

## Grade K

### MODULE 1 VERSION 1.3.2

#### Exit Tickets were removed from this module.

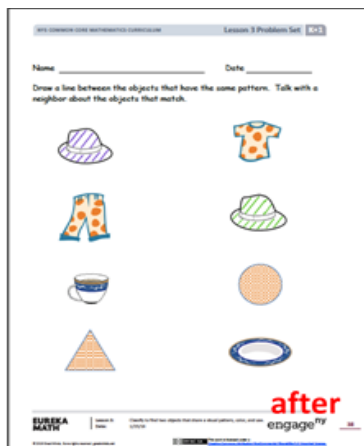
- Based on user feedback that students weren't prepared for the independent paper-and-pencil work of Exit Tickets in Module 1, we have removed the Exit Tickets from the module, thereby reducing the cost of the printed materials. A PDF of the original exit tickets is still available on our PDF download page.
- The curriculum was originally written under a grant for New York State Education Department (NYSED). The requirements called for daily Exit Tickets at all grade levels, including Kindergarten. Based on user feedback that many kindergarten students are not ready for independent, paper-and-pencil work at the beginning of the year, NYSED decided to remove Exit Tickets from the first few modules. However, Module 1 had already been released, leaving us with Exit Tickets in Modules 1, 5, and 6, but not Modules 2-4. Based on continued user feedback Exit Tickets have now been removed from Module 1 as well, leaving only Modules 5 and 6 with Exit Tickets.
- The Preparing to Teach a Module protocol in the GK-M1 Module Overview has been updated to reflect the removal of Exit Tickets from this module.

#### The Module Overview includes new guidance around the use of the Problem Set.

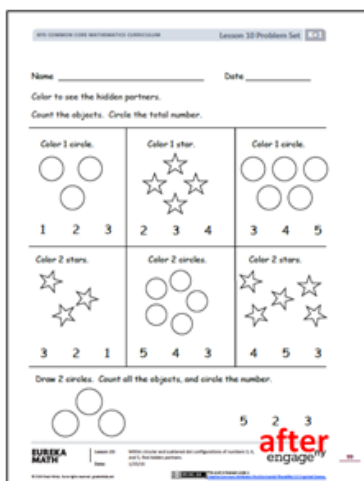
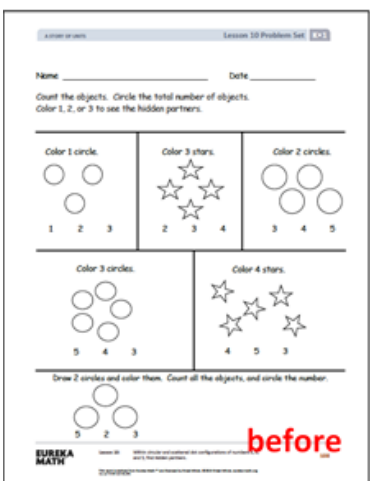
New guidance in the GK-M1 Module Overview encourages teachers to use professional judgment when choosing to include or omit a Problem Set. The Preparing to Teach a Lesson protocol the GK-M1 Module Overview has been replaced with two versions, Preparing to Teach a Lesson by Extending the Action of the Concept Development and Preparing to Teach a Lesson with a Problem Set.

Improvements to spacing, directions, and graphics were made to several Practice Sheets, Problem Sets, Homework, and the Mid-Module Assessment.

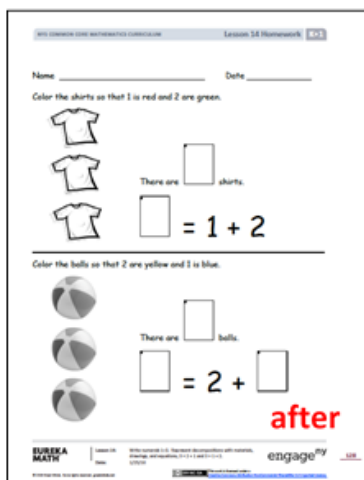
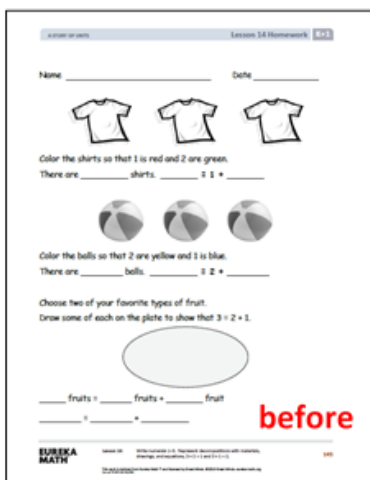
See the comparisons below for examples of the edits made.



The Lesson 3 Problem Set, pictures were improved to make matches more clear and to improve print quality when printed in black and white.



The Lesson 10 Problem Set directions were simplified. The teacher edition for this lesson encourages teachers to do the first problem in each row with the whole class, then let students complete the next two problems independently.



The Lesson 14 Homework was changed so that students can clearly see the number statement and the equation. They are given adequate space to insert numbers and they have the scaffolding of the writing rectangle to help them write numbers without reversals.

Lesson 18 Practice Sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

Insert this page into your personal whiteboards. Practice. When you are ready, write your numbers in pencil on the paper.

6 6 6

6 6 6

Number formation practice sheet 1

**before**

EUREKA MATH™

Lesson 18 Practice Sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

Write 6.

6 6 6

6 6 6

Write the missing numbers:

1, 2, 3, 4, ,

, 4, 3, 2, 1

Number formation practice sheet 1

**after**

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Number writing Practice Sheets, like the one shown here from Lesson 18, have simplified directions and an updated writing rectangle.

Lesson 21 Problem Set

Name \_\_\_\_\_ Date \_\_\_\_\_

Color 5 ladybugs. Color the remaining ladybugs a different color. Count all the ladybugs, and write how many.

Color 5 diamonds. Color the remaining diamonds a different color. Count all the diamonds, and write how many.

Color 5 circles. Then, draw 3 circles to the right. Count all the circles. Write how many in the box.

Color 5 circles. Then, draw 3 circles below. Count all the circles. Write how many in the box.

**before**

EUREKA MATH™

Lesson 21 Problem Set

Name \_\_\_\_\_ Date \_\_\_\_\_

Count and circle how many. Color 5.

6 7 8

6 7 8

Color 5 circles. Draw 3 circles to the right. Count all the circles.

Color 5 circles. Draw 3 circles below. Count all the circles.

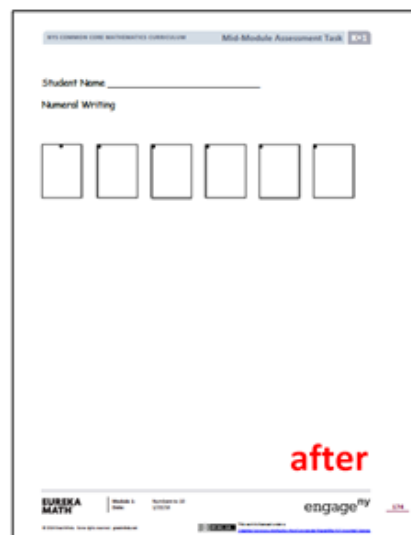
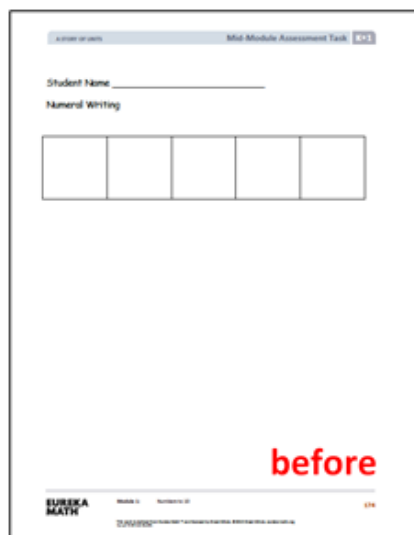
**after**

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The Lesson 21 Problem Set was simplified. Students circle the correct number instead of printing the number and formations were adjusted to emphasize the importance of 5-groups in understanding numbers 6-10.

## The Mid-Module Assessment was modified.

The Mid-Module Assessment was modified to replace unclear images and to include writing rectangles. The rubrics for Topics B and D were adjusted to clarify that students may sort items in more than one way. The substance of the assessment remains exactly the same; no changes were made to the standards assessed or the method of assessment. The images below provide samples of the images replaced and the use of writing rectangles.



## Frequently Asked Questions

- **Our school/district just bought Module 1 Teacher Editions last year. Do we have to buy new ones?**

*The vast majority of the GK-M1 revisions were to student-facing materials (Problem Sets, Practice Sheets, and Homework). If teachers have access to a copy of the new Student Edition, there should not be significant challenges in using an older Version 3 Teacher Edition. Consider having teachers download the PDF and read the updated Module Overview to better understand how to use Problem Sets in kindergarten. We also recommend that teachers review the minor modifications to the Mid-Module Assessment.*

- **We have a few extra Student Editions from last year. Can we still use them?**

*Feel free to use remaining Version 1.3.0 Student Editions for Modules 2-6 alongside new Student Editions. For Module 1, it will be best not to mix new Student Editions and leftover Version 1.3.0 Student Editions.*

- **I really liked some of the Exit Tickets. Can I still access them?**

*All of the Exit Tickets are available on the PDF download page on our website (<http://greatminds.net/maps/math/module-pdfs>).*

- **What if my students aren't ready for Exit Tickets in Modules 5 and 6?**

*While it is the goal for kindergarten students to complete Exit Tickets by the end of the year, it is important to note that children do not develop at the same rate. Teachers should use professional discretion in deciding whether or not students have the maturity to complete Exit Tickets in a way that will add to classroom instruction. If not, there is no harm in waiting until Grade 1 to introduce this element of the curriculum.*

- **Our kindergarten teachers don't think students are ready for Problem Sets in Module 1. Is that okay?**

*The needs of individual students and classes vary, so this is a decision best made at the school level. We have thoughtfully created a series of Problem Sets to support teachers and students as they build capacity for independent, pencil-and-paper work. If students are ready, consider using the Problem Sets from these Module 1 Lessons to build toward independent work: 6, 8, 11, 13–15, 18–25, 31–32, 35.*