

# Riverdeep Correlations

Correlation of Millie's Math House<sup>®</sup>  
to California State Standards  
October - 2006



[www.riverdeep.net](http://www.riverdeep.net)

Standards	Millie's Math House
Kindergarten	
Number Sense	
1. Students understand the relationship between numbers and quantities, i.e., that a set of objects has the same number of objects in different situations, regardless of its position or arrangement.	
1.1 compare two or more sets of objects (up to 10 objects in each group), and identify which set is equal to, more than, or less than the other.	What's My Number?
1.2 count, recognize, represent, name, and order a number of objects (up to 30).	What's My Number?
	Number Machine
	Cookie Factory
1.3 know that the larger numbers describe sets with more objects in them than smaller numbers.	What's My Number?
	Number Machine
	Cookie Factory
2. Students understand and describe simple addition and subtraction situations.	
2.1 use concrete objects to determine the answers to addition and subtraction problems (for two numbers each less than 10).	What's My Number?
3. Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places.	

Standards	Millie's Math House
3.1 recognize when an estimate is reasonable.	
Algebra and Functions	
1. Students sort and classify objects.	
1.1 identify, sort and classify objects by attribute and identify objects that do not belong to a particular grouping (e.g., all these balls are green, those are red).	Alien Astronauts
Measurement and Geometry	
1. Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties:	
1.1 compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).	Little, Middle, & Big
1.2 demonstrate understanding of concepts of time (e.g., morning, afternoon, evening, day, yesterday, tomorrow, week, year) including tools that measure time (e.g., clock, calendar).	
1.3 name the days of the week.	
1.4 identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock, bed time is 8 o'clock at night).	
2. Students identify common geometric objects in their environment and describe the geometric features.	
2.1 identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).	Mouse House
2.2 compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).	Mouse House
	Alien Astronauts

Standards	Millie's Math House
Statistics, Data Analysis, and Probability	
1. Students collect information about objects and events in their environment.	
1.1 pose information questions, collect data and record the results using objects, pictures and picture graphs.	Alien Astronauts
1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.	Bing & Boing
Mathematical Reasoning	
1. Students make decisions about how to set up a problem.	
1.1 Determine the approach, materials, and strategies to be used.	
1.2 use tools and strategies such as manipulatives or sketches to model problems	
2. Students solve problems in reasonable ways and justify their reasoning:	
2.1 explain the reasoning used with concrete objects and/ or pictorial representations.	
2.2 make precise calculations and check the validity of the results from the context of the problem.	
Grade 1	
Number Sense	
1. Students understand and use numbers up to 100.	

Standards	Millie's Math House
1.1 count, read and write whole numbers to 100.	What's My Number?
	Build-A-Bug
	Number Machine
	Cookie Factory
	Alien Astronauts
	Paint by Number
1.2 compare and order whole numbers to 100 by using the symbols for less than, equal to, or greater than (<, =, >).	
1.3 represent equivalent forms of the same number through the use of physical models, diagrams and number expressions (to 20) (e.g., 8 can be represented as $4 + 4$ , $5 + 3$ , $2 + 2 + 2 + 2$ , $10 - 2$ , $11 - 3$ ).	What's My Number?
	Build-A-Bug
	Number Machine
	Cookie Factory
1.4 count and group object in ones and tens (e.g., three groups of 10 and 4 equals 34, or $30 + 4$ ).	What's My Number?
	Cookie Factory
1.5 identify and know the value of coins and show different combinations of coins that equal the same value.	

Standards	Millie's Math House
2. Students demonstrate the meaning of addition and subtraction and use these operations to solve problems.	
2.1 know the addition facts (sums to 20) and the corresponding subtraction facts, and commit them to memory.	
2.2 use the inverse relationship between addition and subtraction to solve problems.	
2.3 Identify one more than, one less than, 10 more than, and 10 less than a given number.	What's My Number?
2.4 count by 2s, 5s and 10s with numbers to 100.	Paint by Number
2.5 show the meaning of addition (putting together, increasing) and subtraction (taking away, comparing, finding the difference).	What's My Number?
2.6 solve addition and subtraction problems with one- and two-digit numbers (e.g., $5 + 58 = \underline{\quad}$ ).	What's My Number?
2.7 find the sum of three one-digit numbers.	
3. Students use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, and hundreds places.	
3.1 make reasonable estimates when comparing larger or smaller numbers.	
Algebra and Functions	
1. Students use number sentences with operational symbols and expressions to solve problems:	
1.1 write and solve number sentences from problem situations that express relationships involving addition and subtraction.	
1.2 understand the meaning of the symbols +, -, =.	What's My Number?

Standards	Millie's Math House
1.3 create problem situations that could lead to given number sentences involving addition and subtraction.	
Measurement and Geometry	
1. Students use direct comparison and non-standard units to describe the measurements of objects.	
1.1 compare the length, weight and volume of two or more objects using direct comparison or a non-standard unit.	Little, Middle, & Big
	Mouse House
1.2 tell time to the nearest half-hour and compare time related to events (e.g., before/after, shorter/longer).	