

# EUREKA MATH<sup>®</sup>

## FAMILY MATH NIGHT

**Cherry Hill Public Schools**  
Pat McHenry- District Elementary  
Mathematics Teacher Coach



*Cherry Hill*  
**PUBLIC SCHOOLS**



- Overview of Eureka Math in CHPS
- Q&A session

# WHY *EUREKA MATH*?



- **In looking for a resource we piloted 4 programs:**
  - **Eureka Math**
  - **envision Math 2.0**
  - **Investigations 3**
  - **Ready Math**

## ALIGNED

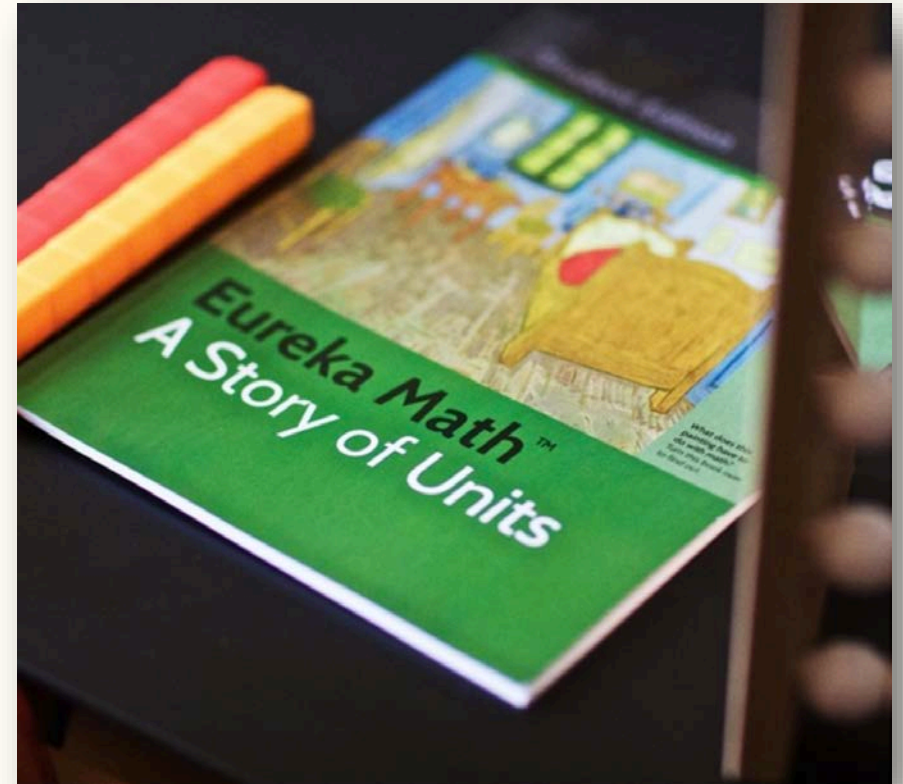
- To standards

## COHERENT

- A story that builds

## COMPREHENSIVE

- Print, digital, and support



# WHAT ARE THE NEW JERSEY STUDENT LEARNING STANDARDS (NJSLS)?



- The New Jersey Student Learning Standards provide a consistent, clear understanding of what students are expected to learn.
- The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers.
- With New Jersey students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.
- *Eureka Math* is NJSLS aligned.

# EUREKA MATH IS ALIGNED



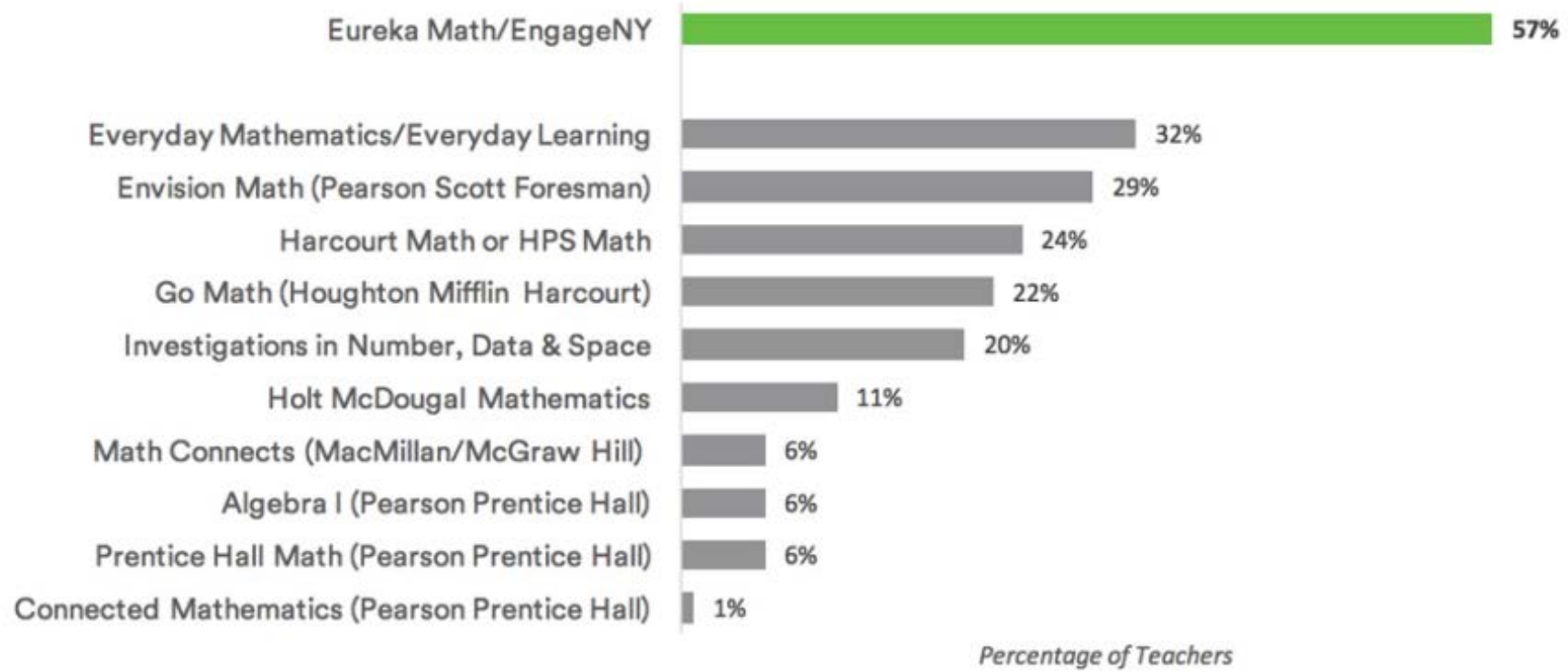
- One of the highest rated K-8 curricula evaluated



The screenshot shows the edreports.org website interface. At the top left is the logo for edreports.org. To the right are navigation links: MATH, ELA, RESOURCES, ABOUT, and NEWS & VIEWS. Below this is a table with 10 columns. The first column contains the text 'Eureka Math', 'Great Minds', and a 'Show Reports' link. The remaining nine columns each contain a green circle icon and a score in the format 'X/Y'.

Eureka Math Great Minds Show Reports	14/14	14/14	14/14	14/14	14/14	14/14	13/14	14/14	14/14

## Which Math Curricula Are Elementary Teachers Using?



# FLUENCY

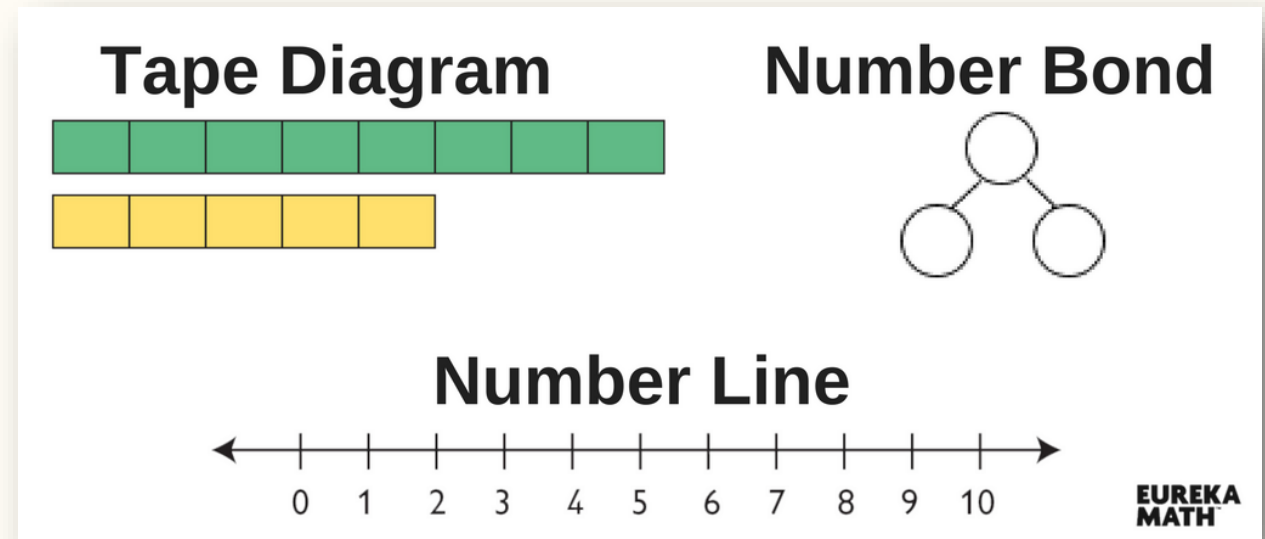
- Mathematical Fluency is a daily component in every Eureka Math Lesson

1	$6 = 2 \times \underline{\quad}$		23	$28 = 4 \times \underline{\quad}$	
2	$6 = 3 \times \underline{\quad}$		24	$28 = 2 \times 2 \times \underline{\quad}$	
3	$9 = 3 \times \underline{\quad}$		25	$28 = 2 \times \underline{\quad} \times 2$	
4	$8 = 4 \times \underline{\quad}$		26	$28 = \underline{\quad} \times 2 \times 2$	
5	$10 = 5 \times \underline{\quad}$		27	$36 = 2 \times 2 \times \underline{\quad}$	
6	$10 = 2 \times \underline{\quad}$		28	$9 \times 4 = 2 \times 2 \times \underline{\quad}$	
7	$20 = 10 \times \underline{\quad}$		29	$9 \times 4 = 6 \times \underline{\quad}$	
8	$20 = 5 \times 2 \times \underline{\quad}$		30	$9 \times 4 = 2 \times 3 \times \underline{\quad}$	
9	$12 = 6 \times \underline{\quad}$		31	$8 \times 6 = 4 \times \underline{\quad} \times 2$	
10	$12 = 3 \times \underline{\quad}$		32	$8 \times 8 = 4 \times \underline{\quad} \times 2$	
11	$12 = 4 \times \underline{\quad}$		33	$9 \times 9 = \underline{\quad} \times 9$	
12	$12 = 2 \times 2 \times \underline{\quad}$		34	$6 \times 6 = \underline{\quad} \times 6$	
13	$12 = 3 \times 2 \times \underline{\quad}$		35	$6 \times 4 = \underline{\quad} \times 8$	
14	$24 = 8 \times \underline{\quad}$		36	$16 \times 2 = \underline{\quad} \times 8$	
15	$24 = 4 \times 2 \times \underline{\quad}$		37	$2 \times 18 = \underline{\quad} \times 4$	
16	$24 = 4 \times \underline{\quad} \times 2$		38	$28 \times 2 = \underline{\quad} \times 7$	
17	$24 = 3 \times 2 \times \underline{\quad}$		39	$24 \times 3 = \underline{\quad} \times 8$	
18	$24 = 3 \times \underline{\quad} \times 2$		40	$8 \times 6 = \underline{\quad} \times 4$	
19	$16 = 8 \times \underline{\quad}$		41	$12 \times 6 = \underline{\quad} \times 9$	
20	$16 = 4 \times 2 \times \underline{\quad}$		42	$27 \times 3 = \underline{\quad} \times 9$	
21	$8 \times 2 = 4 \times \underline{\quad}$		43	$54 \times 2 = \underline{\quad} \times 9$	
22	$8 \times 2 = 2 \times 2 \times \underline{\quad}$		44	$8 \times 13 = \underline{\quad} \times 26$	



# MODELS

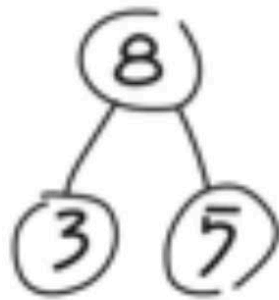
- Tools for problem solving
- Used throughout the curriculum
- Build from lesson-to-lesson, grade-to-grade



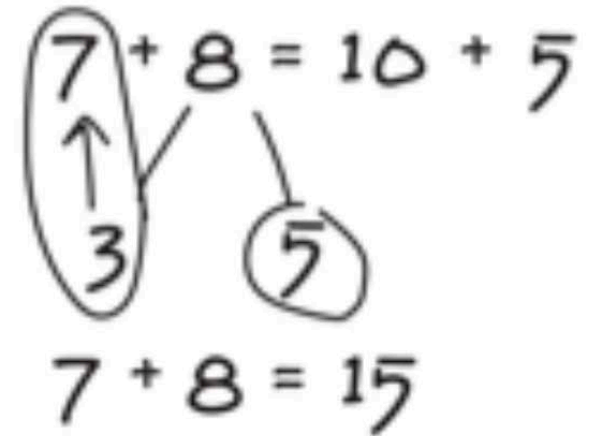
# SAMPLE PROBLEMS: NUMBER BONDS

Add 7 and 8.

First, students learn to break numbers into small, manageable units.

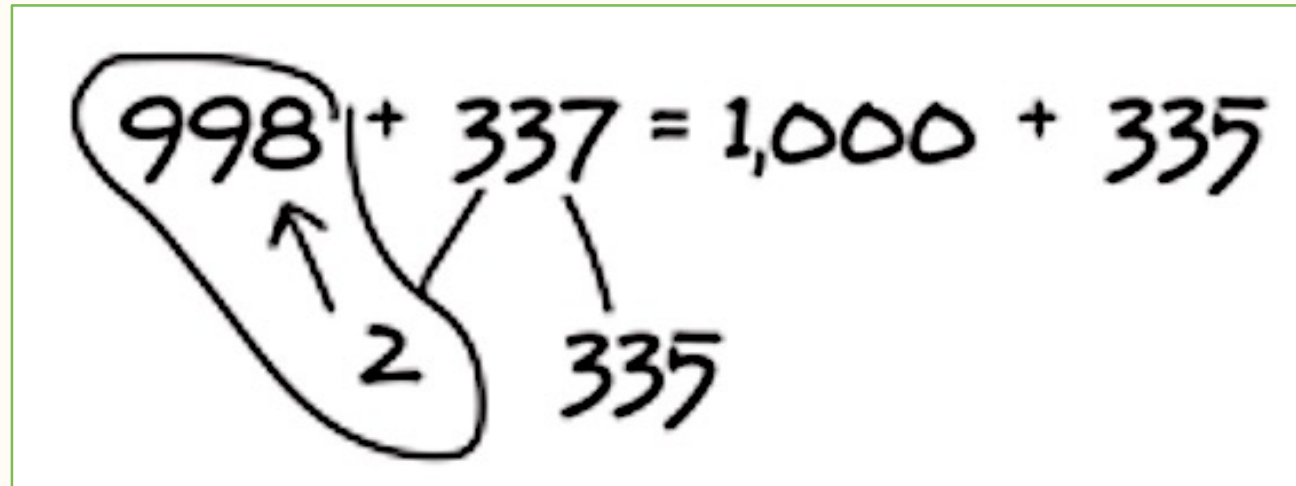


Then, students can see that  $7 + 8$  is the same as  $10 + 5$ .



# SAMPLE PROBLEMS: NUMBER BONDS

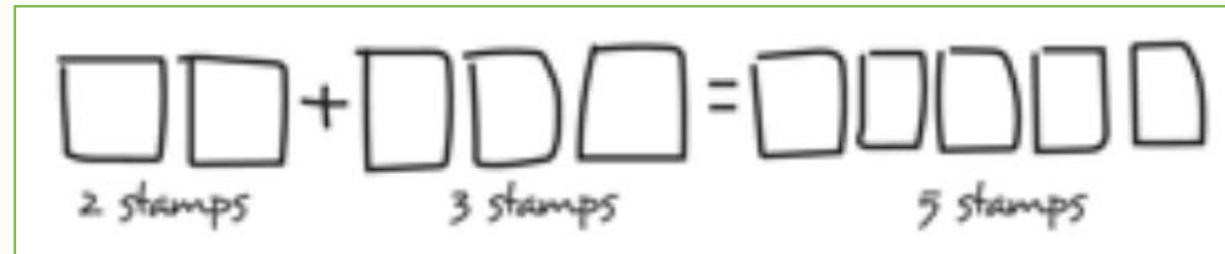
Now use a number bond to add **998** and **337**.



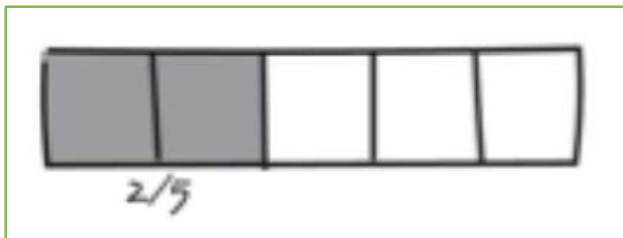
A handwritten number bond diagram illustrating the addition of 998 and 337. The number 998 is circled, and an arrow points from the number 2 below it to the 8 in 998. The equation is written as  $998 + 337 = 1,000 + 335$ . A line connects the 7 in 337 to the 5 in 335, and another line connects the 3 in 337 to the 3 in 335.

# SAMPLE PROBLEMS: TAPE DIAGRAMS

Divide **5** stamps into a group of **2** and a group of **3**.



Show what  $\frac{2}{5}$  looks like on a tape diagram.

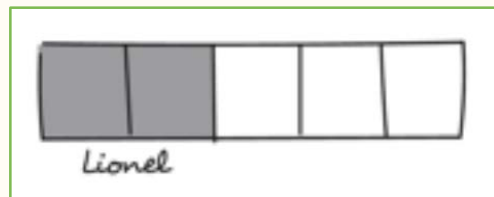


# SAMPLE PROBLEMS: TAPE DIAGRAMS

Zoe had some stamps. She gave  $\frac{2}{5}$  of the stamps to Lionel. She used  $\frac{1}{3}$  of the remaining stamps to mail thank-you notes. She has **14** stamps left.

**How many stamps did Zoe have when she started?**

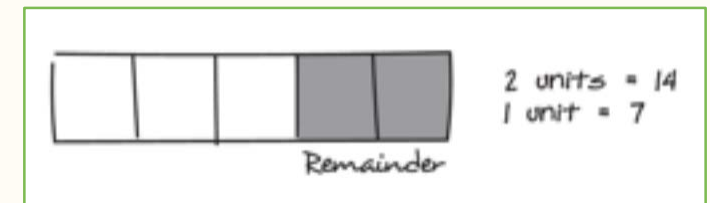
1)



2)



3)



$$7 \text{ stamps} \times 5 \text{ units} = \mathbf{35 \text{ total stamps}}$$

# SAMPLE PROBLEMS: FRACTIONS

Which is greater,  $\frac{1}{3}$  or  $\frac{1}{4}$  ?

1) Find Common Denominator

$$\frac{1}{3} \times \frac{4}{4} = \frac{4}{12}$$

2) Multiply

$$\frac{1}{4} \times \frac{3}{3} = \frac{3}{12}$$

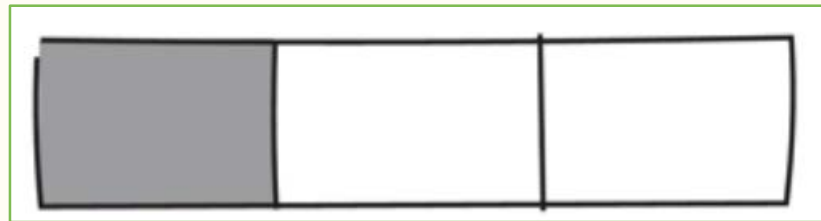
3) Compare Fractions

$$\frac{4}{12} > \frac{3}{12}$$

$$\frac{1}{3} > \frac{1}{4}$$

# SAMPLE PROBLEMS: VISUALIZING FRACTIONS

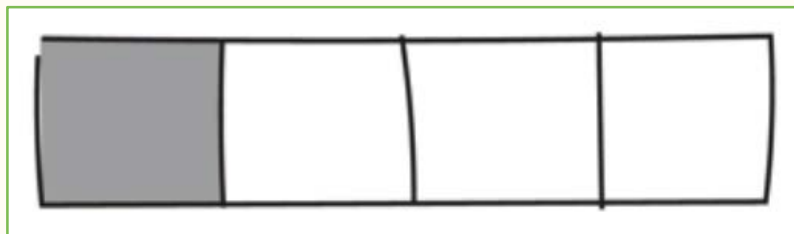
Which is greater,  $\frac{1}{3}$  or  $\frac{1}{4}$  ?



$\frac{1}{3}$

$\frac{1}{3}$

$\frac{1}{3}$



$\frac{1}{4}$

$\frac{1}{4}$

$\frac{1}{4}$

$\frac{1}{4}$

**Sign up for a free account at [greatminds.org/signup](https://greatminds.org/signup) to access:**

- Homework Helpers (PK-12) (in Succeed workbook)
- Parent Tip Sheets (K-8)
- Grade Roadmaps (K-8)
- Sample problems
- Card Games
- Videos

**Parent resources are available in English and Spanish.**



# TIPS FOR HELPING YOUR CHILD



- Have your child explain what concepts they are learning.
- Ask questions:
  - *Can you explain?*
  - *What strategy did you use?*
  - *How else can you solve it?*
- Be positive about your child's math education.
- Use *Eureka Math* Parent Resources:
  - Parent Tip Sheets
  - Homework Helpers
  - Videos

**EUREKA MATH TIPS FOR PARENTS**

**KEY CONCEPT OVERVIEW**

Welcome to Grade 8! In the first topic of Module 1, students will be learning about operations (mathematical processes such as addition and subtraction) with terms that have **exponents**. They will learn how to use definitions and properties, often referred to as the laws of exponents, to perform these operations. Students will start by investigating the properties of exponents using only positive exponents (e.g.,  $8^2$  or  $(-7)^3$ ), and then they will extend their knowledge to exponents of zero (e.g.,  $8^0$ ) and **negative exponents** (e.g.,  $5^{-2}$  or  $(-3)^{-4}$ ).

You can expect to see homework that asks your child to do the following:

- Write a **repeated multiplication representation** using exponents.
- Recognize when standard numbers are showing an exponential pattern. For example, 2, 4, 8, 16, and 32 are equal to  $2^1$ ,  $2^2$ ,  $2^3$ ,  $2^4$ , and  $2^5$ , respectively.
- Change a given number to an **exponential expression** with a given base. For example, 25 to  $5^2$ .
- Determine whether an exponential expression is positive or negative.
- Simplify expressions using the properties/laws of exponents, including the **zeroth power** and negative powers.
- Explain his work, and prove that two expressions are equivalent by referencing the definition or property/law used.

**SAMPLE PROBLEM** (From Lesson 6)

$$5^{-2} \cdot 5^4 = \left(\frac{1}{5}\right)^2 \cdot 5^4$$

By definition of negative exponents

$$= \left(\frac{1}{5}\right) \cdot \left(\frac{1}{5}\right) \cdot 5^4 \cdot 5^4$$

By definition of exponential notation

$$= \frac{1}{5 \cdot 5} \cdot 5^4 \cdot 5^4$$

By 1st law of exponents

$$= \frac{1}{5^2} \cdot 5^8$$

By definition of negative exponents

**Properties of Exponents/Laws of Exponents**

For any numbers  $x, y$  and all integers  $a$  or negative integers  $a, b, c$ , the following rules apply:

Name of Rule	General Example	Another Example
1 <sup>st</sup> Law of Exponents	$x^a \cdot x^b = x^{a+b}$	$3^2 \cdot 3^3 = 3^{2+3} = 3^5$
2 <sup>nd</sup> Law of Exponents: Power to a Power	$(x^a)^b = x^{a \cdot b}$	$((-4)^2)^3 = (-4)^{2 \cdot 3} = (-4)^6$
3 <sup>rd</sup> Law of Exponents	$(x^a)^b = x^{a \cdot b}$	$(5g^2)^3 = 5^3 \cdot g^6$
Division of Exponents: Consequence of 1 <sup>st</sup> Law for Division	$\frac{x^a}{x^b} = x^{a-b}$	$\frac{4^8}{2^4} = 2^{8-4} = 2^4$
Reciprocal to a Power: Consequence of 3 <sup>rd</sup> Law for Division	$\left(\frac{1}{x}\right)^a = \frac{1}{x^a}$	$\left(\frac{1}{3}\right)^4 = \frac{1}{3^4}$
Definition of Negative Exponents	$x^{-a} = \frac{1}{x^a}$	$5^{-2} = \frac{1}{5^2}$

Additional sample problems with detailed answer steps are found in the *Eureka Math Homework Helpers* books. Learn more at [GreatMinds.org](http://GreatMinds.org).

For more resources, visit [Eureka.support](http://Eureka.support)

# TIPS FOR HELPING YOUR CHILD



**Cherry Hill Public Schools Resources for Parents**

**Eureka Math E-board**

# HOW TO PROMOTE MATHEMATICAL THINKING



- *Eureka Math* card games
- Tracking things over time
  - Height of a plant in the garden, amount of rainfall, etc.
- Adding math to activities they enjoy
  - Tallying the score at miniature golf, calculating expenses for a vacation, etc.
- Art project using geometric shapes



# Q&A

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**Mr. Patrick McHenry – Elementary  
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