

# PROGRESS IN MATHEMATICS

NEW!

Established, Effective, and Enhanced

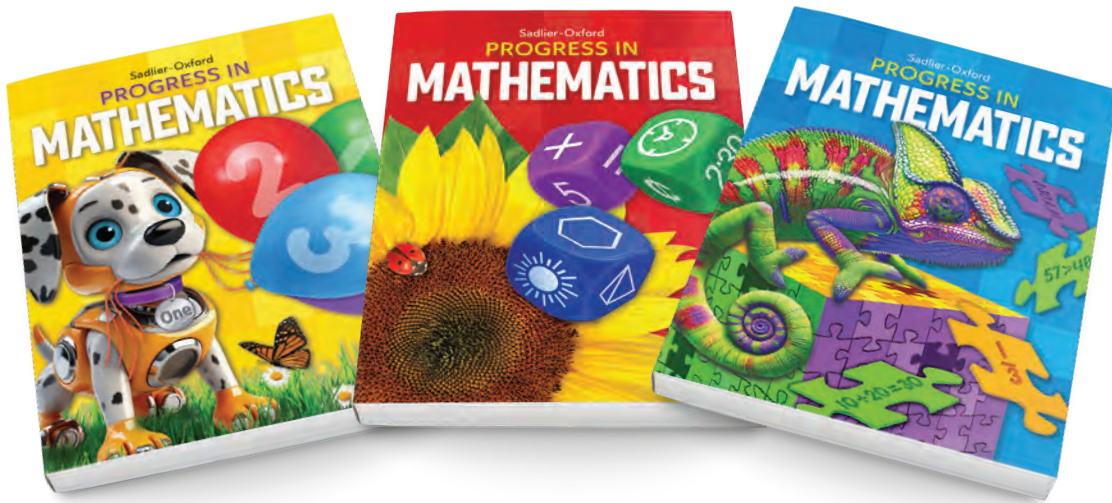
For Grades K-2



*Progress in Mathematics* is a partnership creating a supportive environment where every student thrives!

# Establish Strong Foundational Math Skills Early On!

Sadlier is proud to introduce the **NEW** edition of *Progress in Mathematics* for Grades K–2. This well-respected program has been updated to ensure it continues to serve the next generation of students effectively. With a fresh design and enhanced features, the program enriches every student’s learning experience, paving the way to mathematical proficiency.

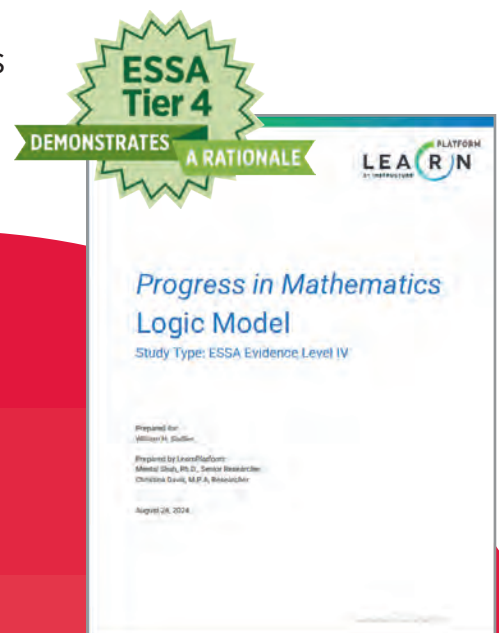


## Highlights of the new edition include:

- **Improved problem-solving** strand with grade-appropriate multistep problems and discussion opportunities
- **Differentiation supports** in every lesson to accommodate all learners
- **STEAM connections** in each chapter, making math more relevant and engaging
- **Simplified lesson** organization for easier implementation
- **Updated lessons** that align with the latest math standards
- **Comprehensive assessments** to track student progress

## Read the Research!

*Progress in Mathematics* has a proven pedagogy and rigorous instructional design that follows a systematic scope and sequence. *Progress in Mathematics* satisfies the ESSA evidence requirements for Tier 4 (Demonstrates a Rationale). Read the full report at [www.SadlierSchool.com/PIMK-6](http://www.SadlierSchool.com/PIMK-6)

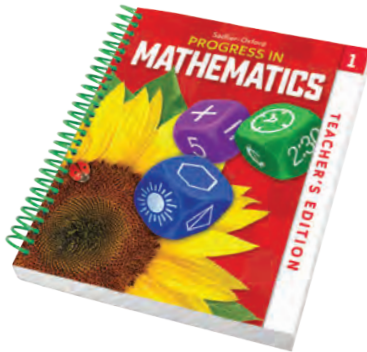
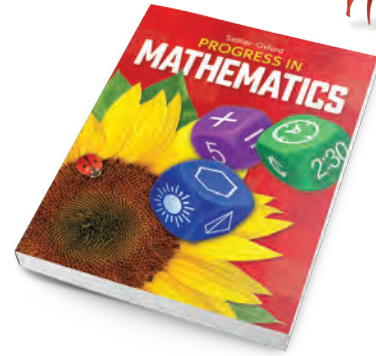


## Program Components

Print and digital resources support instruction, practice, and assessment to build math proficiency.

**Student Editions** include lessons, practice, reviews, and formative assessments aligned to grade-level expectations.

Learn more on pages 2 & 3.

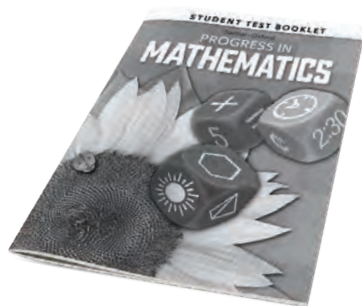
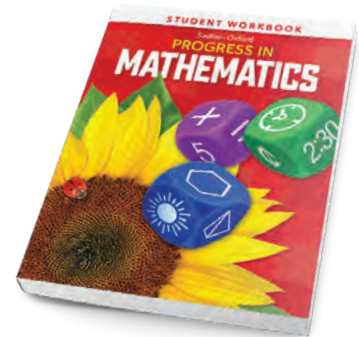


**Teacher's Editions** offer teacher support for effectively implementing grade-level learning objectives.

Learn more on pages 6 & 7.

**Student Edition Workbooks** provide additional practice for every lesson with a QR code to the lesson's instructional video for easy reference outside of the classroom.

Learn more on page 9.



**Student Edition Test Booklets** (pack of 10) are secure assessment tools including Beginning-of-Year, End-of-Year, and Chapter Tests to assess grade-level learning objectives. Answer Keys are available online at [SadlierConnect.com](https://www.sadlierconnect.com)

**Full Access™** is a comprehensive system for collecting and analyzing data through assessments and reports, offering resources across all grade levels to differentiate and meet the needs of individual students.



**Free Digital Resources**, including virtual manipulatives, support teachers, students, and families in reinforcing and extending grade-level concepts and skills. Available on [SadlierConnect.com](https://www.sadlierconnect.com)

**Manipulatives Kits** support the concrete mathematical experiences at each grade level.



# Boost Mathematical Proficiency with a Comprehensive Approach

Begin the students' journey to mathematical excellence with *Progress in Mathematics'* comprehensive approach to learning!

## Let's Learn!

Deepen students' conceptual understanding by connecting concrete to pictorial representations, and finally to abstract thinking with direct, explicit instruction.

Name \_\_\_\_\_

### Understanding Subtraction

Hands-On Lesson

**Let's Learn!**

**Listen** Look at the picture.  
Listen to the **subtraction story**.  
Use to model the subtraction story.

4 in all.  
**Take away** 3 .  
1 left.

There is 1 left in the tray.

Use to model the subtraction story.  
Write the numbers.

1. 3 in all.  
Take away .  
2 left.

2. in all.  
Take away .  
 left.

3. in all.  
Take away .  
 left.

**Let's Talk!**

4. Look at the picture.  
Tell a subtraction story.

**Math Words**  
subtraction story  
take away

**Math Words**  
Target the precise language students should be learning and using to communicate mathematically.

**Let's Talk!**  
Encourage students to articulate their thinking both orally and in writing.

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Chapter 3A Lesson 1

ninety-seven 97




### Let's Practice!

Reinforce and apply Lesson concepts and skills in varied exercises and higher-order thinking problems.


### Problem Solving

Multiple layers of problem-solving activities are embedded into each chapter and lesson.

### Let's Practice!

Use  to model the subtraction story. Write the numbers.

5. 6  in all.

Take away 4 .


2  left.



Take away to find how many are left.



6.      in all.


Take away     .


     left.



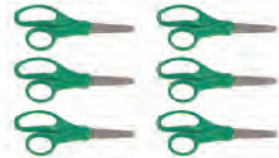
**Problem Solving** Use a problem-solving strategy.

7. There are 6  in a box.

Anne takes 3  for an art project.


How many  are left in the box?


There are      left in the box.




### Challenge Yourself

8. Draw a picture to show the subtraction story.

Elena has 6 .

She gives some  to Tom.

Elena has 2  left.

How many  does Elena give Tom?

Elena gives      to Tom.



**Math at Home** Put a total of 6 or fewer objects on a flat surface. Take away some of the objects. Ask your child to tell a subtraction story that tells how many are left.

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### Math at Home

Extend learning into the home.

# Enhance Critical Thinking with a Strong Problem-Solving Focus

*Progress in Mathematics'* enhanced problem-solving strand in every chapter equips students with practical skills for real-world applications.

- **Skill Application**

Lessons incorporate problem-solving opportunities, allowing students to apply the skills they've learned in meaningful problem-solving contexts.

- **Strategic Insights**

A dedicated lesson introduces a diverse array of problem-solving strategies based on Polya's renowned 4-step process—**Read, Plan, Write, and Check**—empowering students to solve a variety of problems.

- **Practical Application**

An application lesson allows students to put their newly acquired skills to the test in real-world scenarios.

- **Interactive Problem of the Day**

Daily problems in an interactive format are designed to engage students, stimulate critical thinking, and reinforce learning.

- **Additional Online Practice**

Online problem-solving exercises challenge students with higher-level thinking problems and are closely aligned with the chapter content.



**This comprehensive approach to problem solving ensures students are not only learning problem-solving strategies, but also mastering their application in varied and dynamic contexts.**

Name \_\_\_\_\_

### Problem Solving Strategy

#### Use a Graph

**Read** Carlos has twice as many as which other sticker?

Sticker Collection	

Key: Each stands for 1 sticker.

**Plan** Use the graph. Count how many. Carlos has 6 . He has 4 and 3 . Which number doubled is 6?

**Write**  $4 + 4 = 8 \rightarrow 4$  doubled is not 6.  
 $3 + 3 = 6 \rightarrow 3$  doubled is 6.

Carlos has twice as many as .

**Check** Draw a picture to show how many of each sticker.

Use the pictograph above to solve each problem.

- Carlos puts all his stickers in a book. How many stickers are in the book? \_\_\_\_\_ stickers are in the book.
- If Carlos gets another , how many will he have? \_\_\_\_\_ Carlos will have \_\_\_\_\_ .

Chapter 4 Lesson 8 one hundred seventy-three 173

Name \_\_\_\_\_

### Problem Solving Applications

**Read Plan Write Check**

#### Mixed Strategies

Use a strategy you have learned.

Sports Card Collections	
Tobit	
Kacy	
Mandy	

Key: Each stands for 1 card.

**Strategy File**  
 Act It Out  
 Use a Graph  
 Write a Number Sentence

Use the graph above for Exercises 1–3.

- Who has twice as many cards as ? \_\_\_\_\_
- How many more cards do and have than ? \_\_\_\_\_
- How many more cards does collect than ? \_\_\_\_\_ more .
- Ada has 9 . Bo has 3 fewer than Ada. How many does Bo have? \_\_\_\_\_ Bo has \_\_\_\_\_ .
- Rob has 3 and 2 . He also has 2 fewer than . How many robots does Rob have in all? \_\_\_\_\_ Rob has \_\_\_\_\_ robots in all.

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Chapter 4 Lesson 9 one hundred seventy-five 175

### Let's Practice!

**Read Plan Write Check**

Use a strategy you have learned.

Leaves Children Collect	
Talia	
Jake	
Rich	
Maria	
Bob	

Number of Leaves: 0 1 2 3 4 5 6 7 8 9 10 11 12

**Strategy File**  
 Draw a Picture  
 Write a Number Sentence  
 Use a Graph

- Who collects the most leaves? \_\_\_\_\_
- Who collects the fewest leaves? \_\_\_\_\_
- Who collects the same number of leaves? \_\_\_\_\_ and \_\_\_\_\_
- Jake collects more leaves. He now has one fewer than Talia. Color the bar graph. Jake now has \_\_\_\_\_ leaves.
- Carlos and Iris each have 8 . Dale has 1 more than Iris. How many does Dale have? \_\_\_\_\_ Dale has \_\_\_\_\_ .

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176 one hundred seventy-six Math at Home Ask your child to explain how your child solved the problems in this lesson.

All pages from Student Edition, Grade 1

# Implement Each Lesson with Confidence

The Teacher's Edition provides educators with the tools to confidently teach the program, build students' math skills, and create an engaging learning experience, using a 5-step approach for clear, incremental learning.

## Lesson Background

provides the instructional reason for teaching the lesson, connecting the current lesson skills, skills taught previously, and skills yet to be taught.

Vocabulary promotes the development of key **math vocabulary** to facilitate meaningful and insightful discussions.

# 1

## Lesson Readiness Entry Ticket

serves as a tool to measure students' level of understanding of prior knowledge and activates prerequisite skills related to the current lesson.

# 2

## Teaching the Lesson

provides the concrete (**Before Using the Page**) and the pictorial and abstract presentations (**Using the Page**) to help students make connections and develop a deep understanding of the lesson's content.

Lesson **3A-1**
**Understanding Subtraction**

**Objective**  
To explore the concept of subtraction as an action of separation from groups of 6 or less.

**Background**  
Separation, or *take away*, is the most easily understood of the four meanings of subtraction. Later lessons introduce subtraction as *part of a whole*, *comparison*, and *how many more are needed*.

See also Professional Development Support online.

**Vocabulary** subtraction story, take away

**Materials** counters, classroom objects, connecting cubes

**Virtual Manipulatives** Counters, Connecting Cubes

**1 Lesson Readiness**  
**Entry Ticket** Have children use counters at their desks to show the joining of two smaller groups to make a larger group. Say, "Show me two groups that will make a group of five in all." Have volunteers tell the story of the action. Be sure children understand that they have made a larger group by joining two smaller groups.

**2 Teaching the Lesson**  
A slide presentation of the lesson is available at [SodlierConnect.com](#). Go to Chapter 3 Lesson Slides.

**Before Using the Page**  
Display five books. Tell the following story as you have a child remove one of the books:

There are 5 books in all. (Child's name) takes away 1 of them. Now there are 4 books left.

Explain that you have just told a subtraction story. In the story, you told how

many books there were, how many were taken away, and how many were left.

Repeat with other subtraction stories. Encourage children to tell how many there are in all, how many they take away, and how many are left as they model each story. Have them also note that when they *take away*, the number of objects left is less than the number they started with.

**Using the Page**  
**Let's Learn!** Have children look at the picture as you tell the following subtraction story.

There are 4 pencils in the box. Ms. Jones takes away 3 of them. How many pencils are left in the box? (1)

Tell children that they can use cubes to represent the pencils in the story. Check that they begin with 4 cubes before taking away 3 of them.

Call attention to the red-dashed boxes around the pencils and cubes. Explain that the boxes are a way to show *take away*.

**Math Words** Tell this subtraction story: "There are 6 pens in all. Jim

Understanding Subtraction
Hands-On Lesson

Name: \_\_\_\_\_

**Let's Learn!**

**Listen** Look at the picture. Listen to the subtraction story. Use **6** to model the subtraction story.

4 \_\_\_\_\_ in all.  
Take away 3 \_\_\_\_\_  
1 \_\_\_\_\_ left.  
There is 1 \_\_\_\_\_ left in the tray.

Use **6** to model the subtraction story. Write the numbers.

1. 3 \_\_\_\_\_ in all.  
Take away 1 \_\_\_\_\_  
2 \_\_\_\_\_ left.

2. 5 \_\_\_\_\_ in all.  
Take away 2 \_\_\_\_\_  
3 \_\_\_\_\_ left.

3. 4 \_\_\_\_\_ in all.  
Take away 2 \_\_\_\_\_  
2 \_\_\_\_\_ left.

**Let's Talk!**

4. Look at the picture. Tell a subtraction story. See *Let's Talk* under *Using the Page*.

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All pages from Teacher's Edition, Grade 1





**Guided Practice** offers the chance to give students immediate feedback, helping them clear up any misconceptions or misunderstandings before moving on to working independently.

**3**

**Practice and Apply** includes tips for assigning **Independent Practice**, prompts for monitoring children's daily progress with **Observational Assessment**, and insights into areas where students might need more support with **Errors Commonly Made**.

**ONLINE RESOURCES** SadlierConnect.com

**takes away** 1. How many are left?  
Have a child draw a picture on the board and tell how many are left.

**Guided Practice**  
Tell subtraction stories involving "take away" for Exercises 1–3. Guide children in using cubes to model each story. Use phrases such as "give away" or "remove" to introduce situations that involve "take away."

**Let's Talk!** Remind children to begin their story by telling how many pencils there are in all. Encourage them to use other phrases that suggest "take away."

**3 Practice and Apply**  
**Independent Practice**  
Direct children to the kangaroo wearing the minus sign. Tell them that whenever they see this kangaroo they will be learning about subtraction. Have children tell subtraction stories for Exercises 5 and 6.  
In Exercise 7, children may act out the problem with connecting cubes.  
**Exit Ticket** Use Exercise 6 to assess children's understanding of the lesson's objective.  
As you observe children, take note of those who understand the "take away" meaning of subtraction.

**Errors Commonly Made**  
The representational pictures on the pages may confuse children if they are using connecting cubes as models. (See *Diagnostic Reteaching*.)

**Challenge Yourself!**  
Some children will have more success completing Exercise 8 if they use concrete objects. Point out that the story tells how many paper clips are left, but it doesn't tell how many are given away.

**4 Summarize/Assess**  
Tell the following subtraction story:  
There are 4 rocks in the box. Ken takes 1 of them. How many rocks are left? (3)  
Have children use connecting cubes to model the story, then tell how many rocks are left.

**5 Follow-Up**  
**Extra Practice**  
• Workbook p. 34  
• Still More Practice (online)  
**Diagnostic Reteaching**  
Explain that when children use cubes to model "take away," their actions mirror the "take away" action in the pictures.  
**Related Activities**  
**Reinforcement**  
Have children begin a Subtraction Book for the classroom library. Guide them in creating subtraction stories like those discussed in the lesson.  
**Online Resources**  
• Lesson Video  
• Interactive Practice  
• Reteach Lessons & Support  
• Multilingual Learner Support  
• Interactive Problem of the Day  
• Interactive Mental Math  
• Games and Study Aids

**Let's Practice!**  
Use **10** to model the subtraction story. Write the numbers.  
5. **6** in all. Take away **2** left.  
6. **3** in all. Take away **2** left.  
**Problem Solving** Use a problem-solving strategy.  
7. There are 6 in a box. Anne takes 3 for an art project. How many are left in the box? There are 3 left in the box.  
**Challenge Yourself!**  
a. Draw a picture to show the subtraction story.  
Elena has 6. She gives some to Tom. Elena has 2 left. How many does Elena give Tom? Elena gives 4 to Tom. Check children's work.

**Math at Home** Put a table of 6 or fewer objects on the floor. Take away some of the objects. Ask your child to tell a subtraction story that tells how many are left.

98 **missy-eight** 98

**4**

**Summarize/Assess** brings closure to the lesson and provides an **Exit Ticket** to assess students' level of understanding of its learning objective(s).

**5**

**Follow-Up** offers a variety of resources to address individual needs, including extra practice materials, diagnostic reteaching strategies, small group activities, lesson extensions, online resources, and much more!

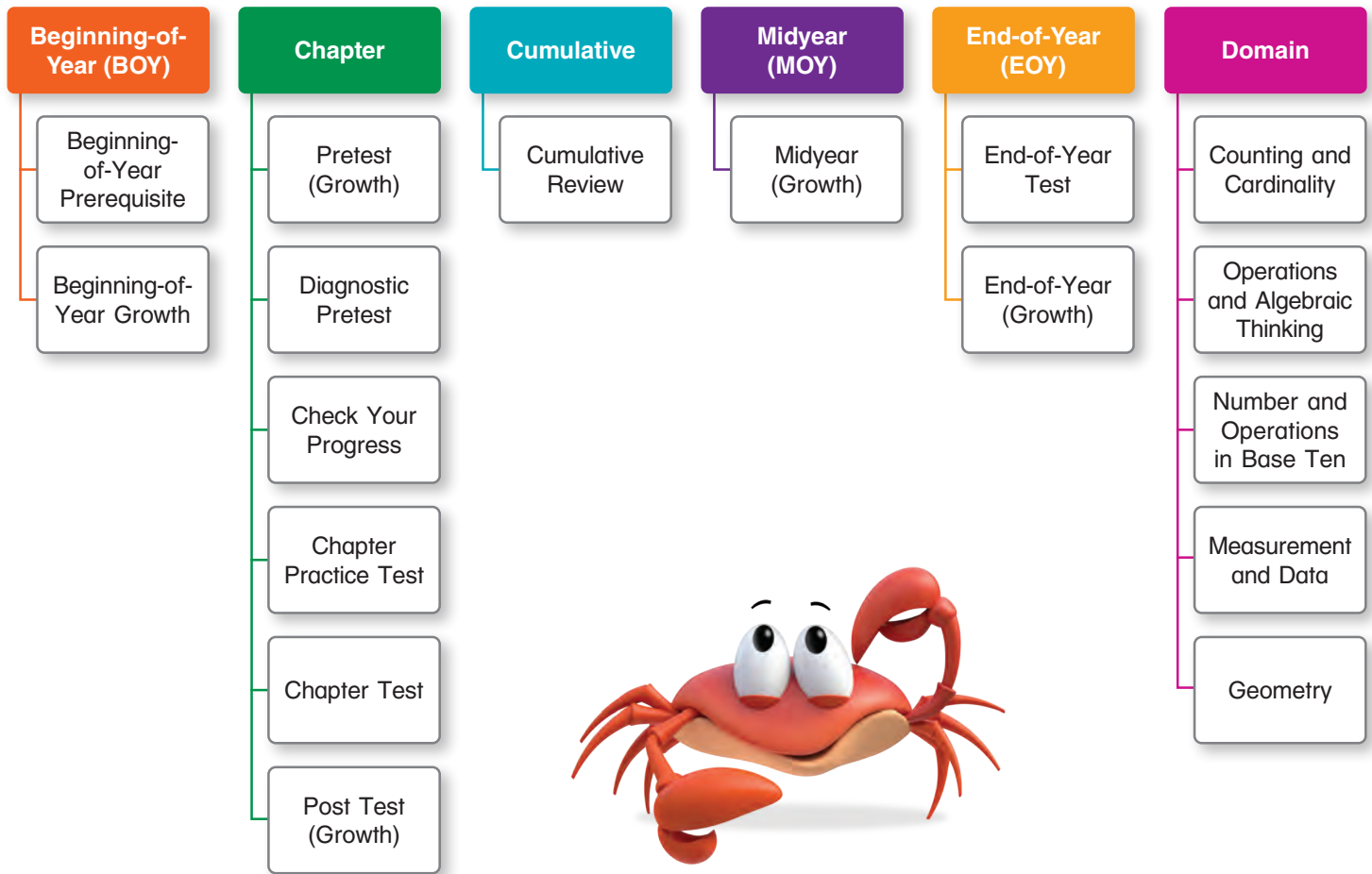
**Check out these new resources for every lesson at SadlierConnect.com!**

- Lesson Videos & Slides
- Interactive Practice
- Problem-Solving Practice
- Multilingual Learner Supports
- Reteach Lessons & Support
- Standardized Test Practice
- Interactive Problem of the Day
- Interactive Mental Math

# Employ a Comprehensive Assessment Plan

**NEW!**  
Kindergarten  
Assessment

*Progress in Mathematics* has a comprehensive assessment plan which includes diagnostic, formative, and summative assessment options—in print and digital formats—to measure students’ skill development. Teachers may choose from among these assessments to monitor and track students’ mastery throughout the school year.

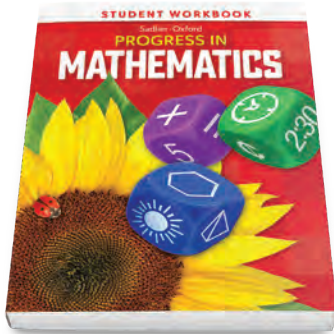


With *Full Access*, assess students’ skill levels and support them with instruction practice, assessments, and robust reports!

- **Identify** and resolve students learning gaps.
- **Analyze** data and track student progress.
- **Create** and assign personalized action plans with resources on- and off-grade level content.

# Empower Students' Learning

*Progress in Mathematics* offers a newly designed Student Workbook and a robust suite of **free digital resources** on [SadlierConnect.com](http://SadlierConnect.com) to support teachers, students, and families.



Student Edition Workbook, Grade 1

## Student Workbook

Each Student Workbook is now offered in color to enhance visual engagement, improve the learning experience, and provide additional practice to reinforce Student Edition lesson objectives. Great for **homework and independent study**, each page includes a summary of the lesson instruction. Plus, QR codes link directly to lesson videos on [SadlierConnect.com](http://SadlierConnect.com).

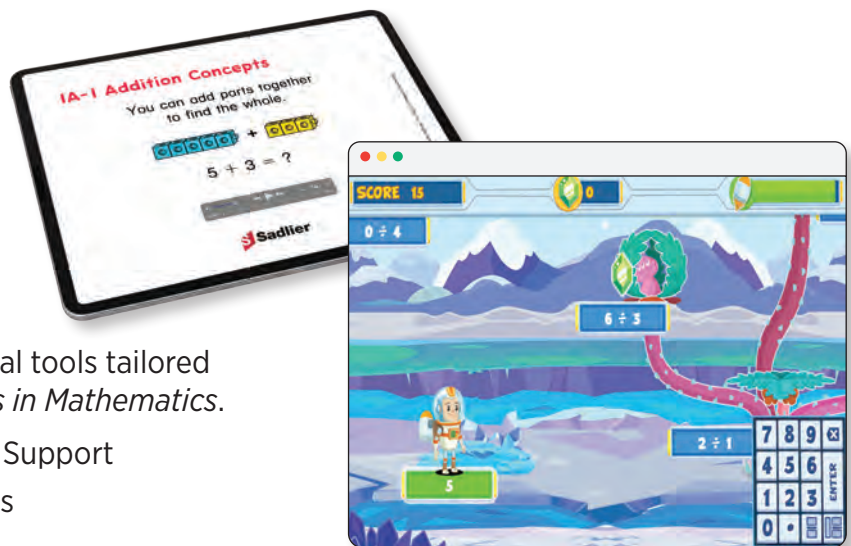
## Digital Resources

A variety of online resources are offered to review, reinforce, and build math fluency.

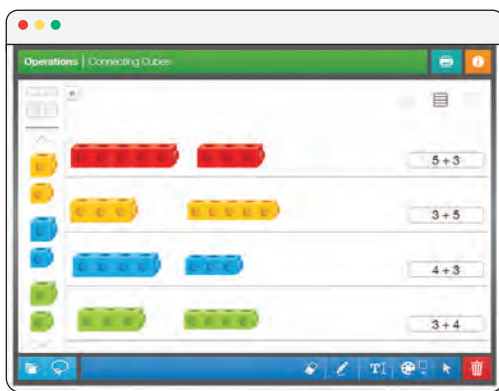
### For Teachers

Transform your classroom with robust digital tools tailored to facilitate the implementation of *Progress in Mathematics*.

- Lesson Planning Aids
- Differentiation Tools
- Multilingual Support
- Assessments



Interactive Activities and Games



Virtual Manipulatives

### For Students

Boost students' learning experience with interactive digital resources designed to make math both fun and effective.

- Interactive Practice, Games, and Study Aids
- Challenge Activities
- Interactive Standardized Test Practice

### For Families

Involve families in their child's math education with resources designed to bridge home and school.

- Home Chapter Support
- Math at Home (English & Spanish)



Home Math Activities

For a comprehensive list of digital resources for teachers, students, and families, visit [www.SadlierSchool.com/PIMK-6](http://www.SadlierSchool.com/PIMK-6).

# NEW Progress in Mathematics for Grades K-2

## NEW! Full Access Bundle

ANNUAL DIGITAL SITE LICENSE, PER BUILDING				
GRADES K-2	<b>NEW! FULL ACCESS BUNDLE</b> ◆ Includes: Teacher's Edition eBooks, Student Edition and Workbook eBooks (Grades K-2), Online Resources, Online Assessments (Grades K-2), Reteach Lessons and Practice and Spanish Companion. All purchases require that the number of users being purchased is equal to the number of print Student Editions, Workbooks, and Spanish Companions purchased within the current calendar year. Exceptions may apply. Speak to your Sadlier Representative with any questions.			
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	per Building Enrollment: 100 users or less (For more than 100 users, add Additional User Licenses with code to right.)		per User	
	ISBN	ITEM No.	ISBN	ITEM No.
	978-1-4217-0100-4	0100-4	978-1-4217-0101-1	0101-1

## Digital Components

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<b>STUDENT EDITION eBook</b> ▼◆‡ 1-yr seat license per user Minimum purchase 20 users‡		
GRADE	ISBN	ITEM No.
K	978-1-4217-0110-3	0110-3
1	978-1-4217-0111-0	0111-0
2	978-1-4217-0112-7	0112-7
<b>STUDENT WORKBOOK eBook</b> ▼◆‡ 1-yr seat license per user Minimum purchase 20 users‡		
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2	978-1-4217-0322-0	0322-0
<b>TEACHER'S EDITION eBook</b> ▼ 1-yr seat license per user		
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## Print Components

STUDENT EDITION * (CONSUMABLE GRADES K-2)		
GRADE	ISBN	ITEM No.
K	978-1-4217-0080-9	0080-9
1	978-1-4217-0081-6	0081-6
2	978-1-4217-0082-3	0082-3
TEACHER'S EDITION *☒		
K	978-1-4217-0090-8	0090-8
1	978-1-4217-0091-5	0091-5
2	978-1-4217-0092-2	0092-2
STUDENT WORKBOOK*		
K	978-1-4217-0310-7	0310-7
1	978-1-4217-0311-4	0311-4
2	978-1-4217-0312-1	0312-1
STUDENT TEST BOOKLET (Package of 10)**		
K	978-1-4217-0350-3	0350-3
1	978-1-4217-0351-0	0351-0
2	978-1-4217-0352-7	0352-7

## Manipulatives Kits

CLASSROOM MANIPULATIVES KITS		
GRADE	ISBN	ITEM No.
K	978-0-8215-8993-4	8993-4
1-2	978-0-8215-8994-1	8994-1

## Math Vocabulary Card Set

GRADE K		GRADES 1-2	
ISBN	ITEM No.	ISBN	ITEM No.
978-1-4217-8985-9	8985-9	978-1-4217-8986-6	8986-6

\* 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. ▼ Also available as a downloadable eBook. ◆ 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. ◊ Must be used in conjunction with a Building License. Not valid without a Building License. See System Requirements at [TechSpecs.SadlierConnect.com](http://TechSpecs.SadlierConnect.com).

Learn more at [www.SadlierSchool.com/PIMK-6](http://www.SadlierSchool.com/PIMK-6)

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