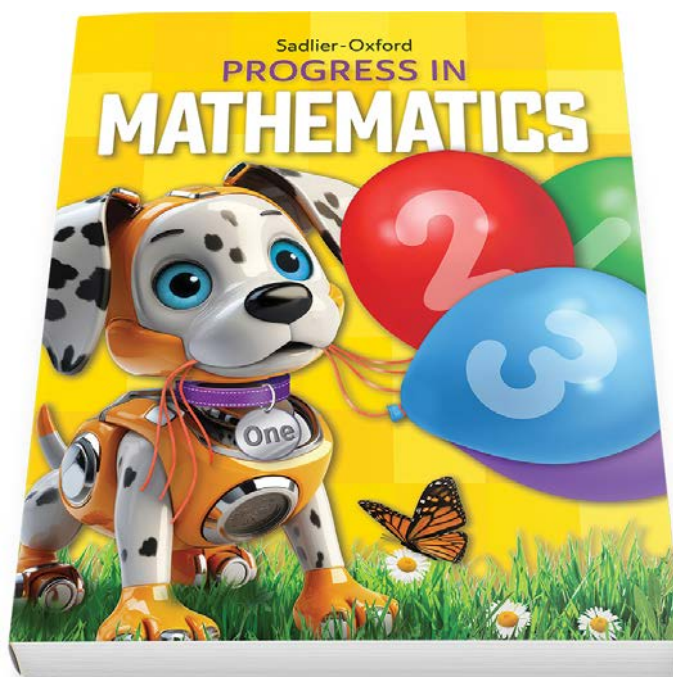


Progress in Mathematics

Correlation to Florida's B.E.S.T. Standards for Mathematics

Kindergarten



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Number Sense and Operations



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.K.NSO.1 Develop an understanding for counting using objects in a set.

MA.K.NSO.1.1 Given a group of up to 20 objects, count the number of objects in that group and represent the number of objects with a written numeral. State the number of objects in a rearrangement of that group without recounting.

Benchmark Clarifications:

Clarification 1: Instruction focuses on developing an understanding of cardinality and one-to-one correspondence.

Clarification 2: Instruction includes counting objects and pictures presented in a line, rectangular array, circle or scattered arrangement. Objects presented in a scattered arrangement are limited to 10.

Clarification 3: Within this benchmark, the expectation is not to write the number in word form.

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 4 NUMBERS 0 TO 10

- Lesson 4A-6 Identify and Write 0 and 1—SE & TE pp. 107-108
- Lesson 4A-7 Identify and Write 2 and 3—SE & TE pp. 109-110
- Lesson 4A-8 Identify and Write 4 and 5—SE & TE pp. 111-112
- Lesson 4A-9 Count to Tell How Many—SE & TE pp. 113-114
- Lesson 4B-1 Identify and Write 6 and 7—SE & TE pp. 125-126
- Lesson 4B-3 Identify and Write 8 and 9—SE & TE pp. 129-130
- Lesson 4B-5 Identify and Write 10—SE & TE pp. 133-134

WORKBOOK

- Lesson 4A-6 Identify and Write 0 and 1—p. 36
- Lesson 4A-7 Identify and Write 2 and 3—p. 37
- Lesson 4A-8 Identify and Write 4 and 5—p. 38
- Lesson 4A-9 Count to Tell How Many—p. 39
- Lesson 4B-1 Identify and Write 6 and 7—p. 43
- Lesson 4B-3 Identify and Write 8 and 9—p. 45
- Lesson 4B-5 Identify and Write 10—p. 47

TEACHER'S EDITION & TE eBOOK*

Chapter 4 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 93A-93F

DIGITAL RESOURCES*

Chapter 4 Reteach Lessons & Practice/Reteach Teacher Support

- Count and Model 1 through 10

Chapter 4 Still More Practice
Chapter 4 Interactive Practice (each skill)
Chapter 4 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 5 NUMBERS TO 31

- Lesson 5-1 Identify and Write 11 and 12—SE & TE pp. 159-160
- Lesson 5-4 Identify and Write 13 and 14—SE & TE pp. 165-166
- Lesson 5-5 Identify and Write 15 and 16—SE & TE pp. 167-168
- Lesson 5-6 Identify and Write 17 and 18—SE & TE pp. 171-172
- Lesson 5-7 Identify and Write 19 and 20—SE & TE pp. 173-174

WORKBOOK

- Lesson 5-1 Identify and Write 11 and 12—p. 55
- Lesson 5-4 Identify and Write 13 and 14—p. 58
- Lesson 5-5 Identify and Write 15 and 16—p. 59
- Lesson 5-6 Identify and Write 17 and 18—p. 60
- Lesson 5-7 Identify and Write 19 and 20—p. 61

TEACHER'S EDITION & TE eBOOK*

Chapter 5 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 157A-157F

DIGITAL RESOURCES*

Chapter 4 Reteach Lessons & Practice/Reteach Teacher Support

- Count and Model 11 through 20

Chapter 5 Still More Practice
Chapter 5 Interactive Practice (each skill)
Counting & Cardinality

- Count objects, saying number names from 1 to 20

Chapter 5 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

VIRTUAL MANIPULATIVES
Counters

*Digital resources available at SadlierConnect.com

Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids



Number Sense and Operations

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.K.NSO.1 Develop an understanding for counting using objects in a set.

MA.K.NSO.1.2 Given a number from 0 to 20, count out that many objects.

Benchmark Clarifications:

Clarification 1: Instruction includes giving a number verbally or with a written numeral.

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 5 NUMBERS TO 31

- Lesson 5-8 Count Out That Many—SE & TE pp. 175-176
- Lesson 5-9 Count Numbers to 20—SE & TE pp. 177-178

WORKBOOK

- Lesson 5-8 Count Out That Many—p. 62
- Lesson 5-9 Count Numbers to 20—p. 63

TEACHER'S EDITION & TE eBook*

Chapter 5 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 157A-157F

DIGITAL RESOURCES*

Chapter 5 Still More Practice
Chapter 5 Interactive Practice (each skill)

Counting & Cardinality

- Count out a given number of objects from 1 to 20
- Chapter 5 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

VIRTUAL MANIPULATIVES
Counters

MA.K.NSO.1.3 Identify positions of objects within a sequence using the words “first,” “second,” “third,” “fourth” or “fifth.”

Benchmark Clarifications:

Clarification 1: Instruction includes the understanding that rearranging a group of objects does not change the total number of objects but may change the order of an object in that group.

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CHAPTER 4 NUMBERS 0 TO 10

- Math Centers: Manipulative Activity (put connecting cubes in ordinal sequence)—TE p. 93E
- Lesson 4A-12 Ordinals: First to Fifth—SE & TE pp. 119-120

WORKBOOK

- Lesson 4A-12 Ordinals: First to Fifth—p. 42

TEACHER'S EDITION & TE eBook*

Chapter 4 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 93A-93F

DIGITAL RESOURCES*

Chapter 4 Still More Practice
Chapter 4 Interactive Practice (each skill)
Chapter 4 Problem-Solving Practice (each skill lesson)

CHAPTER 10 TIME

DIGITAL RESOURCES*

Chapter 10 Reteach Lessons & Practice/Reteach Teacher Support
• Ordinal Numbers



Number Sense and Operations

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.K.NSO.1 Develop an understanding for counting using objects in a set.

MA.K.NSO.1.4 Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.

Benchmark Clarifications:

Clarification 1: Instruction focuses on matching, counting and the connection to addition and subtraction.

Clarification 2: Within this benchmark, the expectation is not to use the relational symbols $=$, $>$ or $<$.

continued

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 4 NUMBERS 0 TO 10

- Lesson 4A-1 As Many As—SE & TE pp. 95–96
- Lesson 4A-2 More—SE & TE pp. 97–101
- Lesson 4A-3 Fewer—SE & TE pp. 99–100
- Lesson 4A-4 Fewest, Most—SE & TE pp. 101–102
- Lesson 4A-5 Equalizing Sets—SE & TE pp. 103–104
- Lesson 4B-7 One More, One Fewer—SE & TE pp. 139–140
- Lesson 4B-8 Count to Compare Numbers—SE & TE pp. 141–142
- Lesson 4B-11 Compare Numbers—SE & TE pp. 147–148

WORKBOOK

- Lesson 4A-1 As Many As—p. 31
- Lesson 4A-2 More—p. 32
- Lesson 4A-3 Fewer—p. 33
- Lesson 4A-4 Fewest, Most—p. 34
- Lesson 4A-5 Equalizing Sets—p. 35
- Lesson 4B-7 One More, One Fewer—p. 49
- Lesson 4B-8 Count to Compare Numbers—p. 50
- Lesson 4B-11 Compare Numbers—p. 53

TEACHER'S EDITION & TE eBOOK*

Chapter 4 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 93A–93F

DIGITAL RESOURCES*

Chapter 4 Reteach Lessons & Practice/Reteach Teacher Support

- Match to Compare
- Count to Compare
- Compare Numbers

Chapter 4 Still More Practice

Chapter 4 Interactive Practice (each skill)

Counting & Cardinality

- Compare groups with “more than” or “fewer than”: no counting
- Compare sets of up to 5 objects
- Create a set with more, fewer, or the same number
- Compare two written numerals 1 to 10 using words

Chapter 4 Problem-Solving Practice (each skill lesson)

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CHAPTER 5 NUMBERS TO 31

- Lesson 5-2 Compare Numbers to 12—SE & TE pp. 161–162
- Lesson 5-10 Compare Numbers to 20—SE & TE pp. 179–180

WORKBOOK

- Lesson 5-2 Compare Numbers to 12—p. 56
- Lesson 5-10 Compare Numbers to 20—p. 64

TEACHER'S EDITION & TE eBOOK*

Chapter 5 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 157A–157F

continued



Number Sense and Operations

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.K.NSO.1 Develop an understanding for counting using objects in a set.

continued

MA.K.NSO.1.4 Compare the number of objects from 0 to 20 in two groups using the terms less than, equal to or greater than.

continued

DIGITAL RESOURCES*

Chapter 5 Still More Practice
Chapter 5 Interactive Practice (each skill)

Counting & Cardinality

- Compare two groups with up to 20 items with words
- Compare groups with “more than” or “fewer than”: no counting
- Compare sets of up to 5 objects
- Create a set with more, fewer, or the same number

Chapter 5 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

VIRTUAL MANIPULATIVES

Attribute Blocks
Connecting Cubes
Counters

MA.K.NSO.2 Recite number names sequentially within 100 and develop an understanding for place value.

MA.K.NSO.2.1 Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.

Benchmark Clarifications:

Clarification 1: When counting forward by ones, students are to say the number names in the standard order and understand that each successive number refers to a quantity that is one larger. When counting backward, students are to understand that each succeeding number in the count sequence refers to a quantity that is one less.

Clarification 2: Within this benchmark, the expectation is to recognize and count to 100 by the end of Kindergarten.

continued

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CHAPTER 4 NUMBERS 0 TO 10

- Lesson 4A-10 Order 0–5—SE & TE pp. 115–116
- Lesson 4B-9 Numbers 1–10—SE & TE pp. 143–144
- Lesson 4B-10 Number Line—SE & TE pp. 145–146

Count forward and backward from 10.

WORKBOOK

- Lesson 4A-10 Order 0–5—p. 40
- Lesson 4B-9 Numbers 1–10—p. 51
- Lesson 4B-10 Number Line—p. 52

TEACHER'S EDITION & TE eBook*

Chapter 4 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 93A–93F

DIGITAL RESOURCES*

Chapter 4 Still More Practice
Chapter 4 Interactive Practice (each skill)

Operations & Algebraic Thinking

- Count back with numbers 1 to 5
- Count on with numbers 1 to 5

Chapter 4 Problem-Solving Practice (each skill lesson)

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CHAPTER 5 NUMBERS TO 31

- Lesson 5-3 Order Numbers to 12—SE & TE pp. 163–164
- Lesson 5-9 Count Numbers to 20 (start from a given number within a known sequence)—SE & TE pp. 177–178

WORKBOOK

- Lesson 5-3 Order Numbers to 12—p. 57
- Lesson 5-9 Count Numbers to 20—p. 63

continued

*Digital resources available at SadlierConnect.com
Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids



Number Sense and Operations

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.K.NSO.2 Recite number names sequentially within 100 and develop an understanding for place value.

continued

MA.K.NSO.2.1 Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.

continued

continued

TEACHER'S EDITION & TE eBOOK*

Chapter 5 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 157A–157F

DIGITAL RESOURCES*

Chapter 5 Reteach Lessons & Practice/Reteach Teacher Support

- Count by Ones and Tens to 100

Chapter 5 Still More Practice

Chapter 5 Interactive Practice (each skill)

Chapter 5 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 8 SUBTRACTION READINESS

- Lesson 8-9 Use Ten-Frames to Subtract—SE & TE pp. 295–296
Count backward from 10

WORKBOOK

- Lesson 8-9 Use Ten-Frames to Subtract—p. 104

TEACHER'S EDITION & TE eBOOK*

Chapter 5 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 157A–157F

DIGITAL RESOURCES*

Chapter 8 Reteach Lessons & Practice/Reteach Teacher Support

- Count by Ones and Tens to 100

Chapter 8 Still More Practice

Chapter 8 Interactive Practice (each skill)

Chapter 8 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 12 NUMBERS TO 100

- Lesson 12-1 Count to 100—SE & TE pp. 395–396
Challenge Yourself (count backward)
- Lesson 12-2 Count Forward to 100—SE & TE pp. 397–398
- Lesson 12-3 Recognize Counting Patterns—SE & TE pp. 399–400
- Lesson 12-9 Count by 10s—SE & TE pp. 413–414
Think Critically (count backward)

WORKBOOK

- Lesson 12-1 Count to 100—p. 135
- Lesson 12-2 Count Forward to 100—p. 136
- Lesson 12-3 Recognize Counting Patterns—p. 137
- Lesson 12-9 Count by 10s—p. 143

TEACHER'S EDITION & TE eBOOK*

Chapter 12 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 393A–393F

DIGITAL RESOURCES*

Chapter 12 Reteach Lessons & Practice/Reteach Teacher Support

- Count by Ones and Tens to 100

Chapter 12 Still More Practice

continued



Number Sense and Operations

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.K.NSO.2 Recite number names sequentially within 100 and develop an understanding for place value.

continued

MA.K.NSO.2.1 Recite the number names to 100 by ones and by tens. Starting at a given number, count forward within 100 and backward within 20.

continued

Chapter 12 Interactive Practice (each skill)

Numbers & Operations in Base Ten

- Count orally to 100 by ones
- Count orally to 100 by tens
- Count on or count back with numbers 1 to 20

Chapter 12 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

VIRTUAL MANIPULATIVES

Hundred Chart
Counters

MA.K.NSO.2.2 Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.

Example: The number 13 can be represented as the verbal expression “ten ones and three ones” or as “1 ten and 3 ones”.

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 4 NUMBERS 0 TO 10

- Lesson 4B-5 Identify and Write 10—SE & TE pp. 133–134

WORKBOOK

- Lesson 4B-5 Identify and Write 10—p. 47

TEACHER'S EDITION & TE eBOOK*

Chapter 4 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 93A–93F

DIGITAL RESOURCES*

Chapter 4 Reteach Lessons & Practice/Reteach Teacher Support

- Count and Model 8, 9, and 10
- Count and Write 8, 9, and 10

Chapter 4 Still More Practice

Chapter 4 Interactive Practice (each skill)

Chapter 4 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 5 NUMBERS TO 31

- Lesson 5-1 Identify and Write 11 and 12—SE & TE pp. 159–160
- Lesson 5-4 Identify and Write 13 and 14—SE & TE pp. 165–166
- Lesson 5-5 Identify and Write 15 and 16—SE & TE pp. 167–168
- Lesson 5-6 Identify and Write 17 and 18—SE & TE pp. 171–172
- Lesson 5-7 Identify and Write 19 and 20—SE & TE pp. 173–174

WORKBOOK

- Lesson 5-1 Identify and Write 11 and 12—SE & TE pp. 159–160
- Lesson 5-4 Identify and Write 13 and 14—SE & TE pp. 165–166
- Lesson 5-5 Identify and Write 15 and 16—SE & TE pp. 167–168
- Lesson 5-6 Identify and Write 17 and 18—SE & TE pp. 171–172
- Lesson 5-7 Identify and Write 19 and 20—SE & TE pp. 173–174

TEACHER'S EDITION & TE eBOOK*

Chapter 5 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 157A–157F

DIGITAL RESOURCES*

Chapter 5 Reteach Lessons & Practice/Reteach Teacher Support

- Count and Model 11 and 12
- Count and Write 11 and 12

continued

continued

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Number Sense and Operations

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.K.NSO.2 Recite number names sequentially within 100 and develop an understanding for place value.

continued

MA.K.NSO.2.2 Represent whole numbers from 10 to 20, using a unit of ten and a group of ones, with objects, drawings and expressions or equations.

continued

- Count and Model 13 and 14
- Count and Write 13 and 14
- Count and Model 15 and 16
- Count and Write 15 and 16
- Count and Model 17 and 18
- Count and Write 17 and 18
- Count and Model 19 and 20
- Count and Write 19 and 20

Chapter 5 Still More Practice

Chapter 5 Interactive Practice (each skill)

Numbers & Operations in Base Ten

- Compose a number from 11 to 19 using pictures
- Decompose a number from 11 to 19 using pictures
- Understand 11 to 19 are 10 ones and some more ones

Chapter 5 Problem-Solving Practice (each skill lesson)

MA.K.NSO.2.3 Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.

Benchmark Clarifications:

Clarification 1: Within this benchmark, the expectation is not to use the relational symbols $=$, $>$ or $<$.

Clarification 2: When comparing numbers from 0 to 20, both numbers are plotted on the same number line.

Clarification 3: When locating numbers on the number line, the expectation includes filling in a missing number by counting from left to right on the number line.

continued

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 4 NUMBERS 0 TO 10

- Lesson 4B-9 Numbers 1-10—SE & TE pp. 143-144
- Lesson 4B-10 Number Line—SE & TE pp. 145-146
- Lesson 4B-11 Compare Numbers—SE & TE pp. 147-148

WORKBOOK

- Lesson 4B-9 Numbers 1-10—p. 51
- Lesson 4B-10 Number Line—p. 52
- Lesson 4B-11 Compare Numbers—p. 53

TEACHER'S EDITION & TE eBook*

Chapter 4 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 93A-93F

DIGITAL RESOURCES*

Chapter 4 Reteach Lessons & Practice/Reteach Teacher Support

- Match to Compare
- Count to Compare
- Compare Numbers

Chapter 4 Still More Practice

Chapter 4 Interactive Practice (each skill)

Chapter 4 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 5 NUMBERS TO 31

- Lesson 5-2 Compare Numbers to 12—SE & TE pp. 161-162
- Lesson 5-3 Order Numbers to 12—SE & TE pp. 163-164
- Lesson 5-9 Count Numbers to 20—SE & TE pp. 177-178
- Lesson 5-10 Compare Numbers to 20—SE & TE pp. 179-180

WORKBOOK

- Lesson 5-2 Compare Numbers to 12—p. 56
- Lesson 5-3 Order Numbers to 12—p. 57
- Lesson 5-9 Count Numbers to 20—p. 63
- Lesson 5-10 Compare Numbers to 20—p. 64

continued

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Number Sense and Operations

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.K.NSO.2 Recite number names sequentially within 100 and develop an understanding for place value.

continued

MA.K.NSO.2.3 Locate, order and compare numbers from 0 to 20 using the number line and terms less than, equal to or greater than.

continued

TEACHER'S EDITION & TE eBOOK*

Chapter 5 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 157A–157F

DIGITAL RESOURCES*

Chapter 5 Reteach Lessons & Practice/Reteach Teacher Support

- Compare Numbers

Chapter 5 Still More Practice

Chapter 5 Interactive Practice (each skill)

Counting & Cardinality

- Compare two written numerals 1 to 10 using words

Chapter 5 Problem-Solving Practice (each skill lesson)

MA.K.NSO.3 Develop an understanding of addition and subtraction operations with one-digit whole numbers.

MA.K.NSO.3.1 Explore addition of two whole numbers from 0 to 10, and related subtraction facts.

Benchmark Clarifications:

Clarification 1: Instruction includes objects, fingers, drawings, number lines and equations

Clarification 2: Instruction focuses on the connection that addition is “putting together” or “counting on” and that subtraction is “taking apart” or “taking from.” Refer to *Situations Involving Operations with Numbers* (Appendix A).

Clarification 3: Within this benchmark, it is the expectation that one problem can be represented in multiple ways and understanding how the different representations are related to each other.

MA.K.NSO.3.2 Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.

Example: The sum $2 + 7$ can be found by counting on, using fingers or by “jumps” on the number line.

Example: The numbers 3, 5 and 8 make a fact family (number bonds). It can be represented as 5 and 3 make 8; 3 and 5 make 8; 8 take away 5 is 3; and 8 take away 3 is 5.

Benchmark Clarifications:

Clarification 1: Instruction focuses on helping a student choose a method they can use reliably.

continued

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 7 ADDITION READINESS

- Lesson 7-1 Joining—SE & TE pp. 233–234
- Lesson 7-2 Model Joining Stories—SE & TE pp. 235–236
- Lesson 7-3 Add 1—SE & TE pp. 237–238
- Lesson 7-4 Add 2—SE & TE pp. 239–240
- Lesson 7-5 Add 3—SE & TE pp. 241–242
- Lesson 7-6 Add 4—SE & TE pp. 243–244
- Lesson 7-7 Use a Bar Model to Add—SE & TE pp. 247–248
- Lesson 7-8 Vertical Addition—SE & TE pp. 249–250

WORKBOOK

- Lesson 7-1 Joining—p. 81
- Lesson 7-2 Model Joining Stories—p. 82
- Lesson 7-3 Add 1—p. 83
- Lesson 7-4 Add 2—p. 84
- Lesson 7-5 Add 3—p. 85
- Lesson 7-6 Add 4—p. 86
- Lesson 7-7 Use a Bar Model to Add—p. 87
- Lesson 7-8 Vertical Addition—p. 88

TEACHER'S EDITION & TE eBOOK*

Chapter 7 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 231A–231F

DIGITAL RESOURCES*

Chapter 7 Reteach Lessons & Practice/Reteach Teacher Support

- Addition: Sums to 5 (Fluency)

Chapter 7 Still More Practice

Chapter 7 Interactive Practice (each skill)

Operations & Algebraic Thinking

- Fluently add within 5

Chapter 7 Problem-Solving Practice (each skill lesson)

continued

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Number Sense and Operations



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.K.NSO.3 Develop an understanding of addition and subtraction operations with one-digit whole numbers.

continued

- MA.K.NSO.3.1** Explore addition of two whole numbers from 0 to 10, and related subtraction facts.
- MA.K.NSO.3.2** Add two one-digit whole numbers with sums from 0 to 10 and subtract using related facts with procedural reliability.

continued

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CHAPTER 8 SUBTRACTION READINESS

- Lesson 8-1 Take Away—SE & TE pp. 275–276
- Lesson 8-2 Model Subtraction Stories—SE & TE pp. 277–278
- Lesson 8-3 Subtract 1—SE & TE pp. 279–280
- Lesson 8-4 Subtract 2—SE & TE pp. 283–284
- Lesson 8-5 Subtract 3—SE & TE pp. 285–286
- Lesson 8-6 Use a Bar Model to Subtract—SE & TE pp. 287–288
- Lesson 8-7 Subtract 4—SE & TE pp. 289–290
- Lesson 8-8 Vertical Subtraction—SE & TE pp. 293–294

WORKBOOK

- Lesson 8-1 Take Away—p. 96
- Lesson 8-2 Model Subtraction Stories—p. 97
- Lesson 8-3 Subtract 1—p. 98
- Lesson 8-4 Subtract 2—p. 99
- Lesson 8-5 Subtract 3—p. 100
- Lesson 8-6 Use a Bar Model to Subtract—p. 101
- Lesson 8-7 Subtract 4—p. 102
- Lesson 8-8 Vertical Subtraction—p. 103

TEACHER'S EDITION & TE eBook*

Chapter 8 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 273A–273F

DIGITAL RESOURCES*

Chapter 8 Reteach Lessons & Practice/Reteach Teacher Support

- Take Away to Subtract
- Subtract to Find How Many Left
- Subtract from 5 or Less (Fluency)

Chapter 8 Still More Practice

Chapter 8 Interactive Practice (each skill)

Operations & Algebraic Thinking

- Model subtraction within 5 using objects
- Fluently subtract within 5

Chapter 8 Problem-Solving Practice (each skill lesson)

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Algebraic Reasoning



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.K.AR.1 Represent and solve addition problems with sums between 0 and 10 and subtraction problems using related facts.

MA.K.AR.1.1 For any number from 1 to 9, find the number that makes 10 when added to the given number.

Example: $8 + 7 + 2$ is equivalent to $7 + 8 + 2$
which is equivalent to $7 + 10$ which equals 17.

Benchmark Clarifications:

Clarification 1: Instruction includes creating a ten using manipulatives, number lines, models and drawings.

MA.K.AR.1.2 Given a number from 0 to 10, find the different ways it can be represented as the sum of two numbers.

Benchmark Clarifications:

Clarification 1: Instruction includes the exploration of finding possible pairs to make a sum using manipulatives, objects, drawings and expressions; and understanding how the different representations are related to each other.

MA.K.AR.1.3 Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding the context of the problem, as well as the quantities within the problem.

Clarification 2: Students are not expected to independently read word problems.

Clarification 3: Addition and subtraction are limited to sums within 10 and related subtraction facts. Refer to *Situations Involving Operations with Numbers* (Appendix A).

continued

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CHAPTER 4 NUMBERS 0 TO 10

- Lesson 4B-6 Ways to Make 10—SE & TE pp. 135-136

WORKBOOK

- Lesson 4B-6 Ways to Make 10—p. 48

TEACHER'S EDITION & TE eBook*

Chapter 4 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 93A-93F

DIGITAL RESOURCES*

Chapter 4 Still More Practice
Chapter 4 Interactive Practice (each skill)
Chapter 4 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 7 ADDITION READINESS

- Lesson 7-9 Addition: Use Ten-Frames (sums of 10)—SE & TE pp. 251-252

WORKBOOK

- Lesson 7-9 Addition: Use Ten-Frames—p. 89

TEACHER'S EDITION & TE eBook*

Chapter 7 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 231A-231F

DIGITAL RESOURCES*

Chapter 7 Still More Practice
Chapter 7 Interactive Practice (each skill)
Chapter 7 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

VIRTUAL MANIPULATIVES

Counters
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CHAPTER 7 ADDITION READINESS

- Lesson 7-1 Joining—SE & TE pp. 233-234
- Lesson 7-2 Model Joining Stories—SE & TE pp. 235-236
- Lesson 7-3 Add 1—SE & TE pp. 237-238
- Lesson 7-4 Add 2—SE & TE pp. 239-240
- Lesson 7-5 Add 3—SE & TE pp. 241-242
- Lesson 7-6 Add 4—SE & TE pp. 243-244
- Lesson 7-7 Use a Bar Model to Add—SE & TE pp. 247-248
- Lesson 7-8 Vertical Addition—SE & TE pp. 249-250
- Lesson 7-9 Addition: Use Ten-Frames—SE & TE pp. 251-252
- Lesson 7-15 Problem Solving Strategy: Write a Number Sentence—SE & TE pp. 265-266

continued



Algebraic Reasoning

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.K.AR.1 Represent and solve addition problems with sums between 0 and 10 and subtraction problems using related facts.

continued

MA.K.AR.1.3 Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.

continued

continued

WORKBOOK

- Lesson 7-1 Joining—p. 81
- Lesson 7-2 Model Joining Stories—p. 82
- Lesson 7-3 Add 1—p. 83
- Lesson 7-4 Add 2—p. 84
- Lesson 7-5 Add 3—p. 85
- Lesson 7-6 Add 4—p. 86
- Lesson 7-7 Use a Bar Model to Add—p. 87
- Lesson 7-8 Vertical Addition—p. 88
- Lesson 7-9 Addition: Use Ten-Frames—p. 89
- Lesson 7-15 Problem Solving Strategy: Write a Number Sentence—p. 95

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Chapter 7 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 231A–231F

DIGITAL RESOURCES*

Chapter 7 Reteach Lessons & Practice/Reteach Teacher Support

- Problem Solving: Addition

Chapter 7 Still More Practice

Chapter 7 Interactive Practice (each skill)

Operations & Algebraic Thinking

- Model addition within 10: pictures or objects
- Add numbers with sums to 10: pictures or objects
- Solve a problem using objects: sums to 10

Chapter 7 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 8 SUBTRACTION READINESS

- Lesson 8-1 Take Away—SE & TE pp. 275–276
- Lesson 8-2 Model Subtraction Stories—SE & TE pp. 277–278
- Lesson 8-3 Subtract 1—SE & TE pp. 279–280
- Lesson 8-4 Subtract 2—SE & TE pp. 283–284
- Lesson 8-5 Subtract 3—SE & TE pp. 285–286
- Lesson 8-6 Use a Bar Model to Subtract—SE & TE pp. 287–288
- Lesson 8-7 Subtract 4—SE & TE pp. 289–290
- Lesson 8-8 Vertical Subtraction—SE & TE pp. 293–294
- Lesson 8-9 Use Ten-Frames to Subtract—SE & TE pp. 295–296
- Lesson 8-10 Relate Addition to Subtraction—SE & TE pp. 297–298
- Lesson 8-11 Problem-Solving Strategy: Choose the Operation—SE & TE pp. 299–300
- Lesson 8-9 Use Ten-Frames to Subtract—SE & TE pp. 295–296
- Lesson 8-10 Relate Addition to Subtraction—SE & TE pp. 297–298
- Lesson 8-11 Problem-Solving Strategy: Choose the Operation—SE & TE pp. 299–300

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Algebraic Reasoning

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.K.AR.1 Represent and solve addition problems with sums between 0 and 10 and subtraction problems using related facts.

continued

MA.K.AR.1.3 Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.

continued

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- Lesson 8-1 Take Away—p. 96
- Lesson 8-2 Model Subtraction Stories—p. 97
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- Lesson 8-4 Subtract 2—p. 99
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- Lesson 8-6 Use a Bar Model to Subtract—p. 101
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- Lesson 8-8 Vertical Subtraction—p. 103
- Lesson 8-9 Use Ten-Frames to Subtract—p. 104
- Lesson 8-10 Relate Addition to Subtraction—p. 105
- Lesson 8-11 Problem-Solving Strategy: Choose the Operation—p. 106

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Chapter 8 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 273A–273F

DIGITAL RESOURCES*

Chapter 8 Reteach Lessons & Practice/Reteach Teacher Support

- Problem Solving: Subtraction

Chapter 8 Still More Practice

Chapter 8 Interactive Practice (each skill)

Operations & Algebraic Thinking

- Model subtraction within 10: expressions or equations
- Model subtraction within 10: pictures or objects
- Model subtraction within 5 using objects
- Solve a problem using objects: minuends to 10
- Subtract numbers using objects: minuends to 10

Chapter 8 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

VIRTUAL MANIPULATIVES

Counters
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Algebraic Reasoning

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.K.AR.2 Develop an understanding of the relationship between addition and subtraction.

MA.K.AR.2.1 Explain why addition or subtraction equations are true using objects or drawings.

Example: The equation $7 = 9 - 2$ can be represented with cupcakes to show that it is true by crossing out two of the nine cupcakes.

Benchmark Clarifications:

Clarification 1: Instruction focuses on the understanding of the equal sign.

Clarification 2: Problem types are limited to an equation with two or three terms. The sum or difference can be on either side of the equal sign.

Clarification 3: Addition and subtraction are limited to sums within 20 and related subtraction facts.

continued

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CHAPTER 7 ADDITION READINESS

- Lesson 7-1 Joining (equation readiness)—SE & TE pp. 233–234
- Lesson 7-2 Model Joining Stories (introduce “+”)—SE & TE pp. 235–236
- Lesson 7-3 Add 1 (introduce “=”)—SE & TE pp. 237–238
- Lesson 7-4 Add 2—SE & TE pp. 239–240
- Lesson 7-5 Add 3—SE & TE pp. 241–242
- Lesson 7-6 Add 4—SE & TE pp. 243–244
- Lesson 7-7 Use a Bar Model to Add—SE & TE pp. 247–248
- Lesson 7-8 Vertical Addition—SE & TE pp. 249–250
- Lesson 7-9 Addition: Use Ten-Frames—SE & TE pp. 251–252
- Lesson 7-10 Use a Ten-Frame to Make 11 and 12—SE & TE pp. 255–256
- Lesson 7-11 Use a Ten-Frame to Make 13 and 14—SE & TE pp. 257–258
- Lesson 7-12 Use a Ten-Frame to Make 15 and 16—SE & TE pp. 259–260
- Lesson 7-13 Use a Ten-Frame to Make 17 and 18—SE & TE pp. 261–262
- Lesson 7-14 Use a Ten-Frame to Make 19 and 20—SE & TE pp. 263–264
- Lesson 7-15 Problem Solving Strategy: Write a Number Sentence—SE & TE pp. 265–266

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- Lesson 7-1 Joining—p. 81
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- Lesson 7-13 Use a Ten-Frame to Make 17 and 18—p. 93
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- Lesson 7-15 Problem Solving Strategy: Write a Number Sentence—p. 95

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Chapter 7 Overview/Math Vocabulary/Lesson Planner/Math Centers/
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DIGITAL RESOURCES*

Chapter 7 Still More Practice

Chapter 7 Interactive Practice (each skill)

Operations & Algebraic Thinking

- Model addition within 10: expressions or equations
- Model addition within 10: pictures or objects

Chapter 7 Problem-Solving Practice (each skill lesson)

continued

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Algebraic Reasoning



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.K.AR.2 Develop an understanding of the relationship between addition and subtraction.

continued

MA.K.AR.2.1 Explain why addition or subtraction equations are true using objects or drawings.

continued

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CHAPTER 8 SUBTRACTION READINESS

- Lesson 8-1 Take Away (equation readiness)—SE & TE pp. 275–276
- Lesson 8-2 Model Subtraction Stories (introduce “–”)—SE & TE pp. 277–278
- Lesson 8-3 Subtract 1 (“=”)—SE & TE pp. 279–280
- Lesson 8-4 Subtract 2—SE & TE pp. 283–284
- Lesson 8-5 Subtract 3—SE & TE pp. 285–286
- Lesson 8-6 Use a Bar Model to Subtract—SE & TE pp. 287–288
- Lesson 8-7 Subtract 4—SE & TE pp. 289–290
- Lesson 8-8 Vertical Subtraction—SE & TE pp. 293–294
- Lesson 8-9 Use Ten-Frames to Subtract—SE & TE pp. 295–296
- Lesson 8-10 Relate Addition to Subtraction—SE & TE pp. 297–298
- Lesson 8-11 Problem-Solving Strategy: Choose the Operation—SE & TE pp. 299–300
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DIGITAL RESOURCES*

Chapter 8 Still More Practice

Chapter 8 Interactive Practice (each skill)

Operations & Algebraic Thinking

- Model subtraction within 10: expressions or equations
- Model subtraction within 10: pictures or objects

Chapter 8 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

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Measurement



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.K.M.1 Identify and compare measurable attributes of objects.

MA.K.M.1.1 Identify the attributes of a single object that can be measured such as length, volume or weight.

Benchmark Clarifications:

Clarification 1: Within this benchmark, measuring is not required.

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CHAPTER 11 MEASUREMENT

- Lesson 11-4 Compare by Height—SE & TE pp. 367–368
Measurable attribute: height.
- Lesson 11-5 Measure Length—SE & TE pp. 369–370
Measurable attribute: length.
- Lesson 11-6 Measure Distance Around—SE & TE pp. 371–372
Measurable attribute: perimeter.
- Lesson 11-7 Weight: Heavier or Lighter—SE & TE pp. 375–376
Measurable attribute: weight.
- Lesson 11-9 Holds More or Holds Less—SE & TE pp. 379–1.379
Measurable attribute: capacity.
- Lesson 11-11 Measure Objects—SE & TE pp. 383–384
Measurable attribute: weight, length, capacity.

WORKBOOK

- Lesson 11-4 Compare by Height—p. 126
- Lesson 11-5 Measure Length—p. 127
- Lesson 11-6 Measure Distance Around—p. 128
- Lesson 11-7 Weight: Heavier or Lighter—p. 129
- Lesson 11-9 Holds More or Holds Less—p. 131
- Lesson 11-11 Measure Objects—p. 133

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Chapter 11 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 359A–359F

DIGITAL RESOURCES*

Chapter 11 Reteach Lessons & Practice/Reteach Teacher Support

- Describe Measurements

Chapter 11 Still More Practice

Chapter 11 Interactive Practice (each skill)

Measurement & Data

- Describe measurable attributes of an object

Chapter 11 Problem-Solving Practice (each skill lesson)

MA.K.M.1.2 Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference.

Benchmark Clarifications:

Clarification 1: To directly compare length, objects are placed next to each other with one end of each object lined up to determine which one is longer.

Clarification 2: Language to compare length includes short, shorter, long, longer, tall, taller, high or higher. Language to compare volume includes has more, has less, holds more, holds less, more full, less full, full, empty, takes up more space or takes up less space. Language to compare weight includes heavy, heavier, light, lighter, weighs more or weighs less.

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CHAPTER 11 MEASUREMENT

- Lesson 11-1 Compare by Size—SE & TE pp. 361–362
- Lesson 11-2 Compare by Length—SE & TE pp. 363–364
- Lesson 11-3 Order by Length—SE & TE pp. 365–366
- Lesson 11-4 Compare by Height—SE & TE pp. 367–368
- Lesson 11-7 Weight: Heavier or Lighter—SE & TE pp. 375–376
- Lesson 11-8 Order by Weight—SE & TE pp. 377–378
- Lesson 11-9 Holds More or Holds Less—SE & TE pp. 379–1.379
- Lesson 11-10 Order by Capacity—SE & TE pp. 381–382
- Lesson 11-12 Problem-Solving Strategy: Make a Graph—SE & TE pp. 385–386

WORKBOOK

- Lesson 11-1 Compare by Size—p. 123
- Lesson 11-2 Compare by Length—p. 124

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Measurement



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.K.M.1 Identify and compare measurable attributes of objects.

continued

- MA.K.M.1.2** Directly compare two objects that have an attribute which can be measured in common. Express the comparison using language to describe the difference.

continued

- Lesson 11-3 Order by Length—p. 125
- Lesson 11-4 Compare by Height—p. 126
- Lesson 11-7 Weight: Heavier or Lighter—p. 129
- Lesson 11-8 Order by Weight—p. 130
- Lesson 11-9 Holds More or Holds Less—p. 131
- Lesson 11-10 Order by Capacity—p. 132
- Lesson 11-12 Problem-Solving Strategy: Make a Graph—p. 134

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Assessment Options—TE pp. 359A–359F

DIGITAL RESOURCES*

Chapter 11 Reteach Lessons & Practice/Reteach Teacher Support

- Compare Measurements

Chapter 11 Still More Practice

Chapter 11 Interactive Practice (each skill)

Measurement & Data

- Compare measurable attributes of two objects
- Chapter 11 Problem-Solving Practice (each skill lesson)

- MA.K.M.1.3** Express the length of an object, up to 20 units long, as a whole number of lengths by laying non-standard objects end to end with no gaps or overlaps.

Example: A piece of paper can be measured using paper clips.

Benchmark Clarifications:

Clarification 1: Non-standard units of measurement are units that are not typically used, such as paper clips or colored tiles. To measure with non-standard units, students lay multiple copies of the same object end to end with no gaps or overlaps. The length is shown by the number of objects needed.

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CHAPTER 11 MEASUREMENT

- Lesson 11-5 Measure Length—SE & TE pp. 369–370
- Lesson 11-11 Measure Objects—SE & TE pp. 383–384

WORKBOOK

- Lesson 11-5 Measure Length—p. 127
- Lesson 11-11 Measure Objects—p. 133

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DIGITAL RESOURCES*

Chapter 11 Still More Practice

Chapter 11 Interactive Practice (each skill)

Chapter 11 Problem-Solving Practice (each skill lesson)

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Geometric Reasoning



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.K.GR.1 Identify, compare and compose two- and three-dimensional figures.

MA.K.GR.1.1 Identify two- and three-dimensional figures regardless of their size or orientation. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.

Benchmark Clarifications:

Clarification 1: Instruction includes a wide variety of circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.

Clarification 2: Instruction includes a variety of non-examples that lack one or more defining attributes.

Clarification 3: Two-dimensional figures can be either filled, outlined or both.

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CHAPTER 2 GEOMETRY AND PATTERNS

- Lesson 2-1 Cylinder, Cone, Sphere—SE & TE pp. 27-28
- Lesson 2-2 Cube and Rectangular Prism—SE & TE pp. 29-30
- Lesson 2-3 Recognize Solid Figures—SE & TE pp. 31-32
- Lesson 2-5 Plane Figures on Solids—SE & TE pp. 37-38
- Lesson 2-6 Plane Figures—SE & TE pp. 39-40
- Lesson 2-7 Triangle—SE & TE pp. 41-42
- Lesson 2-8 Square and Rectangle—SE & TE pp. 43-44
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WORKBOOK

- Lesson 2-1 Cylinder, Cone, Sphere—p. 8
- Lesson 2-2 Cube and Rectangular Prism—p. 9
- Lesson 2-3 Recognize Solid Figures—p. 10
- Lesson 2-5 Plane Figures on Solids—p. 12
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DIGITAL RESOURCES*

Chapter 2 Reteach Lessons & Practice/Reteach Teacher Support

- Circles and Triangles
- Squares, Rectangles, and Hexagons
- Solid Shapes
- Identify Flat and Solid Shapes

Chapter 2 Still More Practice

Chapter 2 Interactive Practice (each skill)

Geometry

- Describe an actual object using a shape name
- Identify a shape regardless of orientation or size
- Identify attributes of a two-dimensional shape
- Identify a two-dimensional shape

Chapter 2 Problem-Solving Practice (each skill lesson)

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Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids



Geometric Reasoning



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.K.GR.1 Identify, compare and compose two- and three-dimensional figures.

MA.K.GR.1.2 Compare two-dimensional figures based on their similarities, differences and positions. Sort two-dimensional figures based on their similarities and differences. Figures are limited to circles, triangles, rectangles and squares.

Example: A triangle can be compared to a rectangle by stating that they both have straight sides, but a triangle has 3 sides and vertices, and a rectangle has 4 sides and vertices.

Benchmark Clarifications:

Clarification 1: Instruction includes exploring figures in a variety of sizes and orientations.

Clarification 2: Instruction focuses on using informal language to describe relative positions and the similarities or differences between figures when comparing and sorting.

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CHAPTER 2 GEOMETRY AND PATTERNS

- Lesson 2-5 Plane Figures on Solids—SE & TE pp. 37–38
- Lesson 2-6 Plane Figures—SE & TE pp. 39–40
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- Lesson 2-9 Circle—SE & TE pp. 45–46

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- Lesson 2-5 Plane Figures on Solids—p. 12
- Lesson 2-6 Plane Figures—p. 13
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DIGITAL RESOURCES*

Chapter 2 Reteach Lessons & Practice/Reteach Teacher Support

- Circles and Triangles
- Squares, Rectangles, and Hexagons

Chapter 2 Still More Practice

Chapter 2 Interactive Practice (each skill)

Chapter 2 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

VIRTUAL MANIPULATIVES

Attribute Blocks

MA.K.GR.1.3 Compare three-dimensional figures based on their similarities, differences and positions. Sort three-dimensional figures based on their similarities and differences. Figures are limited to spheres, cubes, cones and cylinders.

Benchmark Clarifications:

Clarification 1: Instruction includes exploring figures in a variety of sizes and orientations.

Clarification 2: Instruction focuses on using informal language to describe relative positions and the similarities or differences between figures when comparing and sorting.

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CHAPTER 2 GEOMETRY AND PATTERNS

- Lesson 2-1 Cylinder, Cone, Sphere—SE & TE pp. 27–28
- Lesson 2-2 Cube and Rectangular Prism—SE & TE pp. 29–30
- Lesson 2-3 Recognize Solid Figures—SE & TE pp. 31–32

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- Lesson 2-1 Cylinder, Cone, Sphere—p. 8
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Chapter 2 Overview/Math Vocabulary/Lesson Planner/Math Centers/
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DIGITAL RESOURCES*

Chapter 2 Reteach Lessons & Practice/Reteach Teacher Support

- Solid Shapes

Chapter 2 Still More Practice

Chapter 2 Interactive Practice (each skill)

Chapter 2 Problem-Solving Practice (each skill lesson)



Geometric Reasoning



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.K.GR.1 Identify, compare and compose two- and three-dimensional figures.

MA.K.GR.1.4 Find real-world objects that can be modeled by a given two- or three-dimensional figure. Figures are limited to circles, triangles, rectangles, squares, spheres, cubes, cones and cylinders.

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CHAPTER 2 GEOMETRY AND PATTERNS

- Math Centers: Art Activity: Shapes All Around—TE p. 25E
- Lesson 2-1 Cylinder, Cone, Sphere—SE & TE pp. 27-28
- Lesson 2-2 Cube and Rectangular Prism—SE & TE pp. 29-30
- Lesson 2-3 Recognize Solid Figures—SE & TE pp. 31-32
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DIGITAL RESOURCES*

Chapter 2 Still More Practice
Chapter 2 Interactive Practice (each skill)
Chapter 2 Problem-Solving Practice (each skill lesson)

MA.K.GR.1.5 Combine two-dimensional figures to form a given composite figure. Figures used to form a composite shape are limited to triangles, rectangles and squares.

Example: Two triangles can be used to form a given rectangle.

Benchmark Clarifications:

Clarification 1: This benchmark is intended to develop the understanding of spatial relationships.

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 2 GEOMETRY AND PATTERNS

- Lesson 2-11 Combine and Separate Figures—SE & TE pp. 51-52

WORKBOOK

- Lesson 2-11 Combine and Separate Figures—p. 18

TEACHER'S EDITION & TE eBook*

Chapter 2 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 25A-25F

DIGITAL RESOURCES*

Chapter 2 Reteach Lessons & Practice/Reteach Teacher Support

- Building Shapes

Chapter 2 Still More Practice
Chapter 2 Interactive Practice (each skill)

Geometry

- Compose a larger shape from simple shapes

Chapter 2 Problem-Solving Practice (each skill lesson)

*Digital resources available at SadlierConnect.com

Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids



Data Analysis and Probability

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.K.DP.1 Develop an understanding for collecting, representing and comparing data.

MA.K.DP.1.1 Collect and sort objects into categories and compare the categories by counting the objects in each category. Report the results verbally, with a written numeral or with drawings.

Example: A bag containing 10 circles, triangles and rectangles can be sorted by shape and then each category can be counted and compared.

Benchmark Clarifications:

Clarification 1: Instruction focuses on supporting work in counting.

Clarification 2: Instruction includes geometric figures that can be categorized using their defining attributes.

Clarification 3: Within this benchmark, it is not the expectation for students to construct formal representations or graphs on their own.

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 1 SORTING

- Lesson 1-1 Alike/Same—SE & TE pp. 3–4
- Lesson 1-2 Different—SE & TE pp. 5–6
- Lesson 1-3 Same Shape—SE & TE pp. 7–8
- Lesson 1-4 Sort by Size—SE & TE pp. 11–12
- Lesson 1-5 Sort by Shape and Size—SE & TE pp. 13–14
- Lesson 1-6 Sort Two Ways—SE & TE pp. 15–16
- Lesson 1-7 Problem-Solving Strategy: Logical Reasoning—SE & TE pp. 17–18

WORKBOOK

- Lesson 1-1 Alike/Same—p. 1
- Lesson 1-2 Different—p. 2
- Lesson 1-3 Same Shape—p. 3
- Lesson 1-4 Sort by Size—p. 4
- Lesson 1-5 Sort by Shape and Size—p. 5
- Lesson 1-6 Sort Two Ways—p. 6
- Lesson 1-7 Problem-Solving Strategy: Logical Reasoning—p. 7

TEACHER'S EDITION & TE eBook*

Chapter 1 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 1A–1F

DIGITAL RESOURCES*

Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support

- Sort and Count

Chapter 1 Still More Practice
Chapter 1 Interactive Practice (each skill)
Chapter 1 Problem-Solving Practice (each skill lesson)

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CHAPTER 6 TABLES, GRAPHS, AND FRACTIONS

- Lesson 6-3 Sorting Categories—SE & TE pp. 205–206

WORKBOOK

- Lesson 6-3 Sorting Categories—p. 72

TEACHER'S EDITION & TE eBook*

Chapter 6 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 245A–245F

DIGITAL RESOURCES*

Chapter 6 Still More Practice
Chapter 6 Interactive Practice (each skill)

Measurement & Data

- Classify objects into categories
- Count objects within categories
- Sort categories by quantity
- Sort objects according to one attribute

Chapter 6 Problem-Solving Practice (each skill lesson)

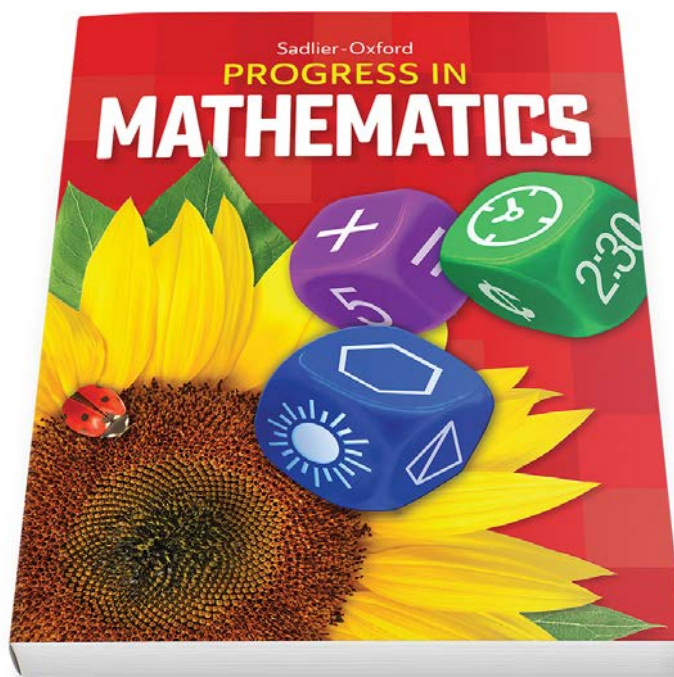
*Digital resources available at SadlierConnect.com

Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids

Progress in Mathematics

Correlation to Florida's B.E.S.T. Standards for Mathematics

Grade 1



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Number Sense and Operations

Grade
1

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.1.NSO.1 Extend counting sequences and understand the place value of two-digit numbers.

MA.1.NSO.1.1 Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.

Benchmark Clarifications:

Clarification 1: Instruction focuses on the connection to addition as “counting on” and subtraction as “counting back”.

Clarification 2: Instruction also focuses on the recognition of patterns within skip counting which helps build a foundation for multiplication in later grades.

Clarification 3: Instruction includes recognizing counting sequences using visual charts, such as a 120 chart, to emphasize base 10 place value.

continued

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CHAPTER 1 NUMBERS, NUMBER WORDS, AND ORDINALS

- Lesson 1-5 One Fewer, One More—SE/TE pp. 13-14
- Lesson 1-6 Order 0 Through 12—SE/TE pp. 15-16
- Lesson 1-7 Count On—SE/TE pp. 17-18
- Lesson 1-8 Count Back—SE/TE pp. 19-20

WORKBOOK

- Lesson 1-5 One Fewer, One More—p. 5
- Lesson 1-6 Order 0 Through 12—p. 6
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TEACHER'S EDITION & TE eBook*

Chapter 1 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 1A-1F

DIGITAL RESOURCES*

Chapter 1 Still More Practice
Chapter 1 Interactive Practice (each skill)
Chapter 1 Problem-Solving Practice (each skill lesson)

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CHAPTER 2 ADDITION STRATEGIES AND FACTS TO 12

- Lesson 2B-1 Number-Line Addition (count on)—SE/TE pp. 63-64
- Lesson 2B-7 Add Three Numbers (count on)—SE/TE pp. 77-78
- Lesson 2B-8 Addition Strategies with Three Addends (count on)—SE/TE pp. 79-80
- Lesson 2B-9 Solve Addition Word Problems—SE/TE pp. 81-82

WORKBOOK

- Lesson 2B-1 Number-Line Addition—p. 22
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Chapter 2 Overview/Math Vocabulary/Lesson Planner/Math Centers/
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DIGITAL RESOURCES*

Chapter 2 Still More Practice
Chapter 2 Interactive Practice (each skill)
Chapter 2 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 3 SUBTRACTION STRATEGIES AND FACTS TO 12

- Lesson 3B-4 Think Addition to Subtract (count on)—SE/TE pp. 127-128
- Lesson 3B-5 Check by Adding (count on)—SE/TE pp. 131-132
- Lesson 3B-8 Find Missing Addends (count on)—SE/TE pp. 139-140
- Lesson 3A-9 Number-Line Subtraction (count back)—SE/TE pp. 115-116

WORKBOOK

- Lesson 3B-4 Think Addition to Subtract—p. 46
- Lesson 3B-5 Check by Adding—p. 47
- Lesson 3B-8 Find Missing Addends—p. 50
- Lesson 3A-9 Number-Line Subtraction—p. 42

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Number Sense and Operations

Grade
1

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.1.NSO.1 Extend counting sequences and understand the place value of two-digit numbers.

continued

MA.1.NSO.1.1 Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.

continued

continued

TEACHER'S EDITION & TE eBOOK*

Chapter 3 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 95A–95F

DIGITAL RESOURCES*

Chapter 3 Still More Practice
Chapter 3 Interactive Practice (each skill)
Chapter 3 Problem-Solving Practice (each skill lesson)

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CHAPTER 4 DATA AND GRAPHS: USING OPERATIONS

- Lesson 4-1 Tally Charts (count on)—SE/TE pp. 157–158

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- Lesson 4-1 Tally Charts—p. 55

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DIGITAL RESOURCES*

Chapter 4 Still More Practice
Chapter 4 Interactive Practice (each skill)
Chapter 4 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 5 PLACE VALUE TO 100

- Lesson 5B-3 One Less, One More—SE/TE pp. 213–214
- Lesson 5B-4 Identify Before, Between, After—SE/TE pp. 215–216
- Lesson 5B-6 Order Numbers—SE/TE pp. 221–222
- Lesson 5B-7 Hundred-Chart Patterns—SE/TE pp. 223–224
- Lesson 5B-10 Count by 5s—SE/TE pp. 231–232
- Lesson 5B-11 Count by 2s—SE/TE pp. 233–234

WORKBOOK

- Lesson 5B-3 One Less, One More—p. 75
- Lesson 5B-4 Identify Before, Between, After—p. 76
- Lesson 5B-6 Order Numbers—p. 78
- Lesson 5B-7 Hundred-Chart Patterns—p. 79
- Lesson 5B-10 Count by 5s—p. 82
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TEACHER'S EDITION & TE eBOOK*

Chapter 5 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 183A–183F

DIGITAL RESOURCES*

Chapter 5 Reteach Lessons & Practice/Reteach Teacher Support
• Count to 120

Chapter 5 Still More Practice

Chapter 5 Interactive Practice (each skill)

Numbers & Operations in Base Ten

- Count aloud up to 120 from a smaller number
- Count on by ones from a number within 120

Chapter 5 Problem-Solving Practice (each skill lesson)

continued

*Digital resources available at SadlierConnect.com
Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids



Number Sense and Operations

Grade
1

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.1.NSO.1 Extend counting sequences and understand the place value of two-digit numbers.

continued

MA.1.NSO.1.1 Starting at a given number, count forward and backwards within 120 by ones. Skip count by 2s to 20 and by 5s to 100.

continued

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 10 ADDITION: TWO-DIGIT NUMBERS

- Lesson 10-6 Count On by Tens or Ones to Add—SE/TE pp. 451-452
- Lesson 10-7 Add Ones or Tens (count on)—SE/TE pp. 453-454
- Lesson 10-8 Use Strategies to Add (count on)—SE/TE pp. 455-456

WORKBOOK

- Lesson 10-6 Count On by Tens or Ones to Add—p. 160
- Lesson 10-7 Add Ones or Tens—p. 161
- Lesson 10-8 Use Strategies to Add—p. 162

TEACHER'S EDITION & TE eBook*

Chapter 10 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 437A-437F

DIGITAL RESOURCES*

Chapter 10 Reteach Lessons & Practice/Reteach Teacher Support
Chapter 10 Still More Practice
Chapter 10 Interactive Practice (each skill)

Numbers & Operations in Base Ten

- Count aloud up to 120 from a smaller number
 - Count on by ones from a number within 120
- Chapter 10 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

VIRTUAL MANIPULATIVES

100 Chart
Skip Count

continued

MA.1.NSO.1.2 Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.

Example: The number seventy-five written in standard form is 75 and in expanded form is $70 + 5$.

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 1 NUMBERS, NUMBER WORDS, AND ORDINALS

- Lesson 1-1 Numbers 1 Through 4—SE/TE pp. 3-4
- Lesson 1-2 Numbers 5 and 0—SE/TE pp. 5-6
- Lesson 1-3 Numbers 6 Through 9—SE/TE pp. 7-8
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WORKBOOK

- Lesson 1-1 Numbers 1 Through 4—p. 1
- Lesson 1-2 Numbers 5 and 0—p. 2
- Lesson 1-3 Numbers 6 Through 9—p. 3
- Lesson 1-4 Numbers 10 Through 12—p. 4

TEACHER'S EDITION & TE eBook*

Chapter 1 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 1A-1F

DIGITAL RESOURCES*

Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support

- Read and Write Numbers

Chapter 1 Still More Practice
Chapter 1 Interactive Practice (each skill)

- Read a numeral up to 120

Chapter 1 Problem-Solving Practice (each skill lesson)

continued



Number Sense and Operations

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.1.NSO.1 Extend counting sequences and understand the place value of two-digit numbers.

continued

MA.1.NSO.1.2 Read numbers from 0 to 100 written in standard form, expanded form and word form. Write numbers from 0 to 100 using standard form and expanded form.

continued

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CHAPTER 5 PLACE VALUE TO 100

- Lesson 5A-3 Numbers 11 Through 19—SE/TE pp. 189-190
- Lesson 5A-4 Numbers 20 Through 39—SE/TE pp. 191-192
- Lesson 5A-5 Numbers 40 Through 59—SE/TE pp. 193-194
- Lesson 5A-6 Numbers 60 Through 89—SE/TE pp. 197-198
- Lesson 5A-7 Numbers 90 Through 100—SE/TE pp. 199-200
- Lesson 5B-1 Place Value of Digits—SE/TE pp. 209-210
- Lesson 5B-2 Expanded Form—SE/TE pp. 211-212

WORKBOOK

- Lesson 5A-3 Numbers 11 Through 19—p. 66
- Lesson 5A-4 Numbers 20 Through 39—p. 67
- Lesson 5A-5 Numbers 40 Through 59—p. 68
- Lesson 5A-6 Numbers 60 Through 89—p. 69
- Lesson 5A-7 Numbers 90 Through 100—p. 70
- Lesson 5B-1 Place Value of Digits—p. 73
- Lesson 5B-2 Expanded Form—p. 74

TEACHER'S EDITION & TE eBook*

Chapter 5 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 183A-183F

DIGITAL RESOURCES*

Chapter 5 Reteach Lessons & Practice/Reteach Teacher Support

- Read and Write Numbers

Chapter 5 Still More Practice
Chapter 5 Interactive Practice (each skill)
Chapter 5 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

VIRTUAL MANIPULATIVES

- Place Value
- Base-Ten Models/Workmat

continued

MA.1.NSO.1.3 Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.

Example: The number 37 can be expressed as
3 tens + 7 ones, 2 tens + 17 ones or
as 37 ones.

continued

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CHAPTER 5 PLACE VALUE TO 100

- Lesson 5A-1 Tens and Ones—SE/TE pp. 185-186
- Lesson 5A-2 Tens Through One Hundred—SE/TE pp. 187-188
- Lesson 5A-3 Numbers 11 Through 19—SE/TE pp. 189-190
- Lesson 5A-4 Numbers 20 Through 39—SE/TE pp. 191-192
- Lesson 5A-5 Numbers 40 Through 59—SE/TE pp. 193-194
- Lesson 5A-6 Numbers 60 Through 89—SE/TE pp. 197-198
- Lesson 5A-7 Numbers 90 Through 100—SE/TE pp. 199-200
- Lesson 5B-1 Place Value of Digits—SE/TE pp. 209-210
- Lesson 5B-2 Expanded Form—SE/TE pp. 211-212



Number Sense and Operations

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.1.NSO.1 Extend counting sequences and understand the place value of two-digit numbers.

continued

MA.1.NSO.1.3 Compose and decompose two-digit numbers in multiple ways using tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.

continued

WORKBOOK

- Lesson 5A-1 Tens and Ones—p. 64
- Lesson 5A-2 Tens Through One Hundred—p. 65
- Lesson 5A-3 Numbers 11 Through 19—p. 66
- Lesson 5A-4 Numbers 20 Through 39—p. 67
- Lesson 5A-5 Numbers 40 Through 59—p. 68
- Lesson 5A-6 Numbers 60 Through 89—p. 69
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- Lesson 5B-1 Place Value of Digits—p. 73
- Lesson 5B-2 Expanded Form—p. 74

TEACHER'S EDITION & TE eBOOK*

Chapter 5 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 183A-183F

DIGITAL RESOURCES*

Chapter 5 Reteach Lessons & Practice/Reteach Teacher Support

- Understand Place Value: Tens and Ones

Chapter 5 Still More Practice

Chapter 5 Interactive Practice (each skill)

Numbers & Operations in Base Ten

- Understand 2-digit number digits using 10s and 1s
- Understand that 10 represents a set of ten 1s
- Understand 11 to 19 are 10 ones and some more ones
- Understand that a number ending in zero from 10 to 90 is a group of tens and no ones
- Add within 100 using pictures or concrete models
- Understand composing a 10 to add or subtract to 100

Chapter 5 Problem-Solving Practice (each skill lesson)

MA.1.NSO.1.4 Plot, order and compare whole numbers up to 100.

Example: The numbers 72, 35 and 58 can be arranged in ascending order as 35, 58 and 72.

Benchmark Clarifications:

Clarification 1: When comparing numbers, instruction includes using a number line and using place values of the tens and ones digits.

Clarification 2: Within this benchmark, the expectation is to use terms (e.g., less than, greater than, between or equal to) and symbols (<, > or =).

continued

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CHAPTER 1 NUMBERS, NUMBER WORDS, AND ORDINALS

- Lesson 1-6 Order 0 Through 12—SE/TE pp. 15-16
- Lesson 1-9 Compare (<, >, =)—SE/TE pp. 23-24

WORKBOOK

- Lesson 1-6 Order 0 Through 12—p. 6
- Lesson 1-9 Compare—p. 9

TEACHER'S EDITION & TE eBOOK*

Chapter 1 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 1A-1F

DIGITAL RESOURCES*

Chapter 1 Still More Practice

Chapter 1 Interactive Practice (each skill)

Chapter 1 Problem-Solving Practice (each skill lesson)

continued



Number Sense and Operations

Grade
1

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.1.NSO.1 Extend counting sequences and understand the place value of two-digit numbers.

continued

MA.1.NSO.1.4 Plot, order and compare whole numbers up to 100.

continued

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CHAPTER 5 PLACE VALUE TO 100

- Lesson 5B-3 One Less, One More—SE/TE pp. 213–214
- Lesson 5B-4 Identify Before, Between, After—SE/TE pp. 215–216
- Lesson 5B-5 Compare Numbers ($<$, $>$, $=$)—SE/TE pp. 219–220
- Lesson 5B-6 Order Numbers—SE/TE pp. 221–222
- Lesson 5B-8 10 Less, 10 More—SE/TE pp. 225–226

WORKBOOK

- Lesson 5B-3 One Less, One More—p. 75
- Lesson 5B-4 Identify Before, Between, After—p. 76
- Lesson 5B-5 Compare Numbers—p. 77
- Lesson 5B-6 Order Numbers—p. 78
- Lesson 5B-8 10 Less, 10 More—p. 80

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Chapter 5 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 183A–183F

DIGITAL RESOURCES*

Chapter 5 Reteach Lessons & Practice/Reteach Teacher Support

- Compare Numbers
- Find 10 More or 10 Less

Chapter 5 Still More Practice

Chapter 5 Interactive Practice (each skill)

- Compare 2-digit numbers using standard symbols
- Compare two 2-digit numbers using words

Chapter 5 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

Instruction/Student Practice

- Same, More, Fewer

Related content

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CHAPTER 2 ADDITION STRATEGIES AND FACTS TO 12

- Lesson 2B-1 Number-Line Addition—SE/TE pp. 63–64

WORKBOOK

- Lesson 2B-1 Number-Line Addition—p. 22

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CHAPTER 3 SUBTRACTION STRATEGIES AND FACTS TO 12

- Lesson 3A-9 Number-Line Subtraction—SE/TE pp. 115–116

WORKBOOK

- Lesson 3A-9 Number-Line Subtraction—p. 42

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Number Sense and Operations

Grade
1

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.1.NSO.2 Develop an understanding of addition and subtraction operations with one- and two-digit numbers.

MA.1.NSO.2.1 Recall addition facts with sums to 10 and related subtraction facts with automaticity.

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CHAPTER 2 ADDITION STRATEGIES AND FACTS TO 12

- Lesson 2A-4 Sums Through 6—SE/TE pp. 45–46
- Lesson 2A-6 Sums of 7 and 8—SE/TE pp. 51–52
- Lesson 2A-7 Sums of 9 and 10—SE/TE pp. 53–54

WORKBOOK

- Lesson 2A-4 Sums Through 6—p. 16
- Lesson 2A-6 Sums of 7 and 8—p. 18
- Lesson 2A-7 Sums of 9 and 10—p. 19

TEACHER'S EDITION & TE eBOOK*

Chapter 2 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 37A–37F

DIGITAL RESOURCES*

Chapter 2 Reteach Lessons & Practice/Reteach Teacher Support

- Addition and Subtraction Facts to 10 (Fluency)

Chapter 2 Still More Practice
Chapter 2 Interactive Practice (each skill)
Chapter 2 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 3 SUBTRACTION STRATEGIES AND FACTS TO 12

- Lesson 3A-3 Subtract from 6 or Less—SE/TE pp. 101–102
- Lesson 3A-6 Subtract from 7 and 8—SE/TE pp. 109–110
- Lesson 3A-7 Subtract from 9 and 10—SE/TE pp. 111–112
- Lesson 3B-2 Related Subtraction Facts—SE/TE pp. 123–124
- Lesson 3B-3 Relate Addition and Subtraction—SE/TE pp. 125–126
- Lesson 3B-4 Think Addition to Subtract—SE/TE pp. 127–128
- Lesson 3B-5 Check by Adding—SE/TE pp. 131–132
- Lesson 3B-7 Fact Families—SE/TE pp. 135–136

WORKBOOK

- Lesson 3A-3 Subtract from 6 or Less—p. 36
- Lesson 3A-6 Subtract from 7 and 8—p. 39
- Lesson 3A-7 Subtract from 9 and 10—p. 40
- Lesson 3B-2 Related Subtraction Facts—p. 44
- Lesson 3B-3 Relate Addition and Subtraction—p. 45
- Lesson 3B-4 Think Addition to Subtract—p. 46
- Lesson 3B-5 Check by Adding—p. 47
- Lesson 3B-7 Fact Families—p. 49

TEACHER'S EDITION & TE eBOOK*

Chapter 3 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 95A–95F

DIGITAL RESOURCES*

Chapter 3 Reteach Lessons & Practice/Reteach Teacher Support

- Addition and Subtraction Facts to 10 (Fluency)
- Related Addition and Subtraction Facts

Chapter 3 Still More Practice
Chapter 3 Interactive Practice (each skill)
Operations & Algebraic Thinking

- Fluently add within 10
- Fluently subtract within 10

Chapter 3 Problem-Solving Practice (each skill lesson)

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Number Sense and Operations

Grade
1

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.1.NSO.2 Develop an understanding of addition and subtraction operations with one- and two-digit numbers.

MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.

Benchmark Clarifications:

Clarification 1: Instruction focuses on helping a student choose a method they can use reliably.

Clarification 2: Instruction includes situations involving adding to, putting together, comparing and taking from.

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 2 ADDITION STRATEGIES AND FACTS TO 12

- Lesson 2A-1 Understanding Addition—SE/TE pp. 39–40
- Lesson 2A-2 Addition Sentences—SE/TE pp. 41–42
- Lesson 2A-3 Find Sums—SE/TE pp. 43–44
- Lesson 2A-5 Related Addition Facts—SE/TE pp. 47–48
- Lesson 2A-9 Other Ways to Show Numbers—SE/TE pp. 57–58
- Lesson 2B-1 Number-Line Addition—SE/TE pp. 63–64
- Lesson 2B-2 Add: Use Patterns—SE/TE pp. 65–66
- Lesson 2B-3 Doubles—SE/TE pp. 67–68
- Lesson 2B-4 Doubles + 1—SE/TE pp. 69–70
- Lesson 2B-6 Addition Practice—SE/TE pp. 75–76
- Lesson 2B-11 Find Unknowns in Addition Sentences—SE/TE pp. 85–86

WORKBOOK

- Lesson 2A-1 Understanding Addition—p. 13
- Lesson 2A-2 Addition Sentences—p. 14
- Lesson 2A-3 Find Sums—p. 15
- Lesson 2A-5 Related Addition Facts—p. 17
- Lesson 2A-9 Other Ways to Show Numbers—p. 21
- Lesson 2B-1 Number-Line Addition—p. 22
- Lesson 2B-2 Add: Use Patterns—p. 23
- Lesson 2B-3 Doubles—p. 24
- Lesson 2B-4 Doubles + 1—p. 25
- Lesson 2B-6 Addition Practice—p. 27
- Lesson 2B-11 Find Unknowns in Addition Sentences—p. 32

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Chapter 2 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 37A–37F

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Chapter 2 Reteach Lessons & Practice/Reteach Teacher Support
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Chapter 2 Interactive Practice (each skill)
Chapter 2 Problem-Solving Practice (each skill lesson)

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CHAPTER 3 SUBTRACTION STRATEGIES AND FACTS TO 12

- Lesson 3A-1 Understanding Subtraction—SE/TE pp. 97–98
- Lesson 3A-2 Subtraction Sentences—SE/TE pp. 99–100
- Lesson 3A-4 All or Zero—SE/TE pp. 103–104
- Lesson 3A-9 Number-Line Subtraction—SE/TE pp. 115–116
- Lesson 3B-1 Rules and Patterns—SE/TE pp. 121–122
- Lesson 3B-2 Related Subtraction Facts—SE/TE pp. 123–124
- Lesson 3B-3 Relate Addition and Subtraction—SE/TE pp. 125–126
- Lesson 3B-4 Think Addition to Subtract—SE/TE pp. 127–128
- Lesson 3B-5 Check by Adding—SE/TE pp. 131–132
- Lesson 3B-6 Use a Bar Model—SE/TE pp. 133–134
- Lesson 3B-7 Fact Families—SE/TE pp. 135–136
- Lesson 3B-8 Find Missing Addends—SE/TE pp. 139–140
- Lesson 3B-10 Mixed Practice—SE/TE pp. 143–144

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Number Sense and Operations

Grade
1

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.1.NSO.2 Develop an understanding of addition and subtraction operations with one- and two-digit numbers.

continued

MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.

continued

continued

WORKBOOK

- Lesson 3A-1 Understanding Subtraction—p. 34
- Lesson 3A-2 Subtraction Sentences—p. 35
- Lesson 3A-4 All or Zero—p. 37
- Lesson 3A-9 Number-Line Subtraction—p. 42
- Lesson 3B-1 Rules and Patterns—p. 43
- Lesson 3B-2 Related Subtraction Facts—p. 44
- Lesson 3B-3 Relate Addition and Subtraction—p. 45
- Lesson 3B-4 Think Addition to Subtract—p. 46
- Lesson 3B-5 Check by Adding—p. 47
- Lesson 3B-6 Use a Bar Model—p. 48
- Lesson 3B-7 Fact Families—p. 49
- Lesson 3B-8 Find Missing Addends—p. 50
- Lesson 3B-10 Mixed Practice—p. 52

TEACHER'S EDITION & TE eBOOK*

Chapter 3 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 95A–95F

DIGITAL RESOURCES*

Chapter 3 Reteach Lessons & Practice/Reteach Teacher Support
Chapter 3 Still More Practice
Chapter 3 Interactive Practice (each skill)
Chapter 3 Problem-Solving Practice (each skill lesson)

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CHAPTER 6 EXTENDING ADDITION AND SUBTRACTION FACTS

- Lesson 6-3 Properties of Operations—SE/TE pp. 251–252
- Lesson 6-5 Make 10 to Add—SE/TE pp. 255–256
- Lesson 6-9 Make 10 to Subtract—SE/TE pp. 265–266
- Lesson 6-10 More Fact Families—SE/TE pp. 267–268
- Lesson 6-11 Three Addends—SE/TE pp. 271–272
- Lesson 6-12 Extending Facts to 20—SE/TE pp. 273–274
- Lesson 6-14 Missing Part of a Number Sentence—SE/TE pp. 277–278
- Lesson 6-15 Add and Subtract to Compare—SE/TE pp. 279–280

WORKBOOK

- Lesson 6-1 Sums Through 14—p. 86
- Lesson 6-2 Sums Through 16—p. 87
- Lesson 6-3 Properties of Operations—p. 88
- Lesson 6-4 Sums Through 18—p. 89
- Lesson 6-5 Make 10 to Add—p. 90
- Lesson 6-6 Subtract from 13 and 14—p. 91
- Lesson 6-7 Subtract from 16 or Less—p. 92
- Lesson 6-8 Subtract from 18 or Less—p. 93
- Lesson 6-9 Make 10 to Subtract—p. 94
- Lesson 6-10 More Fact Families—p. 95
- Lesson 6-11 Three Addends—p. 96
- Lesson 6-12 Extending Facts to 20—p. 97
- Lesson 6-14 Missing Part of a Number Sentence—p. 99
- Lesson 6-15 Add and Subtract to Compare—p. 100

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Number Sense and Operations

Grade
1

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.1.NSO.2 Develop an understanding of addition and subtraction operations with one- and two-digit numbers.

continued

MA.1.NSO.2.2 Add two whole numbers with sums from 0 to 20, and subtract using related facts with procedural reliability.

continued

TEACHER'S EDITION & TE eBOOK*

Chapter 6 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 245A–245F

DIGITAL RESOURCES*

Chapter 6 Reteach Lessons & Practice/Reteach Teacher Support

- Find Missing Numbers in Equations

Chapter 6 Still More Practice

Chapter 6 Interactive Practice (each skill)

Chapter 6 Problem-Solving Practice (each skill lesson)

MA.1.NSO.2.3 Identify the number that is one more, one less, ten more and ten less than a given two-digit number.

Example: One less than 40 is 39.

Example: Ten more than 23 is 33.

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CHAPTER 5 PLACE VALUE TO 100

- Lesson 5B-3 One Less, One More—SE/TE pp. 213–214
- Lesson 5B-8 10 Less, 10 More—SE/TE pp. 225–226

WORKBOOK

- Lesson 5B-3 One Less, One More—p. 75

- Lesson 5B-8 10 Less, 10 More—p. 80

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Chapter 5 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 183A–183F

DIGITAL RESOURCES*

Chapter 5 Reteach Lessons & Practice/Reteach Teacher Support

- Find 10 More or 10 Less

Chapter 5 Still More Practice

Chapter 5 Interactive Practice (each skill)

Chapter 5 Problem-Solving Practice (each skill lesson)

MA.1.NSO.2.4 Explore the addition of a two-digit number and a one-digit number with sums to 100.

Benchmark Clarifications:

Clarification 1: Instruction focuses on combining ones and tens and composing new tens from ones, when needed.

Clarification 2: Instruction includes the use of manipulatives, number lines, drawings or models.

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CHAPTER 10 ADDITION: TWO-DIGIT NUMBERS

- Lesson 10-6 Count On by Tens or Ones to Add—SE/TE pp. 451–452
- Lesson 10-7 Add Ones or Tens—SE/TE pp. 453–454
- Lesson 10-8 Use Strategies to Add—SE/TE pp. 455–456
- Lesson 10-9 Add Two-Digit Numbers—SE/TE pp. 457–458
- Lesson 10-12 Regroup Ones as Tens Using Models—SE/TE pp. 465–466
- Lesson 10-13 Regroup Ones as Tens Using a Place-Value Chart—SE/TE pp. 467–468
- Lesson 10-15 Regroup Money—SE/TE pp. 471–472

WORKBOOK

- Lesson 10-6 Count On by Tens or Ones to Add—p. 160
- Lesson 10-7 Add Ones or Tens—p. 161
- Lesson 10-8 Use Strategies to Add—p. 162
- Lesson 10-9 Add Two-Digit Numbers—p. 163
- Lesson 10-12 Regroup Ones as Tens Using Models—p. 166
- Lesson 10-13 Regroup Ones as Tens Using a Place-Value Chart—p. 167
- Lesson 10-15 Regroup Money—p. 169

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Number Sense and Operations

Grade
1

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.1.NSO.2 Develop an understanding of addition and subtraction operations with one- and two-digit numbers.

continued

MA.1.NSO.2.4 Explore the addition of a two-digit number and a one-digit number with sums to 100.

continued

TEACHER'S EDITION & TE eBOOK*

Chapter 10 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 437A–437F

DIGITAL RESOURCES*

Chapter 10 Reteach Lessons & Practice/Reteach Teacher Support

- Find Missing Numbers in Equations

Chapter 10 Still More Practice

Chapter 10 Interactive Practice (each skill)

Numbers & Operations in Base Ten

- Understand composing a 10 to add or subtract to 100

Chapter 10 Problem-Solving Practice (each skill lesson)

MA.1.NSO.2.5 Explore subtraction of a one-digit number from a two-digit number.

Example: Finding $37 - 6$ is the same as asking
“What number added to 6 makes 37?”

Benchmark Clarifications:

Clarification 1: Instruction focuses on utilizing the number line as a tool for subtraction through “counting on” or “counting back”. The process of counting on highlights subtraction as a missing addend problem.

Clarification 2: Instruction includes the use of manipulatives, drawings or equations to decompose tens and regroup ones, when needed.

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CHAPTER 11 SUBTRACTION: TWO DIGIT-NUMBERS

- Lesson 11-7 Count Back by Tens or Ones to Subtract—SE/TE pp. 499–500
- Lesson 11-8 Subtract Ones or Tens—SE/TE pp. 501–502
- Lesson 11-10 Regroup Tens as Ones Using Models—SE/TE pp. 507–508
- Lesson 11-11 Regroup Tens as Ones Using a Place-Value Chart—SE/TE pp. 509–510
- Lesson 11-13 Regroup Dimes as Pennies—SE/TE pp. 513–514
- Lesson 11-14 Add and Subtract Mentally—SE/TE pp. 517–518
- Lesson 11-15 Balance Number Sentences—SE/TE pp. 519–520
- Lesson 11-16 Missing Operation—SE/TE pp. 521–522

WORKBOOK

- Lesson 11-7 Count Back by Tens or Ones to Subtract—p. 178
- Lesson 11-8 Subtract Ones or Tens—p. 179
- Lesson 11-10 Regroup Tens as Ones Using Models—p. 181
- Lesson 11-11 Regroup Tens as Ones Using a Place-Value Chart—p. 182
- Lesson 11-13 Regroup Dimes as Pennies—p. 184
- Lesson 11-14 Add and Subtract Mentally—p. 185
- Lesson 11-15 Balance Number Sentences—p. 186
- Lesson 11-16 Missing Operation—p. 187

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Chapter 11 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 483A–483F

DIGITAL RESOURCES*

Chapter 11 Reteach Lessons & Practice/Reteach Teacher Support

- Find Missing Numbers in Equations

Chapter 11 Still More Practice

Chapter 11 Interactive Practice (each skill)

Numbers & Operations in Base Ten

- Understand composing a 10 to add or subtract to 100

Chapter 11 Problem-Solving Practice (each skill lesson)

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Fractions

Grade
1

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.1.FR.1 Develop an understanding of fractions by partitioning shapes into halves and fourths.

MA.1.FR.1.1 Partition circles and rectangles into two and four equal-sized parts. Name the parts of the whole using appropriate language including halves or fourths.

Benchmark Clarifications:

Clarification 1: This benchmark does not require writing the equal sized parts as a fraction with a numerator and denominator.

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CHAPTER 12 FRACTIONS

- Lesson 12-1 Equal Parts—SE/TE pp. 535–536
- Lesson 12-2 One Half, $\frac{1}{2}$ —SE/TE pp. 537–538
- Lesson 12-4 One Fourth, $\frac{1}{4}$ —SE/TE pp. 541–542
- Lesson 12-5 Compare Fractions—SE/TE pp. 545–546
- Lesson 12-6 Part of a Set—SE/TE pp. 547–548
- Lesson 12-7 Problem Solving Strategy: Make a Model/Draw a Picture—SE/TE pp. 549–550
- Lesson 12-8 Problem Solving Applications: Mixed Strategies—SE/TE pp. 551–552

WORKBOOK

- Lesson 12-1 Equal Parts—p. 190
- Lesson 12-2 One Half, $\frac{1}{2}$ —p. 191
- Lesson 12-4 One Fourth, $\frac{1}{4}$ —p. 193
- Lesson 12-5 Compare Fractions—p. 194
- Lesson 12-6 Part of a Set—p. 195
- Lesson 12-7 Problem Solving Strategy: Make a Model/Draw a Picture—p. 196
- Lesson 12-8 Problem Solving Applications: Mixed Strategies—p. 197

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Chapter 12 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 533A–533F

DIGITAL RESOURCES*

Chapter 12 Reteach Lessons & Practice/Reteach Teacher Support

- Partition Shapes into Equal Shares

Chapter 12 Still More Practice

Chapter 12 Interactive Practice (each skill)

Geometry

- Describe parts of rectangle or circle cut in 2 or 4 parts
- Partition a 2-D figure into 2 or 4 equal shares
- Relate the number or size of parts in a whole

Chapter 12 Problem-Solving Practice (each skill lesson)

Related content

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CHAPTER 12 FRACTIONS

- Lesson 12-3 One Third, $\frac{1}{3}$ —SE/TE pp. 539–540

WORKBOOK

- Lesson 12-3 One Third, $\frac{1}{3}$ —p. 192



Algebraic Reasoning

Grade
1

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.1.AR.1 Solve addition problems with sums between 0 and 20 and subtraction problems using related facts.

MA.1.AR.1.1 Apply properties of addition to find a sum of three or more whole numbers.

Example: $8 + 7 + 2$ is equivalent to $7 + 8 + 2$
which is equivalent to $7 + 10$ which equals 17.

Benchmark Clarifications:

Clarification 1: Within this benchmark, the expectation is to apply the associative and commutative properties of addition. It is not the expectation to name the properties or use parentheses. Refer to *Properties of Operations, Equality and Inequality* (Appendix D).

Clarification 2: Instruction includes emphasis on using the properties to make a ten when adding three or more numbers.

Clarification 3: Addition is limited to sums within 20.

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CHAPTER 2 ADDITION STRATEGIES AND FACTS TO 12

- Lesson 2B-5 Equivalent Sums—SE/TE pp. 71–72
- Lesson 2B-7 Add Three Numbers—SE/TE pp. 77–78
- Lesson 2B-8 Addition Strategies with Three Addends—SE/TE pp. 79–80

WORKBOOK

- Lesson 2B-5 Equivalent Sums—p. 26
- Lesson 2B-7 Add Three Numbers—p. 28
- Lesson 2B-8 Addition Strategies with Three Addends—p. 29

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Chapter 2 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 37A–37F

DIGITAL RESOURCES*

Chapter 2 Reteach Lessons & Practice/Reteach Teacher Support

- Problem Solving: Addition of Three Numbers
- Apply Properties of Operations

Chapter 2 Still More Practice

Chapter 2 Interactive Practice (each skill)

Operations & Algebraic Thinking

- Solve a problem with addition of three numbers within 20

Chapter 2 Problem-Solving Practice (each skill lesson)

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CHAPTER 6 EXTENDING ADDITION AND SUBTRACTION FACTS

- Lesson 6-3 Properties of Operations—SE/TE pp. 251–252
- Lesson 6-11 Three Addends—SE/TE pp. 271–272

WORKBOOK

- Lesson 6-3 Properties of Operations—p. 88
- Lesson 6-11 Three Addends—p. 96

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Chapter 6 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 245A–245F

DIGITAL RESOURCES*

Chapter 6 Reteach Lessons & Practice/Reteach Teacher Support

Chapter 6 Still More Practice

Chapter 6 Interactive Practice (each skill)

Chapter 6 Problem-Solving Practice (each skill lesson)

MA.1.AR.1.2 Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding the context of the problem, as well as the quantities within the problem.

Clarification 2: Students are not expected to independently read word problems.

Clarification 3: Addition and subtraction are limited to sums within 20 and related subtraction facts. Refer to *Situations Involving Operations with Numbers* (Appendix A).

continued

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CHAPTER 2 ADDITION STRATEGIES AND FACTS TO 12

- Lesson 2A-2 Addition Sentences—SE/TE pp. 41–42
- Lesson 2B-10 Problem Solving Strategy: Write a Number Sentence—SE/TE pp. 83–84
- Lesson 2B-11 Find Unknowns in Addition Sentences—SE/TE pp. 85–86

*Additional exercises that require solving real-world problems using strategies are provided in Chapter 2 lessons not cited above. See also additional chapter Problem-Solving Practice referenced below.

continued

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Algebraic Reasoning

Grade
1

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.1.AR.1 Solve addition problems with sums between 0 and 20 and subtraction problems using related facts.

continued

MA.1.AR.1.2 Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.

continued

WORKBOOK

- Lesson 2A-2 Addition Sentences—p. 14
- Lesson 2B-10 Problem Solving Strategy: Write a Number Sentence—p. 31
- Lesson 2B-11 Find Unknowns in Addition Sentences—p. 32

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Chapter 2 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 37A–37F

DIGITAL RESOURCES*

Chapter 2 Reteach Lessons & Practice/Reteach Teacher Support

- Problem Solving: Addition
- Problem Solving: Subtraction

Chapter 2 Still More Practice

Chapter 2 Interactive Practice (each skill)

Chapter 2 Problem-Solving Practice (each skill lesson)

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CHAPTER 3 SUBTRACTION STRATEGIES AND FACTS TO 12

- Lesson 3A-2 Subtraction Sentences—SE/TE pp. 99–100
- Lesson 3A-5 Find Unknowns in Subtraction Sentences—SE/TE pp. 105–106
- Lesson 3B-11 Problem Solving Strategy: Choose the Operation—SE/TE pp. 145–146
- Lesson 3B-12 Problem Solving Applications: Mixed Strategies—SE/TE pp. 147–148

*Additional exercises that require solving real-world problems using strategies are provided in Chapter 3 lessons not cited above. See also additional chapter Problem-Solving Practice referenced below.

WORKBOOK

- Lesson 3A-2 Subtraction Sentences—p. 35
- Lesson 3A-5 Find Unknowns in Subtraction Sentences—p. 38
- Lesson 3B-11 Problem Solving Strategy: Choose the Operation—p. 53
- Lesson 3B-12 Problem Solving Applications: Mixed Strategies—p. 54

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Chapter 3 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 95A–95F

DIGITAL RESOURCES*

Chapter 3 Reteach Lessons & Practice/Reteach Teacher Support

- Problem Solving: Addition
- Problem Solving: Subtraction

Chapter 3 Still More Practice

Chapter 3 Interactive Practice (each skill)

Chapter 3 Problem-Solving Practice (each skill lesson)

continued

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Algebraic Reasoning

Grade
1

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.1.AR.1 Solve addition problems with sums between 0 and 20 and subtraction problems using related facts.

continued

MA.1.AR.1.2 Solve addition and subtraction real-world problems using objects, drawings or equations to represent the problem.

continued

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CHAPTER 6 EXTENDING ADDITION AND SUBTRACTION FACTS

- Lesson 6-14 Missing Part of a Number Sentence—SE/TE pp. 277–278
- Lesson 6-16 Problem Solving Strategy: Make a Table—SE/TE pp. 281–282
- Lesson 6-17 Problem Solving Applications: Mixed Strategies—SE/TE pp. 283–284

WORKBOOK

- Lesson 6-13 True and False Sentences—SE/TE pp. 275–276
- Lesson 6-14 Missing Part of a Number Sentence—SE/TE pp. 277–278
- Lesson 6-16 Problem Solving Strategy: Make a Table—p. 101
- Lesson 6-17 Problem Solving Applications: Mixed Strategies—p. 102

*Additional exercises that require solving real-world problems using strategies are provided in Chapter 6 lessons not cited above. See also additional chapter Problem-Solving Practice referenced below.

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Chapter 6 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 245A–245F

DIGITAL RESOURCES*

Chapter 6 Reteach Lessons & Practice/Reteach Teacher Support

- Problem Solving: Addition
- Problem Solving: Subtraction

Chapter 6 Still More Practice
Chapter 6 Interactive Practice (each skill)
Chapter 6 Problem-Solving Practice (each skill lesson)

MA.1.AR.2 Develop an understanding of the relationship between addition and subtraction.

MA.1.AR.2.1 Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.

Example: The equation $12 - 7 = ?$ can be restated as $7 + ? = 12$ to determine the difference is 5.

Benchmark Clarifications:

Clarification 1: Addition and subtraction are limited to sums within 20 and related subtraction facts.

continued

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CHAPTER 3 SUBTRACTION STRATEGIES AND FACTS TO 12

- Lesson 3B-2 Related Subtraction Facts—SE/TE pp. 123–124
- Lesson 3B-3 Relate Addition and Subtraction—SE/TE pp. 125–126
- Lesson 3B-4 Think Addition to Subtract—SE/TE pp. 127–128
- Lesson 3B-5 Check by Adding—SE/TE pp. 131–132
- Lesson 3B-6 Use a Bar Model—SE/TE pp. 133–134
- Lesson 3B-7 Fact Families—SE/TE pp. 135–136
- Lesson 3B-8 Find Missing Addends—SE/TE pp. 139–140
- Lesson 3B-10 Mixed Practice—SE/TE pp. 143–144

continued



Algebraic Reasoning

Grade
1

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.1.AR.2 Develop an understanding of the relationship between addition and subtraction.

continued

MA.1.AR.2.1 Restate a subtraction problem as a missing addend problem using the relationship between addition and subtraction.

continued

WORKBOOK

- Lesson 3B-1 Rules and Patterns—p. 43
- Lesson 3B-2 Related Subtraction Facts—p. 44
- Lesson 3B-3 Relate Addition and Subtraction—p. 45
- Lesson 3B-4 Think Addition to Subtract—p. 46
- Lesson 3B-5 Check by Adding—p. 47
- Lesson 3B-6 Use a Bar Model—p. 48
- Lesson 3B-7 Fact Families—p. 49
- Lesson 3B-8 Find Missing Addends—p. 50
- Lesson 3B-10 Mixed Practice—p. 52

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Chapter 3 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 95A–95F

DIGITAL RESOURCES*

Chapter 3 Reteach Lessons & Practice/Reteach Teacher Support

- Find Missing Numbers in Equations
- Related Addition and Subtraction Facts

Chapter 3 Still More Practice

Chapter 3 Interactive Practice (each skill)

Operations & Algebraic Thinking

- Find an unknown in an addition/subtraction fact to 20

Chapter 3 Problem-Solving Practice (each skill lesson)

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CHAPTER 6 EXTENDING ADDITION AND SUBTRACTION FACTS

- Lesson 6-10 More Fact Families—SE/TE pp. 267–268
- Lesson 6-14 Missing Part of a Number Sentence—SE/TE pp. 277–278

WORKBOOK

- Lesson 6-10 More Fact Families—p. 95
- Lesson 6-14 Missing Part of a Number Sentence—p. 99

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Chapter 6 Overview/Math Vocabulary/Lesson Planner/Math Centers/
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DIGITAL RESOURCES*

Chapter 6 Reteach Lessons & Practice/Reteach Teacher Support

- Find Missing Numbers in Equations
- Related Addition and Subtraction Facts

Chapter 6 Still More Practice

Chapter 6 Interactive Practice (each skill)

Operations & Algebraic Thinking

- Find an unknown in an addition/subtraction fact to 20

Chapter 6 Problem-Solving Practice (each skill lesson)

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Algebraic Reasoning

Grade
1

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.1.AR.2 Develop an understanding of the relationship between addition and subtraction.

MA.1.AR.2.2 Determine and explain if equations involving addition or subtraction are true or false.

Example: Given the following equations,
 $8 = 8$, $9 - 1 = 7$, $5 + 2 = 2 + 5$ and
 $1 = 9 - 8$, $9 - 1 = 7$ can be determined
to be false.

Benchmark Clarifications:

Clarification 1: Instruction focuses on understanding of the equal sign.

Clarification 2: Problem types are limited to an equation with no more than four terms. The sum or difference can be on either side of the equal sign.

Clarification 3: Addition and subtraction are limited to sums within 20 and related subtraction facts.

MA.1.AR.2.3 Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.

Example: $9 + ? = 12$

Example: $17 = \square + 5$

Example: $? - 4 = 8$

Benchmark Clarifications:

Clarification 1: Instruction begins the development of algebraic thinking skills where the symbolic representation of the unknown uses any symbol other than a letter.

Clarification 2: Problems include the unknown on either side of the equal sign.

Clarification 3: Addition and subtraction are limited to sums within 20 and related subtraction facts. Refer to *Situations Involving Operations with Numbers* (Appendix A).

continued

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CHAPTER 6 EXTENDING ADDITION AND SUBTRACTION FACTS

- Lesson 6-13 True and False Sentences—SE/TE pp. 275–276

WORKBOOK

- Lesson 6-13 True and False Sentences—p. 98

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Chapter 6 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 245A–245F

DIGITAL RESOURCES*

Chapter 6 Reteach Lessons & Practice/Reteach Teacher Support

- Addition and Subtraction Facts to 20
- Addition and Subtraction Equations
- Related Addition and Subtraction Facts

Chapter 6 Still More Practice

Chapter 6 Interactive Practice (each skill)

Operations & Algebraic Thinking

- Determine if an addition or subtraction equation within 20 is true or false

Chapter 6 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 3 SUBTRACTION STRATEGIES AND FACTS TO 12

- Lesson 3B-6 Use a Bar Model—SE/TE pp. 133–134
- Lesson 3B-7 Fact Families—SE/TE pp. 135–136
- Lesson 3B-8 Find Missing Addends—SE/TE pp. 139–140

WORKBOOK

- Lesson 3B-6 Use a Bar Model—p. 48
- Lesson 3B-7 Fact Families—p. 49
- Lesson 3B-8 Find Missing Addends—p. 50

TEACHER'S EDITION & TE eBook*

Chapter 3 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 95A–95F

DIGITAL RESOURCES*

Chapter 3 Reteach Lessons & Practice/Reteach Teacher Support

- Addition and Subtraction Equations
- Find Missing Numbers in Equations

Chapter 3 Still More Practice

Chapter 3 Interactive Practice (each skill)

Operations & Algebraic Thinking

- Find an unknown in an addition/subtraction fact to 20

Chapter 3 Problem-Solving Practice (each skill lesson)

continued

*Digital resources available at SadlierConnect.com

Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids



Algebraic Reasoning

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.1.AR.2 Develop an understanding of the relationship between addition and subtraction.

continued

MA.1.AR.2.3 Determine the unknown whole number in an addition or subtraction equation, relating three whole numbers, with the unknown in any position.

continued

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CHAPTER 6 EXTENDING ADDITION AND SUBTRACTION FACTS

- Lesson 6-10 More Fact Families—SE/TE pp. 267–268
- Lesson 6-12 Extending Facts to 20—SE/TE pp. 273–274
- Lesson 6-14 Missing Part of a Number Sentence—SE/TE pp. 277–278

WORKBOOK

- Lesson 6-10 More Fact Families—p. 95
- Lesson 6-12 Extending Facts to 20—p. 97
- Lesson 6-14 Missing Part of a Number Sentence—p. 99

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Chapter 6 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 245A–245F

DIGITAL RESOURCES*

Chapter 6 Reteach Lessons & Practice/Reteach Teacher Support

- Addition and Subtraction Equations
- Find Missing Numbers in Equations

Chapter 6 Still More Practice

Chapter 6 Interactive Practice (each skill)

Operations & Algebraic Thinking

- Find an unknown in an addition/subtraction fact to 20
- Chapter 6 Problem-Solving Practice (each skill lesson)

Measurement

MA.1.M.1 Compare and measure the length of objects..

MA.1.M.1.1 Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.

Benchmark Clarifications:

Clarification 1: Instruction emphasizes measuring from the zero point of the ruler. The markings on the ruler indicate the unit of length by marking equal distances with no gaps or overlaps.

Clarification 2: When estimating length, the expectation is to give a reasonable number of inches for the length of a given object.

continued

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CHAPTER 9 MEASUREMENT

- Lesson 9A-7 Use a Ruler—SE/TE pp. 395–396
- Lesson 9A-8 Inches—SE/TE pp. 397–398
- Lesson 9A-9 Feet—SE/TE pp. 399–400
- Lesson 9B-6 Centimeters—SE/TE pp. 417–418

WORKBOOK

- Lesson 9A-7 Use a Ruler—p. 140
- Lesson 9A-8 Inches—p. 141
- Lesson 9A-9 Feet—p. 142
- Lesson 9B-6 Centimeters—p. 148

TEACHER'S EDITION & TE eBook*

Chapter 9 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 379A–379F

DIGITAL RESOURCES*

Chapter 9 Reteach Lessons & Practice/Reteach Teacher Support

- Measure with Same-Size Length Units

continued



Measurement

Grade
1

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.1.M.1 Compare and measure the length of objects..

continued

MA.1.M.1.1 Estimate the length of an object to the nearest inch. Measure the length of an object to the nearest inch or centimeter.

continued

Chapter 9 Still More Practice
Chapter 9 Interactive Practice (each skill)
Measurement & Data
• Recognize length: exact number of spanning units
Chapter 9 Problem-Solving Practice (each skill lesson)

MA.1.M.1.2 Compare and order the length of up to three objects using direct and indirect comparison.

Benchmark Clarifications:

Clarification 1: When directly comparing objects, the objects can be placed side by side or they can be separately measured in the same units and the measurements can be compared.

Clarification 2: Two objects can be compared indirectly by directly comparing them to a third object.

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CHAPTER 9 MEASUREMENT

- Lesson 9A-5 Compare Lengths—SE/TE pp. 391-392
- Lesson 9A-6 Use Indirect Comparison—SE/TE pp. 393-394

WORKBOOK

- Lesson 9A-5 Compare Lengths—SE/TE pp. 391-392
- Lesson 9A-6 Use Indirect Comparison—SE/TE pp. 393-394

TEACHER'S EDITION & TE eBook*

Chapter 9 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 379A-379F

DIGITAL RESOURCES*

Chapter 9 Reteach Lessons & Practice/Reteach Teacher Support

- Compare and Order Lengths

Chapter 9 Still More Practice

Chapter 9 Interactive Practice (each skill)

Measurement & Data

- Compare lengths of objects indirectly using a third object
- Order three objects by length

Chapter 9 Problem-Solving Practice (each skill lesson)

MA.1.M.2 Tell time and identify the value of coins and combinations of coins and dollar bills.

MA.1.M.2.1 Using analog and digital clocks, tell and write time in hours and half-hours.

Benchmark Clarifications:

Clarification 1: Within this benchmark, the expectation is not to understand military time or to use a.m. or p.m.

Clarification 2: Instruction includes the connection to partitioning circles into halves and to semi-circles.

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CHAPTER 8 MONEY AND TIME

- Lesson 8-10 Hour—SE/TE pp. 355-356
- Lesson 8-11 Half Hour—SE/TE pp. 357-358

WORKBOOK

- Lesson 8-10 Hour—p. 126
- Lesson 8-11 Half Hour—p. 127

TEACHER'S EDITION & TE eBook*

Chapter 8 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 331A-331F

DIGITAL RESOURCES*

Chapter 8 Reteach Lessons & Practice/Reteach Teacher Support

- Tell Time

Chapter 8 Still More Practice

Chapter 8 Interactive Practice (each skill)

Measurement & Data

- Tell time in hours and half-hours
- Write time in hours and half-hours

Chapter 8 Problem-Solving Practice (each skill lesson)

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Measurement

Grade
1

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.1.M.2 Tell time and identify the value of coins and combinations of coins and dollar bills.

MA.1.M.2.2 Identify pennies, nickels, dimes and quarters, and express their values using the ¢ symbol. State how many of each coin equal a dollar.

Benchmark Clarifications:

Clarification 1: Instruction includes the recognition of both sides of a coin.

Clarification 2: Within this benchmark, the expectation is not to use decimal values.

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CHAPTER 8 MONEY AND TIME

- Lesson 8-1 Pennies and Nickels—SE/TE pp. 333–334
- Lesson 8-2 Pennies and Dimes—SE/TE pp. 335–336
- Lesson 8-3 Pennies and Quarters—SE/TE pp. 337–338
- Lesson 8-4 Count on by Dimes and Nickels—SE/TE pp. 339–340
- Lesson 8-5 Count Mixed Coins—SE/TE pp. 341–342
- Lesson 8-6 Equal Amounts—SE/TE pp. 345–346
- Lesson 8-7 Spending Money—SE/TE pp. 347–348
- Lesson 8-8 One Dollar Bill—SE/TE pp. 349–350
- Lesson 8-9 Other Dollar Bills—SE/TE pp. 351–352

WORKBOOK

- Lesson 8-1 Pennies and Nickels—p. 117
- Lesson 8-2 Pennies and Dimes—p. 118
- Lesson 8-3 Pennies and Quarters—p. 119
- Lesson 8-4 Count on by Dimes and Nickels—p. 120
- Lesson 8-5 Count Mixed Coins—p. 121
- Lesson 8-6 Equal Amounts—p. 122
- Lesson 8-7 Spending Money—p. 123
- Lesson 8-8 One Dollar Bill—p. 124
- Lesson 8-9 Other Dollar Bills—p. 125

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Chapter 8 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 331A–331F

DIGITAL RESOURCES*

Chapter 8 Reteach Lessons & Practice/Reteach Teacher Support

- Money

Chapter 8 Still More Practice
Chapter 8 Interactive Practice (each skill)
Chapter 8 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

Instruction/Student Practice

- Pennies

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Measurement

Grade
1

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.1.M.2 Tell time and identify the value of coins and combinations of coins and dollar bills.

MA.1.M.2.3 Find the value of combinations of pennies, nickels and dimes up to one dollar, and the value of combinations of one, five and ten dollar bills up to \$100. Use the ¢ and \$ symbols appropriately.

Benchmark Clarifications:

Clarification 1: Instruction includes the identification of a one, five and ten-dollar bill and the computation of the value of combinations of pennies, nickels and dimes or one, five and ten dollar bills.

Clarification 2: Instruction focuses on the connection to place value and skip counting.

Clarification 3: Within this benchmark, the expectation is not to use decimal values or to find the value of a combination of coins and dollars.

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CHAPTER 8 MONEY AND TIME

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- Lesson 8-3 Pennies and Quarters—SE/TE pp. 337–338
- Lesson 8-4 Count on by Dimes and Nickels—SE/TE pp. 339–340
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WORKBOOK

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DIGITAL RESOURCES*

Chapter 8 Reteach Lessons & Practice/Reteach Teacher Support

- Money

Chapter 8 Still More Practice
Chapter 8 Interactive Practice (each skill)
Chapter 8 Problem-Solving Practice (each skill lesson)

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Geometric Reasoning

Grade
1

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.1.GR.1 Identify and analyze two- and three-dimensional figures based on their defining attributes.

MA.1.GR.1.1 Identify, compare and sort two- and three-dimensional figures based on their defining attributes. Figures are limited to circles, semi-circles, triangles, rectangles, squares, trapezoids, hexagons, spheres, cubes, rectangular prisms, cones and cylinders.

Benchmark Clarifications:

Clarification 1: Instruction focuses on the defining attributes of a figure: whether it is closed or not; number of vertices, sides, edges or faces; and if it contains straight, curved or equal length sides or edges.

Clarification 2: Instruction includes figures given in a variety of sizes, orientations and non-examples that lack one or more defining attributes.

Clarification 3: Within this benchmark, the expectation is not to sort a combination of two- and three-dimensional figures at the same time or to define the attributes of trapezoids.

Clarification 4: Instruction includes using formal and informal language to describe the defining attributes of figures when comparing and sorting.

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CHAPTER 7 GEOMETRY

- Lesson 7-1 Open and Closed Figures—SE/TE pp. 293–294
- Lesson 7-2 Sides and Corners—SE/TE pp. 295–296
- Lesson 7-3 Reason with Shapes—SE/TE pp. 297–298
- Lesson 7-4 Sorting Plane Figures—SE/TE pp. 299–300
- Lesson 7-6 Solid Figures—SE/TE pp. 305–306
- Lesson 7-8 Attributes of Solid Figures—SE/TE pp. 309–310
- Lesson 7-9 Plane Figures on Solid Figures—SE/TE pp. 311–312

WORKBOOK

- Lesson 7-1 Open and Closed Figures—p. 103
- Lesson 7-2 Sides and Corners—p. 104
- Lesson 7-3 Reason with Shapes—p. 105
- Lesson 7-4 Sorting Plane Figures—p. 106
- Lesson 7-6 Solid Figures—p. 108
- Lesson 7-8 Attributes of Solid Figures—p. 110
- Lesson 7-9 Plane Figures on Solid Figures—p. 111

TEACHER'S EDITION & TE eBook*

Chapter 7 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 291A–291F

- Manipulatives Activity: Match the Shape (hexagon, trapezoid, rhombus, triangle, and square)—TE p. 291E

DIGITAL RESOURCES*

Chapter 7 Reteach Lessons & Practice/Reteach Teacher Support

- Identify Shapes

Chapter 7 Still More Practice

Chapter 7 Interactive Practice (each skill)

Geometry

- Contrast defining and non-defining attributes

Chapter 7 Problem-Solving Practice (each skill lesson)

MA.1.GR.1.2 Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.

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CHAPTER 7 GEOMETRY

- Lesson 7-1 Open and Closed Figures (draw figures)—SE/TE pp. 293–294
- Lesson 7-2 Sides and Corners (draw figures with given attributes)—SE/TE pp. 295–296
- Lesson 7-3 Reason with Shapes (draw plane figures based on defining)—SE/TE pp. 297–298
- Lesson 7-5 Ways to Make Plane Figures (draw)—SE/TE pp. 301–302

WORKBOOK

- Lesson 7-1 Open and Closed Figures—p. 103
- Lesson 7-2 Sides and Corners—p. 104
- Lesson 7-3 Reason with Shapes—p. 105
- Lesson 7-5 Ways to Make Plane Figures—p. 107

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Geometric Reasoning

Grade
1

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.1.GR.1 Identify and analyze two- and three-dimensional figures based on their defining attributes.

continued

MA.1.GR.1.2 Sketch two-dimensional figures when given defining attributes. Figures are limited to triangles, rectangles, squares and hexagons.

continued

DIGITAL RESOURCES*

- Chapter 7 Reteach Lessons & Practice/Reteach Teacher Support
 - Compose Flat Shapes
- Chapter 7 Still More Practice
- Chapter 7 Interactive Practice (each skill)
- Geometry**
 - Draw a shape with given attributes
- Chapter 7 Problem-Solving Practice (each skill lesson)

MA.1.GR.1.3 Compose and decompose two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares, trapezoids, hexagons, cubes, rectangular prisms, cones and cylinders.

Example: A hexagon can be decomposed into 6 triangles.

Example: A semi-circle and a triangle can be composed to create a two-dimensional representation of an ice cream cone.

Benchmark Clarifications:

Clarification 1: Instruction focuses on the understanding of spatial relationships relating to part-whole, and on the connection to breaking apart numbers and putting them back together.

Clarification 2: Composite figures are composed without gaps or overlaps.

Clarification 3: Within this benchmark, it is not the expectation to compose two- and three- dimensional figures at the same time.

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CHAPTER 7 GEOMETRY

- Lesson 7-5 Ways to Make Plane Figures—SE/TE pp. 301-302
- Lesson 7-7 Ways to Make Solid Figures—SE/TE pp. 307-308

WORKBOOK

- Lesson 7-5 Ways to Make Plane Figures—p. 107
- Lesson 7-7 Ways to Make Solid Figures—p. 109

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Chapter 7 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 291A-291F

DIGITAL RESOURCES*

- Chapter 7 Reteach Lessons & Practice/Reteach Teacher Support
 - Compose Flat Shapes
 - Compose Solid Shapes
- Chapter 7 Still More Practice
- Chapter 7 Interactive Practice (each skill)
- Geometry**
 - Compose a composite shape from 2-D shapes
 - Compose a composite shape from 3-D shapes
 - Compose a new 2-D shape from composite shapes
- Chapter 7 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

VIRTUAL MANIPULATIVES
Attribute Blocks
Solid Figures

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Geometric Reasoning

Grade
1

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.1.GR.1 Identify and analyze two- and three-dimensional figures based on their defining attributes.

MA.1.GR.1.4 Given a real-world object, identify parts that are modeled by two- and three-dimensional figures. Figures are limited to semi-circles, triangles, rectangles, squares and hexagons, spheres, cubes, rectangular prisms, cones and cylinders.

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CHAPTER 7 GEOMETRY

- Math at Hopme (plane figures in the environment)—SE/TE p. 292
- Lesson 7-4 Sorting Plane Figures (plane figures in the environment)—SE/TE pp. 299–300
- Lesson 7-6 Solid Figures (real-world objects shaped like solid figures)—SE/TE pp. 305–306

WORKBOOK

- Lesson 7-4 Sorting Plane Figures—p. 106
- Lesson 7-6 Solid Figures—p. 108

TEACHER'S EDITION & TE eBook*

Chapter 7 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 291A–291F

DIGITAL RESOURCES*

Chapter 7 Reteach Lessons & Practice/Reteach Teacher Support
Chapter 7 Still More Practice
Chapter 7 Interactive Practice (each skill)
Chapter 7 Problem-Solving Practice (each skill lesson)

Data Analysis and Probability

MA.1.DP.1 Collect, represent and interpret numerical and categorical data.

MA.1.DP.1.1 Collect data into categories and represent the results using tally marks or pictographs.

Example: A class collects data on the number of students whose birthday is in each month of the year and represents it using tally marks.

Benchmark Clarifications:

Clarification 1: Instruction includes connecting tally marks to counting by 5s.

Clarification 2: Data sets include geometric figures that are categorized using their defining attributes and data from the classroom or school.

Clarification 3: Pictographs are limited to single-unit scales.

continued

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CHAPTER 4 DATA AND GRAPHS: USING OPERATIONS

- Lesson 4-1 Tally Charts—SE/TE pp. 157–158
- Lesson 4-2 Real Graphs—SE/TE pp. 159–160
- Lesson 4-3 Picture Graphs—SE/TE pp. 161–162
- Lesson 4-4 Pictographs—SE/TE pp. 163–163
- Lesson 4-6 Surveys—SE/TE pp. 169–170

WORKBOOK

- Lesson 4-1 Tally Charts—p. 55
- Lesson 4-2 Real Graphs—p. 56
- Lesson 4-3 Picture Graphs—p. 57
- Lesson 4-4 Pictographs—p. 58
- Lesson 4-6 Surveys—p. 60

TEACHER'S EDITION & TE eBook*

Chapter 4 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 155A–155F

DIGITAL RESOURCES*

Chapter 4 Reteach Lessons & Practice/Reteach Teacher Support

- Use Tables

Chapter 4 Still More Practice
Chapter 4 Interactive Practice (each skill)
Measurement & Data

- Organize/represent data with up to three categories

Chapter 4 Problem-Solving Practice (each skill lesson)

continued

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Data Analysis and Probability

Grade
1

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.1.DP.1 Collect, represent and interpret numerical and categorical data.

continued

- MA.1.DP.1.1** Collect data into categories and represent the results using tally marks or pictographs.

continued

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CHAPTER 5 PLACE VALUE TO 100

- Lesson 5B-10 Count by 5s—SE/TE pp. 231-232

WORKBOOK

- Lesson 5B-10 Count by 5s—p. 82

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CHAPTER 7 GEOMETRY

- Lesson 7-4 Sorting Plane Figures—SE/TE pp. 299-300
- Lesson 7-10 Graphing Attributes—SE/TE pp. 315-316

WORKBOOK

- Lesson 7-4 Sorting Plane Figures—p. 106
- Lesson 7-10 Graphing Attributes—p. 112

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

- Instruction/Student Practice
 - Tally Marks

- MA.1.DP.1.2** Interpret data represented with tally marks or pictographs by calculating the total number of data points and comparing the totals of different categories.

Benchmark Clarifications:

Clarification 1: Instruction focuses on the connection to addition and subtraction when calculating the total and comparing, respectively.

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CHAPTER 4 DATA AND GRAPHS: USING OPERATIONS

- Lesson 4-1 Tally Charts—SE/TE pp. 157-158
- Lesson 4-7 Data and Questions—SE/TE pp. 171-172
- Lesson 4-8 Problem Solving Strategy: Use a Graph—SE/TE pp. 173-174
- Lesson 4-9 Problem Solving Applications: Mixed Strategies—SE/TE pp. 175-176

WORKBOOK

- Lesson 4-1 Tally Charts—p. 55
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- Lesson 4-9 Problem Solving Applications: Mixed Strategies—p. 63

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Chapter 4 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 155A-155F

DIGITAL RESOURCES*

Chapter 4 Reteach Lessons & Practice/Reteach Teacher Support
Chapter 4 Still More Practice
Chapter 4 Interactive Practice (each skill)
Measurement & Data

- Interpret data to ask or answer questions on three sets
- Read a picture graph

Chapter 4 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

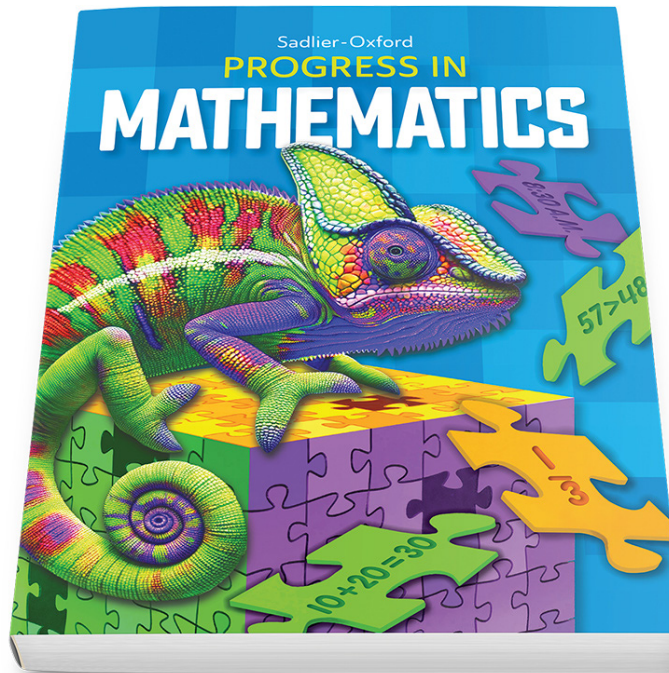
SKILLS UPDATE

- Instruction/Student Practice
 - Tally Marks

Progress in Mathematics

Correlation to Florida's B.E.S.T. Standards for Mathematics

Grade 2



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Number Sense and Operations

Grade
2

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.2.NSO.1 Understand the place value of three-digit numbers.

MA.2.NSO.1.1 Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.

Example: The number four hundred thirteen written in standard form is 413 and in expanded form is $400 + 10 + 3$.

Example: The number seven hundred nine written in standard form is 709 and in expanded form is $700 + 9$.

continued

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CHAPTER 2 PLACE VALUE TO 100

- Lesson 2-1 Tens and Ones—SE & TE pp. 75-76
- Lesson 2-2 Place Value—SE & TE pp. 77-78
- Lesson 2-3 Number Words Twenty to Forty-Nine—SE & TE pp. 79-80
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- Lesson 2-1 Tens and Ones—p. 27
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- Chapter 2 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 73A-73F

DIGITAL RESOURCES*

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- Chapter 2 Still More Practice
- Chapter 2 Interactive Practice (each skill)
- Chapter 2 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 8 PLACE VALUE TO 1000

- Lesson 8-1 Hundreds—SE & TE pp. 331-332
- Lesson 8-2 Make Hundreds—SE & TE pp. 333-334
- Lesson 8-3 Hundreds, Tens, and Ones—SE & TE pp. 335-336
- Lesson 8-4 Place Value of Three-Digit Numbers—SE & TE pp. 339-340
- Lesson 8-5 Expanded Form with Hundreds, Tens, and Ones—SE & TE pp. 341-342

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 8-1 Hundreds—p. 117
- Lesson 8-2 Make Hundreds—p. 118
- Lesson 8-3 Hundreds, Tens, and Ones—p. 119
- Lesson 8-4 Place Value of Three-Digit Numbers—p. 120
- Lesson 8-5 Expanded Form with Hundreds, Tens, and Ones—p. 121

TEACHER'S EDITION/TEACHER'S EDITION eBOOK*

- Chapter 8 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 329A-329F

DIGITAL RESOURCES*

- Chapter 8 Reteach Lessons & Practice/Reteach Teacher Support
 - Read and Write Numbers to 1,000
- Chapter 8 Still More Practice
- Chapter 8 Interactive Practice (each skill)
- Chapter 8 Problem-Solving Practice (each skill lesson)

continued

*Digital resources available at SadlierConnect.com
Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids



Number Sense and Operations

Grade
2

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.2.NSO.1 Understand the place value of three-digit numbers.

continued

MA.2.NSO.1.1 Read and write numbers from 0 to 1,000 using standard form, expanded form and word form.

continued

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

- Instruction/Student Practice
- Number Words to Twenty

MA.2.NSO.1.2 Compose and decompose three-digit numbers in multiple ways using hundreds, tens and ones. Demonstrate each composition or decomposition with objects, drawings and expressions or equations.

Example: The number 241 can be expressed as 2 *hundreds* + 4 *tens* + 1 *one* or as 24 *tens* + 1 *one* or as 241 *ones*.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 8 PLACE VALUE TO 1000

- Lesson 8-1 Hundreds—SE & TE pp. 331–332
- Lesson 8-2 Make Hundreds—SE & TE pp. 333–334
- Lesson 8-3 Hundreds, Tens, and Ones—SE & TE pp. 335–336
- Lesson 8-4 Place Value of Three-Digit Numbers—SE & TE pp. 339–340
- Lesson 8-5 Expanded Form with Hundreds, Tens, and Ones—SE & TE pp. 341–342

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 8-1 Hundreds—p. 117
- Lesson 8-2 Make Hundreds—p. 118
- Lesson 8-3 Hundreds, Tens, and Ones—p. 119
- Lesson 8-4 Place Value of Three-Digit Numbers—p. 120
- Lesson 8-5 Expanded Form with Hundreds, Tens, and Ones—p. 121

TEACHER'S EDITION/TEACHER'S EDITION eBOOK*

- Chapter 8 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 329A–329F

DIGITAL RESOURCES*

Chapter 8 Still More Practice

Chapter 8 Interactive Practice (each skill)

Numbers & Operations in Base Ten

- Understand that 100 represents group of 10 tens
- Chapter 8 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

VIRTUAL MANIPULATIVES

- Place Value
- Base-Ten Models

*Digital resources available at SadlierConnect.com

Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids



Number Sense and Operations

Grade
2

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.2.NSO.1 Understand the place value of three-digit numbers.

MA.2.NSO.1.3 Plot, order and compare whole numbers up to 1,000.

Example: The numbers 424, 178 and 475 can be arranged in ascending order as 178, 424 and 475.

Benchmark Clarifications:

Clarification 1: When comparing numbers, instruction includes using a number line and using place values of the hundreds, tens and ones digits.

Clarification 2: Within this benchmark, the expectation is to use terms (e.g., less than, greater than, between or equal to) and symbols ($<$, $>$ or $=$).

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 2 PLACE VALUE TO 100

- Lesson 2-7 Compare Numbers—SE & TE pp. 89–90
- Lesson 2-8 Order Using a Number Line—SE & TE pp. 91–92

STUDENT WORKBOOK & STUDENT WORKBOOK eBook*

- Lesson 2-7 Compare Numbers—p. 33
- Lesson 2-8 Order Using a Number Line—p. 34

TEACHER'S EDITION & TE eBook*

Chapter 2 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 73A–73F

DIGITAL RESOURCES*

Chapter 2 Still More Practice
Chapter 2 Interactive Practice (each skill)
Chapter 2 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBook*/TEACHER'S EDITION & eBook*

CHAPTER 8 PLACE VALUE TO 1000

- Lesson 8-9 Compare Numbers to 1000—SE & TE pp. 351–352
- Lesson 8-10 Order to 1000—pp. 353–354

STUDENT WORKBOOK & STUDENT WORKBOOK eBook*

- Lesson 8-9 Compare Numbers to 1000—p. 125
- Lesson 8-10 Order to 1000

TEACHER'S EDITION/TEACHER'S EDITION eBook*

• Chapter 8 Overview/Math Vocabulary/Lesson Planner/Math
Centers/Assessment Options—TE pp. 329A–329F

DIGITAL RESOURCES*

Chapter 8 Reteach Lessons & Practice/Reteach Teacher Support
• Compare Numbers
Chapter 8 Still More Practice
Chapter 8 Interactive Practice (each skill)
Numbers & Operations in Base Ten
• Compare two 3-digit numbers: standard symbols
Chapter 8 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

Instruction/Student Practice
• Greater or Less

MA.2.NSO.1.4 Round whole numbers from 0 to 100 to the nearest 10.

Example: The number 65 is rounded to 70 when rounded to the nearest 10.

Benchmark Clarifications:

Clarification 1: Within the benchmark, the expectation is to understand that rounding is a process that produces a number with a similar value that is less precise but easier to use.

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 2 PLACE VALUE TO 100

- Lesson 2-9 Round to the Nearest Ten—SE & TE pp. 93–94

STUDENT WORKBOOK & STUDENT WORKBOOK eBook*

- Lesson 2-9 Round to the Nearest Ten—p. 35

TEACHER'S EDITION & TE eBook*

Chapter 2 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 73A–73F

DIGITAL RESOURCES*

Chapter 2 Still More Practice
Chapter 2 Interactive Practice (each skill)
Chapter 2 Problem-Solving Practice (each skill lesson)

*Digital resources available at SadlierConnect.com

Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids



Number Sense and Operations

Grade
2

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.2.NSO.2 Add and subtract two- and three-digit whole numbers.

MA.2.NSO.2.1 Recall addition facts with sums to 20 and related subtraction facts with automaticity.

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 1 ADDITION AND SUBTRACTION FACTS

- Lesson 1A-1 Addition Concepts—SE & TE pp. 3–4
- Lesson 1A-2 Related Addition Facts—SE & TE pp. 5–6
- Lesson 1A-3 Count On to Add—SE & TE pp. 7–8
- Lesson 1A-4 Extend Facts to 20—SE & TE pp. 9–10
- Lesson 1A-5 Make 10 to Add—SE & TE pp. 11–12
- Lesson 1A-6 Doubles Facts—SE & TE pp. 15–16
- Lesson 1A-7 Doubles +1, Doubles –1—SE & TE pp. 17–18
- Lesson 1B-1 Subtraction Concepts—SE & TE pp. 27–28
- Lesson 1B-2 Add or Subtract to Compare—SE & TE pp. 29–30
- Lesson 1B-3 Count Back to Subtract—SE & TE pp. 31–32
- Lesson 1B-4 Related Subtraction Facts—SE & TE pp. 33–34
- Lesson 1B-5 Relate Addition and Subtraction—SE & TE pp. 37–38
- Lesson 1B-6 Think Addition to Subtract—SE & TE pp. 39–40
- Lesson 1B-7 Use Addition to Check—SE & TE pp. 41–42
- Lesson 1B-8 Count Up to Subtract—SE & TE pp. 43–44
- Lesson 1B-9 Make 10 to Subtract—SE & TE pp. 47–48
- Lesson 1B-11 Fact Families—SE & TE pp. 51–52
- Lesson 1B-12 Missing Addends—SE & TE pp. 53–54
- Lesson 1B-13 Use a Bar Model—SE & TE pp. 57–58
- Lesson 1B-14 Fact Patterns—SE & TE pp. 59–60

STUDENT WORKBOOK & STUDENT WORKBOOK eBook*

- Lesson 1A-1 Addition Concepts—p. 1
- Lesson 1A-2 Related Addition Facts—p. 2
- Lesson 1A-3 Count On to Add—p. 3
- Lesson 1A-4 Extend Facts to 20—p. 4
- Lesson 1A-5 Make 10 to Add—p. 5
- Lesson 1A-6 Doubles Facts—p. 6
- Lesson 1A-7 Doubles +1, Doubles –1—p. 7
- Lesson 1B-1 Subtraction Concepts—p. 10
- Lesson 1B-2 Add or Subtract to Compare—p. 11
- Lesson 1B-3 Count Back to Subtract—p. 12
- Lesson 1B-4 Related Subtraction Facts—p. 13
- Lesson 1B-5 Relate Addition and Subtraction—p. 14
- Lesson 1B-6 Think Addition to Subtract—p. 15
- Lesson 1B-7 Use Addition to Check—p. 16
- Lesson 1B-8 Count Up to Subtract—p. 17
- Lesson 1B-9 Make 10 to Subtract—p. 18
- Lesson 1B-11 Fact Families—p. 20
- Lesson 1B-12 Missing Addends—p. 21
- Lesson 1B-13 Use a Bar Model—p. 22
- Lesson 1B-14 Fact Patterns—p. 23

TEACHER'S EDITION & TE eBook*

- Chapter 1 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 1a–1f

DIGITAL RESOURCES*

- Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support
 - Addition and Subtraction Facts to 20 (Fluency)
- Chapter 1 Still More Practice
- Chapter 1 Interactive Practice (each skill)
- Chapter 1 Problem-Solving Practice (each skill lesson)

continued

continued

*Digital resources available at SadlierConnect.com
Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids



Number Sense and Operations

Grade
2

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.2.NSO.2 Add and subtract two- and three-digit whole numbers.

continued

MA.2.NSO.2.1 Recall addition facts with sums to 20 and related subtraction facts with automaticity.

continued

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

Instruction/Student Practice

- Addition Facts to 10
- Subtraction Facts to 10

FLUENCY PRACTICE

Addition/Subtraction

- Addition Facts from 0 to 12
- Subtraction Facts from 1 to 20

MA.2.NSO.2.2 Identify the number that is ten more, ten less, one hundred more and one hundred less than a given three-digit number.

Example: The number 236 is one hundred more than 136 because both numbers have the same digit in the ones and tens place, but differ in the hundreds place by one.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 9 ADDITION AND SUBTRACTION: THREE-DIGIT

- Lesson 9A-2 Count On 1, 10, and 100—SE & TE pp. 371-372
- Lesson 9B-2 Count Back 1, 10, and 100—SE & TE pp. 401-402
- Lesson 9B-4 Regroup Hundreds as Tens Using Models (one less hundred/ten more tens)—SE & TE pp. 407-408

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 9A-2 Count On 1, 10, and 100—p. 131
- Lesson 9B-2 Count Back 1, 10, and 100—p. 142
- Lesson 9B-4 Regroup Hundreds as Tens Using Models—p. 144

TEACHER'S EDITION/TEACHER'S EDITION eBOOK*

- Chapter 9 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 367a-367F

DIGITAL RESOURCES*

Chapter 9 Reteach Lessons & Practice/Reteach Teacher Support

- Skip-Count by 5s, 10s, and 100s
- Mentally Add and Subtract 10 or 100

Chapter 9 Still More Practice

Chapter 9 Interactive Practice (each skill)

Chapter 9 Problem-Solving Practice (each skill lesson)

MA.2.NSO.2.3 Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.

Example: The sum $41 + 23$ can be found by using a number line and “jumping up” by two tens and then by three ones to “land” at 64.

Example: The difference $87 - 25$ can be found by subtracting 20 from 80 to get 60 and then 5 from 7 to get 2. Then add 60 and 2 to obtain 62.

Benchmark Clarifications:

Clarification 1: Instruction focuses on helping a student choose a method they can use reliably.

continued

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 4 ADDITION: TWO-DIGIT NUMBERS

- Lesson 4-1 Add Ones and Tens—SE & TE pp. 155-156
- Lesson 4-2 Mental Math Addition—SE & TE pp. 157-158
- Lesson 4-3 Regroup Ones as Tens: Use Models—SE & TE pp. 159-160
- Lesson 4-4 Regroup Ones as Tens: Model and Record—SE & TE pp. 161-162
- Lesson 4-5 Regroup Ones as Tens—SE & TE pp. 163-164
- Lesson 4-6 Mental Math: Add Two-Digit Numbers—SE & TE pp. 167-168
- Lesson 4-7 Mental Math: Use Compensation—SE & TE pp. 169-170
- Lesson 4-8 Estimate Sums—SE & TE pp. 171-172
- Lesson 4-9 Rewrite Two-Digit Addition—SE & TE pp. 173-174
- Lesson 4-10 Three Addends—SE & TE pp. 177-178
- Lesson 4-11 Four Addends—SE & TE pp. 179-180
- Lesson 4-12 Add: Choose the Method—SE & TE pp. 181-182
- Lesson 4-13 Addition Practice—SE & TE pp. 183-184

continued

*Digital resources available at SadlierConnect.com
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Number Sense and Operations

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.2.NSO.2 Add and subtract two- and three-digit whole numbers.

continued

MA.2.NSO.2.3 Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.

continued

continued

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 4-1 Add Ones and Tens—p. 55
- Lesson 4-2 Mental Math Addition—p. 56
- Lesson 4-3 Regroup Ones as Tens: Use Models—p. 57
- Lesson 4-4 Regroup Ones as Tens: Model and Record—p. 58
- Lesson 4-5 Regroup Ones as Tens—p. 59
- Lesson 4-6 Mental Math: Add Two-Digit Numbers—p. 60
- Lesson 4-7 Mental Math: Use Compensation—p. 61
- Lesson 4-8 Estimate Sums—p. 62
- Lesson 4-9 Rewrite Two-Digit Addition—p. 63
- Lesson 4-10 Three Addends—p. 64
- Lesson 4-11 Four Addends—p. 65
- Lesson 4-12 Add: Choose the Method—p. 66
- Lesson 4-13 Addition Practice—p. 67

TEACHER'S EDITION/TEACHER'S EDITION eBOOK*

- Chapter 4 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 153A-153F

DIGITAL RESOURCES*

Chapter 4 Reteach Lessons & Practice/Reteach Teacher Support

- Add Two-Digit Numbers

Chapter 4 Still More Practice

Chapter 4 Interactive Practice (each skill)

Chapter 4 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

Instruction/Student Practice

- Add Tens

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 5 SUBTRACTION: TWO-DIGIT NUMBERS

- Lesson 5-1 Subtract Tens and Ones—SE & TE pp. 197-198
- Lesson 5-2 Mental Math Subtraction—SE & TE pp. 199-200
- Lesson 5-3 Ways to Make Numbers—SE & TE pp. 201-202
- Lesson 5-4 Regroup Tens as Ones: Use Models—SE & TE pp. 205-206
- Lesson 5-5 Regroup Tens as Ones: Model and Record—SE & TE pp. 207-208
- Lesson 5-6 Regroup Tens as Ones—SE & TE pp. 209-210
- Lesson 5-8 Estimate Differences—SE & TE pp. 215-216
- Lesson 5-9 Rewrite Two-Digit Subtraction—SE & TE pp. 217-218
- Lesson 5-10 Add to Check—SE & TE pp. 219-220
- Lesson 5-11 Subtraction Practice—SE & TE pp. 221-222
- Lesson 5-12 Chain Operations—SE & TE pp. 223-224
- Lesson 5-13 Choose the Method—SE & TE pp. 227-228
- Lesson 5-14 Mixed Practice—SE & TE pp. 229-230
- Lesson 5-15 Estimate or Exact Answer—SE & TE pp. 231-232

continued

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Number Sense and Operations

Grade
2

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.2.NSO.2 Add and subtract two- and three-digit whole numbers.

continued

MA.2.NSO.2.3 Add two whole numbers with sums up to 100 with procedural reliability. Subtract a whole number from a whole number, each no larger than 100, with procedural reliability.

continued

STUDENT WORKBOOK & STUDENT WORKBOOK eBook*

- Lesson 5-1 Subtract Tens and Ones—p. 70
- Lesson 5-2 Mental Math Subtraction—p. 71
- Lesson 5-3 Ways to Make Numbers—p. 72
- Lesson 5-4 Regroup Tens as Ones: Use Models—p. 73
- Lesson 5-5 Regroup Tens as Ones: Model and Record—p. 74
- Lesson 5-6 Regroup Tens as Ones—p. 75
- Lesson 5-7 Mental Math: Subtract Two-Digit Numbers—p. 76
- Lesson 5-8 Estimate Differences—p. 77
- Lesson 5-9 Rewrite Two-Digit Subtraction—p. 78
- Lesson 5-10 Add to Check—p. 79
- Lesson 5-11 Subtraction Practice—p. 80
- Lesson 5-12 Chain Operations—p. 81
- Lesson 5-13 Choose the Method—p. 82
- Lesson 5-14 Mixed Practice—p. 83

TEACHER'S EDITION & TE eBook*

- Chapter 5 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 195A-195F

DIGITAL RESOURCES*

- Chapter 5 Reteach Lessons & Practice/Reteach Teacher Support
 - Subtract Two-Digit Numbers
- Chapter 5 Still More Practice
- Chapter 5 Interactive Practice (each skill)
- Chapter 5 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

- Instruction/Student Practice
 - Subtract Tens

MA.2.NSO.2.4 Explore the addition of two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000.

Example: The difference $612 - 17$ can be found by rewriting it as $612 - 12 - 5$ which is equivalent to $600 - 5$ which is equivalent to 595.

Example: The difference $1,000 - 17$ can be found by using a number line and making a “jump” of 10 from 1,000 to 990 and then 7 “jumps” of 1 to 983.

Benchmark Clarifications:

Clarification 1: Instruction includes the use of manipulatives, number lines, drawings or properties of operations or place value.

Clarification 2: Instruction focuses on composing and decomposing ones, tens and hundreds when needed.

continued

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CHAPTER 9 ADDITION AND SUBTRACTION: THREE-DIGIT

- Lesson 9A-1 Add: Hundreds, Tens, and Ones—SE & TE pp. 369-370
- Lesson 9A-2 Count On 1, 10, and 100—SE & TE pp. 371-372
- Lesson 9A-3 Add: Regroup Ones as Tens—SE & TE pp. 373-374
- Lesson 9A-4 Regroup Tens as Hundreds Using Models—SE & TE pp. 377-378
- Lesson 9A-5 Add: Regroup Tens as Hundreds—SE & TE pp. 379-380
- Lesson 9A-6 Draw Pictures to Add—SE & TE pp. 381-382
- Lesson 9A-7 Add: Regroup Twice—SE & TE pp. 383-384
- Lesson 9A-8 Using Properties to Add—SE & TE pp. 385-386
- Lesson 9A-9 Add Money: No Regrouping—SE & TE pp. 389-390
- Lesson 9A-10 Add Money: Regroup Dimes or Pennies—SE & TE pp. 391-392
- Lesson 9A-11 Add Money: Regroup Twice—SE & TE pp. 393-394
- Lesson 9B-1 Subtract Hundreds, Tens, and Ones—SE & TE pp. 399-400
- Lesson 9B-2 Count Back 1, 10, and 100—SE & TE pp. 401-402
- Lesson 9B-3 Subtract: Regroup Tens as Ones—SE & TE pp. 403-404
- Lesson 9B-4 Regroup Hundreds as Tens Using Models—SE & TE pp. 407-408

continued

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Number Sense and Operations

Grade
2

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.2.NSO.2 Add and subtract two- and three-digit whole numbers.

continued

MA.2.NSO.2.4 Explore the addition of two whole numbers with sums up to 1,000. Explore the subtraction of a whole number from a whole number, each no larger than 1,000.

continued

- Lesson 9B-5 Draw Pictures to Subtract—SE & TE pp. 409–410
- Lesson 9B-6 Subtract: Regroup Hundreds as Tens—SE & TE pp. 411–412
- Lesson 9B-7 Subtract: Regroup Twice—SE & TE pp. 413–414
- Lesson 9B-8 Add to Check Subtraction—SE & TE pp. 415–416
- Lesson 9B-9 Subtract Money: Regroup Dollars or Dimes—SE & TE pp. 419–420
- Lesson 9B-10 Subtract Money: Regroup Twice—SE & TE pp. 421–422
- Lesson 9B-11 Addition and Subtraction Equations—SE & TE pp. 423–424

STUDENT WORKBOOK & STUDENT WORKBOOK eBook*

- Lesson 9A-1 Add: Hundreds, Tens, and Ones—p. 130
- Lesson 9A-2 Count On 1, 10, and 100—p. 131
- Lesson 9A-3 Add: Regroup Ones as Tens—p. 132
- Lesson 9A-4 Regroup Tens as Hundreds Using Models—p. 133
- Lesson 9A-5 Add: Regroup Tens as Hundreds—p. 134
- Lesson 9A-6 Draw Pictures to Add—p. 135
- Lesson 9A-7 Add: Regroup Twice—p. 136
- Lesson 9A-8 Using Properties to Add—p. 137
- Lesson 9A-9 Add Money: No Regrouping—p. 138
- Lesson 9A-10 Add Money: Regroup Dimes or Pennies—p. 139
- Lesson 9A-11 Add Money: Regroup Twice—p. 140
- Lesson 9B-1 Subtract Hundreds, Tens, and Ones—p. 141
- Lesson 9B-2 Count Back 1, 10, and 100—p. 142
- Lesson 9B-3 Subtract: Regroup Tens as Ones—p. 143
- Lesson 9B-4 Regroup Hundreds as Tens Using Models—p. 144
- Lesson 9B-5 Draw Pictures to Subtract—p. 145
- Lesson 9B-6 Subtract: Regroup Hundreds as Tens—p. 146
- Lesson 9B-7 Subtract: Regroup Twice—p. 147
- Lesson 9B-8 Add to Check Subtraction—p. 148
- Lesson 9B-9 Subtract Money: Regroup Dollars or Dimes—p. 149
- Lesson 9B-10 Subtract Money: Regroup Twice—p. 150
- Lesson 9B-11 Addition and Subtraction Equations—p. 151

TEACHER'S EDITION/TEACHER'S EDITION eBook*

- Chapter 9 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 367a–367F

DIGITAL RESOURCES*

- Chapter 9 Reteach Lessons & Practice/Reteach Teacher Support
 - Add Three-Digit Numbers within 1,000
 - Subtract Three-Digit Numbers within 1,000
- Chapter 9 Still More Practice
- Chapter 9 Interactive Practice (each skill)
- Chapter 9 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

VIRTUAL MANIPULATIVES
Base-Ten Models

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Fractions

Grade
2

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.2.FR.1 Develop an understanding of fractions.

MA.2.FR.1.1 Partition circles and rectangles into two, three or four equal-sized parts. Name the parts using appropriate language, and describe the whole as two halves, three thirds or four fourths.

Benchmark Clarifications:

Clarification 1: Within this benchmark, the expectation is not to write the equal-sized parts as a fraction with a numerator and denominator.

Clarification 2: Problems include mathematical and real-world context.

MA.2.FR.1.2 Partition rectangles into two, three or four equal-sized parts in two different ways showing that equal-sized parts of the same whole may have different shapes.

Example: A square cake can be cut into four equal-sized rectangular pieces or into four equal-sized triangular pieces.

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 10 FRACTIONS AND PROBABILITY

- Lesson 10-11 Partition Circles and Rectangles—SE & TE pp. 437–438
- Lesson 10-2 Fractions: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ —SE & TE pp. 439–440
- Lesson 10-3 Fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ —SE & TE pp. 441–442
- Lesson 10-4 More Fractions—SE & TE pp. 443–444
- Lesson 10-6 Compare Fractions—SE & TE pp. 449–450
- Lesson 10-7 Order Fractions—SE & TE pp. 451–452
- Lesson 10-8 Other Fractions—SE & TE pp. 453–454
- Lesson 10-9 Fractions Equal to 1—SE & TE pp. 457–458
- Lesson 10-10 Equal Fractions of a Whole—SE & TE pp. 459–460

STUDENT WORKBOOK & STUDENT WORKBOOK eBook*

- Lesson 10-11 Partition Circles and Rectangles—SE & TE pp. 437–438
- Lesson 10-2 Fractions: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ —p. 155
- Lesson 10-3 Fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ —p. 156
- Lesson 10-4 More Fractions—p. 157
- Lesson 10-6 Compare Fractions—p. 159
- Lesson 10-7 Order Fractions—p. 160
- Lesson 10-8 Other Fractions—p. 161
- Lesson 10-9 Fractions Equal to 1—p. 162
- Lesson 10-10 Equal Fractions of a Whole—p. 163

TEACHER'S EDITION & TE eBook*

Chapter 10 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 435A–435F

DIGITAL RESOURCES*

Chapter 10 Reteach Lessons & Practice/Reteach Teacher Support

- Equal Shares

Chapter 10 Still More Practice
Chapter 10 Interactive Practice (each skill)
Chapter 10 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

Instruction/Student Practice

- Equal Parts

INTERACTIVE PRACTICE

Geometry

- Describe the shares of a rectangle or circle partitioned into 2, 3, or 4 equal shares
- Partition a rectangle or circle into equal parts

*Digital resources available at SadlierConnect.com

Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids



Algebraic Reasoning

Grade
2

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.2.AR.1 Solve addition problems with sums between 0 and 100 and related subtraction problems.

MA.2.AR.1.1 Solve one- and two-step addition and subtraction real-world problems.

Benchmark Clarifications:

Clarification 1: Instruction includes understanding the context of the problem, as well as the quantities within the problem.

Clarification 2: Problems include creating real-world situations based on an equation.

Clarification 3: Addition and subtraction are limited to sums up to 100 and related differences. Refer to *Situations Involving Operations with Numbers* (Appendix A).

continued

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 1 ADDITION AND SUBTRACTION FACTS

- Lesson 1B-15 Two-Step Problems—SE & TE pp. 61–62
- Lesson 1B-16 Problem-Solving Strategy: Choose the Operation—SE & TE pp. 63–64
- Lesson 1B-17 Problem-Solving Applications: Mixed Strategies—SE & TE pp. 65–66

WORKBOOK

- Lesson 1B-15 Two-Step Problems—p. 24
- Lesson 1B-16 Problem-Solving Strategy: Choose the Operation—p. 25
- Lesson 1B-17 Problem-Solving Applications: Mixed Strategies—p. 26

TEACHER'S EDITION & TE eBook*

Chapter 1 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 1A–1F

DIGITAL RESOURCES*

Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support

- Problem Solving: Addition
- Problem Solving: Subtraction

Chapter 1 Still More Practice

Chapter 1 Interactive Practice (each skill)

Chapter 1 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 4 ADDITION: TWO-DIGIT NUMBERS

- Lesson 4-14 Problem-Solving Strategy: Use More Than One Step—SE & TE pp. 185–186
- Lesson 4-15 Problem-Solving Applications: Mixed Strategies—SE & TE pp. 187–188

WORKBOOK

- Lesson 4-14 Problem-Solving Strategy: Use More Than One Step—p. 68
- Lesson 4-15 Problem-Solving Applications: Mixed Strategies—p. 69

TEACHER'S EDITION/TEACHER'S EDITION eBook*

Chapter 4 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 153A–153F

DIGITAL RESOURCES*

Chapter 4 Reteach Lessons & Practice/Reteach Teacher Support

- Problem Solving: Addition

Chapter 4 Still More Practice

Chapter 4 Interactive Practice (each skill)

Chapter 4 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 5 SUBTRACTION: TWO-DIGIT NUMBERS

- Lesson 5-16 Problem-Solving Strategy: Make a Table—SE & TE pp. 233–234
- Lesson 5-17 Problem-Solving Applications: Mixed Strategies—SE & TE pp. 235–236

continued

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Algebraic Reasoning

Grade
2

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.2.AR.1 Solve addition problems with sums between 0 and 100 and related subtraction problems.

continued

MA.2.AR.1.1 Solve one- and two-step addition and subtraction real-world problems.

continued

WORKBOOK

- Lesson 5-16 Problem-Solving Strategy: Make a Table—p. 85
- Lesson 5-17 Problem-Solving Applications: Mixed Strategies—p. 86

TEACHER'S EDITION & TE eBOOK*

Chapter 5 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 195a–195F

DIGITAL RESOURCES*

Chapter 5 Reteach Lessons & Practice/Reteach Teacher Support

- Problem Solving: Subtraction

Chapter 5 Still More Practice
Chapter 5 Interactive Practice (each skill)
Chapter 5 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 9 ADDITION AND SUBTRACTION: THREE-DIGIT

- Lesson 9B-12 Problem-Solving Strategy: Logical Reasoning—SE & TE pp. 425–426
- Lesson 9B-13 Problem-Solving Applications: Mixed Strategies—SE & TE pp. 427–428

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 9B-12 Problem-Solving Strategy: Logical Reasoning—p. 152
- Lesson 9B-13 Problem-Solving Applications: Mixed Strategies—p. 153

TEACHER'S EDITION/TEACHER'S EDITION eBOOK*

- Chapter 9 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 367a–367F

DIGITAL RESOURCES*

Chapter 9 Reteach Lessons & Practice/Reteach Teacher Support
Chapter 9 Still More Practice
Chapter 9 Interactive Practice (each skill)
Chapter 9 Problem-Solving Practice (each skill lesson)

*Digital resources available at SadlierConnect.com
Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids



Algebraic Reasoning

Grade
2

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.2.AR.2 Demonstrate an understanding of equality and addition and subtraction.

MA.2.AR.2.1 Determine and explain whether equations involving addition and subtraction are true or false.

Example: The equation $27 + 13 = 26 + 14$ can be determined to be true because 26 is one less than 27 and 14 is one more than 13.

Benchmark Clarifications:

Clarification 1: Instruction focuses on understanding of the equal sign.

Clarification 2: Problem types are limited to an equation with three or four terms. The sum or difference can be on either side of the equal sign.

Clarification 3: Addition and subtraction are limited to sums up to 100 and related differences.

MA.2.AR.2.2 Determine the unknown whole number in an addition or subtraction equation, relating three or four whole numbers, with the unknown in any position.

Example: Determine the unknown in the equation $45 + \underline{\quad} = 23 + 46$.

Benchmark Clarifications:

Clarification 1: Instruction extends the development of algebraic thinking skills where the symbolic representation of the unknown uses any symbol other than a letter.

Clarification 2: Problems include having the unknown on either side of the equal sign.

Clarification 3: Addition and subtraction are limited to sums up to 100 and related differences. Refer to *Situations Involving Operations with Numbers* (Appendix A).

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CHAPTER 9 ADDITION AND SUBTRACTION: THREE-DIGIT

- Lesson 9B-11 Addition and Subtraction Equations (true or false)—SE & TE pp. 423–424

STUDENT WORKBOOK & STUDENT WORKBOOK eBook*

- Lesson 9B-11 Addition and Subtraction Equations—p. 151

TEACHER'S EDITION/TEACHER'S EDITION eBook*

- Chapter 9 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 367a–367F

DIGITAL RESOURCES*

- Chapter 9 Reteach Lessons & Practice/Reteach Teacher Support
- Chapter 9 Still More Practice
- Chapter 9 Interactive Practice (each skill)
- Chapter 9 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 1 ADDITION AND SUBTRACTION FACTS

- Lesson 1B-10 Writing a Number Sentence—SE & TE pp. 49–50
- Lesson 1B-12 Missing Addends—SE & TE pp. 53–54
- Lesson 1B-13 Use a Bar Model—SE & TE pp. 57–58

STUDENT WORKBOOK & STUDENT WORKBOOK eBook*

- Lesson 1B-10 Writing a Number Sentence—p. 19
- Lesson 1B-12 Missing Addends—p. 21
- Lesson 1B-13 Use a Bar Model—p. 22

TEACHER'S EDITION & TE eBook*

- Chapter 1 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 1a–1F

DIGITAL RESOURCES*

- Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support
 - Addition and Subtraction Facts to 20 (Fluency)
- Chapter 1 Still More Practice
- Chapter 1 Interactive Practice (each skill)
- Chapter 1 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 9 ADDITION AND SUBTRACTION: THREE-DIGIT

- Lesson 9B-11 Addition and Subtraction Equations (true or false)—SE & TE pp. 423–424

STUDENT WORKBOOK & STUDENT WORKBOOK eBook*

- Lesson 9B-11 Addition and Subtraction Equations—p. 151

TEACHER'S EDITION/TEACHER'S EDITION eBook*

- Chapter 9 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 367a–367F

DIGITAL RESOURCES*

- Chapter 9 Reteach Lessons & Practice/Reteach Teacher Support
- Chapter 9 Still More Practice
- Chapter 9 Interactive Practice (each skill)
- Chapter 9 Problem-Solving Practice (each skill lesson)

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Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids



Algebraic Reasoning

Grade
2

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.2.AR.3 Develop an understanding of multiplication.

MA.2.AR.3.1 Represent an even number using two equal groups or two equal addends. Represent an odd number using two equal groups with one left over or two equal addends plus 1.

Example: The number 8 is even because it can be represented as two equal groups of 4 or as the expression $4 + 4$.

Example: The number 9 is odd because it can be represented as two equal groups with one left over or as the expression $4 + 4 + 1$.

Benchmark Clarifications:

Clarification 1: Instruction focuses on the connection of recognizing even and odd numbers using skip counting, arrays and patterns in the ones place.

Clarification 2: Addends are limited to whole numbers less than or equal to 12.

MA.2.AR.3.2 Use repeated addition to find the total number of objects in a collection of equal groups. Represent the total number of objects using rectangular arrays and equations.

Benchmark Clarifications:

Clarification 1: Instruction includes making a connection between arrays and repeated addition, which builds a foundation for multiplication.

Clarification 2: The total number of objects is limited to 25.

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CHAPTER 2 PLACE VALUE TO 100

- Lesson 2-10 Model Even and Odd—SE & TE pp. 95–96
- Lesson 2-11 Even and Odd Numbers—SE & TE pp. 97–98

WORKBOOK

- Lesson 2-10 Model Even and Odd—p. 36
- Lesson 2-11 Even and Odd Numbers—p. 37

TEACHER'S EDITION & TE eBook*

Chapter 2 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 73A–73F

DIGITAL RESOURCES*

Chapter 2 Reteach Lessons & Practice/Reteach Teacher Support

- Odd and Even Numbers

Chapter 2 Still More Practice

Chapter 2 Interactive Practice (each skill)

Chapter 2 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

VIRTUAL MANIPULATIVES

Connecting Cubes

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 12 MULTIPLICATION AND DIVISION

- Lesson 12-1 Multiplication as Repeated Addition—pp. 545–546

STUDENT WORKBOOK & STUDENT WORKBOOK eBook*

- Lesson 12-1 Multiplication as Repeated Addition—p. 193

TEACHER'S EDITION & TE eBook*

Chapter 12 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 543a–543F

DIGITAL RESOURCES*

Chapter 12 Reteach Lessons & Practice/Reteach Teacher Support

- Arrays

Chapter 12 Still More Practice

Chapter 12 Interactive Practice (each skill)

Chapter 12 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

Operations & Algebraic Thinking

- Describe an array, using repeated addition



Measurement

Grade
2

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.2.M.1 Measure the length of objects and solve problems involving length.

MA.2.M.1.1 Estimate and measure the length of an object to the nearest inch, foot, yard, centimeter or meter by selecting and using an appropriate tool.

Benchmark Clarifications:

Clarification 1: Instruction includes seeing rulers and tape measures as number lines.

Clarification 2: Instruction focuses on recognizing that when an object is measured in two different units, fewer of the larger units are required. When comparing measurements of the same object in different units, measurement conversions are not expected.

Clarification 3: When estimating the size of an object, a comparison with an object of known size can be used.

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CHAPTER 11 MEASUREMENT

- Lesson 11A-2 Inches (estimate/measure)—SE & TE pp. 485-486
- Lesson 11A-3 Half Inch—SE & TE pp. 487-488
- Lesson 11A-4 Feet and Yards—SE & TE pp. 489-490
- Lesson 11A-5 Measure Length—SE & TE pp. 491-492
- Lesson 11A-10 Centimeters—SE & TE pp. 503-504
- Lesson 11A-11 Meters—SE & TE pp. 505-506
- Lesson 11B-6 Choose Tools and Units of Measure—SE & TE pp. 527-528

STUDENT WORKBOOK & STUDENT WORKBOOK eBook*

- Lesson 11A-2 Inches—p. 171
- Lesson 11A-3 Half Inch—p. 172
- Lesson 11A-4 Feet and Yards—p. 173
- Lesson 11A-5 Measure Length—p. 174
- Lesson 11A-10 Centimeters—p. 179
- Lesson 11A-11 Meters—p. 180
- Lesson 11B-6 Choose Tools and Units of Measure—p. 188

TEACHER'S EDITION & TE eBook*

Chapter 11 Overview/Math Vocabulary/Lesson Planner/Math Centers/Assessment Options—TE pp. 482A-482F

DIGITAL RESOURCES*

Chapter 11 Reteach Lessons & Practice/Reteach Teacher Support

- Measure Length: Inches and Feet
- Measure Length: Centimeters and Meters
- Measure Length with Different Units

Chapter 11 Still More Practice
Chapter 11 Interactive Practice (each skill)
Chapter 11 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

Instruction/Student Practice

- Nonstandard Units of Length

INTERACTIVE PRACTICE

Measurement & Data

- Measure the length of an object
- Describe how two measurements relate to unit size

MA.2.M.1.2 Measure the lengths of two objects using the same unit and determine the difference between their measurements.

Benchmark Clarifications:

Clarification 1: Within this benchmark, the expectation is to measure objects to the nearest inch, foot, yard, centimeter or meter.

continued

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CHAPTER 11 MEASUREMENT

- Lesson 11A-5 Measure Length (determine how much longer one object is than another)—SE & TE pp. 491-492
- Lesson 11A-6 Relate Addition and Subtraction to Length—SE & TE pp. 493-494
- Lesson 11A-10 Centimeters (compare lengths)—SE & TE pp. 503-504
- Lesson 11A-11 Meters (compare lengths)—SE & TE pp. 505-506

continued



Measurement

Grade
2

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.2.M.1 Measure the length of objects and solve problems involving length.

continued

MA.2.M.1.2 Measure the lengths of two objects using the same unit and determine the difference between their measurements.

continued

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 11A-5 Measure Length—p. 174
- Lesson 11A-6 Relate Addition and Subtraction to Length—p. 175
- Lesson 11A-10 Centimeters—p. 179
- Lesson 11A-11 Meters—p. 180

TEACHER'S EDITION & TE eBOOK*

Chapter 11 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 482A–482F

DIGITAL RESOURCES*

Chapter 11 Reteach Lessons & Practice/Reteach Teacher Support

- Compare Lengths

Chapter 11 Still More Practice

Chapter 11 Interactive Practice (each skill)

Chapter 11 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

INTERACTIVE PRACTICE

Measurement & Data

- Measure to find a difference in length in whole units

MA.2.M.1.3 Solve one- and two-step real-world measurement problems involving addition and subtraction of lengths given in the same units.

Example: Jeff and Larry are making a rope swing. Jeff has a rope that is 48 inches long. Larry's rope is 9 inches shorter than Jeff's. How much rope do they have together to make the rope swing?

Benchmark Clarifications:

Clarification 1: Addition and subtraction problems are limited to sums within 100 and related differences.

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CHAPTER 11 MEASUREMENT

Problem Solving

- Lesson 11A-3 Half Inch—SE & TE pp. 487–488
- Lesson 11A-5 Measure Length—SE & TE pp. 491–492
- Lesson 11A-6 Relate Addition and Subtraction to Length—SE & TE pp. 493–494
- Lesson 11A-10 Centimeters—SE & TE pp. 503–504
- Lesson 11A-11 Meters—SE & TE pp. 505–506

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 11A-3 Half Inch—p. 172
- Lesson 11A-5 Measure Length—p. 174
- Lesson 11A-6 Relate Addition and Subtraction to Length—p. 175
- Lesson 11A-10 Centimeters—p. 179
- Lesson 11A-11 Meters—p. 180

TEACHER'S EDITION & TE eBOOK*

Chapter 11 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 482A–482F

DIGITAL RESOURCES*

Chapter 11 Reteach Lessons & Practice/Reteach Teacher Support

Chapter 11 Still More Practice

Chapter 11 Interactive Practice (each skill)

Chapter 11 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

Instruction/Student Practice

- Nonstandard Units of Length

INTERACTIVE PRACTICE

Measurement & Data

- Measure the length of an object
- Describe how two measurements relate to unit size

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Measurement

Grade
2

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.2.M.2 Tell time and solve problems involving money.

MA.2.M.2.1 Using analog and digital clocks, tell and write time to the nearest five minutes using a.m. and p.m. appropriately. Express portions of an hour using the fractional terms half an hour, half past, quarter of an hour, quarter after and quarter til.

Benchmark Clarifications:

Clarification 1: Instruction includes the connection to partitioning of circles and to the number line.

Clarification 2: Within this benchmark, the expectation is not to understand military time.

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CHAPTER 7 MONEY AND TIME

- Lesson 7-10 Hour and Half Hour—SE & TE pp. 303–304
- Lesson 7-11 Five Minutes—SE & TE pp. 305–306
- Lesson 7-12 Quarter Hour—SE & TE pp. 307–308
- Lesson 7-13 Before the Hour—SE & TE pp. 309–310
- Lesson 7-14 A.M. and P.M.—SE & TE pp. 311–312

STUDENT WORKBOOK & STUDENT WORKBOOK eBook*

- Lesson 7-10 Hour and Half Hour—p. 108
- Lesson 7-11 Five Minutes—p. 109
- Lesson 7-12 Quarter Hour—p. 110
- Lesson 7-13 Before the Hour—p. 111
- Lesson 7-14 A.M. and P.M.—p. 112

TEACHER'S EDITION & TE eBook*

Chapter 7 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 279a–279F

DIGITAL RESOURCES*

Chapter 7 Reteach Lessons & Practice/Reteach Teacher Support

- Tell and Write Time

Chapter 7 Still More Practice

Chapter 7 Interactive Practice (each skill)

Chapter 7 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

Instruction/Student Practice

- Clock Sense: Hours

VIRTUAL MANIPULATIVES

Time and Money

- Clocks/
- Calendars

MA.2.M.2.2 Solve one- and two-step addition and subtraction real-world problems involving either dollar bills within \$100 or coins within 100¢ using \$ and ¢ symbols appropriately.

Benchmark Clarifications:

Clarification 1: Within this benchmark, the expectation is not to use decimal values.

Clarification 2: Addition and subtraction problems are limited to sums within 100 and related differences. Refer to *Situations Involving Operations with Numbers* (Appendix A).

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CHAPTER 7 MONEY AND TIME

- Lesson 7-1 Coin Money—SE & TE pp. 281–282
- Lesson 7-2 Compare Money—SE & TE pp. 283–284
- Lesson 7-3 Make Change—SE & TE pp. 285–286
- Lesson 7-4 Add and Subtract Coin Money—SE & TE pp. 287–288
- Lesson 7-5 One Dollar—SE & TE pp. 289–290
- Lesson 7-6 Paper Money—SE & TE pp. 293–294
- Lesson 7-7 Two-Step Problems with Money—SE & TE pp. 295–296
- Lesson 7-8 Dollars and Cents—SE & TE pp. 297–298
- Lesson 7-9 Solve Problems with Dollars and Cents—SE & TE pp. 299–300

STUDENT WORKBOOK & STUDENT WORKBOOK eBook*

- Lesson 7-1 Coin Money—p. 99
- Lesson 7-2 Compare Money—p. 100
- Lesson 7-3 Make Change—p. 101
- Lesson 7-4 Add and Subtract Coin Money—p. 102
- Lesson 7-5 One Dollar—p. 103
- Lesson 7-6 Paper Money—p. 104
- Lesson 7-7 Two-Step Problems with Money—p. 105

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Measurement

Grade
2

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.2.M.2 Tell time and solve problems involving money.

continued

MA.2.M.2.2 Solve one- and two-step addition and subtraction real-world problems involving either dollar bills within \$100 or coins within 100¢ using \$ and ¢ symbols appropriately.

continued

- Lesson 7-8 Dollars and Cents—p. 106
- Lesson 7-9 Solve Problems with Dollars and Cents—p. 107

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Chapter 7 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 279a–279F

DIGITAL RESOURCES*

Chapter 7 Reteach Lessons & Practice/Reteach Teacher Support
Chapter 7 Still More Practice
Chapter 7 Interactive Practice (each skill)
Chapter 7 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

Instruction/Student Practice

- Penny, Nickel, Dime

VIRTUAL MANIPULATIVES

Time and Money

- Money

Geometric Reasoning

MA.2.GR.1 Identify and analyze two-dimensional figures and identify lines of symmetry.

MA.2.GR.1.1 Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons.

Benchmark Clarifications:

Clarification 1: Within this benchmark, the expectation includes the use of rulers and straight edges.

continued

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CHAPTER 6 GEOMETRY

- Lesson 6-3 Explore Plane Figures—SE & TE pp. 249–250
- Lesson 6-4 Plane Figures—SE & TE pp. 251–252
- Lesson 6-5 Identify and Draw Plane Figures—SE & TE pp. 255–256
- Lesson 6-6 Attributes of Plane Figures—SE & TE pp. 257–258
- Lesson 6-7 Sort Figures—SE & TE pp. 259–260

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 6-3 Explore Plane Figures—p. 89
- Lesson 6-4 Plane Figures—p. 90
- Lesson 6-5 Identify and Draw Plane Figures—p. 91
- Lesson 6-6 Attributes of Plane Figures—p. 92
- Lesson 6-7 Sort Figures—p. 93

TEACHER'S EDITION & TE eBOOK*

Chapter 6 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 243A–243F

DIGITAL RESOURCES*

Chapter 6 Reteach Lessons & Practice/Reteach Teacher Support

- Identify and Draw Shapes

Chapter 6 Still More Practice
Chapter 6 Interactive Practice (each skill)
Chapter 6 Problem-Solving Practice (each skill lesson)

continued

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Geometric Reasoning



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.2.GR.1 Identify and analyze two-dimensional figures and identify lines of symmetry.

<p style="text-align: right;"><i>continued</i></p> <p>MA.2.GR.1.1 Identify and draw two-dimensional figures based on their defining attributes. Figures are limited to triangles, rectangles, squares, pentagons, hexagons and octagons.</p>	<p style="text-align: right;"><i>continued</i></p> <p><u>OTHER DIGITAL RESOURCES*</u></p> <p>SKILLS UPDATE Instruction/Student Practice</p> <ul style="list-style-type: none"> Plane Figures <p>VIRTUAL MANIPULATIVES Geometry</p> <ul style="list-style-type: none"> Plane Figures Geoboard <p>INTERACTIVE PRACTICE Geometry</p> <ul style="list-style-type: none"> Identify triangles, quadrilaterals, pentagons, and hexagons
<p>MA.2.GR.1.2 Categorize two-dimensional figures based on the number and length of sides, number of vertices, whether they are closed or not and whether the edges are curved or straight.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> Instruction focuses on using formal and informal language to describe defining attributes when categorizing.</p>	<p><u>STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*</u></p> <p>CHAPTER 6 GEOMETRY</p> <ul style="list-style-type: none"> Lesson 6-4 Plane Figures (closed figures, curved/straight)—SE & TE pp. 251-252 Lesson 6-6 Attributes of Plane Figures—SE & TE pp. 257-258 Lesson 6-7 Sort Figures—SE & TE pp. 259-260 <p><u>STUDENT WORKBOOK & STUDENT WORKBOOK eBook*</u></p> <ul style="list-style-type: none"> Lesson 6-4 Plane Figures—p. 90 Lesson 6-6 Attributes of Plane Figures—p. 92 Lesson 6-7 Sort Figures—p. 93 <p><u>TEACHER'S EDITION & TE eBook*</u> Chapter 6 Overview/Math Vocabulary/Lesson Planner/Math Centers/ Assessment Options—TE pp. 243A-243F</p> <p><u>DIGITAL RESOURCES*</u> Chapter 6 Reteach Lessons & Practice/Reteach Teacher Support</p> <ul style="list-style-type: none"> Identify and Draw Shapes <p>Chapter 6 Still More Practice Chapter 6 Interactive Practice (each skill) Chapter 6 Problem-Solving Practice (each skill lesson)</p>
<p>MA.2.GR.1.3 Identify line(s) of symmetry for a two-dimensional figure.</p> <p><i>Example:</i> Fold a rectangular piece of paper and determine whether the fold is a line of symmetry by matching the two halves exactly.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> Instruction focuses on the connection between partitioning two-dimensional figures and symmetry. <i>Clarification 2:</i> Problem types include being given an image and determining whether a given line is a line of symmetry or not.</p>	<p><u>STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*</u></p> <p>CHAPTER 6 GEOMETRY</p> <p>Math Centers: Manipulative Activity Children combine figures to form other figures while identifying a line of symmetry.</p> <ul style="list-style-type: none"> Back Together Again—TE p. 243E <p><u>OTHER RESOURCES*</u></p> <p>CLASSROOM MANIPULATIVE KIT</p> <ul style="list-style-type: none"> Pattern Blocks

*Digital resources available at SadlierConnect.com
Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids



Geometric Reasoning

Grade
2

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.2.GR.2 Describe perimeter and find the perimeter of polygons.

MA.2.GR.2.1 Explore perimeter as an attribute of a figure by placing unit segments along the boundary without gaps or overlaps. Find perimeters of rectangles by counting unit segments.

Benchmark Clarifications:

Clarification 1: Instruction emphasizes the conceptual understanding that perimeter is an attribute that can be measured for a two-dimensional figure.

Clarification 2: Instruction includes real-world objects, such as picture frames or desktops.

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 11 MEASUREMENT

- Lesson 11A-12 Explore Perimeter—SE & TE pp. 507-508

STUDENT WORKBOOK & STUDENT WORKBOOK eBook*

- Lesson 11A-12 Explore Perimeter—p. 181

TEACHER'S EDITION & TE eBook*

Chapter 11 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 482A-482F

DIGITAL RESOURCES*

Chapter 11 Still More Practice
Chapter 11 Interactive Practice (each skill)
Chapter 11 Problem-Solving Practice (each skill lesson)

MA.2.GR.2 Find the perimeter of a polygon with whole-number side lengths. Polygons are limited to triangles, rectangles, squares and pentagons.

Benchmark Clarifications:

Clarification 1: Instruction includes the connection to the associative and commutative properties of addition. Refer to *Properties of Operations, Equality and Inequality* (Appendix D).

Clarification 2: Within this benchmark, the expectation is not to use a formula to find perimeter.

Clarification 3: Instruction includes cases where the side lengths are given or measured to the nearest unit.

Clarification 4: Perimeter cannot exceed 100 units and responses include the appropriate units.

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 11 MEASUREMENT

- Lesson 11A-13 Find Perimeter—SE & TE pp. 509-510

STUDENT WORKBOOK & STUDENT WORKBOOK eBook*

- Lesson 11A-13 Find Perimeter—p. 182

TEACHER'S EDITION & TE eBook*

Chapter 11 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 482A-482F

DIGITAL RESOURCES*

Chapter 11 Still More Practice
Chapter 11 Interactive Practice (each skill)
Chapter 11 Problem-Solving Practice (each skill lesson)

Data Analysis and Probability

MA.2.DP.1 Collect, categorize, represent and interpret data using appropriate titles, labels and units.

MA.2.DP.2.1 Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.

Benchmark Clarifications:

Clarification 1: Data displays can be represented both horizontally and vertically. Scales on graphs are limited to ones, fives or tens.

continued

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 3 DATA AND GRAPHS: USING OPERATIONS

- Lesson 3-1 Pictographs—p. 43
- Lesson 3-2 Bar Graphs—p. 44
- Lesson 3-3 Surveys—p. 45

STUDENT WORKBOOK & STUDENT WORKBOOK eBook*

- Lesson 3-1 Pictographs—p. 43
- Lesson 3-2 Bar Graphs—p. 44
- Lesson 3-3 Surveys—p. 45

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Data Analysis and Probability



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.2.DP.1 Collect, categorize, represent and interpret data using appropriate titles, labels and units.

continued

MA.2.DP.2.1 Collect, categorize and represent data using tally marks, tables, pictographs or bar graphs. Use appropriate titles, labels and units.

continued

TEACHER'S EDITION & TE eBook*

Chapter 3 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 117a–117f

DIGITAL RESOURCES*

Chapter 2 Reteach Lessons & Practice/Reteach Teacher Support

- Picture Graphs
- Bar Graphs

Chapter 3 Still More Practice

Chapter 3 Interactive Practice (each skill)

Chapter 3 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

VIRTUAL MANIPULATIVES

- Data & Graphs
- Picture Graphs
- Bar Graphs

MA.2.DP.2.2 Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.

Benchmark Clarifications:

Clarification 1: Addition and subtraction problems are limited to whole numbers with sums within 100 and related differences.

Clarification 2: Data displays can be represented both horizontally and vertically. Scales on graphs are limited to ones, fives or tens.

continued

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 3 DATA AND GRAPHS: USING OPERATIONS

- Lesson 3-1 Pictographs—SE & TE pp. 119–120
- Lesson 3-2 Bar Graphs—SE & TE pp. 121–122
- Lesson 3-4 Range—SE & TE pp. 127–128
- Lesson 3-5 Mode—SE & TE pp. 129–130
- Lesson 3-6 Median—SE & TE pp. 131–132
- Lesson 3-7 Understand Data—SE & TE pp. 133–134
- Lesson 3-8 Compare Data—SE & TE pp. 137–138
- Lesson 3-9 Circle Graphs—SE & TE pp. 139–140
- Lesson 3-10 Line Plots—SE & TE pp. 141–142
- Lesson 3-11 Problem-Solving Strategy: Use a Graph—SE & TE pp. 143–144
- Lesson 3-12 Problem-Solving Applications: Mixed Strategies—SE & TE pp. 145–146

STUDENT WORKBOOK & STUDENT WORKBOOK eBook*

- Lesson 3-1 Pictographs—p. 43
- Lesson 3-2 Bar Graphs—p. 44
- Lesson 3-4 Range—p. 46
- Lesson 3-5 Mode—p. 47
- Lesson 3-6 Median—p. 48
- Lesson 3-7 Understand Data—p. 49
- Lesson 3-8 Compare Data—p. 50
- Lesson 3-9 Circle Graphs—p. 51
- Lesson 3-10 Line Plots—p. 52
- Lesson 3-11 Problem-Solving Strategy: Use a Graph—p. 53
- Lesson 3-12 Problem-Solving Applications: Mixed Strategies—p. 54

continued

*Digital resources available at SadlierConnect.com

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Data Analysis and Probability

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.2.DP.1 Collect, categorize, represent and interpret data using appropriate titles, labels and units.

continued

MA.2.DP.2.2 Interpret data represented with tally marks, tables, pictographs or bar graphs including solving addition and subtraction problems.

continued

TEACHER'S EDITION & TE eBOOK*

Chapter 3 Overview/Math Vocabulary/Lesson Planner/Math Centers/
Assessment Options—TE pp. 117a–117F

DIGITAL RESOURCES*

Chapter 3 Reteach Lessons & Practice/Reteach Teacher Support

- Line Plots
- Picture Graphs
- Bar Graphs

Chapter 3 Still More Practice

Chapter 3 Interactive Practice (each skill)

Chapter 3 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

VIRTUAL MANIPULATIVES

Data & Graphs

- Bar Graphs
- Line Graphs
- Line Plots
- Picture Graphs
- Circle Graphs
- Box Plots
- Coordinate Grid

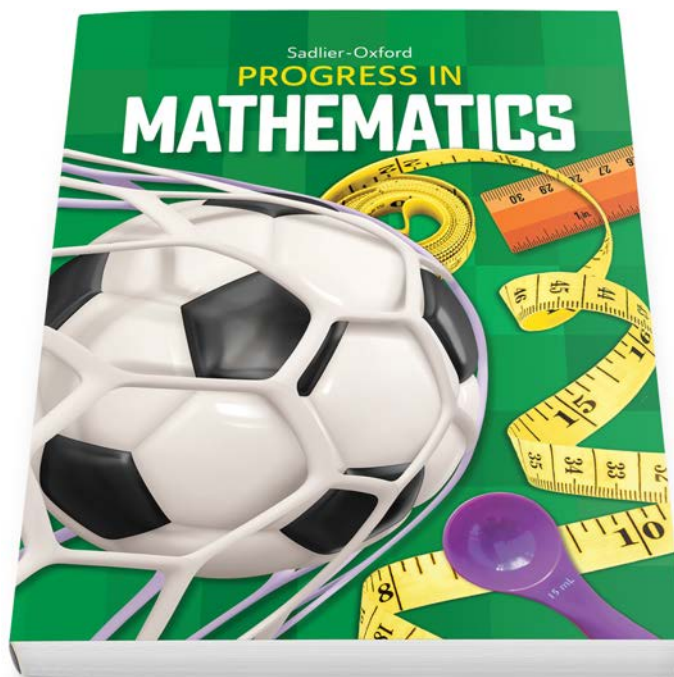
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Progress in Mathematics

Correlation to Florida's B.E.S.T. Standards for Mathematics

Grade 3



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Number Sense and Operations

Grade
3

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.3.NSO.1 Understand the place value of four-digit numbers.

MA.3.NSO.1.1 Read and write numbers from 0 to 10,000 using standard form, expanded form and word form.

Example: The number two thousand five hundred thirty written in standard form is 2,530 and in expanded form is $2,000 + 500 + 30$.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 1 PLACE VALUE

- Lesson 1-4 What is One Thousand?—SE/TE pp. 8–9
- Lesson 1-5 Thousands—SE/TE pp. 10–11
- Lesson 1-6 Ten Thousands and Hundred Thousands—SE/TE pp. 12–13

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 1-4 What is One Thousand?—p. 4
- Lesson 1-5 Thousands—p. 5
- Lesson 1-6 Ten Thousands and Hundred Thousands—p. 6

TEACHER'S EDITION & TE eBOOK*

Chapter 1 Overview/Lesson Planner/Assessment Options—TE pp. 1A–1D

DIGITAL RESOURCES*

Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support

- Understand Place Value of Whole Numbers

Chapter 1 Still More Practice

Chapter 1 Interactive Practice (each skill)

Numbers & Operations in Base Ten

- Perceive relative value of digits based on place

Chapter 1 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

Instruction/Student Practice

- Expanded Form

MA.3.NSO.1.2 Compose and decompose four-digit numbers in multiple ways using thousands, hundreds, tens and ones. Demonstrate each composition or decomposition using objects, drawings and expressions or equations.

Example: The number 5,783 can be expressed as 5 *thousands* + 7 *hundreds* + 8 *tens* + 3 *ones* or as 56 *hundreds* + 183 *ones*

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CHAPTER 1 PLACE VALUE

- Lesson 1-5 Thousands—SE/TE pp. 10–11
- Lesson 1-6 Ten Thousands and Hundred Thousands—SE/TE pp. 12–13

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 1-5 Thousands—p. 5
- Lesson 1-6 Ten Thousands and Hundred Thousands—p. 6

TEACHER'S EDITION & TE eBOOK*

Chapter 1 Overview/Lesson Planner/Assessment Options—TE pp. 1A–1D

DIGITAL RESOURCES*

Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support

- Understand Place Value of Whole Numbers

Chapter 1 Still More Practice

Chapter 1 Interactive Practice (each skill)

Numbers & Operations in Base Ten

- Perceive relative value of digits based on place

Chapter 1 Problem-Solving Practice (each skill lesson)

Number Sense and Operations

Grade
3

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.3.NSO.1 Understand the place value of four-digit numbers.

MA.3.NSO.1.3 Plot, order and compare whole numbers up to 10,000.

Example: The numbers 3,475; 4,743 and 4,753 can be arranged in ascending order as 3,475; 4,743 and 4,753.

Benchmark Clarifications:

Clarification 1: When comparing numbers, instruction includes using an appropriately scaled number line and using place values of the thousands, hundreds, tens and ones digits.

Clarification 2: Number lines, scaled by 50s, 100s or 1,000s, must be provided and can be a representation of any range of numbers.

Clarification 3: Within this benchmark, the expectation is to use symbols (<, > or =).

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CHAPTER 1 PLACE VALUE

- Lesson 1-1 Compare and Order Numbers using Place Value—SE/TE pp. 2–3
- Lesson 1-2 Compare and Order Numbers using a Number Line—SE/TE pp. 4–5

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 1-1 Compare and Order Numbers using Place Value—p. 1
- Lesson 1-2 Compare and Order Numbers using a Number Line—p. 2

TEACHER'S EDITION & TE eBOOK*

Chapter 1 Overview/Lesson Planner/Assessment Options—TE pp. 1A–1D

DIGITAL RESOURCES*

Chapter 1 Still More Practice
Chapter 1 Interactive Practice (each skill)
Chapter 1 Problem-Solving Practice (each skill lesson)

MA.3.NSO.1.4 Round whole numbers from 0 to 1,000 to the nearest 10 or 100.

Example: The number 775 is rounded to 780 when rounded to the nearest 10.

Example: The number 745 is rounded to 700 when rounded to the nearest 100.

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CHAPTER 1 PLACE VALUE

- Lesson 1-9 Round Numbers—SE/TE pp. 20–21

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 1-9 Round Numbers—p. 9

TEACHER'S EDITION & TE eBOOK*

Chapter 1 Overview/Lesson Planner/Assessment Options—TE pp. 1A–1D

DIGITAL RESOURCES*

Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support

- Round Whole Numbers to the Nearest 10 or 100

Chapter 1 Still More Practice
Chapter 1 Interactive Practice (each skill)

Numbers & Operations in Base Ten

- Round a whole number within 1 000 to the nearest 10 or 100
- Chapter 1 Problem-Solving Practice (each skill lesson)
Chapter 1 Reteach Videos
- Round Whole Numbers to the Nearest 10 or 100

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Number Sense and Operations

Grade
3

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.3.NSO.2 Add and subtract multi-digit whole numbers. Build an understanding of multiplication and division operations.

MA.3.NSO.2.1 Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 2 ADDITION

- Lesson 2-1 More than Two Addends—SE/TE pp. 38–39
- Lesson 2-2 Missing Addends—SE/TE pp. 40–41
- Lesson 2-3 Estimate Sums—SE/TE pp. 42–43
- Lesson 2-4 Add with Regrouping—SE/TE pp. 44–45
- Lesson 2-5 Add: Regroup Tens—SE/TE pp. 46–47
- Lesson 2-6 Add: Regroup Twice—SE/TE pp. 48–49
- Lesson 2-7 Addition Properties—SE/TE pp. 52–53
- Lesson 2-8 Three-Digit Addition—SE/TE pp. 54–55
- Lesson 2-9 More Regrouping in Addition—SE/TE pp. 56–57
- Lesson 2-10 Regroup Hundreds as Thousands—SE/TE pp. 58–59
- Lesson 2-11 Three or More Addends—SE/TE pp. 60–61
- Lesson 2-12 Add Larger Numbers—SE/TE pp. 62–63

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 2-1 More than Two Addends—p. 15
- Lesson 2-2 Missing Addends—p. 16
- Lesson 2-3 Estimate Sums—p. 17
- Lesson 2-4 Add with Regrouping—p. 18
- Lesson 2-5 Add: Regroup Tens—p. 19
- Lesson 2-6 Add: Regroup Twice—p. 20
- Lesson 2-7 Addition Properties—p. 21
- Lesson 2-8 Three-Digit Addition—p. 22
- Lesson 2-9 More Regrouping in Addition—p. 23
- Lesson 2-10 Regroup Hundreds as Thousands—p. 24
- Lesson 2-11 Three or More Addends—p. 25
- Lesson 2-12 Add Larger Numbers—p. 26

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Chapter 2 Overview/Lesson Planner/Assessment Options—TE pp. 37A–37D

DIGITAL RESOURCES*

Chapter 2 Reteach Lessons & Practice/Reteach Teacher Support

- Add and Subtract Fluently within 1,000

Chapter 2 Still More Practice

Chapter 2 Interactive Practice (each skill)

Numbers & Operations in Base Ten

- Fluently add within 1000

Chapter 2 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 3 SUBTRACTION

- Lesson 3-1 Subtraction Concepts—SE/TE pp. 74–75
- Lesson 3-2 Estimate Differences—SE/TE pp. 76–77
- Lesson 3-3 Subtract with Regrouping—SE/TE pp. 78–79
- Lesson 3-4 Regroup Once in Subtraction—SE/TE pp. 80–81
- Lesson 3-5 Regroup Twice in Subtraction—SE/TE pp. 82–83
- Lesson 3-6 Regroup Thousands as Hundreds—SE/TE pp. 88–89
- Lesson 3-7 Subtract Larger Numbers—SE/TE pp. 90–91

continued

continued

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Number Sense and Operations

Grade
3

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.3.NSO.2 Add and subtract multi-digit whole numbers. Build an understanding of multiplication and division operations.

continued

MA.3.NSO.2.1 Add and subtract multi-digit whole numbers including using a standard algorithm with procedural fluency.

continued

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- Lesson 3-1 Subtraction Concepts—p. 29
- Lesson 3-2 Estimate Differences—p. 30
- Lesson 3-3 Subtract with Regrouping—p. 31
- Lesson 3-4 Regroup Once in Subtraction—p. 32
- Lesson 3-5 Regroup Twice in Subtraction—p. 33
- Lesson 3-6 Regroup Thousands as Hundreds—p. 34
- Lesson 3-7 Subtract Larger Numbers—p. 35

TEACHER'S EDITION & TE eBook*

Chapter 3 Overview/Lesson Planner/Assessment Options—TE pp. 73A–73D

DIGITAL RESOURCES*

Chapter 3 Reteach Lessons & Practice/Reteach Teacher Support

- Add and Subtract Fluently within 1,000

Chapter 3 Still More Practice

Chapter 3 Interactive Practice (each skill)

Numbers & Operations in Base Ten

- Fluently subtract within 1000

Chapter 3 Problem-Solving Practice (each skill lesson)

MA.3.NSO.2.2 Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.

Benchmark Clarifications:

Clarification 1: Instruction includes equal groups, arrays, area models and equations.

Clarification 2: Within the benchmark, it is the expectation that one problem can be represented in multiple ways and understanding how the different representations are related to each other.

Clarification 3: Factors and divisors are limited to up to 12.

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CHAPTER 4 MULTIPLICATION CONCEPTS AND FACTS

- Lesson 4-1 Understand Multiplication—SE/TE pp. 104–105
- Lesson 4-2 One and Zero as Factors—SE/TE pp. 106–107
- Lesson 4-3 Multiply Twos—SE/TE pp. 108–109
- Lesson 4-4 Multiply Threes—SE/TE pp. 110–111
- Lesson 4-5 Multiply Fours—SE/TE pp. 112–113
- Lesson 4-6 Multiply Fives—SE/TE pp. 114–115
- Lesson 4-7 Multiplication and Arrays—SE/TE pp. 118–119
- Lesson 4-8 Use a Bar Diagram to Multiply—SE/TE pp. 120–121

STUDENT WORKBOOK & STUDENT WORKBOOK eBook*

- Lesson 4-1 Understand Multiplication—p. 39
- Lesson 4-2 One and Zero as Factors—p. 40
- Lesson 4-3 Multiply Twos—p. 41
- Lesson 4-4 Multiply Threes—p. 42
- Lesson 4-5 Multiply Fours—p. 43
- Lesson 4-6 Multiply Fives—p. 44
- Lesson 4-7 Multiplication and Arrays—p. 45
- Lesson 4-8 Use a Bar Diagram to Multiply—p. 46

TEACHER'S EDITION & TE eBook*

Chapter 4 Overview/Lesson Planner/Assessment Options—TE pp. 103A–103D

DIGITAL RESOURCES*

Chapter 4 Reteach Lessons & Practice/Reteach Teacher Support

- Understand Place Value of Whole Numbers

Chapter 4 Still More Practice

continued

continued

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Number Sense and Operations

Grade
3

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.3.NSO.2 Add and subtract multi-digit whole numbers. Build an understanding of multiplication and division operations.

continued

MA.3.NSO.2.2 Explore multiplication of two whole numbers with products from 0 to 144, and related division facts.

continued

Chapter 4 Interactive Practice (each skill)

Operations & Algebraic Thinking

- Interpret a multiplication fact as a sum of equal groups
- Multiply whole numbers within 100 using properties of operations
- Fluently multiply within 100, using basic facts
- Represent a multiplication fact using a variety of approaches

Chapter 4 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 5 DIVISION CONCEPTS AND FACTS

- Lesson 3-1 Subtraction Concepts—SE/TE pp. 74–75
- Lesson 3-2 Estimate Differences—SE/TE pp. 76–77
- Lesson 3-3 Subtract with Regrouping—SE/TE pp. 78–79
- Lesson 3-4 Regroup Once in Subtraction—SE/TE pp. 80–81
- Lesson 3-5 Regroup Twice in Subtraction—SE/TE pp. 82–83
- Lesson 3-6 Regroup Thousands as Hundreds—SE/TE pp. 88–89
- Lesson 3-7 Subtract Larger Numbers—SE/TE pp. 90–91

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 3-1 Subtraction Concepts—p. 29
- Lesson 3-2 Estimate Differences—p. 30
- Lesson 3-3 Subtract with Regrouping—p. 31
- Lesson 3-4 Regroup Once in Subtraction—p. 32
- Lesson 3-5 Regroup Twice in Subtraction—p. 33
- Lesson 3-6 Regroup Thousands as Hundreds—p. 34
- Lesson 3-7 Subtract Larger Numbers—p. 35

TEACHER'S EDITION & TE eBOOK*

Chapter 5 Overview/Lesson Planner/Assessment Options—TE pp. 139A–139D

DIGITAL RESOURCES*

Chapter 5 Still More Practice

Chapter 5 Interactive Practice (each skill)

Operations & Algebraic Thinking

- Interpret a quotient as a partitioning into equal shares
- Fluently divide within 100, using basic facts

Chapter 2 Problem-Solving Practice (each skill lesson)

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Number Sense and Operations

Grade
3

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.3.NSO.2 Add and subtract multi-digit whole numbers. Build an understanding of multiplication and division operations.

MA.3.NSO.2.3 Multiply a one-digit whole number by a multiple of 10, up to 90, or a multiple of 100, up to 900, with procedural reliability.

Example: The product of 6 and 70 is 420.

Example: The product of 6 and 300 is 1,800.

Benchmark Clarifications:

Clarification 1: When multiplying one-digit numbers by multiples of 10 or 100, instruction focuses on methods that are based on place value.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 11 MULTIPLY BY ONE DIGIT

- Lesson 11-1 Multiplication Patterns—SE/TE pp. 378–379
- Lesson 11-2 Multiply with Multiples—SE/TE pp. 380–381

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 11-1 Multiplication Patterns—p. 149
- Lesson 11-2 Multiply with Multiples—p. 150

TEACHER'S EDITION & TE eBOOK*

Chapter 11 Overview/Lesson Planner/Assessment Options—TE pp. 377A–377D

DIGITAL RESOURCES*

Chapter 11 Reteach Lessons & Practice/Reteach Teacher Support

- Multiply One-Digit Whole Numbers by Multiples of 10

Chapter 11 Still More Practice

Chapter 11 Interactive Practice (each skill)

Numbers & Operations in Base Ten

- Interpret a quotient as a partitioning into equal shares

- Multiply a 1-digit whole number by a multiple of 10 up to 90

Chapter 11 Problem-Solving Practice (each skill lesson)

Chapter 11 Reteach Videos

- Multiply One-Digit Whole Numbers by Multiples of 10

MA.3.NSO.2.4 Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.

Example: The product of 5 and 6 is 30.

Example: The quotient of 27 and 9 is 3.

Benchmark Clarifications:

Clarification 1: Instruction focuses on helping a student choose a method they can use reliably.

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CHAPTER 4 MULTIPLICATION CONCEPTS AND FACTS

- Lesson 4-2 One and Zero as Factors—SE/TE pp. 106–107
- Lesson 4-3 Multiply Twos—SE/TE pp. 108–109
- Lesson 4-4 Multiply Threes—SE/TE pp. 110–111
- Lesson 4-5 Multiply Fours—SE/TE pp. 112–113
- Lesson 4-6 Multiply Fives—SE/TE pp. 114–115

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 4-2 One and Zero as Factors—p. 40
- Lesson 4-3 Multiply Twos—p. 41
- Lesson 4-4 Multiply Threes—p. 42
- Lesson 4-5 Multiply Fours—p. 43
- Lesson 4-6 Multiply Fives—p. 44

TEACHER'S EDITION & TE eBOOK*

Chapter 4 Overview/Lesson Planner/Assessment Options—TE pp. 103A–103D

DIGITAL RESOURCES*

Chapter 4 Still More Practice

Chapter 4 Interactive Practice (each skill)

Chapter 4 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 5 DIVISION CONCEPTS AND FACTS

- Lesson 5-3 Divide by 2—SE/TE pp. 144–145
- Lesson 5-4 Divide by 3—SE/TE pp. 146–147
- Lesson 5-5 Divide by 4—SE/TE pp. 148–149
- Lesson 5-6 Divide by 5—SE/TE pp. 152–153

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Number Sense and Operations



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.3.NSO.2 Add and subtract multi-digit whole numbers. Build an understanding of multiplication and division operations.

continued

MA.3.NSO.2.4 Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.

continued

continued

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- Lesson 5-3 Divide by 2—p. 56
- Lesson 5-4 Divide by 3—p. 57
- Lesson 5-5 Divide by 4—p. 58
- Lesson 5-6 Divide by 5—p. 59

TEACHER'S EDITION & TE eBOOK*

Chapter 5 Overview/Lesson Planner/Assessment Options—TE pp. 139A–139D

DIGITAL RESOURCES*

Chapter 5 Still More Practice
Chapter 5 Interactive Practice (each skill)
Chapter 5 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 6 MORE MULTIPLICATION FACTS

- Lesson 6-1 Multiply Sixes—SE/TE pp. 170–171
- Lesson 6-2 Multiply Sevens—SE/TE pp. 172–173
- Lesson 6-3 Multiply Eights—SE/TE pp. 174–175
- Lesson 6-4 Multiply Nines—SE/TE pp. 176–177

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 6-1 Multiply Sixes—p. 65
- Lesson 6-2 Multiply Sevens—p. 66
- Lesson 6-3 Multiply Eights—p. 67
- Lesson 6-4 Multiply Nines—p. 68

TEACHER'S EDITION & TE eBOOK*

Chapter 6 Overview/Lesson Planner/Assessment Options—TE pp. 169A–169D

DIGITAL RESOURCES*

Chapter 6 Still More Practice
Chapter 6 Interactive Practice (each skill)
Chapter 6 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 7 MORE DIVISION FACTS

- Lesson 7-1 Divide by 6—SE/TE pp. 196–197
- Lesson 7-2 Divide by 7—SE/TE pp. 198–199
- Lesson 7-3 Divide by 8—SE/TE pp. 200–201
- Lesson 7-4 Divide by 9—SE/TE pp. 202–203

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 7-1 Divide by 6—p. 74
- Lesson 7-2 Divide by 7—p. 75
- Lesson 7-3 Divide by 8—p. 76
- Lesson 7-4 Divide by 9—p. 77

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Chapter 7 Overview/Lesson Planner/Assessment Options—TE pp. 195A–195D

DIGITAL RESOURCES*

Chapter 7 Still More Practice
Chapter 7 Interactive Practice (each skill)
Chapter 7 Problem-Solving Practice (each skill lesson)

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Number Sense and Operations

Grade
3

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.3.NSO.2 Add and subtract multi-digit whole numbers. Build an understanding of multiplication and division operations.

continued

MA.3.NSO.2.4 Multiply two whole numbers from 0 to 12 and divide using related facts with procedural reliability.

continued

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CHAPTER 11 MULTIPLY BY ONE DIGIT

- Lesson 11-1 Multiplication Patterns—SE/TE pp. 378–379
- Lesson 11-4 Multiply Two Digits—SE/TE pp. 384–385

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 11-1 Multiplication Patterns—p. 149
- Lesson 11-4 Multiply Two Digits—p. 152

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Chapter 11 Overview/Lesson Planner/Assessment Options—TE pp. 377A–377D

DIGITAL RESOURCES*

Chapter 11 Still More Practice
Chapter 11 Interactive Practice (each skill)
Chapter 11 Problem-Solving Practice (each skill lesson)

Fractions

MA.3.FR.1 Understand fractions as numbers and represent fractions.

MA.3.FR.1.1 Represent and interpret unit fractions in the form $\frac{1}{n}$ as the quantity formed by one part when a whole is partitioned into n equal parts.

Example: $\frac{1}{4}$ can be represented as $\frac{1}{4}$ of a pie (parts of a shape), as 1 out of 4 trees (parts of a set) or as $\frac{1}{4}$ on the number line.

Benchmark Clarifications:

Clarification 1: This benchmark emphasizes conceptual understanding through the use of manipulatives or visual models.

Clarification 2: Instruction focuses on representing a unit fraction as part of a whole, part of a set, a point on a number line, a visual model or in fractional notation.

Clarification 3: Denominators are limited to 2, 3, 4, 5, 6, 8, 10 and 12.

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CHAPTER 8 FRACTIONS

- Lesson 8-1 Fractions—SE/TE pp. 234–235
- Lesson 8-2 Use Fractions—SE/TE pp. 236–237
- Lesson 8-3 Unit Fractions on a Number Line—SE/TE pp. 238–239

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 8-1 Fractions—p. 89
- Lesson 8-2 Use Fractions—p. 90
- Lesson 8-3 Unit Fractions on a Number Line—p. 91

DIGITAL RESOURCES*

Chapter 8 Reteach Lessons & Practice/Reteach Teacher Support

- Understand Unit Fractions as Quantities
- Understand Fractions on a Number Line

Chapter 8 Still More Practice

Chapter 8 Interactive Practice (each skill)

Numbers & Operations-Fractions

- Recognize that equally partitioning $[0, 1]$ creates unit fractions
- Represent a unit fraction on a number line
- Relate a fraction to a point on a number line

Chapter 8 Problem-Solving Practice (each skill lesson)

Chapter 8 Reteach Videos

- Understanding Fractions: Unit Fractions

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Fractions



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.3.FR.1 Understand fractions as numbers and represent fractions.

MA.3.FR.1.2 Represent and interpret fractions, including fractions greater than one, in the form of m/n as the result of adding the unit fraction $1/n$ to itself m times.

Example: $\frac{5}{8}$ can be represented as
 $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$.

Benchmark Clarifications:

Clarification 1: Instruction emphasizes conceptual understanding through the use of manipulatives or visual models, including circle graphs, to represent fractions.

Clarification 2: Denominators are limited to 2, 3, 4, 5, 6, 8, 10 and 12.

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CHAPTER 8 FRACTIONS

- Lesson 8-4 Fractions on a Number Line—SE/TE pp. 240–241

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 8-4 Fractions on a Number Line—p. 92

DIGITAL RESOURCES*

Chapter 8 Reteach Lessons & Practice/Reteach Teacher Support

- Understand Fractions on a Number Line

Chapter 8 Still More Practice

Chapter 8 Interactive Practice (each skill)

Numbers & Operations-Fractions

- Understand the size of a fraction
- Understand the structure of a fraction
- Represent a unit fraction on a number line

Chapter 8 Problem-Solving Practice (each skill lesson)

MA.3.FR.1.3 Read and write fractions, including fractions greater than one, using standard form, numeral-word form and word form.

Example: The fraction $\frac{4}{3}$ written in word form is four-thirds and in numeral-word form is 4 thirds.

Benchmark Clarifications:

Clarification 1: Instruction focuses on making connections to reading and writing numbers to develop the understanding that fractions are numbers and to support algebraic thinking in later grades.

Clarification 2: Denominators are limited to 2, 3, 4, 5, 6, 8, 10 and 12.

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CHAPTER 8 FRACTIONS

- Lesson 8-1 Fractions—SE/TE pp. 234–235

- Lesson 8-14 Mixed Numbers—SE/TE pp. 262–263

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 8-1 Fractions—p. 89

- Lesson 8-14 Mixed Numbers—p. 102

DIGITAL RESOURCES*

Chapter 8 Reteach Lessons & Practice/Reteach Teacher Support

- Understand Place Value of Whole Numbers

Chapter 8 Still More Practice

Chapter 8 Interactive Practice (each skill)

Numbers & Operations-Fractions

- Represent a unit fraction on a number line

Chapter 8 Problem-Solving Practice (each skill lesson)

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Fractions

Grade
3

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.3.FR.2 Order and compare fractions and identify equivalent fractions.

MA.3.FR.2.1 Plot, order and compare fractional numbers with the same numerator or the same denominator.

Example: The fraction 32 is to the right of the fraction 33 on a number line so 32 is greater than 33.

Benchmark Clarifications:

Clarification 1: Instruction includes making connections between using a ruler and plotting and ordering fractions on a number line.

Clarification 2: When comparing fractions, instruction includes an appropriately scaled number line and using reasoning about their size.

Clarification 3: Fractions include fractions greater than one, including mixed numbers, with denominators limited to 2, 3, 4, 5, 6, 8, 10 and 12.

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CHAPTER 8 FRACTIONS

- Lesson 8-8 Compare Like Fractions Using Models—SE/TE pp. 250–251
- Lesson 8-9 Compare Fractions—SE/TE pp. 252–253
- Lesson 8-10 Compare Unlike Fractions Using Fraction Strips—SE/TE pp. 254–255

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- Lesson 8-8 Compare Like Fractions Using Models—p. 96
- Lesson 8-9 Compare Fractions—p. 97
- Lesson 8-10 Compare Unlike Fractions Using Fraction Strips—p. 98

DIGITAL RESOURCES*

Chapter 8 Reteach Lessons & Practice/Reteach Teacher Support

- Understand Fractions on a Number Line

Chapter 8 Still More Practice

Chapter 8 Interactive Practice (each skill)

Numbers & Operations-Fractions

- Compare two fractions with like denominators
- Compare two fractions with like numerators
- Justify the result of comparing two fractions with like numerators or denominators

Chapter 8 Problem-Solving Practice (each skill lesson)

Chapter 8 Reteach Videos

- Comparing Fractions with Same Numerators and Denominator

OTHER DIGITAL RESOURCES*

VIRTUAL MANIPULATIVES

Number Lines

- Compare Fractions. Decimals. Whole Numbers

MA.3.FR.2.2 Identify equivalent fractions and explain why they are equivalent.

Example: The fractions 11 and 33 can be identified as equivalent using number lines.

Example: The fractions 24 and 26 can be identified as not equivalent using a visual model.

Benchmark Clarifications:

Clarification 1: Instruction includes identifying equivalent fractions and explaining why they are equivalent using manipulatives, drawings, and number lines.

Clarification 2: Within this benchmark, the expectation is not to generate equivalent fractions.

Clarification 3: Fractions are limited to fractions less than or equal to one with denominators of 2, 3, 4, 5, 6, 8, 10 and 12. Number lines must be given and scaled appropriately.

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CHAPTER 8 FRACTIONS

- Lesson 8-5 Equivalent Fractions—SE/TE pp. 242–243
- Lesson 8-6 Model Equivalent Fractions—SE/TE pp. 244–245

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 8-5 Equivalent Fractions—p. 93
- Lesson 8-6 Model Equivalent Fractions—p. 94

DIGITAL RESOURCES*

Chapter 8 Reteach Lessons & Practice/Reteach Teacher Support

- Write Equivalent Fractions

Chapter 8 Still More Practice

Chapter 8 Interactive Practice (each skill)

Numbers & Operations-Fractions

- Understand what it means for 2 fractions to be equivalent
- Explain fraction equivalence using a fraction model
- Generate simple equivalent fractions
- Recognize equivalent fractions

Chapter 8 Problem-Solving Practice (each skill lesson)

Chapter 8 Reteach Videos

- Understand and Write Equivalent Fractions

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Algebraic Reasoning

Grade
3

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.3.AR.1 Solve multiplication and division problems.

MA.3.AR.1.1 Apply the distributive property to multiply a one-digit number and two-digit number. Apply properties of multiplication to find a product of one-digit whole numbers.

Example: The product 4×72 can be found by rewriting the expression as $4 \times (70 + 2)$ and then using the distributive property to obtain $(4 \times 70) + (4 \times 2)$ which is equivalent to 288.

Benchmark Clarifications:

Clarification 1: Within this benchmark, the expectation is to apply the associative and commutative properties of multiplication, the distributive property and name the properties. Refer to *K-12 Glossary* (Appendix C).

Clarification 2: Within the benchmark, the expectation is to utilize parentheses.

Clarification 3: Multiplication for products of three or more numbers is limited to factors within 12. Refer to *Properties of Operations, Equality and Inequality* (Appendix D).

MA.3.AR.1.2 Solve one- and two-step real-world problems involving any of four operations with whole numbers.

Example: A group of students are playing soccer during lunch. How many students are needed to form four teams with eleven players each and to have two referees?

Benchmark Clarifications:

Clarification 1: Instruction includes understanding the context of the problem, as well as the quantities within the problem.

Clarification 2: Multiplication is limited to factors within 12 and related division facts. Refer to *Situations Involving Operations with Numbers* (Appendix A).

continued

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CHAPTER 6 MORE MULTIPLICATION FACTS

- Lesson 6-5 Break Apart Numbers to Multiply (distributive property)—SE/TE pp. 180–181
- Lesson 6-6 Multiplication Tables (commutative property)—SE/TE pp. 182–183
- Lesson 6-7 Multiply Three Numbers (associative property)—SE/TE pp. 184–185

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- Lesson 6-5 Break Apart Numbers to Multiply—p. 69
- Lesson 6-6 Multiplication Tables—p. 70
- Lesson 6-7 Multiply Three Numbers—p. 71

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Chapter 6 Overview/Lesson Planner/Assessment Options—TE pp. 169A–169D

DIGITAL RESOURCES*

Chapter 6 Reteach Lessons & Practice/Reteach Teacher Support

- Apply Commutative and Associative Properties to Multiply
- Apply the Distributive Property to Multiply

Chapter 6 Still More Practice
Chapter 6 Interactive Practice (each skill)
Chapter 6 Problem-Solving Practice (each skill lesson)

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CHAPTER 2 ADDITION

- Lesson 2-13 Problem-Solving Strategy: Use Simpler Numbers—SE/TE pp. 64–65
- Lesson 2-14 Problem-Solving Applications: Mixed Review—SE/TE pp. 66–67

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- Lesson 2-13 Problem-Solving Strategy: Use Simpler Numbers—p. 27
- Lesson 2-14 Problem-Solving Applications: Mixed Review—p. 28

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Chapter 2 Overview/Lesson Planner/Assessment Options—TE pp. 37A–37D

DIGITAL RESOURCES*

Chapter 2 Still More Practice
Chapter 2 Interactive Practice (each skill)
Chapter 2 Problem-Solving Practice (each skill lesson)

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CHAPTER 3 SUBTRACTION

- Lesson 3-8 Problem-Solving Strategy: Choose the Operation—SE/TE pp. 92–93
- Lesson 3-10 Problem-Solving Applications: Mixed Review—SE/TE pp. 96–97

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- Lesson 3-8 Problem-Solving Strategy: Choose the Operation—p. 36
- Lesson 3-10 Problem-Solving Applications: Mixed Review—p. 38

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Algebraic Reasoning

Grade
3

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.3.AR.1 Solve multiplication and division problems.

continued

MA.3.AR.1.2 Solve one- and two-step real-world problems involving any of four operations with whole numbers.

continued

continued

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Chapter 3 Overview/Lesson Planner/Assessment Options—TE
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DIGITAL RESOURCES*

Chapter 3 Still More Practice
Chapter 3 Interactive Practice (each skill)
Chapter 3 Problem-Solving Practice (each skill lesson)

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CHAPTER 4 MULTIPLICATION CONCEPTS AND FACTS

- Lesson 4-9 Multiplication Stories—SE/TE pp. 122–123
- Lesson 4-13 Problem-Solving Strategy: Use More than One Step—SE/TE pp. 130–131
- Lesson 4-14 Problem-Solving Applications: Mixed Review—SE/TE pp. 132–133

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- Lesson 4-9 Multiplication Stories—p. 47
- Lesson 4-13 Problem-Solving Strategy: Use More than One Step—p. 51
- Lesson 4-14 Problem-Solving Applications: Mixed Review—p. 52

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Chapter 4 Overview/Lesson Planner/Assessment Options—TE
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DIGITAL RESOURCES*

Chapter 4 Still More Practice
Chapter 4 Interactive Practice (each skill)
Chapter 4 Problem-Solving Practice (each skill lesson)

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CHAPTER 5 DIVISION CONCEPTS AND FACTS

- Lesson 5-10 Problem-Solving Strategy: Write a Number Sentence—SE/TE pp. 160–161
- Lesson 5-11 Problem-Solving Applications: Mixed Review—SE/TE pp. 162–163

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- Lesson 5-10 Problem-Solving Strategy: Write a Number Sentence—p. 63
- Lesson 5-11 Problem-Solving Applications: Mixed Review—p. 64

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Chapter 5 Interactive Practice (each skill)
Chapter 5 Problem-Solving Practice (each skill lesson)

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Algebraic Reasoning

Grade
3

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.3.AR.1 Solve multiplication and division problems.

continued

MA.3.AR.1.2 Solve one- and two-step real-world problems involving any of four operations with whole numbers.

continued

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CHAPTER 6 MORE MULTIPLICATION FACTS

- Lesson 6-8 Problem-Solving Strategy: Use More Than One Step—SE/TE pp. 186–187
- Lesson 6-9 Problem-Solving Applications: Mixed Review—SE/TE pp. 188–189

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- Lesson 6-8 Problem-Solving Strategy: Use More Than One Step—p. 72
- Lesson 6-9 Problem-Solving Applications: Mixed Review—p. 73

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DIGITAL RESOURCES*

Chapter 6 Still More Practice
Chapter 6 Interactive Practice (each skill)
Chapter 6 Problem-Solving Practice (each skill lesson)

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CHAPTER 7 MORE DIVISION FACTS

- Lesson 7-14 Problem-Solving Strategy: Guess and Test—SE/TE pp. 224–225
- Lesson 7-15 Problem-Solving Applications: Mixed Review—SE/TE pp. 226–227

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- Lesson 7-14 Problem-Solving Strategy: Guess and Test—p. 87
- Lesson 7-15 Problem-Solving Applications: Mixed Review—p. 88

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Chapter 7 Overview/Lesson Planner/Assessment Options—TE pp. 195A–195D

DIGITAL RESOURCES*

Chapter 7 Still More Practice
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Chapter 7 Problem-Solving Practice (each skill lesson)

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Algebraic Reasoning

Grade
3

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.3.AR.2 Develop an understanding of equality and multiplication and division.

MA.3.AR.2.1 Restate a division problem as a missing factor problem using the relationship between multiplication and division.

Example: The equation $56 \div 7 = ?$ can be restated as $7 \times ? = 56$ to determine the quotient is 8.

Benchmark Clarifications:

Clarification 1: Instruction focuses on understanding of the equal sign.

Clarification 2: Problem types are limited to an equation with three or four terms. The sum or difference can be on either side of the equal sign.

Clarification 3: Addition and subtraction are limited to sums up to 100 and related differences.

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CHAPTER 4 MULTIPLICATION CONCEPTS AND FACTS

- Lesson 4-12 Missing Factors—SE/TE pp. 128–129

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- Lesson 4-12 Missing Factors—p. 50

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DIGITAL RESOURCES*

Chapter 4 Still More Practice

Chapter 4 Interactive Practice (each skill)

Chapter 4 Problem-Solving Practice (each skill lesson)

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CHAPTER 5 DIVISION CONCEPTS AND FACTS

- Lesson 5-8 Relate Multiplication and Division—SE/TE pp. 156–157

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- Lesson 5-8 Relate Multiplication and Division—p. 61

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Chapter 5 Overview/Lesson Planner/Assessment Options—TE pp. 139A–139D

DIGITAL RESOURCES*

Chapter 5 Reteach Lessons & Practice/Reteach Teacher Support

- Divide by Finding an Unknown Factor

Chapter 5 Still More Practice

Chapter 5 Interactive Practice (each skill)

Operations & Algebraic Thinking

- Understand division as an unknown factor problem

Chapter 5 Problem-Solving Practice (each skill lesson)

MA.3.AR.2.2 Determine and explain whether an equation involving multiplication or division is true or false.

Example: Given the equation $27 \div 3 = 3 \times 3$, it can be determined to be a true equation by dividing the numbers on the left side of the equal sign and multiplying the numbers on the right of the equal sign to see that both sides are equivalent to 9.

Benchmark Clarifications:

Clarification 1: Instruction extends the understanding of the meaning of the equal sign to multiplication and division.

Clarification 2: Problem types are limited to an equation with three or four terms. The product or quotient can be on either side of the equal sign.

Clarification 3: Multiplication is limited to factors within 12 and related division facts.

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Related content

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CHAPTER 5 DIVISION CONCEPTS AND FACTS

- Lesson 5-10 Problem-Solving Strategy: Write a Number Sentence—SE/TE pp. 160–161

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- Lesson 5-10 Problem-Solving Strategy: Write a Number Sentence—p. 63

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Chapter 5 Overview/Lesson Planner/Assessment Options—TE pp. 139A–139D

DIGITAL RESOURCES*

Chapter 5 Still More Practice

Chapter 5 Interactive Practice (each skill)

Chapter 5 Problem-Solving Practice (each skill lesson)

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CHAPTER 7 MORE DIVISION FACTS

- Lesson 7-13 Writing Variable Equations—SE/TE pp. 222–223

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Algebraic Reasoning

Grade
3

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.3.AR.2 Develop an understanding of equality and multiplication and division.

continued

MA.3.AR.2.2 Determine and explain whether an equation involving multiplication or division is true or false.

continued

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- Lesson 7-13 Writing Variable Equations—p. 86

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Chapter 7 Overview/Lesson Planner/Assessment Options—TE pp. 195A–195D

DIGITAL RESOURCES*

Chapter 7 Still More Practice
Chapter 7 Interactive Practice (each skill)
Chapter 7 Problem-Solving Practice (each skill lesson)

MA.3.AR.2.3 Determine the unknown whole number in a multiplication or division equation, relating three whole numbers, with the unknown in any position.

Benchmark Clarifications:

Clarification 1: Instruction extends the development of algebraic thinking skills where the symbolic representation of the unknown uses any symbol or a letter.

Clarification 2: Problems include the unknown on either side of the equal sign.

Clarification 3: Multiplication is limited to factors within 12 and related division facts. Refer to *Situations Involving Operations with Numbers* (Appendix A).

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CHAPTER 4 MULTIPLICATION CONCEPTS AND FACTS

- Lesson 4-12 Missing Factors—SE/TE pp. 128–129

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- Lesson 4-12 Missing Factors—p. 50

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Chapter 4 Overview/Lesson Planner/Assessment Options—TE pp. 103A–103D

DIGITAL RESOURCES*

Chapter 4 Still More Practice
Chapter 4 Interactive Practice (each skill)
Chapter 4 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 5 DIVISION CONCEPTS AND FACTS

- Lesson 5-8 Relate Multiplication and Division—SE/TE pp. 156–157
- Lesson 5-10 Problem-Solving Strategy: Write a Number Sentence—SE/TE pp. 160–161
- Lesson 5-11 Problem-Solving Applications: Mixed Review—SE/TE pp. 162–163

STUDENT WORKBOOK & STUDENT WORKBOOK eBook*

- Lesson 5-8 Relate Multiplication and Division—p. 61
- Lesson 5-10 Problem-Solving Strategy: Write a Number Sentence—p. 63
- Lesson 5-11 Problem-Solving Applications: Mixed Review—p. 64

TEACHER'S EDITION & TE eBook*

Chapter 5 Overview/Lesson Planner/Assessment Options—TE pp. 139A–139D

DIGITAL RESOURCES*

Chapter 5 Reteach Lessons & Practice/Reteach Teacher Support

- Divide by Finding an Unknown Factor

Chapter 5 Still More Practice
Chapter 5 Interactive Practice (each skill)

Operations & Algebraic Thinking

- Determine the unknown in a division equation
- Determine the unknown in a multiplication equation

Chapter 5 Problem-Solving Practice (each skill lesson)

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Algebraic Reasoning

Grade
3

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.3.AR.3 Identify numerical patterns, including multiplicative patterns.

MA.3.AR.3.1 Determine and explain whether a whole number from 1 to 1,000 is even or odd.

Benchmark Clarifications:

Clarification 1: Instruction includes determining and explaining using place value and recognizing patterns.

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

- Instruction/Student Practice
 - Count by 2s, 5s, 10s (even/odd numbers)

Related content

STUDENT EDITION & SE eBook*/TEACHER'S EDITION & TE eBook*

CHAPTER 6 MORE MULTIPLICATION FACTS

- Lesson 6-6 Multiplication Tables (even/odd numbers)—SE/TE pp. 182–183

STUDENT WORKBOOK & STUDENT WORKBOOK eBook*

- Lesson 6-6 Multiplication Tables—p. 70

TEACHER'S EDITION & TE eBook*

Chapter 6 Overview/Lesson Planner/Assessment Options—TE pp. 169A–169D

DIGITAL RESOURCES*

- Chapter 6 Still More Practice
- Chapter 6 Interactive Practice (each skill)
- Chapter 6 Problem-Solving Practice (each skill lesson)

MA.3.AR.3.2 Determine whether a whole number from 1 to 144 is a multiple of a given one-digit number.

Benchmark Clarifications:

Clarification 1: Instruction includes determining if a number is a multiple of a given number by using multiplication or division.

Related content

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CHAPTER 11 MULTIPLY BY ONE DIGIT

- Lesson 11-2 Multiply with Multiples—SE/TE pp. 380–381

STUDENT WORKBOOK & STUDENT WORKBOOK eBook*

- Lesson 11-2 Multiply with Multiples—p. 150

TEACHER'S EDITION & TE eBook*

Chapter 11 Overview/Lesson Planner/Assessment Options—TE pp. 377A–377D

DIGITAL RESOURCES*

- Chapter 11 Reteach Lessons & Practice/Reteach Teacher Support
 - Multiply One-Digit Whole Numbers by Multiples of 10
- Chapter 11 Still More Practice
- Chapter 11 Interactive Practice (each skill)
- Chapter 11 Problem-Solving Practice (each skill lesson)

*Digital resources available at SadlierConnect.com

Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids

Algebraic Reasoning

Grade
3

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.3.AR.3 Identify numerical patterns, including multiplicative patterns.

MA.3.AR.3.3 Identify, create and extend numerical patterns.

Example: Bailey collects 6 baseball cards every day. This generates the pattern 6, 12, 18, ... How many baseball cards will Bailey have at the end of the sixth day?

Benchmark Clarifications:

Clarification 1: The expectation is to use ordinal numbers (1st, 2nd, 3rd, ...) to describe the position of a number within a sequence.

Clarification 2: Problem types include patterns involving addition, subtraction, multiplication or division of whole numbers.

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CHAPTER 1 PLACE VALUE

- Lesson 1-3 Counting Patterns—SE/TE pp. 6–7

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 1-3 Counting Patterns—p. 3

TEACHER'S EDITION & TE eBOOK*

Chapter 1 Overview/Lesson Planner/Assessment Options—TE pp. 1A–1D

DIGITAL RESOURCES*

Chapter 1 Still More Practice

Chapter 1 Interactive Practice (each skill)

Operations & Algebraic Thinking

- Explain arithmetic patterns using properties of operations
- Identify arithmetic patterns

Chapter 1 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & SE eBOOK*/TEACHER'S EDITION & TE eBOOK*

CHAPTER 11 MULTIPLY BY ONE DIGIT

- Lesson 11-1 Multiplication Patterns—SE/TE pp. 378–379
- Lesson 11-2 Multiply with Multiples—SE/TE pp. 380–381

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 11-1 Multiplication Patterns—p. 149
- Lesson 11-2 Multiply with Multiples—p. 150

TEACHER'S EDITION & TE eBOOK*

Chapter 11 Overview/Lesson Planner/Assessment Options—TE pp. 377A–377D

DIGITAL RESOURCES*

Chapter 11 Reteach Lessons & Practice/Reteach Teacher Support

- Identify and Explain Arithmetic Patterns

Chapter 11 Still More Practice

Chapter 11 Interactive Practice (each skill)

Chapter 11 Problem-Solving Practice (each skill lesson)

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CHAPTER 13 DECIMALS

- Lesson 13-8 Problem-Solving Strategy: Find a Pattern—SE/TE pp. 450–451

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 13-8 Problem-Solving Strategy: Find a Pattern—p. 176

TEACHER'S EDITION & TE eBOOK*

Chapter 13 Overview/Lesson Planner/Assessment Options—TE pp. 433A–433D

DIGITAL RESOURCES*

Chapter 13 Still More Practice

Chapter 13 Interactive Practice (each skill)

Measurement & Data

- Select and use an appropriate measurement tool

Chapter 13 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

Instruction/Student Practice

- Patterns

*Digital resources available at SadlierConnect.com

Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids

Measurement

Grade
3

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.3.M.1 Measure attributes of objects and solve problems involving measurement.

MA.3.M.1.1 Select and use appropriate tools to measure the length of an object, the volume of liquid within a beaker and temperature.

Benchmark Clarifications:

Clarification 1: Instruction focuses on identifying measurement on a linear scale, making the connection to the number line.

Clarification 2: When measuring the length, limited to the nearest centimeter and half or quarter inch.

Clarification 3: When measuring the temperature, limited to the nearest degree.

Clarification 4: When measuring the volume of liquid, limited to nearest milliliter and half or quarter cup.

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CHAPTER 9 MEASUREMENT AND TIME

- Lesson 9-1 Quarter Inch, Half Inch, Inch—SE/TE pp. 282–283
- Lesson 9-2 Foot, Yard—SE/TE pp. 284–285
- Lesson 9-6 Metric Units of Length—SE/TE pp. 292–293
- Lesson 9-11 Estimate and Measure Masses—SE/TE pp. 304–305
- Lesson 9-13 Choose the Measuring Tool—SE/TE pp. 308–309
- Lesson 9-15 Temperature—SE/TE pp. 312–313

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- Lesson 9-1 Quarter Inch, Half Inch, Inch—p. 109
- Lesson 9-2 Foot, Yard—p. 110
- Lesson 9-6 Metric Units of Length—p. 114
- Lesson 9-11 Estimate and Measure Masses—p. 119
- Lesson 9-13 Choose the Measuring Tool—p. 121
- Lesson 9-15 Temperature—p. 123

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Chapter 9 Overview/Lesson Planner/Assessment Options—TE pp. 281A–281D

DIGITAL RESOURCES*

Chapter 9 Still More Practice
Chapter 9 Interactive Practice (each skill)

Measurement & Data

- Select and use an appropriate measurement tool
- Chapter 9 Problem-Solving Practice (each skill lesson)

MA.3.M.1.2 Solve real-world problems involving any of the four operations with whole-number lengths, masses, weights, temperatures or liquid volumes.

Example: Ms. Johnson's class is having a party. Eight students each brought in a 2-liter bottle of soda for the party. How many liters of soda did the class have for the party?

Benchmark Clarifications:

Clarification 1: Within this benchmark, the expectation is to measure objects to the nearest inch, foot, yard, centimeter or meter.

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CHAPTER 9 MEASUREMENT AND TIME

- Lesson 9-14 Collect and Represent Data—SE/TE pp. 310–311
- Lesson 9-19 Problem-Solving Strategy: Make a Table—SE/TE pp. 320–321
- Lesson 9-20 Problem-Solving Applications: Mixed Review—SE/TE pp. 322–323

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- Lesson 9-14 Collect and Represent Data—p. 122
- Lesson 9-19 Problem-Solving Strategy: Make a Table—p. 127
- Lesson 9-20 Problem-Solving Applications: Mixed Review—p. 128

TEACHER'S EDITION & TE eBook*

Chapter 9 Overview/Lesson Planner/Assessment Options—TE pp. 281A–281D

DIGITAL RESOURCES*

Chapter 9 Reteach Lessons & Practice/Reteach Teacher Support

- Problem Solving: Measurement
- Problem Solving: Liquid Volumes and Masses

Chapter 9 Still More Practice
Chapter 9 Interactive Practice (each skill)

Measurement & Data

- Solve a one-step problem involving mass or volume
- Chapter 9 Problem-Solving Practice (each skill lesson)
Chapter 9 Reteach Videos
- Problem Solving: Liquid Volumes and Masses

Measurement

Grade
3

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.3.M.2 Tell and write time and solve problems involving time.

MA.3.M.2.1 Using analog and digital clocks tell and write time to the nearest minute using a.m. and p.m. appropriately.

Benchmark Clarifications:

Clarification 1: Within this benchmark, the expectation is not to understand military time.

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CHAPTER 9 MEASUREMENT AND TIME

- Lesson 9-16 Minutes—SE/TE pp. 314–315
- Lesson 9-18 Time on a Number Line—SE/TE pp. 318–319
- Lesson 9-19 Problem-Solving Strategy: Make a Table—SE/TE pp. 320–321
- Lesson 9-20 Problem-Solving Applications: Mixed Review—SE/TE pp. 322–323

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- Lesson 9-16 Minutes—p. 124
- Lesson 9-18 Time on a Number Line—p. 126
- Lesson 9-19 Problem-Solving Strategy: Make a Table—p. 127
- Lesson 9-20 Problem-Solving Applications: Mixed Review—p. 128

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Chapter 9 Overview/Lesson Planner/Assessment Options—TE pp. 281A–281D

DIGITAL RESOURCES*

Chapter 9 Reteach Lessons & Practice/Reteach Teacher Support

- Problem Solving: Time

Chapter 9 Still More Practice

Chapter 9 Interactive Practice (each skill)

Measurement & Data

- Tell and write time to the nearest minute

Chapter 9 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

Instruction/Student Practice

- Hour, Half Hour
- A.M., P.M.

MA.3.M.2.2 Solve one- and two-step real-world problems involving elapsed time.

Example: A bus picks up Kimberly at 6:45 a.m. and arrives at school at 8:15 a.m. How long was her bus ride?

Benchmark Clarifications:

Clarification 1: Within this benchmark, the expectation is not to include crossing between a.m. and p.m.

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CHAPTER 9 MEASUREMENT AND TIME

- Lesson 9-17 Elapsed Time—SE/TE pp. 316–317
- Lesson 9-20 Problem-Solving Applications: Mixed Review—SE/TE pp. 322–323

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- Lesson 9-17 Elapsed Time—p. 125
- Lesson 9-20 Problem-Solving Applications: Mixed Review—p. 128

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Chapter 9 Overview/Lesson Planner/Assessment Options—TE pp. 281A–281D

DIGITAL RESOURCES*

Chapter 9 Still More Practice

Chapter 9 Interactive Practice (each skill)

Measurement & Data

- Solve a problem involving addition or subtraction of time intervals

Chapter 9 Problem-Solving Practice (each skill lesson)

Geometric Reasoning

Grade
3

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.3.GR.1 Describe and identify relationships between lines and classify quadrilaterals.

MA.3.GR.1.1 Describe and draw points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines. Identify these in two-dimensional figures.

Benchmark Clarifications:

Clarification 1: Instruction includes mathematical and real-world context for identifying points, lines, line segments, rays, intersecting lines, perpendicular lines and parallel lines.

Clarification 2: When working with perpendicular lines, right angles can be called square angles or square corners.

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CHAPTER 10 GEOMETRY

- Lesson 10-1 Lines—SE/TE pp. 330–331

STUDENT WORKBOOK & STUDENT WORKBOOK eBook*

- Lesson 10-1 Lines—p. 129

TEACHER'S EDITION & TE eBook*

Chapter 10 Overview/Lesson Planner/Assessment Options—TE pp. 329A–329D

DIGITAL RESOURCES*

Chapter 10 Still More Practice
Chapter 10 Interactive Practice (each skill)
Chapter 10 Problem-Solving Practice (each skill lesson)

MA.3.GR.1.2 Identify and draw quadrilaterals based on their defining attributes. Quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids.

Benchmark Clarifications:

Clarification 1: Instruction includes a variety of quadrilaterals and a variety of non-examples that lack one or more defining attributes when identifying quadrilaterals.

Clarification 2: Quadrilaterals will be filled, outlined or both when identifying.

Clarification 3: Drawing representations must be reasonably accurate.

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CHAPTER 10 GEOMETRY

- Lesson 10-3 Polygons and Circles—SE/TE pp. 334–335
- Lesson 10-4 Triangles—SE/TE pp. 336–337
- Lesson 10-5 Quadrilaterals—SE/TE pp. 338–339

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- Lesson 10-3 Polygons and Circles—p. 131
- Lesson 10-4 Triangles—p. 132
- Lesson 10-5 Quadrilaterals—p. 133

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Chapter 10 Overview/Lesson Planner/Assessment Options—TE pp. 329A–329D

DIGITAL RESOURCES*

Chapter 10 Still More Practice
Chapter 10 Interactive Practice (each skill)
Chapter 10 Problem-Solving Practice (each skill lesson)

MA.3.GR.1.3 Draw line(s) of symmetry in a two-dimensional figure and identify line-symmetric two-dimensional figures.

Benchmark Clarifications:

Clarification 1: Instruction develops the understanding that there could be no line of symmetry, exactly one line of symmetry or more than one line of symmetry.

Clarification 2: Instruction includes folding paper along a line of symmetry so that both halves match exactly to confirm line-symmetric figures.

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CHAPTER 10 GEOMETRY

- Lesson 10-8 Symmetry—SE/TE pp. 344–345

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- Lesson 10-8 Symmetry—p. 136

TEACHER'S EDITION & TE eBook*

Chapter 10 Overview/Lesson Planner/Assessment Options—TE pp. 329A–329D

DIGITAL RESOURCES*

Chapter 10 Still More Practice
Chapter 10 Interactive Practice (each skill)
Chapter 10 Problem-Solving Practice (each skill lesson)

Geometric Reasoning

Grade
3

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.3.GR.2 Solve problems involving the perimeter and area of rectangles.

MA.3.GR.2.1 Explore area as an attribute of a two-dimensional figure by covering the figure with unit squares without gaps or overlaps. Find areas of rectangles by counting unit squares.

Benchmark Clarifications:

Clarification 1: Instruction emphasizes the conceptual understanding that area is an attribute that can be measured for a two-dimensional figure. The measurement unit for area is the area of a unit square, which is a square with side length of 1 unit.

Clarification 2: Two-dimensional figures cannot exceed 12 units by 12 units and responses include the appropriate units in word form (e.g., square centimeter or sq. cm.).

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CHAPTER 10 GEOMETRY

- Lesson 10-11 Area—SE/TE pp. 352–353
- Lesson 10-12 Area of a Rectangle—SE/TE pp. 354–355

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- Lesson 10-11 Area—p. 139
- Lesson 10-12 Area of a Rectangle—p. 140

TEACHER'S EDITION & TE eBook*

Chapter 10 Overview/Lesson Planner/Assessment Options—TE pp. 329A–329D

DIGITAL RESOURCES*

Chapter 10 Reteach Lessons & Practice/Reteach Teacher Support

- Understand Concepts of Area Measurement
- Find Areas of Rectangles: Tile and Multiply

Chapter 10 Still More Practice

Chapter 10 Interactive Practice (each skill)

Measurement & Data

- Understand that area can be measured using unit squares
- Relate area to the number of square units
- Find the area of a rectangle by tiling
- Find the same area by tiling and by multiplying side lengths

Chapter 10 Problem-Solving Practice (each skill lesson)

Chapter 10 Reteach Videos

- Understanding Area

MA.3.GR.2 Find the area of a rectangle with whole-number side lengths using a visual model and a multiplication formula.

Benchmark Clarifications:

Clarification 1: Instruction includes covering the figure with unit squares, a rectangular array or applying a formula.

Clarification 2: Within this benchmark, the expectation is not to use a formula to find perimeter.

Clarification 3: Two-dimensional figures cannot exceed 12 units by 12 units and responses include the appropriate units in word form.

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CHAPTER 10 GEOMETRY

- Lesson 10-11 Area—SE/TE pp. 352–353
- Lesson 10-12 Area of a Rectangle—SE/TE pp. 354–355

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- Lesson 10-11 Area—p. 139
- Lesson 10-12 Area of a Rectangle—p. 140

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Chapter 10 Overview/Lesson Planner/Assessment Options—TE pp. 329A–329D

DIGITAL RESOURCES*

Chapter 10 Reteach Lessons & Practice/Reteach Teacher Support

- Find Areas of Rectangles: Tile and Multiply

Chapter 10 Still More Practice

Chapter 10 Interactive Practice (each skill)

Measurement & Data

- Find the area of a rectangle by multiplying side lengths

Chapter 10 Problem-Solving Practice (each skill lesson)

Chapter 10 Reteach Videos

- Finding Area Using Rectangles

Geometric Reasoning

Grade
3

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.3.GR.2 Solve problems involving the perimeter and area of rectangles.

MA.3.GR.3 Solve mathematical and real-world problems involving the perimeter and area of rectangles with whole-number side lengths using a visual model and a formula.

Benchmark Clarifications:

Clarification 1: Within this benchmark, the expectation is not to find unknown side lengths.

Clarification 2: Two-dimensional figures cannot exceed 12 units by 12 units and responses include the appropriate units in word form.

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CHAPTER 10 GEOMETRY

- Lesson 10-14 Perimeter and Area—SE/TE pp. 358–359
- Lesson 10-15 Missing Dimensions—SE/TE pp. 360–361
- Lesson 10-19 Problem-Solving Strategy: Solve a Simpler Problem—SE/TE pp. 368–369
- Lesson 10-20 Problem-Solving Applications: Mixed Review—SE/TE pp. 370–371

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- Lesson 10-14 Perimeter and Area—p. 142
- Lesson 10-15 Missing Dimensions—p. 143
- Lesson 10-19 Problem-Solving Strategy: Solve a Simpler Problem—p. 147
- Lesson 10-20 Problem-Solving Applications: Mixed Review—p. 148

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Chapter 10 Overview/Lesson Planner/Assessment Options—TE pp. 329A–329D

DIGITAL RESOURCES*

Chapter 10 Reteach Lessons & Practice/Reteach Teacher Support

- Problem Solving: Perimeter
- Problem Solving: Compare Perimeter and Area

Chapter 10 Still More Practice

Chapter 10 Interactive Practice (each skill)

Measurement & Data

- Find area of a rectilinear figure in a real-world problem
- Find the perimeter of a polygon to solve a real-world problem

Chapter 10 Problem-Solving Practice (each skill lesson)

Chapter 10 Reteach Videos

- Problem Solving: Perimeter

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Geometric Reasoning

Grade
3

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.3.GR.2 Solve problems involving the perimeter and area of rectangles.

MA.3.GR.4 Solve mathematical and real-world problems involving the perimeter and area of composite figures composed of non-overlapping rectangles with whole-number side lengths.

Example: A pool is comprised of two non-overlapping rectangles in the shape of an “L”. The area for a cover of the pool can be found by adding the areas of the two non-overlapping rectangles.

Benchmark Clarifications:

Clarification 1: Composite figures must be composed of non-overlapping rectangles.

Clarification 2: Each rectangle within the composite figure cannot exceed 12 units by 12 units and responses include the appropriate units in word form.

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CHAPTER 10 GEOMETRY

- Lesson 10-10 Perimeter—SE/TE pp. 348–349
- Lesson 10-13 Area of Composite Shapes—SE/TE pp. 356–357
- Lesson 10-19 Problem-Solving Strategy: Solve a Simpler Problem—SE/TE pp. 368–369
- Lesson 10-20 Problem-Solving Applications: Mixed Review—SE/TE pp. 370–371

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- Lesson 10-10 Perimeter—p. 138
- Lesson 10-13 Area of Composite Shapes—p. 141
- Lesson 10-19 Problem-Solving Strategy: Solve a Simpler Problem—p. 147
- Lesson 10-20 Problem-Solving Applications: Mixed Review—p. 148

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Chapter 10 Overview/Lesson Planner/Assessment Options—TE pp. 329A–329D

DIGITAL RESOURCES*

Chapter 10 Reteach Lessons & Practice/Reteach Teacher Support

- Find Areas of Rectangles: Use the Distributive Property
- Find Areas: Decompose Figures into Rectangles

Chapter 10 Still More Practice

Chapter 10 Interactive Practice (each skill)

Measurement & Data

- Represent the distributive property using area models
- Find area of a rectilinear figure by decomposing it into rectangles

Chapter 10 Problem-Solving Practice (each skill lesson)

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Data Analysis and Probability

Grade
3

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.3.DP.1 Collect, represent and interpret numerical and categorical data.

MA.3.DP.1.1 Collect and represent numerical and categorical data with whole-number values using tables, scaled pictographs, scaled bar graphs or line plots. Use appropriate titles, labels and units.

Benchmark Clarifications:

Clarification 1: Within this benchmark, the expectation is to complete a representation or construct a representation from a data set.

Clarification 2: Instruction includes the connection between multiplication and the number of data points represented by a bar in scaled bar graph or a scaled column in a pictograph.

Clarification 3: Data displays are represented both horizontally and vertically.

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CHAPTER 14 STATISTICS AND PROBABILITY

- Lesson 14-1 Pictographs—SE/TE pp. 460–461
- Lesson 14-2 Bar Graphs—SE/TE pp. 462–463
- Lesson 14-4 Surveys—SE/TE pp. 466–467
- Lesson 14-6 Line Plots—SE/TE pp. 472–473

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- Lesson 14-1 Pictographs—p. 178
- Lesson 14-2 Bar Graphs—p. 179
- Lesson 14-4 Surveys—p. 181
- Lesson 14-6 Line Plots—p. 183

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Chapter 14 Overview/Lesson Planner/Assessment Options—TE pp. 459A–459D

DIGITAL RESOURCES*

Chapter 14 Reteach Lessons & Practice/Reteach Teacher Support

- Draw a scaled pictograph or scaled bar graph

Chapter 14 Still More Practice

Chapter 14 Interactive Practice (each skill)

Chapter 14 Problem-Solving Practice (each skill lesson)

Chapter 14 Reteach Videos

- Representing Categorical and Measurement Data

OTHER DIGITAL RESOURCES*

VIRTUAL MANIPULATIVES

Number Lines

Data & Graphs

MA.3.DP.1.2 Interpret data with whole-number values represented with tables, scaled pictographs, circle graphs, scaled bar graphs or line plots by solving one- and two-step problems.

Benchmark Clarifications:

Clarification 1: Problems include the use of data in informal comparisons between two data sets in the same units.

Clarification 2: Data displays can be represented both horizontally and vertically.

Clarification 3: Circle graphs are limited to showing the total values in each category.

continued

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CHAPTER 14 STATISTICS AND PROBABILITY

- Lesson 14-1 Pictographs—SE/TE pp. 460–461
- Lesson 14-2 Bar Graphs—SE/TE pp. 462–463
- Lesson 14-3 Data and Two-Step Problems—SE/TE pp. 464–465
- Lesson 14-5 Circle Graphs—SE/TE pp. 468–469
- Lesson 14-6 Line Plots—SE/TE pp. 472–473
- Lesson 14-7 Line Graphs—SE/TE pp. 474–475
- Lesson 14-8 Median and Mean—SE/TE pp. 476–477
- Lesson 14-9 Compare Data—SE/TE pp. 478–479
- Lesson 14-10 Make Predictions—SE/TE pp. 480–481

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- Lesson 14-1 Pictographs—p. 178
- Lesson 14-2 Bar Graphs—p. 179
- Lesson 14-3 Data and Two-Step Problems—p. 180
- Lesson 14-5 Circle Graphs—p. 182
- Lesson 14-6 Line Plots—p. 183
- Lesson 14-7 Line Graphs—p. 184
- Lesson 14-8 Median and Mean—p. 185
- Lesson 14-9 Compare Data—p. 186
- Lesson 14-10 Make Predictions—p. 187

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Data Analysis and Probability

Grade
3

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.3.DP.1 Collect, represent and interpret numerical and categorical data.

continued

MA.3.GR.2.2 Interpret data with whole-number values represented with tables, scaled pictographs, circle graphs, scaled bar graphs or line plots by solving one- and two-step problems.

continued

TEACHER'S EDITION & TE eBOOK*

Chapter 14 Overview/Lesson Planner/Assessment Options—TE
pp. 459A–459D

DIGITAL RESOURCES*

Chapter 14 Reteach Lessons & Practice/Reteach Teacher Support
 • Solve 1-or 2-step problems about data on a scaled graph
 Chapter 14 Still More Practice
 Chapter 14 Interactive Practice (each skill)
 Chapter 14 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

Instruction/Student Practice
 • Read a Pictograph
 • Read a Bar Graph

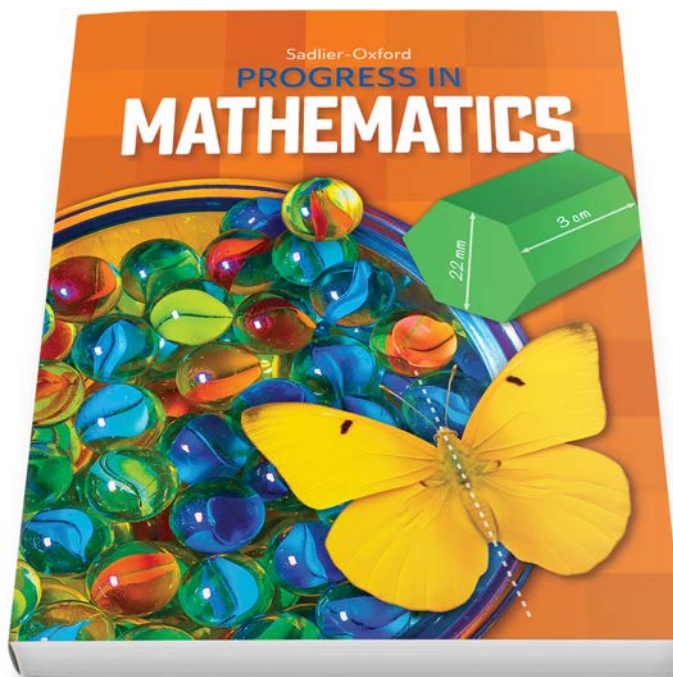
*Digital resources available at SadlierConnect.com

Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids

Progress in Mathematics

Correlation to Florida's B.E.S.T. Standards for Mathematics

Grade 4



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Number Sense and Operations



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.4.NSO.1 Understand place value for multi-digit numbers.

MA.4.NSO.1.1 Express how the value of a digit in a multi-digit whole number changes if the digit moves one place to the left or right.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 1 PLACE VALUE

- Lesson 1-1 Thousands—SE/TE pp. 30–31
- Lesson 1-2 Millions—SE/TE pp. 32–33
- Lesson 1-3 Expanded Form—SE/TE pp. 34–35

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 1-1 Thousands—p. 1
- Lesson 1-2 Millions—p. 2
- Lesson 1-3 Expanded Form—p. 3

DIGITAL RESOURCES*

Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support

- Understand Place Value of Whole Numbers

Chapter 1 Still More Practice

Chapter 1 Interactive Practice (each skill)

Numbers & Operations in Base Ten

- Perceive relative value of digits based on place

Chapter 1 Problem-Solving Practice (each skill lesson)

MA.4.NSO.1.2 Read and write multi-digit whole numbers from 0 to 1,000,000 using standard form, expanded form and word form.

Example: The number two hundred seventy-five thousand eight hundred two written in standard form is 275,802 and in expanded form is $200,000 + 70,000 + 5,000 + 800 + 2$ or $(2 \times 100,000) + (7 \times 10,000) + (5 \times 1,000) + (8 \times 100) + (2 \times 1)$.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 1 PLACE VALUE

- Lesson 1-1 Thousands—SE/TE pp. 30–31
- Lesson 1-2 Millions—SE/TE pp. 32–33
- Lesson 1-3 Expanded Form—SE/TE pp. 34–35

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 1-1 Thousands—p. 1
- Lesson 1-2 Millions—p. 2
- Lesson 1-3 Expanded Form—p. 3

DIGITAL RESOURCES*

Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support

- Read, Write, and Compare Whole Numbers

Chapter 1 Still More Practice

Chapter 1 Interactive Practice (each skill)

Numbers & Operations in Base Ten

- Read or write number in expanded form up to 1,000,000
- Read or write number in word form up to 1,000,000
- Read or write number in standard form up to 1,000,000

Chapter 1 Problem-Solving Practice (each skill lesson)

*Digital resources available at SadlierConnect.com
Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids

Number Sense and Operations

Grade
4

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.4.NSO.1 Understand place value for multi-digit numbers.

MA.4.NSO.1.3 Plot, order and compare multi-digit whole numbers up to 1,000,000.

Example: The numbers 75,421; 74,241 and 74,521 can be arranged in ascending order as 74,241; 74,521 and 75,421.

Benchmark Clarifications:

Clarification 1: When comparing numbers, instruction includes using an appropriately scaled number line and using place values of the hundred thousands, ten thousands, thousands, hundreds, tens and ones digits.

Clarification 2: Scaled number lines must be provided and can be a representation of any range of numbers.

Clarification 3: Within this benchmark, the expectation is to use symbols (<, > or =).

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 1 PLACE VALUE

- Lesson 1-2 Millions—SE/TE pp. 32–33
- Lesson 1-4 Number Sense: Use a Number Line—SE/TE pp. 36–37
- Lesson 1-6 Compare and Order Whole Numbers—SE/TE pp. 42–43

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 1-2 Millions—p. 2
- Lesson 1-4 Number p. 4
- Lesson 1-6 Compare and Order Whole Numbers—p. 6

DIGITAL RESOURCES*

Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support

- Read, Write, and Compare Whole Numbers

Chapter 1 Still More Practice

Chapter 1 Interactive Practice (each skill)

Numbers & Operations in Base Ten

- Compare two whole numbers up to 1,000,000

Chapter 1 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

Instruction/Student Practice

- Compare Whole Numbers

MA.4.NSO.1.4 Round whole numbers from 0 to 10,000 to the nearest 10, 100 or 1,000.

Example: The number 6,325 is rounded to 6,300 when rounded to the nearest 100.

Example: The number 2,550 is rounded to 3,000 when rounded to the nearest 1,000.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 1 PLACE VALUE

- Lesson 1-5 Round Whole Numbers—SE/TE pp. 38–39

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 1-5 Round Whole Numbers—p. 5

DIGITAL RESOURCES*

Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support

- Apply Place Value to Round Whole Numbers

Chapter 1 Still More Practice

Chapter 1 Interactive Practice (each skill)

Numbers & Operations in Base Ten

- Round number within 1,000,000

Chapter 1 Problem-Solving Practice (each skill lesson)

MA.4.NSO.1.5 Plot, order and compare decimals up to the hundredths.

Example: The numbers 3.2; 3.24 and 3.12 can be arranged in ascending order as 3.12; 3.2 and 3.24.

Benchmark Clarifications:

Clarification 1: When comparing numbers, instruction includes using an appropriately scaled number line and using place values of the ones, tenths and hundredths digits.

Clarification 2: Within the benchmark, the expectation is to explain the reasoning for the comparison and use symbols (<, > or =).

Clarification 3: Scaled number lines must be provided and can be a representation of any range of numbers.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 13 DECIMALS

- Lesson 13-1 Tenths and Hundredths—SE/TE pp. 456–457
- Lesson 13-2 Decimals Greater Than One—SE/TE pp. 458–459
- Lesson 13-3 Decimal Place Value—SE/TE pp. 460–461

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 13-1 Tenths and Hundredths—p. 163
- Lesson 13-2 Decimals Greater Than One—p. 164
- Lesson 13-3 Decimal Place Value—p. 165

DIGITAL RESOURCES*

Chapter 13 Still More Practice

Chapter 13 Interactive Practice (each skill)

Numbers & Operations-Fractions

- Compare decimals to 100ths using <, > or =
- Justify a comparison of decimals through 100ths

Chapter 13 Problem-Solving Practice (each skill lesson)

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Number Sense and Operations

Grade
4

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.4.NSO.2 Build an understanding of operations with multi-digit numbers including decimals.

MA.4.NSO.2.1 Recall multiplication facts with factors up to 12 and related division facts with automaticity.

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

- Instruction/Student Practice
- Multiplication Facts

MA.4.NSO.2.2 Multiply two whole numbers, up to three digits by up to two digits, with procedural reliability.

Benchmark Clarifications:

Clarification 1: Instruction focuses on helping a student choose a method they can use reliably.

Clarification 2: Instruction includes the use of models or equations based on place value and the distributive property.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 4 MULTIPLICATION

- Lesson 4-1 Multiplication Properties—SE/TE pp. 114–115
- Lesson 4-3 Distributive Property—SE/TE pp. 118–119
- Lesson 4-3 Multiplication and Division Equations—SE/TE pp. 119–120
- Lesson 4-4 Use Multiplication to Compare Numbers—SE/TE pp. 120–121
- Lesson 4-5 Multiplication Models—SE/TE pp. 122–123
- Lesson 4-6 Special Factors—SE/TE pp. 124–125
- Lesson 4-7 Multiply by One-Digit Numbers—SE/TE pp. 126–127
- Lesson 4-8 Products: Front-End Estimation—SE/TE pp. 130–131
- Lesson 4-9 Multiply with Models—SE/TE pp. 132–133
- Lesson 4-10 Multiply with Regrouping—SE/TE pp. 134–135
- Lesson 4-11 Use Mental Math to Multiply—SE/TE pp. 136–137
- Lesson 4-12 Multiply Three-Digit Numbers—SE/TE pp. 138–139

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 4-1 Multiplication Properties—p. 31
- Lesson 4-3 Distributive Property—p. 32
- Lesson 4-3 Multiplication and Division Equations—p. 33
- Lesson 4-4 Use Multiplication to Compare Numbers—p. 34
- Lesson 4-5 Multiplication Models—p. 35
- Lesson 4-6 Special Factors—p. 36
- Lesson 4-7 Multiply by One-Digit Numbers—p. 37
- Lesson 4-8 Products: Front-End Estimation—p. 38
- Lesson 4-9 Multiply with Models—p. 39
- Lesson 4-10 Multiply with Regrouping—p. 40
- Lesson 4-11 Use Mental Math to Multiply—p. 41
- Lesson 4-12 Multiply Three-Digit Numbers—p. 42

DIGITAL RESOURCES*

- Chapter 4 Reteach Lessons & Practice/Reteach Teacher Support
 - Multiply Whole Numbers: Use Place Value
- Chapter 4 Still More Practice
- Chapter 4 Interactive Practice (each skill)
 - Numbers & Operations in Base Ten**
 - Multiply a 1-digit number by a 2- to 4-digit number
 - Multiply two 2-digit whole numbers various ways
- Chapter 4 Problem-Solving Practice (each skill lesson)

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Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids

Number Sense and Operations



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.4.NSO.2 Build an understanding of operations with multi-digit numbers including decimals.

MA.4.NSO.2.3 Multiply two whole numbers, each up to two digits, including using a standard algorithm with procedural fluency.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 5 MULTIPLY BY TWO-DIGIT NUMBERS

- Lesson 5-6 Break Apart Numbers to Multiply—SE/TE pp. 162-163
- Lesson 5-7 Multiply by Two-Digit Numbers—SE/TE pp. 164-165
- Lesson 5-8 More Multiplying by Two-Digit Numbers—SE/TE pp. 166-167

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 5-6 Break Apart Numbers to Multiply—p. 50
- Lesson 5-7 Multiply by Two-Digit Numbers—p. 51
- Lesson 5-8 More Multiplying by Two-Digit Numbers—p. 52

DIGITAL RESOURCES*

Chapter 5 Still More Practice
Chapter 5 Interactive Practice (each skill)
Chapter 5 Problem-Solving Practice (each skill lesson)

MA.4.NSO.2.4 Divide a whole number up to four digits by a one-digit whole number with procedural reliability. Represent remainders as fractional parts of the divisor.

Benchmark Clarifications:

Clarification 1: Instruction focuses on helping a student choose a method they can use reliably.

Clarification 2: Instruction includes the use of models based on place value, properties of operations or the relationship between multiplication and division.

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CHAPTER 6 DIVIDE BY ONE DIGIT

- Lesson 6-1 Division Rules—SE/TE pp. 180-181
- Lesson 6-2 Relate Multiplication and Division—SE/TE pp. 182-183
- Lesson 6-3 Missing Numbers in Multiplication and Division—SE/TE pp. 184-185
- Lesson 6-5 Use Bar Diagrams—SE/TE pp. 188-189
- Lesson 6-6 Divisibility—SE/TE pp. 190-191
- Lesson 6-7 Estimate in Division—SE/TE pp. 192-193
- Lesson 6-8 Use Models to Divide—SE/TE pp. 194-195
- Lesson 6-9 One-Digit Quotients—SE/TE pp. 196-197

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 6-1 Division Rules—p. 57
- Lesson 6-2 Relate Multiplication and Division—p. 58
- Lesson 6-3 Missing Numbers in Multiplication and Division—p. 59
- Lesson 6-5 Use Bar Diagrams—p. 60
- Lesson 6-6 Divisibility—p. 62
- Lesson 6-7 Estimate in Division—p. 63
- Lesson 6-8 Use Models to Divide—p. 63
- Lesson 6-9 One-Digit Quotients—p. 65

DIGITAL RESOURCES*

Chapter 6 Still More Practice
Chapter 6 Interactive Practice (each skill)
Chapter 6 Problem-Solving Practice (each skill lesson)

Number Sense and Operations

Grade
4

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.4.NSO.2 Build an understanding of operations with multi-digit numbers including decimals.

MA.4.NSO.2.5 Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.

Example: The product of 215 and 460 can be estimated as being between 80,000 and 125,000 because it is bigger than 200×400 but smaller than 250×500 .

Example: The quotient of 1,380 and 27 can be estimated as 50 because 27 is close to 30 and 1,380 is close to 1,500. 1,500 divided by 30 is the same as 150 *tens* divided by 3 *tens* which is 50.

Benchmark Clarifications:

Clarification 1: Instruction focuses on previous understanding of multiplication with multiples of 10 and 100, and seeing division as a missing factor problem.

Clarification 2: Estimating quotients builds the foundation for division using a standard algorithm.

Clarification 3: When estimating the division of whole numbers, dividends are limited to up to four digits and divisors are limited to up to two digits.

continued

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 4 MULTIPLICATION

- Lesson 4-8 Products: Front-End Estimation—SE/TE pp. 130-131
- Lesson 4-9 Multiply with Models—SE/TE pp. 132-133
- Lesson 4-10 Multiply with Regrouping—SE/TE pp. 134-135
- Lesson 4-11 Use Mental Math to Multiply—SE/TE pp. 136-137

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 4-8 Products: Front-End Estimation—p. 38
- Lesson 4-9 Multiply with Models—p. 39
- Lesson 4-10 Multiply with Regrouping—p. 40
- Lesson 4-11 Use Mental Math to Multiply—p. 41

DIGITAL RESOURCES*

- Chapter 4 Reteach Lessons & Practice/Reteach Teacher Support
 - Multiply Whole Numbers: Use Place Value
- Chapter 4 Still More Practice
- Chapter 4 Interactive Practice (each skill)
- Chapter 4 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 5 MULTIPLY BY TWO-DIGIT NUMBERS

- Lesson 5-1 Products: Rounding to Estimate—SE/TE pp. 150-151

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 5-1 Products: Rounding to Estimate—p. 45

DIGITAL RESOURCES*

- Chapter 5 Still More Practice
- Chapter 5 Interactive Practice (each skill)
- Chapter 5 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 6 DIVIDE BY ONE DIGIT

- Lesson 6-2 Relate Multiplication and Division—SE/TE pp. 182-183
- Lesson 6-3 Missing Numbers in Multiplication and Division—SE/TE pp. 184-185
- Lesson 6-6 Divisibility—SE/TE pp. 190-191
- Lesson 6-7 Estimate in Division—SE/TE pp. 192-193

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 6-2 Relate Multiplication and Division—p. 58
- Lesson 6-3 Missing Numbers in Multiplication and Division—p. 59
- Lesson 6-6 Divisibility—p. 62
- Lesson 6-7 Estimate in Division—p. 63

DIGITAL RESOURCES*

- Chapter 6 Reteach Lessons & Practice/Reteach Teacher Support
 - Divide Whole Numbers: Use Place Value
- Chapter 6 Still More Practice
- Chapter 6 Interactive Practice (each skill)
- Chapter 6 Problem-Solving Practice (each skill lesson)

continued

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Number Sense and Operations

Grade
4

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.4.NSO.2 Build an understanding of operations with multi-digit numbers including decimals.

continued

MA.4.NSO.2.5 Explore the multiplication and division of multi-digit whole numbers using estimation, rounding and place value.

continued

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 12 DIVIDE BY TWO DIGITS

- Lesson 12-3 Estimate Quotients—SE/TE pp. 428–429
- Lesson 12-6 Trial Quotients—SE/TE pp. 436–437

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 12-3 Estimate Quotients—p. 153
- Lesson 12-6 Trial Quotients—p. 156

DIGITAL RESOURCES*

Chapter 12 Still More Practice
Chapter 12 Interactive Practice (each skill)
Chapter 12 Problem-Solving Practice (each skill lesson)

MA.4.NSO.2.6 Identify the number that is one-tenth more, one-tenth less, one-hundredth more and one-hundredth less than a given number.

Example: One-hundredth less than 1.10 is 1.09.

Example: One-tenth more than 2.31 is 2.41.

MA.4.NSO.2.7 Explore the addition and subtraction of multi-digit numbers with decimals to the hundredths.

Benchmark Clarifications:

Clarification 1: Instruction includes the connection to money and the use of manipulatives and models based on place value.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 9 FRACTIONS: ADDITION AND SUBTRACTION

- Lesson 9-1 Use Models to Add Fractions—SE/TE pp. 300–301
- Lesson 9-2 Add Fractions: Like Denominators—SE/TE pp. 302–303
- Lesson 9-3 Decompose Fractions—SE/TE pp. 304–305
- Lesson 9-4 Use Models to Subtract Fractions—SE/TE pp. 306–307
- Lesson 9-5 Subtract Fractions: Like Denominators—SE/TE pp. 308–309
- Lesson 9-6 Word Problems Involving Fractions—SE/TE pp. 310–311
- Lesson 9-7 Estimate with Mixed Numbers—SE/TE pp. 314–315
- Lesson 9-8 Add Mixed Numbers—SE/TE pp. 316–317
- Lesson 9-9 Subtract Mixed Numbers—SE/TE pp. 318–319
- Lesson 9-10 Add and Subtract Mixed Numbers—SE/TE pp. 320–321

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 9-1 Use Models to Add Fractions—p. 105
- Lesson 9-2 Add Fractions: Like Denominators—p. 106
- Lesson 9-3 Decompose Fractions—p. 107
- Lesson 9-4 Use Models to Subtract Fractions—p. 108
- Lesson 9-5 Subtract Fractions: Like Denominators—p. 109
- Lesson 9-6 Word Problems Involving Fractions—p. 110
- Lesson 9-7 Estimate with Mixed Numbers—p. 111
- Lesson 9-8 Add Mixed Numbers—p. 112
- Lesson 9-9 Subtract Mixed Numbers—p. 113
- Lesson 9-10 Add and Subtract Mixed Numbers—p. 114

DIGITAL RESOURCES*

Chapter 9 Still More Practice
Chapter 9 Interactive Practice (each skill)
Chapter 9 Problem-Solving Practice (each skill lesson)

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Fractions



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.4.FR.1 Develop an understanding of the relationship between different fractions and the relationship between fractions and decimals.

MA.4.FR.1.1

Model and express a fraction, including mixed numbers and fractions greater than one, with the denominator 10 as an equivalent fraction with the denominator 100.

Benchmark Clarifications:

Clarification 1: Instruction emphasizes conceptual understanding through the use of manipulatives, visual models, number lines or equations.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 9 FRACTIONS: ADDITION AND SUBTRACTION

- Lesson 9-15 Add Fractions with Denominators of 10 and 100—SE/TE pp. 334–335

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 9-15 Add Fractions with Denominators of 10 and 100—p. 119

DIGITAL RESOURCES*

Chapter 9 Still More Practice
Chapter 9 Interactive Practice (each skill)
Chapter 9 Problem-Solving Practice (each skill lesson)

MA.4.FR.1.2

Use decimal notation to represent fractions with denominators of 10 or 100, including mixed numbers and fractions greater than 1, and use fractional notation with denominators of 10 or 100 to represent decimals.

Benchmark Clarifications:

Clarification 1: Instruction emphasizes conceptual understanding through the use of manipulatives visual models, number lines or equations.

Clarification 2: Instruction includes the understanding that a decimal and fraction that are equivalent represent the same point on the number line and that fractions with denominators of 10 or powers of 10 may be called decimal fractions.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 13 DECIMALS

- Lesson 13-1 Tenths and Hundredths—SE/TE pp. 456–457
- Lesson 13-2 Decimals Greater Than One—SE/TE pp. 458–459

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 13-1 Tenths and Hundredths—p. 163
- Lesson 13-2 Decimals Greater Than One—p. 164

DIGITAL RESOURCES*

Chapter 13 Still More Practice
Chapter 13 Interactive Practice (each skill)
Chapter 13 Problem-Solving Practice (each skill lesson)

MA.4.FR.1.3

Identify and generate equivalent fractions, including fractions greater than one. Describe how the numerator and denominator are affected when the equivalent fraction is created.

Benchmark Clarifications:

Clarification 1: Instruction includes the use of manipulatives, visual models, number lines or equations.

Clarification 2: Instruction includes recognizing how the numerator and denominator are affected when equivalent fractions are generated.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 8 FRACTION CONCEPTS

- Lesson 8-2 Model Equivalent Fractions—SE/TE pp. 266–267
- Lesson 8-3 Write Equivalent Fractions—SE/TE pp. 268–269

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 8-2 Model Equivalent Fractions—p. 92
- Lesson 8-3 Write Equivalent Fractions—p. 93

DIGITAL RESOURCES*

Chapter 8 Reteach Lessons & Practice/Reteach Teacher Support

- Understand Equivalent Fractions
- Write Equivalent Fractions

Chapter 8 Still More Practice
Chapter 8 Interactive Practice (each skill)

Numbers & Operations-Fractions

- Create equivalent fractions by multiplying by 1
- Relate equivalent fractions to multiplying by 1
- Use equivalent fractions and find a common denominator

Chapter 8 Problem-Solving Practice (each skill lesson)

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Fractions

Grade
4

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.4.FR.1 Develop an understanding of the relationship between different fractions and the relationship between fractions and decimals.

MA.4.FR.1.4 Plot, order and compare fractions, including mixed numbers and fractions greater than one, with different numerators and different denominators.

Example: $1\frac{2}{3} > 1\frac{1}{4}$ because $\frac{2}{3}$ is greater than $\frac{1}{2}$ and $\frac{1}{2}$ is greater than $\frac{1}{4}$.

Benchmark Clarifications:

Clarification 1: When comparing fractions, instruction includes using an appropriately scaled number line and using reasoning about their size.

Clarification 2: Instruction includes using benchmark quantities, such as 0, $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ and 1, to compare fractions.

Clarification 3: Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100.

Clarification 4: Within this benchmark, the expectation is to use symbols (<, > or =).

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 8 FRACTION CONCEPTS

- Lesson 8-4 Fractions On a Number Line—SE/TE pp. 270–271
- Lesson 8-10 Compare Fractions Using Benchmarks—SE/TE pp. 284–285
- Lesson 8-11 Compare Fractions—SE/TE pp. 286–287
- Lesson 8-12 Order Fractions—SE/TE pp. 288–289

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 8-4 Fractions On a Number Line—p. 94
- Lesson 8-10 Compare Fractions Using Benchmarks—p. 100
- Lesson 8-11 Compare Fractions—p. 101
- Lesson 8-12 Order Fractions—p. 102

DIGITAL RESOURCES*

Chapter 8 Still More Practice
Chapter 8 Interactive Practice (each skill)
Chapter 8 Problem-Solving Practice (each skill lesson)

MA.4.FR.2 Build a foundation of addition, subtraction and multiplication operations with fractions.

MA.4.FR.2.1 Decompose a fraction, including mixed numbers and fractions greater than one, into a sum of fractions with the same denominator in multiple ways. Demonstrate each decomposition with objects, drawings and equations.

Example: $\frac{5}{8}$ can be decomposed as $\frac{3}{8} + \frac{1}{8}$ or as $\frac{3}{8} + \frac{2}{8} + \frac{1}{8}$.

Benchmark Clarifications:

Clarification 1: Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 8 FRACTION CONCEPTS

- Lesson 8-8 Improper Fractions—SE/TE pp. 280–281

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 8-8 Improper Fractions—p. 98

DIGITAL RESOURCES*

Chapter 8 Still More Practice
Chapter 8 Interactive Practice (each skill)
Chapter 8 Problem-Solving Practice (each skill lesson)

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CHAPTER 9 FRACTIONS: ADDITION AND SUBTRACTION

- Lesson 9-3 Decompose Fractions—SE/TE pp. 304–305

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 9-3 Decompose Fractions—p. 107

DIGITAL RESOURCES*

Chapter 9 Still More Practice
Chapter 9 Interactive Practice (each skill)
Chapter 9 Problem-Solving Practice (each skill lesson)

Fractions

Grade
4

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.4.FR.2 Build a foundation of addition, subtraction and multiplication operations with fractions.

MA.4.FR.2.2 Add and subtract fractions with like denominators, including mixed numbers and fractions greater than one, with procedural reliability.

Example: The difference $\frac{9}{5} - \frac{4}{5}$ can be expressed as 9 *fifths* minus 4 *fifths* which is 5 *fifths*, or one.

Benchmark Clarifications:

Clarification 1: Instruction includes the use of word form, manipulatives, drawings, the properties of operations or number lines.

Clarification 2: Within this benchmark, the expectation is not to simplify or use lowest terms.

Clarification 3: Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100.

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CHAPTER 9 FRACTIONS: ADDITION AND SUBTRACTION

- Lesson 9-1 Use Models to Add Fractions—SE/TE pp. 300–301
- Lesson 9-2 Add Fractions: Like Denominators—SE/TE pp. 302–303
- Lesson 9-3 Decompose Fractions—SE/TE pp. 304–305
- Lesson 9-4 Use Models to Subtract Fractions—SE/TE pp. 306–307
- Lesson 9-5 Subtract Fractions: Like Denominators—SE/TE pp. 308–309
- Lesson 9-6 Word Problems Involving Fractions—SE/TE pp. 310–311
- Lesson 9-7 Estimate with Mixed Numbers—SE/TE pp. 314–315
- Lesson 9-8 Add Mixed Numbers—SE/TE pp. 316–317
- Lesson 9-9 Subtract Mixed Numbers—SE/TE pp. 318–319
- Lesson 9-10 Add and Subtract Mixed Numbers—SE/TE pp. 320–321

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 9-1 Use Models to Add Fractions—p. 105
- Lesson 9-2 Add Fractions: Like Denominators—p. 106
- Lesson 9-3 Decompose Fractions—p. 107
- Lesson 9-4 Use Models to Subtract Fractions—p. 108
- Lesson 9-5 Subtract Fractions: Like Denominators—p. 109
- Lesson 9-6 Word Problems Involving Fractions—p. 110
- Lesson 9-7 Estimate with Mixed Numbers—p. 111
- Lesson 9-8 Add Mixed Numbers—p. 112
- Lesson 9-9 Subtract Mixed Numbers—p. 113
- Lesson 9-10 Add and Subtract Mixed Numbers—p. 114

DIGITAL RESOURCES*

Chapter 9 Still More Practice
Chapter 9 Interactive Practice (each skill)
Chapter 9 Problem-Solving Practice (each skill lesson)

MA.4.FR.2.3 Explore the addition of a fraction with denominator of 10 to a fraction with denominator of 100 using equivalent fractions.

Example: $\frac{9}{100} + \frac{3}{10}$ is equivalent to $\frac{9}{100} + \frac{30}{100}$ which is equivalent to $\frac{39}{100}$.

Benchmark Clarifications:

Clarification 1: Instruction includes the use of visual models.

Clarification 2: Within this benchmark, the expectation is not to simplify or use lowest terms.

Related content

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 9 FRACTIONS: ADDITION AND SUBTRACTION

- Lesson 9-15 Add Fractions with Denominators of 10 and 100—SE/TE pp. 334–335

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 9-15 Add Fractions with Denominators of 10 and 100—p. 119

DIGITAL RESOURCES*

Chapter 9 Still More Practice
Chapter 9 Interactive Practice (each skill)
Chapter 9 Problem-Solving Practice (each skill lesson)

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Fractions



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.4.FR.2 Build a foundation of addition, subtraction and multiplication operations with fractions.

MA.4.FR.2.4 Extend previous understanding of multiplication to explore the multiplication of a fraction by a whole number or a whole number by a fraction.

Example: Shanice thinks about finding the product $\frac{1}{4} \times 8$ by imagining having 8 pizzas that she wants to split equally with three of her friends. She and each of her friends will get 2 pizzas since $\frac{1}{4} \times 8 = 2$.

Example: Lacey thinks about finding the product $8 \times \frac{1}{4}$ by imagining having 8 pizza boxes each with one-quarter slice of a pizza left. If she put them all together, she would have a total of 2 whole pizzas since $8 \times \frac{1}{4} = \frac{8}{4}$ which is equivalent to 2.

Benchmark Clarifications:

Clarification 1: Instruction includes the use of visual models or number lines and the connection to the commutative property of multiplication. Refer to *Properties of Operation, Equality and Inequality* (Appendix D).

Clarification 2: Within this benchmark, the expectation is not to simplify or use lowest terms.

Clarification 3: Fractions multiplied by a whole number are limited to less than 1. All denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, 16, 100.

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CHAPTER 9 FRACTIONS: ADDITION AND SUBTRACTION

- Lesson 9-18 Multiply with Fractions—SE/TE pp. 342–343

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 9-18 Multiply with Fractions—p. 122

DIGITAL RESOURCES*

Chapter 9 Reteach Lessons & Practice/Reteach Teacher Support

- Multiply Unit Fractions by Whole Numbers
- Multiply Fractions by Whole Numbers
- Problem Solving: Multiply Fractions by Whole Numbers

Chapter 9 Still More Practice

Chapter 9 Interactive Practice (each skill)

Numbers & Operations-Fractions

- Multiply a fraction by a whole number
- Understand a fraction as a multiple or a unit fraction
- Rewrite a product of a fraction and whole number
- Multiply a fraction and whole number to solve problems

Chapter 9 Problem-Solving Practice (each skill lesson)

*Digital resources available at SadlierConnect.com

Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids

Algebraic Reasoning

Grade
4

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.4.AR.1 Represent and solve problems involving the four operations with whole numbers and fractions.

MA.4.AR.1.1 Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context.

Example: A group of 243 students is taking a field trip and traveling in vans. If each van can hold 8 students, then the group would need 31 vans for their field trip because 243 divided by 8 gives 30 with a remainder of 3.

Benchmark Clarifications:

Clarification 1: Problems involving multiplication include multiplicative comparisons. Refer to *Situations Involving Operations with Numbers* (Appendix A).

Clarification 2: Depending on the context, the solution of a division problem with a remainder may be the whole number part of the quotient, the whole number part of the quotient with the remainder, the whole number part of the quotient plus 1, or the remainder.

Clarification 3: Multiplication is limited to products of up to 3 digits by 2 digits. Division is limited to up to 4 digits divided by 1 digit.

continued

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CHAPTER 4 MULTIPLICATION

- Lesson 14-13 Problem-Solving Strategy: Write a Number Sentence/Equation—SE/TE pp. 140–141
- Lesson 14-14 Problem-Solving Applications: Mixed Review—SE/TE pp. 142–143

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 14-13 Problem-Solving Strategy: Write a Number p. 43
- Lesson 14-14 Problem-Solving Applications: Mixed Review—p. 44

DIGITAL RESOURCES*

Chapter 4 Still More Practice
Chapter 4 Interactive Practice (each skill)
Chapter 4 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 5 MULTIPLY BY TWO-DIGIT NUMBERS

- Lesson 5-2 Multiply Money—SE/TE pp. 152–153
- Lesson 5-10 Problem-Solving Strategy: Work Backwards—SE/TE pp. 170–171
- Lesson 5-11 Problem-Solving Applications: Mixed Review—SE/TE pp. 172–173

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 5-2 Multiply Money—p. 46
- Lesson 5-10 Problem-Solving Strategy: Work Backwards—p. 55
- Lesson 5-11 Problem-Solving Applications: Mixed Review—p. 56

DIGITAL RESOURCES*

Chapter 5 Still More Practice
Chapter 5 Interactive Practice (each skill)
Chapter 5 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 6 DIVIDE BY ONE DIGIT

- Lesson 6-15 Multistep Problems & Bar Diagrams—SE/TE pp. 210–211
- Lesson 6-16 Divide Money—SE/TE pp. 212–213
- Lesson 6-17 Problem-Solving Strategy: Interpret the Remainder—SE/TE pp. 214–215
- Lesson 6-18 Problem-Solving Applications: Mixed Review—SE/TE pp. 216–217

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 6-15 Multistep Problems & Bar Diagrams—p. 70
- Lesson 6-16 Divide Money—p. 71
- Lesson 6-17 Problem-Solving Strategy: Interpret the Remainder—p. 72
- Lesson 6-18 Problem-Solving Applications: Mixed Review—p. 73

DIGITAL RESOURCES*

Chapter 6 Still More Practice
Chapter 6 Interactive Practice (each skill)
Chapter 6 Problem-Solving Practice (each skill lesson)

continued

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Algebraic Reasoning



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.4.AR.1 Represent and solve problems involving the four operations with whole numbers and fractions.

continued

MA.4.AR.1.1 Solve real-world problems involving multiplication and division of whole numbers including problems in which remainders must be interpreted within the context.

continued

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CHAPTER 12 DIVIDE BY TWO DIGITS

- Lesson 12-11 Problem-Solving Strategy: Use More Than One Step—SE/TE pp. 446–447
- Lesson 12-12 Problem-Solving Applications: Mixed Review—SE/TE pp. 448–449

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 12-11 Problem-Solving Strategy: Use More Than One Step—p. 161
- Lesson 12-12 Problem-Solving Applications: Mixed Review—p. 162

DIGITAL RESOURCES*

Chapter 12 Still More Practice
Chapter 12 Interactive Practice (each skill)
Chapter 12 Problem-Solving Practice (each skill lesson)

MA.4.AR.1.2 Solve real-world problems involving addition and subtraction of fractions with like denominators, including mixed numbers and fractions greater than one.

Example: Megan is making pies and uses the equation $1\frac{3}{4} + 3\frac{3}{4} = x$ when baking. Describe a situation that can represent this equation.

Example: Clay is running a 10K race. So far, he has run $6\frac{1}{2}$ kilometers. How many kilometers does he have remaining?

Benchmark Clarifications:

Clarification 1: Problems include creating real-world situations based on an equation or representing a real-world problem with a visual model or equation.

Clarification 2: Fractions within problems must reference the same whole.

Clarification 3: Within this benchmark, the expectation is not to simplify or use lowest terms.

Clarification 4: Denominators limited to 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100.

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CHAPTER 9 FRACTIONS: ADDITION AND SUBTRACTION

- Lesson 9-6 Word Problems Involving Fractions—SE/TE pp. 310–311
- Lesson 9-20 Problem-Solving Strategy: Use Simpler Numbers—SE/TE pp. 348–349
- Lesson 9-21 Problem-Solving Applications: Mixed Review—SE/TE pp. 350–351

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 9-6 Word Problems Involving Fractions—p. 110
- Lesson 9-20 Problem-Solving Strategy: Use Simpler Numbers—SE/TE pp. 348–349
- Lesson 9-21 Problem-Solving Applications: Mixed Review—SE/TE pp. 350–351

DIGITAL RESOURCES*

Chapter 9 Still More Practice
Chapter 9 Interactive Practice (each skill)
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Algebraic Reasoning

Grade
4

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.4.AR.1 Represent and solve problems involving the four operations with whole numbers and fractions.

MA.4.AR.1.3 Solve real-world problems involving multiplication of a fraction by a whole number or a whole number by a fraction.

Example: Ken is filling his garden containers with a cup that holds 25 pounds of soil. If he uses 8 cups to fill his garden containers, how many pounds of soil did Ken use?

Benchmark Clarifications:

Clarification 1: Problems include creating real-world situations based on an equation or representing a real-world problem with a visual model or equation.

Clarification 2: Fractions within problems must reference the same whole.

Clarification 3: Within this benchmark, the expectation is not to simplify or use lowest terms.

Clarification 4: Fractions limited to fractions less than one with denominators of 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100.

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CHAPTER 9 FRACTIONS: ADDITION AND SUBTRACTION

- Lesson 9-18 Multiply with Fractions—SE/TE pp. 342–343
- Lesson 9-19 Find Part of a Number—SE/TE pp. 346–347

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 9-18 Multiply with Fractions—p. 122
- Lesson 9-19 Find Part of a Number—p. 123

DIGITAL RESOURCES*

Chapter 9 Reteach Lessons & Practice/Reteach Teacher Support

- Multiply Unit Fractions by Whole Numbers
- Multiply Fractions by Whole Numbers
- Problem Solving: Multiply Fractions by Whole Numbers

Chapter 9 Still More Practice

Chapter 9 Interactive Practice (each skill)

Numbers & Operations-Fractions

- Multiply a fraction by a whole number
- Understand a fraction as a multiple or a unit fraction
- Rewrite a product of a fraction and whole number
- Multiply a fraction and whole number to solve problems

Chapter 9 Problem-Solving Practice (each skill lesson)

MA.4.AR.2 Demonstrate an understanding of equality and operations with whole numbers.

MA.4.AR.2.1 Determine and explain whether an equation involving any of the four operations with whole numbers is true or false.

Example: The equation $32 \div 8 = 32 - 8 - 8 - 8 - 8$ can be determined to be false because the expression on the left side of the equal sign is not equivalent to the expression on the right side of the equal sign.

Benchmark Clarifications:

Clarification 1: Multiplication is limited to whole number factors within 12 and related division facts.

Related content

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 4 MULTIPLICATION

- Lesson 4-3 Multiplication and Division Equations—SE/TE pp. 119–120

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 4-3 Multiplication and Division Equations—p. 33

DIGITAL RESOURCES*

Chapter 4 Still More Practice

Chapter 4 Interactive Practice (each skill)

Chapter 4 Problem-Solving Practice (each skill lesson)

Algebraic Reasoning

Grade
4

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.4.AR.2 Demonstrate an understanding of equality and operations with whole numbers.

MA.4.AR.2.2 Given a mathematical or real-world context, write an equation involving multiplication or division to determine the unknown whole number with the unknown in any position.

Example: The equation $96 = 8 \times t$ can be used to determine the cost of each movie ticket at the movie theatre if a total of \$96 was spent on 8 equally priced tickets. Then each ticket costs \$12.

Benchmark Clarifications:

Clarification 1: Instruction extends the development of algebraic thinking skills where the symbolic representation of the unknown uses a letter.

Clarification 2: Problems include the unknown on either side of the equal sign.

Clarification 3: Multiplication is limited to factors within 12 and related division facts.

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CHAPTER 4 MULTIPLICATION

- Lesson 4-3 Multiplication and Division Equations—SE/TE pp. 119–120
- Lesson 14-13 Problem-Solving Strategy: Write a Number Sentence/Equation—SE/TE pp. 140–141

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 4-3 Multiplication and Division Equations—p. 33

DIGITAL RESOURCES*

Chapter 4 Reteach Lessons & Practice/Reteach Teacher Support

- Interpret Multiplication Equations as Comparisons

Chapter 4 Interactive Practice (each skill)

Operations & Algebraic Thinking

- Represent a situation with variable equation

Chapter 4 Problem-Solving Practice (each skill lesson)

MA.4.AR.3 Recognize numerical patterns, including patterns that follow a given rule.

MA.4.AR.3.1 Determine factor pairs for a whole number from 0 to 144. Determine whether a whole number from 0 to 144 is prime, composite or neither.

Benchmark Clarifications:

Clarification 1: Instruction includes the connection to the relationship between multiplication and division and patterns with divisibility rules.

Clarification 2: The numbers 0 and 1 are neither prime nor composite.

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CHAPTER 9 FRACTIONS: ADDITION AND SUBTRACTION

- Lesson 9-13 Factor Pairs—SE/TE pp. 330–331
- Lesson 9-14 Prime and Composite Numbers—SE/TE pp. 332–333

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 9-13 Factor Pairs—p. 117
- Lesson 9-14 Prime and Composite Numbers—p. 118

DIGITAL RESOURCES*

Chapter 9 Still More Practice

Chapter 9 Interactive Practice (each skill)

Chapter 9 Problem-Solving Practice (each skill lesson)

Geometric Reasoning



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.4.AR.3 Recognize numerical patterns, including patterns that follow a given rule.

MA.4.AR.3.2 Generate, describe and extend a numerical pattern that follows a given rule.

Example: Generate a pattern of four numbers that follows the rule of adding 14 starting at 5.

Benchmark Clarifications:

Clarification 1: Instruction includes patterns within a mathematical or real-world context.

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CHAPTER 5 MULTIPLY BY TWO-DIGIT NUMBERS

- Lesson 5-4 Number Patterns in Multiplication—SE/TE pp. 156–157

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 5-4 Number Patterns in Multiplication—p. 48

DIGITAL RESOURCES*

Chapter 5 Still More Practice
Chapter 5 Interactive Practice (each skill)
Chapter 5 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 6 DIVIDE BY ONE DIGIT

- Lesson 6-4 Number Patterns in Division—SE/TE pp. 186–187

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 6-4 Number Patterns in Division—p. 60

DIGITAL RESOURCES*

Chapter 6 Still More Practice
Chapter 6 Interactive Practice (each skill)
Chapter 6 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 10 GEOMETRY

- Lesson 10-13 Problem-Solving Strategy: Find a Pattern—SE/TE pp. 384–385

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 10-13 Problem-Solving Strategy: Find a Pattern—p. 138

DIGITAL RESOURCES*

Chapter 10 Still More Practice
Chapter 10 Interactive Practice (each skill)
Chapter 10 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 12 DIVIDE BY TWO DIGITS

- Lesson 12-1 Division Patterns—SE/TE pp. 424–425

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 12-1 Division Patterns—p. 151

DIGITAL RESOURCES*

Chapter 12 Still More Practice
Chapter 12 Interactive Practice (each skill)
Chapter 12 Problem-Solving Practice (each skill lesson)

Measurement

Grade
4

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.4.M.1 Measure the length of objects and solve problems involving measurement.

MA.4.M.1.1 Select and use appropriate tools to measure attributes of objects.

Benchmark Clarifications:

Clarification 1: Attributes include length, volume, weight, mass and temperature.

Clarification 2: Instruction includes digital measurements and scales that are not linear in appearance.

Clarification 3: When recording measurements, use fractions and decimals where appropriate.

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CHAPTER 7 MEASUREMENT

- Lesson 7-1 Measure with Inches—SE/TE pp. 224–225
- Lesson 7-6 Measure with Metric Units—SE/TE pp. 234–235

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 7-1 Measure with Inches—p. 75
- Lesson 7-6 Measure with Metric Units—p. 80

DIGITAL RESOURCES*

Chapter 7 Still More Practice
Chapter 7 Interactive Practice (each skill)
Chapter 7 Problem-Solving Practice (each skill lesson)

MA.4.M.1.2 Convert within a single system of measurement using the units: yards, feet, inches; kilometers, meters, centimeters, millimeters; pounds, ounces; kilograms, grams; gallons, quarts, pints, cups; liter, milliliter; and hours, minutes, seconds.

Example: If a ribbon is 11 yards 2 feet in length, how long is the ribbon in feet?

Example: A gallon contains 16 cups. How many cups are in $3\frac{1}{2}$ gallons?

Benchmark Clarifications:

Clarification 1: Instruction includes the understanding of how to convert from smaller to larger units or from larger to smaller units.

Clarification 2: Within the benchmark, the expectation is not to convert from grams to kilograms, meters to kilometers or milliliters to liters.

Clarification 3: Problems involving fractions are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100.

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CHAPTER 7 MEASUREMENT

- Lesson 7-2 Rename Units of Length—SE/TE pp. 226–227
- Lesson 7-4 Customary Units of Capacity—SE/TE pp. 230–231
- Lesson 7-5 Customary Units of Weight—SE/TE pp. 232–233
- Lesson 7-7 Work with Metric Units—SE/TE pp. 236–237
- Lesson 7-8 Metric Units of Capacity—SE/TE pp. 240–241
- Lesson 7-9 Metric Units of Mass—SE/TE pp. 242–243
- Lesson 7-11 Temperature—SE/TE pp. 246–247
- Lesson 7-13 Rename Measures—SE/TE pp. 250–251

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 7-2 Rename Units of Length—p. 76
- Lesson 7-4 Customary Units of Capacity—p. 78
- Lesson 7-5 Customary Units of Weight—p. 79
- Lesson 7-7 Work with Metric Units—p. 81
- Lesson 7-8 Metric Units of Capacity—p. 82
- Lesson 7-9 Metric Units of Mass—p. 83
- Lesson 7-11 Temperature—p. 85
- Lesson 7-13 Rename Measures—p. 87

DIGITAL RESOURCES*

Chapter 7 Still More Practice
Chapter 7 Interactive Practice (each skill)
Chapter 7 Problem-Solving Practice (each skill lesson)

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Measurement

Grade
4

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.4.M.2 Solve problems involving time and money.

MA.4.M.2.1 Solve two-step real-world problems involving distances and intervals of time using any combination of the four operations.

Benchmark Clarifications:

Clarification 1: Problems involving fractions will include addition and subtraction with like denominators and multiplication of a fraction by a whole number or a whole number by a fraction.

Clarification 2: Problems involving fractions are limited to denominators of 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100.

Clarification 3: Within the benchmark, the expectation is not to use decimals.

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CHAPTER 7 MEASUREMENT

- Lesson 7-2 Rename Units of Length—SE/TE pp. 226–227
- Lesson 7-4 Customary Units of Capacity—SE/TE pp. 230–231
- Lesson 7-5 Customary Units of Weight—SE/TE pp. 232–233
- Lesson 7-7 Work with Metric Units—SE/TE pp. 236–237
- Lesson 7-8 Metric Units of Capacity—SE/TE pp. 240–241
- Lesson 7-9 Metric Units of Mass—SE/TE pp. 242–243
- Lesson 7-10 Represent Numbers on a Number Line—SE/TE pp. 244–245
- Lesson 7-12 Time—SE/TE pp. 248–249
- Lesson 7-13 Rename Measures—SE/TE pp. 250–251

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 7-2 Rename Units of Length—p. 76
- Lesson 7-4 Customary Units of Capacity—p. 78
- Lesson 7-5 Customary Units of Weight—p. 79
- Lesson 7-7 Work with Metric Units—p. 81
- Lesson 7-8 Metric Units of Capacity—p. 82
- Lesson 7-9 Metric Units of Mass—p. 83
- Lesson 7-10 Represent Numbers on a Number Line—p. 83
- Lesson 7-12 Time—p. 86
- Lesson 7-13 Rename Measures—p. 87

DIGITAL RESOURCES*

Chapter 7 Still More Practice
Chapter 7 Interactive Practice (each skill)
Chapter 7 Problem-Solving Practice (each skill lesson)

MA.4.M.2.2 Solve one- and two-step addition and subtraction real-world problems involving money using decimal notation.

Example: An item costs \$1.84. If you give the cashier \$2.00, how much change should you receive? What coins could be used to give the change?

Example: At the grocery store you spend \$14.56. If you do not want any pennies in change, how much money could you give the cashier?

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CHAPTER 2 ADDITION AND SUBTRACTION CONCEPTS

- Lesson 2-8 Add and Subtract Money—SE/TE pp. 74–75

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 2-8 Add and Subtract Money—p. 18

DIGITAL RESOURCES*

Chapter 2 Still More Practice
Chapter 2 Interactive Practice (each skill)
Chapter 2 Problem-Solving Practice (each skill lesson)

Geometric Reasoning

Grade
4

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.4.GR.1 Draw, classify and measure angles.

MA.4.GR.1.1 Informally explore angles as an attribute of two-dimensional figures. Identify and classify angles as acute, right, obtuse, straight or reflex.

Benchmark Clarifications:

Clarification 1: Instruction includes classifying angles using benchmark angles of 90° and 180° in two-dimensional figures.

Clarification 2: When identifying angles, the expectation includes two-dimensional figures and real-world pictures.

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CHAPTER 10 GEOMETRY

- Lesson 10-2 Angle Measure—SE/TE pp. 360–361
- Lesson 10-3 Rays and Angles—SE/TE pp. 362–363
- Lesson 10-7 Polygons—SE/TE pp. 372–373
- Lesson 10-8 Quadrilaterals—SE/TE pp. 374–375
- Lesson 10-9 Triangles—SE/TE pp. 376–377

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- Lesson 10-2 Angle Measure—p. 127
- Lesson 10-3 Rays and Angles—p. 128
- Lesson 10-7 Polygons—p. 132
- Lesson 10-8 Quadrilaterals—p. 133
- Lesson 10-9 Triangles—p. 134

DIGITAL RESOURCES*

Chapter 10 Still More Practice
Chapter 10 Interactive Practice (each skill)
Chapter 10 Problem-Solving Practice (each skill lesson)

MA.4.GR.1.2 Estimate angle measures. Using a protractor, measure angles in whole-number degrees and draw angles of specified measure in whole-number degrees. Demonstrate that angle measure is additive.

Benchmark Clarifications:

Clarification 1: Instruction includes measuring given angles and drawing angles using protractors.

Clarification 2: Instruction includes estimating angle measures using benchmark angles (30° , 45° , 60° , 90° and 180°).

Clarification 3: Instruction focuses on the understanding that angles can be decomposed into non-overlapping angles whose measures sum to the measure of the original angle.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 10 GEOMETRY

- Lesson 10-2 Angle Measure—SE/TE pp. 360–361
- Lesson 10-3 Rays and Angles—SE/TE pp. 362–363
- Lesson 10-4 Measure Angles—SE/TE pp. 364–365
- Lesson 10-5 Unknown Angle Measures—SE/TE pp. 366–367

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 10-2 Angle Measure—p. 127
- Lesson 10-3 Rays and Angles—p. 128
- Lesson 10-4 Measure Angles—p. 129
- Lesson 10-5 Unknown Angle Measures—p. 130

DIGITAL RESOURCES*

Chapter 10 Still More Practice
Chapter 10 Interactive Practice (each skill)
Chapter 10 Problem-Solving Practice (each skill lesson)

MA.4.GR.1.3 Solve real-world and mathematical problems involving unknown whole-number angle measures. Write an equation to represent the unknown.

Example: A 60° angle is decomposed into two angles, one of which is 25° . What is the measure of the other angle?

Benchmark Clarifications:

Clarification 1: Instruction includes the connection to angle measure as being additive.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 10 GEOMETRY

- Lesson 10-5 Unknown Angle Measures—SE/TE pp. 366–367

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 10-5 Unknown Angle Measures—p. 130

DIGITAL RESOURCES*

Chapter 10 Still More Practice
Chapter 10 Interactive Practice (each skill)
Chapter 10 Problem-Solving Practice (each skill lesson)

Geometric Reasoning



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.4.GR.2 Solve problems involving the perimeter and area of rectangles.

MA.4.GR.2.1 Solve perimeter and area mathematical and real-world problems, including problems with unknown sides, for rectangles with whole-number side lengths.

Benchmark Clarifications:

Clarification 1: Instruction extends the development of algebraic thinking where the symbolic representation of the unknown uses a letter.

Clarification 2: Problems involving multiplication are limited to products of up to 3 digits by 2 digits. Problems involving division are limited to up to 4 digits divided by 1 digit.

Clarification 3: Responses include the appropriate units in word form.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 11 PERIMETER, AREA, AND VOLUME

- Lesson 11-1 Use Perimeter Formulas—SE/TE pp. 394–395
- Lesson 11-2 Area of Rectangles—SE/TE pp. 396–397
- Lesson 11-3 Perimeter and Area—SE/TE pp. 398–399
- Lesson 11-4 Perimeter and Area of Complex Figures—SE/TE pp. 400–401
- Lesson 11-5 Perimeter and Area Formulas—SE/TE pp. 402–403

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 11-1 Use Perimeter Formulas—p. 140
- Lesson 11-2 Area of Rectangles—p. 141
- Lesson 11-3 Perimeter and Area—p. 142
- Lesson 11-4 Perimeter and Area of Complex Figures—p. 143
- Lesson 11-5 Perimeter and Area Formulas—p. 144

DIGITAL RESOURCES*

Chapter 11 Still More Practice
Chapter 11 Interactive Practice (each skill)
Chapter 11 Problem-Solving Practice (each skill lesson)

MA.4.GR.2.2 Solve problems involving rectangles with the same perimeter and different areas or with the same area and different perimeters.

Example: Possible dimensions of a rectangle with an area of 24 square feet include 6 feet by 4 feet or 8 feet by 3 feet. This can be found by cutting a rectangle into unit squares and rearranging them.

Benchmark Clarifications:

Clarification 1: Instruction focuses on the conceptual understanding of the relationship between perimeter and area.

Clarification 2: Within this benchmark, rectangles are limited to having whole-number side lengths.

Clarification 3: Problems involving multiplication are limited to products of up to 3 digits by 2 digits. Problems involving division are limited to up to 4 digits divided by 1 digit.

Clarification 4: Responses include the appropriate units in word form.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 11 PERIMETER, AREA, AND VOLUME

- Lesson 11-1 Use Perimeter Formulas—SE/TE pp. 394–395
- Lesson 11-2 Area of Rectangles—SE/TE pp. 396–397
- Lesson 11-3 Perimeter and Area—SE/TE pp. 398–399
- Lesson 11-4 Perimeter and Area of Complex Figures—SE/TE pp. 400–401
- Lesson 11-5 Perimeter and Area Formulas—SE/TE pp. 402–403

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

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- Lesson 11-3 Perimeter and Area—p. 142
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- Lesson 11-5 Perimeter and Area Formulas—p. 144

DIGITAL RESOURCES*

Chapter 11 Still More Practice
Chapter 11 Interactive Practice (each skill)
Chapter 11 Problem-Solving Practice (each skill lesson)

Data Analysis and Probability

Grade
4

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.4.DP.1 Collect, represent and interpret data and find the mode, median and range of a data set.

MA.4.DP.1.1 Collect and represent numerical data, including fractional values, using tables, stem-and-leaf plots or line plots.

Example: A softball team is measuring their hat size. Each player measures the distance around their head to the nearest half inch. The data is collected and represented on a line plot.

Benchmark Clarifications:

Clarification 1: Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 14 STATISTICS AND PROBABILITY

- Lesson 14-5 Surveys and Line Plots—SE/TE pp. 496–497

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 14-5 Surveys and Line Plots—p. 182

DIGITAL RESOURCES*

Chapter 14 Still More Practice

Chapter 14 Interactive Practice (each skill)

Measurement & Data

- Represent data with line plot (scale to eighths)

Chapter 14 Problem-Solving Practice (each skill lesson)

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

Instruction/Student Practice

- Record and Organize Data

MA.4.DP.1.2 Determine the mode, median or range to interpret numerical data including fractional values, represented with tables, stem-and-leaf plots or line plots.

Example: Given the data of the softball team's hat size represented on a line plot, determine the most common size and the difference between the largest and the smallest sizes.

Benchmark Clarifications:

Clarification 1: Instruction includes interpreting data within a real-world context.

Clarification 2: Instruction includes recognizing that data sets can have one mode, no mode or more than one mode.

Clarification 3: Within this benchmark, data sets are limited to an odd number when calculating the median.

Clarification 4: Denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 14 STATISTICS AND PROBABILITY

- Lesson 14-1 Pictographs (median)—SE/TE pp. 490–491
- Lesson 14-2 Find the Mean—SE/TE pp. 492–493
- Lesson 14-5 Surveys and Line Plots—SE/TE pp. 500–501

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 14-1 Pictographs—p. 178
- Lesson 14-2 Find the Mean—p. 179
- Lesson 14-5 Surveys and Line Plots—p. 182

DIGITAL RESOURCES*

Chapter 14 Reteach Lessons & Practice/Reteach Teacher Support

- Problem Solving: Use Line Plots

Chapter 14 Still More Practice

Chapter 14 Interactive Practice (each skill)

Chapter 14 Problem-Solving Practice (each skill lesson)

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Data Analysis and Probability



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.4.DP.1 Collect, represent and interpret data and find the mode, median and range of a data set.

MA.4.DP.1.3 Solve real-world problems involving numerical data.

Example: Given the data of the softball team's hat size represented on a line plot, determine the fraction of the team that has a head size smaller than 20 inches.

Benchmark Clarifications:

Clarification 1: Instruction includes using any of the four operations to solve problems.

Clarification 2: Data involving fractions with like denominators are limited to 2, 3, 4, 5, 6, 8, 10, 12, 16 and 100. Fractions can be greater than one.

Clarification 3: Data involving decimals are limited to hundredths.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 14 STATISTICS AND PROBABILITY

- Lesson 14-1 Pictographs (median)—SE/TE pp. 490–491
- Lesson 14-2 Find the Mean—SE/TE pp. 492–493
- Lesson 14-5 Surveys and Line Plots—SE/TE pp. 500–501

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 14-1 Pictographs—p. 178
- Lesson 14-2 Find the Mean—p. 179
- Lesson 14-3 Bar Graphs—p. 180
- Lesson 14-4 Line Graphs—p. 181
- Lesson 14-5 Surveys and Line Plots—p. 182

DIGITAL RESOURCES*

Chapter 14 Reteach Lessons & Practice/Reteach Teacher Support

- Problem Solving: Use Line Plots

Chapter 14 Still More Practice

Chapter 14 Interactive Practice (each skill)

Measurement & Data

- Solve addition or subtraction problems using fractional line plots

Chapter 14 Problem-Solving Practice (each skill lesson)

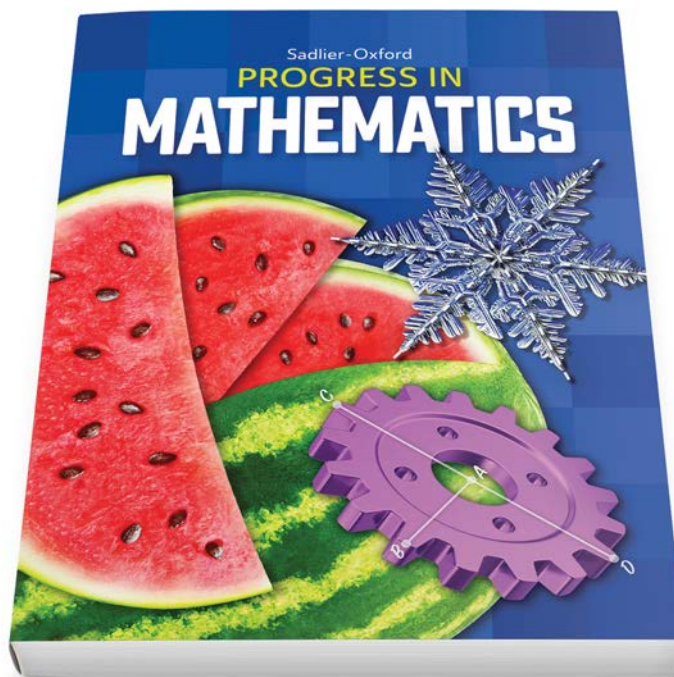
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Progress in Mathematics

Correlation to Florida's B.E.S.T. Standards for Mathematics

Grade 5



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Number Sense and Operations

Grade
5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.5.NSO.1 Understand the place value of multi-digit numbers with decimals to the thousandths place.

MA.5.NSO.1.1 Express how the value of a digit in a multi-digit number with decimals to the thousandths changes if the digit moves one or more places to the left or right.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 1 PLACE VALUE, ADDITION, AND SUBTRACTION

- Lesson 1-4 Powers of Ten—SE/TE pp. 37–38
- Lesson 1-5 Thousandths—SE/TE pp. 38–39

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 1-4 Powers of Ten—p. 4
- Lesson 1-5 Thousandths—p. 5

DIGITAL RESOURCES*

Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support

- Understand Place Value

Chapter 1 Still More Practice

Chapter 1 Interactive Practice (each skill)

Numbers & Operations in Base Ten

- Recognize that a digit's value is one tenth what it would be in the place to its left
- Recognize that a digit's value is ten times what it would be in the place to its right

Chapter 1 Problem-Solving Practice (each skill lesson)

Chapter 1 Reteach Videos

- Understand Place Value

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 9 DECIMALS: ADDITION & SUBTRACTION

- Lesson 9-2 Decimals and Place Value—SE/TE pp. 320–321

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 9-2 Decimals and Place Value—p. 114

DIGITAL RESOURCES*

Chapter 9 Still More Practice

Chapter 9 Interactive Practice (each skill)

Chapter 9 Problem-Solving Practice (each skill lesson)

MA.5.NSO.1.2 Read and write multi-digit numbers with decimals to the thousandths using standard form, word form and expanded form.

Example: The number sixty-seven and three hundredths written in standard form is 67.03 and in expanded form is $60 + 7 + 0.03$ or $(6 \times 10) + (7 \times 1) + (3 \times 1/100)$.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 1 PLACE VALUE, ADDITION, AND SUBTRACTION

- Lesson 1-2 Place Value to Billions—SE/TE pp. 32–33
- Lesson 1-3 Expanded Form—SE/TE pp. 34–35
- Lesson 1-5 Thousandths—SE/TE pp. 38–39

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 1-2 Place Value to Billions—p. 2
- Lesson 1-3 Expanded Form—p. 3
- Lesson 1-5 Thousandths—p. 5

DIGITAL RESOURCES*

Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support

- Read and Write Decimals to Thousandths

Chapter 1 Still More Practice

Chapter 1 Interactive Practice (each skill)

Numbers & Operations in Base Ten

- Read and write a decimal through thousandths

Chapter 1 Problem-Solving Practice (each skill lesson)

Chapter 1 Reteach Videos

- Read and Write Decimals to Thousandths

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Number Sense and Operations

Grade
5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.5.NSO.1 Understand the place value of multi-digit numbers with decimals to the thousandths place.

MA.5.NSO.1.3 Compose and decompose multi-digit numbers with decimals to the thousandths in multiple ways using the values of the digits in each place. Demonstrate the compositions or decompositions using objects, drawings and expressions or equations.

Example: The number 20.107 can be expressed as 2 *tenths* + 1 *tenth* + 7 *thousandths* or as 20 *ones* + 107 *thousandths*.

MA.5.NSO.1.4 Plot, order and compare multi-digit numbers with decimals up to the thousandths.

Example: The numbers 4.891; 4.918 and 4.198 can be arranged in ascending order as 4.198; 4.891 and 4.918.

Example: $0.15 < 0.2$ because *fifteen hundredths* is less than *twenty hundredths*, which is the same as *two tenths*.

Benchmark Clarifications:

Clarification 1: When comparing numbers, instruction includes using an appropriately scaled number line and using place values of digits.

Clarification 2: Scaled number lines must be provided and can be a representation of any range of numbers.

Clarification 3: Within this benchmark, the expectation is to use symbols ($<$, $>$ or $=$).

MA.5.NSO.1.5 Round multi-digit numbers with decimals to the thousandths to the nearest hundredth, tenth or whole number.

Example: The number 18.507 rounded to the nearest tenth is 18.5 and to the nearest hundredth is 18.51.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 9 DECIMALS: ADDITION & SUBTRACTION

- Lesson 9-2 Decimals and Place Value—SE/TE pp. 320–321

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 9-2 Decimals and Place Value—p. 114

DIGITAL RESOURCES*

Chapter 9 Still More Practice

Chapter 9 Interactive Practice (each skill)

Chapter 9 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 1 PLACE VALUE, ADDITION, AND SUBTRACTION

- Lesson 1-8 Compare and Order Decimals—SE/TE pp. 46–47

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 1-8 Compare and Order Decimals—p. 8

DIGITAL RESOURCES*

Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support

- Compare Decimals to Thousandths

Chapter 1 Still More Practice

Chapter 1 Interactive Practice (each skill)

Numbers & Operations in Base Ten

- Compare two decimals through thousandths

Chapter 1 Problem-Solving Practice (each skill lesson)

Chapter 1 Reteach Videos

- Compare and Round Decimals

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

Instruction/Student Practice

- Compare and Order Whole Numbers

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 1 PLACE VALUE, ADDITION, AND SUBTRACTION

- Lesson 1-9 Rounding Numbers—SE/TE pp. 48–49

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 1-9 Rounding Numbers—p. 9

DIGITAL RESOURCES*

Chapter 1 Reteach Lessons & Practice/Reteach Teacher Support

- Round Decimals: Use Place Values

Chapter 1 Still More Practice

Chapter 1 Interactive Practice (each skill)

Numbers & Operations in Base Ten

- Round a decimal to a place through hundredths

Chapter 1 Problem-Solving Practice (each skill lesson)

Chapter 1 Reteach Videos

- Compare and Round Decimals

OTHER DIGITAL RESOURCES*

SKILLS UPDATE

Instruction/Student Practice

- Round Whole Numbers

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Number Sense and Operations

Grade
5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.5.NSO.2 Add, subtract, multiply and divide multi-digit numbers.

MA.5.NSO.2.1 Multiply multi-digit whole numbers including using a standard algorithm with procedural fluency.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 2 MULTIPLICATION

- Lesson 2-1 Factors and Products—SE/TE pp. 70–71
- Lesson 2-2 Properties of Multiplication—SE/TE pp. 72–73
- Lesson 2-3 Mental Math: Special Factors—SE/TE pp. 74–75
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- Lesson 2-5 Estimate Products—SE/TE pp. 78–79
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- Lesson 2-9 Zeros in the Multiplier—SE/TE pp. 88–89
- Lesson 2-10 Multiplication with Money—SE/TE pp. 90–91

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

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DIGITAL RESOURCES*

Chapter 2 Still More Practice
Chapter 2 Interactive Practice (each skill)
Chapter 2 Problem-Solving Practice (each skill lesson)

MA.5.NSO.2.2 Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.

Example: The quotient $27 \div 7$ gives 3 with remainder 6 which can be expressed as $3 \frac{6}{7}$.

Benchmark Clarifications:

Clarification 1: Within this benchmark, the expectation is not to use simplest form for fractions.

continued

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 3 DIVISION

- Lesson 3-1 Understanding Division—SE/TE pp. 102–103
- Lesson 3-2 Division Patterns—SE/TE pp. 104–105
- Lesson 3-3 Explore Divisibility—SE/TE pp. 106–107
- Lesson 3-4 Divisibility and Mental Math—SE/TE pp. 108–109
- Lesson 3-5 Use Arrays to Divide—SE/TE pp. 111–112
- Lesson 3-6 Three-Digit Quotients—SE/TE pp. 112–113
- Lesson 3-7 Larger Quotients—SE/TE pp. 114–115
- Lesson 3-8 Zeros in the Quotients—SE/TE pp. 116–117
- Lesson 3-9 Short Division—SE/TE pp. 118–119
- Lesson 3-10 Estimation: Compatible Numbers—SE/TE pp. 120–121
- Lesson 3-11 Teens as Divisors—SE/TE pp. 124–125
- Lesson 3-12 Use Strategies to Divide—SE/TE pp. 127–128
- Lesson 3-13 Two-Digit Divisors—SE/TE pp. 128–129
- Lesson 3-14 Divide Larger Numbers—SE/TE pp. 130–131
- Lesson 3-15 Divide Money—SE/TE pp. 132–133

continued

Number Sense and Operations



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.5.NSO.2 Add, subtract, multiply and divide multi-digit numbers.

continued

MA.5.NSO.2.2 Divide multi-digit whole numbers, up to five digits by two digits, including using a standard algorithm with procedural fluency. Represent remainders as fractions.

continued

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- Lesson 3-14 Divide Larger Numbers—p. 42
- Lesson 3-15 Divide Money—p. 43

DIGITAL RESOURCES*

Chapter 3 Still More Practice
Chapter 3 Interactive Practice (each skill)
Chapter 3 Problem-Solving Practice (each skill lesson)

MA.5.NSO.2.3 Add and subtract multi-digit numbers with decimals to the thousandths, including using a standard algorithm with procedural fluency.

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CHAPTER 9 DECIMALS: ADDITION & SUBTRACTION

- Lesson 9-5 Add Decimals—SE/TE pp. 326–327
- Lesson 9-6 Estimate Decimal Sums—SE/TE pp. 328–329
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STUDENT WORKBOOK & STUDENT WORKBOOK eBook*

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DIGITAL RESOURCES*

Chapter 9 Still More Practice
Chapter 9 Interactive Practice (each skill)
Chapter 9 Problem-Solving Practice (each skill lesson)

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Number Sense and Operations



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.5.NSO.2 Add, subtract, multiply and divide multi-digit numbers.

MA.5.NSO.2.4 Explore the multiplication and division of multi-digit numbers with decimals to the hundredths using estimation, rounding and place value.

Example: The quotient of 23 and 0.42 can be estimated as a little bigger than 46 because 0.42 is less than one-half and 23 times 2 is 46.

Benchmark Clarifications:

Clarification 1: Estimating quotients builds the foundation for division using a standard algorithm.

Clarification 2: Instruction includes the use of models based on place value and the properties of operations.

MA.5.NSO.2.5 Multiply and divide a multi-digit number with decimals to the tenths by one-tenth and one-hundredth with procedural reliability.

Example: The number 12.3 divided by 0.01 can be thought of as $? \times 0.01 = 12.3$ to determine the quotient is 1,230.

Benchmark Clarifications:

Clarification 1: Instruction focuses on the place value of the digit when multiplying or dividing.

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CHAPTER 10 DECIMALS: MULTIPLICATION AND DIVISION

- Lesson 10-1 Multiply by 10, 100, and 1000—SE/TE pp. 362–363
- Lesson 10-2 Estimate Decimal Products—SE/TE pp. 364–365
- Lesson 10-3 Multiply Decimals—SE/TE pp. 367–368
- Lesson 10-4 Multiply Decimals by Whole Numbers—SE/TE pp. 368–369
- Lesson 10-5 Model Multiplying Two Decimals—SE/TE pp. 371–372
- Lesson 10-6 Multiply Decimals by Decimals—SE/TE pp. 372–373
- Lesson 10-7 Zeros in the Product—SE/TE pp. 376–377
- Lesson 10-8 Divide by 10, 100, and 1000—SE/TE pp. 378–379
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- Lesson 10-10 Divide Decimals by Whole Numbers—p. 135
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- Lesson 10-12 Model Dividing a Decimal by a Decimal—p. 137
- Lesson 10-13 Divide Decimals—p. 138

DIGITAL RESOURCES*

Chapter 10 Still More Practice
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Chapter 10 Problem-Solving Practice (each skill lesson)

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Fractions



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.5.FR.1 Interpret a fraction as an answer to a division problem.

MA.5.FR.1.1 Given a mathematical or real-world problem, represent the division of two whole numbers as a fraction.

Example: At Shawn's birthday party, a two-gallon container of lemonade is shared equally among 20 friends. Each friend will have $\frac{2}{20}$ of a gallon of lemonade which is equivalent to one-tenth of a gallon which is a little more than 12 ounces.

Benchmark Clarifications:

Clarification 1: Instruction includes making a connection between fractions and division by understanding that fractions can also represent division of a numerator by a denominator.

Clarification 2: Within this benchmark, the expectation is not to simplify or use lowest terms.

Clarification 3: Fractions can include fractions greater than one.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 6 FRACTIONS: MULTIPLICATION

- Lesson 6-9 Interpret the Remainder—SE/TE pp. 245–246

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 6-9 Interpret the Remainder—p. 87

DIGITAL RESOURCES*

Chapter 6 Still More Practice

Chapter 6 Interactive Practice (each skill)

Chapter 6 Problem-Solving Practice (each skill lesson)

MA.5.FR.2 Perform operations with fractions.

MA.5.FR.2.1 Add and subtract fractions with unlike denominators, including mixed numbers and fractions greater than 1, with procedural reliability.

Example: The sum of 112 and 124 can be determined as 18,324, 648 or 36288 by using different common denominators or equivalent fractions.

Benchmark Clarifications:

Clarification 1: Instruction includes the use of estimation, manipulatives, drawings or the properties of operations.

Clarification 2: Instruction builds on the understanding from previous grades of factors up to 12 and their multiples.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 5 FRACTIONS: ADDITION AND SUBTRACTION

- Lesson 5-1 Rename Fraction Sums: Like Denominators—SE/TE pp. 182–183
- Lesson 5-2 Use Fraction Models to Add Fractions Add Fractions with Unlike Denominators—SE/TE pp. 185–186
- Lesson 5-3 Add Fractions: Unlike Denominators—SE/TE pp. 186–187
- Lesson 5-4 Add Three Fractions—SE/TE pp. 188–189
- Lesson 5-5 Add Mixed Numbers—SE/TE pp. 190–191
- Lesson 5-6 Rename Mixed Number Sums—SE/TE pp. 192–193
- Lesson 5-7 Rename Differences: Like Denominators—SE/TE pp. 194–195
- Lesson 5-8 Use Fraction Models to Subtract Fractions—SE/TE pp. 197–198
- Lesson 5-9 Subtract Fractions: Unlike Denominators—SE/TE pp. 198–199
- Lesson 5-10 More Subtraction of Fractions—SE/TE pp. 202–203
- Lesson 5-11 Subtract Fractions and Whole Numbers from Mixed Numbers—SE/TE pp. 205–206
- Lesson 5-12 Subtract Mixed Numbers—SE/TE pp. 206–207
- Lesson 5-13 Use Benchmark Fractions—SE/TE pp. 209–210
- Lesson 5-14 Subtraction with Renaming—SE/TE pp. 210–211
- Lesson 5-15 More Renaming in Subtraction—SE/TE pp. 212–213

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Fractions



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.5.FR.2 Perform operations with fractions.

	<p>STUDENT WORKBOOK & STUDENT WORKBOOK eBook*</p> <ul style="list-style-type: none"> • Lesson 5-1 Rename Fraction Sums: Like Denominators—p. 61 • Lesson 5-2 Use Fraction Models to Add Fractions—p. 62 • Lesson 5-3 Add Fractions: Unlike Denominators—p. 63 • Lesson 5-4 Add Three Fractions—p. 64 • Lesson 5-5 Add Mixed Numbers—p. 65 • Lesson 5-6 Rename Mixed Number Sums—p. 66 • Lesson 5-7 Rename Differences: Like Denominators—p. 67 • Lesson 5-8 Use Fraction Models to Subtract Fractions—p. 68 • Lesson 5-9 Subtract Fractions: Unlike Denominators—p. 69 • Lesson 5-10 More Subtraction of Fractions—p. 70 • Lesson 5-11 Subtract Fractions and Whole Numbers from Mixed Numbers—p. 71 • Lesson 5-12 Subtract Mixed Numbers—p. 72 • Lesson 5-13 Use Benchmark Fractions—p. 73 • Lesson 5-14 Subtraction with Renaming—p. 74 • Lesson 5-15 More Renaming in Subtraction—p. 75 <p>DIGITAL RESOURCES*</p> <p>Chapter 5 Still More Practice Chapter 5 Interactive Practice (each skill) Chapter 5 Problem-Solving Practice (each skill lesson)</p>
<p>MA.5.FR.2.2 Extend previous understanding of multiplication to multiply a fraction by a fraction, including mixed numbers and fractions greater than 1, with procedural reliability.</p> <p>Benchmark Clarifications: <i>Clarification 1:</i> Instruction includes the use of manipulatives, drawings or the properties of operations. <i>Clarification 2:</i> Denominators limited to whole numbers up to 20.</p>	<p>STUDENT EDITION & eBook*/TEACHER'S EDITION & eBook*</p> <p>CHAPTER 6 FRACTIONS: MULTIPLICATION</p> <ul style="list-style-type: none"> • Lesson 6-1 Use Models to Multiply Fractions—SE/TE pp. 227–228 • Lesson 6-2 Multiply Fractions by Fractions—SE/TE pp. 228–229 • Lesson 6-3 Multiply Fractions and Whole Numbers—SE/TE pp. 230–231 • Lesson 6-5 Multiply Fractions Using GCF—SE/TE pp. 236–237 • Lesson 6-6 Rename Mixed Numbers as Fractions—SE/TE pp. 238–239 • Lesson 6-7 Multiply Fractions and Mixed Numbers—SE/TE pp. 240–241 • Lesson 6-8 Multiply Mixed Numbers—SE/TE pp. 242–243 • Lesson 6-9 Interpret the Remainder—SE/TE pp. 245–246 <p>STUDENT WORKBOOK & STUDENT WORKBOOK eBook*</p> <ul style="list-style-type: none"> • Lesson 6-1 Use Models to Multiply Fractions—p. 79 • Lesson 6-2 Multiply Fractions by Fractions—p. 80 • Lesson 6-3 Multiply Fractions and Whole Numbers—p. 81 • Lesson 6-5 Multiply Fractions Using GCF—p. 83 • Lesson 6-6 Rename Mixed Numbers as Fractions—p. 84 • Lesson 6-7 Multiply Fractions and Mixed Numbers—p. 85 • Lesson 6-8 Multiply Mixed Numbers—p. 86 • Lesson 6-9 Interpret the Remainder—p. 87 <p>DIGITAL RESOURCES*</p> <p>Chapter 6 Still More Practice Chapter 6 Interactive Practice (each skill) Chapter 6 Problem-Solving Practice (each skill lesson)</p>

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Fractions



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.5.FR.2 Perform operations with fractions.

MA.5.FR.2.3 When multiplying a given number by a fraction less than 1 or a fraction greater than 1, predict and explain the relative size of the product to the given number without calculating.

Benchmark Clarifications:

Clarification 1: Instruction focuses on the connection to decimals, estimation and assessing the reasonableness of an answer.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

- Lesson 6-4 Scaling Fractions—SE/TE pp. 233–234

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 6-4 Scaling Fractions—p. 82

DIGITAL RESOURCES*

Chapter 6 Still More Practice
Chapter 6 Interactive Practice (each skill)
Chapter 6 Problem-Solving Practice (each skill lesson)

MA.5.FR.2.4 Extend previous understanding of division to explore the division of a unit fraction by a whole number and a whole number by a unit fraction.

Benchmark Clarifications:

Clarification 1: Instruction includes the use of manipulatives, drawings or the properties of operations.

Clarification 2: Refer to *Situations Involving Operations with Numbers* (Appendix A).

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 7 FRACTIONS: DIVISION

- Lesson 7-1 Division of Fractions—SE/TE pp. 252–253
- Lesson 7-2 Division with a Unit Fraction—SE/TE pp. 255–256
- Lesson 7-3 Reciprocals—SE/TE pp. 256–257
- Lesson 7-4 Divide Whole Numbers by Fractions—SE/TE pp. 258–259
- Lesson 7-6 Divide Fractions by Whole Numbers—SE/TE pp. 262–263
- Lesson 7-7 Divide Mixed Numbers by Fractions—SE/TE pp. 266–267
- Lesson 7-8 Divide Mixed Numbers—SE/TE pp. 268–269
- Lesson 7-9 Estimate Products and Quotients with Mixed Numbers—SE/TE pp. 270–271
- Lesson 7-10 Word Problems Involving Fractions—SE/TE pp. 273–274
- Lesson 7-11 Problem-Solving Strategy: Use Simpler Numbers—SE/TE pp. 274–275
- Lesson 7-12 Problem-Solving Applications: Mixed Review—SE/TE pp. 276–277

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 7-1 Division of Fractions—p. 88
- Lesson 7-2 Division with a Unit Fraction—p. 89
- Lesson 7-3 Reciprocals—p. 90
- Lesson 7-4 Divide Whole Numbers by Fractions—p. 91
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DIGITAL RESOURCES*

Chapter 7 Still More Practice
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Algebraic Reasoning



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.5.AR.1 Solve problems involving the four operations with whole numbers and fractions.

MA.5.AR.1.1 Solve multi-step real-world problems involving any combination of the four operations with whole numbers, including problems in which remainders must be interpreted within the context.

Benchmark Clarifications:

Clarification 1: Depending on the context, the solution of a division problem with a remainder may be the whole number part of the quotient, the whole number part of the quotient with the remainder, the whole number part of the quotient plus 1, or the remainder.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 1 PLACE VALUE, ADDITION, AND SUBTRACTION

- Lesson 1-15 Problem-Solving Strategy: Guess and Test—SE/TE pp. 60–61
- Lesson 1-16 Problem-Solving Applications: Mixed Review—SE/TE pp. 62–63

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 1-15 Problem-Solving Strategy: Guess and Test—p. 15
- Lesson 1-16 Problem-Solving Applications: Mixed Review—p. 16

DIGITAL RESOURCES*

Chapter 1 Still More Practice
Chapter 1 Interactive Practice (each skill)
Chapter 1 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 2 MULTIPLICATION

- Lesson 2-11 Problem-Solving Strategy: Use More Than One Step—SE/TE pp. 92–93
- Lesson 2-12 Problem-Solving Applications: Mixed Review—SE/TE pp. 94–95

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- Lesson 2-11 Problem-Solving Strategy: Use More Than One Step—p. 27
- Lesson 2-12 Problem-Solving Applications: Mixed Review—p. 28

DIGITAL RESOURCES*

Chapter 2 Still More Practice
Chapter 2 Interactive Practice (each skill)
Chapter 2 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 3 DIVISION

- Lesson 3-19 Problem-Solving Strategy: Make a Table/Find a Pattern—SE/TE pp. 140–141
- Lesson 3-20 Problem-Solving Applications: Mixed Review—SE/TE pp. 142–143

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 3-19 Problem-Solving Strategy: Make a Table/Find a Pattern—p. 47
- Lesson 3-20 Problem-Solving Applications: Mixed Review—p. 48

DIGITAL RESOURCES*

Chapter 3 Still More Practice
Chapter 3 Interactive Practice (each skill)
Chapter 3 Problem-Solving Practice (each skill lesson)

Algebraic Reasoning



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.5.AR.1 Solve problems involving the four operations with whole numbers and fractions.

MA.5.AR.1.2 Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.

Example: Shanice had a sleepover and her mom is making French toast in the morning. If her mom had 214 loaves of bread and used 112 loaves for the French toast, how much bread does she have left?

Benchmark Clarifications:

Clarification 1: Depending on the context, the solution of a division problem with a remainder may be the whole number part of the quotient, the whole number part of the quotient with the remainder, the whole number part of the quotient plus 1, or the remainder.

continued

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 5 FRACTIONS: ADDITION AND SUBTRACTION

- Lesson 5-1 Rename Fraction Sums: Like Denominators—SE/TE pp. 182–183
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- Lesson 5-4 Add Three Fractions—SE/TE pp. 188–189
- Lesson 5-5 Add Mixed Numbers—SE/TE pp. 190–191
- Lesson 5-6 Rename Mixed Number Sums—SE/TE pp. 192–193
- Lesson 5-7 Rename Differences: Like Denominators—SE/TE pp. 194–195
- Lesson 5-8 Use Fraction Models to Subtract Fractions—SE/TE pp. 197–198
- Lesson 5-9 Subtract Fractions: Unlike Denominators—SE/TE pp. 198–199
- Lesson 5-10 More Subtraction of Fractions—SE/TE pp. 202–203
- Lesson 5-11 Subtract Fractions and Whole Numbers from Mixed Numbers—SE/TE pp. 205–206
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- Lesson 5-15 More Renaming in Subtraction—SE/TE pp. 212–213
- Lesson 5-16 Estimate Sums and Differences of Mixed Numbers—SE/TE pp. 214–215
- Lesson 5-17 Problem-Solving Strategy: Work Backward—SE/TE pp. 216–217
- Lesson 5-18 Problem-Solving Applications: Mixed Review—SE/TE pp. 218–219

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 5-1 Rename Fraction Sums: Like Denominators—p. 61
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Algebraic Reasoning



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.5.AR.1 Solve problems involving the four operations with whole numbers and fractions.

continued

MA.5.AR.1.2 Solve real-world problems involving the addition, subtraction or multiplication of fractions, including mixed numbers and fractions greater than 1.

continued

DIGITAL RESOURCES*

Chapter 5 Still More Practice
Chapter 5 Interactive Practice (each skill)
Chapter 5 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 6 FRACTIONS: MULTIPLICATION

- Lesson 6-1 Use Models to Multiply Fractions—SE/TE pp. 227–228
- Lesson 6-2 Multiply Fractions by Fractions—SE/TE pp. 228–229
- Lesson 6-3 Multiply Fractions and Whole Numbers—SE/TE pp. 230–231
- Lesson 6-4 Scaling Fractions—SE/TE pp. 233–234
- Lesson 6-5 Multiply Fractions Using GCF—SE/TE pp. 236–237
- Lesson 6-6 Rename Mixed Numbers as Fractions—SE/TE pp. 238–239
- Lesson 6-7 Multiply Fractions and Mixed Numbers—SE/TE pp. 240–241
- Lesson 6-8 Multiply Mixed Numbers—SE/TE pp. 242–243
- Lesson 6-9 Interpret the Remainder—SE/TE pp. 245–246

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 6-1 Use Models to Multiply Fractions—p. 79
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- Lesson 6-3 Multiply Fractions and Whole Numbers—p. 81
- Lesson 6-4 Scaling Fractions—p. 82
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DIGITAL RESOURCES*

Chapter 6 Still More Practice
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Chapter 6 Problem-Solving Practice (each skill lesson)

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Algebraic Reasoning



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.5.AR.1 Solve problems involving the four operations with whole numbers and fractions.

MA.5.AR.1.3 Solve real-world problems involving division of a unit fraction by a whole number and a whole number by a unit fraction.

Example: A property has a total of 12 acre and needs to be divided equally among 3 sisters. Each sister will receive $\frac{1}{3}$ of an acre.

Example: Kiki has 10 candy bars and plans to give $\frac{1}{4}$ of a candy bar to her classmates at school. How many classmates will receive a piece of a candy bar?

Benchmark Clarifications:

Clarification 1: Instruction includes the use of visual models and equations to represent the problem.

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CHAPTER 7 FRACTIONS: DIVISION

- Lesson 7-1 Division of Fractions—SE/TE pp. 252–253
- Lesson 7-2 Division with a Unit Fraction—SE/TE pp. 255–256
- Lesson 7-3 Reciprocals—SE/TE pp. 256–257
- Lesson 7-4 Divide Whole Numbers by Fractions—SE/TE pp. 258–259
- Lesson 7-5 Divide Fractions by Fractions—SE/TE pp. 260–261
- Lesson 7-6 Divide Fractions by Whole Numbers—SE/TE pp. 262–263
- Lesson 7-7 Divide Mixed Numbers by Fractions—SE/TE pp. 266–267
- Lesson 7-8 Divide Mixed Numbers—SE/TE pp. 268–269
- Lesson 7-9 Estimate Products and Quotients with Mixed Numbers—SE/TE pp. 270–271
- Lesson 7-10 Word Problems Involving Fractions—SE/TE pp. 273–274
- Lesson 7-11 Problem-Solving Strategy: Use Simpler Numbers—SE/TE pp. 274–275
- Lesson 7-12 Problem-Solving Applications: Mixed Review—SE/TE pp. 276–277

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- Lesson 7-1 Division of Fractions—p. 88
- Lesson 7-2 Division with a Unit Fraction—p. 89
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DIGITAL RESOURCES*

Chapter 7 Still More Practice
Chapter 7 Interactive Practice (each skill)
Chapter 7 Problem-Solving Practice (each skill lesson)

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Algebraic Reasoning



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.5.AR.2 Demonstrate an understanding of equality and addition and subtraction.

MA.5.AR.2.1 Translate written real-world and mathematical descriptions into numerical expressions and numerical expressions into written mathematical descriptions.

Example: The expression $4.5 + (3 \times 2)$ in word form is *four and five tenths plus the quantity 3 times 2*.

Benchmark Clarifications:

Clarification 1: Expressions are limited to any combination of the arithmetic operations, including parentheses, with whole numbers, decimals and fractions.

Clarification 2: Within this benchmark, the expectation is not to include exponents or nested grouping symbols.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 3 DIVISION

- Lesson 3-17 Expressions With Grouping Symbols—SE/TE pp. 137-138
- Lesson 3-18 Algebraic Expressions and Equations—SE/TE pp. 138-139

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 3-17 Expressions With Grouping Symbols—p. 45
- Lesson 3-18 Algebraic Expressions and Equations—p. 46

DIGITAL RESOURCES*

Chapter 3 Reteach Lessons & Practice/Reteach Teacher Support

- Write and Interpret Numerical Expressions

Chapter 3 Still More Practice

Chapter 3 Interactive Practice (each skill)

Operations & Algebraic Thinking

- Evaluate numerical expression: grouping symbols
- Use grouping symbols in a numerical expression
- Interpret a numerical expression
- Translate expression: verbal to numerical

Chapter 3 Problem-Solving Practice (each skill lesson)

Chapter 3 Reteach Videos

- Writing, Interpreting, and Evaluating Numerical Expressions

MA.5.AR.2.2 Evaluate multi-step numerical expressions using order of operations.

Example: Patti says the expression $12 \div 2 \times 3$ is equivalent to 18 because she works each operation from left to right. Gladys says the expression $12 \div 2 \times 3$ is equivalent to 2 because first multiplies 2×3 then divides 6 into 12. David says that Patti is correctly using order of operations and suggests that if parentheses were added, it would give more clarity.

Benchmark Clarifications:

Clarification 1: Multi-step expressions are limited to any combination of arithmetic operations, including parentheses, with whole numbers, decimals and fractions.

Clarification 2: Within this benchmark, the expectation is not to include exponents or nested grouping symbols.

Clarification 3: Decimals are limited to hundredths. Expressions cannot include division of a fraction by a fraction.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 3 DIVISION

- Lesson 3-16 Order of Operations—SE/TE pp. 134-135
- Lesson 3-17 Expressions With Grouping Symbols—SE/TE pp. 137-138

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 3-16 Order of Operations—p. 44
- Lesson 3-17 Expressions With Grouping Symbols—p. 45

DIGITAL RESOURCES*

Chapter 3 Still More Practice

Chapter 3 Interactive Practice (each skill)

Chapter 3 Problem-Solving Practice (each skill lesson)

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Algebraic Reasoning

Grade
5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.5.AR.2 Demonstrate an understanding of equality and addition and subtraction.

MA.5.AR.2.3 Determine and explain whether an equation involving any of the four operations is true or false.

Example: The equation $2.5 + (6 \times 2) = 16 - 1.5$ can be determined to be true because the expression on both sides of the equal sign are equivalent to 14.5.

Benchmark Clarifications:

Clarification 1: Problem types include equations that include parenthesis but not nested parentheses.

Clarification 2: Instruction focuses on the connection between properties of equality and order of operations.

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CHAPTER 3 DIVISION

- Lesson 3-17 Expressions With Grouping Symbols—SE/TE pp. 137-138
- Lesson 3-18 Algebraic Expressions and Equations—SE/TE pp. 138-139

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 3-17 Expressions With Grouping Symbols—SE/TE pp. 137-138
- Lesson 3-18 Algebraic Expressions and Equations—SE/TE pp. 138-139

DIGITAL RESOURCES*

Chapter 3 Still More Practice
Chapter 3 Interactive Practice (each skill)
Chapter 3 Problem-Solving Practice (each skill lesson)

MA.5.AR.2.4 Given a mathematical or real-world context, write an equation involving any of the four operations to determine the unknown whole number with the unknown in any position.

Example: The equation $250 - (5 \times s) = 15$ can be used to represent that 5 sheets of paper are given to s students from a pack of paper containing 250 sheets with 15 sheets left over.

Benchmark Clarifications:

Clarification 1: Instruction extends the development of algebraic thinking where the unknown letter is recognized as a variable.

Clarification 2: Problems include the unknown and different operations on either side of the equal sign.

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CHAPTER 3 DIVISION

- Lesson 3-17 Expressions With Grouping Symbols—SE/TE pp. 137-138
- Lesson 3-18 Algebraic Expressions and Equations—SE/TE pp. 138-139
- Lesson 3-19 Problem-Solving Strategy: Make a Table/Find a Pattern—SE/TE pp. 140-141
- Lesson 3-20 Problem-Solving Applications: Mixed Review—SE/TE pp. 142-143

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 3-17 Expressions With Grouping Symbols—SE/TE pp. 137-138
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DIGITAL RESOURCES*

Chapter 3 Still More Practice
Chapter 3 Interactive Practice (each skill)
Chapter 3 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 10 DECIMALS: MULTIPLICATION AND DIVISION

- Lesson 10-16 Problem-Solving Strategy: Write a Number Sentence—SE/TE pp. 396-397

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 10-16 Problem-Solving Strategy: Write a Number Sentence—p. 141

DIGITAL RESOURCES*

Chapter 10 Still More Practice
Chapter 10 Interactive Practice (each skill)
Chapter 10 Problem-Solving Practice (each skill lesson)

*Digital resources available at SadlierConnect.com

Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids

Algebraic Reasoning

Grade
5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.5.AR.3 Analyze patterns and relationships between inputs and outputs.

MA.5.AR.3.1 Given a numerical pattern, identify and write a rule that can describe the pattern as an expression.

Example: The given pattern 6, 8, 10, 12... can be describe using the expression $4 + 2x$, where $x = 1, 2, 3, 4...$; the expression $6 + 2x$, where $x = 0, 1, 2, 3...$ or the expression $2x$, where $x = 3, 4, 5, 6...$

Benchmark Clarifications:

Clarification 1: Rules are limited to one or two operations using whole numbers.

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CHAPTER 2 MULTIPLICATION

- Lesson 2-4 Patterns in Multiplication—SE/TE pp. 76–77

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 2-4 Patterns in Multiplication—p. 20

DIGITAL RESOURCES*

- Chapter 2 Still More Practice
- Chapter 2 Interactive Practice (each skill)
- Chapter 2 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 3 DIVISION

- Lesson 3-2 Division Patterns—SE/TE pp. 104–105
- Lesson 3-19 Problem-Solving Strategy: Make a Table/Find a Pattern—SE/TE pp. 140–141

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 3-2 Division Patterns—p. 30
- Lesson 3-3 Explore Divisibility—p. 31
- Lesson 3-3 Explore Divisibility—SE/TE pp. 106–107
- Lesson 3-19 Problem-Solving Strategy: Make a Table/Find a Pattern—p. 47

DIGITAL RESOURCES*

- Chapter 3 Still More Practice
- Chapter 3 Interactive Practice (each skill)
- Chapter 3 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 8 PROBABILITY AND STATISTICS

- Lesson 8-8 Sequences—SE/TE pp. 301–302
- Lesson 8-9 Compare Sequences—SE/TE pp. 303–304

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 8-8 Sequences—p. 107
- Lesson 8-9 Compare Sequences—p. 108

DIGITAL RESOURCES*

- Chapter 8 Reteach Lessons & Practice/Reteach Teacher Support
 - Analyze Numerical Patterns
- Chapter 8 Still More Practice
- Chapter 8 Interactive Practice (each skill)
 - Operations & Algebraic Thinking**
 - Generate numerical patterns using two given rules
- Chapter 8 Problem-Solving Practice (each skill lesson)

*Digital resources available at SadlierConnect.com
Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids

Algebraic Reasoning



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.5.AR.3 Analyze patterns and relationships between inputs and outputs.

MA.5.AR.3.2 Given a rule for a numerical pattern, use a two-column table to record the inputs and outputs.

Example: The expression $6 + 2x$, where x represents any whole number, can be represented in a two-column table as shown below.

Input (x)	0	1	2	3
Output	6	8	10	12

Benchmark Clarifications:

Clarification 1: Instruction builds a foundation for proportional and linear relationships in later grades.

Clarification 2: Rules are limited to one or two operations using whole numbers.

Measurement

MA.5.M.1 Convert measurement units to solve multi-step problems.

MA.5.M.1.1 Solve multi-step real-world problems that involve converting measurement units to equivalent measurements within a single system of measurement.

Example: There are 60 minutes in 1 hour, 24 hours in 1 day and 7 days in 1 week. So, there are $60 \times 24 \times 7$ minutes in one week which is equivalent to 10,080 minutes.

Benchmark Clarifications:

Clarification 1: Within the benchmark, the expectation is not to memorize the conversions.

Clarification 2: Conversions include length, time, volume and capacity represented as whole numbers, fractions and decimals.

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CHAPTER 12 MEASUREMENT TOPICS

- Lesson 12-1 Relate Customary Units of Length—SE/TE pp. 448–449
- Lesson 12-2 Relate Customary Units of Capacity—SE/TE pp. 450–451
- Lesson 12-3 Relate Customary Units of Weight—SE/TE pp. 452–453
- Lesson 12-7 Compute with Customary Units—SE/TE pp. 464–465
- Lesson 12-8 Problem-Solving Strategy: Use More Than One Step—SE/TE pp. 466–467
- Lesson 12-9 Problem-Solving Applications: Mixed Review—SE/TE pp. 468–469

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 12-1 Relate Customary Units of Length—p. 158
- Lesson 12-2 Relate Customary Units of Capacity—p. 159
- Lesson 12-3 Relate Customary Units of Weight—p. 160
- Lesson 12-7 Compute with Customary Units—p. 163
- Lesson 12-8 Problem-Solving Strategy: Use More Than One Step—p. 164
- Lesson 12-9 Problem-Solving Applications: Mixed Review—p. 165

DIGITAL RESOURCES*

Chapter 12 Reteach Lessons & Practice/Reteach Teacher Support

- Convert Customary Measurement Units

Chapter 12 Still More Practice

Chapter 12 Interactive Practice (each skill)

Measurement & Data

- Convert units within a measurement system
- Solve problems involving unit conversions

Chapter 12 Problem-Solving Practice (each skill lesson)

Chapter 12 Reteach Videos

- Convert Customary Measurement Units

*Digital resources available at SadlierConnect.com

Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids

Measurement

Grade
5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.5.M.2 Solve problems involving money.

MA.5.M.2.1 Solve multi-step real-world problems involving money using decimal notation.

Example: Don is at the store and wants to buy soda. Which option would be cheaper: buying one 24-ounce can of soda for \$1.39 or buying two 12-ounce cans of soda for 69¢ each?

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 2 MULTIPLICATION

- Lesson 2-10 Multiplication with Money—SE/TE pp. 90–91

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 2-10 Multiplication with Money—p. 26

DIGITAL RESOURCES*

- Chapter 2 Still More Practice
- Chapter 2 Interactive Practice (each skill)
- Chapter 2 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 3 DIVISION

- Lesson 3-15 Divide Money—SE/TE pp. 132–133

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 3-15 Divide Money—p. 43

DIGITAL RESOURCES*

- Chapter 3 Still More Practice
- Chapter 3 Interactive Practice (each skill)
- Chapter 3 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 10 DECIMALS: MULTIPLICATION AND DIVISION

- Lesson 10-15 Estimate with Money—SE/TE pp. 394–395

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 10-15 Estimate with Money—p. 140

DIGITAL RESOURCES*

- Chapter 10 Still More Practice
- Chapter 10 Interactive Practice (each skill)
- Chapter 10 Problem-Solving Practice (each skill lesson)

Geometric Reasoning

MA.5.GR.1 Classify two-dimensional figures and three-dimensional figures based on defining attributes.

MA.5.GR.1.1 Classify triangles or quadrilaterals into different categories based on shared defining attributes. Explain why a triangle or quadrilateral would or would not belong to a category.

Benchmark Clarifications:

Clarification 1: Triangles include scalene, isosceles, equilateral, acute, obtuse and right; quadrilaterals include parallelograms, rhombi, rectangles, squares and trapezoids.

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CHAPTER 11 GEOMETRY

- Lesson 11-5 Triangles—SE/TE pp. 416–417
- Lesson 11-6 Quadrilaterals—SE/TE pp. 420–421
- Lesson 11-7 Classify Quadrilaterals—SE/TE pp. 423–424

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 11-5 Triangles—p. 147
- Lesson 11-6 Quadrilaterals—p. 148
- Lesson 11-7 Classify Quadrilaterals—p. 149

DIGITAL RESOURCES*

- Chapter 11 Reteach Lessons & Practice/Reteach Teacher Support
 - Analyze Properties to Classify Two-Dimensional Figures
- Chapter 11 Still More Practice
- Chapter 11 Interactive Practice (each skill)
- Chapter 11 Problem-Solving Practice (each skill lesson)

*Digital resources available at SadlierConnect.com

Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids

Geometric Reasoning



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.5.GR.1 Classify two-dimensional figures and three-dimensional figures based on defining attributes.

MA.5.GR.1.2 Identify and classify three-dimensional figures into categories based on their defining attributes. Figures are limited to right pyramids, right prisms, right circular cylinders, right circular cones and spheres.

Benchmark Clarifications:

Clarification 1: Defining attributes include the number and shape of faces, number and shape of bases, whether or not there is an apex, curved or straight edges and curved or flat faces.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 13 METRIC MEASUREMENT, AREA, AND VOLUME

- Lesson 13-9 Solid Figures—SE/TE pp. 494–495

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 13-9 Solid Figures—p. 174

DIGITAL RESOURCES*

- Chapter 13 Still More Practice
- Chapter 13 Interactive Practice (each skill)
- Chapter 13 Problem-Solving Practice (each skill lesson)

MA.5.GR.2 Find the perimeter and area of rectangles with fractional or decimal side lengths.

MA.5.GR.2.1 Find the perimeter and area of a rectangle with fractional or decimal side lengths using visual models and formulas.

Benchmark Clarifications:

Clarification 1: Instruction includes finding the area of a rectangle with fractional side lengths by tiling it with squares having unit fraction side lengths and showing that the area is the same as would be found by multiplying the side lengths.

Clarification 2: Responses include the appropriate units in word form.

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CHAPTER 11 GEOMETRY

- Lesson 11-8 Perimeter—SE/TE pp. 424–425

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 11-8 Perimeter—p. 150

DIGITAL RESOURCES*

- Chapter 11 Still More Practice
- Chapter 11 Interactive Practice (each skill)
- Chapter 11 Problem-Solving Practice (each skill lesson)

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 13 METRIC MEASUREMENT, AREA, AND VOLUME

- Lesson 13-6 Find Areas of Rectangles and Squares—SE/TE pp. 489–490
- Lesson 13-7 Areas of Rectangles & Squares—SE/TE pp. 490–491
- Lesson 13-8 Areas of Parallelograms & Triangles—SE/TE pp. 492–493

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 13-6 Find Areas of Rectangles and Squares—p. 171
- Lesson 13-7 Areas of Rectangles & Squares—p. 172
- Lesson 13-8 Areas of Parallelograms & Triangles—p. 173

DIGITAL RESOURCES*

- Chapter 13 Reteach Lessons & Practice/Reteach Teacher Support
 - Find Areas of Rectangles: Tile and Multiply
- Chapter 13 Still More Practice
- Chapter 13 Interactive Practice (each skill)
- Chapter 13 Problem-Solving Practice (each skill lesson)

*Digital resources available at SadlierConnect.com

Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids

Geometric Reasoning

Grade
5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.5.GR.3 Solve problems involving the volume of right rectangular prisms.

MA.5.GR.3.1 Explore volume as an attribute of three-dimensional figures by packing them with unit cubes without gaps. Find the volume of a right rectangular prism with whole-number side lengths by counting unit cubes.

Benchmark Clarifications:

Clarification 1: Instruction emphasizes the conceptual understanding that volume is an attribute that can be measured for a three-dimensional figure. The measurement unit for volume is the volume of a unit cube, which is a cube with edge length of 1 unit.

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CHAPTER 13 METRIC MEASUREMENT, AREA, AND VOLUME

- Lesson 13-11 Cubic Measure—SE/TE pp. 498–499
- Lesson 13-12 Volume—SE/TE pp. 502–503

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 13-11 Cubic Measure—p. 176
- Lesson 13-12 Volume—p. 177

DIGITAL RESOURCES*

Chapter 13 Reteach Lessons & Practice/Reteach Teacher Support

- Measure Volume
- Find Volume: Relate Packing of Unit Cubes to Multiplying

Chapter 13 Still More Practice

Chapter 13 Interactive Practice (each skill)

Measurement & Data

- Find volumes of prisms by counting unit cubes

Chapter 13 Problem-Solving Practice (each skill lesson)

Chapter 13 Reteach Videos

- Finding Volume: Using Unit Cubes and the Associative Property

MA.5.GR.3.2 Find the volume of a right rectangular prism with whole-number side lengths using a visual model and a formula.

Benchmark Clarifications:

Clarification 1: Instruction includes finding the volume of right rectangular prisms by packing the figure with unit cubes, using a visual model or applying a multiplication formula.

Clarification 2: Right rectangular prisms cannot exceed two-digit edge lengths and responses include the appropriate units in word form.

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CHAPTER 13 METRIC MEASUREMENT, AREA, AND VOLUME

- Lesson 13-13 Find Volume—SE/TE pp. 505–506

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 13-13 Find Volume—p. 178

DIGITAL RESOURCES*

Chapter 13 Reteach Lessons & Practice/Reteach Teacher Support

- Find Volume: Use the Associative Property

Chapter 13 Still More Practice

Chapter 13 Interactive Practice (each skill)

Measurement & Data

- Find volumes of prisms by multiplying edges
- Find volume in context by dividing into prisms
- Recognize volume as additive

Chapter 13 Problem-Solving Practice (each skill lesson)

Chapter 13 Reteach Videos

- Understanding and Measuring Volume

*Digital resources available at SadlierConnect.com

Online resources include Lesson Videos & Slides, Interactive Problem of the Day, Interactive Mental Math, Multilingual Learner Support, Reteach Lessons & Support, Standardized Test Practice, and Games & Study Aids

Geometric Reasoning

Grade
5

FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.5.GR.3 Solve problems involving the volume of right rectangular prisms.

MA.5.GR.3.3 Solve real-world problems involving the volume of right rectangular prisms, including problems with an unknown edge length, with whole-number edge lengths using a visual model or a formula. Write an equation with a variable for the unknown to represent the problem.

Example: A hydroponic box, which is a rectangular prism, is used to grow a garden in wastewater rather than soil. It has a base of 2 feet by 3 feet. If the volume of the box is 12 cubic feet, what would be the depth of the box?

Benchmark Clarifications:

Clarification 1: Instruction progresses from right rectangular prisms to composite figures composed of right rectangular prisms.

Clarification 2: When finding the volume of composite figures composed of right rectangular prisms, recognize volume as additive by adding the volume of non-overlapping parts.

Clarification 3: Responses include the appropriate units in word form.

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CHAPTER 13 METRIC MEASUREMENT, AREA, AND VOLUME

- Lesson 13-12 Volume—SE/TE pp. 502-503
- Lesson 13-13 Find Volume—SE/TE pp. 505-506
- Lesson 13-15 Estimate Volume—SE/TE pp. 508-509
- Lesson 13-17 Problem-Solving Strategy: Draw a Picture—SE/TE pp. 512-513
- Lesson 13-18 Problem-Solving Applications: Mixed Review—SE/TE pp. 514-515

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 13-12 Volume—p. 177
- Lesson 13-13 Find Volume—p. 178
- Lesson 13-15 Estimate Volume—p. 180
- Lesson 13-17 Problem-Solving Strategy: Draw a Picture—p. 182
- Lesson 13-18 Problem-Solving Applications: Mixed Review—p. 183

DIGITAL RESOURCES*

Chapter 13 Reteach Lessons & Practice/Reteach Teacher Support

- Problem Solving: Apply Volume Formulas for Prisms
- Problem Solving: Decompose Figures to Find Volume

Chapter 13 Still More Practice

Chapter 13 Interactive Practice (each skill)

Measurement & Data

- Solve problems using the volume formula for prisms
- Find volume by decomposing a solid into prisms

Chapter 13 Problem-Solving Practice (each skill lesson)

MA.5.GR.4 Plot points and represent problems on the coordinate plane.

MA.5.GR.4.1 Identify the origin and axes in the coordinate system. Plot and label ordered pairs in the first quadrant of the coordinate plane.

Benchmark Clarifications:

Clarification 1: Instruction includes the connection between two-column tables and coordinates on a coordinate plane.

Clarification 2: Instruction focuses on the connection of the number line to the x- and y-axis.

Clarification 3: Coordinate planes include axes scaled by whole numbers. Ordered pairs contain only whole numbers.

STUDENT EDITION & eBOOK*/TEACHER'S EDITION & eBOOK*

CHAPTER 8 PROBABILITY AND STATISTICS

- Lesson 8-7 Using Coordinate Graphs—SE/TE pp. 299-300

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 8-7 Using Coordinate Graphs—p. 106

DIGITAL RESOURCES*

Chapter 8 Reteach Lessons & Practice/Reteach Teacher Support

- Understand Points on the Coordinate Plane

Chapter 8 Still More Practice

Chapter 8 Interactive Practice (each skill)

Geometry

- Understand the meaning of an ordered pair

Chapter 8 Problem-Solving Practice (each skill lesson)

Chapter 8 Reteach Videos

- The Coordinate Plane and Representing Problem Situations

Geometric Reasoning



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.5.GR.4 Plot points and represent problems on the coordinate plane.

MA.5.GR.4.2 Represent mathematical and real-world problems by plotting points in the first quadrant of the coordinate plane and interpret coordinate values of points in the context of the situation.

Example: For Kevin's science fair project, he is growing plants with different soils. He plotted the point (5,7) for one of his plants to indicate that the plant grew 7 inches by the end of week 5.

Benchmark Clarifications:

Clarification 1: Coordinate planes include axes scaled by whole numbers. Ordered pairs contain only whole numbers.

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CHAPTER 8 PROBABILITY AND STATISTICS

- Lesson 8-7 Using Coordinate Graphs—SE/TE pp. 299–300

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 8-7 Using Coordinate Graphs—p. 106

DIGITAL RESOURCES*

Chapter 8 Reteach Lessons & Practice/Reteach Teacher Support

- Graph Points to Represent Problem Situations

Chapter 8 Still More Practice

Chapter 8 Interactive Practice (each skill)

Geometry

- Solve problems by graphing a point in quadrant
- Graph a point in the first quadrant
- Solve problems by graphing a point in quadrant
- Interpret coordinate values within a context

Chapter 8 Problem-Solving Practice (each skill lesson)

Chapter 8 Reteach Videos

- The Coordinate Plane and Representing Problem Situations

Data Analysis and Probability

MA.5.DP.1 Collect, represent and interpret data and find the mean, mode, median or range of a data set.

MA.5.DP.1.1 Collect and represent numerical data, including fractional and decimal values, using tables, line graphs or line plots.

Example: Gloria is keeping track of her money every week. She starts with \$10.00, after one week she has \$7.50, after two weeks she has \$12.00 and after three weeks she has \$6.25. Represent the amount of money she has using a line graph.

Benchmark Clarifications:

Clarification 1: Within this benchmark, the expectation is for an estimation of fractional and decimal heights on line graphs.

Clarification 2: Decimal values are limited to hundredths. Denominators are limited to 1, 2, 3 and 4. Fractions can be greater than one.

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CHAPTER 8 PROBABILITY AND STATISTICS

- Lesson 8-2 Collect and Organize Data—SE/TE pp. 286–287
- Lesson 8-5 Line Plots—SE/TE pp. 294–295
- Lesson 8-10 Make Line Graphs—SE/TE pp. 304–305

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 8-2 Collect and Organize Data—p. 101
- Lesson 8-5 Line Plots—p. 104
- Lesson 8-10 Make Line Graphs—p. 109

DIGITAL RESOURCES*

Chapter 8 Still More Practice

Chapter 8 Interactive Practice (each skill)

Chapter 8 Problem-Solving Practice (each skill lesson)

Data Analysis and Probability



FLORIDA'S B.E.S.T. STANDARDS: MATHEMATICS

PROGRESS IN MATHEMATICS

MA.5.DP.1 Collect, represent and interpret data and find the mean, mode, median or range of a data set.

MA.5.DP.1.2 Interpret numerical data, with whole-number values, represented with tables or line plots by determining the mean, mode, median or range.

Example: Rain was collected and measured daily to the nearest inch for the past week. The recorded amounts are 1, 0, 3, 1, 0, 0 and 1. The range is 3 inches, the modes are 0 and 1 inches and the mean value can be determined as $(1+0+3+1+0+0+1)/7$ which is equivalent to $6/7$ of an inch. This mean would be the same if it rained $6/7$ of an inch each day.

Benchmark Clarifications:

Clarification 1: Instruction includes interpreting the mean in real-world problems as a leveling out, a balance point or an equal share.

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CHAPTER 8 PROBABILITY AND STATISTICS

- Lesson 8-3 Range, Median, Mean, and Mode—SE/TE pp. 288–289
- Lesson 8-5 Line Plots—SE/TE pp. 294–295

STUDENT WORKBOOK & STUDENT WORKBOOK eBOOK*

- Lesson 8-3 Range, Median, Mean, and Mode—p. 102
- Lesson 8-5 Line Plots—p. 104

DIGITAL RESOURCES*

Chapter 8 Still More Practice
Chapter 8 Interactive Practice (each skill)
Chapter 8 Problem-Solving Practice (each skill lesson)

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