

Fundamentals

Games for developing and practicing mental computation strategies

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

Grade 2

HEADQUARTERS

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EDUCATION

		Expectation: The student is expected to...	Pages
Number, Operation, and Quantitative Reasoning	(2.1) The student understands how place value is used to represent whole numbers.	The student is expected to use concrete models to represent, compare, and order whole numbers (through 999), read the numbers, and record the comparisons using numbers and symbols (>, <, =).	Double Trouble: 20-23 Roll On: 24-27 Collector Cards: 44-47
	(2.3) The student adds and subtracts whole numbers to solve problems.	(A) recall and apply basic addition facts (sums to 18).	Triple Combo: 8-11 Spinning Around: 12-15 Three Sum, pp. 16-19 Double Trouble, pp. 20-23 Roll On: 24-27 Take or Tally: 28-31
		(B) select addition or subtraction and solve problems using two-digit numbers, whether or not regrouping is necessary.	Headache: 40-43 Take Off: 36-39 First to Forty: 52-55 Criss-Cross: 60-63
	(2.4) The student models multiplication and division.	(A) model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined.	Four of a Kind: 48-51 Double Barrel: 56-59
Patterns, Relationships, and Algebraic Thinking	(2.5) The student uses patterns in numbers and operations.	(B) use patterns in place value to compare and order whole numbers through 999.	Roll On: 24-27 Collector Cards: 44-47 First to Forty: 52-55
		(C) use patterns to develop strategies to remember basic addition facts.	Triple Combo: 8-11 Three Sum: 16-19 Double Trouble: 20-23 Headache: 40-43
		(D) solve subtraction problems related to addition facts (fact families) such as $8 + 9 = 17$, $9 + 8 = 17$, $17 - 8 = 9$, and $17 - 9 = 8$.	Take or Tally: 28-31 Cat and Mice: 32-35 Take Off: 36-39 Headache: 40-43 Criss-Cross: 60-63
	(2.6) The student uses patterns to describe relationships and make predictions.	(B) identify patterns in a list of related number pairs based on a real-life situation and extend the list.	Double Barrel: 56-59

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Underlying Processes and Mathematical Tools	(2.12) The student applies Grade 2 mathematics to solve problems connected to everyday experiences and activities in and outside of school.	Expectation: The student is expected to...	Pages
			(C) select or develop an appropriate problem-solving strategy including drawing a picture, looking for a pattern, systematic guessing and checking, or acting it out in order to solve a problem.