Louisiana Guide to Implementing Eureka Math Squared
Grade 1

To assist teachers with the implementation of the Eureka Math Squared curriculum for Grade 1, 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 1 Suggested Implementation Calendar

Grade 1	Module	Approximate Number of Days	Number of Lessons
Weeks 1-6	Module 1: Counting, Comparison, and Addition	28 Days	25 Lessons
Weeks 7-11	Module 2: Addition and Subtraction Relationships	25 Days	23 Lessons
Weeks 12-17	Module 3: Properties of Operations to Make Easier Problems	29 Days	26 Lessons
Weeks 18-21	Module 4: Comparison and Composition of Length Measurements	18 Days	14 Lessons
Weeks 22-27	Module 5: Place Value Concepts to Compare, Add, and Subtract	28 Days	25 Lessons
Weeks 28-35	Module 6: Attributes of Shapes- Advancing Place Value, Addition, and Subtraction	36 Days	33 Lessons
Week 36	Flex Week		

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 1: Standards by Module					
Module 1	**Module 2**	**Module 3**	**Module 4**	**Module 5**	**Module 6**
1.NBT.A.1 1.NBT.B.3 1.OA.D.7 1.OA.A.1 1.OA.C.5 1.OA.B.3 1.NBT.B.2b 1.OA.C.6 1.MD.C.4 1.MD.B.3	1.OA.A.1 1.OA.C.5 1.OA.C.6 1.OA.D.8 1.OA.B.4 1.OA.D.7 1.MD.C.4	1.OA.B.3 1.OA.C.6 1.OA.A.2 1.OA.C.5 1.OA.C.7 1.NBT.A.1 1.NBT.B.2a 1.NBT.B.2c 1.NBT.B.2b 1.OA.A.1 1.MD.C.4 1.G.A.2	1.MD.A.1 1.MD.A.2 1.NBT.B.2a 1.NBT.B.2b 1.NBT.B.2c 1.OA.A.1	1.NBT.A.1 1.NBT.B.2a 1.NBT.B.2c 1.OA.D.7 1.NBT.C.5 1.NBT.B.3 1.NBT.C.4 1.OA.B.3 1.OA.D.8 1.NBT.C.6 1.MD.D.5 1.MD.B.3	1.NBT.A.1 1.OA.A.1 1.NBT.C.4 1.G.A.1 1.G.A.2 1.G.A.3 1.MD.B.3
Prerequisite Standards: K.CC.A.1 K.CC.C.7 K.OA.A.2 K.OA.A.3 K.OA.A.4 K.OA.A.5 K.NBT.A.1 K.MD.B3	Prerequisite Standards: K.OA.A.2 K.OA.A.3 K.OA.A.4 K.OA.A.5 K.MD.B3	Prerequisite Standards: K.OA.A.2 K.OA.A.3 K.OA.A.4 K.OA.A.5 K.CC.A.1 K.NBT.A.1 K.MD.B3	Prerequisite Standards: K.NBT.A.1 K.OA.A.2	Prerequisite Standards: K.CC.A.1 K.NBT.A.1 K.CC.C.7 K.MD.C.4	Prerequisite Standards: K.CC.A.1 K.OA.A.2 K.G.A.2 K.G.A.2 K.G.B.4

Standards by Lesson

Grade 1: Standards by Lesson	
Module 1 Lessons	**Standards**
1	■ K.CC.B.4.a
2	■ 1.NBT.B.3, ▣ 1.MD.C.4
3	■ 1.NBT.B.3, ▣ 1.MD.C.4
4	■ 1.NBT.B.3, ▣ 1.MD.C.4
5	▣ 1.MD.C.4
6	■ 1.NBT.B.3, ▣ 1.MD.C.4
7	■ 1.OA.C.5
8	■ 1.OA.C.5
9	■ 1.OA.B.3, ■ 1.OA.C.5
10	■ 1.OA.C.5
11	■ 1.OA.C.5
12	■ 1.OA.C.5, ■ 1.NBT.B.2, 1.NBT.B.2 ■ .b
13	■ 1.OA.C.5
14	■ 1.OA.C.5, ■ 1.OA.C.6
15	■ 1.OA.B.3
16	■ 1.OA.B.3
17	■ 1 OA.C.5, ■ 1.OA.C.6
18	■ 1.OA.C.6
19	■ 1.OA.C.6
20	■ 1.OA.C.6
21	■ 1.OA.C.6
22	■ 1.OA.C.6
23	■ 1.OA.C.5, ■ 1.OA.C.6
24	■ 1.OA.C.5, ■ 1.OA.C.6, ■ 1.OA.D.7
25	■ 1.NBT.A.1
Module 2 Lessons	**Standards**
1	■ 1.OA.A.1
2	■ 1.OA.C.5, ■ 1.OA.C.6
3	■ 1.OA.C.5, ■ 1.OA.C.6
4	■ 1.OA.C.5, ■ 1.OA.C.6
5	■ 1.OA.A.1
6	■ 1.OA.A.1
7	■ 1.OA.A.1, ■ 1.OA.C.5, ■ 1.OA.C.6
8	■ 1.OA.A.1
9	■ 1.OA.A.1
10	■ 1.OA.D.8
11	■ 1.OA.A.1
12	■ 1.OA.D.8
13	■ 1.OA.A.1, ■ 1.OA.D.8
14	■ 1.OA.A.1
15	■ 1.OA.D.8
16	■ 1.OA.C.5, ■ 1.OA.C.6

17	1.OA.B.4
18	1.OA.B.4
19	1.OA.B.4, 1.OA.D.8
20	1.OA.D.7
21	1.OA.A.1
22	1.OA.A.1
23	1.MD.C.4

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

Module 4 Lessons	Standards
1	1.MD.A.1
2	1.MD.A.1
3	1.MD.A.1
4	1.MD.A.2
5	1.NBT.B.3, 1.MD.A.1, 1.MD.A.2
6	1.MD.A.1, 1.MD.A.2
7	1.MD.A.2

8	1.NBT.B.2, 1.NBT.B.2.a, 1.NBT.B.2.b, 1.MD.A.2
9	1.NBT.B.2, 1.NBT.B.2.a, 1.NBT.B.2.b, 1.MD.A.2
10	1.OA.A.1, 1.MD.A.2
11	1.O.A.1, 1.MD.A.2
12	1.OA.A.1
13	1.OA.A.1
14	1.MD.A.2
Module 5 Lessons	**Standards**
1	1.MD.B.3
2	1.NBT.A.1, 1.NBT.B.2.a, 1.NBT.B.2
3	1.NBT.A.1, 1.NBT.B.2.a, 1.NBT.B.2
4	1.NBT.B.2, 1.NBT.B.2.b, 1.NBT.B.2.c
5	1.NBT.A.1, 1.NBT.B.2, 1.NBT.B.2.a,

	1.NBT.B.2.b, 1.NBT.B.2.c
6	1.NBT.C.5
7	1.NBT.B.3
8	1.NBT.B.2, 1.NBT.B.3
9	1.NBT.B.3
10	1.NBT.C.4
11	1.NBT.C.4
12	1.NBT.C.4
13	1.NBT.C.4
14	1.NBT.C.4
15	1.NBT.C.4, 1.NBT.C.6
16	1.NBT.C.4
17	1.NBT.C.4, 1.NBT.C.6
18	1.OA.D.7, 1.NBT.C.4, .NBT.C.6
19	1.NBT.C.4
20	1.NBT.C.4

21	1.NBT.C.4
22	1.OA.D.7, 1.NBT.C.4
23	1.OA.D.7, 1.NBT.C.4
24	1.OA.D.7, 1.NBT.C.4
25	1.OA.D.7, 1.NBT.C.4
Module 6 Lessons	**Standards**
1	1.G.A.1
2	1.G.A.1
3	1.G.A.1
4	1.G.A.1
5	1.G.A.1
6	1.G.A.2
7	1.G.A.2
8	1.G.A.2
9	1.G.A.2
10	1.G.A.3

11	1.G.A.3
12	1.G.A.3
13	1.G.A.3
14	1.MD.B.3
15	1.MD.B.3
16	1.NBT.A.1
17	1.NBT.A.1
18	1.NBT.A.1

19	1.NBT.A.1
20	1.OA.A.1
21	1.OA.A.1
22	1.OA.A.1
23	1.OA.A.1
24	1.OA.A.1
25	1.OA.A.1
26	1.NBT.C.4

27	1.NBT.C.4
28	1.NBT.C.4
29	1.NBT.C.4
30	1.NBT.C.4
31	1.NBT.C.4

Louisiana Alignment		
Standard Code	Standard Language	Aligned Lessons
1.OA.A.1	Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Module 2: Lessons 1, 5, 6, 7, 8, 9, 11, 13, 14, 21, 22 Module 3: Lessons 11, 12, 19, 26 Module 4: Lessons 10, 12, 13 Module 6: Lessons 20, 21, 22, 23, 24, 25
1.OA.A.2	Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.	Module 3: Lessons 2, 3, 11, 12, 26
1.OA.B.3	Apply properties of operations to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)	Module 1: Lessons 9, 15, 16 Module 3: Lessons 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 3, 14, 26
1.OA.B.4	Understand subtraction as an unknown-addend problem. *For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.*	Module 2: Lessons 17, 18, 19
1.OA.C.5	Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).	Module 1: Lessons 7, 8, 9, 10, 11, 12, 13, 14, 23, 24 Module 2: Lessons 2, 3, 4, 7, 16

1.OA.C.6	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	Module 1: Lessons 14, 17, 20, 21, 22, 23, 24 Module 2; Lessons 2, 3, 4, 7, 16 Module 3; Lessons 1, 4, 5, 6, 7, 8, 9, 10, 13, 14, 17, 18, 20, 21, 22, 23, 24, 25
1.OA.D.7	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. *For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.*	Module 1: Lessons 18, 19, 24 Module 2: Lesson 20 Module 5: Lessons 18, 22, 23, 24, 25
1.OA.D.8	*Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? – 3, 6 + 6 = ?.*	Module 2: Lessons 10, 12, 13, 15, 19
1.NBT.A.1	*Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.*	Module 3: Lessons 15, 16 Module 5: Lessons 2, 3, 5 Module 6: Lessons 16, 17, 18, 19
1.NBT.B.2	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: a. 10 can be thought of as a bundle of ten ones—called a “ten.” b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	Module 1: Lesson 12 Module 3: Lessons 15, 16, 18, 19 Module 4: Lessons 8, 9 Module 5: Lessons 2, 3, 4, 5, 8

1.NBT.B.2a	10 can be thought of as a bundle of ten ones — called a “ten.”	Module 3: Lessons 15, 16 Module 4: Lessons 8, 9 Module 5; Lessons 2, 3, 5
1.NBT.B.2b	The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.	Module 1: Lesson 12 Module 3: Lessons 16, 17, 18, 19 Module 4: Lessons 8, 9 Module 5: Lessons 4, 5
1.NBT.B.2c	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).	Module 3: Lessons 16, 17, 18 Module 4: Lessons 4, 5
1.NBT.B.3	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	Module 1: Lessons 2, 3, 4, 6 Module 4: Lesson 5 Module 5: Lessons 7, 8, 9
1.NBT.C.4	Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10.	Module 5: Lessons 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 Module 6: Lessons 26, 27, 28, 29, 30, 31
1.NBT.C.4a	Use concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a number sentence; justify the reasoning used with a written explanation.	
1.NBT.C.4b	Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	

1.NBT.C.5	Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.	
1.NBT.C.6	Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.	Module 5: Lesson 6
1.MD.A.1	Order three objects by length; compare the lengths of two objects indirectly by using a third object.	Module 4: Lessons 1, 2, 3, 5, 6
1.MD.A.2	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*	Module 4: Lessons 4, 5, 6, 7, 8, 9, 10, 11, 14
1.MD.B.3	Tell and write time in hours and half-hours using analog and digital clocks.	Module 5: Lesson 1 Module 6: Lessons 14, 15
1.MD.C.4	*Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.*	Module 1: Lessons 2, 3, 4, 5, 6 Module 2: Lesson 23
1.MD.D.5	Determine the value of a collection of coins up to 50 cents. (Pennies, nickels, dimes, and quarters in isolation; not to include a combination of different coins.)	
1.G.A.1	Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.	Module 6: Lesson 1, 2, 3, 4, 5

1.G.A.2	Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) and three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.	Module 6: Lessons 7, 8, 9
1.G.A.3	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Module 6: Lessons 10, 11, 12, 13

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.

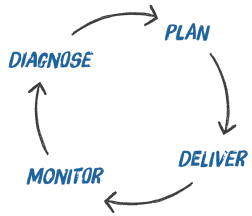
Map out when the supporting activities will be provided to students, individually, in small groups, or with the entire class.

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

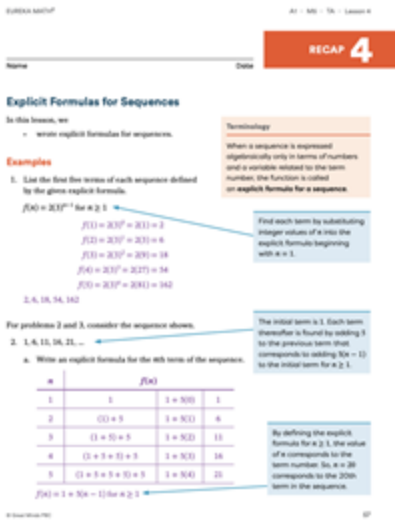
Parents "How can I Help"

Practice Support

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

Ask Questions

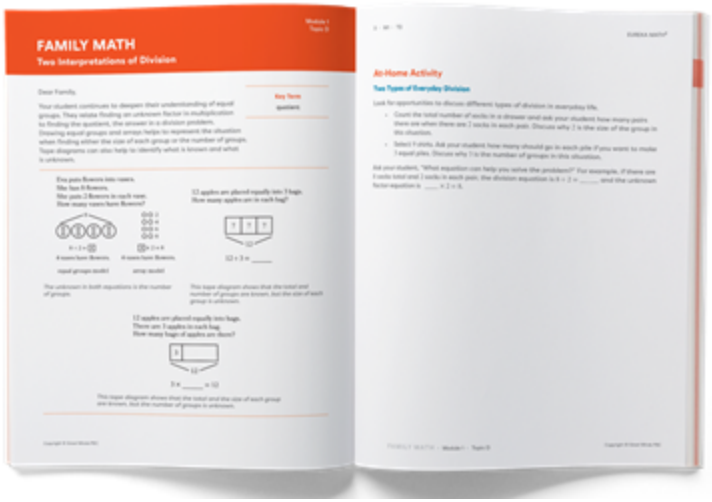
- What do you notice about how they solve the problem?
- How have you solved a problem like this before?
- How can you start the problem?
- What tool can you use?



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