# EUREKA MATH®
## TEKS EDITION

# PACING SUGGESTIONS FOR GRADE K

## MODULE 1

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| Combine lessons 1 and 2 | If combining, be sure that students are competent in recognizing and discussing subtle differences in the attributes of objects. |

## MODULE 2

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| Omit lessons 5 and 8 | Embed experiences with position words in other content areas and throughout the students' day. It is not essential that students be introduced to position words through the context of shapes. |

## MODULE 3

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| Omit lesson 7 | In order to do so, offer the same as one more option to describe the comparison in Lessons 4–6. Be sure to include objects for comparison that yield descriptions of shorter than, longer than, and the same length as. |
| Combine lessons 8 and 9 | To bridge their understanding, have students model the movement of the balance scale with their arms and hands. |
| Consolidate lessons 13–15 | Consolidate these lessons into a series of demonstrations with students engaged chorally, as recorders, and as acute observers (e.g., "Count the scoops as I fill the container"; "Record the number of scoops it took to fill the container"; and "Share with your partner about what happened to the water"). Students might then gain hands-on experience and explore the concept later (e.g., in centers, science). |
| Combine lessons 10 & 11 | |
| Combine lessons 13 & 14 | |

## MODULE 4

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| Combine lessons 29 & 30 | Consolidate within Lessons 29, 30, 35, and 36 if students have developed automaticity in drawing and counting in 5-group formation. |
| Combine lessons 35 & 36 | |
| Combine lessons 39 & 40 | |

## MODULE 5

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| Omit lesson 19 | Explore numbers on the Rekenrek. (Optional) |

## MODULE 6

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| Omit lesson 4 | If pacing is a challenge and describing relative position is not required, consider omitting Lesson 4 and the fluency activity "Finish Line" from lesson 5. |