

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 construction process. Students should be able to produce images with 2–3 directions. If the constructions are an issue because 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 imperative 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.

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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 style 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.
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.

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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 because 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.
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.

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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.
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.

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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