



**EUREKA
MATH²**

Quick Start Guide

K–Algebra 1 by Great Minds® | Everything you need to launch your first year with confidence

Welcome to *Eureka Math*²!

Your first year will feel challenging—and that’s okay. Trust the sequence. The lessons are carefully designed to build on each other, and the more closely you follow the structure this year, the more your students will grow. You have about 30 built-in flex days per grade level for assessment, reteaching, and the unexpected. The digital platform is there to support you with interactive tools, context videos, and real-time data. After year one, the prep gets faster and the payoff gets even clearer.



1. What makes *Eureka Math*² so special?

*Eureka Math*² treats math as a story, not a checklist of skills. Students are invited to notice and wonder before answers are revealed, and productive struggle is built into every lesson by design. Universal Design for Learning principles are woven into how lessons are structured, so all students can access rigorous math from the start. The result is a classroom in which students understand what they're doing, and *why*.

2. What's Included: Your Core Materials

Each grade level has six modules of approximately 25–35 lessons each (130–150 lessons/year). Each lesson is designed to be taught one per school day.

Material	Who Uses it?	What It Contains
Teach book (6 per grade)	Teacher	Primary instructional guide. One book per module. Contains Module Overview, all lessons with differentiation, and appendices including Achievement Descriptors. Print and digital.
Learn book (6 per grade)	Students	Students' companion workbook. Practice problems, activity pages, Problem Set, and Exit Ticket. Used in every lesson.
Apply book (6 per grade, grades 1–5)	Students	Flexible workbook for home or extra practice in or out of class. Distributed practice, review pages, and other instructional supports. Aligns to daily classroom instruction.
Digital Platform	Both	Lesson slides, Assessment Guides, implementation resources, More context videos, digital <i>Learn</i> books, annotation tools, and all digital-only materials.
Posters (1 set per grade)	Both	Talking Tool and Thinking Tool posters to support language and metacognition.
Materials Kit	Both	Manipulatives for teaching. Varies by grade.

3. How a Module Works

Each module is a self-contained unit of study built around a central mathematical focus.

Element	What It Does
Module Overview	Each module is comprised of topics. The module overview is a topic-by-topic narrative showing how learning develops across the module. Includes Before This Module and After This Module sections revealing coherence across grade levels.
Why Section	Explains the instructional decisions behind the module structure—the mathematical ideas that underpin the lessons and connect the parts.
Topic Overviews	A summary of learning in the topic and how it connects to prior and upcoming content.
Progressions of Lessons	Each topic ends with a representation of the main learning for each lesson in the topic, allowing you to see the progression of learning at a glance.
Lesson Overview	The first two pages before each lesson contain key information needed for the lesson, such as the objective, Lesson at a Glance, and the Agenda. In addition: <ul style="list-style-type: none">• The Exit Ticket preview helps you see what success looks like before you teach.• Key Question is the big mathematical question for the day.• Achievement Descriptors are standards-aligned descriptions addressed in this lesson. See the Resources section for full Proficiency Indicators.
Lessons	Daily lessons include a fluency component to get students ready for the day's learning. Lessons follow a predictable structure that reduces cognitive load so students and teachers can focus on the mathematics.
Exit Tickets	In grade 1 and above, the Exit Ticket is a short, paper-based assessment that closes the lesson. Items reflect the minimum that students must demonstrate to meet the lesson objective. In grades 1 and 2, the final lesson in each topic includes a Topic Ticket, a short assessment of the whole topic's major concepts and skills. Found in the student <i>Learn</i> book, this replaces the Exit Ticket for the final lesson in each topic.
Assessments	One Topic Quiz per topic and one Module Assessment per module, three Benchmark Assessments per year (on the digital platform), and optional Pre-Module Assessment (<i>Eureka Math</i> ² Equip). The Observational Assessment Recording Sheet on the digital platform provides a checklist of module ADs with space for dates and notes to build a rich picture of progress alongside scored assessments.

4. Anatomy of a Lesson

Every *Eureka Math*² lesson follows the same four-part structure: Fluency → Launch → Learn → Land. Lessons are designed for 50-minute instructional periods at K, 60-minute periods at grades 1–5, and 45 minutes at grades 6 and higher.

Section	Time	Purpose & What Happens
Fluency	0–10 mins	<p>Opens the lesson by activating prior knowledge, bridging learning gaps, and building automaticity to warm students up. High-engagement routines require participation from every student. Primes working memory, does not deliver new content.</p> <p>Fluency is recommended in grades 6 and higher and is not counted in the time allotment.</p> <p>Key Outcome: Preparation for day's lesson, distributed practice</p>
Launch	5 mins	<p>Opens the lesson with clear purpose. Short and focused. Designed to pique curiosity, build context, or create a need for the new learning.</p> <p>A transition statement at the end of Launch restates the lesson's objective so students are clear on the day's goal.</p> <p>Key Outcome: Engagement in concept building</p>
Learn	25–35 mins	<p>The heart of the lesson. Structured in scaffolded lesson segments sub-sections. Develop conceptual learning through a mix of direct instruction, guided instruction, group and partner activities, and digital elements.</p> <p>The Problem Set, a simple-to-complex progression of practice problems, ends Learn.</p> <p>Key Outcome: Concept development and Practice</p>
Land	5 mins	<p>End with a language-rich Debrief and Exit Ticket. Debrief uses the Key Question and other scaffolded queries to help students synthesize learning. The Exit Ticket is a formative assessment of the day's learning.</p> <p>Never skip Land. This is the moment that moves new learning from working memory into long-term memory.</p> <p>Key Outcome: Formative assessment for tomorrow's instructional decisions</p>



Features and Icons in *Eureka Math*²

Icon/Feature	What It Means
Analyze Student Progress	Guidance on monitoring student work on the Learning Task and how to support students who are struggling.
Checked Ticket	Exit Ticket. Assess student understanding using a brief, independent formative check at the end of the lesson. Use results to make instructional decisions for the next lesson.
Differentiation: Challenge	An extension for students who need an additional challenge or are working above grade level.
Differentiation: Support	A scaffold for students who need additional support reaching grade-level expectations. Use responsively during the lesson.
Gears Icon	Students complete these pages during the Learn section of the lesson for independent practice. Problems are organized from simple to complex. Choose which problems students complete during class. Or use them as formative assessment or for deeper discussion.
Language Support	Ideas for supporting multilingual learners in reading, listening, speaking, and writing in mathematical contexts. Includes ways to promote discourse and support terminology.
Magnifying Glass Icon	Lesson Pages. Students use these pages during the guided or directed portion of the lesson.
Math Past	Guidance for using the Math Past resource in the lesson—connects current learning to the human history of mathematics. Find more about the module's Math Past in the Resources section of the module.
Orange Side Bar	Removables. Students remove these interactive pages from the <i>Learn</i> book to use in a personal whiteboard, or in a lesson activity across multiple lessons.
Promoting the Standards for Mathematical Practice	Identifies the focus mathematical practice for the lesson and provides lesson-specific questions and ideas to deepen students' engagement with that practice.
Teacher Note	A point-of-use explanation providing mathematical background, pedagogical rationale, background knowledge, and common misconceptions. Read during preparation, not during instruction.
Universal Design for Learning	Scaffolds and strategies for engagement, representation, and action & expression. Complement the curriculum's overall UDL design—additional tools for specific learners.



5. Practice Beyond the Classroom

Apply, available for grades 1–5, gives students more practice with concepts learned in class. There are three components per lesson. These pages can be used in a variety of ways: small group, reteaching, tutoring, stations, or homework. Assigning homework is at your discretion.

Component	What It Means
Family Math (found in <i>Learn</i> in grade K)	<p>A topic-level letter home that describes major concepts in language familiar to students from their lessons.</p> <p>Includes visual supports, simple at-home activities for extending learning, and a list of key vocabulary terms for the topic.</p> <p>Consider sending home at the beginning of each new topic.</p>
Practice	<p>Two-page daily practice that interleaves and distributes practice:</p> <ul style="list-style-type: none">• Front page mirrors the day’s lesson concepts, organized like the Problem Set. Final problem is no more complex than the Exit Ticket.• Back page (Remember) is review of previously learned concepts spaced out over time. Keeps familiar content sharp and builds fluency. If there is no Problem Set that day, Practice contains only Remember problems.
Practice Partners	<p>A unique scaffold that walks students through the thinking of a “partner” solving problems like those in Practice. Uses the same steps and vocabulary introduced in the lesson.</p> <p>Students who struggle with Practice can use Practice Partners as a scaffold to access the problems independently.</p>

In grades 6+, the following components are available in the *Learn* book and are designed for flexible use in and out of school.

Practice	Practice problems aligned to the day’s lesson, as well as distributed practice (Remember problems).
Recap	Outlines key learning from the lesson with examples and supporting notes. Useful to support students outside of class or anyone supporting the student’s learning.
Mixed Practice	<p>Two sets of problems found at the end of the book that interleave and distribute practice of previously learned skills.</p> <p>Use at any time within the module.</p>



6. Instructional Routines

Routine	Grades	Type	Purpose
Always Sometimes Never	3–8	Mathematical Language	Students decide whether a mathematical statement is always, sometimes, or never true and support their claim with examples and nonexamples.
Bell Ringer	6–9	Fluency	Students work independently on problems displayed using the daily lesson slides. Read or reveal the answers to close.
Choral Response	3–8	Fluency	The whole class responds aloud together to a prompt. Keeps all students engaged and builds automaticity with facts and counting sequences.
Co-Construction	K–8	Mathematical Language	Provides structure for contextualizing and decontextualizing problems. Helps students build abstract reasoning by moving between real-world contexts and mathematical representations.
Count By	K–8	Fluency	Students count aloud by a specified unit (e.g., twos, fives, tens). Builds counting fluency and prepares students for multiplication and skip-counting concepts.
Critique a Flawed Response	K–8	Mathematical Language	Students analyze an incorrect solution, identify the error, and explain the correct thinking. Promotes effective communication for critiquing work and correcting errors.
Five Framing Questions	2–8	Mathematical Language	Supports students in analyzing a work sample or solution strategy by guiding them through five stages of discovery. Deepens reflection and discussion.
Math Chat	K–8	Mathematical Language	Creates open-ended space for sharing mental math strategies. Develops number sense, flexibility, efficiency, and accuracy as students share and compare approaches.
Modeling Cycle	6–9	Problem-Solving	Students follow a specific structure during modeling tasks to hold to a rigorous cycle of reasoning and testing.
Numbered Heads	K–8	Mathematical Language	Each group member is assigned a number; the teacher calls a number and that student shares the group's thinking. Builds consensus and holds each student accountable.
Read–Draw–Write (RDW)	1–5	Problem-Solving	<p>Read all the way through, then reread chunk by chunk asking, “Can I draw something?”</p> <p>Draw to represent the problem, labeling knowns and unknowns; let the drawing help you find a way to solve.</p> <p>Write number sentences or equations, solve, and write a statement answering the original question.</p>



Instructional Routines (cont.)

Routine	Grades	Type	Purpose
Read–Represent–Solve–Summarize (RRSS)	6–9	Problem-Solving	<p>Read all the way through, then reread chunk by chunk, asking, “What do I know?” Model the situation as you reread.</p> <p>Represent the problem using chosen model, labeling knowns and unknowns and defining the variable; let the drawing help you find a way to solve.</p> <p>Solve the problem to determine whether your result answers the question.</p> <p>Summarize your result and justify your reasoning.</p>
Sprint	3–8	Fluency	Timed, two-round activity in which students complete as many problems as they can. Builds automaticity and encourages students to beat their own score.
Stronger, Clearer Each Time	2–8	Mathematical Language	Students draft a written response, share with partners for feedback, and revise. Structured, interactive opportunity to revise and refine mathematical language through rehearsal.
Take a Stand	K–2	Movement, Language	Students take a position on a mathematical claim and defend it. Supports making arguments and critiquing the reasoning of others.
Think–Pair–Share	K–8	Mathematical Language	Students think independently, share with a partner, then discuss as a whole group. Fosters reflection, collaborative learning, and verbal communication.
Turn and Talk	K–8	Mathematical Language	Students discuss a math question in pairs as teacher circulates. Builds expression, collaboration, language, and mathematical identity.
Which One Doesn’t Belong?	2–8	Mathematical Language	Students compare different examples and use precise language to explain which item doesn’t belong. Promotes metacognition and mathematical discourse.
Whiteboard Exchange	K–8	Fluency	Students write a response on personal whiteboards and hold them up simultaneously. Allows the teacher to quickly scan the room for understanding.



7. Pacing Your Year

Each grade level has six modules of 25–35 lessons each (approx. 130–150 lessons/year). A 180-day school year leaves 20–30 flex days for routines, reteaching, testing, and special events. There are fewer lessons than the typical number of instructional days to build in flexibility. This will naturally improve as you and the students become more familiar with the structure and the routines.

Principle	What It Means
6 modules per grade	Each module runs approximately 25–35 lessons and is a complete, self-contained unit of study. All six modules together form a complete year of Math instruction, and tested content is repeated and supported through distributed practice and activation of prior knowledge.
One lesson per day	Do not compress lessons. Rushing undermines the knowledge-building progression. Maintain the one-lesson-per-day pace.
25–30 flex days	Built-in flexibility for assessment, responsive teaching, and unexpected events. Use flex days to respond to student needs, not just to catch up.
Stay on pace	<ul style="list-style-type: none">• Think flexibly about components. For example, Fluency can happen at other times of day and Problem Set problems can be selected or reduced in number.• Let distributed practice work instead of reteaching full lessons. Keep moving; Fluency and Remember problems in <i>Apply</i> will revisit skills systematically over time.• Use Exit Ticket and Topic Quiz data to make forward-looking decisions. For example, you may adjust the Fluency component or adapt the <i>Learn</i> component of the next lesson in response to formative data.• Set a goal of 80% of students demonstrating proficiency on ongoing assessments. Full proficiency often develops across multiple modules, not just one.



8. Assessment at a Glance

Each module includes three types of formal assessment. All Assessment Guides, rubrics, and scoring resources are on the digital platform. Assessments draw on knowledge students have built together so every student enters from the same foundation.

Assessment	When	What Students Do
Exit Ticket/ Topic Ticket	End of every lesson	Exit Tickets at the end of a lesson provide immediate insight into whether students have learned the main concepts and skills in the lesson. In grades 1 and 2, the final lesson of each topic is called a Topic Ticket.
Topic Quiz	Final lesson of each topic	Topic Quizzes consist of up to 6 items that assess proficiency on major concepts and skills covered in a topic.
Observational Assessment Recording Sheet	During any lesson, Problem Set, or Exit Ticket	Checklist of module Achievement Descriptors with space for dates and notes. Mark Partially proficient (PP), Proficient (P), or Highly Proficient (HP). Builds a rich picture of progress alongside scored assessments.
Pre-Module Assessment (Equip)	Before modules 1, 2, 4, and 6	Assesses foundational knowledge from prior grade levels. Not graded. Produces reports to identify needs and create flexible groups. Supporting activities provide just-in-time instruction. Digital or print administration.
Module Assessment	After final lesson of the module	Formal assessment for the learning of the module. Students draw on all module learning to complete 6–10 items covering the module’s most important content. Includes Scoring Guide aligned to Achievement Descriptors and proficiency indicators. Timing is flexible. Digital or print administration.
Benchmark Assessment	After modules 2, 4, and 6 (except in grade 2, where it is after modules 1, 3, and 6)	Summative snapshot of the most important content taught up to that point. Three per year. Can be used to report on progress toward year-end expectations. Digital or print administration.



Responding to Assessment Data

- **Use the Observational Assessment Recording Sheet** during lessons to capture real-time evidence of proficiency as you see it.
- **After reviewing Exit Tickets, sort into three piles:** Got it, Almost there, Needs support. Use this data to plan your next day's instruction.
- **If a student struggles with a Proficient (P) indicator,** revisit the Partially Proficient (PP) indicator for the same AD first.
- **Students achieve proficiency with standards over time.** Set a goal of 80% proficiency on ongoing assessments and use small groups for targeted support.

9. Getting Started Checklist

Work through this before your first module and revisit the module-level and lesson-level sections before every module and lesson.

Before the School Year/Before Module 1	
	Confirm arrival of all materials: <i>Teach</i> books, <i>Learn</i> books, <i>Apply</i> books, manipulative kits, and posters.
	Complete digital platform setup: teacher and student access credentials, student rostering, digital <i>Learn</i> book assignments.
	Download the grade-level Materials Checklist from the digital platform.
	Read the Module 1 <i>Teach</i> book from cover to cover: Table of Contents, Module Overview, Achievement Descriptor Overview, and Assessments. Read and compare the Topic Overviews and Progressions of Lessons for each topic.
	Read the <i>Learn</i> book and the <i>Apply</i> book, and work through the problems. Your content knowledge is your most important classroom asset.
	Hang the Talking Tool and Thinking Tool posters. These stay up all year.
	Decide where students will keep <i>Learn</i> and <i>Apply</i> books and how students will access manipulatives; teach students these routines on day 1.
	Identify which students may benefit from multilingual learner support; plan when and how to deliver it.



Before Each Module	
	Preview the learning: Read the Module Overview, including Before This Module and After This Module sections, to understand the coherence between modules.
	Investigate the development of learning: Review the contents to understand the module's structure, the Why section for insight into specific pedagogical choices, and the Achievement Descriptors to see the major learning of the module.
	Go deeper: Review the topics in the module and the progressions of lessons to understand the development of learning more thoroughly. Review the Terminology, Materials, and Math Past sections.
	Explore the assessment: Read Achievement Descriptors and proficiency indicators. Then complete the Module Assessment and review the Sample Solutions and Scoring Guide.
	Confirm all module materials are accounted for and ready to distribute.

Before Each Lesson	
	Preview the lesson overview: What big ideas, understandings, and skills will students have by the end of this lesson? How will I know what success looks like?
	Investigate the development of learning: Read the Fluency and understand the purpose. Read the Launch, Learn, and Land to understand how the sections relate and align to the big ideas of the lesson.
	Do the math: Complete the Fluency, Classwork, Problem Set, Exit Ticket, and Practice yourself without an answer key next to you. Note where you anticipate your students may be successful and what may challenge students.
	Open lesson slides on the digital platform and confirm technology is working.
	Anticipate, prioritize, and customize: Identify Differentiation Support and Challenge notes for your specific students. Organize customized materials, differentiated language, and other supports ahead of time. Identify questions that assess or advance student thinking.
	Prepare the environment: Prepare any materials that need advance setup.



Keys to Success: Five Teaching Tips for New Teachers

Tip	What It Means
Use the Exit Ticket and Problem Set strategically.	Use the Exit Ticket preview during planning to know what success looks like before you teach. Then learn to customize the Problem Set for your students. The simple to complex structure gives you several entry points for different students.
Don't skip Land.	It is the easiest part to cut and the most important not to. Even five minutes of synthesis cements the day's learning.
Embrace noise.	An engaged math classroom can be noisy, alive with students discussing their solution paths, comparing mathematical models, and debating the correctness of responses.
Use the lesson slides on the digital platform.	They reduce prep time, support pacing, and ensure nothing important is skipped.
Annotate your Teach book.	Flag what worked, what to adjust, and decisions made. Your first year becomes the foundation for year two.

FAQs

Question	Answer
How can I best prepare for a lesson with a limited amount of planning time?	<p>You may find it helpful to complete the math tasks in the lesson as if you were a student. Doing the math can provide insight into the complexities within a sequence of problems or help you identify the thought processes and tools that students will need to have available.</p> <p>As you review or complete the math tasks, ask yourself the following questions:</p> <ul style="list-style-type: none"> • What are the ways your students might complete the tasks and answer the questions? • What questions assess student thinking? • What questions advance student thinking?
How does Eureka Math² support students at different levels?	<p>Every lesson includes margin notes that provide differentiation options.</p> <ul style="list-style-type: none"> • Differentiation: Support scaffolds instruction for students who need extra help (used responsively, not pre-emptively) • Differentiation: Challenge gives extensions for students ready for deeper thinking. • Universal Design for Learning margin notes provide guidance for multiple means of representation, engagement, and multiple means of expression to provide all learners access to challenging material.
What specific supports exist for multilingual learners?	<p><i>Eureka Math²</i> is a language-rich curriculum, and every lesson includes structured oral language opportunities in which students may use a shared language through strategic partnering to express complicated ideas. In addition, Language Support notes provide guidance for supporting students learning English. Finally, the Talking Tool provides sentence frames for academic conversation.</p>

