problems are written with a simple-to-complex progression. Differentiate the problems assigned to various students to work on within the time frame.
- Almost all lessons have open-middle tasks that are considered “low floor and high ceiling”. Encourage students to come up with various ways to solve a problem, compare and connect various strategies and tools, and explain their thinking and question the solution paths of others (by using the Talking Tool).
- Consider how the Optional Lessons may meet enrichment needs.
- Consider rewriting the word problems in lessons with more complex numbers.
- Help students go deeper with the math and develop their mathematical practices, or processes of mathematicians) by utilizing the SMP notes in each lesson.
- The lessons include rich questions, including advancing questions. Consider having students write out their explanations. Math journals or a learning log/portfolio would be a great extension parallel to all lessons.
- Math Past offers many extension activities, and the artwork in every module, as well as literature suggestions in teacher notes, are extension opportunities.
- Routines such as the interactive number line, WODB, and Math Chats can be adapted with different numbers as well as used with other numbers at other times. Routines such as Co-Construction and Stronger Clearer Each Time can be applied in most lessons to extend student thinking.

Also, if students are not showing understanding on the exit ticket, how can we reteach them without pulling small groups during the Problem Sets?

It's okay if students need more practice after an exit ticket. Mastery comes over time. Both fluency activities and Remember problems in the Practice section of the lessons distribute and interleave previously learned concepts and skills. There may be times you do need to pull small groups during independent work, but hopefully not every day. If you do, be sure to take a moment to walk around to observe the larger groups' work. If possible, use responsive teaching days or additional time outside the math block for this instruction.

Is there a webinar or professional development specifically about differentiation?

No, there is not a webinar focused on differentiation at this time. However, look out for new live and on-demand sessions in our [webinar library](#). You may find the Accessibility webinar helpful. To learn more about professional learning offerings, [visit our website](#).

Lesson Content & Differentiation -Continued

What other time can students complete the homework?

Assigning homework is not a required component of *Eureka Math*², so when and where students complete additional work is at the teacher's discretion.

Have there been any revisions of *Eureka Math* lessons with gender in mind?

At Great Minds®, we know that every child is capable of greatness, and we want all students to visualize themselves as mathematicians. Throughout the curriculum, including in the module art, Math Past, and our context videos, the names and images of characters used to illustrate problems provide a “balanced portrayal of various demographic and personal characteristics” *in accordance with EdReports Math Criterion 3.3r.

We are sensitive to and support the growth and development of teachers and students. To support an inclusive classroom culture, we make every effort to ensure that our word problems neither reinforce gender stereotypes nor exclude students from seeing themselves in a problem's context.

My school has time for small groups. What do you believe would be best for a small group to focus on during this time?

We believe that well-designed, engaging, teacher-facilitated whole-class experiences—which vary in setting and tempo, including periods of whole-class engagement, small-group and paired collaborations, and independent reflection and processing—have the highest capacity for equitably building new knowledge and should therefore be the primary mode of instruction. These experiences should include periods of whole-class engagement and small-group and paired collaborations. The lessons accommodate a variety of learning needs. Facilitation styles of lessons vary—explicit instruction, inquiry, guided discovery, etc. Lessons often include hands-on learning and active processing with our varied concrete and pictorial models, context videos, digital interactives, artwork, Math Past, and classroom discourse via our instructional routines. Games and activities from fluencies, lessons, and teacher notes may be harvested from lessons and reused for additional practice.

Lessons may be adapted by the teacher or school to a math workshop model (stations, small groups, etc.) one or more days a week, particularly when the math block is longer than 60 minutes. There are many variations to this model, and the lessons can be customized to meet the needs of the students. Open-ended lessons that use guided discovery or lessons with games or activities would be a particularly good fit for this model. The Launch and Land sections, or some lesson segments that include the instructional routines, may lend themselves better to a whole-group time, whereas Learn segments including explicit instruction would be a fit for small-group teacher-led instruction. Problem Sets and many fluencies can be done independently. Games and activities from fluencies, lessons, and teacher notes may be harvested from lessons and reused for additional practice. Additionally, a station model would work well on the additional days used for some assessment types and responsive teaching.

We are using *Eureka Math* during an after-school program three days a week. How should we implement to get the most out of the lessons?

There are many ways to use *Eureka Math*² for an after, before, or summer school program, but here are two suggestions:

1. Use data to determine student needs. Any of our assessments, on level or off level, could be used for this purpose. Using the At a Glance maps, find lessons with the content needed by students. (You can use the objectives, ADs, or standards listed.)
2. Consider using only major work modules that support classroom learning, such as place value, computation, and fractions.

For teaching lessons in a shortened time frame, consider using one Fluency, Launch, and Learn segment that best aligns with the exit ticket and two to three problems from the Problem Set.

Pacing

What do you consider a class period?

Kindergarten lessons are 50 minutes, levels 1–5 lessons are 60 minutes, and levels 6–9 lessons are 45 minutes (excluding time for the fluency activities).

What if you don't have 60 minutes for a class period?

You may need to customize the lesson based on your class time. With careful planning you can make informed instructional decisions using the study materials and assessments to meet the needs of your class. Refer to the Implementation Guide for support when planning and preparing to teach.

Is it possible to eliminate or combine lessons?

Each lesson is designed for one class period. There are about 130–140 lessons per year, including about five optional lessons per level (clearly marked in the Table of Contents). These lessons may be eliminated or used at another time. This leaves time in a regular school year for all nonoptional lessons, assessment, and responsive teaching. To ensure coherence, we recommend all other lessons should be taught, even if they are customized to fit into your instructional time. Refer to our planning process in the Implementation Guides for more information.

How do teachers pace lessons for struggling students when lessons go from Lesson 1, Lesson 2, and so forth daily?

*Eureka Math*² was intentionally designed to ensure that all students could access grade level curriculum. Its instructional design embraces the principles of Universal Design for Learning (UDL) so all students can engage in rigorous mathematics.

Differentiation is embedded through the simple-to-complex sequencing of lesson and Practice problems, allowing teachers to differentiate assignments. Lessons provide differentiation suggestions at the point of instruction to support a wide variety of learners. Differentiation margin notes found in the Teach book offer guidance for adapting instruction so that all students can successfully access grade-level content. Additional acceleration resources are available through *Eureka Math*² *Equip*.

Should teachers avoid reteaching in module 1 because learning will continue in other modules?

Yes, reteaching is not recommended. Both fluency activities and Remember problems in the Practice section of the lessons distribute and interleave previously learned concepts and skills. A layered approach directs teachers to strategically revisit skills in increasingly complex ways so that students develop proficiency gradually over time.

*Eureka Math*² *Equip* supports are embedded in lessons to support providing all students access to the current grade level work.

How do you maintain fidelity rather than asking all the questions and completing all the Problem Sets/Practice?

You do not have to do everything in a lesson, but be sure to include all of the lesson components (Launch, Learn, and Land). You can make informed instructional decisions to meet the needs of your class by studying the materials, such as the overviews and assessments. Refer to the Implementation Guide for support when planning and preparing to teach.

Do teachers start new instruction and then assess the previous topic after a couple of days of new instruction? Or do teachers review after a topic ends before giving the quiz?

Ideally, you would give the topic quiz right after the last lesson of the topic in order to get accurate data on student understanding. This will best inform future instruction. Both fluency activities and Remember problems in the Practice section of the lessons distribute and interleave previously learned concepts and skills. However, it is an instructional choice if you wish to have an additional review prior to or after any assessment.

Pacing - Continued

How do you incorporate thinking dialogue between students? It seems like time doesn't allow for that.

Opportunities for meaningful student-to-student discourse are built right into the lessons. In your planning, it may help to plan for and prioritize lesson components that include this discourse, such as the Launch and Land portion of the lesson.

Is there a yearlong lesson-by-lesson pacing guide that is aligned with the NYS testing framework? I'm interested in highlighting the lessons that can be combined or omitted.

No, not at this time. However, you may find the At a Glance maps found on the Implement page of the digital platform helpful as you do this work.

How long did the presenters say they took to plan and customize this lesson?

This may vary, but here are our estimates:

- Module Plan: 15 minutes
- Topic Plan: 5 minutes
- Lesson Plan: 20–30 minutes

You mentioned that some lessons could be optional. How do I know which ones are optional?

Optional lessons are noted as optional in both the *Teach* book and on the Great Minds Digital Platform.

We are having a hard time completing a lesson in one day. Should we cut some of the fluency questions out so we can cover everything in one class?

You do not have to do everything in a lesson, but be sure to include all of the lesson components. You can make informed instructional decisions to meet the needs of your class. Refer to the Implementation Guide for support when planning and preparing to teach.

Assessments

If your district has not purchased *Eureka Math*² *Equip* for pre-assessment, how do you recommend determining if students need acceleration?

We would recommend you use the body of evidence you have collected from formative and summative assessments. If you need more information about student understanding in content from another grade level, you may access and use off-level assessments for the appropriate content. This may be especially helpful if done as an interview, one on one with the student.

Are there assessments or topic quizzes for second grade that can be accessed?

Yes, there are module assessments and topic tickets for level 2. Both are paper-based assessments and can be found in the back of the *Teach* book and/or on the Great Minds Digital Platform.

Where do we find the benchmark and pre-assessments?

Benchmark and *Eureka Math*² *Equip* Pre-Module Assessments are available with our Premium Assessment package. In the Great Minds Digital Platform, assessments can be accessed via Assess and in Teach under the Module Overview: Resources tab. Benchmark and Pre-Module Assessments are only found in the modules in which they are given.

Please get in touch with our sales team at greatminds.org/contact#sales for more information on our comprehensive assessment system.

Where can I find the assessments for mid module and end of module for first grade?

Level 1 module print assessments can be found at the end of the *Teach* book for each module and in the Great Minds Digital Platform under the Module Overview: Resources tab. *Eureka Math*² does not have mid-module assessments, but there are topic tickets in the student *Learn* book on the last lesson of each topic.

Is the Mixed Practice at the end of the student module the End-of-Module Assessment?

6–Algebra 1 Mixed Practices can be found on the Great Minds Digital Platform in the Module Overview: Resources tab or at the end of the print *Learn* book. Mixed Practice is not meant to replace a module assessment.

How does Eureka Math align to the MAAP State test?

Our esteemed assessment team authored the Achievement Descriptors after a deep dive into others' achievement level descriptors (e.g., Smarter Balanced, PARCC, MA, and NAEP). They researched any/all state and assessment consortia released items before authoring. The MAAP program blueprints focus the majority of points on Major Work of the Grade, which aligns with our assessments. 75 percent of their items are DOK 2, and the other 25 percent are DOKs 1 and 3; we align closely to this. We use similar item types with less multiple choice and more close math/fill in. We align closely with their calculator policy, and MAAP's reference sheets are very similar to ours. Our topic quizzes, Module assessments, and Benchmark assessments are more cognitively complex but assess content in similar ways. It is likely that a student who shows proficiency throughout the year on our assessments would achieve level 3, 4, or 5 on MAAP.

Does Eureka Math² have an online platform?

Yes, the Great Minds Digital Platform makes it simple to access and navigate teacher and student materials and resources online. The Great Minds Digital Platform supports effective planning, instruction, and assessment throughout the school year. For each level, all the resources in the print *Teach* book are in a digital format that offers additional features not available in print. While planning and reflecting, educators can highlight and take notes in the digital version of Teach to note customizations for individuals or groups or to reflect on for future years. In addition to accessing all lesson plans and resources, teachers can assign student pages as PDFs, launch digital assessments, access assessment reports, and provide student feedback. The platform also includes lesson presentation slides that include images, student pages, videos, and digital interactives.

Please get in touch with our sales team at greatminds.org/contact#sales for more information and access.

When you hide slides, are they hidden only for that session?

Yes, for that class. Slide customizations are currently only available after a teacher presents the lesson to a class. Any changes made after launching will be automatically saved for that class session if and when you exit and reopen the session. However, if you have multiple classes, you will need to hide the slide in each class session.

How does sending to students work? Do they go to the student's locker? Email?

The teacher assigns the student work pages through the digital platform. They will appear on the students' home page when they log in to the platform. Once work is completed and submitted, it will be available for the student to view in their Locker.

Is there a way to link the online math manipulatives into the slides?

Not at this time, but thank you for the feedback. The writers of the program have made sure to include visuals, demonstrations, and digital interactives that are necessary for the lesson in the slides. However, slides cannot be edited at this time.

Is it possible to put the slides in presentation mode while still seeing your screen/notes?

Yes, when you are in your present slides screen, toggle the menu on the top to Guidance.

Do you create your own slides or use the slides provided?

Presentation slides are available on the Great Minds Digital Platform for each lesson.

I noticed that some lessons rely entirely on the slide material and that the slides are interactive. Is this often the case, and is there an alternative to a slide-only set of classwork?

There are alternatives for lessons dedicated as Digital Lessons. These alternative lessons can be found on the lesson page on the Great Minds Digital Platform. In all other lessons, student pages including Classwork are always in their *Learn* books.

Is there a place where you can create vocabulary cards for each module?

No, there is no functionality for creating vocabulary cards or flash cards in the Great Minds Digital Platform. The module terminology lists can be found in the *Teach* book for each module.

Can slides be edited?

No, slides are not designed to be edited.

Are there online games that correlate to the lessons?

While there are digital interactives, demonstrations, videos, and visuals built into lessons in K–5, and digital lessons in levels 6–9, there are no online games available at this time.

Digital -Continued

In K–5, can we send the slides to students as well?

Yes, when you are in present view you can select the slides in the left-hand side menu, click on the three vertical dots, and send slides to students.

My teachers have noticed some resources being updated to the digital platform that are not included in the workbooks (i.e., new versions of some of the practice problems). Any idea why this is happening?

Print updates do sometimes lag the online updates based on shipping times. We strive to limit this, but we also want to be responsive to feedback when possible.

Are lesson videos forthcoming?

Lesson videos are currently in product discovery.

How do I get to the digital platform?

This depends on how your district is rostered. You can review rostering and login instructions here or talk to your technology staff at your school.

Does digital.greatminds.org have the lesson videos? In Kindergarten module 1, there are videos that are to be shown, and I cannot locate them on the digital platform.

Any context videos that are part of a lesson are embedded in the daily slides at the point where they should be shown. You can view the video by previewing the slides for that lesson.