

Reveal the Brilliance of Our Youngest Learners

California Reveal Math[®] *Transitional Kindergarten (TK)* is thoughtfully crafted to support imaginative, play-based, and interactive learning. Authentic activities spark curiosity, inspire conversations, and fuel the early development of mathematical understanding.

AVAILABLE IN SPANISH

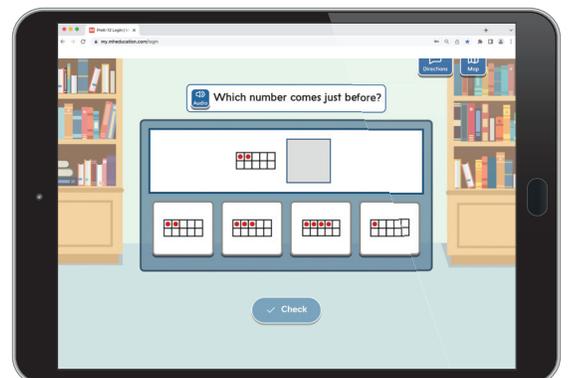
Built on Research-Based Learning Trajectories

Weekly objectives, lessons, and activities are designed around research-based learning trajectories that follow the natural progression of thinking and skills development.

Bring Math to Life

Support imaginative explorations through interactive learning activities:

- **Manipulatives** provide concrete modeling of math concepts.
- **Hands-On Center** activities incorporate games, kinesthetic learning, and printable resources.
- **Technology Center** provides personalized digital practice, activities, and games.
- **Four Big Books** and recommended **Literature Connections** spark discourse and real-world learning.



Develop the Language of Math

Ensure all children can access, develop, speak, and write the language of math with strategies and supports such as:

1. Multilingual Learner Scaffolds
2. Spanish Cognates Call-Outs

3. Access Vocabulary Supports
4. Math Mindset Listen-and-Look-Fors

1

Multilingual Learner Scaffolds

Emerging
To help children understand comparative and superlative adjectives, such as *bigger/biggest* and *smaller/smallest*, use nonlinguistic representations, including photos or drawings. Also, consider recasting the Reflect question on Tuesday to be a yes/no question, such as *Is this numeral [insert numeral]?*

Expanding
Preteach any unknown vocabulary, such as *flip the cards* and *deal the cards*. Tell children that words like *bigger* and *smaller* (comparative adjectives) are used when they are comparing only two things. Tell them that words like *biggest* and *smallest* (superlative adjectives) are used when three or more things are being compared.

Bridging
When answering the Reflect questions throughout this week, encourage children to explain how they know that they have the correct answer. Encourage them to use *because* clauses to give reasons for their responses.

2

English	Spanish
train	tren
combinations	combinaciones
plates	platos
numeral	numeral
line	línea
different	diferente

3

Access Vocabulary

Multilingual Learners may benefit from clarification of some common phrases and words that proficient English speakers probably know. Occasionally words have more than one meaning or are used in potentially puzzling idiomatic expressions. Before or during the lessons this week, be sure to clarify the following words and phrases:

deal the cards to distribute one card to each player in the game

matches when a numeral and a group of objects go together; are the same

Am I correct? Do I have the correct answer?

4

Math Mindset

Self-Development: Regulating Motor Behavior

Listen and Look for Evidence of Math Mindset
Watch as children jump in place or move game pieces to connect number with quantity. Do they slow down or speed up their jumping/movement to regulate their own motor behavior? Do they jump/move with intention to act out the numbers? Help children monitor their pace to regulate motor behavior.

Throughout the week, ask children: *How did you remember to wait to jump until after seeing the number? What can you do so that you only move the number of spaces shown on the cube? How did you know how many times to jump/move?*

Drive Purposeful Instruction

Incorporate continuous progress monitoring to inform instructional decisions:

- **If... Then... prompts** to guide teaching strategies
- **Record sheets** for tracking progress during whole/small group work, centers, technology use, and individual activities
- **Reflect** to support students' metacognitive development

Build Cube Stairs

Children build stairs with Linking Cubes. For additional motivation, provide small toy figurines for children to use to climb their completed stairs.

Monitoring Student Progress	
If... children struggle building stairs,	Then... have them build stairs up to 5 only, or you make stairs to 5 (optionally labeled with each step's corresponding numeral), and have children order them before building their own.
If... children excel building stairs,	Then... have them build stairs to 10, 12, or 20.

3 Reflect 5

Show children a numeral, and ask:
How did you figure out which step to start with and which came next? (SMP 3)

Children might say: *I started with the smallest step, I started with one, or the like; and I counted to find the next step, I made a step that was one bigger, or the like.*

Prepare TK Students to Succeed in Kindergarten

Learn more about *California Reveal Math*® TK–12 at mhecalifornia.com/reveal