Louisiana Guide to Implementing Eureka Math Squared
Grade 5

To assist teachers with the implementation of the Eureka Math Squared curriculum for Grade 5, 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.

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Grade 5 Suggested Implementation Calendar

Grade 5	Module	Approximate Number of Days	Number of Lessons
Weeks 1-5	Module 1: Place Value Concepts for Multiplication and Divison with Whole Numbers	22 Days	20 Lessons
Weeks 6-9	Module 2: Addition and Subtraction with Fractions	18 Days	17 Lessons
Weeks 10-14	Module 3: Multiplication and Division with Fractions	23 Days	22 Lessons
Weeks 15-21	Module 4: Place Value Concepts for Decimal Operations	31 Days	30 Lessons
Weeks 22-27	Module 5: Addition and Multiplication with Area and Volume	29 Days	28 Lessons
Weeks 28-32	Module 6: Foundations to Geometry in the Coordinate Plane	21 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 5: Standards by Module					
Module 1	**Module 2**	**Module 3**	**Module 4**	**Module 5**	**Module 6**
5.NBT.A.1	5.NF.A.1	5.NF.B.4	5.OA.A.1	5.NF.B.4	5.G.A.1
5.NBT.A.2	5.NF.A.2	5.NF.B.4a	5.OA.A.2	5.NF.B.4b	5.G.A.2
5.NBT.B.5	5.NF.A.2a	5.NF.B.5	5.NBT.A.1	5.NF.B.4c	5.G.B.3
5.NBT.B.6	5.NF.A.2b	5.NF.B.5a	5.NBT.A.2	5.NF.B.4d	5.G.B.4
5.MD.A.1	5.NF.B.3	5.NF.B.5b	5.NBT.A.3	5.NF.B.5	5.OA.B.3
5.OA.A.1	5.NF.B.5d	5.NF.B.5c	5.NBT.A.3a	5.NF.B.5b	5.NF.B.4b
5.OA.A.2	5.MD.B.2	5.NF.B.6	5.NBT.A.3b	5.NF.B.6	
		5.NF.B.7a	5.NBT.A.4	5.MD.C.3	
		5.NF.B.7b	5.NBT.B.7	5.MD.C.3a	
		5.NF.B.7c	5.MD.A.1	5.MD.C.3b	
		5.MD.A.1		5.MD.C.4	
		5.OA.A.1		5.MD.C.5	
		5.OA.A.2		5.MD.C.5a	
				5.MD.C.5b	
				5.MD.C.5c	
				5.G.B.3	
				5.G.B.4	

Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
Prerequisite Standards: 4.MD.A.1 4.MD.A.2 4.NBT.A.1 4.NBT.B.4 4.NBT.B.6 4.NF.C.5 4.NF.C.6 4.NF.C.7	Prerequisite Standards: 3.OA.A.1 3.OA.A.2 3.OA.B.6 4.OA.A.1 4.OA.A.2 4.MD.A.2 4.MD.B.4 4.NF.A.1 4.NF.A.2 4.NF.B.3	Prerequisite Standards: 3.MD.C.7 3.OA.A.1 3.OA.A.2 3.OA.B.6 3.NF.A.1 4.OA.A.1 4.OA.A.2 4.MD.A.1 4.MD.A.2 4.NF.A.1 4.NF.B.4	Prerequisite Standards: 4.MD.A.1 4.MD.A.2 4.NBT.A.1 4.NBT.A.2 4.NBT.A.3 4.NBT.B.4 4.NF.C.5 4.NF.C.6 4.NF.C.7 5.NBT.A.1 5.NF.A.1 5.NF.B.4 5.NF.B.7	Prerequisite Standards: 3.MD.C.5 3.MD.C.7 3.OA.A.1 3.OA.A.2 3.OA.B.5 3.OA.B.6 4.OA.A.1 4.OA.A.2 4.MD.A.2 4.MD.A.3 4.NF.A.1 4.NF.B.4	Prerequisite Standards: 3.NF.A.2 3.G.A.1 3.MD.C.7 4.OA.C.5 4.G.A.2 4.NF.B.4

Standards by Lesson

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

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

Module 4 Lessons	Standards
1	5.NBT.A.1; 5.NBT.A.3a
2	5.NBT.A.1; 5.NBT.A.3a
3	5.NBT.A.1; 5.NBT.A.3a
4	5.NBT.A.1
5	5.NBT.A.2
6	5.NBT.A.3; 5.NBT.A.3b
7	5.NBT.A.4
8	5.NBT.A.4
9	5.NBT.B.7
10	5.NBT.B.7
11	5.NBT.B.7
12	5.NBT.B.7
13	5.NBT.B.7
14	5.NBT.B.7

15	5.NBT.B.7
16	5.NBT.B.7
17	5.NBT.B.7
18	5.NBT.B.7
19	5.NBT.B.7
20	5.NBT.B.7
21	5.NBT.B.7
22	5.NBT.B.7
23	5.NBT.B.7
24	5.NBT.B.7
25	5.NBT.B.7
26	5.MD.A.1
27	5.MD.A.1
28	5.MD.A.1
29	5.OA.A.1; 5.OA.A.2
30	5.OA.A.1; 5.OA.A.2

Module 5 Lessons	Standards
1	5.G.B.3; 5.G.B.4
2	5.G.B.3; 5.G.B.4
3	5.G.B.3; 5.G.B.4
4	5.G.B.3; 5.G.B.4
5	5.G.B.3; 5.G.B.4
6	5.G.B.3; 5.G.B.4
7	5.G.B.3; 5.G.B.4
8	5.NF.B.4b; 5.NF.B.4c
9	5.NF.B.4b; 5.NF.B.4c
10	5.NF.B.5b; 5.NF.B.4d
11	5.NF.B.4b; 5.NF.B.4d
12	5.NF.B.4; 5.NF.B.4b
13	5.NF.B.4b
14	5.NF.B.4b; 5.NF.B.6; 5.NF.B.4d

15	5.NF.B.6
16	5.MD.C.3; 5.MD.C.3a; 5.MD.C.3b
17	5.MD.C.3; 5.MD.C.3a; 5.MD.C.3b; 5.MD.C.4
18	5.MD.C.4
19	5.MD.C.3; 5.MD.C.3a; 5.MD.C.3b; 5.MD.C.4
20	5.MD.C.3; 5.MD.C.3a; 5.MD.C.3b
21	5.MD.C.3; 5.MD.C.3a; 5.MD.C.3b; 5.MD.C.4
22	5.MD.C.5; 5.MD.C.5a; 5.MD.C.5b
23	5.MD.C.5a; 5.MD.C.5b
24	5.MD.C.5; 5.MD.C.5c
25	5.MD.C.5b; 5.MD.C.5c
26	5.MD.C.5b; 5.MD.C.5c
27	5.MD.C.5b; 5.MD.C.5c

28	5.MD.C.5b; 5.MD.C.5c

Module 6 Lessons	Standards
1	5.G.A.1
2	5.G.A.1
3	5.G.A.1
4	5.G.A.2
5	5.G.A.2
6	5.G.A.2
7	5.OA.B.3; 5.G.A.2
8	5.OA.B.3; 5.G.A.2
9	5.OA.B.3; 5.G.A.2
10	Optional
11	5.OA.B.3; 5.G.A.2
12	5.G.A.2; 5.G.B.4
13	5.G.A.2
14	5.G.A.2
15	5.G.A.2; 5.NF.B.4b
16	5.G.A.2
17	5.G.A.2
18	5.G.A.2
19	Optional
20	5.OA.B.3; 5.G.A.2

Louisiana Alignment		
Standard Code	Standard Language	Aligned Lessons
5.OA.A.1	Use parentheses or brackets in numerical expressions, and evaluate expressions with these symbols.	Module 1: Lessons 7, 8, 17, 18, 19, 20 Module 3: Lessons 18, 22 Module 4: Lessons 29, 30
5.OA.A.2	Write simple expressions that record calculations with whole numbers, fractions, and decimals, and interpret numerical expressions without evaluating them. *For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18,932 + 9.21) is three times as large as 18,932 + 9.21, without having to calculate the indicated sum or product*.	Module 1: Lessons 17, 18, 19, 20 Module 3: Lessons 12, 16, 18 Module 4: Lessons 29, 30
5.OA.B.3	Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the rule "Add 3" and the starting number 0, and given the rule "Add 6" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so*.	Module 6: Lessons 7, 8, 9, 11, 20
5.NBT.A.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	Module 1: Lessons 1, 2 Module 4: Lessons 1, 2, 3, 4
5.NBT.A.2	Explain and apply patterns in the number of zeros of the product when multiplying a number by powers of 10. Explain and apply patterns in the values of the digits in the product or the quotient, when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. *For example, $10^0 = 1$, $10^1 = 10$ ... and $2.1 \times 10^2 = 210$.*	Module 1: Lessons 2, 3, 4 Module 4: Lesson 5
5.NBT.A.3	Read, write, and compare decimals to thousandths.	Module 4: Lesson 6

5.NBT.A.3a	Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., 347.392 = 3 × 100 + 4 × 10 + 7 × 1 + 3 × (1/10) + 9 × (1/100) + 2 × (1/1000).	Module 4: Lessons 1, 2, 3
5.NBT.A.3b	Compare two decimals to thousandths based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.	Module 4: Lesson 6
5.NBT.A.4	Use place value understanding to round decimals to any place.	Module 4: Lessons 7, 8
5.NBT.B.5	Fluently multiply multi-digit whole numbers using the standard algorithm.	Module 1: Lessons 7, 8, 9, 10, 11
5.NBT.B.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, subtracting multiples of the divisor, and/or the relationship between multiplication and division. Illustrate and/or explain the calculation by using equations, rectangular arrays, area models, or other strategies based on place value.	Module 1: Lessons 12, 13, 14, 15, 16
5.NBT.B.7	Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; justify the reasoning used with a written explanation.	Module 4: Lessons 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25
5.NF.A.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. *For example, 2/3 + 5/4 = 8/12 + 15/12 = 23/12. (In general, a/b + c/d = (ad + bc)/bd.)*	Module 2: Lessons 5, 6, 7, 8, 9, 10, 11, 12, 13, 14
5.NF.A.2	Solve word problems involving addition and subtraction of fractions.	Module 2: Lessons 10, 11, 12, 13, 14
5.NF.A.2a	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem.	Module 2: Lessons 10, 11, 12, 13, 14

5.NF.A.2b	Use benchmark fractions and number sense of fractions to estimate mentally and justify the reasonableness of answers. *For example, recognize an incorrect result 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2.*	Module 2: Lessons 5, 9, 10
5.NF.B.3	Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret 3/4 as the result of dividing 3 by 4, noting that 3/4 multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size 3/4. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*	Module 2: Lessons 1, 2, 3, 4
5.NF.B.4	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.	Module 3: Lessons 3, 9, 10 Module 5: Lesson 12
5.NF.B.4a	Interpret the product $(m/n) \times q$ as m parts of a partition of q into n equal parts; equivalently, as the result of a sequence of operations, $m \times q \div n$. *For example, use a visual fraction model to show understanding, and create a story context for $(m/n) \times q$.*	Module 3: Lessons 1, 2, 3, 4, 5, 6, 7, 8
5.NF.B.4b	Construct a model to develop understanding of the concept of multiplying two fractions and create a story context for the equation. [In general, $(m/n) \times (c/d) = (mc)/(nd)$.]	Module 5: Lessons 8, 9, 11, 12, 13, 14
5.NF.B.4c	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths.	Module 5: Lessons 8, 9
5.NF.B.4d	Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.	Module 5: Lessons 10, 11, 14

5.NF.B.5	Interpret multiplication as scaling (resizing)	Module 3: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 Module 5: Lesson 10
5.NF.B.5a	Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.	Module 3: Lessons 3, 4, 7, 8, 9, 10, 11
5.NF.B.5b	Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case).	Module 3: Lessons 1, 2, 4, 5, 6, 7, 8, 9, 10, 11 Module 5: Lesson 10
5.NF.B.5c	Explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number.	Module 3: Lessons 3, 7, 8
5.NF.B.5d	Relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	Module 2: Lesson 7
5.NF.B.6	Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	Module 3: Lesson 21 Module 5: Lessons 14, 15
5.NF.B.7	Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.	Module 3: Lessons 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
5.NF.B.7a	Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.*	Module 3: Lessons 14, 15, 16, 19
5.NF.B.7b	Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.*	Module 3: Lessons 12, 13, 15, 16, 17, 18

5.NF.B.7c	Solve real-world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?*	Module 3: Lessons 12, 13, 14, 15, 17, 19, 20, 21
5.MD.A.1	Convert among different-sized standard measurement units within a given measurement and use these conversions in solving multi-step, real-world problems (e.g., convert 5 cm to 0.05 m; 9 ft to 108 in).	Module 1: Lessons 5, 6 Module 3: Lessons 5, 6 Module 4: Lessons 26, 27, 28
5.MD.B.2	Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally*.	Module 2: Lessons 15, 16, 17
5.MD.C.3	Recognize volume as an attribute of solid figures and understand concepts of volume measurement.	Module 5: Lessons 16, 17, 19, 20, 22
5.MD.C.3a	A cube with side length 1 unit, called a "unit cube," is said to have "one cubic unit" of volume, and can be used to measure volume.	Module 5: Lessons 16, 17, 19, 20, 22
5.MD.C.3b	A solid figure which can be packed without gaps or overlaps using *n* unit cubes is said to have a volume of *n* cubic units.	Module 5: Lessons 16, 17, 19, 20, 22
5.MD.C.4	Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units.	Module 5: Lessons 17, 18, 19, 21, 22
5.MD.C.5	Relate volume to the operations of multiplication and addition and solve real-world and mathematical problems involving volume.	Module 5: Lessons 23, 24

5.MD.C.5a	Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.	Module 5: Lesson 23
5.MD.C.5b	Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real-world and mathematical problems.	Module 5: Lessons 23, 24, 25, 26, 27, 28
5.MD.C.5c	Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real-world problems.	Module 5: Lessons 24, 25, 26, 27, 28
5.G.A.1	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number in the ordered pair indicates how far to travel from the origin in the direction of one axis, and the second number in the ordered pair indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., *x*-axis and *x*-coordinate, *y*-axis and *y*-coordinate).	Module 6: Lessons 1, 2, 3
5.G.A.2	Represent real-world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	Module 6: Lessons 4, 5, 6, 7, 8, 9, 11, 12, 13, 14, 15, 16, 17, 18, 20
5.G.B.3	Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*	Module 6: Lessons 1, 2, 3, 4, 5, 6, 7
5.G.B.4	Classify quadrilaterals in a hierarchy based on properties. (Students will define a trapezoid as a quadrilateral with at least one pair of parallel sides.)	Module 6: Lessons 1, 2, 3, 4, 5, 6, 7

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.

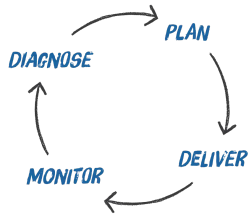
Map out when the supporting activities will be provided to students, individually, in small groups, or with the entire class.

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

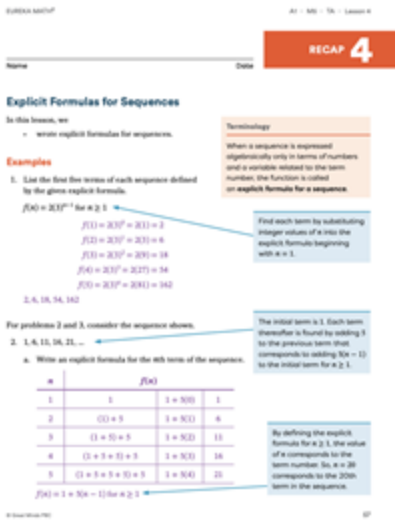
Parents "How can I Help"

Practice Support

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

Ask Questions

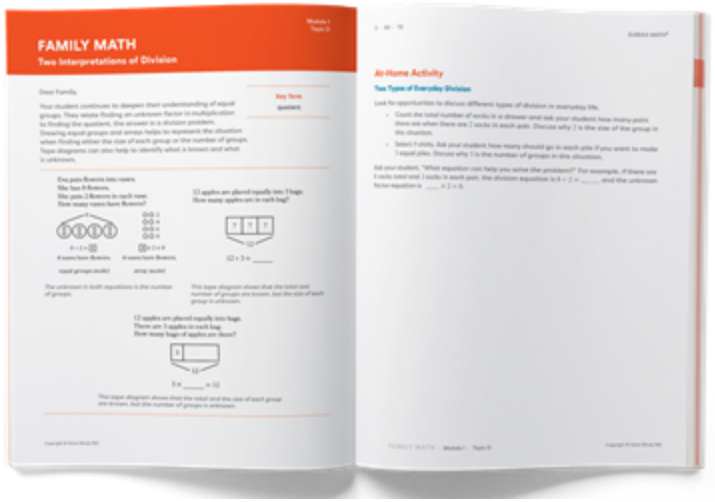
- What do you notice about how they solve the problem?
- How have you solved a problem like this before?
- How can you start the problem?
- What tool can you use?



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