



Dominican International School

台北市私立道明外僑學校
No. 76, Dazhi Street, Taipei (104042), Taiwan, R.O.C.
10464 臺北市中山區大直街 76 號



MATH SYLLABUS

School Year	2026-2027
Subject	Math
Grade Level	Kindergarten
Teachers	Ms. Michelle Lopez and Ms. Christine Lai
Email	mlopez@dishs.tp.edu.tw and clai@dishs.tp.edu.tw

COURSE DESCRIPTION:

The students acquire a basic conceptual understanding of the base 20 numerical system. During these early years, they typically develop the “number sense” needed for process and manipulate numerical information. Mathematics is inquiry-based. Students are encouraged to explore in addition, subtraction, numbers to one hundred, measurement, geometry, data, and graphing. The program is very hands-on. Students are beginning to make sense of their world through a mathematical approach. In different concepts, children will learn about the meaning of the topic and the mathematical terms related to each topic.

COURSE OBJECTIVES:

By the end of the school year, students will be able to (SWBAT):

- Count, read, write, represent, and compare numbers.
- Connect numbers to quantities and count objects accurately.
- Represent and solve addition and subtraction problems.
- Compose and decompose numbers and demonstrate beginning place-value understanding.
- Describe and compare measurable attributes of objects.
- Sort, classify, count, and compare categories of objects.
- Identify, describe, compare, build, draw, and compose 2D and 3D shapes.
- Use mathematical tools, models, and vocabulary to solve and explain problems.

PRIMARY TEXTBOOKS AND OTHER RESOURCES:

Charles, R. et.al. (2020). *enVision Mathematics*. Savvas Learning Company, LLC. USA

School Year 2025 - 2026



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GRADING SYSTEM/ASSESSMENT:

- Teacher Observation and Skills Checklists
- Oral Questioning and Math Interviews
- Classwork and Selected Seatwork
- Hands-on Performance Tasks and Projects
- Benchmark and Unit Assessments
- Selected Homework Activities
- Second Quarter Examination
- Fourth Quarter Examination

ADDITIONAL INFORMATION:

Please always check Google Classroom for more information.

ACADEMIC DISHONESTY:

Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS.

Academic dishonesty includes but is not limited to the following:

- Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's work;
- Representing another's intellectual work, such as photographs, paintings, drawings, sculpture, research, or the like, as one's own, including failure to attribute content to an AI.
- Employing a tutor, using Artificial Intelligence without acknowledgment, getting a parent to write a paper or do an assignment, and paying for an essay to be written by someone else and presented as the student's work.
- Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

Any act of academic dishonesty will result in an automatic zero on the entire assignment/learning task.



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First Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
Week 1 (August 11 to 14) <u>4 days of classes</u> 11-General Assembly at the Gymnasium (9am) 14-Opening Mass & Assumption of Our Lady (8am)	STUDENTS' ORIENTATION - Establish Math classroom routines and procedures - Introducing Math manipulatives and learning centers - Practice using, sharing, and organizing Math materials - Establish partner-work and cleanup expectations - Introducing Math songs, movement activities, and number games - Conduct informal observations of students' counting and number-recognition skills Assessment: - Beginning-of-year informal Math readiness observation
Week 2 (August 17 to 21) 18-St. Dominic de Guzman Feast Day Celebration) Integrated during the Monday Assembly 19- House Shirt & Blue Jeans Day Starts 21- Club Orientation and Club Sign	NUMBERS 0-5: COUNTING AND QUANTITIES - Count objects from 0 to 5 - Say number names in the correct order - Match one number name to each object counted - Understand that zero represents no objects - Recognize and name numerals 0-5 - Represent numbers 0-5 using objects, fingers, pictures, and five-frames
Week 3 (August 24 to 28) 28- First Club Meeting	NUMBERS 0-5: READING, WRITING, AND CARDINALITY - Read and write numerals 0-5 - Count objects in different arrangements - Understand that the last number said tells how many - Understand that the number of objects remains the same when objects are rearranged - Count out a given number of objects from 0 to 5



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	Assessment: - Benchmark Assessment: Numbers and Quantities 0–5 - Teacher observation and short individual performance task
Week 4 (Aug. 31 to Sept. 4) 8/31- Due date of health forms (returning students) 4- House Ceremony	NUMBERS 6–10: COUNTING AND QUANTITIES - Count objects from 6 to 10 - Recognize and name numerals 6–10 - Represent numbers using objects, fingers, drawings, and ten-frames - Understand that each successive number represents a quantity that is one larger - Count out a given number of objects from 6 to 10
Week 5 (September 7 to 11) 7- Holy Mass: Nativity of the Blessed Virgin Mary (8am)	NUMBERS 0–10: READING, WRITING, AND CARDINALITY - Read and write numerals 0–10 - Match written numerals to quantities - Count objects arranged in a line, circle, rectangular array, or scattered arrangement - Understand that arrangement does not change the number of objects - Count forward within the known number sequence - Count out a given number of objects from 0 to 10 Assessment: - Benchmark Assessment: Numbers and Quantities 0–10 - Numeral writing and counting performance task
Week 6 (September 14 to 18)	COMPARING GROUPS WITHIN 10 - Compare two groups of objects - Determine which group has more objects - Determine which group has fewer objects - Identify groups with the same number of objects



	• Compare groups using matching and counting strategies • Explain how two groups were compared Mathematical language: • More • Fewer • Less • Greater • Equal • Same number Assessment: • Benchmark Assessment: Comparing Groups Within 10
Week 7 (September 21 to 25) <u>4 days of classes</u> 21 – Teachers' Day Celebration 22-24 – Pre-Exam Days 25-Moon Festival (no classes)	SORTING, CLASSIFYING, AND INTRODUCTION TO 2D SHAPES • Sort objects into given categories • Describe how objects were sorted • Count the number of objects in each category • Compare categories by count • Informally recognize circles, triangles, squares, rectangles, and hexagons • Find examples of basic shapes in the classroom environment
Week 8 (Sept. 28 to October 2) <u>2 Days and 2 Half-Days</u> 28 - Confucious Day Public Holiday (no classes) Oct. 1-2- First Quarter Exam (half day)	FIRST QUARTER CONSOLIDATION AND PERFORMANCE ASSESSMENT • Review numbers and quantities 0–10 • Review counting and cardinality • Review comparing groups • Review sorting and classifying • Review basic 2D shape recognition • Complete individual benchmark checks as needed



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	Assessments: • Sorting and Classifying Performance Task • First Quarter Math Skills Checklist • Number and Shape Performance Task • No First Quarter Examination for Kindergarten
Week 9 (October 5 to 9) 5 - Record Day (no classes) 6-8 – Teachers' Conference (no classes) 9- Double Ten Public Holiday (no classes)	

Second Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
Week 10 (October 12 to 16) 12 - Second Quarter begins	COMPARING WRITTEN NUMERALS 1-10 • Compare two groups using matching and counting • Connect quantities to written numerals • Compare two written numerals between 1 and 10 • Use number lines, counters, number cards, and ten-frames to support comparisons • Explain which number represents a greater or smaller quantity Assessment: • Benchmark Assessment: Comparing Groups and Numerals to 10



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Week 11 (October 19 to 23)	DESCRIBING MEASURABLE ATTRIBUTES • Identify measurable attributes of objects • Describe the length, height, weight, and capacity of objects • Describe more than one measurable attribute of the same object • Use appropriate measurement vocabulary Mathematical language: • Long and short • Tall and short • Heavy and light • Holds more and holds less
Week 12 (October 26 to 30) <u>4 days of classes</u> 26- Retrocession Day Public Holiday (no classes) 30 – Autumn Fair/Book Fair	COMPARING MEASURABLE ATTRIBUTES • Directly compare the lengths of two objects • Directly compare the heights of two objects • Directly compare the weights of two objects • Directly compare the capacities of two containers • Describe which object has more or less of a given attribute Assessment: • Measurement Performance Task
Week 13 (November 2 to 6) 2- All Souls' Day Mass (8am)	UNDERSTANDING ADDITION WITHIN 5 • Understand addition as putting together • Understand addition as adding to • Represent addition using objects, fingers, actions, sounds, drawings, and verbal explanations • Begin connecting concrete addition situations to expressions and equations • Use the plus and equal signs meaningfully



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Week 14 (November 9 to 13) 9-13- Health Week	ADDITION WORD PROBLEMS WITHIN 5 • Act out addition word problems • Identify the groups being joined • Solve “add to” and “put together” situations • Represent problems using objects or drawings • Explain how an answer was found Assessment: • Benchmark Assessment: Representing and Solving Addition Within 5
Week 15 (November 16 to 20)	UNDERSTANDING SUBTRACTION WITHIN 5 • Understand subtraction as taking away • Understand subtraction as taking apart • Represent subtraction using objects, fingers, actions, drawings, and verbal explanations • Begin connecting concrete subtraction situations to expressions and equations • Use the minus and equal signs meaningfully
Week 16 (November 23 to 27) 24-26- Pre Exam Days 26 - Thanksgiving Family Day - Thanksgiving Potluck for Teachers and Staff (after school) - Lighting of the Christmas Tree (after school) 27 – Lower School Science Fair	SUBTRACTION WORD PROBLEMS WITHIN 5 • Act out subtraction word problems • Solve “take from” and “take apart” situations • Represent subtraction using objects or drawings • Explain how an answer was found • Distinguish between simple addition and subtraction situations Assessment: • Benchmark Assessment: Representing and Solving Subtraction Within 5



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Week 17 (Nov. 30 to Dec. 4) 12/1-4 - House Unity Dress Up Week	2nd QUARTER EXAMINATION REVIEW
Week 18 (December 7 to 11) 3 days and 2 half days of <u>classes</u> 8- Foundation Day Mass (9am) 18 - Christmas Fair (whole day) 10 and 11 - Second Quarter Exam (half day)	2nd QUARTER EXAM
December 12 to January 3 - Christmas Break	

Third Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
Week 19 (January 4 to 8) <u>4 days of classes</u> 4 - Record Day (no classes) 5- Third Quarter Begins 8- New Year Mass (8:00)	COUNTING, READING, AND WRITING NUMBERS 11-15 • Count objects from 11 to 15 • Recognize and name numerals 11-15 • Write numerals 11-15 • Match numerals to quantities • Count out a given number of objects • Count forward from a given number within the known sequence
Week 20 (January 11 to 15) 15- Club Orientation & Sign Up	COUNTING, READING, AND WRITING NUMBERS 16-20 • Count objects from 16 to 20 • Recognize and name numerals 16-20 • Write numerals 16-20 • Match numerals to quantities • Count objects in different arrangements • Count forward from a given number within 20



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	Assessment: Benchmark Assessment: Numbers and Quantities 11–20
Week 21 (January 18 to 22) 18-22- Career Awareness Week 22- First Club Meeting for 2nd Semester	TEEN NUMBERS: TEN ONES AND SOME MORE ONES - Understand that teen numbers contain ten ones and some additional ones - Compose numbers 11–15 using a group of ten and extra ones - Represent teen numbers using ten-frames, cubes, objects, and drawings - Record representations such as $13 = 10 + 3$
Week 22 (January 25 to 29) 28- Students' Individual Photoshoot for Yearbook	COMPOSING AND DECOMPOSING NUMBERS 16–19 - Compose numbers 16–19 using ten ones and additional ones - Decompose teen numbers into ten ones and some more ones - Represent teen numbers with objects, drawings, and equations - Explain the meaning of each digit informally through concrete models Assessment: - Teen Numbers and Place-Value Performance Task
Week 23 (February 1 to 3) <u>3 days of classes</u> 1- Chinese New Year Celebration	ADDITION WORD PROBLEMS WITHIN 10 - Solve “add to” and “put together” word problems - Represent problems using objects, fingers, drawings, ten-frames, or equations - Explain addition strategies - Check whether an answer is reasonable
	<i>February 4-12 Chinese New Year Holiday</i>



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Week 24 (February 15 to 19) 19- K1 & K2 Field Trip	SUBTRACTION WORD PROBLEMS WITHIN 10 • Solve “take from” and “take apart” word problems • Represent problems using objects, drawings, ten-frames, or equations • Explain subtraction strategies • Connect subtraction stories to concrete models
Week 25 (February 22 to 26) 22-26 – IOWA Assessments	ADDITION AND SUBTRACTION WITHIN 10 • Determine whether a situation involves addition or subtraction • Model problems using appropriate manipulatives • Solve mixed addition and subtraction problems • Explain and compare different strategies
Week 26 (March 1 to 5) <u>4 days of classes</u> 1- Memorial Day Holiday (no classes) 2-4 – Pre Exam Days	COMPOSING AND DECOMPOSING NUMBERS TO 10 • Break apart numbers into pairs • Find more than one way to compose a number • Use objects, fingers, number bonds, drawings, and ten-frames • Record decompositions using drawings or equations • Explain that a number can be decomposed in different ways
Week 27 (March 8 to 12)	MAKING 10 AND FINDING THE MISSING PART • Find combinations that make 10 • Determine how many more are needed to make 10 • Use ten-frames, fingers, counters, number bonds, drawings, and games • Record solutions using drawings or equations Assessment: • Benchmark Assessment: Decomposing Numbers and Making 10



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Week 28 (March 15 to 19) 19 - Kindilympics	FLUENTLY ADDING AND SUBTRACTING WITHIN 5 • Develop accurate and efficient strategies for addition within 5 • Develop accurate and efficient strategies for subtraction within 5 • Use dot cards, fingers, dice, five-frames, counters, and mental images • Explain strategies orally • Practice through games rather than timed worksheets Assessment: • Individual Fluency Check Within 5 • Untimed oral or manipulative-based assessment
Week 29 (March 22 to 24) <u>1 days and 2 half days of classes</u> 23-24 – Third Quarter Exam (half day)	COUNTING TO 100 AND THIRD QUARTER CONSOLIDATION • Count to 100 by ones • Count to 100 by tens • Notice patterns on a hundred chart • Count forward from different starting numbers • Review numbers 11–20 and teen-number place value • Review addition and subtraction within 10 • Review decomposing numbers and making 10 Assessments: • Counting to 100 Individual Check • Third Quarter Math Skills Checklist • Addition and Subtraction Performance Task
<i>March 25 to April 2 Easter/Spring Break</i>	

Fourth Quarter Tentative Course Contents

Week & Date	Topics, Projects, Assessments
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Week 30 (April 5 to 9) <u>3 days of classes</u> 7- Fourth Quarter begins 10- Spring Fair	IDENTIFYING AND DESCRIBING 2D AND 3D SHAPES • Identify circles, triangles, squares, rectangles, and hexagons • Identify cubes, cones, cylinders, and spheres • Name shapes regardless of size or orientation • Identify shapes as two-dimensional or three-dimensional • Describe objects in the environment using shape names • Review position words Position words: • Above • Below • Beside • In front of • Behind • Next to
Week 31 (April 12 to 16) 15 – Easter Mass & Easter Egg Hunt	ANALYZING AND COMPARING SHAPES • Compare two-dimensional shapes in different sizes and orientations • Compare three-dimensional shapes • Describe similarities and differences • Describe sides and vertices or corners • Informally describe flat surfaces, curved surfaces, and equal-length sides • Compare two-dimensional and three-dimensional shapes Assessment: • Shape Identification and Comparison Assessment
Week 32 (April 19 to 23) 20-24 Cultural Awareness Week / Spirit Week / Earth Week	BUILDING, DRAWING, AND COMPOSING SHAPES • Build shapes using sticks, clay, blocks, and other components • Draw two-dimensional shapes



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	• Build models of three-dimensional shapes • Combine simple shapes to form larger shapes • Explain which smaller shapes were used to make a larger shape • Apply measurement, sorting, counting, and positional language during a Geometry project Assessment: • Geometry Performance Task • Fourth Quarter Benchmark Checklist
Week 33 (April 26 to 30) <u>4 days of classes</u> 27-29 - Pre-Exam Days - Class Picture Taking 30 – Labor Day Public Holiday (No classes)	4th QUARTER EXAM REVIEW
Week 34 (May 3 to 7) Final Exams (K2)	4TH QUARTER EXAM
Week 35 (May 10 to 14) <u>2 days and 2 half days of classes</u> 12 and 13- Fourth Quarter Exam—Undergraduate (half day) 14 – Record Day (No Classes)	GRADUATION REHEARSALS
Week 36 (May 17 to 21) 17-21 Student Clearance 19 – HOUSE Sports Day 22- House Culminating Activity	GRADUATION REHEARSALS



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Week 37 (May 24 to 28) 25- Kindergarten Graduation/Gr. 5 Promotion 28 - :Last Day of School 31 – Last day of Teachers/Staff Meeting	KINDERGARTEN GRADUATION
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“Kindling the Light of Faith, Hope, and Love: The Legacy of St. Dominic de Guzmán”