| Lesson | Support Level | Notes |
|---|---|---|
| **Algebra 1 Unit 1** | | |
| **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. |
| **Alg1.1.11** | 1. More Chances | |
| **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. |

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| **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. |
| **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. |

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| **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?"<br>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.<br>*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. |
| **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 |

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| **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. |
| **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 |