

Fundamentals

Games for developing and practicing mental computation strategies

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

Grade 3

HEADQUARTERS

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ORIGO[®]
EDUCATION

		Expectation: The student is expected to...	Pages
Number, Operation, and Quantitative Reasoning	(3.1) The student uses place value to communicate about increasingly large whole numbers in verbal and written form, including money.	(B) use place value to compare and order whole numbers through 9,999.	Leaps and Bounds: 12-15 Over and Out: 40-43 Dollars and Cents: 44-47
		(C) determine the value of a collection of coins and bills.	Dollars and Cents: 44-47
	(3.3) The student adds and subtracts to solve meaningful problems involving whole numbers.	(A) model addition and subtraction using pictures, words, and numbers.	Leaps and Bounds: 12-15 First to Forty: 16-19 Add the Tens: 20-21 Pick and Choose: 32-35 Dollars and Cents: 44-47
		(B) select addition or subtraction and use the operation to solve problems involving whole numbers through 999.	Fifty: 8-11 Leaps and Bounds: 12-15 Pick and Choose: 32-35 Count Down: 36-39 Over and Out: 40-43 Dollars and Cents: 44-47
	(3.4) The student recognizes and solves problems in multiplication and division situations.	(B) solve and record multiplication problems (one-digit multiplier).	Pick a Product: 24-27 Times Tussle: 28-31 Count Down: 36-39 Double Double: 48-51 Do the Ds: 52-55
		(C) use models to solve division problems and use number sentences to record the solutions.	Halve It: 56-59 Half and Half: 60-63
Patterns, Relationships, and Algebraic Thinking	(3.6) The student uses patterns to solve problems.	(B) identify patterns in multiplication facts using concrete objects, pictorial models, or technology.	Double Double: 48-51 Do the Ds: 52-55
		(C) identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$.	Halve It: 56-59 Half and Half: 60-63
Underlying Processes and Mathematical Tools	(3.15) The student applies Grade 3 mathematics to solve problems connected to everyday experiences and activities in and outside of school.	(C) select or develop an appropriate problem-solving strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.	Fifty: 8-11 Add the Tens: 20-23