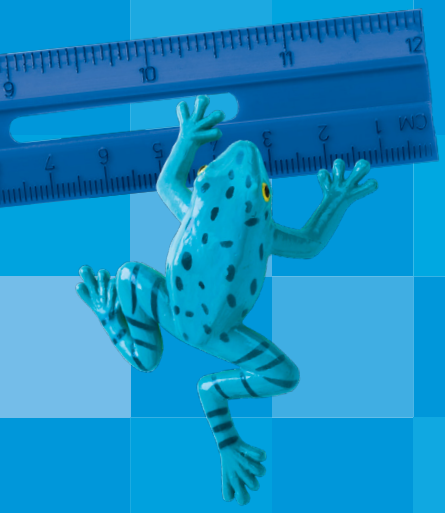
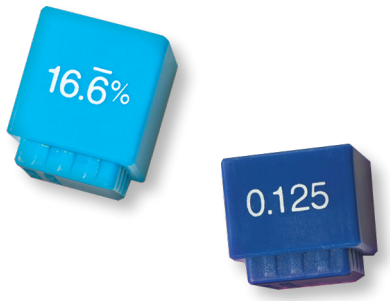
Sadlier School



Progress® in Mathematics

Grades K–8

The POWER to Develop Mathematical Proficiency



For nearly 200 years, Sadlier has prepared K–12 students for academic achievement and personal growth.

We partner with schools to understand their unique needs and provide innovative core instruction, supplemental solutions, and customized professional development.

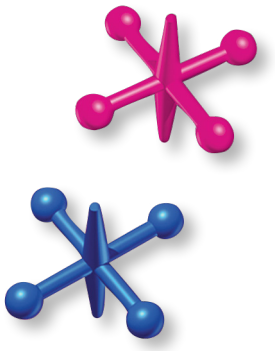
We offer free online resources and extensive ongoing customer support.

For almost two centuries, we have understood the importance of the family-home-school connection to learning.

Our experience creating core math instruction is legendary. Discover how *Progress in Mathematics* can help you!

Progress® in Mathematics

A Perfect Equation for Academic Success



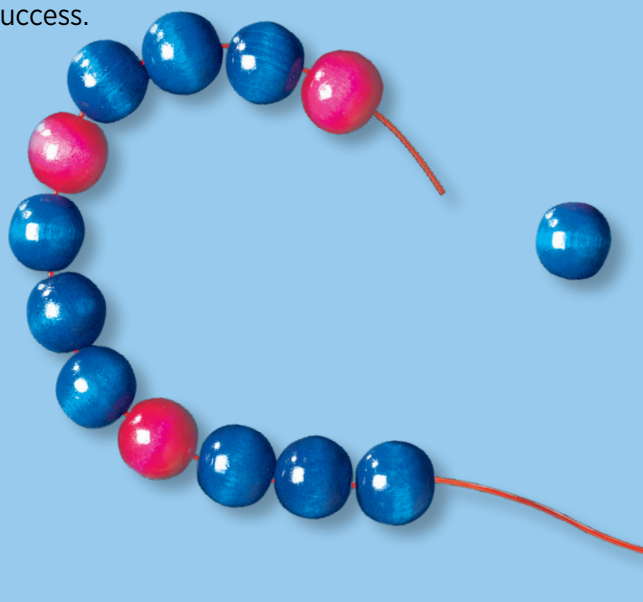
Progress in Mathematics provides rigorous content focused on building deep conceptual understanding and procedural fluency equally. It provides instruction on problem-solving strategies that develop students' strategic competence and help them build a true concept of what it means to "do" math.

With explicit in-depth instruction in fundamental mathematical concepts, the program emphasizes the development of higher-order thinking skills, fluency in math vocabulary, and is supported by an abundance of practice.

Lead All Students to Math Proficiency

Regardless of which standards you're using, *Progress in Mathematics* provides all students with the rigor they need for mathematical success. With this program, you'll find:

- In-depth coverage of grade-specific learning objectives
- Clear, step-by-step instruction
- Diagnostic, formative, and summative assessments
- Dynamic online resources
- A focus on algebraic reasoning beginning in kindergarten
- Comprehensive instructional support in the Teacher's Edition



Depend on Solid Instruction with Abundant Practice

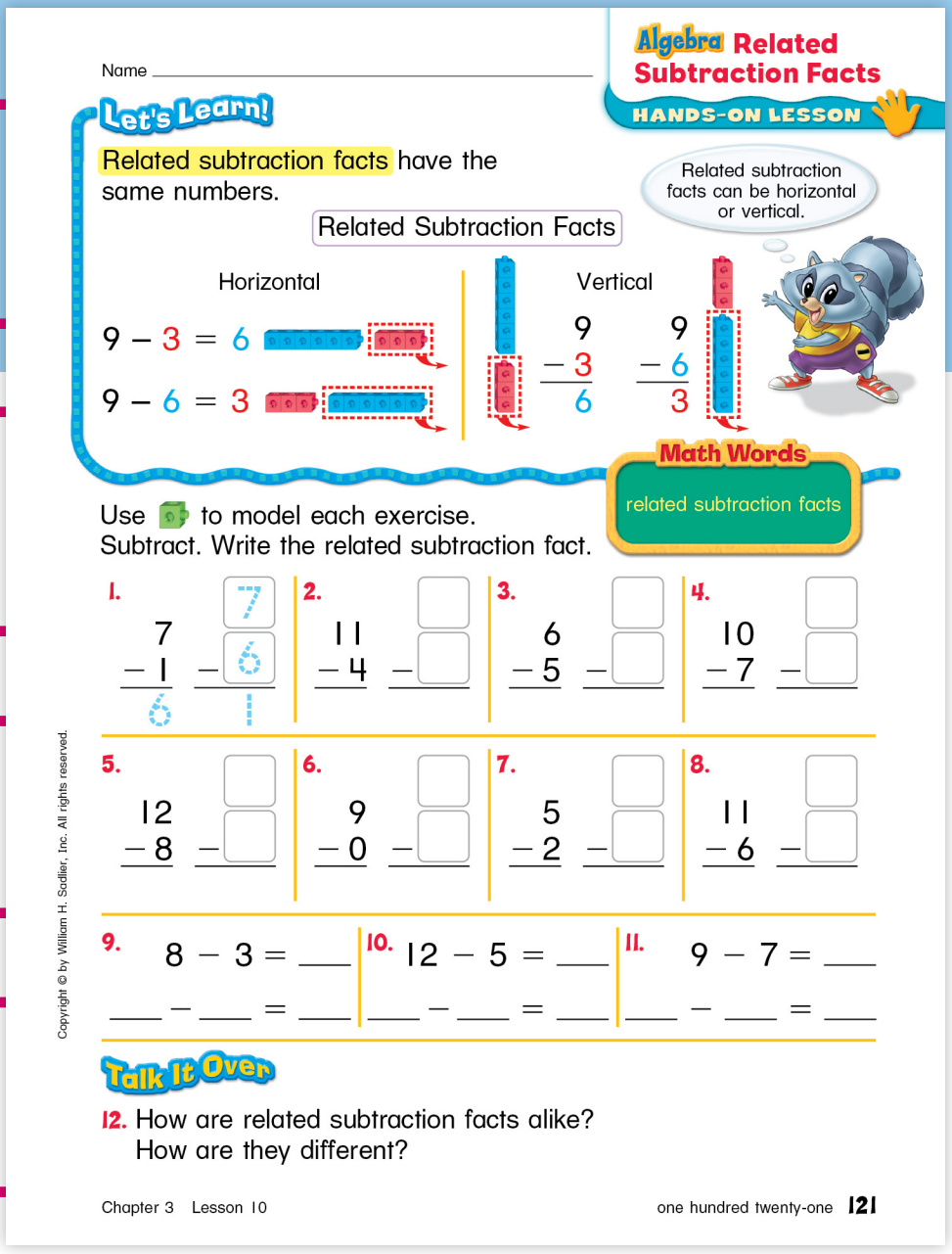
Progress in Mathematics provides adherence to rigorous standards so that instruction is complete—and effective! The sequential approach emphasizes number sense, patterning, mental math, critical thinking, and algebraic reasoning, all appropriately integrated with problem solving and assessment.

Explicit Learning
Develop each concept by breaking it into "bite-sized" chunks of content, allowing flexible pacing to ensure students develop proficiency.

Guided Instruction
Step-by-step instruction uses models and multiple representations to support students through the learning process.

Math Vocabulary
Essential vocabulary is highlighted and defined in context to foster academic language development.

Mathematical Discourse
Students participate in rich, discourse opportunities through daily oral and written exercises.



Name _____

Algebra Related Subtraction Facts

HANDS-ON LESSON

Let's Learn!

Related subtraction facts have the same numbers.

Related Subtraction Facts

Related subtraction facts can be horizontal or vertical.

Horizontal

$9 - 3 = 6$

$9 - 6 = 3$

Vertical

$\begin{array}{r} 9 \\ -\ 3 \\ \hline 6 \end{array}$ $\begin{array}{r} 9 \\ -\ 6 \\ \hline 3 \end{array}$

Math Words

related subtraction facts

Use ▭ to model each exercise.
Subtract. Write the related subtraction fact.

1. $\begin{array}{r} 7 \\ -\ 1 \\ \hline 6 \end{array}$ $\begin{array}{r} 7 \\ -\ 6 \\ \hline 1 \end{array}$

2. $\begin{array}{r} 11 \\ -\ 4 \\ \hline \end{array}$ $\begin{array}{r} \square \\ -\ \square \\ \hline \end{array}$

3. $\begin{array}{r} 6 \\ -\ 5 \\ \hline \end{array}$ $\begin{array}{r} \square \\ -\ \square \\ \hline \end{array}$

4. $\begin{array}{r} 10 \\ -\ 7 \\ \hline \end{array}$ $\begin{array}{r} \square \\ -\ \square \\ \hline \end{array}$

5. $\begin{array}{r} 12 \\ -\ 8 \\ \hline \end{array}$ $\begin{array}{r} \square \\ -\ \square \\ \hline \end{array}$

6. $\begin{array}{r} 9 \\ -\ 0 \\ \hline \end{array}$ $\begin{array}{r} \square \\ -\ \square \\ \hline \end{array}$

7. $\begin{array}{r} 5 \\ -\ 2 \\ \hline \end{array}$ $\begin{array}{r} \square \\ -\ \square \\ \hline \end{array}$

8. $\begin{array}{r} 11 \\ -\ 6 \\ \hline \end{array}$ $\begin{array}{r} \square \\ -\ \square \\ \hline \end{array}$

9. $8 - 3 = ___$; $___ - ___ = ___$

10. $12 - 5 = ___$; $___ - ___ = ___$

11. $9 - 7 = ___$; $___ - ___ = ___$

Talk It Over

12. How are related subtraction facts alike? How are they different?

Chapter 3 Lesson 10 one hundred twenty-one 121

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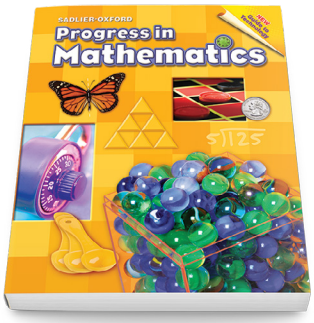
Student Edition, Grade 1



Guided Practice
Scaffolded support helps students transition to working independently.

Complete each division.

1. $41\overline{)86}$ — 2 R $?$; $-??$; $?$
2. $32\overline{)672}$ — $2?$; $-??$; $??$; $-??$; $?$
3. $47\overline{)4216}$ — 9; 423; Try $?$ → $??$ R $?$; $-???$; $???$; $-???$; $??$

Divide and check.

4. $32\overline{)96}$
5. $22\overline{)88}$
6. $41\overline{)205}$
7. $17\overline{)153}$
8. $61\overline{)854}$
9. $43\overline{)688}$
10. $34\overline{)680}$
11. $27\overline{)621}$
12. $51\overline{)358}$
13. $65\overline{)201}$
14. $82\overline{)331}$
15. $46\overline{)283}$
16. $35\overline{)1019}$
17. $76\overline{)3733}$
18. $44\overline{)1456}$
19. $63\overline{)3792}$
20. $59\overline{)1193}$
21. $36\overline{)2884}$
22. $43\overline{)3886}$
23. $72\overline{)4332}$
24. $45\overline{)9542}$
25. $62\overline{)6905}$
26. $81\overline{)9729}$
27. $76\overline{)9884}$

Practice

Practice
Abundance of practice and problem-solving exercises reinforce learning objectives and target various levels of Webb's Depth of Knowledge (DOK).

Problem Solving

28. Roy feeds the birds in the zoo 6500 ounces of birdseed in 52 weeks. How many ounces of birdseed does he feed the birds each week?

29. If 6036 people visit the zoo in 12 days, what is the average number of people who visit the zoo each day?

30. A club collected $5500 in annual membership fees. The annual membership fee is $25. How many club members paid their fees?

Problem Solving
Provide students with practice on the lesson's skills or concepts in a problem-solving setting.

CRITICAL THINKING

Find the number.

31. A number between 130 and 140 when divided by 12 has a quotient that contains the same two digits and has no remainder.

32. A number between 2700 and 2800 when divided by 25 has a quotient that contains three odd digits and has no remainder.

Lesson Extensions
End-of-lesson features tap students' mental math and higher-level thinking skills to reinforce, apply, and extend the lesson's learning objective(s).

Student Edition, Grade 5

Apply Consistent Modeling of the Four-Step

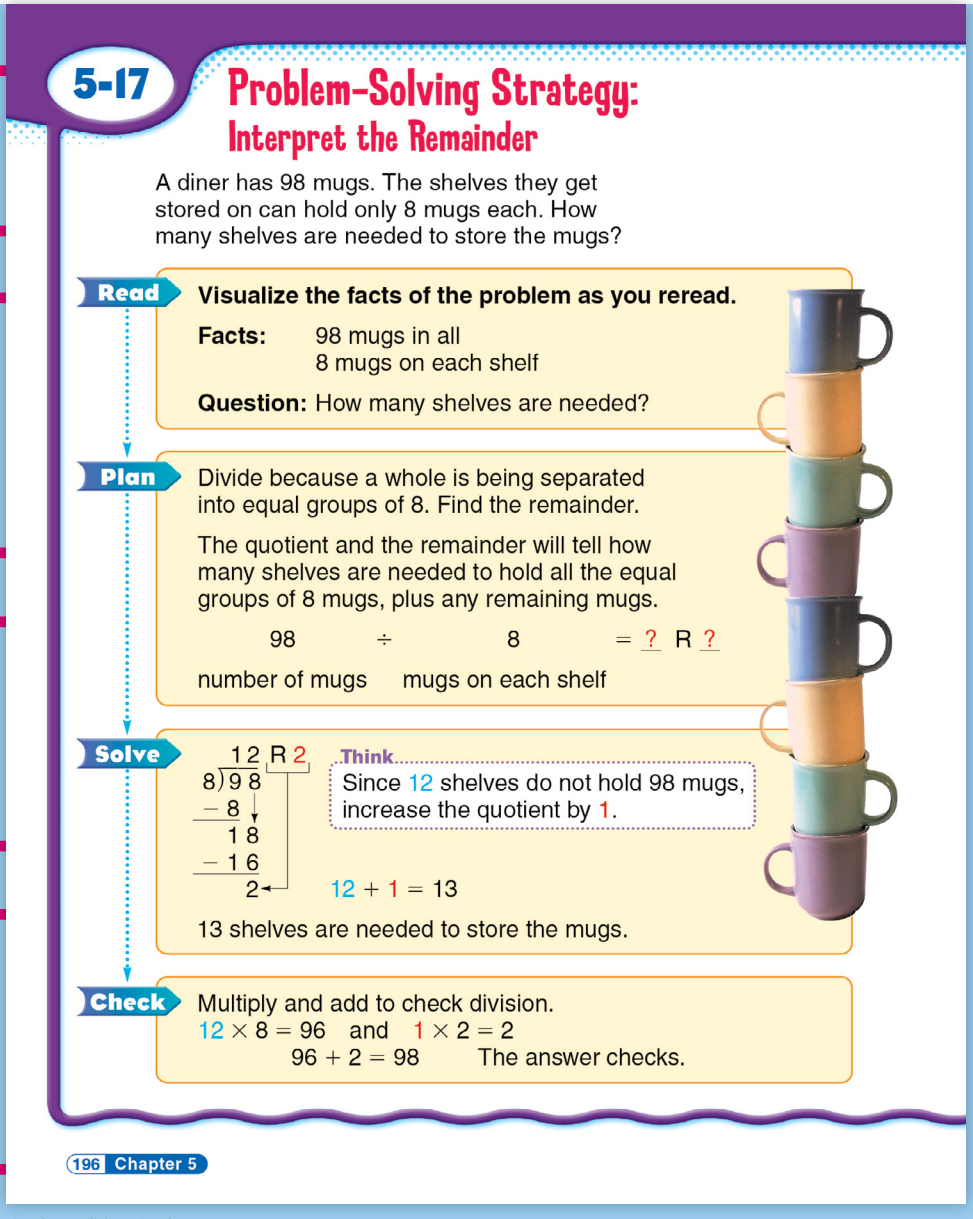
Based on George Poyla's heuristic model, the problem-solving strand in *Progress in Mathematics* provides a framework for successfully teaching problem solving to students. Students are introduced to problem-solving strategies and then apply those strategies to similar problems, including ones they formulate.

Problem-Solving Strategy Lessons
Teachers develop a particular strategy using the content of the chapter.

Plan
Students reread the problem, clarify their thinking, and visualize the problem situation before logically choosing a strategy or plan to solve the problem.

Solve
Students put their plans into action, often drawing pictures, following the order outlined in the Plan Step to solve the problem.

Check
Students use various ways to check the reasonableness of their solutions and make sure their answer makes sense in the context of the problem.



5-17

Problem-Solving Strategy: Interpret the Remainder

A diner has 98 mugs. The shelves they get stored on can hold only 8 mugs each. How many shelves are needed to store the mugs?

Read **Visualize the facts of the problem as you reread.**

Facts: 98 mugs in all
8 mugs on each shelf

Question: How many shelves are needed?

Plan Divide because a whole is being separated into equal groups of 8. Find the remainder.

The quotient and the remainder will tell how many shelves are needed to hold all the equal groups of 8 mugs, plus any remaining mugs.

98 ÷ 8 = ? R ?

number of mugs — mugs on each shelf

Solve

$$\begin{array}{r} 12\ R\ 2 \\ 8\overline{)98} \\ -\ 8\downarrow \\ \hline 18 \\ -\ 16 \\ \hline 2 \end{array}$$

Think
Since 12 shelves do not hold 98 mugs, increase the quotient by 1.

12 + 1 = 13

13 shelves are needed to store the mugs.

Check Multiply and add to check division.
12 × 8 = 96 and 1 × 2 = 2
96 + 2 = 98 The answer checks.

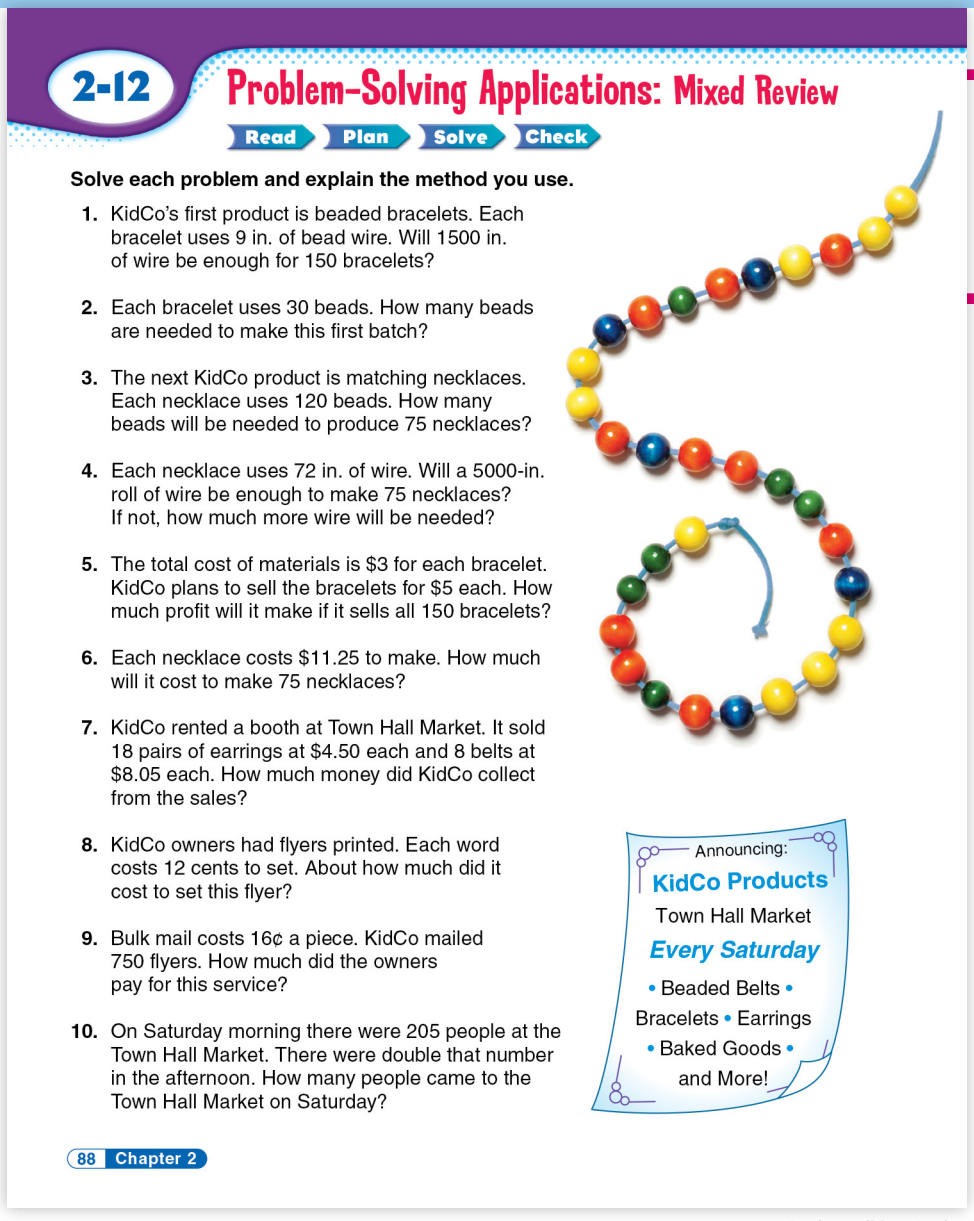
196 Chapter 5

Student Edition, Grade 4

Problem-Solving Process

Each lesson guides students through the problem step by step. The program offers instruction using 15 problem-solving strategies, including:

- Interpret the Remainder
- Logical Reasoning
- Make an Organized List or Table
- More Than One Solution
- Use a Graph
- Use More Than One Step
- Write a Number Sentence
- Find or Use a Pattern



2-12

Problem-Solving Applications: Mixed Review

Read Plan Solve Check

Solve each problem and explain the method you use.

1. KidCo's first product is beaded bracelets. Each bracelet uses 9 in. of bead wire. Will 1500 in. of wire be enough for 150 bracelets?
2. Each bracelet uses 30 beads. How many beads are needed to make this first batch?
3. The next KidCo product is matching necklaces. Each necklace uses 120 beads. How many beads will be needed to produce 75 necklaces?
4. Each necklace uses 72 in. of wire. Will a 5000-in. roll of wire be enough to make 75 necklaces? If not, how much more wire will be needed?
5. The total cost of materials is $3 for each bracelet. KidCo plans to sell the bracelets for $5 each. How much profit will it make if it sells all 150 bracelets?
6. Each necklace costs $11.25 to make. How much will it cost to make 75 necklaces?
7. KidCo rented a booth at Town Hall Market. It sold 18 pairs of earrings at $4.50 each and 8 belts at $8.05 each. How much money did KidCo collect from the sales?
8. KidCo owners had flyers printed. Each word costs 12 cents to set. About how much did it cost to set this flyer?
9. Bulk mail costs 16¢ a piece. KidCo mailed 750 flyers. How much did the owners pay for this service?
10. On Saturday morning there were 205 people at the Town Hall Market. There were double that number in the afternoon. How many people came to the Town Hall Market on Saturday?

88 Chapter 2

Problem-Solving Application
Lesson formats include a mixed strategy review. Emphasis is placed on problem solving using different number types (i.e., fractions).

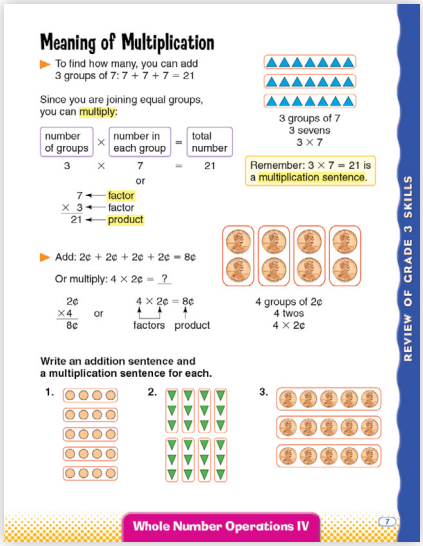
Student Edition, Grade 5

VIEW OR REQUEST A SAMPLE AT
www.SadlierSchool.com/PIM

ONLINE

Enhance Learning with Additional Support and

To help meet individual needs, the following opportunities, found in every Student Edition, reinforce, maintain, and extend math skills.



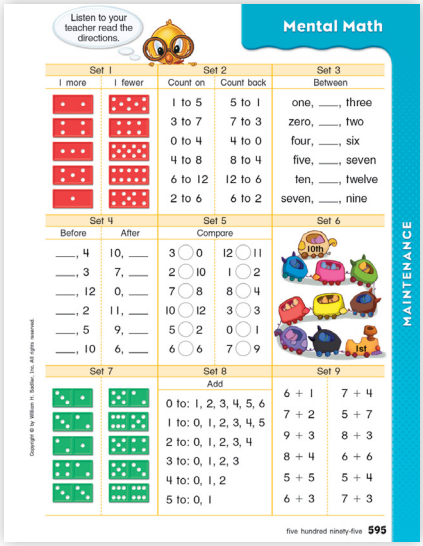
Student Edition, Grade 4

Skills Update
GRADES 1–6

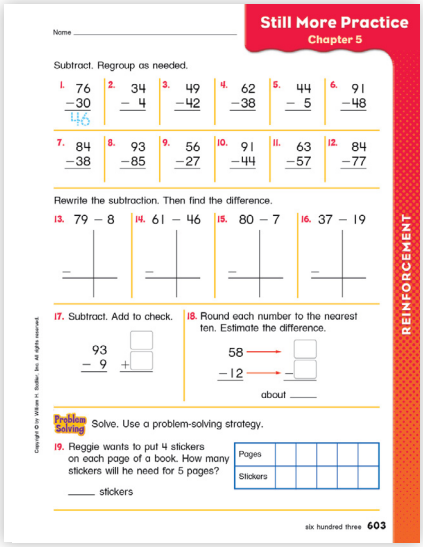
These mini lessons review prerequisite skills of the grade level.

Mental Math
GRADES 1–6

Mental Math is a daily spiral review designed to help students think quickly and accurately.



Student Edition, Grade 1



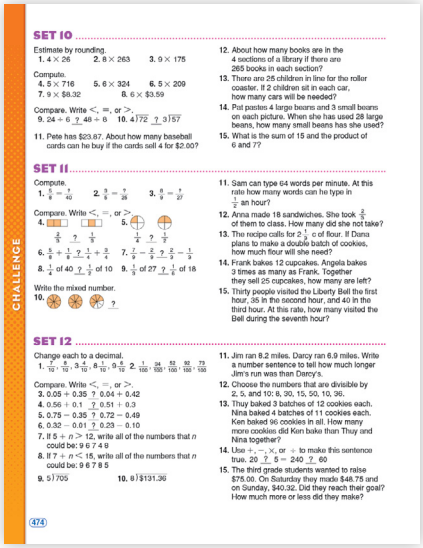
Student Edition, Grade 2

Still More Practice
GRADES 1–6

These additional practice pages reinforce lesson learning objectives and help students maintain and practice chapter skills and concepts.

Brain Builders
GRADES 3–6

These challenging problems require students to use their higher-level thinking skills.



Student Edition, Grade 3

Enrichment

Recognizing the importance of relating math to students' real world, the following enrichment opportunities and engaging activities help students apply math in an authentic context and make connections to other subject areas.

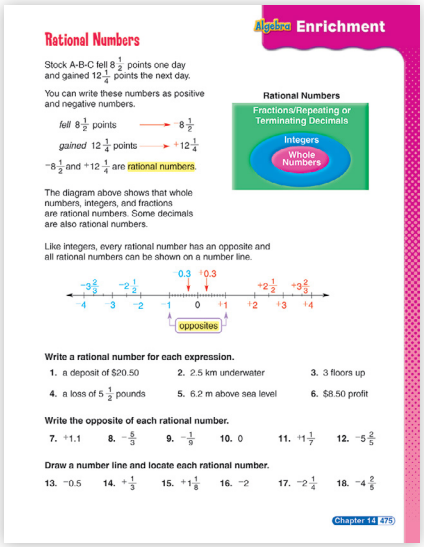
Student Edition, Grade K

Connections
GRADES K–2

Support students in connecting chapter content to other math strands and disciplines.

Enrichment
GRADES K–6

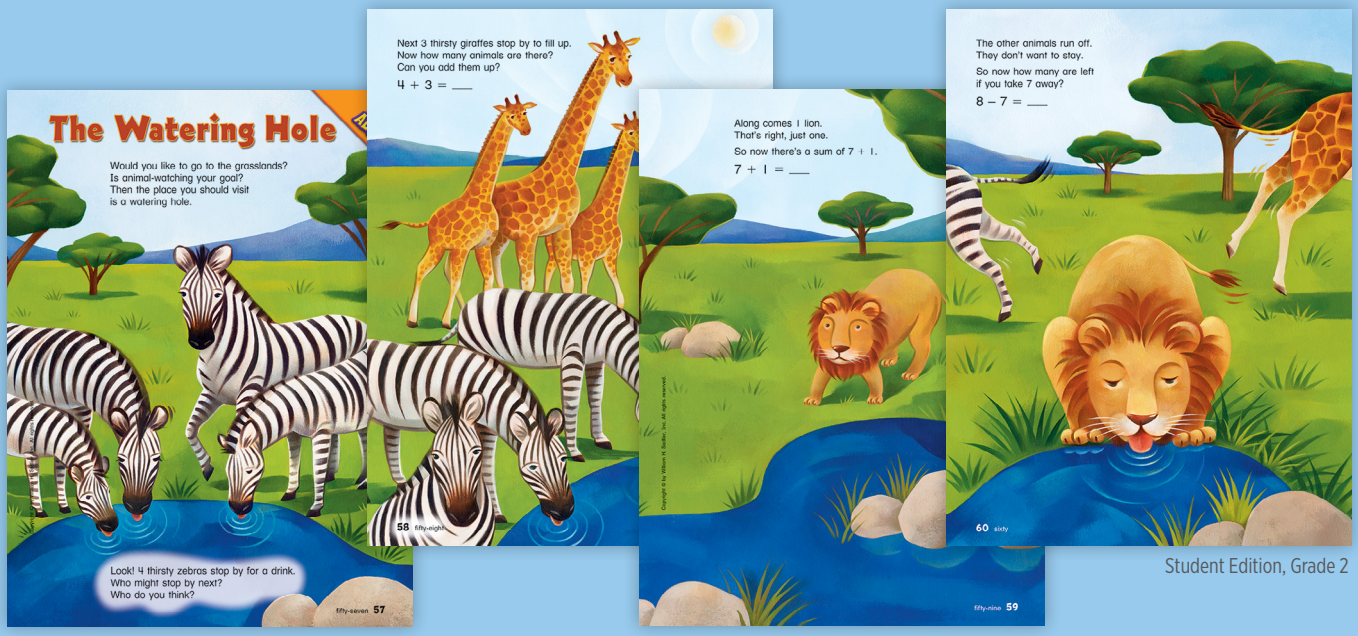
Find ample opportunity to extend chapter skills and concepts.



Student Edition, Grade 5

Read-Aloud Math Story GRADES K–2

Engaging stories connect math concepts taught in the chapter to reading, listening, and problem-solving skills.



Student Edition, Grade 2

Guide Student Progress Toward Excellence

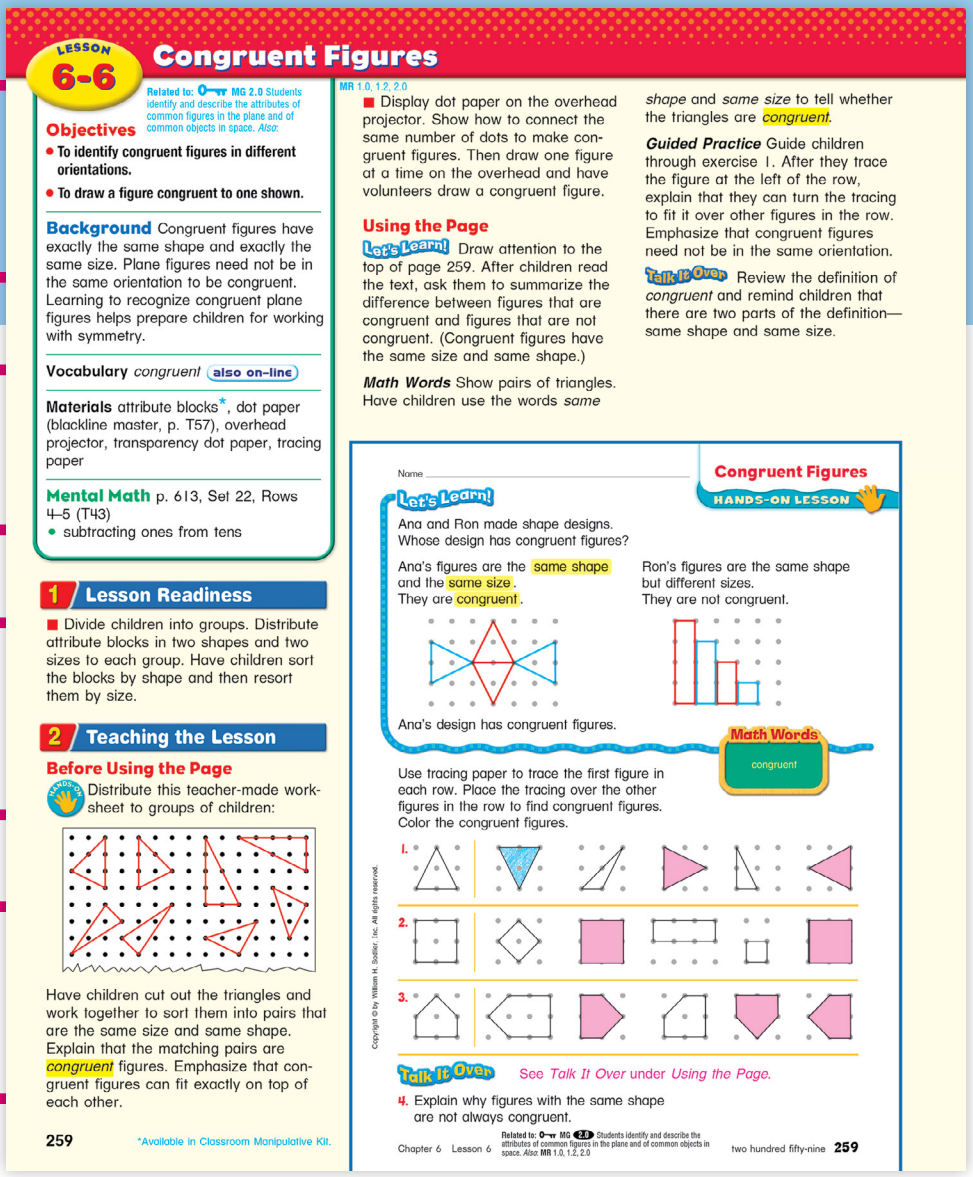
Each Teacher's Edition, available in print or as an eBook, contains a consistent 5-step lesson plan and embedded professional development. It also offers teaching tips for differentiating instruction, support for English language learners, vocabulary development, and family engagement.

Lesson Objectives and Background
Clear, concise, and measurable objectives set the expectations of the lesson.

Mental Math
Daily maintenance reviews basic math skills.

Prior Knowledge
Activities activate students' prior knowledge of prerequisite skills related to the current lesson.

Concrete Presentation
A hands-on or example-based introduction begins the lesson to build conceptual understanding.



LESSON 6-6

Congruent Figures

Related to: MG 2.0 Students identify and describe the attributes of common figures in the plane and of common objects in space. *Also:*

Objectives
- To identify congruent figures in different orientations.
- To draw a figure congruent to one shown.

Background Congruent figures have exactly the same shape and exactly the same size. Plane figures need not be in the same orientation to be congruent. Learning to recognize congruent plane figures helps prepare children for working with symmetry.

Vocabulary *congruent* also on-line

Materials attribute blocks*, dot paper (blackline master, p. T57), overhead projector, transparency dot paper, tracing paper

Mental Math p. 613, Set 22, Rows 4–5 (T43)
- subtracting ones from tens

1 Lesson Readiness

■ Divide children into groups. Distribute attribute blocks in two shapes and two sizes to each group. Have children sort the blocks by shape and then resort them by size.

2 Teaching the Lesson

Before Using the Page

Distribute this teacher-made worksheet to groups of children:

Have children cut out the triangles and work together to sort them into pairs that are the same size and same shape. Explain that the matching pairs are *congruent* figures. Emphasize that congruent figures can fit exactly on top of each other.

259 *Available in Classroom Manipulative Kit.

MR 1.0, 1.2, 2.0

■ Display dot paper on the overhead projector. Show how to connect the same number of dots to make congruent figures. Then draw one figure at a time on the overhead and have volunteers draw a congruent figure.

Using the Page

Let's Learn! Draw attention to the top of page 259. After children read the text, ask them to summarize the difference between figures that are congruent and figures that are not congruent. (Congruent figures have the same size and same shape.)

Math Words Show pairs of triangles. Have children use the words *same shape* and *same size* to tell whether the triangles are *congruent*.

Guided Practice Guide children through exercise 1. After they trace the figure at the left of the row, explain that they can turn the tracing to fit it over other figures in the row. Emphasize that congruent figures need not be in the same orientation.

Talk It Over Review the definition of *congruent* and remind children that there are two parts of the definition—same shape and same size.

Name _____

Congruent Figures
HANDS-ON LESSON

Let's Learn!

Ana and Ron made shape designs. Whose design has congruent figures?

Ana's figures are the same shape and the same size. They are congruent.

Ron's figures are the same shape but different sizes. They are not congruent.

Ana's design has congruent figures.

Math Words
congruent

Use tracing paper to trace the first figure in each row. Place the tracing over the other figures in the row to find congruent figures. Color the congruent figures.

1.
2.
3.

Talk It Over See *Talk It Over* under *Using the Page.*

4. Explain why figures with the same shape are not always congruent.

Chapter 6 Lesson 6 Related to: MG 2.0 Students identify and describe the attributes of common figures in the plane and of common objects in space. *Also:* MR 1.0, 1.2, 2.0 two hundred fifty-nine 259

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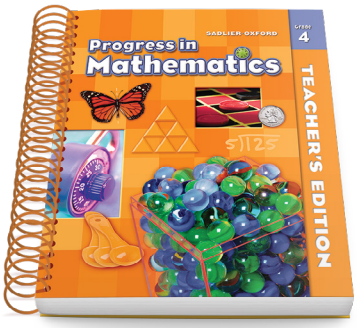
Teacher's Edition, Grade 2



Observational Assessment
These prompts provide suggestions for monitoring students' daily progress.

Independent Practice
Tips for assigning in-class practice or homework are at point of use.

RESOURCES ON-LINE www.sadlier-oxford.com

Meeting Individual Needs
See pages 245E–245F.

3 Practice and Apply

Independent Practice

■ Help children notice how many connected dots make up each side of the figure in exercise 5. Explain that they should match the sides of the figures exactly to make them congruent. Allow children to work with partners to complete exercises 6 and 7. Remind children that congruent figures can be in different orientations.

As you observe children, take note of those who can identify congruent figures.

Errors Commonly Made
Be alert to children who only recognize figures as congruent if they are in the same orientation. (See *Diagnostic Reteaching.*)

CRITICAL THINKING

Be sure that children use logical or spatial reasoning to write an answer before actually tracing a rectangular prism to check it.

4 Summarize/Assess

■ Give each child any two of the cutouts made in the *Before Using the Page* section. Call on children, in turn, to tell whether their figures are congruent.

5 Follow-Up

Diagnostic Reteaching

■ Have children trace and cut out a pair of congruent figures from construction paper. Ask children to rotate the figures and then match them up again to show they are congruent.

Extra Practice

■ **Workbook:** p. 74

Practice/Test Generator CD-ROM

Related Activities

Real-World Connection

■ Have children look for congruent objects in the classroom, such as gloves, the soles of a pair of shoes, or the tops of desks. Then have them explain why these objects are congruent.

Learning Styles: Kinesthetic

■ Pair children. Tell each partner to make a figure using rubber bands on a geoboard. Then have partners exchange boards and create a congruent figure on the same board.

RESOURCES ON-LINE

■ **Problem of the Day:** p. 245G, prob. 6

■ **Math Activities**

Practice

Draw a figure that is congruent to the given figure.

5. 6. 7.

8. 9. 10.

11. Draw 2 congruent figures. Drawings may vary. Check children's work. Sample answer given.

CRITICAL THINKING

12. Look at the faces of a rectangular prism. If you traced all the faces, would you make any congruent figures? Yes Tell in your Math Journal how many congruent figures you would make. Then trace all the faces of a rectangular prism to prove your answer.
See *Critical Thinking* under *Independent Practice.*

260 two hundred sixty

Math Alive at Home Have your child trace a figure shown on this page and then make a congruent figure.

260

Teacher's Edition, Grade 2

Meet Individual Needs
Suggestions and activities are provided to differentiate and enhance learning for all learners.

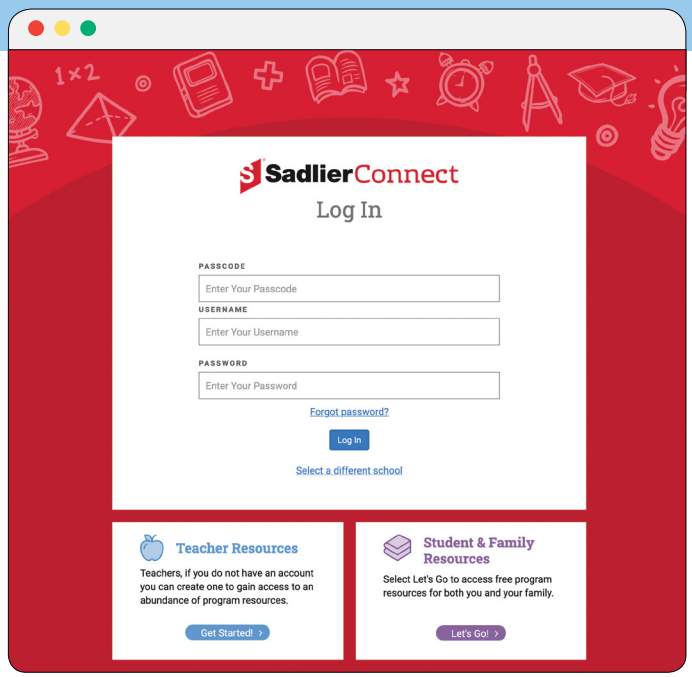
Diagnostic Reteaching
An alternative way to address the lesson skill or concept is provided for each lesson to help struggling learners.

Online Assessments
Additional practice and assessments are online in an interactive format to support students' learning at SadlierConnect.com.

Reinforcement
Skills Update lessons review prerequisite skills needed for the upcoming lesson.

Individualize Instruction with Online Resources

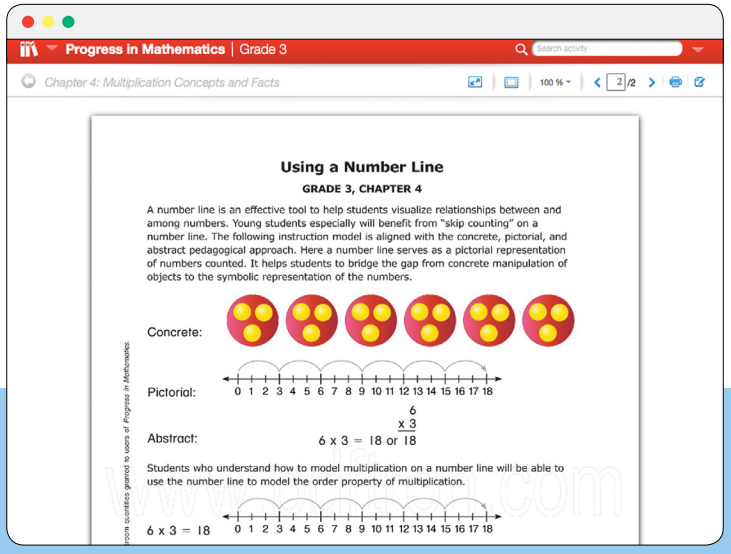
Strengthen instruction and meet individual student's needs with a variety of free *Progress in Mathematics* online resources on *Sadlier Connect*, Sadlier's one-stop learning platform at **www.SadlierConnect.com**. Teachers, students, and parents will find additional activities to enhance student learning and to promote a deep understanding of mathematics.



Sadlier Connect Homepage

Sadlier Connect, Astronaut Run Interactive Fluency Game

Visit Matika Worlds on *Sadlier Connect* for online gaming fun to build fluency with **Astronaut Run**.

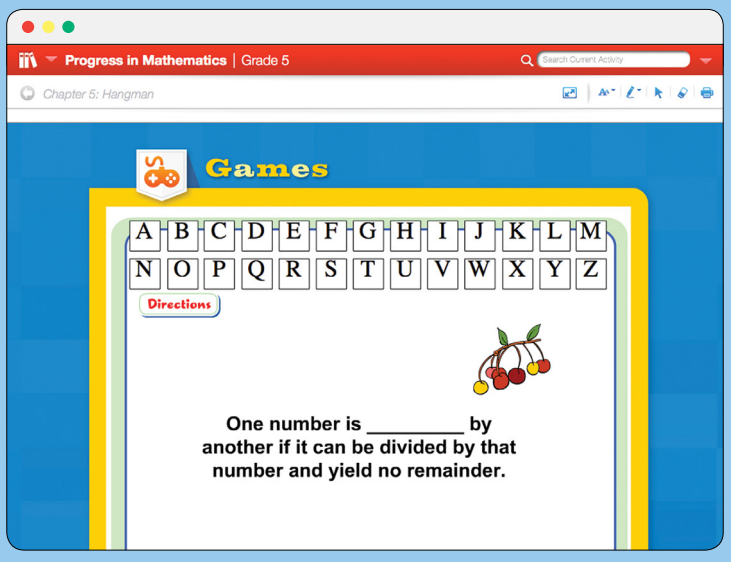


Online Research-based Chapter Support, Grade 3

With the dynamic content and support online at *Sadlier Connect*, students become motivated and engaged in learning.

Teachers will be more prepared with:

- Program Scope and Sequence
- Blackline Masters
- Virtual Manipulatives
- Research-based Chapter Support Activities
- Problem of the Day
- Support that follows a standards-based curriculum



Online Vocabulary Game, Grade 5

Students and families will engage more deeply in mathematics with:

- Virtual Manipulatives
- Interactive Games
- Math Minutes—timed fluency practice
- Vocabulary Development Games
- Audio Glossary in English and Spanish
- Take Home Activities

VIEW OR REQUEST A SAMPLE AT
www.SadlierSchool.com/PIM

ONLINE

Inform Instruction and Customize Learning

The value of assessing students has never been more important. To guide students toward grade-level learning objectives, teachers must know where students are and adjust instruction when needed. *Progress in Mathematics* offers a variety of K–6 assessment tools in print and online formats for before, during, and after instruction.

ASSESSMENTS	DIAGNOSTIC ASSESSMENTS	FORMATIVE ASSESSMENTS	SUMMATIVE ASSESSMENTS
Benchmark	Beginning-of-Year Diagnostic Test (Gr. 1–6) (Online, free response) Beginning-of-Year Diagnostic Test* (Gr. 1–6) (Student Test Booklet, standardized format)	Cumulative Review (Student Edition, standardized format)	Quarterly Tests (Gr. 1–6) (Online) Quarterly Priority Lessons Tests Quarterly Tests (Gr. 1–6) (Student Test Booklet, standardized format) Midyear Test* (Gr. 1–6) (Online) Midyear Priority Lessons Tests (Online) End-of-Year Test (Online) End-of-Year Priority Lessons Test (Online) End-of-Year Test* (Student Test Booklet, standardized format)
Chapter Based	Diagnostic Pretest (Teacher's Edition, free response)	Chapter Pretest (Gr. 3–6) (Online, free response) Check Your Progress (Online) Check Your Progress for Priority Lessons (Online, standardized format and free response) Check Your Progress (Student Edition, standardized format and free response) Performance Assessment (Student Edition, free response)	Chapter Test (Practice) for Priority Lessons (Online) Chapter Test (Practice) (Student Edition, free response) Chapter Post Test for Priority Lessons (Online) Chapter Post Test (Teacher's Edition, free response) Chapter Test (Gr. 1–6) (Student Test Booklet, standardized format)

* Available with the *Progress in Mathematics Full Access* Bundle. See page 16 for more information.

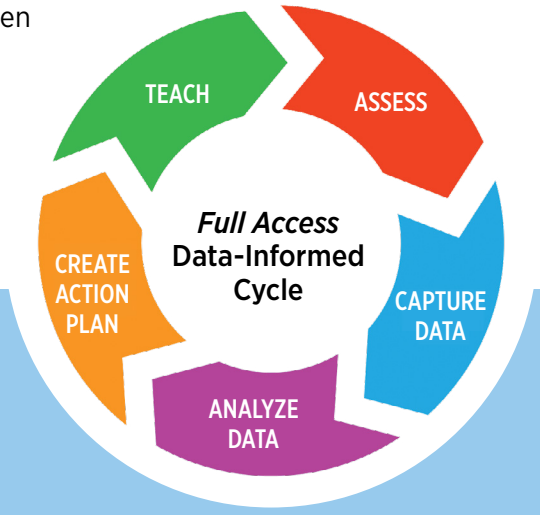
Online Assessments, Grade 1-6

Progress in Mathematics' Online Assessments make it easy to inform your day-to-day instruction to reach student achievement goals! Personalize student learning—from creating custom assignments and assessments with a robust item bank to reporting student results. Online Assessments are purchased separately.

Harness the Power of Data with *Full Access*

The *Full Access*™ Bundle for *Progress in Mathematics* adds an integrated solution for assessing and addressing individual student learning gaps at strategic points of the school year.

Progress in Mathematics assessments administered in *Full Access* identify skill-level support students need. Based on the results, targeted resources are recommended. Detailed reports allow teachers to monitor students' progress and support grade-level success with ongoing data-driven instruction throughout the school year.



The Data-Informed Cycle

1. **Assess:** Administer Benchmark Tests (Beginning-of-Year, Mid-Year, and End-of-Year) aligned with learning objectives.
2. **Capture Data:** Identify individual student learning gaps using their performance data.
3. **Analyze Data:** Diagnose individual skill levels by accessing reports—Proficiency, Skills, and Recommended Resources.
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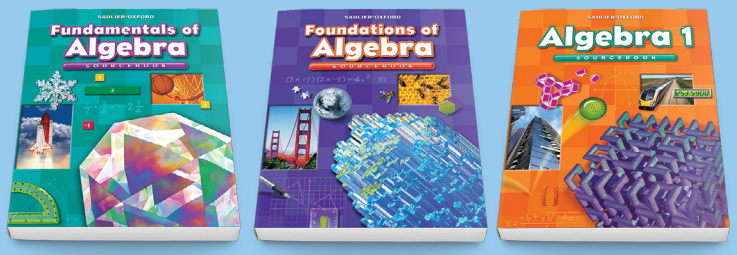

The components of this comprehensive middle school program include:

Student Edition

The Student Edition is comprised of two companion books, the SourceBook and Practice Book. With these books you will find:

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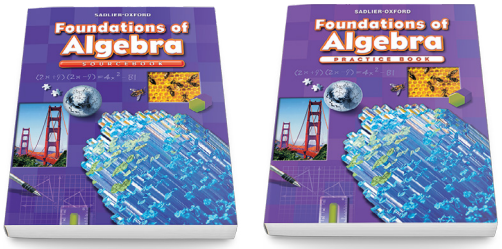
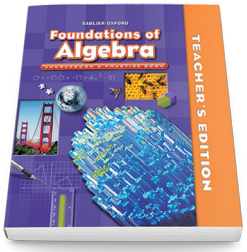


Full Access Bundle
Available for Grades 7–8!
See page 16.

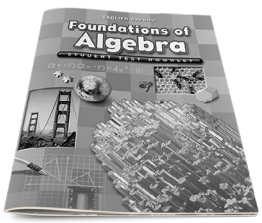
Teacher's Edition

The Teacher's Edition provides research-based instructional strategies to effectively teach each lesson. It also offers a range of tools to support instruction, such as Lesson Planners, Pacing Guides, and suggestions for differentiated instruction and meeting individual needs.



Student Test Booklet

This assessment booklet includes Benchmark and Chapter Tests to monitor and assess students' procedural knowledge, conceptual understanding, and mathematical reasoning, as well as mastery of specific lesson objectives.



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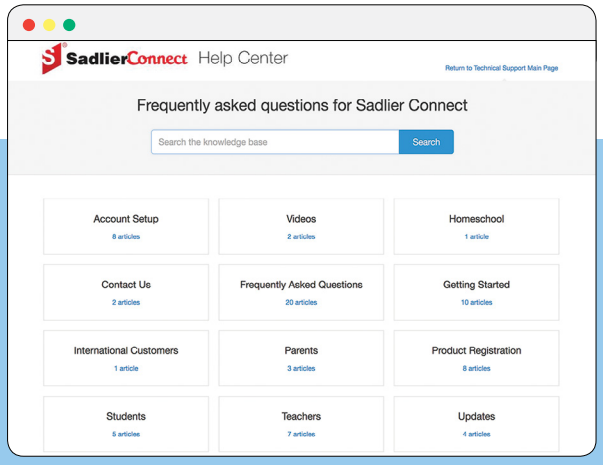

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