Louisiana Guide to Implementing Eureka Math Squared
Grade 4

To assist teachers with the implementation of the Eureka Math Squared curriculum for Grade 4, this document provides multiple layers of guidance regarding how Eureka Math Squared lessons correlate with the Louisiana Student Standards for Mathematics (LSSM). Eureka Math Squared is a focused, coherent math curriculum that provides ample instructional guidance for teachers. This Louisiana Guide to Implementing Eureka Math Squared goes a step further to point out places in which teachers may need to make strategic decisions considering student needs and time availability by offering a suggested pacing calendar, highlighting the prerequisite standards and grade level standards by unit, detailing standards by lesson, and showcasing the alignment to the Louisiana Student Standards for Mathematics.

Unlike the implementation guides for the original Eureka Math, we are not suggesting the prioritization of lessons. Instead, it is recommended that the lessons be taught in the intended order, especially in the early years of implementing this new curriculum.

The guidance document is considered a “living” document. We believe that educators will find ways to make improvements to the guidance document as they use it. Please send feedback to STEM@la.gov.

Updated on July 20, 2023

Table of Contents

Suggested Implementation Calendar 3

Standards by Module 4

Standards by Lesson 6

Louisiana Standards Alignment 11

Acceleration in Mathematics 17

Family Resources 18

Grade 4 Suggested Implementation Calendar

Grade 4	Module	Approximate Number of Days	Number of Lessons
Weeks 1-6	Module 1: Place Value Concepts for Additions and Subtraction	25 Days	24 Lessons
Weeks 7-12	Module 2: Place Value Concepts for Multiplication and Divison	27 Days	26 Lessons
Weeks 13-18	Module 3: Multiplication and Division of Multi-Digit Numbers	25 Days	24 Lessons
Weeks 19- 26	Module 4: Foundations for Fraction Operations	35 Days	34 Lessons
Weeks 27-29	Module 5: Place Value Concepts for Decimal Fractions	15 Days	14 Lessons
Weeks 30-34	Module 6: Angle Measurements and Plane Figures	22 Days	20 Lessons

Alignment to Louisiana Student Standards for Mathematics

Focus in the Standards

Not all content at given grades is emphasized equally in the standards. Some clusters require greater emphasis than others based on the depth of ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Louisiana Standards for Mathematical Practices. To say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade. Students should spend the large majority of their time on the major work on the grade (■). Supporting work (◘) and, where appropriate, additional work (○) can engage students in the major work of the grade.

Grade 4: Standards by Module					
Module 1	**Module 2**	**Module 3**	**Module 4**	**Module 5**	**Module 6**
4.OA.A.1 4.OA.A.2 4.OA.A.3 4.NBT.A.1 4.NBT.A.2 4.NBT.A.3 4.NBT.B.4 4.MD.A.1 4.MD.A.2	4.NBT.B.5 4.NBT.B.6 4.MD.A.1 4.MD.A.2 4.MD.A.3 4.MD.D.8 4.OA.A.2 4.OA.B.4 4.OA.B.4a 4.OA.B.4b 4.OA.B.4c 4.OA.B.4d 4.OA.C.5	4.NBT.B.5 4.NBT.B.6 4.MD.A.1 4.MD.A.2 4.OA.A.3	4.NF.A.1 4.NF.A.2 4.NF.B.3 4.NF.B.3a 4.NF.B.3b 4.NF.B.3c 4.NF.B.3d 4.NF.B.4 4.NF.B.4a 4.NF.B.4b 4.NF.B.4c 4.MD.A.2 4.MD.B.4	4.NF.C.5 4.NF.C.6 4.NF.C.7 4.MD.A.2	4.G.A.1 4.G.A.2 4.G.A.3 4.MD.C.5 4.MD.C.5a 4.MD.C.5b 4.MD.C.5c 4.MD.C.6 4.MD.C.7
Prerequisite Standards: 3.OA.A.1 3.OA.A.3 3.OA.C.7 3.OA.D.8 3.NBT.A.1 3.NBT.A.2 3.MD.A.2	Prerequisite Standards: 3.OA.A.3 3.OA.A.4 3.OA.B.5 3.OA.B.6 3.OA.C.7 3.OA.D.9 3.MD.A.2 3.MD.C.7 3.MD.D.8 3.NBT.A.2 3.NBT.A.3 4.NBT.A.1	Prerequisite Standards: 3.OA.B.5 3.OA.B.6 3.OA.C.7 3.OA.D.8 3.MD.A.2 3.NBT.A.2 3.NBT.A.3 4.NBT.A.1 4.NBT.A.3 4.NBT.B.6	Prerequisite Standards: 1.OA.B.3 1.OA.B.4 1.OA.D.8 2.OA.A.1 3.NF.A.1 3.NF.A.2 3.NF.A.3 3.OA.A.2 3.MD.A.2 3.MD.B.4 4.OA.A.2	Prerequisite Standards: 4.NF.A.1 4.NF.A.2 4.NF.B.3	Prerequisite Standards: 1.G.A.2 1.OA.D.8 3.G.A.1

Standards by Lesson

Grade 4: Standards by Lesson	
Module 1 Lessons	**Standards**
1	4.OA.A.1; 4.OA.A.2
2	4.OA.A.1; 4.OA.A.2
3	4.OA.A.1; 4.OA.A.2
4	4.OA.A.1; 4.OA.A.2
5	4.NBT.A.2
6	4.OA.A.1; 4.NBT.A.1 Modification- Apply: Omit problem 5 in the Practice and problem 3 in the Practice Partner.
7	4.NBT.A.2 Modification- Apply: Omit problem 4 in the Practice and problem 3 in the Practice Partner.
8	4.NBT.A.2
	Modification- Apply: Omit problem 4 in the Practice and problem 1 in the Practice Partner.
9	4.NBT.A.2
10	4.NBT.A.2
11	4.NBT.A.3
12	4.NBT.A.3
13	4.NBT.A.3
14	4.NBT.A.3
15	4.OA.A.3; 4.NBT.A.3
16	4.OA.A.3; 4.NBT.B.4
17	4.OA.A.3; 4.NBT.B.4
18	4.NBT.B.4
19	4.NBT.B.4
20	4.NBT.B.4
21	4.OA.A.3; 4.NBT.B.4; 4.NBT.B.4a
22	4.OA.A.3; 4.NBT.B.4
23	4.MD.A.1; 4.MD.A.2; 4.NBT.B.4c
24	4.MD.A.1; 4.MD.A.2; 4.NBT.B.4b
Module 2 Lessons	**Standards**
1	4.NBT.B.5
2	4.NBT.B.6
3	4.MD.A.3
4	4.NBT.B.5
5	4.NBT.B.5
6	4.NBT.B.5
7	4.NBT.B.5; 4.MD.A.3
8	4.NBT.B.5
9	4.NBT.B.5
10	4.NBT.B.5

11	4.NBT.B.6
12	4.NBT.B.6 Modification- Apply: Omit problem 4 in the Practice and problem 4 in the Practice Partner.
13	4.NBT.B.6
14	4.NBT.B.6
15	4.NBT.B.6
16	4.NBT.B.6 Modification- Apply: Omit problem 6 in the Practice and problem 4 in the Practice Partner.
17	4.MD.A.1; 4.MD.A.2
18	4.MD.A.3
19	4.MD.A.3; 4.MD.D.8 Modifications- 19.1 Use new lesson 19.1, Reason to find the area of composite shapes by using grids, after lesson 19 (4.MD.D.8).

	19.2 Use new lesson 19.2, Reason to find the area of composite shapes by using rectangles, after new lesson 19.1 (4.MD.D.8). 19.3 Use new lesson 19.3, Apply area concepts to complete a number-part task, after new lesson 19.2 (4.MD.D.8).
20	4.OA.A.2; 4.MD.A.2; 4.MD.A.3
21	4.OA.B.4
22	4.OA.B.4
23	4.OA.B.4
24	4.OA.B.4
25	4.OA.B.4; 4.OA.B.4d
26	4.OA.C.5
Module 3 Lessons	**Standards**
1	4.NBT.B.6

2	4.NBT.B.5
3	4.NBT.B.5
4	4.NBT.B.6
5	4.NBT.B.6
6	4.NBT.B.6
7	4.NBT.B.6
8	4.NBT.B.6
9	4.NBT.B.5
10	4.NBT.B.5
11	4.NBT.B.5
12	4.NBT.B.5
13	4.NBT.B.5
14	4.NBT.B.5
15	4.NBT.B.5
16	4.NBT.B.5
17	4.NBT.B.5
18	4.MD.A.1; 4.MD.A.2

19	4.MD.A.1; 4.MD.A.2
20	4.MD.A.1; 4.MD.A.2
21	4.OA.A.3; 4.NBT.B.6
22	4.OA.A.3; 4.NBT.B.6
23	4.OA.A.3
24	4.OA.A.3

Module 4 Lessons	Standards
1	4.NF.B.3; 4.NF.B.3a; 4.NF.B.3b
2	4.NF.B.3; 4.NF.B.3a; 4.NF.B.3b
3	4.NF.B.3; 4.NF.B.3a; 4.NF.B.3b
4	4.NF.B.3; 4.NF.B.3a; 4.NF.B.3b
5	4.NF.B.3; 4.NF.B.3a; 4.NF.B.3b
6	4.NF.B.3; 4.NF.B.3a; 4.NF.B.3b
7	4.NF.B.3; 4.NF.B.3a; 4.NF.B.3b
8	4.NF.A.1 Modifications- Fractions with denominators besides those listed in the standards are included in lessons and used as distractors in multiple choice problems in assessments. Modify instances of these denominators as needed.
9	4.NF.A.1 Modifications- Fractions with denominators besides those listed in the standards are included in lessons and used as distractors in multiple choice problems in assessments. Modify instances of these denominators as needed.
10	4.NF.A.1
11	4.NF.A.1
12	4.NF.A.1
13	4.NF.A.2
14	4.NF.A.2
15	4.NF.A.2
16	4.NF.A.2
17	4.NF.A.2
18	4.NF.B.3; 4.NF.B.3a; 4.NF.B.3b; 4.NF.B.3d
19	4.NF.B.3; 4.NF.B.3a; 4.NF.B.3b Modifications- Fractions with denominators besides those listed in the standards are included in lessons and used as distractors in multiple choice problems in assessments. Modify instances of these denominators as needed.
20	4.NF.B.3; 4.NF.B.3a; 4.NF.B.3b; 4.NF.B.3d; 4.MD.A.2
21	4.NF.B.3; 4.NF.B.3a; 4.NF.B.3b; 4.NF.B.3d;

	4.MD.A.2
22	4.NF.B.3; 4.NF.B.3a; 4.NF.B.3b
23	4.NF.B.3; 4.NF.B.3c
24	4.NF.B.3; 4.NF.B.3c; 4.NF.B.3d
25	4.NF.B.3; 4.NF.B.3c
26	4.NF.B.3; 4.NF.B.3c
27	4.NF.B.3; 4.NF.B.3c; 4.NF.B.3d; 4.MD.A.2
28	4.NF.B.3; 4.NF.B.3d; 4.MD.A.2
29	4.MD.B.4
30	4.MD.B.4
31	4.NF.B.4; 4.NF.B.4a
32	4.NF.B.4; 4.NF.B.4b
33	4.NF.B.4; 4.NF.B.4c; 4.MD.A.2
34	4.NF.B.4; 4.NF.B.4b

Module 5 Lessons	Standards
1	4.NF.C.6
2	4.NF.C.6
3	4.NF.C.6
4	4.NF.C.6
5	4.NF.C.6
6	4.NF.C.5; 4.NF.C.6
7	4.NF.C.5; 4.NF.C.6
8	4.NF.C.5; 4.NF.C.6
9	4.NF.C.7
10	4.NF.C.7
11	4.NF.C.7
12	4.NF.C.5
13	4.NF.C.5
14	4.NF.C.5; 4.MD.A.2 Modification- Omit this lesson

Module 6 Lessons	Standards
1	4.G.A.1; 4.G.A.2
2	4.G.A.1
3	4.G.A.1
4	4.G.A.1
5	4.G.A.1
6	4.G.A.1
7	4.MD.C.5a
8	4.MD.C.5; 4.MD.C.5c; 4.MD.C.6
9	4.MD.C.5; 4.MD.C.5a; 4.MD.C.5b
10	4.MD.C.5; 4.MD.C.5a; 4.MD.C.5b; 4.MD.C.6; 4.G.A.1
11	4.MD.C.5; 4.MD.C.5a; 4.MD.C.5b; 4.MD.C.6; 4.G.A.1
12	4.MD.C.6; 4.G.A.1

13	4.MD.C.7
14	4.MD.C.7
15	4.MD.C.7
16	4.MD.C.7
17	4.G.A.3

18	4.G.A.1; 4.G.A.2
19	4.G.A.1; 4.G.A.2
20	4.G.A.1; 4.G.A.2

Louisiana Alignment		
Standard Code	Standard Language	Aligned Lessons
4.OA.A.1	Interpret a multiplication equation as a comparison and represent verbal statements of multiplicative comparisons as multiplication equations, e.g., interpret 35 = 5 x 7 as a statement that 35 is 5 times as many as 7, and 7 times as many as 5.	Module 1: Lessons 1, 2, 3, 4, 6
4.OA.A.2	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison (Example: 6 times as many vs. 6 more than).	Module 1: Lessons 1, 2, 3, 4 Module 2: Lessons 9, 20
4.OA.A.3	Solve multi-step word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. *Example: Twenty-five people are going to the movies. Four people fit in each car. How many cars are needed to get all 25 people to the theater at the same time?*	Module 1: Lessons 15, 16, 17, 21, 22 Module 3: Lessons 21, 22, 23, 24
4.OA.B.4	Using whole numbers in the range 1–100, a. Find all factor pairs for a given whole number. b. Recognize that a given whole number is a multiple of each of its factors. c. Determine whether a given whole number is a multiple of a given one-digit number. d. Determine whether a given whole number is prime or composite.	Module 2: Lessons 21, 22, 23, 24, 25
4.OA.B.4a	Find all factor pairs for a given whole number.	Module 2: Lesson 21
4.OA.B.4b	Recognize that a given whole number is a multiple of each of its factors.	Module 2: Lesson 24
4.OA.B.4c	Determine whether a given whole number is a multiple of a given one-digit number.	Module 2: Lesson 23
4.OA.B.4d	Determine whether a given whole number is prime or composite.	Module 2: Lesson 25

4.OA.C.5	Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. *For example, given the rule "Add 3" and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way*.	Module 2: Lesson 26
4.NBT.A.1	Recognize that in a multi-digit whole number less than or equal to 1,000,000, a digit in one place represents ten times what it represents in the place to its right. *Examples: (1) recognize that 700 ÷ 70 = 10; (2) in the number 7,246, the 2 represents 200, but in the number 7,426 the 2 represents 20, recognizing that 200 is ten times as large as 20, by applying concepts of place value and division.*	Module 1: Lesson 6
4.NBT.A.2	Read and write multi-digit whole numbers less than or equal to 1,000,000 using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Module 1: Lessons 5, 7, 8, 9, 10, 11
4.NBT.A.3	Use place value understanding to round multi-digit whole numbers, less than or equal to 1,000,000, to any place.	Module 1: Lessons 12, 13, 14, 15
4.NBT.B.4	Fluently add and subtract multi-digit whole numbers, with sums less than or equal to 1,000,000, using the standard algorithm.	Module 1: Lessons 16, 17, 18, 19, 20, 21, 22
4.NBT.B.5	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Module 2: Lessons 1, 4, 6, 7, 8 Module 3: Lessons 2, 3, 9, 10, 11, 12, 13, 14, 15, 16, 17
4.NBT.B.6	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Module 2: Lessons 2, 11, 12, 13, 14, 15, 16 Module 3: Lessons 1, 4, 5, 6, 7, 8, 21, 22

4.NF.A.1	Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)	Module 4: Lessons 8, 9, 10, 11, 12
4.NF.A.2	Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)	Module 4: Lessons 13, 14, 15, 16, 17
4.NF.B.3	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)	Module 4: Lessons 1, 2, 3, 4, 5, 6, 7, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28
4.NF.B.3a	Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. *Example: 3/4 = 1/4 + 1/4 + 1/4*.	Module 4: Lessons 1, 2, 3, 4, 5, 6, 7, 18, 19, 20, 21, 22
4.NF.B.3b	Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples: 3/8 = 1/8 + 1/8 + 1/8 ; 3/8 = 1/8 + 2/8 ; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8*.	Module 4: Lessons, 18, 19, 20, 21, 22
4.NF.B.3c	Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction.	Module 4: Lessons 23, 24, 25, 26, 27
4.NF.B.3d	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	Module 4: Lessons 18, 19, 20, 21, 24, 27, 28
4.NF.B.4	Multiply a fraction by a whole number. (Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, and 100.)	Module 4: Lessons 31, 32, 33, 34

4.NF.B.4a	Understand a fraction *a/b* as a multiple of 1/*b*. *For example, use a visual fraction model to represent 5/4 as the product 5 × (1/4), recording the conclusion by the equation 5/4 = 5 × (1/4).*	Module 4: Lesson 31
4.NF.B.4b	Understand a multiple of a/b as a multiple of 1/b, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express 3 × (2/5) as 6 × (1/5), recognizing this product as 6/5. (In general, n × (a/b) = (n × a)/b.)*	Module 4: Lessons 32, 34
4.NF.B.4c	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. *For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?*	Module 4: Lesson 33
4.NF.C.5	Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express 3/10 as 30/100, and add 3/10 + 4/100 = 34/100.*	Module 5: Lessons 6, 7, 8, 12, 13, 14
4.NF.C.6	Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram; represent 62/100 of a dollar as $0.62.*	Module 5: Lessons 1, 2, 3, 4, 5, 6, 7, 8
4.NF.C.7	Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual model.	Module 5: Lessons 9, 10, 11
4.MD.A.1	Know relative sizes of measurement units within one system of units including: ft, in; km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. (Conversions are limited to one-step conversions.) Record measurement equivalents in a two-column table. *For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...*	Module 1: Lessons 23, 24 Module 2: Lesson 17 Module 3: Lessons 18, 19, 20

4.MD.A.2	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving whole numbers and/or simple fractions (addition and subtraction of fractions with like denominators and multiplying a fraction times a fraction or a whole number), and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	Module 1: Lessons 23, 24 Module 2: Lessons 17, 20 Module 3: Lessons 18, 19, 20 Module 4: Lessons 20, 21, 27, 28, 33 Module 5: Lesson 14
4.MD.A.3	Apply the area and perimeter formulas for rectangles in real-world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor*.	Module 2: Lessons 3, 7, 18, 19, 20
4.MD.B.4	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection*.	Module 4: Lessons 29, 30
4.MD.C.5	Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement.	Module 6: Lessons 8, 9, 10, 11
4.MD.C.5a	An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle	Module 6: Lessons 7, 9, 10, 11
4.MD.C.5b	An angle that turns through 1/360 of a circle is called a "one-degree angle," and can be used to measure angles.	Module 6: Lessons 9, 10, 11
4.MD.C.5c	An angle that turns through *n* one-degree angles is said to have an angle measure of *n* degrees.	Module 6: Lesson 8
4.MD.C.6	Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.	Module 6: Lessons 8, 9, 10, 11, 12

4.MD.C.7	Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real-world and mathematical problems, e.g., by using an equation with a letter for the unknown angle measure.	Module 6: Lessons 13, 14, 15, 16
4.MD.D.8	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real-world problems.	Module 2: Lesson 19
4.G.A.1	Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	Module 6: Lessons 1, 2, 3, 4, 5, 6, 10, 11, 12, 18, 19, 20
4.G.A.2	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles	Module 6: Lessons 1, 18, 19, 20
4.G.A.3	Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	Module 6: Lesson 17

Acceleration in Mathematics within the context of Eureka Math Squared Equip

Diagnose:
To begin, use the Pre-Module Assessment to diagnose students' proficiency with essential foundational knowledge. Then use the data from that assessment to do the following:

- Identify possible unfinished student learning.
- Select supporting activities from this guide that best meet the needs of your students.

Plan:
Plan when you might provide student support to accelerate learning by reviewing the Pre-Module Assessment overview which includes at-a-glance information about the material associated with each assessment item and when the foundation content is needed in the current module.

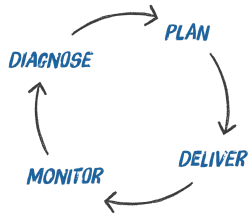
Map out when the supporting activities will be provided to students, individually, in small groups, or with the entire class.

Deliver:
Deliver the supporting activities. Depending on students' needs, select any combination of the supporting activities to teach. Supporting activities are designed to be flexible. Most can be used with a single student, a small group, or even a whole class.

Monitor:
Monitor student progress by analyzing their performance on the Exit ticket from the "Needed By" module lesson, topic quizzes, or end of Module assessments.

Useful Resources:
Eureka Math Squared Equip User Guide

For more information visit the Equip Section in the platform.
*Please log in for the link to work.



Family Resources for Eureka Math Squared

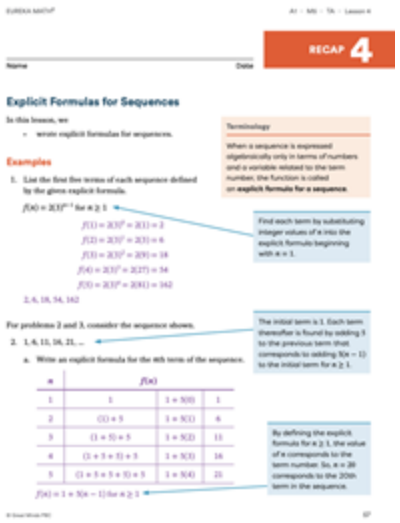
Parents "How can I Help"

Practice Support

- Use the thinking of the "partner" who is solving problems like those in the Practice.

Ask Questions

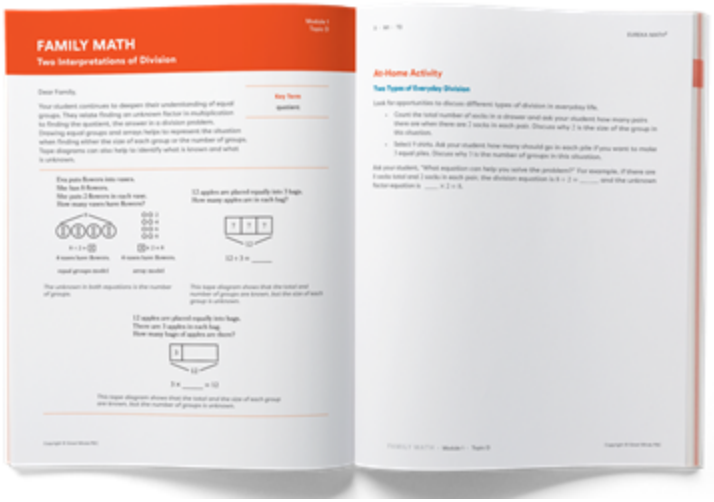
- What do you notice about how they solve the problem?
- How have you solved a problem like this before?
- How can you start the problem?
- What tool can you use?



Lesson Recap for grades 6-9 in the Apply Book

Family Math (K-5) in the Apply Book

- Describes and shows key math concepts.
- Highlights new math vocabulary.
- Provides activities for student and family to do together at home.



Visit the Greatminds Family Math Page:
https://greatminds.org/eureka-math-squared-family-resources