

Fundamentals

Games for developing and practicing mental computation strategies

CORRELATION TO TEKS (TEXAS ESSENTIAL KNOWLEDGE AND SKILLS FOR MATHEMATICS)

Grade 1

HEADQUARTERS

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ORIGO[®]
EDUCATION

		Expectation: The student is expected to...	Pages
Number, Operation, and Quantitative Reasoning	(1.1) The student uses whole numbers to describe and compare quantities.	(A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models.	Nearby Numbers: 12-15 How Much More?: 28-31 Domino Grab: 36-39
		(B) create sets of tens and ones using concrete objects to describe, compare, and order whole numbers.	Take it Away: 24-27 Total Twenty: 40-43
		(D) read and write numbers to 99 to describe sets of concrete objects.	Fill Five: 8-11 Nearby Numbers: 12-15 Total Ten: 16-19 Same but Different: 20-23 Take it Away: 24-27 Towers of Ten: 32-35 Add 'em Up: 44-47 Make a Ten: 48-51 Pick-a-Pair Solitaire: 52-55 Slides and Ladders: 60-63
	(1.3) The student recognizes and solves problems in addition and subtraction situations.	(A) model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences.	Fill Five: 8-11 Total Ten: 16-19 Same but Different: 20-23 Take it Away: 24-27 How Much More?: 28-31 Towers of Ten: 32-35 Domino Grab: 36-39 Add 'em Up: 44-47
		(B) learn and apply basic addition facts (sums to 18) using concrete models.	Fill Five: 8-11 Total Ten: 16-19 Same but Different: 20-23 Towers of Ten: 32-35 Domino Grab: 36-39 Total Twenty: 40-43 Add 'em Up: 44-47 Make a Ten: 48-51 Pick-a-Pair Solitaire: 52-55 Double Up: 56-59 Slides and Ladders: 60-63

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		Expectation: The student is expected to...	Pages
Patterns, Relationships, and Algebraic Thinking	(1.4) The student recognizes patterns in numbers and operations.	(A) find patterns in numbers, including odd and even	Double Up: 56-59
		(B) compare and order whole numbers using place value.	Nearby Numbers: 12-15
	(1.5) The student recognizes patterns in numbers and operations.	(C) identify patterns in related addition and subtraction sentences (fact families for sums to 18) such as $2 + 3 = 5$, $3 + 2 = 5$, $5 - 2 = 3$, and $5 - 3 = 2$.	Total Ten: 16-19 Same but Different: 20-23 Take it Away: 24-27 Make a Ten: 48-51 Pick-a-Pair Solitaire: 52-55 Double Up: 56-59
Underlying Processes and Mathematical Tools	(1.12) The student communicates about Grade 1 mathematics using informal language.	(A) explain and record observations using objects, words, pictures, numbers, and technology.	Same but Different: 20-23 Domino Grab: 36-39
	(1.13) The student uses logical reasoning to make sense of his or her world.	reason and support his or her thinking using objects, words, pictures, numbers, and technology.	Fill Five: 8-11 Total Ten: 16-19 Same but Different: 20-23 Take it Away: 24-27 How Much More?: 28-31 Towers of Ten: 32-35 Total Twenty: 40-43 Add 'em Up: 44-47 Make a Ten: 48-51 Pick-a-Pair Solitaire: 52-55 Double Up: 56-59