



# **ORIGO** *math* **Grade 4**

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

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

### **HEADQUARTERS**

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EDUCATION

		<b>Expectation: The student is expected to...</b>	<b>Teacher Sourcebook</b>	<b>Student Journal</b>	<b>Figure It!</b>
<b>Number, Operation, and Quantitative Reasoning</b>	<b>(4.1)</b> The student uses place value to represent whole numbers and decimals.	<b>(B)</b> use place value to read, write, compare, and order decimals involving tenths and hundredths, including money, using concrete objects and pictorial models.	Unit 8: pages 4-13; Unit 10: pages 4-13	pages 71-80, 91-100	
	<b>(4.2)</b> The student describes and compares fractional parts of whole objects or sets of objects.	<b>(A)</b> use concrete objects and pictorial models to generate equivalent fractions.	Unit 4: pages 8-11	pages 35-38	
		<b>(C)</b> compare and order fractions using concrete objects and pictorial models.	Unit 4: pages 6, 7	pages 33, 34	
		<b>(D)</b> relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models.	Unit 10: pages 4-13	pages 91-100	
	<b>(4.3)</b> The student adds and subtracts to solve meaningful problems involving whole numbers and decimals.	<b>(A)</b> use addition and subtraction to solve problems involving whole numbers.	Unit 1: pages 8, 9, 12, 13; Unit 3: pages 8-12	pages 5, 6, 9, 10, 25-30	
		<b>(B)</b> add and subtract decimals to the hundredths place using concrete objects and pictorial models.	Unit 1: pages 10-11; Unit 3: pages 12-13	pages 7, 8, 29, 30	
	<b>(4.4)</b> The student multiplies and divides to solve meaningful problems involving whole numbers.	<b>(A)</b> model factors and products using arrays and area models.	Unit 2: pages 4-9; Unit 5: pages 4-9; Unit 9: pages 4-5	pages 11-16, 41-46, 81, 82	
		<b>(B)</b> represent multiplication and division situations in picture, word, and number form.	Unit 5: pages 10-13; Unit 9: pages 12-13; Unit 11: pages 12-13; Unit 12: pages 4-9, 12, 13	pages 47-50, 89, 90, 109-116, 119-120	
		<b>(C)</b> recall and apply multiplication facts through $12 \times 12$ .	Unit 1, Daily Number Sense; Unit 2: pages 4-13; Unit 3, Daily Number Sense		pages 9, 10, 17-22
		<b>(D)</b> use multiplication to solve problems (no more than two-digits times two-digits without technology).	Unit 2: pages 12-13; Unit 5: pages 10-13	pages 19-20, 47-50	
<b>(E)</b> use division to solve problems (no more than one-digit divisors and three-digit dividends without technology).		Unit 11: pages 12-13; Unit 12: 4-9	pages 109-116		
<b>(4.5)</b> The student estimates to determine reasonable results.	<b>(B)</b> use strategies including rounding and compatible numbers to estimate solutions to multiplication and division problems.	Unit 7, Daily Number Sense; Unit 9, Daily Number Sense			
<b>Patterns, Relationships, and Algebraic Thinking</b>	<b>(4.6)</b> The student uses patterns in multiplication and division.	<b>(A)</b> use patterns and relationships to develop strategies to remember basic multiplication facts and division facts (such as the patterns in related multiplication and division number sentences (fact families) such as $9 \times 9 = 81$ and $81 \div 9 = 9$ ).	Unit 1, Daily Number Sense; Unit 2: pages 4-12; Unit 3, Daily Number Sense		
		<b>(B)</b> use patterns to multiply by 10 and 100.	Unit 9: pages 6-7	pages 83-84	

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Underlying Processes and Mathematical Tools		Expectation: The student is expected to...	Teacher Sourcebook	Student Journal	Figure It!
	(4.16) The student uses logical reasoning.	(B) justify why an answer is reasonable and explain the solution process.	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 ORIGOmth program, the expectation is that students will describe the ways they arrive at answers and defend their solutions.		