

Fundamentals

Games for developing and practicing mental computation strategies

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

Grade K

HEADQUARTERS

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ORIGO[®]
EDUCATION

		Expectation: The student is expected to...	Pages
Number, Operation, and Quantitative Reasoning	(K.1) The student uses numbers to name quantities.	(A) use one-to-one correspondence and language such as more than, same number as, or two less than to describe relative sizes of sets of concrete objects.	Fill Five: 8-11 Nearby Numbers: 12-15 Total Ten: 16-19
		(B) use sets of concrete objects to represent quantities given in verbal or written form (through 9).	Fill Five: 8-11 Total Ten: 16-19 Same but Different: 20-23
		(C) use numbers to describe how many objects are in a set (through 20).	Fill Five: 8-11 Total Ten: 16-19 Same but Different: 20-23
	(K.4) The student models addition and subtraction.	The student is expected to model and create addition and subtraction problems in real situations with concrete objects.	Fill Five: 8-11 Total Ten: 16-19 Same but Different: 20-23
Patterns, Relationships, and Algebraic Thinking	(K.6) The student uses patterns to make predictions.	(A) use patterns to predict what comes next, including cause-and-effect relationships	Nearby Numbers: 12-15
		(B) count by ones to 100.	Fill Five: 8-11 Total Ten: 16-19
Underlying Processes and Mathematical Tools	(K.14)The student communicates about Kindergarten mathematics using informal language.	(A) explain and record observations using objects, words, pictures, numbers, and technology.	Same but Different: 20-23
		(B) relate everyday language to mathematical language and symbols.	Total Ten: 16-19 Same but Different: 20-23
	(K.15)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