

Eureka Math K-5:  
Modules, Topics, Lessons, and Assessments

Modules:

- **Module Overview**
  - Provides a description of the concepts taught in the module and why the module is arranged in a specific way
  - It is very important to read the module overview to understand why the module and topics are in a specific order and to clarify the main goals for the module
- **Focus Standards**
  - Identifies the main standards taught with the module
- **Foundational Standards**
  - Identifies the main standards from previous grade levels that support the work of this module
- **Focus Standards for Mathematical Practice**
  - Identifies the mathematical practices that are emphasized throughout this module
- **Overview of Module Topics and Lesson Objectives**
  - Provides an overview of each lesson's main outcome and the standards addressed
- **Terminology**
  - Lists new or recently introduced terms that are central to the module
  - It is very important to use precise mathematical language in lessons and not to accept alternative words/phrases in student responses
- **Suggested Methods of Instructional Delivery**
  - Guidance on how to utilize components of the lessons such as sprints, RDW (Read, Draw, Write), and Personal White Boards (others may be listed depending on the module)
- **Preparing to Teach a Module**
  - Additional guidance for effectively teaching a module (please refer to the JMCSS module preparation guide for directions on planning for a module)
- **Preparing to Teach a Lesson**
  - Additional guidance for effectively teaching a lesson (please refer to the JMCSS daily planning questions for directions on planning for a lesson)

Topics:

- **Topic Introduction**
  - Overviews the focus standard(s) and lessons included in the topic
  - Includes an outline of how the lessons within the topic connect and build on one another

Lessons:

- **Objective**
  - States the major outcome for the lesson
- **Suggested Lesson Structure**
  - Indicates the sequence in which the lesson's activities should be taught
- **Fluency Practice**
  - Almost all lessons begin with this component to support development of fluency skills for maintenance (staying sharp on previously learned skills), preparation (targeted practice for the current lesson), and/or anticipation (skills that ensure that students will be ready for the in-depth work of upcoming lessons). This component provides daily opportunities for students to gain confidence and motivation for continued learning.\*
- **Application Problem**
  - In most lessons, this component is included to provide students with an opportunity to apply their skills and understandings in new ways. Sometimes the application precedes the concept development, functioning as a springboard into the new learning of the day. Often the application follows the concept development as an extension of learning.\*
- **Concept Development**

- This component addresses the new content being studied. Therefore, it is often allotted the majority of the instructional period to give students time for discussion and reflection. The concept development is generally comprised of carefully sequenced problems centered within a specific topic to begin developing mastery via gradual increases in complexity.\*
- Problem Set
  - Problems included to allow students to practice and demonstrate mastery of the day's concept(s)
- Student Debrief
  - Every lesson closes with this critical component in which the teacher engages students in a whole-group discussion, challenging them to share their thinking and draw conclusions. This allows the teacher to gauge student understanding of the concept of the lesson, offering another chance for students to gain understanding before attempting the exit ticket.\*
  - This is an opportunity to begin your "closure" from the Ending portion of the JMCSS Instructional Framework
- Exit Ticket
  - Final problem(s) to gauge mastery of the lesson at the end of the lesson

#### Mid-Module Assessments

- Assesses student learning mid-way through the module.
- Preview these assessments prior to teaching the module in order to clarify the expectations for student learning.
- Full assessments do not have to be given at the same time. Portions of the assessment can be used for instructional purposes.

#### End-of-Module Assessments

- Assesses student learning at the end of the module
- Preview these assessments prior to teaching the module in order to clarify the expectations for student learning.
- Full assessments do not have to be given at the same time. Portions of the assessment can be used for instructional purposes.

*\*Portions of this document are drawn from "Eureka Math Lesson Structures", Great Minds Eureka Math Blog*