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.

Lesson	Support Level	Notes
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.

Lesson	Support Level	Notes
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.
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.

Lesson	Support Level	Notes
7.2.15	n/a	Omit or compact if needed.
	Grade 7 Unit 3	
7.3.1	2. Points to emphasize	If students struggle with proportional relationships in the cool-down, plan to focus on highlighting these relationships when opportunities arise over the next several lessons.
7.3.2	1. More Chances	If students struggle with finding reasonable approximations for diameter and circumference in the cool-down, plan to revisit the procedure when opportunities arise over the next several lessons. For example, in Activity 4 of Lesson 4, make sure to invite multiple students to share their thinking about how they solved the problem.
7.3.3	2. Points to emphasize	If students struggle with selecting reasonable approximations for diameter and circumference in the Cool-down, plan to focus on this when opportunities arise over the next several lessons. For example, in Lesson 4, make sure to invite multiple students to share their thinking about computing diameter and circumference.
7.3.4	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs, working with circumference, make time to revisit the work of Lesson 3 and 4. See the Course Guide for ideas to help students re-engage with earlier work.
7.3.5	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs, working with circumference, make time to revisit the work of Lesson 3 and 4. See the Course Guide for ideas to help students re-engage with earlier work.
7.3.6	2. Points to emphasize	If students struggle with estimating the area of irregular shapes in the cool-down, plan to focus on this skill when opportunities arise over the next several lessons. For example, in Activity 1 of Lesson 7, make sure to invite multiple students to share their thinking about how they estimated the areas of the shapes.
7.3.7	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.
7.3.8	2. Points to emphasize	If students struggle with finding the area of a circle in the cool-down, plan to focus on this when opportunities arise over the next several lessons. For example, in Lesson 9, make sure to invite multiple students to share their thinking about how they found the area of the circle.

Lesson	Support Level	Notes
7.3.9	2. Points to emphasize	If students struggle with finding the area of a semi-circle in the cool-down, plan to revisit this when opportunities arise in the next lesson. For example, in Activity 4 of Lesson 10, ask how students should find the area of half of the lawn.
7.3.10	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs, working with area, make time to revisit the work of Lessons 7–9. See the Course Guide for ideas to help students re-engage with earlier work.
7.3.11	n/a	N/A
Grade 7 Unit 4		
7.4.1	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.
7.4.2	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.
7.4.3	2. Points to emphasize	If students struggle with converting fractions to decimals in the cool-down, plan to focus on this process when opportunities arise over the next several lessons. For example, in Lesson 4, make sure to invite multiple students to share their thinking about how they solved the given problems.
7.4.4	2. Points to emphasize	If students struggle with setting up the equations in the cool-down, plan to focus on using tape diagrams when opportunities arise over the next several lessons.
7.4.5	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs, working with writing equations converting fractions to decimals, make time to revisit the work of Lessons 2–4. See the Course Guide for ideas to help students re-engage with earlier work.
7.4.6	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.

Lesson	Support Level	Notes
7.4.7	2. Points to emphasize	If students struggle with equations to express percent increase in the cool-down, plan to focus on strategies when opportunities arise over the next several lessons. For example, in Lesson 8, make sure to invite multiple students to share their thinking about setting up equations.
7.4.8	2. Points to emphasize	If students struggle with equations to express percent increase in the cool-down, plan to focus on strategies when opportunities arise over the next several lessons. For example, in Lesson 9, make sure to invite multiple students to share their thinking about setting up equations.
7.4.9	2. Points to emphasize	If students struggle with finding percentages of given quantities in the cool-down, plan to focus on strategies when opportunities arise over the next several lessons. For example, in Lesson 10, make sure to invite multiple students to share their thinking about how they solved tax and tip problems.
7.4.10	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.
7.4.11	2. Points to emphasize	If students struggle with solving a problem involving a mark-up and a discount in the cool-down, plan to focus on strategies when opportunities arise over the next several lessons.
7.4.12	2. Points to emphasize	If students struggle with finding a percentage discount in the cool-down, plan to focus on strategies when opportunities arise over the next several lessons.
7.4.13	2. Points to emphasize	If students struggle with computing measurement error in the cool-down, plan to focus on this when opportunities arise over the next several lessons. For example, in Activity 3 of Lesson 14, ask students why they think their answers are reasonable.
7.4.14	2. Points to emphasize	If students struggle with finding percent error from an expected and an actual measurement in the cool-down, plan to focus on this when opportunities arise in the next lesson.
7.4.15	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs, working with percent error, make time to revisit the work of Lessons 13–15. See the Course Guide for ideas to help students re-engage with earlier work.
7.4.16	n/a	N/A
Grade 7 Unit 5		

Lesson	Support Level	Notes
7.5.1	1. More Chances	For upcoming work in this unit, it is vital that students can correctly place positive and negative rational numbers on a number line, and that they can compare positive and negative rational numbers. If any students do poorly on this cool-down, they will have plenty of practice with placing positive and negative numbers on a number line in the next several lessons, but they may need more support in doing so.
7.5.2	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.
7.5.3	2. Points to emphasize	If students struggle with adding positive and negative numbers in the cool-down, plan to emphasize using a number line when opportunities arise over the next several lessons.
7.5.4	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs, working with addition of positive and negative amounts of money, make time to revisit the work of Activities 2 and 3. See the Course Guide for ideas to help students re-engage with earlier work.
7.5.5	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.
7.5.6	2. Points to emphasize	If students struggle with subtracting negative numbers in the cool-down, plan to revisit strategies when opportunities arise over the next several lessons. For example, in Lesson 7 make sure to invite multiple students to share their thinking about strategies for subtracting negative numbers.
7.5.7	3. Press pause	If students struggle with this cool-down, and possibly previous related cool-downs, working with subtracting negative numbers, make time to revisit the work of Lessons 5 and 6. See the Course Guide for ideas to help students re-engage with earlier work.
7.5.8	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.
7.5.9	2. Points to emphasize	If students struggle with multiplying negative numbers in the cool-down, plan to focus on using a number line when opportunities arise over the next several lessons. For example, in Lesson 10, make sure to invite multiple students to share their thinking about how they solve multiplication problems using a number line. Students should also read student lesson summaries.

Lesson	Support Level	Notes
7.5.10	2. Points to emphasize	If students struggle with multiplying negative fractions or decimals in the cool-down, plan to focus on strategies when opportunities arise over the next several lessons.
7.5.11	2. Points to emphasize	If students struggle with dividing negative numbers in the cool-down, plan to revisit the relationship between multiplication and division when opportunities arise over the next several lessons.
7.5.12	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs, working with multiplication and division of negative numbers, make time to revisit the work of Lessons 8-11. See the Course Guide for ideas to help students re-engage with earlier work.
7.5.13	2. Points to emphasize	If students struggle with selecting the operation that makes the equations true in the cool-down, plan to revisit this when opportunities arise over the next several lessons. For example, in Activity 1 of Lesson 14, make sure to invite multiple students to share their thinking about which equation doesn't belong.
7.5.14	2. Points to emphasize	If students struggle with calculating balances that involve negative amounts in the cool-down, plan to revisit strategies when opportunities arise in Lesson 17.
7.5.15	2. Points to emphasize	If students struggle with writing and solving equations in the cool-down, plan to revisit strategies when opportunities arise over the next several lessons. For example, in Activity 1 of Lesson 16, make sure to invite multiple students to share their thinking about how they solved the equations.
7.5.16	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs, working with solving equations with variables, make time to revisit the work of Lessons 14–15. See the Course Guide for ideas to help students re-engage with earlier work.
7.5.17	n/a	n/a
		Grade 7 Unit 6
7.6.1	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.

Lesson	Support Level	Notes
7.6.2	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.
7.6.3	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.
7.6.4	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.
7.6.5	2. Points to emphasize	If students struggle with tape diagrams in the cool-down, plan to revisit setting up tape diagrams when opportunities arise over the next several lessons.
7.6.6	2. Points to emphasize	If students struggle with interpreting a situation and writing an equation to match in the cool-down, plan to focus on strategies when opportunities arise over the next several lessons.
7.6.7	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.
7.6.8	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.
7.6.9	2. Points to emphasize	If students struggle with solving equations in the cool-down, plan to focus on strategies when opportunities arise over the next several lessons. For example, in Activity 2 of Lesson 10, make sure to invite multiple students to share their thinking about which method they agree with.
7.6.10	2. Points to emphasize	If students struggle with negative numbers in equations in the cool-down, plan to focus on strategies when opportunities arise over the next several lessons. For example, in Activity 3 of Lesson 11, make sure to invite multiple students to share their thinking about how they solved the word problems.

Lesson	Support Level	Notes
7.6.11	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.
7.6.12	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs, working with solving equations involving variables and fractional amounts, make time to revisit the work of Lessons 1–11. See the Course Guide for ideas to help students re-engage with earlier work.
7.6.13	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.
7.6.14	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.
7.6.15	2. Points to emphasize	If students struggle with skipping directly to testing points in the cool-down, plan to focus on examples when skipping directly to testing points is not the most effective strategy when opportunities arise over the next several lessons.
7.6.16	2. Points to emphasize	If students struggle with determining what the variable represents in the cool-down, plan to revisit this when opportunities arise over the next several lessons. For example, in Activity 3 of Lesson 17, make sure to invite multiple students to share their thinking about solutions to the inequality.
7.6.17	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs working with inequalities, make time to revisit the work of Lessons 13–16. See the Course Guide for ideas to help students re-engage with earlier work.
7.6.18	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.
7.6.19	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
7.6.20	2. Points to emphasize	If students struggle with writing an expression in lowest terms in the cool-down, plan to revisit this when opportunities arise over the next several lessons. For example, in Activity 2 of Lesson 20, make sure to invite multiple students to share their thinking about whether Diego or Jada is correct when writing their equation in equivalent terms.
7.6.21	2. Points to emphasize	If students struggle with writing expressions with fewest terms in the cool-down, plan to focus on strategies when opportunities arise over the next several lessons. For example, in Activity 2 of Lesson 22, make sure to invite multiple students to share their thinking about their pairings.
7.6.22	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs working with equivalent expressions, make time to revisit the work of Lessons 18–21. See the Course Guide for ideas to help students re-engage with earlier work.
7.6.23	n/a	N/A
Grade 7 Unit 7		
7.7.1	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.
7.7.2	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.
7.7.3	2. Points to emphasize	If students struggle with complementary and supplementary angles in the cool-down, plan to ask students what the measurements should add up to when opportunities arise over the next several lessons.
7.7.4	2. Points to emphasize	If students struggle with complementary and supplementary angles in the cool-down, plan to ask students what the measurements should add up to when opportunities arise over the next several lessons.
7.7.5	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs, working with complementary and supplementary angles, make time to revisit the work of Unit 7. See the Course Guide for ideas to help students re-engage with earlier work.

Lesson	Support Level	Notes
7.7.6	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.
7.7.7	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.
7.7.8	2. Points to emphasize	If students struggle with drawing triangles with tools in the cool-down, plan to revisit this process when opportunities arise over the next several lessons.
7.7.9	2. Points to emphasize	If students struggle with drawing triangles with tools in the cool-down, plan to revisit this process when opportunities arise over the next several lessons.
7.7.10	3. Press pause	If students struggle with this cool-down, and possibly previous related cool-downs, working with constructing triangles, make time to revisit the work of Unit 7. See the Course Guide for ideas to help students re-engage with earlier work.
7.7.11	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.
7.7.12	2. Points to emphasize	If students struggle with finding the volume of an object with a given base in the cool-down, plan to revisit when opportunities arise over the next several lessons.
7.7.13	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.
7.7.14	2. Points to emphasize	If students struggle with finding the volume of an object with an irregular base in the cool-down, plan to revisit when opportunities arise over the next several lessons.
7.7.15	2. Points to emphasize	If students struggle with finding the volume of an object with an irregular base in the cool-down, focus on strategies in the next lesson.

Lesson	Support Level	Notes
7.7.16	3. Press pause	If students struggle with this cool-down, and possibly previous related cool-downs, working with volume and surface area, make time to revisit the work of Unit 7. See the Course Guide for ideas to help students re-engage with earlier work.
7.7.17	n/a	N/A
Grade 7 Unit 8		
7.8.1	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.
7.8.2	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.
7.8.3	2. Points to emphasize	If students struggle with finding the probability of a given situation in the cool-down, plan to revisit strategies when opportunities arise over the next several lessons. For example, in Lesson 4, make sure to invite multiple students to share their thinking about how they determined the probability.
7.8.4	2. Points to emphasize	If students struggle with finding the probability of a given situation and the importance of the sample size in the cool-down, plan to revisit strategies when opportunities arise over the next several lessons.
7.8.5	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs, working with probability, make time to revisit the work of Unit 8, Lessons 1–5. See the Course Guide for ideas to help students re-engage with earlier work.
7.8.6	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs, working with probability, make time to revisit the work of Unit 8, Lessons 1-5. See the Course Guide for ideas to help students re-engage with earlier work.
7.8.7	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.

Lesson	Support Level	Notes
7.8.8	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.
7.8.9	2. Points to emphasize	If students struggle with determining the probability of a compound event in the cool-down, plan to revisit methods for representation when opportunities arise over the next several lessons.
7.8.10	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs, working with finding the probability of a compound event, make time to revisit the work of Unit 8. See the Course Guide for ideas to help students re-engage with earlier work.
7.8.11	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.
7.8.12	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.
7.8.13	2. Points to emphasize	If students struggle with calculating the mean or median of a given sample in the cool-down, plan to revisit how to find the mean and median when opportunities arise over the next several lessons.
7.8.14	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs, working with random sampling, make time to revisit the work of Unit 8. See the Course Guide for ideas to help students re-engage with earlier work.
7.8.15	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.
7.8.16	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.

Lesson	Support Level	Notes
7.8.17	2. Points to emphasize	If students struggle with interpreting a dot plot in the cool-down, plan to focus on this when opportunities arise over the next several lessons.
7.8.18	2. Points to emphasize	If students struggle with calculating the difference between the mean or median of two samples in the cool-down, plan to revisit strategies for how to do this when opportunities arise over the next several lessons. For example, in Lesson 19, make sure to invite multiple students to share their thinking about how they solved the cool-down.
7.8.19	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs, working with mean and IQR, make time to revisit the work of Unit 8. See the Course Guide for ideas to help students re-engage with earlier work.
7.8.20	n/a	N/A