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Grade 6 Pacing and Preparation Guide

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This guide includes three components. The first section, *Preparing to Teach a Module*, outlines a process for understanding the instructional sequences of the module—a vital foundation for making decisions about pacing. Next, *Preparing to Teach a Lesson* outlines a process for customizing a lesson to fit the daily time constraints and unique needs of the students.

The final section of this guide, *Suggestions for Consolidation or Omissions*, is intended to provide guidance in the event that educators need to reduce the number of days in the 180-day curriculum. Keep in mind that Grade 6 is comprised of 143 daily lessons. The remaining 37 instructional days are devoted to the 12 assessments. Assessments are typically allotted one day to administer the assessment, one day to return and review the assessment, and one day for remediation or enrichment. The embedded 15 remediation/enrichment days are intended to provide some built-in flexibility for teachers. However, in the event that even more flexibility is needed, these suggestions for consolidation or omissions will free up additional days. These suggestions should not be viewed as a mandate to omit or consolidate lessons, but as guidance for how to do so wisely when the need arises.

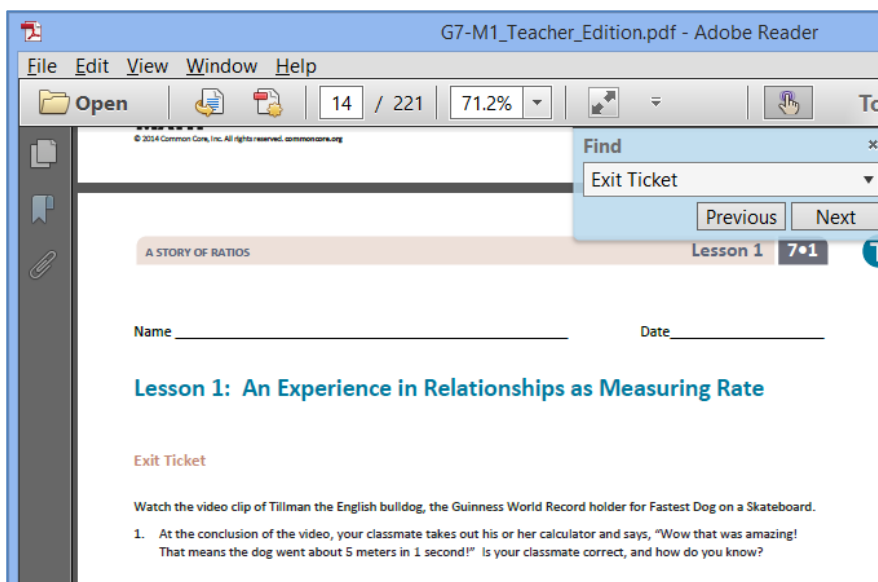
Preparing to Teach a Module

Preparation of lessons will be more effective and efficient if there has been an adequate analysis of the module first. Each module in *A Story of Ratios* can be compared to a chapter in a book. How is the module moving the plot, the mathematics, forward? What new learning is taking place? How are the topics and objectives building on one another? The following is a suggested process for preparing to teach a module.

Step 1: Get a preview of the plot.

- A: Read the Table of Contents. At a high level, what is the plot of the module? How does the story develop across the topics?
- B: Preview the module’s Exit Tickets to see the trajectory of the module’s mathematics and the nature of the work students are expected to be able to do.

Note: When studying a PDF file, enter “Exit Ticket” into the search feature to navigate from one Exit Ticket to the next.



Step 2: Dig into the details.

- A: Dig into a careful read of the Module Overview. While reading the narrative, liberally reference the lessons and Topic Overviews to clarify the meaning of the text—the lessons demonstrate the strategies, show how to use the models, clarify vocabulary, and build understanding of concepts.

- B: Having thoroughly investigated the Module Overview, read through the Student Outcomes of each lesson (in order) to further discern the plot of the module. How do the topics flow and tell a coherent story? How do the outcomes move students to new understandings?

Step 3: Summarize the story.

Complete the Mid- and End-of-Module Assessments. Use the strategies and models presented in the module to explain the thinking involved. Again, liberally reference the lessons to anticipate how students who are learning with the curriculum might respond.

Preparing to Teach a Lesson

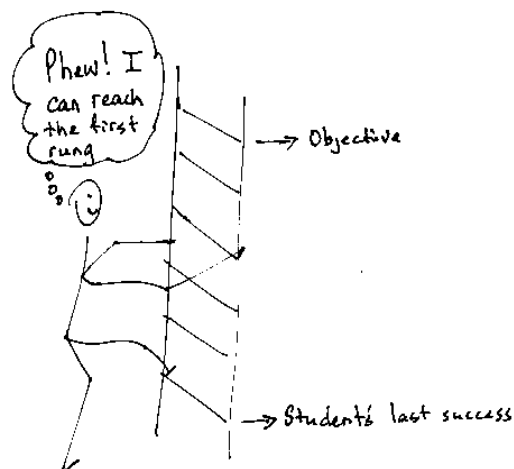
A three-step process is suggested to prepare a lesson. It is understood that at times teachers may need to make adjustments (customizations) to lessons to fit the time constraints and unique needs of their students. The recommended planning process is outlined below. Note: The ladder of Step 2 is a metaphor for the teaching sequence. The sequence can be seen at the macro level in the role that this lesson plays in the overall story, but also at the lesson level, where each rung in the ladder represents the next step in understanding or skill needed to reach the objective. To reach the objective, or the top of the ladder, all students must be able to access the first rung and each successive rung.

Step 1: Discern the plot.

- A: Briefly review the module’s Table of Contents, recalling the overall story of the module and analyzing the role of this lesson in the module.
- B: Read the Topic Overview related to the lesson, and then review the Student Outcome(s) and Exit Ticket of each lesson in the topic.
- C: Review the assessment following the topic, keeping in mind that assessments can be found midway through the module and at the end of the module.

Step 2: Find the ladder.

- A: Work through the lesson, answering and completing each question, example, exercise, and challenge.
- B: Analyze and write notes on the new complexities or new concepts introduced with each question or problem posed; these notes on the sequence of new complexities and concepts are the rungs of the ladder.
- C: Anticipate where students might struggle, and write a note about the potential cause of the struggle.
- D: Answer the Closing questions, always anticipating how students will respond.



Step 3: Hone the lesson.

Lessons may need to be customized if the class period is not long enough to do all of what is presented and/or if students lack prerequisite skills and understanding to move through the entire lesson in the time allotted. A suggestion for customizing the lesson is to first decide upon and designate each question, example, exercise, or challenge as either “Must Do” or “Could Do.”

- A: Select “Must Do” dialogue, questions, and problems that meet the Student Outcome(s) while still providing a coherent experience for students; reference the ladder. The expectation should be that the majority of the class will be able to complete the “Must Do” portions of the lesson within the allocated time. While choosing the “Must Do” portion of the lesson, keep in mind the need for a balance of dialogue and conceptual questioning, application problems, and abstract problems, and a balance between students using pictorial/graphical representations and abstract representations. Highlight dialogue to be included in the delivery of instruction so that students have a chance to articulate and consolidate understanding as they move through the lesson.
- B: “Must Do” portions might also include remedial work as necessary for the whole class, a small group, or individual students. Depending on the anticipated difficulties, the remedial work might take on different forms as suggested in the chart below.

Anticipated Difficulty	“Must Do” Customization Suggestion
The first question of the lesson is too challenging.	Write a short sequence of problems on the board that provides a ladder to Problem 1. Direct students to complete those first problems to empower them to begin the lesson.
There is too big of a jump in complexity between two problems.	Provide a problem or set of problems that bridge student understanding from one problem to the next.
Students lack fluency or foundational skills necessary for the lesson.	Before beginning the lesson, do a quick, engaging fluency exercise, such as a Rapid White Board Exchange or Sprint ¹ . Before beginning any fluency activity for the first time, assess that students have conceptual understanding of the problems in the set and that they are poised for success with the easiest problem in the set.
More work is needed at the concrete or pictorial level.	Provide manipulatives or the opportunity to draw solution strategies.
More work is needed at the abstract level.	Add a White Board Exchange of abstract problems to be completed toward the end of the lesson.

- C: “Could Do” problems are for students who work with greater fluency and understanding and can, therefore, complete more work within a given time frame.
- D: At times, a particularly complex problem might be designated as a “Challenge!” problem to provide to advanced students. Consider creating the opportunity for students to share their “Challenge!”

¹ Look for fluency suggestions at www.eureka-math.org.

solutions with the class at a weekly session or on video.

- E: If the lesson is customized, be sure to carefully select Closing questions that reflect such decisions and adjust the Exit Ticket if necessary.

Suggestions for Consolidation or Omissions

Module 1

If pacing is a challenge, consider the following modifications and omissions.

Consolidate Lessons 27–29 to one lesson, as all three share the same Student Outcome, and ask students to solve percent problems. Complete Example 1 from Lesson 27, and have students complete two of the five columns in the Exercise. From there, move into the Example from Lesson 28, and have students complete three of the six rows in the Exercise. Finally, have students complete the Exploratory Challenge 2 from Lesson 29.

Module 2

If pacing is a challenge, consider the following modifications and omissions.

Consider omitting Lesson 16. This lesson is a review of previously learned content. Consider including a quick review of even and odd numbers as an opening activity in Lesson 17.

Module 3

If pacing is a challenge, consider the following modifications and omissions.

Consider omitting Lesson 8, as it shares the same Student Outcomes with Lesson 7. Consider reserving the Opening Exercise and Exercise 1 from Lesson 8 for fluency review in later lessons.

Module 4

If pacing is a challenge, consider the following modifications and omissions.

Consolidate Lessons 13 and 14, both of which involve writing division expressions. From Lesson 13, complete Examples 1–3, and then move into Example 1 from Lesson 14. Have students complete the Exercises, Exit Ticket, and Problem Set from Lesson 14.

Consider omitting Lesson 17, which reviews previously learned skills from Lesson 16. If omitting Lesson 17, be sure that students are ready to transition toward more complex practice. Consider reserving the station activity from Lesson 17 for use as a fluency activity later if time becomes available.

Module 5

It is not recommended to modify or omit any lessons in Module 5. The concepts in this module include formulas that build off of the previous lessons.

Module 6

If pacing is a challenge, consider the following modifications and omissions.

Consider omitting Lesson 15. It shares Student Outcomes with Lessons 14 and 16 and is an extension of Lesson 14. Some of the suggested activities rely on use of technology that may not be available in all classrooms.

Consider omitting Lesson 22. This lesson reserves time for students to present statistical project summaries. This is not possible for large classes. This lesson can be omitted, and the project summaries could be presented periodically throughout Topic D.