



# **ORIGO** *math*

**Grades 1 – 6**

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

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

**Patterns, Relationships, and Algebraic Thinking**

### **HEADQUARTERS**

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**ORIGO**<sup>®</sup>  
EDUCATION

	Patterns, Relationships, and Algebraic Thinking	Expectation: The student is expected to...	Teacher Sourcebook	Student Journal	Figure It!
ORIGOMATH GRADE 1	(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	
ORIGOMATH GRADE 2	(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	
ORIGOMATH GRADE 3	(3.6) The student uses patterns to solve problems.	(C) identify patterns in related multiplication and division sentences (fact families) such as $2 \times 3 = 6$ , $3 \times 2 = 6$ , $6 \div 2 = 3$ , $6 \div 3 = 2$ .	Unit 10: pages 4-12, Intervention Recommendation, page 3; Unit 12: pages 4-13	pages 91-100, 111-120	
ORIGOMATH GRADE 4	(4.6) The student uses patterns in multiplication and division.	(A) 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) use patterns to multiply by 10 and 100.	Unit 9: pages 6-7	pages 83-84	

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

ORIGOMATH GRADE 6	Patterns, Relationships, and Algebraic Thinking	Expectation: The student is expected to...	Teacher Sourcebook	Student Journal	Figure It!
	<p><b>(6.3)</b> The student solves problems involving direct proportional relationships.</p>	<p><b>(B)</b> represent ratios and percents with concrete models, fractions, and decimals.</p>	<p>Unit 5: pages 12-13; Unit 12: pages 4-12</p>	<p>pages 49-50, 111, 112</p>	