



ORIGO *math* **Grade 1**

A Step-by-Step Approach to Computation

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

HEADQUARTERS

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ORIGO[®]
EDUCATION

| | | Expectation: The student is expected to... | Teacher Sourcebook | Student Journal | Figure It! |
|---|--|--|--|---------------------------------|------------|
| Number, Operation, and Quantitative Reasoning | (1.1) The student uses whole numbers to describe and compare quantities. | (A) compare and order whole numbers up to 99 (less than, greater than, or equal to) using sets of concrete objects and pictorial models. | Unit 1, Daily Number Sense; Unit 5: pages 12, 13; Unit 6, Daily Number Sense | | |
| | | (B) create sets of tens and ones using concrete objects to describe, compare, and order whole numbers. | Unit 5: pages 4-5; Unit 9: pages 4-7 | pages 41-42, 81-84 | |
| | | (D) read and write numbers to 99 to describe sets of concrete objects. | Unit 2, Daily Number Sense; Unit 5: pages 4-13 | | |
| | (1.3) The student recognizes and solves problems in addition and subtraction situations. | (A) model and create addition and subtraction problem situations with concrete objects and write corresponding number sentences. | Unit 1: pages 4-11; Unit 2: pages 4-13; Unit 3: pages 2-13; Unit 4: pages 4-13; Unit 8: pages 4-13 | pages 1-8, 11-40, 71-78 | |
| (B) use concrete and pictorial models to apply basic addition and subtraction facts (up to $9+9=18$ and $18-9=9$). | | Unit 1: pages 2-13; Unit 3: pages 2-13; Unit 8: pages 2-3, 8-13 | pages 1-10, 21-30, 63-64, 75-80 | | |
| Patterns, Relationships, and Algebraic Thinking | (1.5) The student recognizes patterns in numbers and operations. | (C) compare and order whole numbers using place value. | Unit 5: pages 10-13; Unit 9: pages 10-13 | pages 47-50, 87-90 | |
| | | (D) use patterns to develop strategies to solve basic addition and basic subtraction problems. | Unit 1: pages 2-13; Unit 3: pages 2-13; Unit 8: pages 2-3, 8-13 | pages 1-10, 21-30, 63-64, 75-80 | |
| | | (E) identify patterns in related addition and subtraction sentences (fact families for sums to 18) such as $2+3=5$, $3+2=5$, $5-2=3$, and $5-3=2$. | Unit 2: pages 10-13; Unit 4: pages 6-13; Unit 6: pages 2-7 | pages 17-20, 33-34, 37-40 | |
| Probability and Statistics | (1.9) The student displays data in an organized form. | (B) use organized data to construct real object graphs, picture graphs, and bar-type graphs. | Unit 6, pages 10-11 | pages 57-58 | |
| | (1.10) The student uses information from organized data. | (A) draw conclusions and answer questions using information organized in real-object graphs, picture graphs, and bar-type graphs. | Unit 6, pages 10-11 | pages 57-58 | |

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| Underlying Processes and Mathematical Tools | (1.13) The student uses logical reasoning. | Expectation: The student is expected to... | Teacher Sourcebook | Student Journal | Figure It! |
|---|--|---|---|-----------------|------------|
| | | The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology. | Reflection Units 1-12; Unit 1: pages 4, 8, 10; Unit 3, pages 4, 6, 10; Unit 4: pages 4, 6; Unit 6: pages 4, 12; Unit 12: pages 4, 8, 10, 12 The "Reflection" section given at the bottom of each lesson session encourages the discussion of how students arrive at their answers on the student journal pages as well as provides additional suggestions for questions to ask. Throughout the <i>ORIGOm</i> ath program, the expectation is that students will describe the ways they arrive at answers and defend their solutions. | | |