ORIGOmath Grade 6

A Step-by-Step Approach to Computation

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

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ORIGO® EDUCATION

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		Expectation: The student is expected to...	Teacher Sourcebook	Student Journal	FIgure It!
Number, Operation, and Quantitative Reasoning	**(6.1)** The student represents and uses rational numbers in a variety of equivalent forms.	**(A)** compare and order non-negative rational numbers.	Unit 5: pages 4-11	pages 41-48	
		(B) generate equivalent forms of rational numbers including whole numbers, fractions, and decimals.	Unit 5: pages 12-13; Unit 7: pages 8-11	pages 49, 50, 65-68	
	(6.2) The student adds, subtracts, multiplies, and divides to solve problems and justify solutions.	**(A)** model addition and subtraction situations involving fractions with objects, pictures, words, and numbers.	Unit 7: pages 1-13	pages 61-68	
		(B) use addition and subtraction to solve problems involving fractions and decimals.	Unit 1: pages 11-12; Unit 4: pages 8-13; Unit 7: pages 12-13; Unit 9: pages 8-13	pages 35-40, 69-70, 87-90	
		(C) use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates.	Unit 12: pages 4, 5, 8-13	pages 111, 112, 115-120	
		(D) estimate and round to approximate reasonable results and to solve problems where exact answers are not required.	Unit 2: pages 12-13; Unit 8: pages 12-13; Unit 9: pages 6, 7	pages 19, 20, 79, 80, 83, 84	
		(E) use order of operations to simplify whole number expressions (without exponents) in problem solving situations.	Unit 6: pages 6-9, 12	pages 53-56	
Patterns, Relationships, and Algebraic Thinking	**(6.3)** The student solves problems involving direct proportional relationships.	**(B)** represent ratios and percents with concrete models, fractions, and decimals.	Unit 5: pages 12-13; Unit 12: pages 4-12	pages 49-50, 111, 112	
Underlying Processes and Mathematical Tools	**(6.12)** The student communicates about Grade 6 mathematics through informal and mathematical language, representations, and models.	**(A)** communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models.	The "Reflection" section given at the bottom of each lesson session encourages the discussion of how students arrived at their answers on the Student Journal pages as well as provides additional suggestions for questions to ask. Throughout the ORIGOmath program the expectation is that students will describe the ways in which they arrive at answers and defend their solutions.		