Grade 1 Unit 1 Cool-Down Guidance

Lesson	Response to Student Thinking	Support
1	Checklist	
2	Students write an expression other than 5 + 2 or 2 + 5.	During the synthesis of the next day's warm-up, have students write an expression to match each set of dot cubes.
3-5, 7-9	Checklist	
11	Students write a statement about the data that is not true.	During the launch of the next day's activity, have students share statements that are true about the data in the new representation.
12	Students get answers other than 9 and 17.	During the launch of the next day's activity, have students discuss what the data representation shows. For example, have students name the categories and explain where they see how many students chose each.
13	Checklist	After the warm-up, have students discuss their strategies for

Grade 1 Unit 2 Cool-Down Guidance

Lesson	Response to Student Thinking	Next Day Support
1	Checklist	
2	Students get answers other than 9.	After the warm-up, have students discuss their strategies for finding to the total number of books. Have students represent the value with manipulatives.
3	Checklist	
4	Students get answers other than 4.	After the warm-up, have students discuss their strategies for finding the number of books she got from the library. Have students represent the value with manipulatives.
6	Checklist	
7	Students write an expression with a total other than 7 and addends other than 3 and 4.	During the launch of the first activity in the next lesson, display the image from this cool-down and ask students to share an equation that matches the image and explain how they match.
8	Students write a number other than 5 for the number of yellow counters.	Before the launch of the next lesson, ask students to share different methods for finding the number of yellow counters under the cup.
9	Checklist	
11	Students make the towers the same by adding seven blue cubes, but write an equation that has parts other than 3 and 7.	Ask students to make the towers the same using cubes of a third color. Then use the tower with two colors to find the parts to use in the equation.
12	Students write an answer other than 2 for how many more students there are than homework papers.	During the warm-up, have students share methods for figuring out how many more there are in one category than another. Discuss how this relates to the problem in the cool-down.
13	Students write a number other than 5 for how many fewer erasers there are than pencils.	Launch the first activity with a discussion on the meaning of fewer and what it means in the context of the cool-down.
14-15, 17	Checklist	
18	Students circle one equation that matches the story problem.	During the launch of the next day's activity, have students use two-color counters to represent the problem in the cool-down and how the two different equations match the problem.
19	Students write any question other than 5 + $\underline{3}$ = 8 or 8 – 5 = $\underline{3}$ (with or without unknown value of 3 in the equation).	After the warm-up, have students discuss their strategies for writing equations and what each value means. Have students represent with manipulatives.
20	Checklist	

Grade 1 Unit 3 Cool-Down Guidance

Lesson	Response to Student Thinking	Next Day Support
1	Checklist	
2	Students write an explanation other than the two expressions having the same sum because they have the same numbers in a different order.	Create a poster with a diagram that represents the cool-down.
3	Students circle an equation that is not true.	Before the launch of the next day's activity, have students demonstrate why each equation from the cool-down is true or false using connecting cubes or two-color counters.
4	Checklist	
5	Students find the value of the differences to be any number other than 3 and 7.	Before beginning the next lesson, have students use connecting cubes or two-color counters to represent the problems from the cool-down.
6	Students write a number other than 5 for the unknown number.	Launch the lesson by highlighting the important points of the previous lessons, specifically the using the commutative property and the relationship between addition and subtraction to solve a Start Unknown problem.
8	Students count all the connecting cubes to find out how many there are.	During the launch of the first activity in the next lesson, have students practice counting on from 10 as you count a tower of connecting cubes and single cubes.
9	Students write numbers other than 19 and 2 for the missing values.	After the warm-up in the next day's lesson, display 14 on a double 10-frame and the equations $10 + 4 = \square$ and $10 + \square = 14$. Use the 10-frames to show where we see the missing value in each equation.
10	Students write numbers other than 6, 9, and 10 for the missing values.	During the activities, ask students to draw a picture or use counters to represent a problem before solving.
11-13, 15	Checklist	
16	Students write a number other than 18 for the value of the sum.	Before beginning the next lesson, have students use connecting cubes or two-color counters to represent the problems from the cool-down.
17	Students count all to find the sum.	During the warm-up, use the 10-frame images to demonstrate making a ten to help find the sum.
18-19	Checklist	
20	Students count all to find the total number of primates.	During the launch of the first activity, use the double 10-frame to demonstrate making a ten when adding three numbers.
21	Checklist	
22	Students take away six and count all that are left to find the difference.	Launch the lesson by highlighting the subtraction methods discussed in the previous lesson.
23-24	Checklist	
25	Students write a number other than 6 and 5 for the values of the differences.	Before beginning the next lesson, have students use connecting cubes or two-color counters to represent the problems from the cool-down. Discuss strategies (counting on, taking away, counting back).
26	Checklist	

Grade 1 Unit 4 Cool-Down Guidance

Lesson	Response to Student Thinking	Next Day Support
1	Checklist	
2	Students count by one to determine how many cubes.	During the warm-up, have students practice counting the cubes towers by ten.
3	Checklist	
4	Students count each cube in the tower to confirm it is ten.	During center time, encourage students to count collections with towers of ten.
6-9	Checklist	
10	Students write 79 instead of 97.	Create a poster with a diagram that represents the 7 ones and 9 tens. Discuss why this number is written 97 instead of 79.
11	Students count all.	Launch Activity 1 by having students practice counting by tens starting at numbers other than 10. For example, starting at 32, count 42, 52, 62 . . .
12, 14	Checklist	
15	Students circle statements that are not true.	Launch the warm-up by reviewing the meaning of the > and < symbols and the display created in the lesson.
16	Students reverse the symbols and write statements that are not true.	Refer students to the visual created in the previous lesson.
17	Students circle 8, 74, or 99.	Before the warm-up, display the list of numbers from the cool down. "Which numbers are more than 75?" Erase all that are less than 75. "Which of these numbers are less than 95?" Erase all that are more than 95. "These numbers are more than 75 but less than 95."
19	Checklist	
20	Students represent a number other than 68.	Before the warm-up, have students work in partners to discuss correct responses to this cool-down.
21	Students write a comparison statement that is not true.	During the warm-up, review the meaning of the symbols, > and <.>

Grade 1 Unit 5 Cool-Down Guidance

Lesson	Response to Student Thinking	Next Day Support
1	Students write numbers other than 57 and 79 to make the equations true.	Before the warm-up, have students work in partners to discuss a correct response to this cool-down.
2	Checklist	
3	Students write a number other than 67 for the sum.	Before beginning the lesson, review different methods for finding the value of 14 + 53.
5-6	Checklist	
7	Students count on by one to find the value of the sum.	During the synthesis of the warm-up, use connecting cubes in towers of 10 and singles to demonstrate making a new ten in order to find the value of the sum and write the matching equations.
9	Students write something other than 73 as the value.	Encourage students who find sums mentally to check their thinking with connecting cubes in towers of 10 and singles.
10	Checklist	
11	Students circle a preferred method but do not explain why they like that method.	During the synthesis of the first activity, invite students to share why they like the method they chose.
12	Students add tens and tens and ones and ones, but only record 37 + 44 = 81.	Create groups of students based on the methods used. Have students share the equations they wrote for both of the cool-down problems.

Grade 1 Unit 6 Cool-Down Guidance

Lesson	Response to Student Thinking	Next Day Support
1	Checklist	
2	Students write "The pencil is shorter than the marker."	During the launch of the next day's activity, have students use objects or drawings to represent the problem in the cool-down.
3, 5-6	Checklist	
7	Students say Priya's measurement is accurate.	Launch Warm-up or Activity 1 by highlighting importance of accurately measuring objects.
8	Checklist	
9	Students write numbers other than 107, 97, and 117.	Create a poster of numbers 100–120 for students to reference.
11	Students add 6 + 13.	Create a poster with a diagram that represents the cool-down.
12	Checklist	
13	Students subtract 7 from 8.	During the launch of the next day's activity, have students use cubes to represent the problem in the cool-down.
14	Students only choose option C (13 – 4 = 9).	Launch Activity 1 by highlighting the important ideas from the previous lesson.
15	Students add 20 and 10 together.	Before the warm-up, have students work in partners to discuss a correct response to this cool-down.

Grade 1 Unit 7 Cool-Down Guidance

Lesson	Response to Student Thinking	Next Day Support
1	Students do not yet identify at least two things they know about solid shapes.	Throughout the lesson, ask, "What did you learn yesterday that was helpful in this activity?"
2	Checklist	
3	Students place the trapezoid in the group of triangles, or the triangle in the group of quadrilaterals.	During the warm-up, have students share different ways to describe the shapes.
4-5	Checklist	
6	Students choose a shape that is not a rectangle.	Create a poster with a diagram that represents the cool-down.
7	Checklist	
9	Students partition the shapes into pieces that are not the same size.	Launch Warm-up or Activity 1 by highlighting important ideas from previous lessons.
10	Students choose either “a fourth” or "a quarter" to describe the piece shaded, not both.	Launch warm-up or Activity 1 by highlighting key vocabulary from previous lessons.
11	Checklist	
13	Students circle clocks that show times other than 5:00.	Create a poster with a diagram of an analog and digital clock showing __ o'clock. Highlight the position of the hands on the clock.
14	Students circle a clock that doesn't show 2:30.	Add to the poster created earlier to include times to the half hour. Highlight the position of both hands on the clock at half past an hour.
15	Students write times other than 11:00 and 6:30.	During the launch of the first activity, have students practice telling time to the hour and half hour and explaining how they know the time based on the position of the hands on the clock.
16	Students draw hands on the clock that show times other than 6:00 and 12:30.	Before the launch of the next day's activities, have students work with a partner to represent the times in the cool-down.