Typical Daily Eureka Math Lesson (6-8)

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| **Lesson Component** | **Planning and Pacing Ideas and Considerations** |
| Classwork* Opening or fluency activity

(sometimes)* Examples, Exercises, & Discussions
 | **First** review the ***Objective*** and ***Exit Tickets*** to know what is the essential knowledge for this lesson. Based on the essential knowledge, decide if all of the classwork (examples and exercises) need to be done or if some of it is extending or deepening the lesson objective but maybe is not a “must do.” If you need some time for small group work to address certain student needs or gaps in knowledge, then you may need to minimize the amount of the classwork you have all students do (perhaps some but not all students do all the problems). Maintain important conceptual elements and important processing elements such as student discourse. Plan what you can complete in 30-40 min. Do not get overly caught up in all students reaching mastery. See the following blog from Eureka.* [**Resisting the Urge to Reteach for Mastery**](https://greatminds.org/math/blog/eureka/post/resisting-the-urge-to-reteach-for-mastery) https://greatminds.org/math/blog/eureka/post/resisting-the-urge-to-reteach-for-mastery
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|  Closing | Very important part of a lesson. Important to have a focused meaningful debrief than an all-inclusive debrief. Have multiple types of closing activities/techniques and/or types of prompts so you can vary the closing each day. For example, * Tell students to “Summarize one thing you learned today to your partner in 1 min. Now your partner takes a turn to summarize one other thing he/she learned.” Choose students to share out with whole class.
* Teacher pick 1-2 summary bullets provided in lesson closing, show on screen, and have students write/show what they know about this for 1-2 minutes, pencils must move the whole time. May have students share in some way.
* Each student writes/shows one thing they learned (2 minutes). Then have volunteers share out with whole class.
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|  Exit ticket | Also an important part of the lesson. Keep the time short, about 5 minutes, maybe 10 minutes max. Note that middle school exit tickets are sometimes asking too much to be done briefly at the end of the class period. You may need to select which part of the given exit ticket to have students work on, or create your own exit ticket. One of the most important findings from research, and an important part of being able to differentiate instruction, is the effectiveness of formative assessment and feedback. Exit tickets are one consistent individual quick method of assessing a lesson and you can address the identified critical gaps the next day or the same day if there is time. There are quick and easy ways to review the exit tickets such as the “three pile” method shared by Eureka. See the following two Eureka blogs.* [**What is the Exit Ticket**](https://greatminds.org/math/blog/eureka/post/what-is-the-exit-ticket)**:** https://greatminds.org/math/blog/eureka/post/what-is-the-exit-ticket
* [**I’ve Got the Data, Now What Do I Do With It?:**](https://greatminds.org/math/blog/eureka/post/i-ve-got-the-data-now-what-do-i-do-with-it) https://greatminds.org/math/blog/eureka/post/i-ve-got-the-data-now-what-do-i-do-with-it
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| Problem Set (Homework) | What makes sense? Can assign all or some, or provide students with a choice about which problems to do. |