

Lesson	Support Level	Notes
<b>Grade 6 Unit 1</b>		
<b>6.1.1</b>	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.
<b>6.1.2</b>	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.
<b>6.1.3</b>	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.
<b>6.1.4</b>	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.
<b>6.1.5</b>	2. Points to emphasize	If students struggle with finding the area of parallelogram in the Cool-down, plan to revisit parallelograms when opportunities arise over the next several lessons. For example, in Activity 2 of Lesson 6, students practice and reason finding the area of parallelograms.
<b>6.1.6</b>	2. Points to emphasize	If students struggle finding the area of a parallelogram without a grid to count from in the Cool-down, plan to find the area of a parallelogram when opportunities arise over the next several lessons. For example, in the Lesson 7 practice problems, it gives opportunity to practice finding areas off the grid. Encourage them to try solving using $b \cdot h$ .
<b>6.1.7</b>	3. Press pause	If students struggle with this Cool-down, and possibly previous related Cool-downs, working with the are of parallelograms and triangles, make time to revisit the work of 6.1.4. See the Course Guide for ideas to help students re-engage with earlier work.
<b>6.1.8</b>	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.

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<b>6.1.9</b>	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.
<b>6.1.10</b>	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.
<b>6.1.11</b>	2. Points to emphasize	If students struggle with figuring out what characterizes a polygon in the Cool-down, plan to revisit this idea when opportunities arise over the next several lessons. For example, in the first practice problem of Lesson 11, it gives students more time to practice identifying polygons.
<b>6.1.12</b>	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.
<b>6.1.13</b>	2. Points to emphasize	If students struggle with identifying polyhedra in the Cool-down, plan to revisit this idea when opportunities arise over the next several lessons. For example, in Activity 1 of Lesson 14, students are asked to match nets with their respective polyhedra. This is a great opportunity to emphasize properties of polyhedra.
<b>6.1.14</b>	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.
<b>6.1.15</b>	2. Points to emphasize	If students struggle with identifying polyhedra and their proper nets in the Cool-down, plan to emphasize nets when opportunities arise over the next lesson. For example, problems 4 and 5 of the homework emphasize this concept.
<b>6.1.16</b>	2. Points to emphasize	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.

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<b>6.1.17</b>	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.
<b>6.1.18</b>	3. Press pause	If students struggle with this Cool-down, and possibly previous related Cool-downs, working with the idea of both surface area and volume, make time to revisit the work of the practice problems in sections 6.1.17 and 6.1.18. See the Course Guide for ideas to help students re-engage with earlier work.
<b>6.1.19</b>	n/a	N/A
Grade 6 Unit 2		
<b>6.2.1</b>	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.
<b>6.2.2</b>	1. More Chances	If students struggle with the general concept of describing ratios in the cool-down, plan to focus on the verbal description of ratios when opportunities arise over the next several lessons. For example, in Activity 2 of Lesson 4, ask students to clearly articulate the association between two quantities.
<b>6.2.3</b>	2. Points to emphasize	If students struggle with coming up with a correct divisor in the cool-down, plan to find a correct divisor when opportunities arise over the next several lessons. For example, practice problems 2 and 3 in Lesson 5 gives students opportunities to practice this idea in the context of determining equivalent ratios.
<b>6.2.4</b>	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.
<b>6.2.5</b>	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs, working with the idea of both surface area and volume, make time to revisit the work of the practice problems in sections 6.1.17 and 6.1.18. See the Course Guide for ideas to help students re-engage with earlier work.
<b>6.2.6</b>	2. Points to emphasize	If students struggle with aligning equivalent ratios in the cool-down, plan to focus on aligning ratios when opportunities arise over the next several lessons. For example, in Activity 2 of Lesson 7, use the opportunity to continue to emphasize and practice equivalent ratios.

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<b>6.2.7</b>	2. Points to emphasize	If students struggle with evenly spacing lines in the cool-down, plan to focus on spacing lines properly when opportunities arise over the next several lessons. For example, in Activity 2 of Lesson 8, have students set up two sets of tick marks lined up vertically in pairs.. Tick marks should be evenly spaced.
<b>6.2.8</b>	2. Points to emphasize	If students struggle with calculating a unit rate in the cool-down, plan to emphasize the calculation of finding a unit rate when opportunities arise over the next several lessons. For example, in Activity 2 and 3 of Lesson 9, probe students on how to find a unit rate (in this context, as a unit of time) before extending it in a phrase.
<b>6.2.9</b>	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.
<b>6.2.10</b>	3. Press pause	If students struggle with this cool-down, and possibly previous related cool-downs, working with the concept of comparing rates, make time to revisit the work of Lesson 8 as well as the first two practice problems in Lesson 9 to revisit both how to both interpret and find unit rates.
<b>6.2.11</b>	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.
<b>6.2.12</b>	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.
<b>6.2.13</b>	2. Points to emphasize	If students struggle with comparing values in double number lines in the cool-down, plan to revisit comparing tables and values when opportunities arise over the next several lessons. For example, in the first three practice problems in Lesson 13, continue to compare and interpret tables by finding unit rates.
<b>6.2.14</b>	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.

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<b>6.2.15</b>	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.
<b>6.2.16</b>	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs working with tape diagrams to make sense of ratios, make time to revisit the work of Lessons 14 and 15. See the Course Guide for ideas to help students re-engage with earlier work.
<b>6.2.17</b>	n/a	N/A