Louisiana Guide to Implementing Eureka Math Squared
Grade K

To assist teachers with the implementation of the Eureka Math Squared curriculum for Grade K, 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

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Grade K Suggested Implementation Calendar

Grade K	Module	Approximate Number of Days	Number of Lessons
Weeks 1-8	Module 1: Counting and Cardinality	38 Days	33 Lessons
Weeks 9-12	Module 2: Two- and Three-Dimensional Shapes	20 Days	16 Lessons
Weeks 13-17	Module 3: Comparison	25 Days	22 Lessons
Weeks 18-22	Module 4: Composition and Decomposition	23 Days	18 Lessons
Weeks 23-29	Module 5: Addition and Subtraction	32 Days	27 Lessons
Weeks 30-35	Module 6: Place Value Foundations	29 Days	24 Lessons
Week 36	Flex Week	5 Days	

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 K: Standards by Module					
Module 1	**Module 2**	**Module 3**	**Module 4**	**Module 5**	**Module6**
K.CC.A.1 K.CC.A.3 K.CC.B.4a K.CC.B.4b K.CC.B.4c K.CC.B.5 K.MD.B.3	K.G.A.1 K.G.A.2 K.G.A.3 K.G.B.4 K.G.B.5	K.CC.C.6 K.CC.C.7 K.MD.A.1 K.MD.A.2 K.MD.B.3	K.OA.A.1 K.OA.A.2 K.OA.A.3 K.G.B.6	K.OA.A.1 K.OA.A.2 K.OA.A.3 K.OA.A.4 K.G.B.6	K.CC.A.1 K.CC.A.2 K.CC.A.3 K.CC.B.4c K.CC.B.5 K.CC.C.6 K.NBT.A.1

Standards by Lesson

Grade K: Standards by Lesson	
Module 1 Lessons	**Standards**
1	K.MD.B.3
2	K.MD.B.3
3	K.MD.B.3
4	K.CC.A.1, K.CC.B.5, K.MD.B.3
5	K.CC.A.3 K.MD.B.3
6	K.CC.A.1, K.CC.B.4a, K.CC.B.4b, K.CC.B.5
7	K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.5
8	K.CC.B.5
9	K.CC.B.4b, K.CC.A.3
10	K.CC.B.5
11	K.CC.A.1, K.CC.A.3
12	K.CC.A.1, K.CC.A.3
13	K.CC.A.3, K.CC.B.4a, K.CC.B.5
14	K.CC.A.3, K.CC.B.5
15	K.CC.A.3, K.MD.B.3
16	K.CC.A.3, K.MD.B.3
17	K.CC.B.5
18	K.CC.B.5
19	K.CC.A.1, K.CC.B.4a, K.CC.B.5
20	K.CC.A.3, K.CC.B.4a, K.CC.B.5
21	K.CC.A.3, K.CC.B.5
22	K.CC.A.3, K.CC.B.5
23	K.CC.B.4a
24	K.CC.B.5
25	K.CC.A.1, K.CC.A.3
26	K.CC.A.1, K.CC.A.3
27	K.CC.A.1, K.CC.A.3
28	K.CC.A.1, K.CC.B.4a
29	K.CC.B.4a
30	K.CC.B.4c, K.CC.A.3
31	K.CC.B.4c
32	K.CC.B.4c, K.CC.A.3
33	K.CC.A.1, K.CC.B.4a, K.CC.B.4b, K.CC.B.5
Module 2 Lessons	**Standards**
1	K.G.B.4
2	K.G.B.4 K.G.A.1, K.G.A.2
3	K.G.B.4 K.G.A.1, K.G.A.2
4	K.G.B.4 K.G.A.1, K.G.A.2

5	K.G.A.1
6	K.G.A.3
7	K.G.B.4 K.G.A.2
8	K.G.B.4
9	K.G.A.3, K.G.B.4
10	K.G.B.4, K.G.B.5
11	K.G.A.2 K.G.B.5
12	K.G.B.4, K.G.B.5
13	K.G.B.4, K.G.B.5
14	K.G.A.1, K.G.A.2
15	K.G.B.4
16	K.G.A.3

Module 3 Lessons	Standards
1	K.MD.A.1, K.MD.A.2
2	K.MD.A.1, K.MD.A.2
3	K.MD.A.2
4	K.MD.A.2
5	K.MD.A.2
6	K.MD.A.2
7	K.MD.A.1
8	K.MD.A.2
9	K.MD.A.2
10	K.MD.A.2
11	K.MD.A.2
12	K.CC.C.6, K.MD.A.1, K.MD.A.2
13	K.CC.C.6
14	K.CC.C.6
15	K.MD.B.3
16	K.CC.C.6
17	K.CC.C.6
18	K.CC.C.7
19	K.CC.C.7
20	K.CC.C.7
21	K.MD.A.1, K.MD.A.2
22	K.CC.A.1, K.CC.B.4.a

Module 4 Lessons	Standards
1	K.G.B.6
2	K.G.B.6
3	K.OA.A.1
4	K.OA.A.1
5	K.OA.A.3
6	K.OA.A.1, K.OA.A.3
7	K.OA.A.1, K.OA.A.3
8	K.OA.A.3
9	K.G.B.6
10	K.OA.A.1
11	K.OA.A.1, K.OA.A.2
12	K.OA.A.2

13	K.OA.A.2
14	K.OA.A.2
15	K.OA.A.1, K.OA.A.2
16	K.OA.A.2, K.OA.A.3
17	K.OA.A.3

Module 5 Lessons	Standards
1	K.OA.A.1
2	K.OA.A.1
3	K.OA.A.1, K.OA.A.2
4	K.OA.A.1, K.OA.A.3
5	K.OA.A.1
6	K.OA.A.1
7	K.OA.A.1, K.OA.A.4
8	K.OA.A.1
9	K.OA.A.1
10	K.OA.A.1, K.OA.A.2
11	K.OA.A.1
12	K.OA.A.1, K.OA.A.2
13	K.OA.A.1
14	K.OA.A.1, K.OA.A.4
15	K.OA.A.1, K.OA.A.2
16	K.OA.A.1, K.OA.A.2
17	K.OA.A.2
18	K.OA.A.2
19	K.OA.A.1
20	K.OA.A.4
21	K.OA.A.1
22	K.OA.A.2
23	K.OA.A.2
24	K.OA.A.1
25	K.G.B.6
26	K.OA.A.1, K.OA.A.4
27	K.CC.A.1, K.CC.B.4.a

Module 6 Lessons	Standards
1	K.CC.B.5, K.NBT.A.1
2	K.CC.A.1, K.NBT.A.1
3	K.CC.A.3, K.NBT.A.1
4	K.CC.B.4c, K.NBT.A.1
5	K.CC.A.1, K.CC.A.2
6	K.CC.B.5, K.NBT.A.1
7	K.CC.B.5, K.NBT.A.1
8	K.OA.A.2, K.NBT.A.1
9	K.OA.A.2, K.NBT.A.1
10	K.OA.A.2, K.NBT.A.1
11	K.OA.A.2, K.NBT.A.1
12	K.CC.B.5
13	K.CC.B.4.a
14	K.CC.A.1
15	K.CC.A.1

16	K.CC.A.1, K.CC.A.2
17	K.CC.A.1, K.CC.A.2
18	K.CC.A.1, K.CC.A.2
19	K.CC.A.1, K.CC.A.2
20	K.CC.C.6
21	K.CC.C.6
22	K.CC.C.6
23	K.CC.C.6
24	K.CC.A.1

Louisiana Alignment		
Standard Code	Standard Language	Aligned Lessons
K.CC.A.1	Count to 100 by ones and by tens.	Module 1: Lessons 4, 6, 11, 12, 19, 25, 26, 27, 28, 33 Module 6: Lessons 2, 5, 14, 15, 16, 17, 18, 19
K.CC.A.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Module 5: Lessons 18, 22, 23 Module 6: Lessons 5, 16, 17, 18, 19
K.CC.A.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Module 1: Lessons 5, 7, 11, 12, 14, 20, 21, 22, 25, 26, 27 Module 6: Lessons 3, 17
K.CC.B.4	Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects in standard order, say the number names as they relate to each object in the group, demonstrating one-to-one correspondence. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.	Module 1: Lessons 6, 7, 9, 13, 19, 20, 23, 29, 30, 31, 32, 33 Module 6: Lesson 4
K.CC.B.5	Count to answer “How many?” questions. a. Count objects up to 20, arranged in a line, a rectangular array, or a circle. b. Count objects up to 10 in a scattered configuration. c. When given a number from 1-20, count out that many objects.	Module 1: Lessons 3, 6, 7, 8, 10, 19, 20, 21, 22, 24, 33 Module 6: Lessons 1, 7, 12

K.CC.C.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.* *Include groups with up to ten objects.	Module 3: Lessons 10, 13, 14, 16, 17, 21 Module 6: Lessons 20, 21, 22, 23
K.CC.C.7	Compare two numbers between 1 and 10 presented as written numerals.	Module 3: Lessons 18, 19, 20
K.OA.A.1	Represent addition and subtraction with objects, fingers, mental images, drawings*, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. *Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)	Module 4: Lessons 3, 4, 6, 6, 7, 10, 11, 15 Module 5: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 19, 21, 24, 26
K.OA.A.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Module 4: Lessons 11, 12, 13, 14, 15, 16 Module 5: Lessons 3, 10, 12, 15, 16, 17 Module 6: Lessons 8, 9, 10, 11
K.OA.A.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).	Module 1: Lessons 15, 16 Module 4: Lessons 5, 6, 7, 8, 18 Module 5: Lesson 3
K.OA.A.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	Module 5: Lessons 20, 26
K.OA.A.5	Fluently add and subtract within 5.	Module 5: Lessons 7, 14

K.NBT.A.1	Gain understanding of place value. a. Understand that the numbers 11–19 are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. b. Compose and decompose numbers 11 to 19 using place value (e.g., by using objects or drawings). c. Record each composition or decomposition using a drawing or equation (e.g., 18 is one ten and eight ones, 18 = 1 ten + 8 ones, 18 = 10 + 8*). * Kindergarten students should see addition and subtraction equations, and student writing of equations in kindergarten is encouraged, but it is not required.	Module 6: Lessons 1, 2, 3, 4, 6, 7, 8, 9, 10, 11
K.MD.A.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Module 3: Lessons 1, 2, 7, 12, 21
K.MD.A.2	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	Module 3: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 21
K.MD.B.3	Classify objects into given categories based on their attributes; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10)	Module 1: Lessons 1, 2, 3, 4, 5, 15, 16 Module 3: Lesson 15
K.MD.C.4	Recognize pennies, nickels, dimes, and quarters by name and value (e.g., This is a nickel and it is worth 5 cents.)	
K.G.A.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	Module 2: Lessons 2, 3, 4, 5, 14
K.G.A.2	Correctly name shapes regardless of their orientations or overall size.	Module 2: Lessons 2, 3, 4, 7, 11, 14
K.G.A.3	Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	Module 2: Lessons 6, 9

K.G.B.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).	Module 2: Lessons 1, 2, 3, 4, 7, 8, 9, 10, 12, 13, 15
K.G.B.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Module 2: Lessons 10, 11, 12, 13
K.G.B.6	Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”	Module 4: Lessons 1, 2, 9 Module 5: Lesson 25

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.

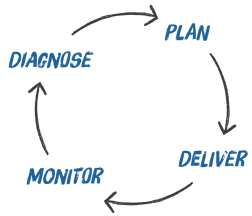
Map out when the supporting activities will be provided to students, individually, in small groups, or with the entire class.

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

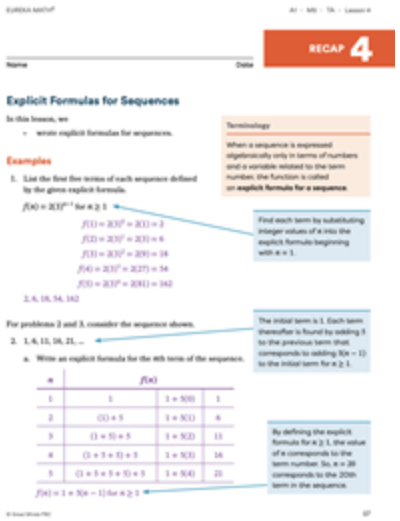
Parents "How can I Help"

Practice Support

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

Ask Questions

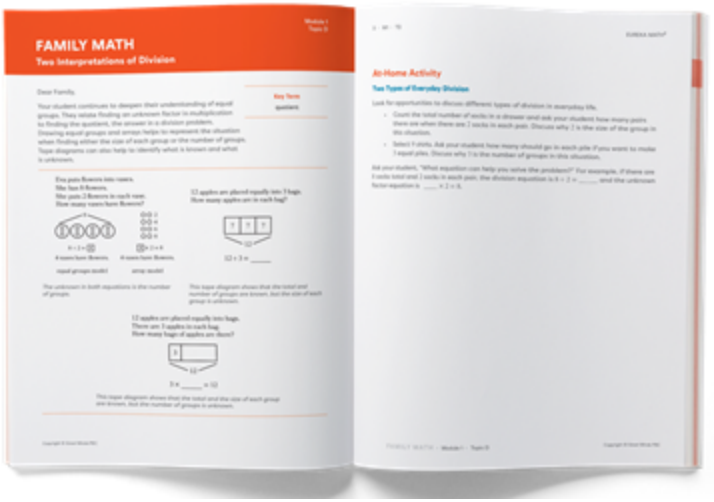
- What do you notice about how they solve the problem?
- How have you solved a problem like this before?
- How can you start the problem?
- What tool can you use?



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