

## Planning Guide Grades 3–Algebra 1

Your quick-reference guide for planning modules and lessons

**Great math teaching starts with knowing the math and how it's presented in the curriculum**—it's what gives you the confidence to teach, adjust, and make each lesson your own.

Short on time or new to the curriculum? Start here. Use these steps to get your footing, then go deeper with the **Eureka Math<sup>2</sup> Implementation Guide** when you're ready.

As you plan each module, topic, and lesson, **write directly in your Teach book** or use sticky notes to jot down answers to the Guiding Questions and make annotations as you go.

### Teacher Tip:

Find a system of annotation that works for you and stick with it.

### Examples:

T / S

Teacher and student actions

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Area where students  
may need support

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Opportunities for  
student discourse

Circle

Key discussion questions

Highlight

Important concepts

→

Opportunity to  
make connections



## PART ONE: MODULE PLANNING

Planning Step	Ask Yourself
Preview the <b>Module Overview</b>	<ul style="list-style-type: none"><li>• What big ideas does the module teach?</li><li>• Which strategies, models, and language will my students use?</li></ul>
Review the <b>Module Assessment</b>	<ul style="list-style-type: none"><li>• How does the Module Assessment assess the learning in the module?</li><li>• How do the models, strategies, and language of the module appear in the assessment?</li></ul>

## PART TWO: TOPIC PLANNING

Planning Step	Ask Yourself
Preview the <b>Topic Overview</b> and <b>Progression of Lessons</b>	<ul style="list-style-type: none"><li>• How does the learning develop?</li><li>• Which strategies, models, and language will my students use?</li></ul>
Review the <b>Topic Assessment</b>	<ul style="list-style-type: none"><li>• How does the Topic Assessment assess the learning in the topic?</li><li>• How do the models, strategies, and language of the topic appear in the assessment?</li></ul>



## PART THREE: LESSON PLANNING

Planning Step	Ask Yourself	Before You Teach
Read the <b>Lesson Overview</b>	<ul style="list-style-type: none"> <li>• What will students learn in the lesson?</li> <li>• How is the learning reflected in the Exit Ticket?</li> </ul>	<ul style="list-style-type: none"> <li>• Organize and prepare materials prior to the lesson.</li> <li>• Consider writing page numbers from the student <i>Learn</i> book in the relevant section of the lesson as you plan.</li> </ul>
Read the lesson: <b>Fluency</b>	<ul style="list-style-type: none"> <li>• How does the Topic Assessment assess the learning in the topic?</li> <li>• How do the models, strategies, and language of the topic appear in the assessment?</li> </ul>	<ul style="list-style-type: none"> <li>• Choose which fluency or fluencies you will use.</li> </ul> <p><b>Teaching Tip:</b></p> <ul style="list-style-type: none"> <li>• Use a timer to ensure fluency stays quick.</li> <li>• If students struggle, resist the urge to teach a mini-lesson. Instead, provide a scaffold or a less complex problem.</li> </ul>
Read the lesson: <b>Launch</b>	<ul style="list-style-type: none"> <li>• What is the purpose of Launch?</li> </ul>	<ul style="list-style-type: none"> <li>• Plan to keep Launch tight—it is not the lesson. Keep the purpose of Launch in mind to stay focused.</li> <li>• Consider highlighting the transition statement at the end of Launch. This provides the lesson objective to students in student-friendly terms without decreasing discovery.</li> </ul>
Read the lesson: <b>Learn</b>	<ul style="list-style-type: none"> <li>• How do the Learn segments build?</li> <li>• What instructional routines or facilitation suggestions support student engagement?</li> <li>• Where are opportunities for student discourse and making connections?</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the problems in the classwork and on the Problem Set yourself. This will give you insight into how the problems increase in complexity.</li> <li>• Compare the Problem Set to the Exit Ticket. Designate the problems that most closely align with the problems on the Exit Ticket as the Must-Do problems. Students can complete other problems as time allows.</li> </ul> <p><b>Teaching Tip:</b></p> <ul style="list-style-type: none"> <li>• Set a timer for the Problem Set. Students don't have to complete all the problems. Even if you only have a few minutes, independent practice still matters. A little time is better than none.</li> </ul>
Read the lesson: <b>Land</b>	<ul style="list-style-type: none"> <li>• Which one or two Debrief questions will best facilitate discussion?</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the Debrief before students complete the Exit Ticket. Even a 2-minute Debrief can be effective.</li> </ul> <p><b>Teaching Tip:</b></p> <ul style="list-style-type: none"> <li>• Set a timer for the Exit Ticket. If students do not finish the Exit Ticket in the 5 minutes allotted, what they were able to complete can still provide valuable information to inform instruction.</li> </ul>





## Helpful Hints:

### PLAN

**Plan to include every component in every lesson.** If pacing is tight, adjust within a component rather than skipping a component altogether.

### ADJUST

Consider having the **lesson slides** downloaded and open as you plan. Adjust the slides as needed. For example, you may want to include a question, prompt, or image on a slide to support your facilitation.

### SEQUENCE

Keep the **sequence of learning** in the topic in mind as you plan each lesson. What came before and what's coming next?

**The goal of preparation is not to memorize the lesson. It is to know the math well enough to guide students along the way.**