Typical Daily Eureka Math Lesson (K-5)

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| **Component** | **Planning and Pacing Ideas and Considerations** |
| Fluency work | Choose which activities to do. Modify as needed based on student needs (such as need to review from previous lesson). Fluency activities can be done at different times in the lesson or the day. |
| Application Problem | Ask, “Is it important groundwork for this lesson or practice from previous lessons?” Eureka, in a blog, suggests this is also a time you can differentiate by providing needed individual or small group instruction for some students. The Application Problem can also be saved as part of a station or menu selection for a Flex Day, or an added problem of choice to the Problem Set or homework. |
| Concept Developmentincluding Problem Set work | * **Concept Development: 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 Concept Development needs to be done. Usually you want to do all of it, but if you are needing some time for small group work to address certain student needs, then you may need to minimize the amount of the concept development you do. Maintain important conceptual elements, and processing elements such as student discourse. Plan what you can complete in 25-30 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
* **Problem Sets:** Eureka emphasizes to LIMIT THIS TO ABOUT 10 MINUTES! The Problem Set is designed to self-differentiate. More capable students get to the more complex problems. However, you can also choose problems based on the "Must Do, Can Do, Extension" idea. You can also give students choice, for example, put problems into 2-3 categories for a "menu" of problems and tell students to pick 3 from the first set, and 1 form the second set.
* **Alternative structure:** Use Problem Set and/or Homework problems together within the concept development and guided practice time. Rather than completing all problems in the concept development before moving to practice, integrate practice throughout the concept development by having students do specific Problem Set problems or Homework problems.
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| Student DebriefandExit Ticket | * **Debrief:** Very important part of a lesson. Choose which bullet to do, don't try to discuss all of them. More important to have a focused meaningful debrief than an all-inclusive debrief. The debrief always begins with a review of some sort of the Problem Set (students share, you've selected students to share; or you model and question).
* **Exit Ticket:** Keep the time short, 3-5 minutes max. Students do what they can do. One of the most important findings from research is the importance and effectiveness of formative assessment and feedback. The exit ticket is one consistent individualized quick method of assessing a lesson and you can address the critical identified 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 about use of exit tickets:
* [**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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| Homework | What makes sense? Assign all or some; or provide students with a choice about which problems to do. Decide if will be done at home or part of practice in class. |