

Fundamentals

Games for developing and practicing mental computation strategies

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

Grade 4

HEADQUARTERS

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ORIGO[®]
EDUCATION

		Expectation: The student is expected to...	Pages
Number, Operation, and Quantitative Reasoning	(4.1) The student uses place value to represent whole numbers and decimals.	(A) use place value to read, write, compare, and order whole numbers through the millions place.	Make 100: 8-11 Take Two: 12-15 On Target: 16-19 High or Low: 20-23
	(4.2) The student describes and compares fractional parts of whole objects or sets of objects.	(B) model fraction quantities greater than one using concrete materials and pictures.	Finding Fractions: 60-61
	(4.3) The student adds and subtracts to solve meaningful problems involving whole numbers and decimals.	(A) use addition and subtraction to solve problems involving whole numbers.	Make 100: 8-11 Take Two: 12-15 On Target: 16-19 High or Low: 20-23 Total Two: 24-27 Take or Tally: 28-31 Up or Down: 32-35 This or That?: 44-47
	(4.4) The student multiplies and divides to solve meaningful problems involving whole numbers.	(B) represent multiplication and division situations in picture, word, and number form.	Left Overs: 48-51 Take your Pick: 52-55
		(C) recall and apply multiplication facts through 12 x 12.	Multiplication Mania: 36-39 Climb the Ladder: 40-43 Take your Pick: 52-55
		(D) use multiplication to solve problems involving two-digit numbers.	Climb the Ladder: 40-43 This or That?: 44-47 Take you Pick: 52-55 Finding Fractions: 60-63
(E) use division to solve problems involving one-digit divisors.		This or That?: 44-47 Left Overs: 48-51 Have a Half: 56-59 Finding Fractions: 60-63	
(4.5) The student estimates to determine reasonable results.	(A) round whole numbers to the nearest ten, hundred, or thousand to approximate reasonable results in problem situations.	High or Low: 20-23	
Patterns, Relationships, and Algebraic Thinking	(4.6) The student uses patterns in multiplication and division.	(A) use patterns to develop strategies to remember basic multiplication facts.	Multiplication Mania: 36-39 Climb the Ladder: 40-43
		(C) use patterns to multiply by 10 and 100.	Climb the Ladder: 40-43

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		Expectation: The student is expected to...	Pages
Geometry and spatial reasoning	(4.10) The student recognizes the connection between numbers and points on a number line.	The student is expected to locate and name points on a number line using whole numbers, fractions such as halves and fourths, and decimals such as tenths.	Up or Down: 32-35
	(4.14) The student applies Grade 4 mathematics to solve problems connected to everyday experiences and activities in and outside of school.	<p>(A) explain and record observations using objects, words, pictures, numbers, and technology.</p> <p>(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.</p>	<p>Total Two: 24-27 This or That?: 44-47</p> <p>Take Two: 12-15 On Target: 16-19</p>
Underlying Processes and Mathematical Tools	(4.15) The student communicates about Grade 4 mathematics using informal language.	(A) explain and record observations using objects, words, pictures, numbers, and technology.	Take Two: 12-15 On Target: 16-19
	(4.16) The student uses logical reasoning to make sense of his or her world.	(A) make generalizations from patterns or sets of examples and nonexamples.	Up or Down: 32-35
		(B) justify why an answer is reasonable and explain the solution process.	Make 100: 8-11 On Target: 16-19 High or Low: 20-23 Total Two: 24-27 This or That?: 44-47