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Pre-K Pacing and Preparation Guide

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This guide includes two components. The first section, Preparing to Teach a Module, outlines a process for understanding the instructional sequences of the module—a vital foundation for making decisions about pacing. Next, Preparing to Teach a Lesson outlines a process for customizing a lesson to fit the daily time constraints and unique needs of the students.

Pre-Kindergarten is comprised of 146 daily lessons. The remaining 34 instructional days are devoted to the 9 interview style assessments. At this time, we do not anticipate the need to reduce the number of days in the 180-day curriculum. However, pacing feedback is welcome. We encourage you to reach out to our customer service team at programsupport@greatminds.net or at (202)-223-1854.

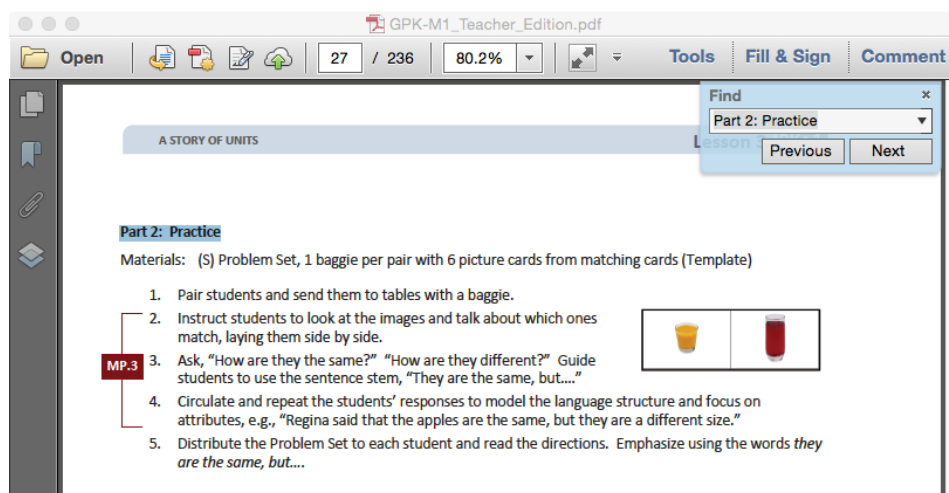
Preparing to Teach a Module

Preparation of lessons will be more effective and efficient if there has been an adequate analysis of the module first. Each module in *A Story of Units* can be compared to a chapter in a book. How is the module moving the plot, the mathematics, forward? What new learning is taking place? How are the topics and objectives building on one another? The following is a suggested process for preparing to teach a module.

Step 1: Get a preview of the plot.

- A: Read the Table of Contents. At a high level, what is the plot of the module? How does the story develop across the topics?
- B: Preview the Concept Development Part 2: Practice portions of the module's lessons¹ to see the trajectory of the module's mathematics and the nature of the work students are expected to be able to do.

Note: If you are studying a PDF file, enter "Part 2: Practice" into the search feature to navigate from one Practice to the next.



Step 2: Dig into the details.

- A: Dig into a careful reading of the Module Overview. As you read the narrative, *liberally* reference the lessons and Topic Overviews one paragraph at a time (or at times one sentence at a time) to

¹ This same process can be used to preview the coherence or flow of any component of the curriculum, such as the Fluency Practice or Application Problems.

clarify the meaning of the text—the lessons demonstrate the strategies, show how to use the models, clarify vocabulary, and build understanding of concepts. Consider searching the video gallery on *Eureka Math's* website to watch demonstrations of the use of models and other teaching techniques.

- B: Having thoroughly investigated the Module Overview, read through the chart entitled Overview of Module Topics and Lesson Objectives to further discern the plot of the module. How do the topics flow and tell a coherent story? How do the objectives move from simple to complex? Make notes on new complexities.

Step 3: Summarize the story.

Complete the Mid- and End-of-Module Assessments. Use the strategies and models presented in the module to explain the thinking involved. Again, liberally reference the work done in the lessons to see how students who are learning with the curriculum might respond.

Preparing to Teach a Lesson

A three-step process is suggested to prepare a lesson. It is understood that at times teachers may need to make adjustments (customizations) to lessons to fit the time constraints and unique needs of their students. The recommended planning process is outlined below.

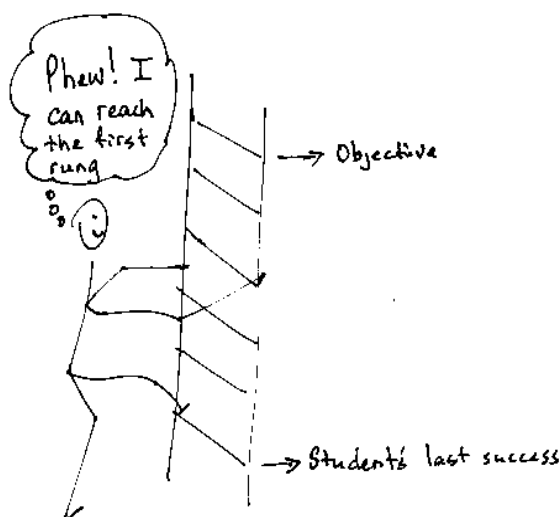
Note: The ladder of Step 2 is a metaphor for the teaching sequence. The sequence can be seen not only at the macro level in the role that this lesson plays in the overall story, but also at the lesson level, where each rung in the ladder represents the next objective in the teaching sequence. As *A Story of Units* moves into the elementary grades, the ladder is also evident between selected problems, where each rung in the ladder represents the next step in understanding or the next skill needed to reach the objective. To reach the objective, or the top of the ladder, all students must be able to access the first rung and each successive rung. In Pre-K, new complexities are generally evidenced between objectives as opposed to within the selected problems in each lesson, as is the case in later grades.

Step 1: Discern the plot.

- A: Briefly review the module's Table of Contents, recalling the overall story of the module and analyzing the role of this lesson in the module.
- B: Read the Topic Overview related to the lesson, and then review the Concept Development Part 2: Practice of each lesson in the topic.
- C: Review the assessment tasks for the topic, keeping in mind that assessments can be found midway through the module and at the end of the module.

Step 2: Find the ladder.

- A: Gather the necessary materials, and do the actions of the Concept Development (Concept Introduction and Practice) for each objective (lesson) in the topic and adjacent topics as necessary (e.g., if preparing the first lesson of a topic, return to the last lesson of the prior topic in order to make sense of the rungs between the lessons).
- B: Analyze and write notes on the new complexities of each objective in the topic (e.g., smaller to larger numbers, simple to challenging configurations, concrete to pictorial to abstract). The new complexities are the rungs of the ladder.



- C: Anticipate where students might struggle, and write a note about the potential cause of the struggle.
- D: Answer the Student Debrief questions, always anticipating how students will respond.

Step 3: Hone the lesson.

At times, the lesson and the accompanying materials are appropriate for all students and the day's schedule. At others, they may need customizing. If the decision is to customize based on either the needs of students or scheduling constraints, a suggestion is to create sets of materials that allow students to move through the concept from simple to complex.

- A: Having anticipated where students might struggle or need an extra challenge, identify appropriate customizations as detailed in the chart below.

Anticipated Difficulty	Customization Suggestion
The task of the Practice is too challenging.	Depending on the Practice task, consider using smaller quantities, different colors, or templates to support students working independently on the task. Once students feel confident in the task, remove the scaffolds. For example, if the task is to count 9 cubes, use 3 red, 3 yellow, and 3 blue cubes instead of mixed colors or all one color.
There is too big of a jump in complexity between two lessons.	Provide workstations for students to visit that repeat skills and objectives students have previously learned. For example, if students have trouble counting with one-to-one correspondence with numbers above 5, provide the supportive structure of a cropped egg carton with 10 slots to bridge to the task.
Students lack fluency or foundational skills necessary for the lesson.	Before beginning independent work on a Practice task, do a quick, engaging fluency exercise. Before beginning any fluency activity for the first time, assess that the sequence of questions begins by developing the concept at the simplest level before advancing.
More work is needed at the concrete or pictorial level.	Create sets of materials that allow students more practice with manipulatives or pictures before moving to a more complex skill. For example, continue to work with counters in a circle before asking students to count images printed in a circular configuration.
More work is needed moving from abstract to concrete or abstract to pictorial.	Hone the Practice to reduce the amount of drawing or use of manipulatives as appropriate for certain students or the whole class. For example, students who have already mastered counting a group and matching a numeral can be given a numeral and asked to create a matching group.

- B: Adjust the Practice to reflect the customizations or to address scheduling constraints. Create sets of extension materials for students who work with greater fluency and understanding and who, therefore, can complete more work within a given time frame.
- C: Consider how to best use the vignettes of the Concept Development section of the lesson. Read through the vignettes, and highlight selected parts to be included in the delivery of instruction so that students can be independently successful in their Practice.
- D: Pay close attention to the questions chosen for the Student Debrief. Regularly ask students, “What math are we learning today?” “Could you teach what you learned to someone else?” Help them articulate the goal to encourage metacognition and use of vocabulary.