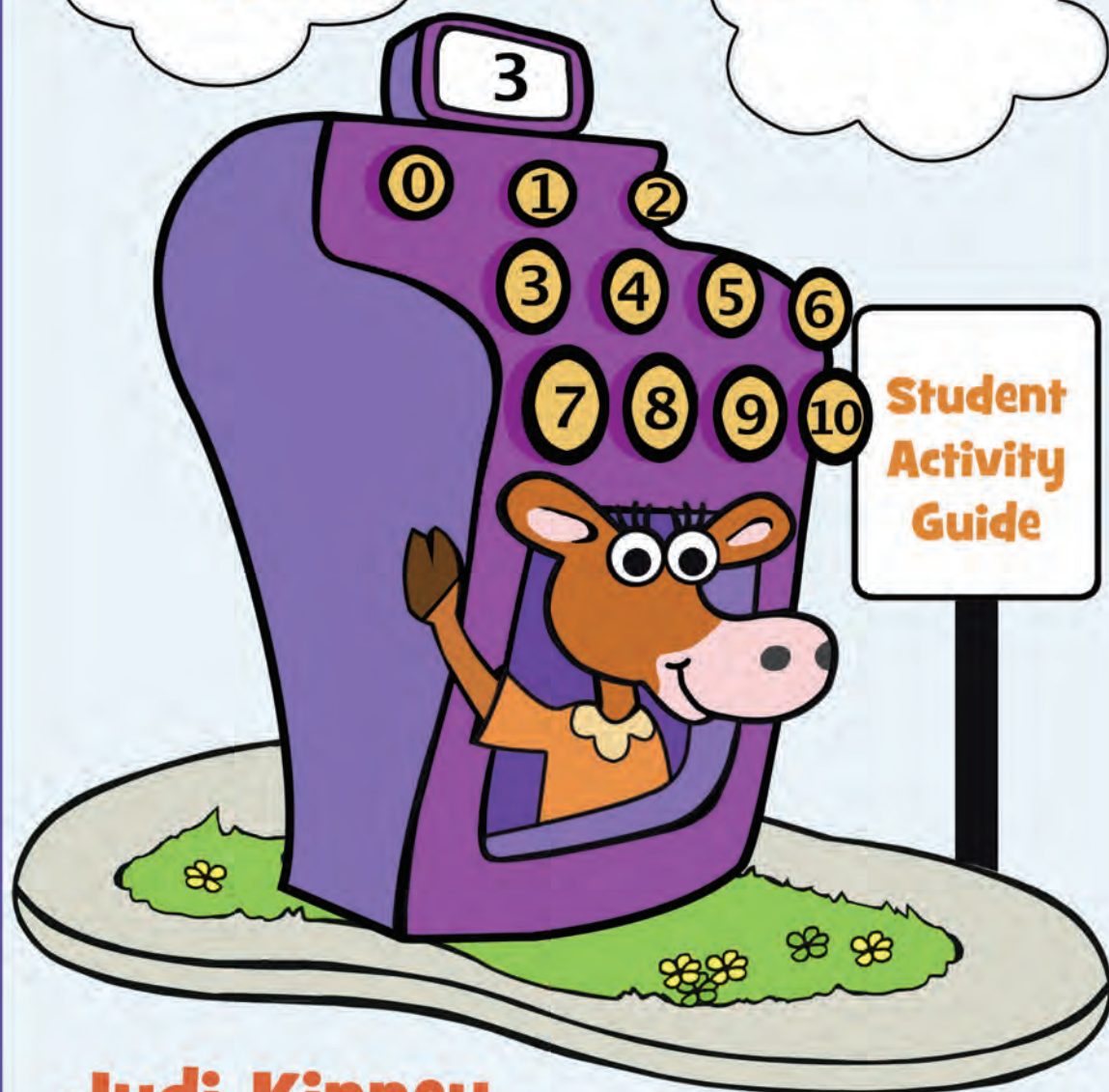
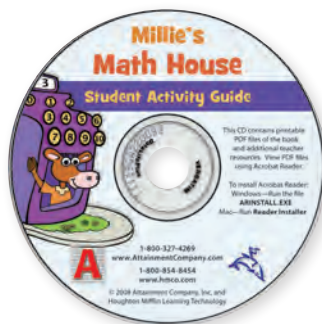


Millie's Math House



Judi Kinney



Win/Mac CD

This CD contains a printable PDF file of the entire book.
You can review and print pages from your computer.

The PDF (portable document format) file requires
Acrobat Reader Software, which is included on the CD.

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Millie's Math House Student Activity Guide is based upon the Millie's Math House software program from Houghton Mifflin Company, an affiliate of Riverdeep Interactive.

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Overview

Attainment's **Millie's Math House Workbook** is a companion to the Millie's Math House software program. It is assumed that the teacher probably will not use the workbook starting from the first chapter and progressing to the last; instead, the worksheets and activities are designed to give individual students additional practice on a specific math skill found in the software program.

Millie's Math House curriculum includes:

1. A software program (sold separately).
2. A reproducible workbook, with dice, spinner, clock, and cutouts to go with each chapter.
3. Disc containing a comprehensive Teacher Guide in PDF form, detailing vocabulary, learning objectives, and teaching suggestions for each chapter, and worksheets that can be printed out from a computer.

It is strongly recommended that the teacher read the chapter notes on the PDF Teacher Guide file before assigning the worksheets. Each chapter has teacher suggestions as well as the important math words, that are specific to that part of the software program. After they have been introduced, important math words are highlighted on the worksheets. These words will help to enhance a student's reading and math vocabulary.

Standards

The workbook pages in Millie's Math House Workbook address the standards established by National Council of Teachers of Mathematics. See Teacher Guide PDF file on CD.



Objectives

Each of the nine chapters includes a read-aloud story, a character page and/or vocabulary page, worksheets, and bonus or challenge activities. There is at least one worksheet for every math skill found in the computer programs. Worksheets vary from matching activities to pages that challenge students to use what they have learned to generalize a skill beyond those presented in Millie's Math House.

The cutouts at the end of each chapter can be laminated if the teacher chooses. It is suggested that the teacher preview each chapter before assigning any pages.

Note: When students are required to cut out objects to complete the page, the teacher may prefer to photocopy or print out those pages.

Key to Icons

It is assumed that the teacher will read the directions to the student. Many of the directions have the icons  (point to) or  (circle) to indicate what the student must do to find the correct answer.

Icons at the bottom of the page denote that additional materials will be needed to complete it.



The clock, dice, spinner, or cutout from a chapter are needed for the activity. See “Manipulatives” section, next.



The page must be colored by the student.



Student should use a calculator to check the answer in a word problem.

As individual students become more familiar with the workbook format, the icons will allow them to become more independent in completing a workbook page.

About Millie’s Math House Manipulatives

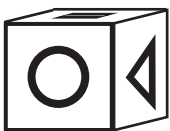
A pair of number dice, a die with shapes, a spinner and a clock are included with the workbook **Millie’s Math House**. These hands-on materials are used to complete various games and activities found in the workbook. Teachers can also design their own activities using the manipulatives. A picture of Millie at the bottom of the page indicates one of the manipulatives is needed to complete the activity on that page.

The Number Dice:



The pair of number dice has the numerals 0–10 printed on them. Depending upon the activity the dice are used one at a time or as a pair. Activities found in the workbook include matching numerals to numerals, matching a numeral to a set of objects, or using dice to create a word problem.

The Shape Die:



The shape die has geometric shapes printed on it. The die is used to complete activities found in the Mouse House software program and workbook. Additional activities for the die can include a scavenger hunt where the student tosses the die and has to find a shape in the classroom that matches. To make the hunt more challenging the student can throw a number die and the shape die to find, for example, 4 rectangles.



The Spinner:

The spinner has numerals 0–5 printed on it. For some of the activities the spinner can be used in place of the number dice to complete the various game-like activities or word problems found in the workbook (e.g., page 87).



The Practice Clock:

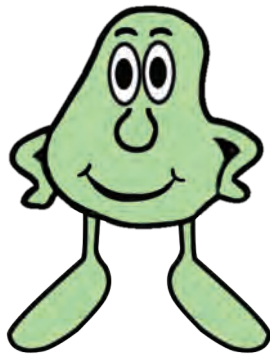
Use the practice clock to complete some of the activities found in the Paint by Number software program. A student learns to use the counting strategies found in this program for time-telling skills. The practice clock can further enhance the counting skills by encouraging the student to create his own word problem using time.

About the Author

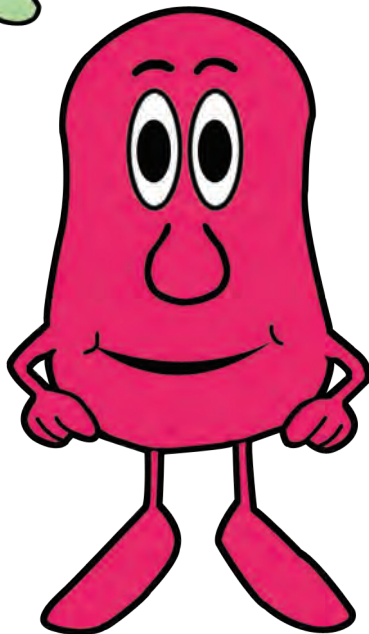
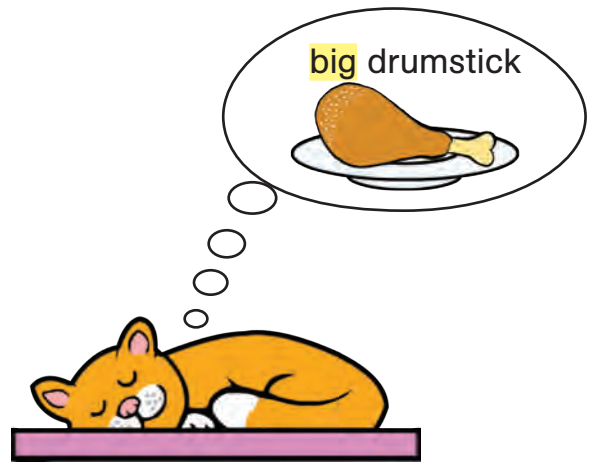


Judi Kinney is a public school special education teacher of 30-plus years experience and a former preceptor (teacher of teachers) at the University of Wisconsin who has taught every category of identified students through every grade. She has a master's degree in special education from the University of Wisconsin and is a successful author and curriculum writer. Some of her titles include: *High Priority Vocabulary Curriculum*; *Adapting Math Curriculum*; *CoTeaching Students with Autism* (coauthor); *Social Standards at School* (coauthor); *Ready, Set, Read!* (coauthor); and *Math Activity Program*, as well as many others.

She is the mother of two grown daughters and lives with her husband of 40 years on a small farm outside Madison, Wisconsin, where her hobbies include tending numerous flower and vegetable gardens, knitting, playing the piano, reading about American history, and a regimen of regular exercise.

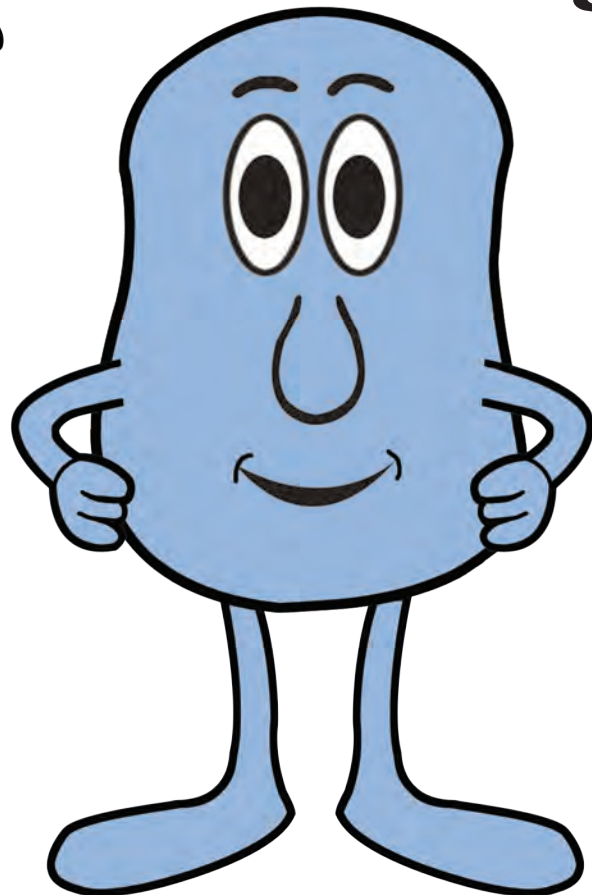
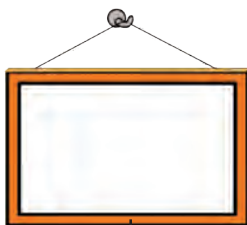


Little



Middle

Big



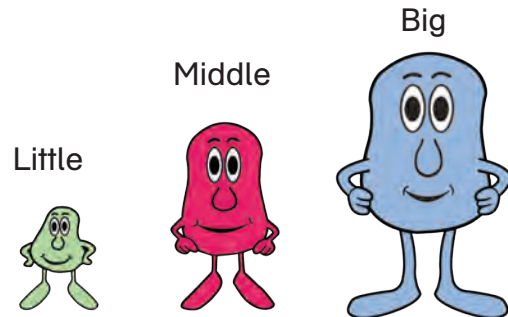
Millie Accepts an Invitation

1.



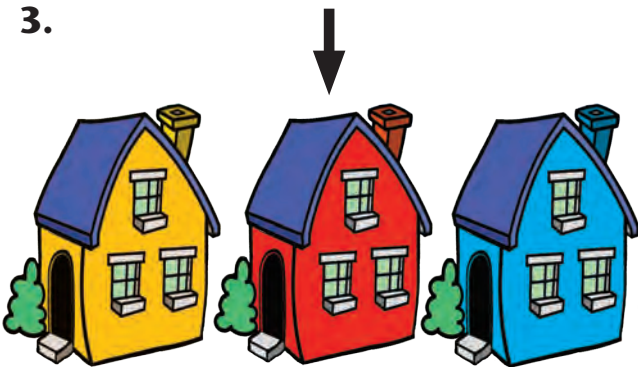
Millie received a **small** invitation to eat Sunday dinner with the Size family.

2.



The Size family were good friends. Their names were **Little**, **Middle**, and **Big**.

3.



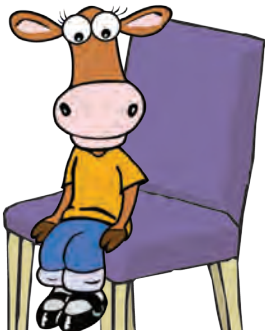
The Size family's home was the **middle** house on the block.

4.



Millie sat down to eat. **Little's** chair was too **small**!

5.



Millie tried again, but **Big's** chair was too **large**! Millie needed a **medium** sized chair.

6.



Middle's chair was **medium** sized. Millie sat on the chair. It was just right! She had a good time and a great meal.




Note to teacher: Use this story to introduce vocabulary words.

Name _____

Date _____

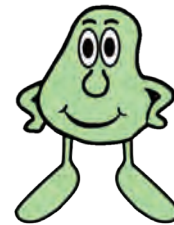
Millie and Some Friends

Directions:  to each character as your teacher says the name.
Tell one thing about the character.

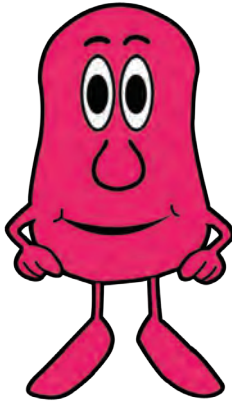
1. Millie



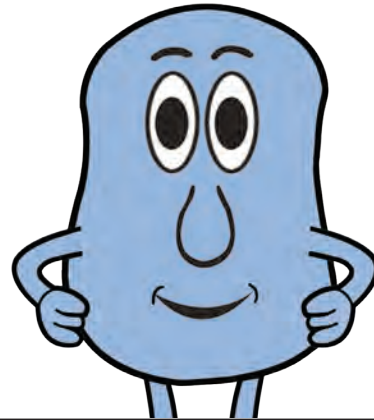
2. Little



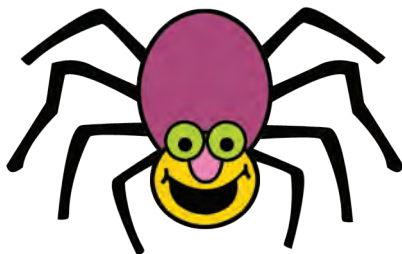
3. Middle



4. Big



5. spider



6. cat



Directions: Give spider and cat names.

Name _____

Date _____



Vocabulary Words

Here are the words you will need to learn in this chapter.
☞ to the words as your teacher reads them.
Read the words again with your teacher.

big

large

middle

medium

little

small

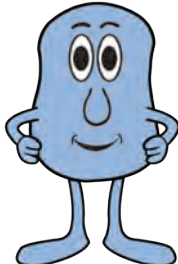

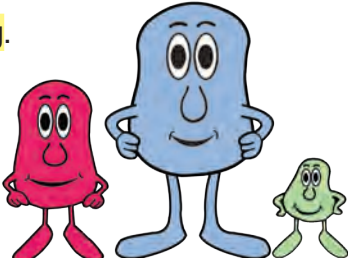



Note to teacher: The vocabulary words are arranged according to the picture in the software program. Introduce a word(s) and ask the student to find something in the computer program or classroom that matches the word.





Name _____



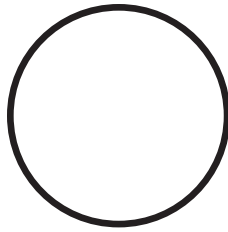
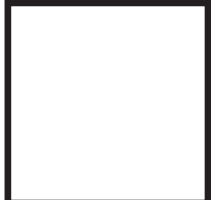
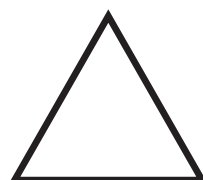
Date _____

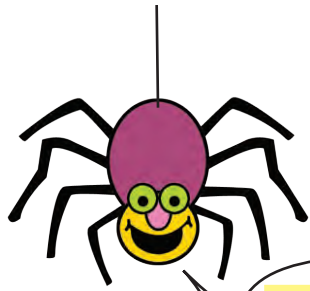
Big

<p>This is Big.</p> 	<p> to Big.</p> 
---	--

Directions: Big wears big shoes.  to the shoes that fit Big.
Hint: There is more than 1.

<p>1.</p> 	<p>2.</p> 
<p>3.</p> 	<p>4.</p> 

<p>Directions:  to the big circle.</p>	
<p>1.</p> 	<p>2.</p> 
<p>3.</p> 	<p>4.</p> 

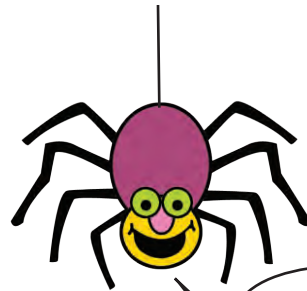
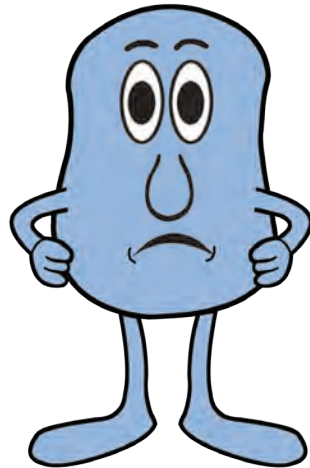


Big Again

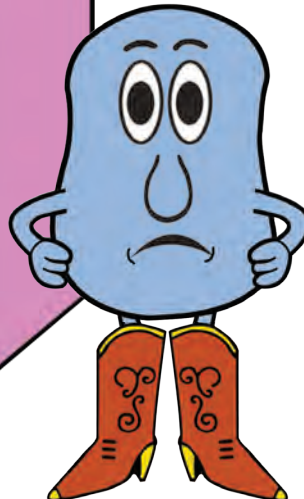


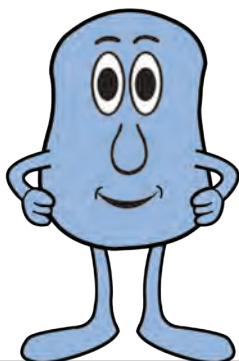
meow

Big wears big shoes.
Cat messed up the shoes!
○ the big shoes.



That cat was at it again!
Cat messed up Big's hats.
○ the big hats.





Big Numbers

Use what you know.

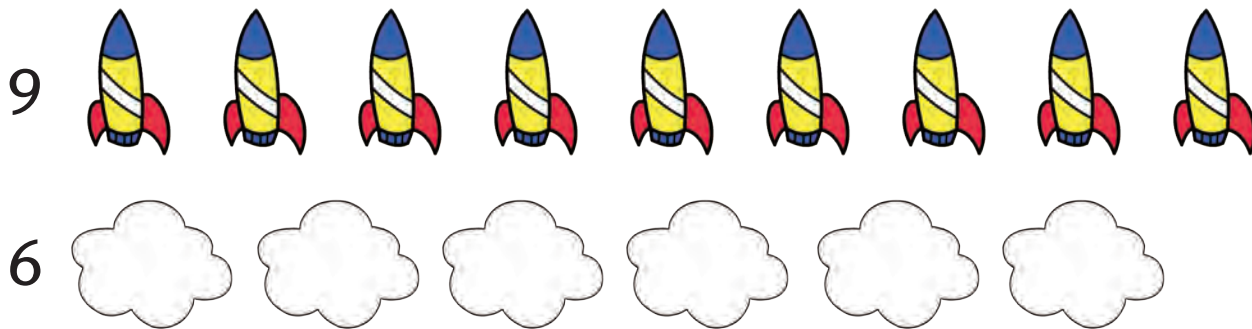
☐ the **big** number of objects in each box.

Hint: There are **more** things in a **big** set.

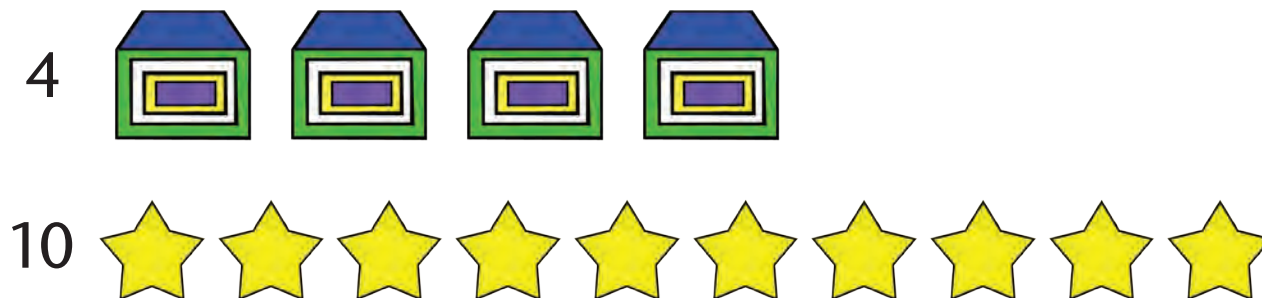
1. ☐ the set with the **big** number of objects.



2. ☐ the set with the **big** number of objects.



3. ☐ the set with the **big** number of objects.

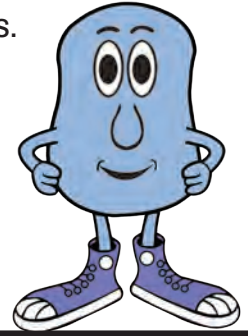


Large



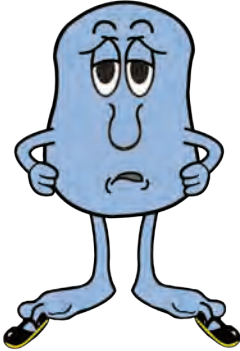
A word that means almost the same as **big** is **large**.

Big wears **large** shoes.

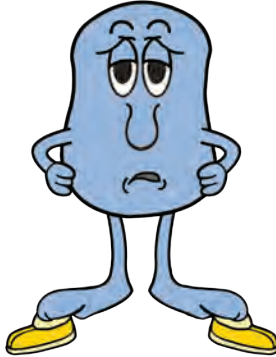


Directions:  to **Big** wearing **large** shoes.

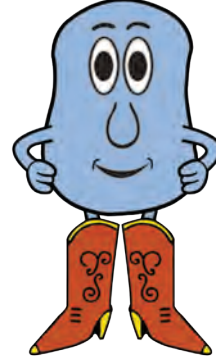
a.




b.



c.



Directions:  to the shoes that are not **large**.

1.



2.



3.



4.



Bonus: Read these words.


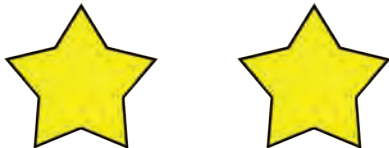
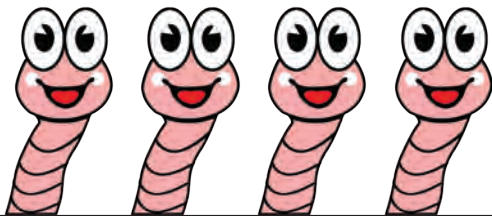
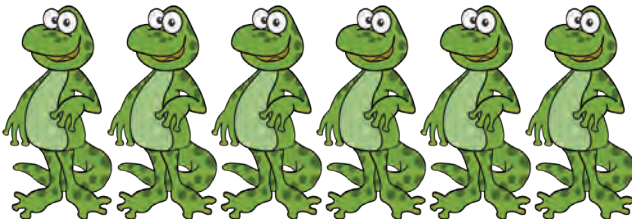
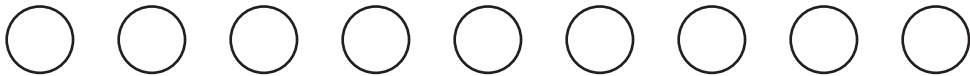



big

large

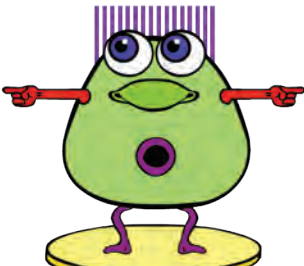

Help Big



Use what you know.
Help **Big** find the set with the **large** number of objects.
○ the set that is **large**.
Hint: There are more things in the set that are **large**.

1.		
2.		
3.	9	
	5	
4.	3	
	8	

Directions: ○ My Friend with **large** arms.

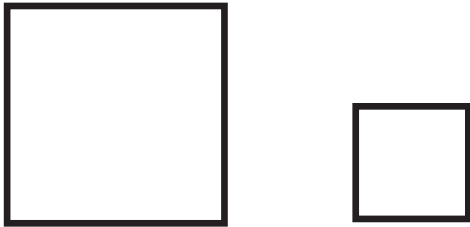
a.		b.	
----	---	----	---

Size, Number, or Amount

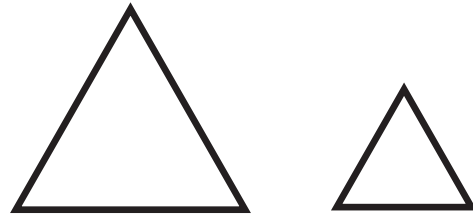


Use what you know about the word **large**.
☐ the answer in each box.

1. ☐ the **large** square.



2. ☐ the **large** triangle.



3. ☐ the **large** number.

8, 2

4. ☐ the **large** number.

1, 6

5. ☐ the **large** set. Hint: There are **more** things in a **large** set.

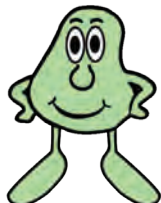


Name _____

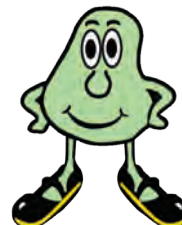
Date _____


Little

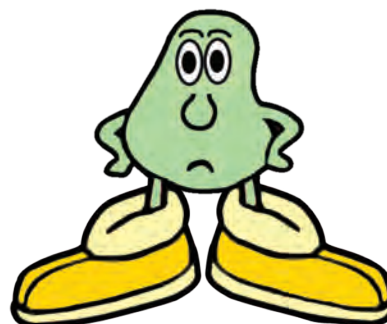
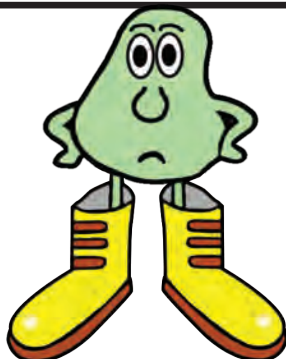
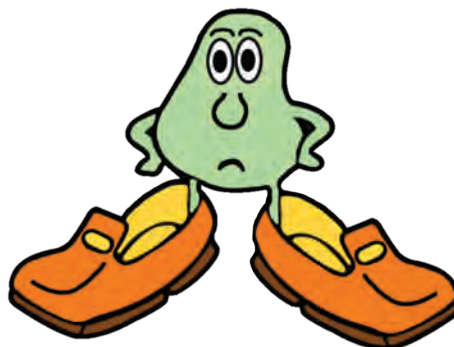
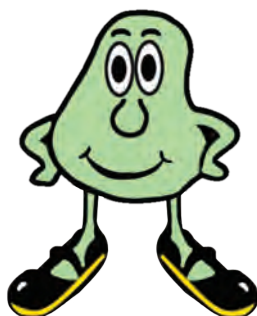
This is **Little**.



Little wears **little** shoes.



Directions:  to **Little** wearing **little** shoes.



Directions:  to the row of shoes that fit **Little**.



Name _____

Date _____



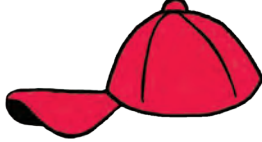















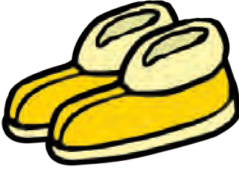


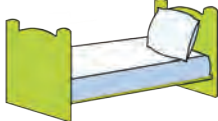
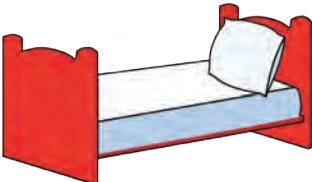



Help Little

Use what you know.

Help **Little** find her things.

☐ the picture that matches the first one.

1. 	a. 	b. 	c. 
2. 	a. 	b. 	c. 
3. 	a. 	b. 	c. 
4. 	a. 	b. 	c. 
5. 	a. 	b. 	c. 
6. 	a. 	b. 	c. 

Name _____

Date _____

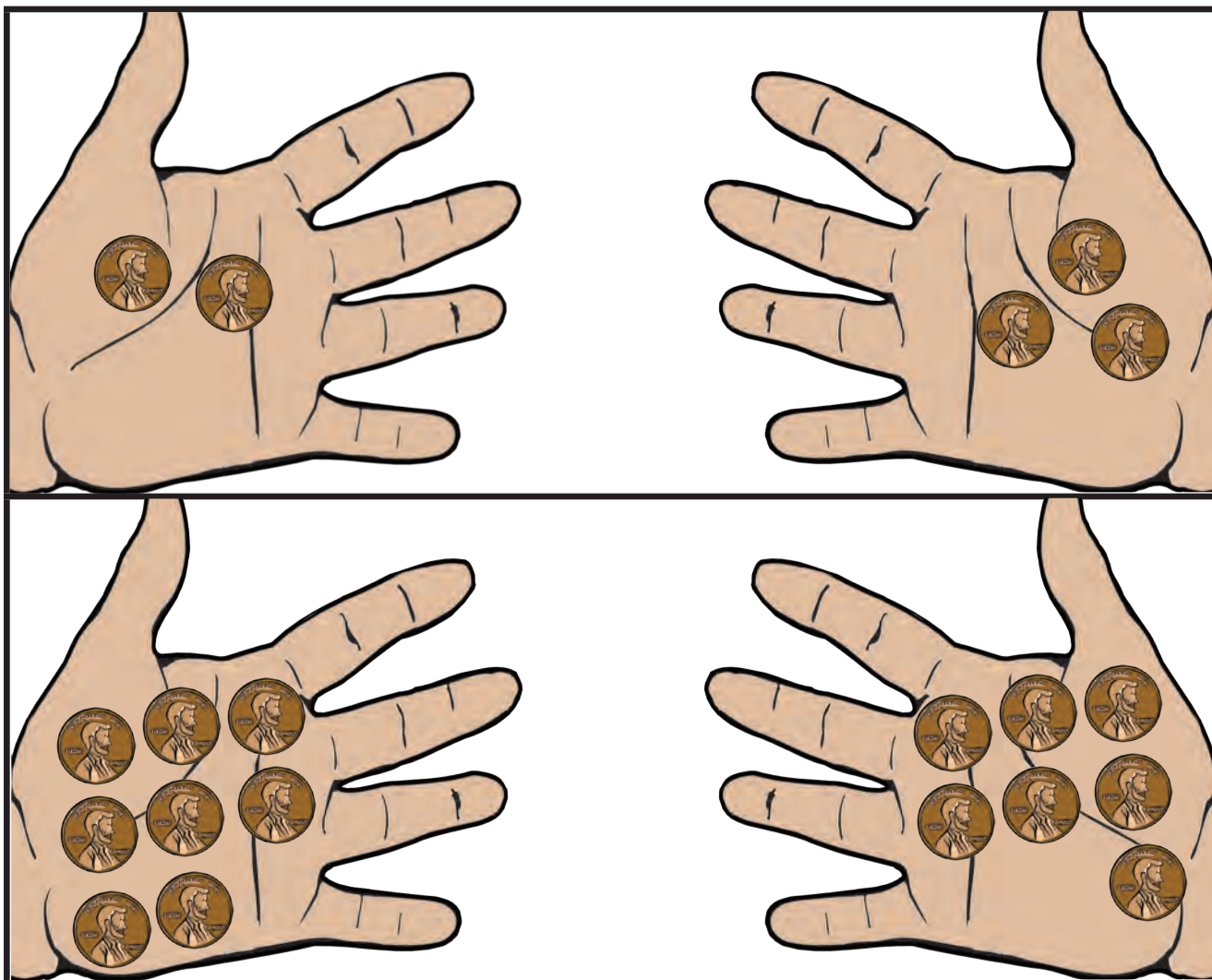


A Little Amount

Use what you know.

☐ the hand in each row that has the **little** amount of money.

Hint: There are fewer things in a set that is **little**.



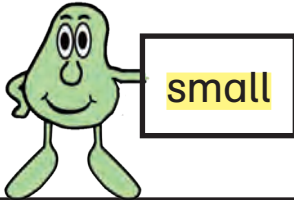
Directions: ☐ the **little** number.

6

9


Small

Another word that means almost the same as **little** is **small**.



Millie's brother wears **small** shoes.



Directions:  to the **small** shoes. Hint: There is more than 1.

1.



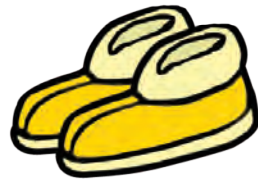
2.




3.



4.



Directions: A store clerk dropped the small shoes out of the shoebox.
 to the shoes that go in the box.

small

1.



2.



3.



4.

