Lesson	Support Level	Notes
Algebra 1 Unit 1		
Alg1.1.1	1. More Chances	Students will have more opportunities to explore these ideas. If students struggle with what qualifies as a statistical question, highlight the distinction again when students use the data they collected in Lesson 3.
Alg1.1.2	1. More Chances	Students will have more opportunities to develop lanaguage 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.
Alg1.1.6	1. More Chances	Students have lots of opportunities in the next several lessons to gain experience with spreadsheets.
Alg1.1.7	1. More Chances	Students have lots of opportunities in the next several lessons to gain experience with spreadsheets.
Alg1.1.8	1. More Chances	Students have lots of opportunities in the next several lessons to gain experience with spreadsheets.
Alg1.1.9	2. Points to emphasize	If students struggle with calculating IQR, launch 11.3 with a review of IQR, referring back to this cool-down and highlighting how to "see" IQR in a box plot
Alg1.1.10	2. Points to emphasize	If students struggle to recognize how mean and median are effected by extreme values, 11.2.2 provides an opportunity to highlight mean and median and which is the appropriate measure of center. The matching activity provides many examples to highlight whether the mean or the median is greater in a skewed distribution and why.

Lesson	Support Level	Notes
Alg1.1.11	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this Cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.1.12	1. More Chances	There will be more opportunities to discuss standard deviation. Use the results of the cool-down to determine what to emphasize. One key idea to emphasize is that data with the same shape (in the same scale) has the same variability. Use Optional Activity 13.3 for additional discussion of variability in context.
Alg1.1.13	2. Points to emphasize	If students struggle with this, you may want to begin the next lesson looking at this cool-down and asking students what information they used to match the description to the data.
Alg1.1.14	1. More Chances	Students will develop their understanding of outlier in Lessons 15 and 16. Use the activity synthesis for 15.2 to discuss the importance of calculating outlier rather than finding outlier by "feel." Contrast determining "is there an outlier?" with the data in 15.2 with Person D in 15.1 (or this cool-down) where there is clearly an outlier.
Alg1.1.15	2. Points to emphasize	If students struggle with either identifying the best measure of center to use based on the shape of data, or connecting mean to SD and median to IQR, invite selected students to share their data in Lesson 16 and discuss how they chose the appropriate measure of center and variability to describe their data set.
Alg1.1.16	n/a	N/A
Algebra 1 Unit 2		
Alg1.2.1	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.2.2	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding. Lessons 4 and 5 provide additional opportunities to analyze the meaning of variables in equations and write equations to represent a situation.

Lesson	Support Level	Notes
Alg1.2.3	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.2.4	1. More Chances	Lessons 8 and 9 provide more opportunities for discussion on solutions to two-variable equations and their meaning.
Alg1.2.5	2. Points to emphasize	Spend 5 minutes at the beginning of the next class reviewing the cool-down with students who struggled with this and try practice problem 4 for an additional opportunity to practice.
Alg1.2.6	1. More Chances	If the majority of students struggle with this cool-down, consider building in 3 minutes to the launch of Activity 7.2. If students struggled to find all of the equivalent equations, then showing the equations as a sequence—the original equation, followed by Equation B, then Equation E and asking, how do we know these are equivalent? Or consider showing the original equation with Equation C directly underneath. If multiple students identified incorrect equations as equivalent, you might consider showing the original equation with Equation A or D directly underneath and asking "what happened?" or "Did the same thing happen to both sides?" If only a few students struggle with this cool-down, then those are the students to support during Activity 7.2 and to pay careful attention to during the synthesis for 7.2
Alg1.2.7	2. Points to emphasize	Address student misconceptions about dividing by a variable at the beginning of the next lesson. If students struggle with division in the first part of the cool-down, look for moments to emphasize the procedure of doing the same thing to both sides in Lessons 8 and 9.
Alg1.2.8	1. More Chances	Lessons 9, 10, and 11 offer more chances to practice this.
Alg1.2.9	2. Points to emphasize	Before beginning 10.2 choose examples of student work that highlight common misconceptions about solving for a variable.
Alg1.2.10	2. Points to emphasize	*If students struggle to write the equation (and have struggled writing equations in general), spend 5 minutes in Lesson 11 looking at the kinds of situations that invite equations in slope-intercept form and the kinds of situations that invite an equation in standard form. *If students struggle to connect the graph to the situation, highlight during Lesson 11 the usefulness of transforming an equation from standard form to slope intercept form in order to find the slope and vertical intercept.

Lesson	Support Level	Notes
Alg1.2.11	3. Press pause	Provide students with more opportunities to practice converting from standard form to slope-intercept form if they continue to struggle here.
Alg1.2.12	1. More Chances	The cool-down of Lesson 15 gives another opportunity for students to discuss the meaning of a solution in context.
Alg1.2.13	2. Points to emphasize	In a subsequent lesson, highlight both ways to substitute and invite students to discuss the benefits or potential challenges in each. (The lesson synthesis for Lesson 14 is a place where substitution may be discussed again.)
Alg1.2.14	1. More Chances	Consider reviewing the strategy at the start of the next lesson of rewriting equations with subtraction as equivalent equations with addition (and similarly teaching the strategy "always add" and "multiply by a negative" for students who struggle with subtracting entire equations.
Alg1.2.15	2. Points to emphasize	Understanding the meaning of a solution to a system of equations in context is important. If students are still struggling with this, emphasize this in Activity 17.2
Alg1.2.16	1. More Chances	If students did not all choose to multiply the first equation by 3, consider examining the process of solving the equation by using both methods (either whole-class or in partnerships) and have a discussion about potential errors invited by multiplying the second equation by 2, versus multiplying the first equation by 3.
Alg1.2.17	1. More Chances	In Activity 24.4 (Clue #4) and Activity 25.1 (graph B), systems of inequalities with no solutions are shown, and will provide another opportunity to discuss when a system has no solutions and how to tell.
Alg1.2.18	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.2.19	1. More Chances	Activity 20.3 offers another opportunity to discuss determining if a solution set is greater than or less than a boundary value.
Alg1.2.20	1. More Chances	Students will have more opportunities in Lesson 23 to write inequalities to represent a situation
Alg1.2.21	1. More Chances	Activities 22.2 and 22.3 both provide additional opportunities to consider how to make decisions about which side of the boundary line to shade.

Lesson	Support Level	Notes
Alg1.2.22	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.2.23	2. Points to emphasize	Select student work from the cool-down to highlight in the next lesson, with attention to ways to determine which side of the boundary line to shade.
Alg1.2.24	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.2.25	3. Press pause	If students are still struggling to shade graphs appropriately, highlight student work from the cool-down to address misconceptions and assign practice problems from this lesson for additional opportunities for students to practice
Alg1.2.26	n/a	N/A
Algebra 1 Unit 3		
Alg1.3.1	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.3.2	2. Points to emphasize	Before launching Activity 3.2, share selected examples of student work on the cool-down and discuss: "Which total would we look at to answer the question in the cool-down? Which question would we be answering if we used the total from the columns?"
Alg1.3.3	1. More Chances	Recognizing associations between data is an ongoing conversation throughout this unit, particularly in Lessons 7–10.
Alg1.3.4	2. Points to emphasize	This is a great opportunity to highlight that we have to look at axes and demonstrate the usefulness of using an equation for a fit line, rather than sketching on a graph. This will be revisited on the Lesson 5 cool-down.

Lesson	Support Level	Notes
Alg1.3.5	2. Points to emphasize	Lesson 10 provides an additional opportunity to work with fitted lines.
Alg1.3.6	2. Points to emphasize	If students struggle here, select sample student work to discuss and assign practice problems to revisit this topic. Residuals will not be discussed again in this unit.
Alg1.3.7	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.3.8	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.3.9	2. Points to emphasize	If students struggle to describe relationships between variables, spend the first five minutes of Lesson 10 highlighting key ideas from cool-downs in Lessons 7–9 for students to focus on during their work in Lesson 10.
Alg1.3.10	n/a	N/A
Algebra 1 Unit 4		
Alg1.4.1	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.4.2	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.

Lesson	Support Level	Notes
Alg1.4.3	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.4.4	2. Points to emphasize	If students continue to struggle with function notation, look carefully at student work and use the activity synthesis in Lesson 5 Activity 2 to clarify misconceptions from student work. If there is time, consider having students revise their cool-downs or Lesson 4 practice problems 3, 4, or 6 as an additional assessment opportunity.
Alg1.4.5	3. Press pause	At this point, students need to be able to evaluate and interpret equations given in function notation. If students continue to struggle, select examples of cool-downs from this unit to highlight and clarify misconceptions, then have students work to revise cool-downs and reflect on their misconceptions. Practice problems 1, 3, 4, and 5 from this lesson all provide opportunities for practice and additional formative assessment.
Alg1.4.6	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.4.7	2. Points to emphasize	Student errors on this cool-down are a great opportunity to highlight the importance of using the numbers on the axes rather than just counting, and also the importance of thinking about context when stating the rate of change. You might address errors after Lesson 8 Activity 1 by showing a few examples of student work from this cool-down to address misconceptions. Unit 5 Lessons 10 and 15 offer more opportunities to review this concept.
Alg1.4.8	2. Points to emphasize	If students struggle to start the graph because there are no numbers, consider taking some time in a subsequent lesson to model a think-aloud for doing this cool-down, and then having students try practice problem 3 from Lesson 8. Students will revisit the concept of y-intercept as the "starting point" of a graph, x-intercept as "ground-level" in Units 5 and 6, so they will also have more chances to practice these ideas.
Alg1.4.9	2. Points to emphasize	Share a few examples of student work in a subsequent lesson to highlight misconceptions.
Alg1.4.10	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.

Lesson	Support Level	Notes
Alg1.4.11	1. More Chances	If students are still struggling with domain and range, examine errors in the cool-down, make sure to discuss domain and range during each of the activities in Lesson 12.
Alg1.4.12	2. Points to emphasize	Lesson 14 Activity 2 offers another opportunity to examine rules for piecewise functions given in function notation. If students struggle with this, consider offering feedback on the cool down and paying close attention to the piecewise notation in 14.2
Alg1.4.13	1. More Chances	The next lesson provides more practice with these concepts.
Alg1.4.14	2. Points to emphasize	If students struggle with absolute value notation, consider spending five minutes in a subsequent lesson discussing common misconceptions on the cool-down. Lesson 15 practice problem 8 offers an additional opportunity to work with absolute value.
Alg1.4.15	1. More Chances	You might try discussing student observations for practice problem 1, because the context of ages clarifies that writing inverse functions is more than just "swapping" variables.
Alg1.4.16	2. Points to emphasize	Lesson 17 offers further practice with writing and interpreting inverse functions. Spend a few minutes at the beginning of Lesson 17 addressing common misconceptions, and monitor during Lesson 17 Activity 2 as students work again on writing inverse functions.
Alg1.4.17	2. Points to emphasize	Support students who were successful in solving for unknowns, but had errors in their equations by sharing student work that solved for the unknown using several equations and doing a think aloud for how to translate those steps into a single equation. Lesson 18 practice problem 4 could allow another opportunity for students to try consolidating multiple steps into one equation.
Alg1.4.18	n/a	N/A
Algebra 1 Unit 5		
Alg1.5.1	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.

Lesson	Support Level	Notes
Alg1.5.2	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.5.3	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.5.4	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.5.5	2. Points to emphasize	If students are still struggling with writing equations to represent exponential growth or decay, highlight a few examples from cool-downs and use practice problems from this lesson to provide further opportunities to examine the meaning of a and b terms and to practice writing equations to represent exponential decay.
Alg1.5.6	2. Points to emphasize	If a significant number of students choose option a, consider doing a think aloud in class to determine the rate of decay. Assign a practice problem from this lesson for students to consolidate their thinking. If students struggle to explain their reasoning, select a few examples of student work and discuss as a class what makes the reasoning clear or how the reasoning might be strengthened.
Alg1.5.7	2. Points to emphasize	If students struggle to interpret negative exponents, use student work from this cool-down to guide a brief discussion on the topic in a subsequent lesson.
Alg1.5.8	2. Points to emphasize	If students struggle with function notation, there will be more chances throughout the unit to strengthen their understanding, so there is no need to slow down. However, if students are misinterpreting the scales on the graph, spend a few minutes in the next lesson, perhaps during Activity 2, eliciting strategies for correctly interpreting axes.
Alg1.5.9	2. Points to emphasize	Students will have more opportunities to interpret graphs, so use the results from this cool-down to choose points to emphasize in subsequent lessons and highlight and reinforce strategies for identifying points on graphs.
Alg1.5.10	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.

Lesson	Support Level	Notes
Alg1.5.11	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.5.12	1. More Chances	The warm up in Lesson 13 provides an opportunity to discuss the ideas in this cool-down. Use the information you get about student thinking from this cool-down to guide the synthesis of the warm up in Lesson 13.
Alg1.5.13	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.5.14	1. More Chances	Use student work from this cool-down to guide discussions about percent increase and decrease in subsequent lessons. Consider assigning practice problems for students who are still struggling with this concept.
Alg1.5.15	1. More Chances	The warm up in Lesson 16 explores the content in this cool-down. Use student thinking from this cool-down to guide the synthesis of the warm up. If time permits, you might consider returning the cool-down to students after the synthesis of the warm up and ask them to revise their thinking in class, or assign a revision to the cool-down as homework. This is an opportunity to use the Math Language Routine 3: Critique, Correct, Clarify.
Alg1.5.16	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.5.17	2. Points to emphasize	Use student work from this cool-down to guide the activity syntheses in Lesson 18.
Alg1.5.18	3. Press pause	If students are still struggling with writing equations to represent compound interest, consider having students look at cool-downs from recent lessons, and using the MLR3 Critique, Correct, Clarify to analyze common misconceptions. Then, have students revise their own cool-downs and assign a few relevant practice problems for students to work on during class to consolidate their thinking.
Alg1.5.19	2. Points to emphasize	Take a few minutes in the next lesson to discuss a few approaches to estimate values to compare the two functions.

Lesson	Support Level	Notes
Alg1.5.20	1. More Chances	Students will have additional opportunities to compare linear and exponential growth in Unit 6, so there is no need to slow down.
Alg1.5.21	n/a	N/A
Algebra 1 Unit 6		
Alg1.6.1	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.6.2	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.6.3	2. Points to emphasize	Emphasize the idea that in a pattern of shapes, the step number is the input. Use student examples or a think-aloud to show strategies for writing expressions for a visual pattern.
Alg1.6.4	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.6.5	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.6.6	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.

Lesson	Support Level	Notes
Alg1.6.7	2. Points to emphasize	If students are still struggling to interpret the graphs, spend time before the Mid-Unit Assessment (after Lesson 10) ensuring that students can interpret the x- and y-intercepts, and the vertex. Practice problems, in addition to feedback on cool-downs and highlighted examples, can support student thinking.
Alg1.6.8	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.6.9	2. Points to emphasize	Use student work to identify and address common errors and strategies to use to avoid errors (for example, making a diagram, re-writing expressions with subtraction as equivalent addition problems). Consider making an anchor chart that highlights these strategies to support student work with factoring in Unit 7.
Alg1.6.10	1. More Chances	If students struggle on this cool-down, use the warm-up in Lesson 11 to emphasize the x-coordinates by using substitution to verify that x-intercepts are where f(x) = 0.
Alg1.6.11	2. Points to emphasize	If students struggle to identify the x and y-intercepts, use the Card Sort in Lesson 12 to highlight key ideas based on student work in the cool down.
Alg1.6.12	3. Press pause	If students are still struggling with finding x- and y-intercepts of the graph, consider skipping lesson 13 and, instead, addressing misconceptions in the cool-downs and working on practice problems.
Alg1.6.13	1. More Chances	This lesson goes beyond the depth of understanding required to address the standards, so there is not a need to slow down if students struggle with these ideas.
Alg1.6.14	3. Press pause	If students struggle to interpret functions in context, plan to spend extra time on this topic before the assessment by reviewing activities and practice problems.
Alg1.6.15	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.6.16	2. Points to emphasize	Use student work from this cool-down (or think-aloud if student work does not show these strategies) to demonstrate finding the y-intercept or other key points on the graph that would make graphing easier.
Alg1.6.17	1. More Chances	Students will revisit vertex form at the end of Unit 7. This cool-down goes beyond the understanding of vertex form students need to demonstrate on the EOU Assessment (see Problem 6).

Lesson	Support Level	Notes
		Algebra 1 Unit 7
Alg1.7.1	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.7.2	1. More Chances	If students do not yet recognize that the factored form helps find the zeros of a quadratic function, carefully plan the launch and activity synthesis of Activity 4.3 in order to address misconceptions.
Alg1.7.3	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.7.4	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.7.5	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.7.6	1. More Chances	If students make computational errors, address those in the next lesson and emphasize the use of diagrams.
Alg1.7.7	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.7.8	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.

Lesson	Support Level	Notes
Alg1.7.9	3. Press pause	If students are still making substantial errors with factoring, spend some time reviewing student work from cool-downs and providing additional practice opportunities through practice problems.
Alg1.7.10	2. Points to emphasize	If students struggle with factoring and don't solve the equation using another method (such as graphing), this is an excellent opportunity to highlight that factoring is not always the most efficient path to a solution (and is not always a possible path to a solution). Highlight different approaches to solving this problem in a subsequent lesson. If your state standards emphasize solving quadratic equations with leading coefficient greater than 1, revisit this problem in a subsequent lesson and assign additional practice problems for review of this topic.
Alg1.7.11	1. More Chances	If students solve the second equation by factoring and using the zero product property, plan to highlight this in the lesson synthesis for Lesson 12, and state that Lesson 13 explores equations that cannot be easily factored, but can be solved by completing the square.
Alg1.7.12	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.7.13	1. More Chances	If students struggle to complete the square in this example, emphasize the first step of solving by completing the square in the next lesson.
Alg1.7.14	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.7.15	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.7.16	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.

Lesson	Support Level	Notes
Alg1.7.17	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.7.18	2. Points to emphasize	Use student work from this cool-down and the last cool-down to highlight common errors that students are making or not identifying as errors.
Alg1.7.19	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.7.20	2. Points to emphasize	If students struggle with the second question, this is a good opportunity to introduce the idea of using a counterexample. If possible, share some student work that shows counterexamples. The next lesson will provide additional opportunities to explore properties of rational and irrational numbers. Use student work to guide which parts of the next lesson you will highlight or emphasize.
Alg1.7.21	2. Points to emphasize	Take a few minutes in the next lesson to highlight strong examples of student work, or generate some convincing arguments as a class.
Alg1.7.22	1. More Chances	Students will have more opportunities to understand the mathematical ideas in this cool-down, so there is no need to slow down or add additional work to the next lessons. Instead, use the results of this cool-down to provide guidance for what to look for and emphasize over the next several lessons to support students in advancing their current understanding.
Alg1.7.23	3. Press pause	If students struggle to transform quadratic expressions into vertex form, and it is emphasized in your standards, take a few minutes from the next lesson to highlight examples of misconceptions from student work and use practice problems for additional opportunities to practice.
Alg1.7.24	3. Press pause	If students struggle with the cool-down, they may need some additional opportunities for practice and review before the test.