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
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 students to move as fast as they can, or as slowly as they must to gain confidence and master skills.

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.

**Let’s Learn!**
**Related Subtraction Facts**
Horizontal: 9 - 3 = 6 9 - 6 = 3
Vertical: 9 - 3 = 6 9 - 6 = 3

Use \( \square \) to model each exercise. Subtract. Write the related subtraction fact.

1. 7 - 1 = \_
   \[
   \begin{array}{c}
   \hline
   7 \\
   -1 \\
   \hline
   \end{array}
   \]
2. 11 - 4 = \_
   \[
   \begin{array}{c}
   \hline
   11 \\
   -4 \\
   \hline
   \end{array}
   \]
3. 6 - 5 = \_
   \[
   \begin{array}{c}
   \hline
   6 \\
   -5 \\
   \hline
   \end{array}
   \]
4. 10 - 7 = \_
   \[
   \begin{array}{c}
   \hline
   10 \\
   -7 \\
   \hline
   \end{array}
   \]
5. 12 - 8 = \_
   \[
   \begin{array}{c}
   \hline
   12 \\
   -8 \\
   \hline
   \end{array}
   \]
6. 9 - 0 = \_
   \[
   \begin{array}{c}
   \hline
   9 \\
   -0 \\
   \hline
   \end{array}
   \]
7. 5 - 2 = \_
   \[
   \begin{array}{c}
   \hline
   5 \\
   -2 \\
   \hline
   \end{array}
   \]
8. 11 - 6 = \_
   \[
   \begin{array}{c}
   \hline
   11 \\
   -6 \\
   \hline
   \end{array}
   \]
9. 8 - 3 = \_
   \[
   \begin{array}{c}
   \hline
   8 \\
   -3 \\
   \hline
   \end{array}
   \]
10. 12 - 5 = \_
    \[
    \begin{array}{c}
    \hline
    12 \\
    -5 \\
    \hline
    \end{array}
    \]
11. 9 - 7 = \_
    \[
    \begin{array}{c}
    \hline
    9 \\
    -7 \\
    \hline
    \end{array}
    \]

**Talk It Over**
12. How are related subtraction facts alike? How are they different?
**Guided Practice**
Scaffolded support helps students transition to working independently.

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

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

**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).

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**Complete each division.**

1. \(41 \div 8 \) \(\underline{5}\) \(\underline{6}\) \(\underline{2}\) \(\underline{R}\) \(\underline{2}\) \(\underline{?}\) \(\underline{?}\) \(\underline{?}\) \(\underline{?}\)
2. \(32 \div 5 \) \(\underline{6}\) \(\underline{2}\) \(\underline{R}\) \(\underline{2}\)
3. \(47 \div 2 \) \(\underline{2}\) \(\underline{1}\) \(\underline{6}\) \(\underline{4}\) \(\underline{2}\) \(\underline{3}\)
4. \(47 \div 2 \) \(\underline{1}\) \(\underline{6}\) \(\underline{4}\) \(\underline{2}\) \(\underline{3}\) \(\underline{R}\) \(\underline{2}\) \(\underline{?}\) \(\underline{?}\) \(\underline{?}\) \(\underline{?}\)

**Divide and check.**

4. \(32 \div 96\)
5. \(22 \div 88\)
6. \(41 \div 205\)
7. \(17 \div 153\)
8. \(61 \div 854\)
9. \(43 \div 888\)
10. \(34 \div 680\)
11. \(27 \div 621\)
12. \(51 \div 358\)
13. \(65 \div 201\)
14. \(82 \div 331\)
15. \(46 \div 203\)
16. \(35 \div 1019\)
17. \(76 \div 3733\)
18. \(44 \div 1456\)
19. \(63 \div 3792\)
20. \(59 \div 1193\)
21. \(36 \div 2884\)
22. \(43 \div 3886\)
23. \(72 \div 4332\)
24. \(45 \div 9542\)
25. \(62 \div 9095\)
26. \(81 \div 9729\)
27. \(76 \div 9884\)

**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?

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.
Apply Consistent Modeling of the Four-Step

Based on George Pólya'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, followed up by formulating their own problems.

**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.

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5-17

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**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 = 12 R 2**

- **number of mugs**
- **mugs on each shelf**

**Solve**

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**
- **1 × 2 = 2**

- **96 + 2 = 98**

The answer checks.
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

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

2-12 Problem-Solving Applications: Mixed Review

Solve each problem and explain the method you use.

1. KidCo’s first product is beaded bracelets. Each bracelet uses 9 in. of beaded 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?
Enhance Learning with Additional Support and Enrichment

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

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.

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.
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.

### 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.

### Read-Aloud Math Story **GRADES K–2**
Engaging stories connect math concepts taught in the chapter to reading, listening, and problem-solving skills.
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.
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.

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.

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.

Meet Individual Needs

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.

Diagonal 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 to see if they are congruent.

Related Activities
Real-World Connection
- Have children look for congruent objects in the classroom, such as shoes, the sides of a pair of shoes, or the tops of desks. Then have them explain why these objects are congruent.

Learning Styles
Kinaesthetic
- 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.

Critical Thinking
- Look at the faces of a rectangular prism. If you traced all the faces, would you make any congruent figures? You could have children predict how many congruent figures they would make. Then have them trace all the faces of a rectangular prism to prove your answer.

www.SadlierSchool.com

Teacher’s Edition, Grade 2
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.

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

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
Inform Instruction and Learning with an Array

Monitor and guide student progress toward the expectations of grade-level learning objectives. Assessments tools are available in print and online formats for before, during, and after instruction.

Use the Item Analyses and Prescriptive Suggestions in the Teacher’s Edition for each type of assessment to help guide instruction and increase student achievement.

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VIEW OR REQUEST A SAMPLE AT www.SadlierSchool.com/PIM
Online Assessments, Grade 1-6

*Progress in Mathematics*’ Online Assessments makes it easy to inform your day-to-day instruction to reach student achievement goals! Personalize student learning—from creating assignments and assessments to reporting student results.

Online Assessments are purchased separately. They offer convenience with:

- An Item Bank of questions that allows teachers to create and share customized practice and assessments
- Real-time data and reports for instant feedback

Access a variety of reports to monitor progress:
- Class Assessment
- Class Proficiency
- Student Scores
- Student Trend
- Student Tracking
Prepare Middle School Students for Mastery in Algebra

Progress in Mathematics Fundamental of Algebra (Grade 7), Foundations of Algebra (Grade 8), and Algebra 1 provide students with the necessary skills to succeed in Algebra and beyond.

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:

- Direct instruction with modeling of mathematics concepts so mathematics is accessible to all learners
- Meaningful opportunities for rich student discourse to help students think mathematically
- Guided and independent practice exercises to scaffold the learning process
- Applications designed to ensure understanding

**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.
Support Implementation with Tailored Professional Development

Live Professional Development includes a comprehensive suite of services designed to support success. Sadlier has found that implementing our mathematics program in conjunction with robust professional learning opportunities results in the highest level of success.

Presented virtually or in-person, our sessions—tailored to meet your needs—provide a deep knowledge of effective implementation strategies and instructional practices.

For pricing and availability, contact your Sales Representative.

The Sadlier Connect Help Center answers all your questions about Progress in Mathematics online resources. Technical Support is also available by phone or email.
Manipulatives, Grades K–6

Classroom and Individual Manipulative Kits are optional purchases that support concrete presentations and help foster conceptual understanding of math skills and concepts.

To view the contents of each kit, go to www.SadlierSchool.com/PIM.

Virtual Manipulatives are also available at www.SadlierConnect.com for Grades K–8.

Bundle and Save!

STUDENT EDITION AND eBook BUNDLE,_grades K–9
Includes: 1 print Student Edition, 1-yr eBook seat license
Minimum purchase 20 bundles from the same grade level‡

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STUDENT DIGITAL BUNDLE, grades K–6
Includes: 1 Student Edition eBook, 1 Student Edition Workbook eBook, and 20 Online Assessments seat licenses♣

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♣ Quantities for digital licenses must include all user types (i.e., administrators, teachers, and students) needing to access the content.
‡ Price applies only to multiple copies/licenses of the same title and grade, and not to the total number of items ordered.
♣ Online Assessments are not available for Kindergarten. See System Requirements at TechSpecs.SadlierConnect.com.
## Print Components Grades K–6

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## Print Components Grades 7–8+

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† Also available as an eBook. ‡ Includes Teacher Access Code for secure online components. †† NOTE: Student Test Booklet (Package of 10) does not include the Teacher’s Edition. ❁ While supplies last. See System Requirements at TechSpecs.SadlierConnect.com

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