

Lesson	Support Level	Notes
Grade 7 Unit 1		
7.1.1	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.
7.1.2	2. Points to emphasize	If students struggle with corresponding angles or sides in the cool-down, plan to revisit the vocabulary when opportunities arise over the next several lessons.
7.1.3	2. Points to emphasize	If students struggle with finding all the possible measurements of a similar triangle in the cool-down, plan to focus on scaled lengths when opportunities arise over the next several lessons. For example, in Activity 2 of Lesson 4, highlight how all distances in a scaled copy (not just the side lengths of the figure) are related by the same scale factor.
7.1.4	2. Points to emphasize	If students struggle with scale copies in the cool-down, plan to focus on this when opportunities arise over the next several lessons. For example, in Activity 2 of Lesson 5, highlight how students determined if a pair was a scaled copy.
7.1.5	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.
7.1.6	2. Points to emphasize	If students struggle with finding area when increasing all sides by a factor of 4 in the cool-down, plan to revisit this when opportunities arise over the next several lessons. For example, in Activity 2 of Lesson 7, ask students to compare the area of the scale drawing to the area of the actual court.
7.1.7	2. Points to emphasize	If students struggle with scale drawing and actual drawing in the cool-down, plan to focus on scale when opportunities arise over the next several lessons. For example, in Activity 2 of Lesson 8, make connections to the scale students created and the scale given on the map.
7.1.8	3. Press pause	If students struggle with this cool-down, and possibly previous related cool-downs, working with scale factors and mapping, make time to revisit the work of Lessons 7.7.1 and 7.8.2. See the Course Guide for ideas to help students re-engage with earlier work.
7.1.9	2. Points to emphasize	If students struggle with creating a scale drawing in the cool-down, plan to focus on discussion when opportunities arise over the next several lessons. For example, in Activity 1 of Lesson 10, make sure to invite multiple students to share their thinking about how they estimated the length of the feet in the scale drawing.

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7.1.10	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.
7.1.11	2. Points to emphasize	If students struggle with finding actual measurements using a scale in the cool-down, plan to focus on this when opportunities arise over the next several lessons. For example, in Activity 3 of Lesson 12, make sure to invite multiple students to share their thinking about what scale should be used for the Tunisian flag and why they chose that scale.
7.1.12	2. Points to emphasize	If students struggle with multiple unit measurements in the Cool-down, plan to focus on this when opportunities arise in the next lesson. For example, in Activity 1 of Lesson 13, make sure to invite multiple students to share their thinking about which measurements they would need in order to draw a scale floor plan of the classroom. Be sure to discuss the scale they chose and how to interchange smaller units of measurement with larger ones.
7.1.13	n/a	N/A
Grade 7 Unit 2		
7.2.1	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.
7.2.2	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. Emphasize that reducing the amount of paint from 2 cups of blue paint to 1 cup of blue paint in the chart is helping students find the unit proportion.
7.2.3	2. Points to emphasize	If students struggle with finding the scale factor in the cool-down, plan to focus on this when opportunities arise over the next several lessons.
7.2.4	2. Points to emphasize	If students struggle with using the unknown variable of x in the cool-down, ask students to use a chart to assist in understanding.
7.2.5	2. Points to emphasize	If students struggle with variable representation in the cool-down, plan to revisit this when opportunities arise over the next several lessons. For example, in activity 2 of Lesson 6, make sure to invite multiple students to share their thinking about how they solved the problem. Examples are in the next lesson.

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7.2.6	2. Points to emphasize	If students struggle with writing an equation of proportionality in the cool-down, plan to focus on how to use this equation when opportunities arise over the next several lessons. For example, in activities 2 and 4 of Lesson 8, use the tables in the lessons to help students see a pattern of constant change.
7.2.7	2. Points to emphasize	If students struggle with variable placement in the cool-down, plan to focus on how to use the equation $y = kx$ when opportunities arise over the next several lessons. For example, in activity 1 of Lesson 9, have students share their thinking about using the equation to show a proportional relationship.
7.2.8	2. Points to emphasize	If students struggle with setting up tables in the cool-down, plan to focus on how to do this when opportunities arise over the next several lessons.
7.2.9	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs, working with writing equations that represent given relationships, make time to revisit the work of Lessons 5-9. See the Course Guide for ideas to help students re-engage with earlier work.
7.2.10	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. Remind students that in order to be a proportional relationship on a graph, the line must pass through the origin.
7.2.11	2. Points to emphasize	If students struggle with finding the constant in the cool-down, plan to focus on this when opportunities arise over the next several lessons.
7.2.12	2. Points to emphasize	If students struggle with confusing the x- and y- axes in the cool-down, plan to focus on this when opportunities arise over the next several lessons.
7.2.13	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs, working with creating graphs from a $y = kx$ equation, make time to revisit the work of activities 10–12. See the Course Guide for ideas to help students re-engage with earlier work.
7.2.14	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs, working with proportional relationships, make time to revisit the work in this unit. See the Course Guide for ideas to help students re-engage with earlier work.
7.2.15	n/a	Omit or compact if needed.