Louisiana Guide to Implementing Eureka Math Squared
Grade 7

To assist teachers with the implementation of the Eureka Math Squared curriculum for Grade 7, 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 10

Acceleration in Mathematics 16

Family Resources 17

Grade 7 Suggested Implementation Calendar

Grade 7	Module	Approximate Number of Days	Number of Lessons
Weeks 1-4	Module 1: Ratios and Proportional Relationships	20 Days	20 Lessons
Weeks 5-10	Module 2: Operations with Rational Numbers	30 Days	26 Lessons
Weeks 11-15	Module 3: Expressions, Equations, and Inequalities	25 Days	23 Lessons
Weeks 16-21	Module 4: Geometry	30 Days	26 Lessons
Weeks 22-26	Module 5: Percent and Applications of Percent	25 Days	24 Lessons
Weeks 27-30	Module 6: Probability and Populations	20 Days	19 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 7: Standards by Module					
Module 1	**Module 2**	**Module 3**	**Module 4**	**Module 5**	**Module 6**
7.RP.A.1 7.RP.A.2 7.RP.A.2a-d 7.RP.A.3 7.G.A.1	7.NS.A.1a-d 7.NS.A.2a-d 7.NS.A.3 7.EE.B.3	7.EE.A.1 7.EE.A.2 7.EE.B.3 7.EE.B.4 7.EE.B.4a-b 7.G.B.5	7.G.A.2 7.G.A.3 7.G.B.4 7.G.B.6	7.RP.A.2c 7.RP.A.3 7.EE.A.2 7.G.A.1	7.SP.A.1 7.SP.A.2 7.SP.C.5 7.SP.C.6 7.SP.C.7 7.SP.C.7a-b 7.SP.C.8 7.SP.C.8a-c 7.SP.B.3 7.SP.B.4
Prerequisite Standards: 6.RP.A.1 6.RP.A.2 6.RP.A.3 6.RP.A.3a 6.RP.A.3b 6.EE.C.9	Prerequisite Standards: 6.EE.A.1 6.NS.C.5 6.NS.C.6a 6.NS.C.7 6.NS.B.2	Prerequisite Standards: 6.EE.A.2a 6.EE.A.3 6.EE.B.5 6.EE.B.7 6.EE.B.8 4.MD.C.7	Prerequisite Standards: 6.NS.C.8 3.G.A.1 6.G.A.1 6.G.A.4 4.MD.C.6 4.G.A.1	Prerequisite Standards: 6.RP.A.3c 7.RP.A.3 7.G.A.1	Prerequisite Standards: 3.NF.A.1 6.RP.A.3 7.NS.A.2d 6.SP.A.2 6.SP.A.3 6.SP.B.4 6.SP.B.5 6.SP.B.5b

Standards by Lesson

Grade 7: Standards by Lesson	
Module 1 Lessons	**Standards**
1	7.RP.A.1, 7.RP.A.2, 7.RP.A.2a
2	7.RP.A.1, 7.RP.A.2, 7.RP.A.2a, 7.RP.A.2c
3	7.RP.A.1, 7.RP.A.2, 7.RP.A.2a, 7.RP.A.2c
4	7.RP.A.2a, 7.RP.A.2, 7.RP.A.2b, 7.RP.A.2d
5	7.RP.A.2a, 7.RP.A.2, 7.RP.A.2b, 7.RP.A.2d
6	7.RP.A.2, 7.RP.A.2a, 7.RP.A.2b
7	7.RP.A.2, 7.RP.A.3
8	7.RP.A.2, 7.RP.A.2b, 7.RP.A.2c
9	7.RP.A.2, 7.RP.A.2b, 7.RP.A.2d
10	7.RP.A.2, 7.RP.A.2c, 7.RP.A.3
11	7.RP.A.2, 7.RP.A.2b, 7.RP.A.2c, 7.RP.A.3
12	7.RP.A.2, 7.RP.A.2b, 7.RP.A.2c, 7.RP.A.3
13	7.RP.A.2, 7.RP.A.2b, 7.RP.A.2c, 7.RP.A.3
14	7.RP.A.2, 7.RP.A.2a
15	7.G.A.1
16	7.RP.A.2, 7.RP.A.2b, 7.G.A.1
17	7.G.A.1
18	7.RP.A.2, 7.RP.A.2b, 7.G.A.1
19	7.G.A.1
20	7.G.A.1

Module 2 Lessons	Standards
1	7.NS.A.1a, 7.NS.A.1b
2	7.NS.A.1b
3	7.NS.A.1a
4	7.NS.A.1d
5	7.NS.A.1b, 7.NS.A.1d
6	7.NS.A.1b, 7.NS.A.1d
7	7.NS.A.1c
8	7.NS.A.1b, 7.NS.A.1c
9	7.NS.A.1c, 7.NS.A.1d
10	7.NS.A.1c, 7.NS.A.1d
11	7.NS.A.1c, 7.NS.A.1d
12	7.NS.A.2a, 7.NS.A.2d
13	7.NS.A.2a, 7.NS.A.2c
14	7.NS.A.2a, 7.NS.A.2c

15	7.NS.A.2a, 7.NS.A.2c
16	7.NS.A.2a, 7.NS.A.2c
17	7.NS.A.2c
18	7.NS.A.2b, 7.NS.A.2c
19	7.NS.A.2d
20	7.NS.A.2c
21	7.NS.A.2d
22	7.NS.A.2c
23	7.NS.A
24	7.NS.A, 7.NS.A.2c
25	7.NS.A.3, 7.EE.B.3
26	7.NS.A.3, 7.EE.B.3
Module 3 Lessons	**Standards**
1	7.EE.A.1
2	7.EE.A.1, 7.EE.A.2
3	7.EE.A.1
4	7.EE.A.1, 7.EE.A.2
5	7.EE.A.1, 7.EE.A.2
6	7.EE.A.1, 7.EE.A.2 Modification- Use new lesson 6.1, *Evaluating Expressions* (7.EE.A.1), after lesson 6.
7	7.EE.B.4, 7.G.B.5
8	7.EE.B.4a, 7.G.B.5
9	7.NS.A.2, 7.NS.A.3
10	7.EE.B.3, 7.G.B.5
11	7.NS.A.3, 7.NS.A.4
12	7.NS.A.4a
13	7.NS.A.4, 7.NS.A.4a
14	7.NS.A.4a
15	7.NS.A.4a
16	7.NS.A.4, 7.NS.A.4a
17	7.NS.A.43, 7.NS.A.4
18	7.NS.A.4, 7.NS.A.4b
	Modification- Omit this lesson.
19	7.NS.A.4, 7.NS.A.4b Modification- Omit this lesson.
20	7.NS.A.4b
21	7.NS.A.4b
22	7.EE.B.4b, 7.NS.A.4b
23	7.NS.A.4, 7.NS.A.4b
Module 4 Lessons	**Standards**
1	7.G.A.2 Modification- Replace any requests to construct with requests to draw with tools.
2	7.G.A.2 Modification- Replace any requests to construct with requests to draw with tools.
3	7.G.A.2 Modification- Replace any requests to construct with requests to draw with tools.

4	7.G.A.2 Modification- Replace any requests to construct with requests to draw with tools.
5	7.G.A.2 Modification- Replace any requests to construct with requests to draw with tools.
6	7.G.A.2 Modification- Replace any requests to construct with requests to draw with tools.
7	7.G.A.2 Modification- Replace any requests to construct with requests to draw with tools.
8	7.G.A.2 Modification- Replace any requests to construct with requests to draw with tools.
9	7.G.B.4 Modification- Replace any requests to construct with requests to draw with tools.
10	7.G.B.4

11	7.G.B.4
12	7.G.B.4
13	7.G.B.4
14	7.G.B.4, 7.G.B.6
15	7.G.B.4
16	7.G.B.6
17	7.G.B.6
18	7.G.B.6
19	7.G.B.6
20	7.G.B.6
21	7.G.B.6
22	7.G.A.3
23	7.G.A.3
24	7.G.B.6
25	7.G.B.6
26	7.G.B.6

Module 5 Lessons	Standards
1	7.RP.A.2c, 7.G.A.1
2	7.RP.A.3
3	7.RP.A.3
4	7.RP.A.2c, 7.RP.A.3
5	7.RP.A.2c, 7.RP.A.3
6	7.RP.A.3
7	7.RP.A.3
8	7.RP.A.3
9	7.RP.A.3
10	7.RP.A.3, 7.EE.A.2
11	7.RP.A.3, 7.EE.A.2
12	7.RP.A.3, 7.EE.A.2
13	7.RP.A.3
14	7.EE.A.2, 7.G.A.1
15	7.RP.A.3, 7.EE.A.2

16	7.RP.A.3, 7.EE.A.2
17	7.RP.A.3
18	7.RP.A.3
19	7.RP.A.3 Modification- Omit problem 13.
20	7.RP.A.3
21	7.RP.A.3
22	7.RP.A.3
23	7.RP.A.3, 7.EE.A.2
24	7.RP.A.2
Module 6 Lessons	**Standards**
1	7.SP.C.5
2	7.SP.C.6
3	7.SP.C.6
4	7.SP.C.7a
5	7.SP.C.8, 7.SP.C.8a

	7.SP.C.8b
6	7.SP.C.6
7	7.SP.C.7, 7.SP.C.7a, 7.SP.C.7b
8	7.SP.C.6, 7.SP.C.7b
9	7.SP.C.8c
10	7.SP.C.8c Modification- Use new lesson 10.1, The Mean Absolute Deviation (7.SP.B.3), after lesson 10 to begin topic C.1. Use new lesson 10.2, Using the Mean and Mean Absolute Deviation (7.SP.B.3), after lesson 10.1. Use new lesson 10.3, Comparing Measure of Variability (7.SP.B.3), after lesson 10.2 to end topic C.1.
11	7.SP.A.1
12	7.SP.A.1

13	7.SP.A.1, 7.SP.A.2
14	7.SP.A.1, 7.SP.A.2
15	7.SP.A.2
16	7.SP.A.2
17	7.SP.B.3, 7.SP.B.4 Modification- Use lesson 17 at the end of topic D.1.
18	7.SP.B.3, 7.SP.B.4 Modification- Omit this lesson.
19	7.SP.B.3, 7.SP.B.4 Modification- Omit this lesson.

Louisiana Alignment		
Standard Code	Standard Language	Aligned Lessons
7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. *For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction* $^{1/2}/_{1/4}$ *miles per hour, equivalently 2 miles per hour*.	Module 1: Lessons 2, 3, 4, 5, 8, 10, 11
7.RP.A.2	Recognize and represent proportional relationships between quantities.	Module 1: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16, 18
7.RP.A.2a	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.	Module 1: Lessons 1, 2, 3, 4, 5, 6, 14
7.RP.A.2b	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	Module 1: Lessons 4, 5, 6, 8, 9, 11, 12, 13, 16, 18
7.RP.A.2c	Represent proportional relationships by equations. *For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as t = pn*.	Module 1: Lessons 8, 10, 11, 12, 13 Module 5: Lessons 1, 4, 5
7.RP.A.2d	Explain what a point (*x*, *y*) on the graph of a proportional relationship means in terms of the situation, with special attention to the points (0, 0) and (1, *r*) where r is the unit rate.	Module 1: Lessons 4, 5,

7.RP.A.3	Use proportional relationships to solve multi-step ratio and percent problems of simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error.	Module 1: Lessons 7, 10, 11, 12, 13 Module 5: Lessons 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 13, 15, 16, 17, 18, 19, 20, 22, 23
7.NS.A.1	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.	Module 2: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
7.NS.A.1a	Describe situations in which opposite quantities combine to make 0. *For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged*.	Module 2: Lessons 1, 2
7.NS.A.1b	Understand $p + q$ as the number located a distance $\|q\|$ from p, in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.	Module 2: Lessons 1, 2, 5, 6, 8
7.NS.A.1c	Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.	Module 2: Lessons 7, 8, 9, 10, and 11
7.NS.A.1d	Apply properties of operations as strategies to add and subtract rational numbers.	Module 2: Lessons 4, 5, 6, 9, 10, 11
7.NS.A.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	Module 2: Lessons 13, 14, 15, 16, 17, 18, 19, 20, 21, 22
7.NS.A.2a	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.	Module 2: Lessons 12, 13, 14, 15, 16

7.NS.A.2b	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If *p* and *q* are integers, then -(*p*/*q*) = (-*p*)/*q* = *p*/(-*q*). Interpret quotients of rational numbers by describing real-world contexts.	Module 2: Lesson 18
7.NS.A.2c	Apply properties of operations as strategies to multiply and divide rational numbers.	Module 2: Lessons 18, 20, 22, 24
7.NS.A.2d	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.	Module 2: Lessons 12, 19, 21
7.NS.A.3	Solve real-world and mathematical problems involving the four operations with rational numbers.	Module 2: Lessons 25, 26
7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients to include multiple grouping symbols (e.g., parentheses, brackets, and braces).	Module 2: Lessons 25, 26 Module 3: Lessons 1, 2, 3, 4, 5, 6
7.EE.A.2	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. *For example, a + 0.05a = 1.05a means that "increase by 5%" is the same as "multiply by 1.05."*	Module 3: Lessons 2, 4, 5, 6 Module 5: Lessons 10, 11, 12, 14, 15, 16, 23
7.EE.B.3	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. *For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation*.	Module 2: Lessons 25, 26 Module 3: Lesson 10

7.EE.B.4	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.	Module 3: Lesson 7
7.EE.B.4a	Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p, q, and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. *For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?*	Module 3: Lesson 8
7.EE.B.4b	Solve word problems leading to inequalities of the form $px + q > r$, $px + q \geq r$, $px + q < r$ or $px + q \leq r$, where p, q, and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. *For example: As a salesperson, you are paid $50 per week plus $3 per sale. This week you want your pay to be at least $100. Write an inequality for the number of sales you need to make, and describe the solutions*.	Module 3: Lesson 22
7.G.A.1	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.	Module 1: Lessons 15, 16, 17, 18, 19, 20 Module 5, Lessons 1, 14
7.G.A.2	Draw (freehand, with ruler and protractor, or with technology) geometric shapes with given conditions. (Focus is on triangles from three measures of angles or sides, noticing when the conditions determine one and only one triangle, more than one triangle, or no triangle.)	Module 4: Lessons 1, 2, 3, 4, 5, 6, 7, 8
7.G.A.3	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.	Module 4: Lessons 22, 23
7.G.B.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.	Module 4: Lessons 9, 10, 11, 12, 13, 14, 15
7.G.B.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.	Module 3: Lessons 7, 8, 10

7.G.B.6	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. (Pyramids limited to surface area only.)	Module 4: Lessons 14, 16, 17 Module 4: Lessons 18, 19, 20, 21, 24, 25, 26
7.SP.A.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	Module 6: Lessons 11, 12, 13, 14
7.SP.A.2	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. *For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be*.	Module 6: Lessons 13, 14, 15, 16
7.SP.B.3	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities using quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	Module 6: Lessons 17, 18, 19
7.SP.B.4	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. *For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book*.	Module 6: Lessons 17, 18, 19
7.SP.C.5	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.	Module 6: Lesson 1

7.SP.C.6	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. *For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times*.	Module 6: Lessons 2, 3, 6, 8
7.SP.C.7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.	Module 6: Lesson 7
7.SP.C.7a	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. *For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected*.	Module 6: Lessons 4, 7
7.SP.C.7b	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. *For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?*	Module 6: Lessons 7, 8
7.SP.C.8	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.	Module 6: Lesson 5
7.SP.C.8a	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	Module 6: Lesson 5
7.SP.C.8b	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.	Module 6: Lesson 5
7.SP.C.8c	Design and use a simulation to generate frequencies for compound events. *For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?*	Module 6: Lesson 9, 10

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.

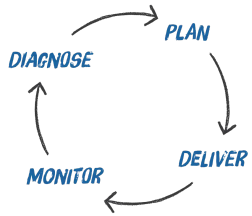
Map out when the supporting activities will be provided to students, individually, in small groups, or with the entire class.

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

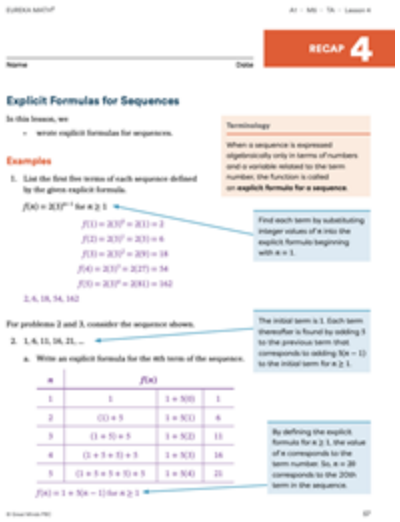
Parents "How can I Help"

Practice Support

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

Ask Questions

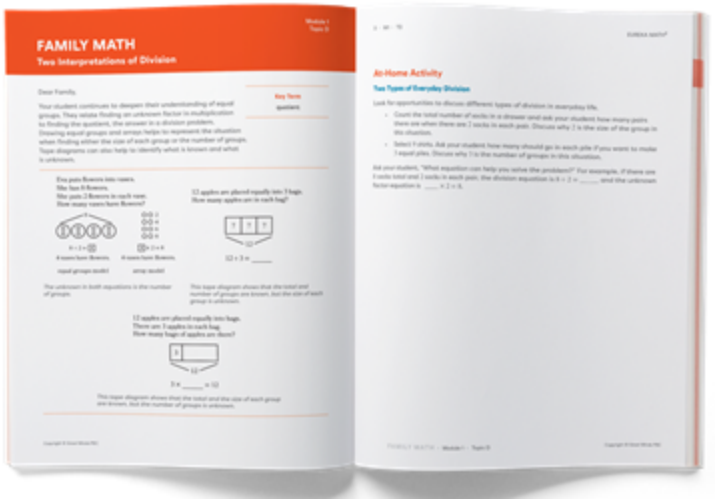
- What do you notice about how they solve the problem?
- How have you solved a problem like this before?
- How can you start the problem?
- What tool can you use?



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