Lesson	Support Level	Notes
Geometry Unit 1		
Geo.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.
Geo.1.2	2. Points to emphasize	If students struggle with the cool-down, make sure they can follow the constuction process. Students should be able to produce images with 2–3 directions. If the constructions are an issue becuase of fine-motor capacity students will later use technology to build constructions.
Geo.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.
Geo.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.
Geo.1.5	2. Points to emphasize	If students struggled with the cool-down construction they will continue to practice construction techniques. However, it is imperitive that students understand what an angle bisector is and the effects of an angle bisector. Lastly, the lesson summary has a solution for the cool-down.
Geo.1.6	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.
Geo.1.7	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.
Geo.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
Geo.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.
Geo.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.
Geo.1.11	2. Points to emphasize	This is a good cool-down to use in order to highlight well written responses from students. You can also use a model response if necessary. Students will need to develop their language skills over the course.
Geo.1.12	2. Points to emphasize	If students did not do well on the cool-down from Lesson 11, perhaps review it at the beginning of class as the syle of the cool-down in Lesson 12 is similar and both cool-downs address the same standard.
Geo.1.13	2. Points to emphasize	If students struggle with this cool-down model how to write transformations so students use precise language. It is important for students to understand how to sequence transformations and when order matters.
Geo.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.
Geo.1.15	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.
Geo.1.16	2. Points to emphasize	This cool-down helps students internalize reflections and rotational symmetry. This could be a good cool-down to revisit at the beginning of the next class as these ideas will persist throughout the course.
Geo.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.

Lesson	Support Level	Notes
Geo.1.18	2. Points to emphasize	Depending on how the cool-downs have been progressing, consider giving selected students a template or sentence starters to make the cool-down more accessible.
Geo.1.19	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.
Geo.1.20	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.
Geo.1.21	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.
Geo.1.22	n/a	This is an optional lesson becuase it exceeds the standards. This is a fun lesson and directly connects art and geometry.
Geometry Unit 2		
Geo.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.
Geo.2.2	2. Points to emphasize	If students struggle with ordering parts of congruent figures in the cool-down, plan to order when opportunities arise over the next several lessons. For example, in the warm-up of Lesson 3, ask students to write a congruence statement in addition and share why the order matters.
Geo.2.3	2. Points to emphasize	If students struggle with writing complete answers in the cool-down, plan to address this skill when opportunities arise over the next several lessons. For example, in the warm-up of Lesson 5 students are asked to write proof statements. You can use this Warm Up to solicit student responses and model ideal and complete reasoning.

Lesson	Support Level	Notes
Geo.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.
Geo.2.5	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.
Geo.2.6	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.
Geo.2.7	2. Points to emphasize	If students struggle with writing a complete mathematical argument in the cool-down, plan to address this skill when opportunities arise over the next several lessons. For example, in "Lots of Lines" (activity 2) in Lesson 8, students are asked to critique character thinking and then develop their own reasoning with a partner. This is a good time to strategically pair students and use the character writing to highlight strengths and weaknesses.
Geo.2.8	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.
Geo.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.
Geo.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.

Lesson	Support Level	Notes
Geo.2.11	1. More Chances	This is an optional lesson. 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.
Geo.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.
Geo.2.13	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.
Geo.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.
Geo.2.15	n/a	N/A
Geometry Unit 3		
Geo.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.
Geo.3.2	2. Points to emphasize	If students struggle with using a scale factor and setting up a proportion in the cool-down, plan to focus on different ways to solve proportions when opportunities arise over the next several lessons. For example, in the activity All the Scale Factors of Lesson 3, label the diagrams generated, color code the sides, and use a table or equations to make visible the use of the relationship between the scale factor and side lengths.

Lesson	Support Level	Notes
Geo.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.
Geo.3.4	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.
Geo.3.5	2. Points to emphasize	If students struggle with setting up the correct ratios in the cool-down, plan to focus on this when opportunities arise over the next several lessons. For example, in the activity Nested Triangles of Lesson 7, select student work that uses color coding or tracing paper to pull apart images in order to be able to identify the correct values to use.
Geo.3.6	2. Points to emphasize	If students struggle with the idea that congruent figures are similar figures with a scale factor of 1 in the cool-down, plan to emphasize this idea when opportunities arise over the next several lessons. For example, in the activity Stretched or Distorted? Triangles of Lesson 7, look for students who used congruent triangles as their example.
Geo.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.
Geo.3.8	3. Press pause	If students struggle with identifying regular polygons fiting the conditions for similarity in the cool-down, plan to revisit this idea by bringing in question 3b from the practice problem set that aligns to this lesson. This will serve to emphasize the work they have been doing, there are two consequences of having similar figures: corresponding congruent angles and common scale factor.
Geo.3.9	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.

Lesson	Support Level	Notes
Geo.3.10	2. Points to emphasize	If students struggle with re-orienting given diagrams and identifying corresponding side lengths in the cool-down, plan to revisit strategies that students have used in previous work. For example, in activity Invisible Triangles of Lesson 7 or activity Math Talk: Angle-Side-Angle as a helpful tool in Lesson 9, invite students to identify how they might use some of those strategies to work on a problem like this. Alternatively, you can show the image from this cool-down and ask students what series of transformations will take one triangle to the other. Then invite students to ask how might recognizing this support them to identify corresponding elements.
Geo.3.11	3. Press pause	If students struggle with this cool-down, and possibly previous related cool-downs, working with proportional relationships in triangles split by a line parallel to one side, make time to revisit the work of Properties of Dilations. See the Course Guide for ideas to help students re-engage with earlier work.
Geo.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.
Geo.3.13	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. There is an opportunity to touch on this in Lesson 14 warm-up.
Geo.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. Lesson 15 provides an opportunity to do this.
Geo.3.15	2. Points to emphasize	If students struggle with recognizing the need to use Pythagorean Theorem to solve for a side to then be able to solve for other sides in the cool-down, plan to focus on this when opportunities arise over the next several lessons. For example, in activity Notice and Wonder: Right Triangles of Lesson 16, add values to three of the side lengths to mirror what is seen in this cool-down, then invite students to share their next 2–3 steps in solving for the unknown sides after completing the warm-up.
Geo.3.16	3. Press pause	If students struggle with this cool-down, and possibly with the application of the concept of similarity to contexts involving indirect measurement and other contexts, make time to revisit the work of this section. See the Course Guide for ideas to help students re-engage with earlier work.

Lesson	Support Level	Notes
Geometry Unit 4		
Geo.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. Lesson 15 provides an opportunity to do this.
Geo.4.2	1. More Chances	The topic in the cool-down does not need to be addressed to move forward.
Geo.4.3	1. More Chances	The topic in the cool-down does not need to be addressed to move forward.
Geo.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 15 provides an opportunity to do this.
Geo.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. Lesson 15 provides an opportunity to do this.
Geo.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 15 provides an opportunity to do this.
Geo.4.7	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 15 provides an opportunity to do this.
Geo.4.8	3. Press pause	If students struggle with this cool-down, and possibly previous, related cool-downs, working with the connection between sine and cosine, make time to revisit the work of Unit 4, Lesson 4 and connect their previous work with their right triangle ratios table to help reinforce the connection between sine and cosine. See the Course Guide for ideas to help students re-engage with earlier work.

Lesson	Support Level	Notes
Geo.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. Lesson 15 provides an opportunity to do this.
Geo.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. Lesson 15 provides an opportunity to do this.
Geo.4.11	n/a	N/A
Geometry Unit 5		
Geo.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.
Geo.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.
Geo.5.3	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.
Geo.5.4	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.
Geo.5.5	2. Points to emphasize	Students will have more opportunities to understand the mathematical ideas in this cool-down, however in the next lesson students begin scaling 3-dimensional figures. Therefore, if there are students who are still miscalculating you may want to review previous activities, such as 5.2 which addresses the most common misconception.

Lesson	Support Level	Notes
Geo.5.6	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.
Geo.5.7	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.
Geo.5.8	3. Press pause	By this point in the unit, there should be some student mastery of the concepts in this cool-down. If a student struggles with the concepts in this cool-down are widespread or ongoing, make time to examine related work in previous cool-downs and/or practice problems.
Geo.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.
Geo.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.
Geo.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.
Geo.5.12	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.
Geo.5.13	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.

Lesson	Support Level	Notes
Geo.5.14	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.
Geo.5.15	2. Points to emphasize	Students will have more opportunities to understand the mathematical ideas in this cool-down, however the next lessons are putting it all together lessons. Therefore, if there are students who are still miscalculating volumes or finding dimensions you may want to review previous activities, practice problems, or the lesson summary for Lesson 14 which has another example.
Geo.5.16	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.
Geo.5.17	3. Press pause	Density is a new concept and will not be widely used throughout this course. However, if this is a concept you want students to master, and they have not shown mastery on the cool-down, make time to examine related work in practice problems 1-3 for this lesson.
Geo.5.18	n/a	The topic in the cool-down does not need to be addressed to move forward.
Geometry Unit 6		
Geo.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.
Geo.6.2	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. Look to amplify connections in upcoming lessons.
Geo.6.3	3. Press pause	By this point in the unit, there should be some student mastery of the concepts in this cool-down. If student struggles with the concepts in this cool-down are widespread or ongoing, make time to examine related work in previous cool-downs or practice problems

Lesson	Support Level	Notes
Geo.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.
Geo.6.5	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. Look to amplify the connections between the structure of the equation and the features of the graph of a circle in upcoming lessons.
Geo.6.6	3. Press pause	By this point in the unit, there should be some student mastery of the concepts in this cool-down. If student struggles with the concepts in this cool-down are widespread or ongoing, make time to examine related work in previous cool-downs or practice problems. Consider inviting students to compare and contrast how distance (and that it entails) plays a role in building the equation of a parabola and the equation of a circle in upcoming lessons.
Geo.6.7	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. Look to amplify the connections between the idea of distance and the definition of a parabola in an upcoming lesson.
Geo.6.8	3. Press pause	By this point in the unit, there should be some student mastery of the concepts in this cool-down. If a student struggles with the concepts in this cool-down are widespread or ongoing, make time to examine related work in previous cool-downs or practice problems. Consider inviting students to compare and contrast how distance (and that it entails) plays a role in building the equation of a parabola and the equation of a circle in upcoming lessons.
Geo.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.

Lesson	Support Level	Notes
Geo.6.10	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. Students will work to apply these ideas in Activities 12.3, 13.3, and in Lesson 14. Look for ways to amplify connections.
Geo.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. Students will work to apply these ideas in Activities 12.3, 13.3, and in Lesson 14. Look for ways to amplify connections.
Geo.6.12	2. Points to emphasize	Students will work to apply these ideas in Activities 13.3 and in Lesson 14. Look for ways to amplify connections.
Geo.6.13	3. Press pause	By this point in a student's journey, the concept of how to reason about the solution to a system should be at some level of mastery. If students struggle, consider engaging the class in a conversation around the warm-up from Grade 8 Unit 4 Lesson 13 as a way to reengage in the concept.
Geo.6.14	2. Points to emphasize	By this point in the unit, there should be some student mastery of the concepts in this cool-down. If student struggles with the concepts in this cool-down are widespread or ongoing, make time to examine related work in previous cool-downs and/or practice problems
Geo.6.15	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.
Geo.6.16	3. Press pause	By this point in the unit, there should be some student mastery of the concepts in this cool-down. If student struggles with the concepts in this cool-down are widespread or ongoing, make time to examine related work in previous cool-downs and/or practice problems.
Geo.6.17	n/a	n/a
Geometry Unit 7		

Lesson	Support Level	Notes
Geo.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.
Geo.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.
Geo.7.3	2. Points to emphasize	If students struggle with labeling the diagram in the cool-down, plan to label diagrams and make inferences when opportunities arise over the next several lessons. For example, in the activity Inscribed Angles and Circumscribed Circles of Lesson 4, make sure to invite multiple students to share their thinking about how they labeled angles before moving on to the current content about cyclic quadrilaterals.
Geo.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.
Geo.7.5	1. More Chances	The topic in the cool-down does not need to be addressed to move forward.
Geo.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.
Geo.7.7	1. More Chances	The topic in the cool-down does not need to be addressed to move forward.
Geo.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.

Lesson	Support Level	Notes
Geo.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.
Geo.7.10	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.
Geo.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.
Geo.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.
Geo.7.13	1. More Chances	The topic in the cool-down does not need to be addressed to move forward.
Geo.7.14	n/a	N/A
Geometry Unit 8		
Geo.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.
Geo.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.

Lesson	Support Level	Notes
Geo.8.3	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.
Geo.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.
Geo.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.
Geo.8.6	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.
Geo.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.
Geo.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.
Geo.8.9	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.
Geo.8.10	1. More Chances	The content of this cool-down is not needed to be successful in the rest of the course.

Lesson	Support Level	Notes
Geo.8.11	n/a	N/A