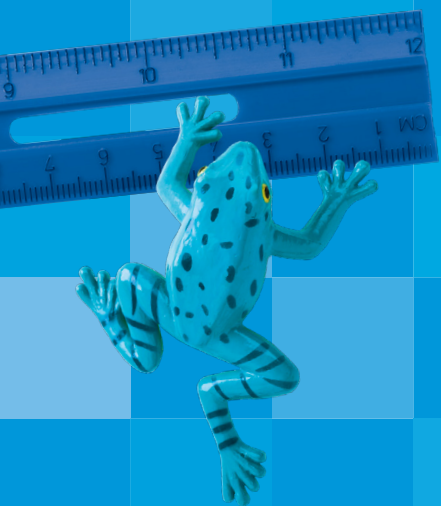


Sadlier School



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!

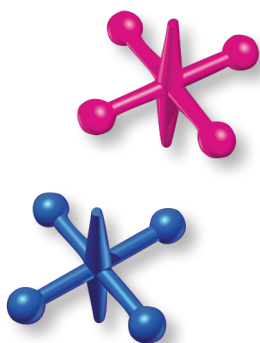
$$24 - 10 = 14$$

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.

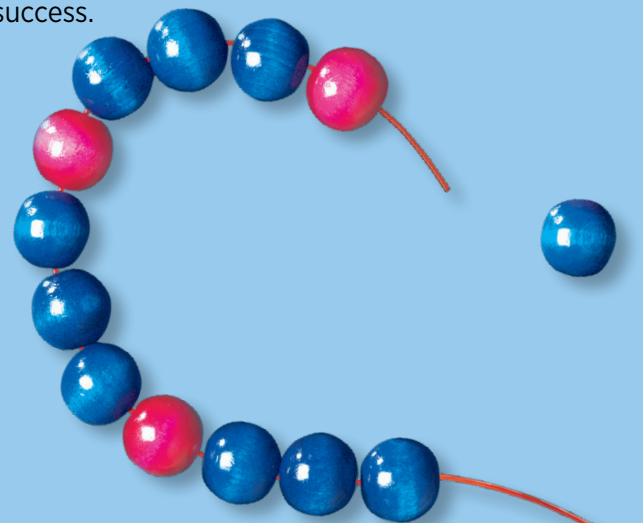


Lead All Students to Math Proficiency

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.

Algebra Related Subtraction Facts

HANDS-ON LESSON

Name _____

Let's Learn!

Related subtraction facts have the same numbers.

Horizontal

$$9 - 3 = 6$$

$$9 - 6 = 3$$

Vertical

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

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

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

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

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

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

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

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

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

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

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

9. $8 - 3 = \underline{\quad}$

10. $12 - 5 = \underline{\quad}$

11. $9 - 7 = \underline{\quad}$

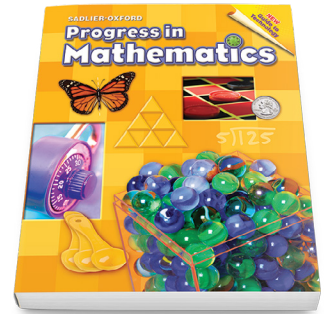
Talk It Over

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

Math Words

related subtraction facts

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Guided Practice

Scaffolded support helps students transition to working independently.

Complete each division.

$$\begin{array}{r} 2 \text{ R } ? \\ 41 \overline{)86} \\ -? ? \\ \hline ? \end{array}$$

$$\begin{array}{r} 2 ? \\ 32 \overline{)672} \\ -? ? \\ \hline ? ? \\ -? ? \\ \hline ? \end{array}$$

$$\begin{array}{r} 9 \\ 47 \overline{)4216} \\ 423 \\ \hline \end{array}$$

Try ?

$$\begin{array}{r} ? ? \text{ R } ? \\ 47 \overline{)4216} \\ -? ? ? \\ \hline ? ? ? \\ -? ? ? \\ \hline ? ? \end{array}$$

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. $76 \overline{)9884}$

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?



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.

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

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).

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.

$98 \div 8 = ? \text{ R } ?$
number of mugs mugs on each shelf

Solve

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

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.

$$12 \times 8 = 96 \quad \text{and} \quad 1 \times 2 = 2$$

$$96 + 2 = 98 \quad \text{The answer checks.}$$



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

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.

Meaning of Multiplication

To find how many, you can add 3 groups of 7: $7 + 7 + 7 = 21$

Since you are joining equal groups, you can multiply:

number of groups	\times	number in each group	=	total number
3	\times	7	=	21

Remember: $3 \times 7 = 21$ is a multiplication sentence.

or

7	\times	3	=	21
---	----------	---	---	----

7 ← factor
3 ← factor
21 ← product

or multiply: $4 \times 2e = ?$

$2e \times 4 = 8e$ or $4 \times 2e = 8e$

2e ← factors
4 ← factors
8e ← product

4 groups of 2e
 $4 \times 2e$

Write an addition sentence and a multiplication sentence for each.

-
-
-

Whole Number Operations IV

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.

Mental Math

Listen to your teacher read the directions.

Set 1	Set 2	Set 3
1 more	Count on	Between
1 fewer	Count back	
1 to 5	5 to 1	one, three
3 to 7	7 to 3	zero, two
0 to 4	4 to 0	four, six
4 to 8	8 to 4	five, seven
6 to 12	12 to 6	ten, twelve
2 to 6	6 to 2	seven, nine

Set 4	Set 5	Set 6
Before	After	Compare
4	10	3 < 0
3	7	2 < 10
12	0	7 < 8
2	11	10 < 12
5	9	5 < 2
10	6	6 < 6

Set 7	Set 8	Set 9
	Add	
0 to: 1, 2, 3, 4, 5, 6	1 to: 0, 1, 2, 3, 4, 5	6 + 1
2 to: 0, 1, 2, 3, 4	3 to: 0, 1, 2, 3	7 + 2
4 to: 0, 1, 2	5 to: 0, 1	9 + 3
		8 + 4
		5 + 5
		6 + 3
		7 + 4
		8 + 7
		5 + 7
		6 + 6
		5 + 4
		7 + 3

five hundred ninety-five 595

Student Edition, Grade 1

Still More Practice Chapter 5

Subtract. Regroup as needed.

- $76 - 30 = 46$
- $34 - 4 = 30$
- $49 - 42 = 7$
- $62 - 38 = 24$
- $44 - 5 = 39$
- $91 - 48 = 43$

Rewrite the subtraction. Then find the difference.

- $79 - 8 = 71$
- $93 - 85 = 8$
- $61 - 46 = 15$
- $80 - 7 = 73$
- $37 - 19 = 18$

17. Subtract. Add to check.

93	+	9	=	102
-9			=	93

18. Round each number to the nearest ten. Estimate the difference.

58	-	12	=	46
60	-	10	=	50

about 50

19. Reggie wants to put 4 stickers on each page of a book. How many stickers will he need for 5 pages?

Pages	1	2	3	4	5
Stickers					

20 stickers

REINFORCEMENT

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.

CHALLENGE

SET 10
Estimate by rounding.
 1.4×25 2.8×263 3.9×175
Compute.
 4.5×718 5.6×324 6.5×209
 $7.9 \times \$9.32$ $8.6 \times \$3.59$
Compare. Write <, =, or >.
 $9.34 < 9.24 = 9$ $16.4172 > 3157$

SET 11
Compute.
 $1. \frac{1}{2} + \frac{1}{3}$ $2. \frac{2}{5} + \frac{1}{10}$ $3. \frac{3}{4} - \frac{1}{2}$
Compare. Write <, =, or >.
 $4. \frac{1}{2} > \frac{1}{3}$ $5. \frac{1}{4} < \frac{1}{5}$
 $6. \frac{1}{2} + \frac{1}{3} > \frac{1}{4} + \frac{1}{5}$ $7. \frac{2}{3} - \frac{1}{4} > \frac{1}{2} - \frac{1}{3}$
 $8. \frac{1}{2}$ of 40 $\frac{1}{3}$ of 10 $9. \frac{1}{4}$ of 27 $\frac{1}{5}$ of 18

Write the mixed number.
10. $\frac{11}{10}$ $\frac{13}{10}$ $\frac{15}{10}$

SET 12
Change each to a decimal.
 $1. \frac{1}{10}, \frac{1}{100}, \frac{1}{1000}, \frac{1}{10000}, \frac{1}{100000}, \frac{1}{1000000}$
 $2. \frac{1}{100}, \frac{1}{1000}, \frac{1}{10000}, \frac{1}{100000}, \frac{1}{1000000}$
Compare. Write <, =, or >.
 $3. 0.65 < 0.25$ $4. 0.64 < 0.42$
 $4. 0.56 < 0.1$ $5. 0.51 < 0.3$
 $5. 0.75 < 0.35$ $6. 0.72 < 0.49$
 $6. 0.32 < 0.91$ $7. 0.35 < 0.10$
 $7. 8.5 + n > 12$, write all of the numbers that n could be: $9, 7, 4, 8$
 $8. 8.7 + n < 15$, write all of the numbers that n could be: $9, 8, 7, 5$
 $9. 91709$ $10. 919136$

11. Jim ran 8.2 miles. Darcy ran 6.9 miles. Write a number sentence to tell how much longer Jim's run was than Darcy's.

12. Choose the numbers that are divisible by 2, 3, and 10: 8, 20, 15, 30, 12, 36.

13. They baked 3 batches of 12 cookies each. Nina baked 4 batches of 11 cookies each. Ken baked 56 cookies in all. How many more cookies did Ken bake than they and Nina together?

14. Use +, -, \times , or \div to make this sentence true: $20 \div 2 = 240 \div 40$

15. The third grade students wanted to raise \$75.00. On Saturday they made \$48.75 and on Sunday \$30.25. Did they reach their goal? How much more or less did they make?

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.

Connection Math and Science

Name: _____

Did You Know?
All of these fish can only live in warm water.

Directions:
Circle groups of 10 fish. Count on any extra. Write the number after each!

188 HE 1.7 Count, recognize, represent, name, and order a number of objects (up to 30); also, HE 1.2

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.

Rational Numbers

Stock A-B-C fell $8\frac{1}{2}$ points one day and gained $12\frac{1}{4}$ points the next day. You can write these numbers as positive and negative numbers.

Fell $8\frac{1}{2}$ points $\rightarrow -8\frac{1}{2}$
gained $12\frac{1}{4}$ points $\rightarrow +12\frac{1}{4}$
 $-8\frac{1}{2}$ and $+12\frac{1}{4}$ are **rational numbers**.

Rational Numbers
Fractions/Repeating or Terminating Decimals
Integers
Whole Numbers

The diagram above shows that whole numbers, integers, and fractions are rational numbers. Some decimals are also rational numbers.

Like integers, every rational number has an opposite and all rational numbers can be shown on a number line.

Write a rational number for each expression.

- a deposit of \$20.50
- 2.5 km underwater
- 3 floors up
- a loss of $5\frac{1}{2}$ pounds
- 6.2 m above sea level
- \$8.50 profit

Write the opposite of each rational number.

- $+1.1$
- $-\frac{3}{5}$
- $9. \frac{1}{10}$
10. 0
- $+1\frac{1}{2}$
- $-5\frac{2}{3}$

Draw a number line and locate each rational number.

- 0.5
- $+\frac{1}{3}$
- $+\frac{1}{8}$
- 2
- $-2\frac{1}{4}$
- $-4\frac{2}{3}$

Chapter 11 475

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.

The Watering Hole

Would you like to go to the grasslands? Is animal-watching your goal? Then the place you should visit is a watering hole.

Next 3 thirsty giraffes stop by to fill up. Now how many animals are there?
 $4 + 3 = \underline{\quad}$

Along comes 1 lion. That's right, just one. So now there's a sum of $7 + 1$.
 $7 + 1 = \underline{\quad}$

The other animals run off. They don't want to stay. So now how many are left if you take 7 away?
 $8 - 7 = \underline{\quad}$

Look! 4 thirsty zebras stop by for a drink. Who might stop by next? Who do you think?

57

58

59

60

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

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

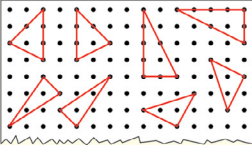
1 Lesson Readiness

- 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.

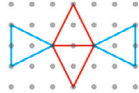
Congruent Figures
HANDS-ON LESSON

Name _____

Let's Learn!

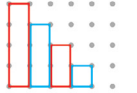
Ana and Ron made shape designs. Whose design has congruent figures?

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




Ana's design has congruent figures.


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




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*.

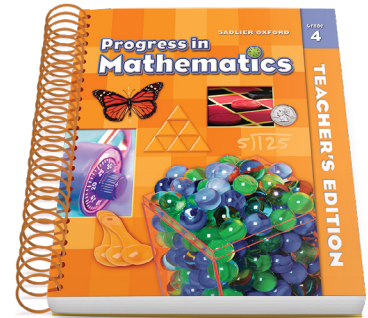
4. Explain why figures with the same shape are not always congruent.

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Related to: **MR 1.0.1.2.2.0** 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**

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

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.

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

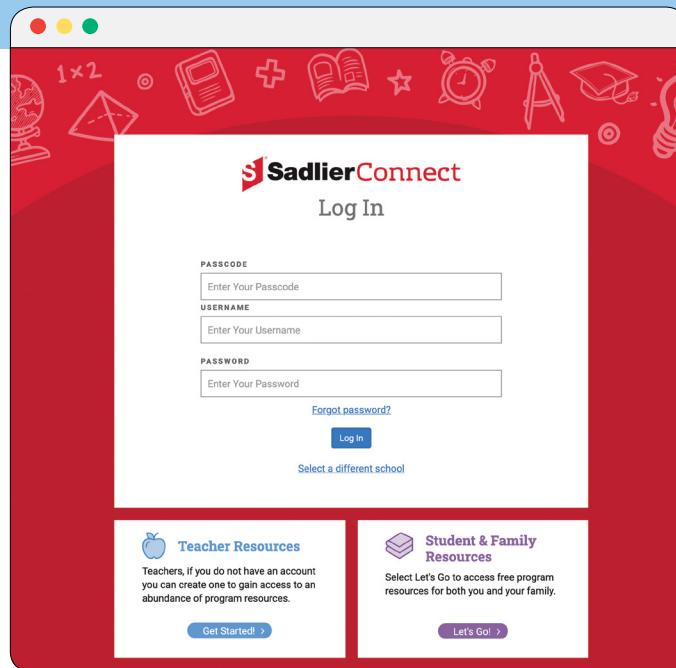
Math Alive at Home Have your child trace a figure shown on this page and then make a congruent figure.

260

Teacher's Edition, Grade 2

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



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

Using a Number Line
GRADE 3, CHAPTER 4

A number line is an effective tool to help students visualize relationships between and among numbers. Young students especially will benefit from “skip counting” on a number line. The following instruction model is aligned with the concrete, pictorial, and abstract pedagogical approach. Here a number line serves as a pictorial representation of numbers counted. It helps students to bridge the gap from concrete manipulation of objects to the symbolic representation of the numbers.

Concrete:

Pictorial:

Abstract:
$$\begin{array}{r} 6 \\ \times 3 \\ \hline 18 \end{array}$$

Students who understand how to model multiplication on a number line will be able to use the number line to model the order property of multiplication.

$6 \times 3 = 18$

Online Research-based Chapter Support, Grade 3

Games

A	B	C	D	E	F	G	H	I	J	K	L	M
N	O	P	Q	R	S	T	U	V	W	X	Y	Z

Directions

One number is _____ by another if it can be divided by that number and yield no remainder.

Online Vocabulary Game, Grade 5

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

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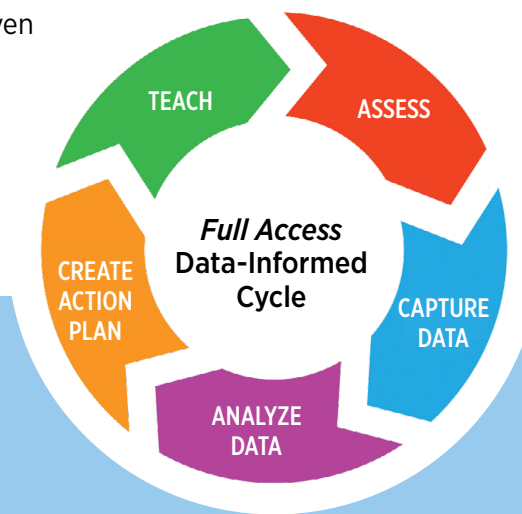
Online Assessments, Grade 1-6

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.

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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.



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- 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.
- 4. Create Action Plan:** Access targeted resources from *Progress in Mathematics* to tailor lesson plans that adjust the level of instruction to meet students' needs.
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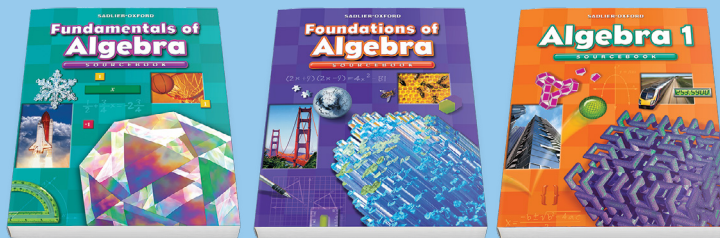
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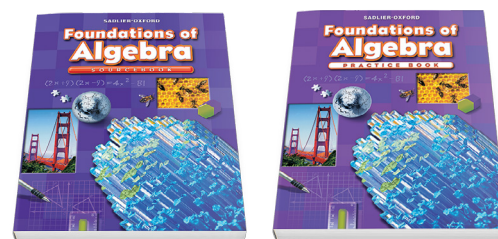


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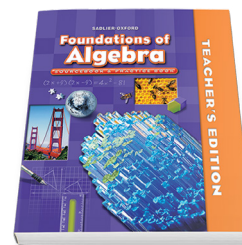


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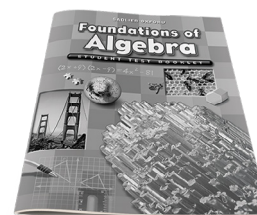
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The Teacher's Edition provides research-based instructional strategies to effectively teach each lesson. It also offers a range of tools to support instruction, such as Lesson Planners, Pacing Guides, and suggestions for differentiated instruction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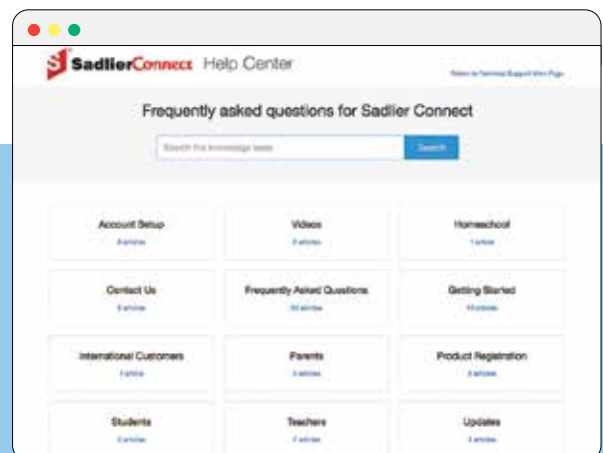
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