



# **ORIGO** *math* **Grade 2**

## **A Step-by-Step Approach to Computation**

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

### **HEADQUARTERS**

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**ORIGO**<sup>®</sup>  
EDUCATION

		Expectation: The student is expected to...	Teacher Sourcebook	Student Journal	Figure It!
Number, Operation, and Quantitative Reasoning	(2.1) The student understands how place value is used to represent whole numbers.	(B) use place value to read, write, and describe the value of whole numbers to 999.	Unit 3: pages 4-9; Unit 10: pages 8-13	pages 21-26	
		(C) use place value to compare and order whole numbers to 999 and record the comparisons using numbers and symbols (<, =, >).	Unit 3, Daily Number Sense; Unit 6, Daily Number Sense		
	(2.3) The student adds and subtracts whole numbers to solve problems.	(A) recall and apply basic addition facts (to 18).	Unit 2, Intervention Recommendations: page 3, Consolidation: page 5; Unit 4: pages 4-13, Intervention Recommendations: page 3, Consolidation: page 13	pages 19-20, 39-40	1, 2, 9, 10, 13-17, 19-22, 24, 26, 28-29, 32, 34, 36, 38-39, 42, 45, 47, 49, 51, 53, 55
		(B) model addition and subtraction of two-digit numbers with objects, pictures, words, and numbers.	Unit 7: pages 12-13; Unit 8: pages 6, 7, 12; Unit 10: pages 6-13; Unit 12: pages 8-13	pages 73, 75, 93-100, 115-120	
		(C) select addition or subtraction to solve problems using two-digit numbers whether or not regrouping is necessary.	Unit 1: pages 8-9; Unit 8, 10, 11	pages 5-6, 77-78	
(2.4) The student models multiplication and division.	(A) model, create, and describe multiplication situations in which equivalent sets of concrete objects are joined.	Unit 5: pages 4-5; Unit 8, Daily Number Sense			
Patterns, Relationships, and Algebraic Thinking	(2.5) The student uses patterns in numbers and operations.	(C) use patterns and relationships to develop strategies to remember basic addition and subtraction facts. Determine patterns in related addition and subtraction number sentences (including fact families) such as $8+9=17$ , $9+8=17$ , $17-8=9$ , $17-9=8$ .	Unit 1: pages 4-13; Unit 2: pages 4-13; Unit 3: pages 4-13; Unit 4: pages 4-13	pages 1-40	
		(D) solve subtraction problems related to addition facts (fact families) such as $8+9=17$ , $9+8=17$ , $17-8=9$ , and $17-9=8$ .	Unit 2: pages 10-11; Unit 4: pages 10-11	pages 17, 18, 37-38	
	(2.6) The student uses patterns to describe relationships and make predictions.	(A) generate a list of paired numbers based on a real-life situation such as number of tricycles related to number of wheels.	Unit 9: pages 4-7	pages 81-84	

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Underlying Processes and Mathematical Tools		Expectation: The student is expected to...	Teacher Sourcebook	Student Journal	Figure It!
	(2.14) The student uses logical reasoning to make sense of his or her world.	The student is expected to justify his or her thinking using objects, words, pictures, numbers, and technology.	Units 1-12; Unit 1: page 4; Unit 3: page 12; Unit 8: page 10; Unit 9: page 4; Unit 12; pages 8, 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>ORIGOMath</i> program, the expectation is that students will describe the ways they arrive at answers and defend their solutions.		