

Fundamentals

Games for developing and practicing mental computation strategies

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

Grade 5

HEADQUARTERS

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ORIGO[®]
EDUCATION

		Expectation: The student is expected to...	Pages
Number, Operation, and Quantitative Reasoning	(5.1) The student uses whole numbers to describe and compare quantities.	(A) use place value to read, write, compare, and order whole numbers through the billions place.	Think BIG: 52-55
		(B) use place value to read, write, compare, and order decimals through the thousandths place.	Dollars and Cents: 40-43 Target 10: 56-59
	(5.2) The student recognizes and solves problems in addition and subtraction situations.	(A) generate equivalent fractions.	One-on-One: 44-47
		(B) compare two fractional quantities in problem-solving situations using a variety of methods, including common denominators.	Think BIG: 52-55
	(5.3) The student adds, subtracts, multiplies, and divides to solve meaningful problems.	(A) use addition and subtraction to solve problems involving whole numbers and decimals.	Choose and Use: 8-11 Break if Down: 12-15 Jump Back: 16-19 Dollars and Cents: 40-43 Target 10: 56-59 First to One: 60-63
		(B) use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology).	Choose and Use: 8-11 Nice and Easy: 20-23 Factor Find: 28-31 Perfect Pairs: 32-35 Friendly Factors: 36-39
		(C) use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology)	Choose and Use: 8-11 Roll a Remainder: 24-27 Factor Find: 28-31 Fraction Facts: 48-51 Think BIG: 52-55
		(D) identify prime factors of a whole number and common factors of a set of whole numbers.	Factor Find: 28-31 Friendly Factors: 36-39
(E) model and record addition and subtraction of fractions with like denominators in problem-solving situations.		One-on-One: 44-47	
(5.4) The student estimates to determine reasonable results.	(B) estimate to solve problems where exact answers are not required.	Target 10: 56-59	
Patterns, Relationships, and Algebraic Thinking	(5.5) The student makes generalizations based on observed patterns and relationships.	(B) use lists, tables, charts, and diagrams to find patterns and make generalizations such as a procedure for determining equivalent fractions.	Factor Find: 28-31

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		Expectation: The student is expected to...	Pages
Underlying Processes and Mathematical Tools	(5.14) The student applies Grade 5 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.	Roll a Remainder: 24-27
	(5.15) The student communicates about Grade 5 mathematics using informal language.	(B) relate informal language to mathematical language and symbols.	Jump Back: 16-19 Nice and Easy: 20-23
	(5.16) The student uses logical reasoning to make sense of his or her world.	(A) make generalizations from patterns or sets of examples and nonexamples.	Break if Down: 12-15 Nice and Easy: 20-23 Roll a Remainder: 24-27 Perfect Pairs: 32-35 Friendly Factors: 36-39 Fraction Facts: 48-51 Target 10: 56-59 First to One: 60-63
		(B) justify why an answer is reasonable and explain the solution process.	Roll a Remainder: 24-27 Perfect Pairs: 32-35 Dollars and Cents: 40-43 Think BIG: 52-55