Lesson	Support Level	Notes
Grade 6 Unit 1		
6.1.1	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.
6.1.2	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.
6.1.3	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.
6.1.4	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.
6.1.5	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.
6.1.6	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*h.
6.1.7	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.
6.1.8	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
6.1.9	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.
6.1.10	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.
6.1.11	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.
6.1.12	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.
6.1.13	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.
6.1.14	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.
6.1.15	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.
6.1.16	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.

Lesson	Support Level	Notes
6.1.17	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.
6.1.18	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.
6.1.19	n/a	N/A
		Grade 6 Unit 2
6.2.1	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.
6.2.2	2. Points to emphasize	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.
6.2.3	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.
6.2.4	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.
6.2.5	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs, working with the idea of equivalent ratios, make time to revisit the work of the practice problems in sections 6.2.3 and 6.2.4. See the Course Guide for ideas to help students re-engage with earlier work.

Lesson	Support Level	Notes
6.2.6	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.
6.2.7	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.
6.2.8	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.
6.2.9	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.
6.2.10	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.
6.2.11	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.
6.2.12	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.
6.2.13	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.
6.2.14	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.

Lesson	Support Level	Notes
6.2.15	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.
6.2.16	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.
6.2.17	n/a	N/A
		Grade 6 Unit 3
6.3.1	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.
6.3.2	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.
6.3.3	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.
6.3.4	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 practice problem in Lesson 5, continue to compare and interpret double number lines.
6.3.5	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.

Lesson	Support Level	Notes
6.3.6	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.
6.3.7	2. Points to emphasize	If students struggle calculating a unit rate in the cool-down, plan to revisit comparing finding a unit rate given missing information in a table when opportunities arise over the next several lessons. For example, in the first two practice problems in Lesson 7, continue with calculating unit rates.
6.3.8	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.
6.3.9	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs interpreting and comparing rates in context, make time to revisit the work of Lessons 7–10. See the practice problems for ideas to help students re-engage with earlier work.
6.3.10	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.
6.3.11	2. Points to emphasize	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 Lesson 12, Activity 2, ask students to clearly articulate the association between Jada's puppies and cost as they begin working on tape diagrams.
6.3.12	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.
6.3.13	2. Points to emphasize	If students struggle with the general concept of finding percentages 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 14 ask students to figure out the information needed to solve percentage problems.

Lesson	Support Level	Notes
6.3.14	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.
6.3.15	2. Points to emphasize	If students struggle with the general concept of using a formula to find percentages in the cool-down, plan to focus on the verbal description of ratios when opportunities arise over the next several lessons. For example, in Activities 2 and 3 of Lesson 14 ask students to analyze the information needed to find a percentage.
6.3.16	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs working with the standard procedure to make sense of percentages, 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.
6.3.17	n/a	N/A
Grade 6 Unit 4		
6.4.1	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.
6.4.2	2. Points to emphasize	If students struggle with the general concept of representing division accurately (with a tape diagram) in the cool-down, plan to focus on setting up a tape diagram when opportunities arise over the next several lessons. For example, in Activity 2 and 3 of Lesson 5, ask students to create an equation and a diagram to represent a division situation.
6.4.3	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.
6.4.4	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.

Lesson	Support Level	Notes
6.4.5	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.
6.4.6	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.
6.4.7	1. More Chances	If students struggle with the general concept of representing division accurately (with a tape diagram) in the cool-down, plan to focus on setting up a tape diagram when opportunities arise over the next several lessons. For example, in Activity 2 and 3 of Lesson 5, ask students to create an equation and a diagram to represent a division situation.
6.4.8	2. Points to emphasize	If students struggle with the general concept of using a tape diagram to represent a (fractional) division in the cool-down, plan to focus on setting up a tape diagram when opportunities arise over the next several lessons. For example, in Activity 2 and 3 of Lesson 9 are good opportunities to ask students to create a diagram, along with an equation, to represent a division situation.
6.4.9	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.
6.4.10	2. Points to emphasize	If students struggle with the general concept of dividing a whole number by a fraction in the cool-down, plan to focus on setting up a tape diagram when opportunities arise over the next several lessons. For example, in Activity 2 and 3 of Lesson 10 which focuses on a fraction of a fraction, ask students to create an equation and a diagram to represent a division situation.
6.4.11	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.
6.4.12	2. Points to emphasize	If students struggle with the general concept of writing a division equation with fractions in the cool-down, plan to focus on setting up a tape diagram when opportunities arise over the next several lessons. For example, in the practice problems in Lesson 12 there is a focus on a fraction of a fraction, ask students to create an equation to represent a division situation.

Lesson	Support Level	Notes
6.4.13	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.
6.4.14	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.
6.4.15	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.
6.4.16	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs working with the standard procedure to make sense of dividing fractions, make time to revisit the work of Lessons 7 -10. See the practice problems for ideas to help students re-engage with earlier work.
6.4.17	n/a	N/A
		Grade 6 Unit 5
6.5.1	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.
6.5.2	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.
6.5.3	2. Points to emphasize	To support students in making the connection between place value and unbundling as they develop proficiency with computing sums and differences, consider making the corresponding base-10 diagrams visible in 4.2.

Lesson	Support Level	Notes
6.5.4	3. Press pause	A visual may support students in making sense of the context to determine which operation they want to use. Consider using select prompts from Lesson 5 practice problems, questions 5 or 6 to re-engage students.
6.5.5	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.
6.5.6	2. Points to emphasize	If students are struggling to connect the structure of the numbers and place value, consider amplifying this connection when discussing computations in Lesson 7 Activity 3.
6.5.7	2. Points to emphasize	Support students to continue to look for and attend to the place value. Consider making visible in fraction form, as opportunities surface write and highlight equivalence statements like 0.3 = 3/10.
6.5.8	3. Press pause	If students continue to struggle to connect place value, fraction form, and partial products, plan to spend extra time on this topic through various practice problems or revisiting activities before the assessment. Consider prompts like in Lesson 8 practice problem set, question 3.
6.5.9	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.
6.5.10	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. Consider making visible connections between notation and what they represent by using various representations.
6.5.11	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. Continue making visible connections between notation and what they represent, consider the use of a base-10 diagram.
6.5.12	2. Points to emphasize	If students struggle with long division, continue to use base-10 diagrams and notate using partial quotients in upcoming lessons. If students struggle with question 2, there will be more opportunities in the next lesson.

Lesson	Support Level	Notes
6.5.13	2. Points to emphasize	To support students in making the intended connections, invite students to generate equivalent expressions in order to approach computations strategically, as needed within the next lesson. One such opportunity comes in Activity 14.2 question 2.
6.5.14	3. Press pause	If students continue to struggle to apply understandings of operations with decimals in context, plan to spend extra time on this topic reviewing practice problems or revisiting activities before the assessment. Consider engaging students in Unit 6 Lesson 1 practice problem question 5, if other prompts do not surface.
6.5.15	n/a	N/A
Grade 6 Unit 6		
6.6.1	2. Points to emphasize	If students struggle with representing given equations with a tape diagram in the cool-down, plan to focus on tape diagrams when opportunities arise over the next several lessons. For example, in Activity 2.2 Storytime, encourage students to draw a tape diagram for each prompt.
6.6.2	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.
6.6.3	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.
6.6.4	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.
6.6.5	2. Points to emphasize	If students struggle with recognizing the complex fraction as equivalent to other expressions in the cool-down, plan to focus on complex fractions when opportunities arise over the next several lessons. For example, in Activity 7.2 Representing a Percentage Problem with an Equation, consider using fraction form of percentages to amplify this connection.

Lesson	Support Level	Notes
6.6.6	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.
6.6.7	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.
6.6.8	2. Points to emphasize	If students struggle with determining if expressions are equivalent in the cool-down, plan to focus on this idea when opportunities arise over the next several lessons. For example, in the practice problem sets for Lessons 8 and 9, consider inviting students to reflect on the reasoning they go through in prompt 3 (Lesson 8 practice) and prompt 5 in (Lesson 9 practice).
6.6.9	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.
6.6.10	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs, working with the distributive property, plan to engage students in optional Lesson 11, which serves as additional practice on this topic. See the Course Guide for ideas to help students re-engage with earlier work.
6.6.11	2. Points to emphasize	If students struggle with determining if expressions are equivalent in the cool-down, plan to focus on this idea when opportunities arise over the next several lessons. For example, in the practice problem sets for Lessons 12 and 13, consider inviting students to reflect on the reasoning behind prompt 7 (Lesson 12 practice) and prompt 5 in (Lesson 13 practice).
6.6.12	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.
6.6.13	2. Points to emphasize	If students struggle with understanding the connection between repeated multiplication and exponents in the cool-down, plan to focus on this idea when opportunities arise over the next several lessons. For example, in Lesson 14, consider inviting students to write expressions in expanded form to make visible the repeated multiplication of the base in exponential expressions.

Lesson	Support Level	Notes
6.6.14	2. Points to emphasize	If students struggle with making the connection between the context of area and volume and the corresponding expression in the cool-down, plan to focus on this idea when opportunities arise over the next several lessons. For example, in Activity 15.3: Exponent Experimentation, consider making connections to area and volume as applicable.
6.6.15	2. Points to emphasize	If students struggle with using properties of exponents strategically in the cool-down, plan to focus on this idea when opportunities arise over the next several lessons. For example, in the practice problem set for Lesson 17, consider inviting students to reflect on the reasoning behind prompt 3.
6.6.16	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.
6.6.17	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.
6.6.18	2. Points to emphasize	If students struggle with using tools strategically (equation, context, diagram) in the cool-down, plan to amplify on these connections in the next lesson.
6.6.19	n/a	n/a
Grade 6 Unit 7		
6.7.1	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.
6.7.2	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
6.7.3	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.
6.7.4	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.
6.7.5	2. Points to emphasize	If students struggle with interpreting the values in the table as a change in balance rather than the actual balance, revisit this context throughout the next lesson. In particular, in Lesson 6 Activity 2, discuss how a forward or backward jump by the flea would be represented using a signed number and that the distance jumped is different from the position of the flea.
6.7.6	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.
6.7.7	2. Points to emphasize	If students struggle with interpreting absolute value as different from the value, review this cool-down before beginning the second activity of the next lesson. If students struggle with understanding inequalities, use the next three lessons to reinforce the understanding and use of the symbols.
6.7.8	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.
6.7.9	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.
6.7.10	3. Press pause	This is the last time students have a chance to focus on inequalities in grade 6. If students continue to struggle with this concept, make time to revisit the ideas of this section before the end of the unit. See the Course Guide for ideas to help students re-engage with earlier work.

Lesson	Support Level	Notes
6.7.11	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.
6.7.12	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.
6.7.13	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.
6.7.14	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.
6.7.15	3. Press pause	If students struggle with finding distances between positive and negative values, make time to revisit this concept when there are opportunities over the next several lessons. See the Course Guide for ideas to help students re-engage with earlier work.
6.7.16	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.
6.7.17	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.
6.7.18	2. Points to emphasize	Interpreting these concepts in situations is not essential for moving forward and engaging with the rest of the course. If students struggle with understanding the difference between the concepts, revisit this cool-down during the next lesson. Ask students to find either the least common multiple or greatest common factor and use the value in the situation to determine if it makes sense.

Lesson	Support Level	Notes
6.7.19	n/a	N/A
	Grade 6 Unit 8	
6.8.1	2. Points to emphasize	If students struggle with identifying whether data is numerical or categorical in the cool-down, plan to use the data sets in upcoming lessons as opportunities to ask whether the data set is numerical or categorical and why.
6.8.2	2. Points to emphasize	If students struggle with identifying whether questions are statistical or non-statistical in the cool-down, plan to use the questions and data sets in upcoming lessons as opportunities to ask whether the questions posed were statistical or non-statistical.
6.8.3	3. Press pause	If students struggle with determining if data sets are numerical or categorical and thus what data display to use, make time to revisit this cool down before moving forward. If students struggle with interpreting the dot plot, there are many chances in upcoming lessons to use questioning to support students' understanding of dot plots.
6.8.4	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.
6.8.5	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.
6.8.6	2. Points to emphasize	If students struggle with creating a frequency table or histogram, create strategic pairings and allow extra time for students to create the frequency table and histogram in activity 2 in the upcoming lesson.
6.8.7	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.
6.8.8	3. Press pause	If students struggle with using words such as cluster, outlier, symmetrical, gap, or center, use this cool down as the first draft for students to use the language routine Stronger and Clearer Each Time. End with several strong revised examples of how students describe the data display.

Lesson	Support Level	Notes
6.8.9	2. Points to emphasize	If students struggle with finding the mean, use the data set featured in Activity 2 of the upcoming lesson as an opportunity for extra time in groups of 2 to process and collaborate.
6.8.10	2. Points to emphasize	If students struggle with understanding variability, then use the following lesson on MAD as a chance to revisit and clarify the idea of variability.
6.8.11	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.
6.8.12	2. Points to emphasize	If students struggle with appropriately using mean and MAD to discuss data sets, use the warm up from the upcoming lesson as an opportunity to revisit mean and MAD in context.
6.8.13	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.
6.8.14	2. Points to emphasize	Before the warm-up of the following lesson, review this cool-down by asking several students to share their solutions and reasoning. Look for opportunities to emphasize the difference between mean and median when looking at distributions throughout the rest of the unit.
6.8.15	2. Points to emphasize	If students struggle with finding or interpreting the IQR or median, use the upcoming lesson on box plots as an opportunity to revisit both ideas.
6.8.16	2. Points to emphasize	If students struggle with specific vocabulary in context or with creating a box plot, the next lesson's warm-up provides an opportunity to clarify any areas of difficulty.
6.8.17	3. Press pause	If students struggle to interpret box plots, use the warm up from lesson 18 as an opportunity for strategic pairings. Leave time at the end of class for students to revise their cool-downs from lesson 17.
6.8.18	n/a	N/A