

Planning Guide Kindergarten–Grade 2

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 Math² 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 Module Overview	<ul style="list-style-type: none">• What big ideas does the module teach?• Which strategies, models, and language will my students use?
Review the Observational Assessment Recording Sheet (OARS) and the Module Assessment	<ul style="list-style-type: none">• How will I record and assess learning throughout the module?• How does the Module Assessment reflect the learning in the module?• How do the models, strategies, and language of the module appear in the assessment?

PART TWO: TOPIC PLANNING

Planning Step	Ask Yourself
Preview the Topic Overview and Progression of Lessons	<ul style="list-style-type: none">• How does the learning develop across the topic?• Which strategies, models, and language will my students use throughout the topic?
Review the OARS	<ul style="list-style-type: none">• How does the OARS reflect the learning across the lessons in the topic?
Review the Topic Ticket (grades 1 and 2)	<ul style="list-style-type: none">• How does the Topic Ticket assess the learning in the topic?• How do the models, strategies, and language of the topic appear in the Topic Ticket?

PART THREE: LESSON PLANNING

Planning Step	Ask Yourself	Before You Teach
Read the Lesson Overview	<ul style="list-style-type: none"> • What will students learn in this lesson? • Which OARS are the focus of the lesson? 	<ul style="list-style-type: none"> • Organize and prepare materials prior to the lesson. • Consider writing page numbers from the student <i>Learn</i> book in the relevant lesson section as you plan.
Read the lesson: Fluency	<ul style="list-style-type: none"> • What is the purpose of each fluency? • Which fluency or fluencies will help my students the most with the new learning? 	<ul style="list-style-type: none"> • Choose which fluency or fluencies you will use. <p>Teaching Tip:</p> <ul style="list-style-type: none"> • Use a timer to ensure fluency stays quick. • If students struggle, resist the urge to teach a mini-lesson. Instead, provide a scaffold or a less complex problem.
Read the lesson: Launch	<ul style="list-style-type: none"> • What is the purpose of Launch? 	<ul style="list-style-type: none"> • Plan to keep Launch tight—it is not the lesson. Keep the purpose of Launch in mind to stay focused. • Consider highlighting the transition statement at the end of Launch. This provides the lesson objective to students in student-friendly terms without decreasing discovery.
Read the lesson: Learn	<ul style="list-style-type: none"> • How do the Learn segments build? • What instructional routines or facilitation suggestions support student engagement? • Where are opportunities for student discourse and making connections? 	<ul style="list-style-type: none"> • Complete the problems yourself. This will give you insight into how problems increase in complexity. • Look for opportunities to record notes about student performance on the OARS. This can be during any part of the lesson, including the Problem Set. • For the final lesson in each topic, review the Topic Ticket. Compare the Problem Set to the Topic Ticket. Designate the problems that most closely align with the Topic Ticket as the Must-Do problems. <p>Teaching Tip:</p> <ul style="list-style-type: none"> • Set a timer for the Problem Set. Students don't have to complete all problems. Even if you only have a few minutes, independent practice still matters. A little time is better than none.
Read the lesson: Land	<ul style="list-style-type: none"> • Which one or two Debrief questions will best facilitate discussion? 	<ul style="list-style-type: none"> • In the final lesson of each topic, a Topic Ticket replaces the Exit Ticket. Review the Topic Ticket before teaching the lesson so you understand how it assesses the topic's major concepts and skills. • Never skip Land. Even a 2-minute Debrief can be effective



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.

