



ORIGO *math*

Grades 1 – 6

A Step-by-Step Approach to Computation

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

Number, Operation, And Quantitative Reasoning

HEADQUARTERS

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ORIGO[®]
EDUCATION

	Number, Operation, and Quantitative Reasoning	Expectation: The student is expected to...	Teacher Sourcebook	Student Journal	Figure It!
ORIGOMATH GRADE 1	(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		
ORIGOMATH GRADE 2	(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			

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	Number, Operation, and Quantitative Reasoning	Expectation: The student is expected to...	Teacher Sourcebook	Student Journal	Figure It!
ORIGOMATH GRADE 3	(3.2) The student uses fraction names and symbols (with denominators of 12 or less) to describe fractional parts of whole objects or sets of objects.	(A) construct concrete models of fractions.	Unit 4, pages 10, 11	pages 37-38	
	(3.3) The student adds and subtracts to solve meaningful problems involving whole numbers.	(A) model addition and subtraction using pictures, words, and numbers.	Unit 1: pages 4-13; Unit 3: pages 4-13; Unit 5: pages 4-13; Unit 7: pages 4-13; Unit 9: pages 4-13	pages 1-13, 21-30, 41-50, 61-70, 81-90	
		(B) select addition or subtraction and use the operation to solve problems involving whole numbers through 999.	Unit 7: pages 8-13; Unit 9: pages 8-13	pages 65-70; 85-90	
	(3.4) The student recognizes and solves problems in multiplication and division situations.	(A) learn and apply multiplication facts through 12 by 12 using concrete models and objects.	Unit 2: pages 4-13, Intervention Recommendation, page 3, Consolidation, page 11; Unit 8: pages 4, 5, 8, 9, 12, 13; Unit 11: pages 4-9	pages 11-14, 17-19, 71, 72, 75, 76	
		(B) solve and record multiplication problems (up to two digits times one digit).	Unit 2: pages 4-13; Unit 6: pages 4-13; Unit 8: pages 4-13; Unit 11: pages 4-13	pages 11-20, 51-60, 71-80, 101-110	
		(C) use models to solve division problems and use number sentences to record the solutions.	Unit 4: pages 4-13, Intervention Recommendation, page 3; Unit 10: pages 4-11	pages 31-40, 91, 93, 95, 96	
	(3.5) The student estimates to determine reasonable results.	(B) use strategies including rounding and compatible numbers to estimate solutions to addition and subtraction problems.	Unit 1: pages 6-9; Unit 3: pages 10-13; Unit 5: pages 8-13	pages 3-6, 27-30, 45-50	

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	Number, Operation, and Quantitative Reasoning	Expectation: The student is expected to...	Teacher Sourcebook	Student Journal	Figure It!
ORIGOMATH GRADE 4	(4.1) The student uses place value to represent whole numbers and decimals.	(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	
	(4.2) The student describes and compares fractional parts of whole objects or sets of objects.	(A) use concrete objects and pictorial models to generate equivalent fractions.	Unit 4: pages 8-11	pages 35-38	
		(C) compare and order fractions using concrete objects and pictorial models.	Unit 4: pages 6, 7	pages 33, 34	
		(D) relate decimals to fractions that name tenths and hundredths using concrete objects and pictorial models.	Unit 10: pages 4-13	pages 91-100	
	(4.3) The student adds and subtracts to solve meaningful problems involving whole numbers and decimals.	(A) 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) 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	
	(4.4) The student multiplies and divides to solve meaningful problems involving whole numbers.	(A) 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) 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	
		(C) recall and apply multiplication facts through 12×12 .	Unit 1, Daily Number Sense; Unit 2: pages 4-13; Unit 3, Daily Number Sense		pages 9, 10, 17-22
		(D) 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	
		(E) 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	
(4.5) The student estimates to determine reasonable results.	(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			

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	Number, Operation, and Quantitative Reasoning	Expectation: The student is expected to...	Teacher Sourcebook	Student Journal	Figure It!
ORIGOMATH GRADE 5	(5.1) The student uses place value to represent whole numbers and decimals.	(B) use place value to read, write, compare, and order decimals through the thousandths place.	Unit 2: pages 4-13	pages 11-20	
	(5.2) The student uses fractions in problem-solving situations.	(A) generate a fraction equivalent to a given fraction such as $\frac{1}{2}$ and $\frac{3}{6}$ or $\frac{4}{12}$ and $\frac{1}{3}$.	Unit 2: pages 6-8; Unit 8: pages 10-13; Unit 11: pages 8-13	pages 75-80, 105-110	
		(B) generate a mixed number equivalent to a given improper fraction or generate an improper fraction equivalent to a given mixed number.	Unit 8: pages 8, 9	pages 75, 76	
		(D) use models to relate decimals to fractions that name tenths, hundredths, and thousandths.	Unit 2: pages 4-5	pages 11, 12	
	(5.3) The student adds, subtracts, multiplies, and divides to solve meaningful problems.	(A) use addition and subtraction to solve problems involving whole numbers and decimals.	Unit 5: pages 12-13; Unit 9: pages 4-13;	pages 21, 49, 50, 83-90	
		(B) use multiplication to solve problems involving whole numbers (no more than three digits times two digits without technology).	Unit 1: pages 4, 5; Unit 7: page 4, 5; Unit 10: pages 4, 5	pages 1, 2	
		(C) use division to solve problems involving whole numbers (no more than two-digit divisors and three-digit dividends without technology), including interpreting the remainder within a given context.	Unit 4: pages 8-11 (see photo); Unit 12: pages 4-7, 10, 11	pages 37, 38, 111-114, 117, 118	
		(D) identify common factors of a set of whole numbers.	Unit 1: pages 6, 7	pages 3, 4	
		(E) model situations using addition and/or subtraction involving fractions with like denominators using concrete objects pictures, words, and numbers.	Unit 11: pages 4-7	pages 101-104	
	(5.4) The student estimates to determine reasonable results.	(A) use strategies, including rounding and compatible numbers to estimate solutions to addition, subtraction, multiplication, and division problems.	Unit 3: pages 8-13; Unit 4: pages 6, 7; Unit 5: pages 6-9; Unit 7: pages 10-13	pages 25-30, 33, 34, 43-46, 67-70	

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	Number, Operation, and Quantitative Reasoning	Expectation: The student is expected to...	Teacher Sourcebook	Student Journal	Figure It!
ORIGOMATH GRADE 6	(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	