

About the Cool-down Guidance Materials

In the Illustrative Mathematics curriculum, cool-downs are formative assessments given at the end of each lesson. Often, though, understanding of a concept is built incrementally through several lessons, so evidence of unfinished learning from a cool-down does not necessarily mean that the material from the lesson needs to be addressed again immediately.

The cool-down guidance documents should aid in deciding what to do when students struggle with the cool-down at the end of a lesson. Most of the time, students will have additional opportunities to develop their understanding of the material from the lesson, but without a lot of experience with this curriculum, it can be difficult to know when it is important to stop to address any issues.

Lesson	Support Level	Notes
Algebra 1 Unit 1		
Alg1.1.2	1. More Chances	Students will have more opportunities to develop language to describe the shape of a distribution and interpret data displays. Lesson 4 explicitly teaches distribution shapes, so students who are not yet describing data sets as having a shape will have lots of opportunities to explore this idea in Lesson 4.
Alg1.1.3	2. Points to emphasize	Look carefully at cool-downs to ensure students are able to create histograms and box plots. Select student work to share to highlight and correct common errors at the start of the next lesson.
Alg1.1.4	1. More Chances	There will be more opportunities for students to practice this language throughout the unit. These terms may be new to students. Use visual displays and refer back to the shape of distributions, pushing for precise language. Students need to have internalized this language by Lesson 10.
Alg1.1.5	3. Press pause	Use the results from the Check Your Readiness Assessment to anticipate student struggle with MAD. Consider using Algebra 1 Supports Lesson 5 before this lesson if students need substantial support calculating MAD. Students will have more opportunities with IQR and the concept of variability.

Each cool-down is placed into one of three support levels:

1. More chances. This is often associated with lessons that are exploring or playing with a new concept. Unfinished learning for these cool-downs is expected and no modifications need to be made for upcoming lessons.
2. Points to emphasize. For cool-downs on this level of support, no major accommodations should be made, but it will help to emphasize related content in upcoming lessons. Monitor the students who have unfinished learning throughout the next few lessons and work with them to become more familiar with parts of the lesson associated with this cool-down. Perhaps add a few minutes to the following class to address related practice problems, directly discuss the cool-down in the launch or synthesis of the warm-up of the next lesson, or strategically select students to share their thinking about related topics in the upcoming lessons.
3. Press pause. This advises a small pause before continuing movement through the curriculum to make sure the base is strong. Often, upcoming lessons rely on student understanding of the ideas from this cool-down, so some time should be used to address any unfinished learning before moving on to the next lesson.

Notes are provided with additional details about how to support student learning. Especially for the points to emphasize or press pause levels of support, lessons or activities are noted for closer attention.