

THE HERO ACADEMY

The Hero's Quest for Knowledge Curriculum

The Architect's Blueprint

Answer and Assessment Guide

Mathematics

Veritas. Virtus. Scientia.

Truth. Virtue. Knowledge.

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MATH-K-01 | printable section

Includes MATH-K-01. These introductory sections do not constitute a complete kindergarten course or a finished K-12 curriculum.

The four companion books

The Student Book explains concepts through reading, examples, and diagrams. The Adult Teaching Guide provides modeling and supported practice. The Student Workbook holds activities and checks. The Answer and Assessment Guide supplies keys, criteria, and retry guidance.

The K-12 learning roadmap is the plan for future content, not a lesson book. These four growing books contain only the sections listed below.

Using this edition

A beginning reader needs an adult to read the explanatory passages aloud. Independent word reading is expected only for explicitly taught patterns in Reading. An adult supplies safe materials and supports access; oral responses, pointing, or drawings can demonstrate the same skill.

Lesson and activity IDs stay together across the four books. For example, a lesson ending L01 links to the activity ending W01 in the same unit. Each unit finishes with its A01 section check. Matching edition 0.3 components should be used together.

Contents

MATH-K-01 | Counting and quantities

MATH-K-01-L01 - One object, one count

MATH-K-01-L02 - The last number tells how many

MATH-K-01-L03 - Numerals record quantities

Learning at an individual pace

The learner revisits the relevant explanation after feedback, then tries a fresh example. Successful demonstration of each target is a suggested local progression rule, not a validated placement score. Personal beliefs and agreement with the author are never graded.

Counting and quantities

Before this section

No numeral writing or independent reading is required. The learner may point, move objects, or answer orally.

Materials

Five large blocks or other age-appropriate counting objects, paper for numeral cards, a pencil, and the workbook. An adult checks that objects are safe to handle.

Recording evidence

The guide checks the demonstrated skill, not handwriting neatness, speed, or agreement with a personal view. Record the response, support provided, and what needs another example. Do not infer a diagnosis or a grade-level placement from these short checks.

One object, one count

Count a small group without skipping or counting an object twice.

Reading and teaching reference: MATH-K-01-L01

1. Two marks; a spoken or indicated total of two.
2. Three; each of the three blocks is counted once.
3. Recount both blocks once each. The total is two. A demonstration is sufficient.

The last number tells how many

Recognize that rearranging an unchanged group does not change its quantity.

Reading and teaching reference: MATH-K-01-L02

1. Both drawings represent four objects; artistic precision is not assessed.
2. Four. Distance between objects does not change this total.
3. Five, obtained by counting each object once.

Numerals record quantities

Match the numerals 0-5 to small quantities.

Reading and teaching reference: MATH-K-01-L03

1. 3.
2. Five objects, each counted once.
3. 0.

Section check

1. Five, with one count per object.
2. The total remains five; no object was added or removed.
3. Both matches correct.

After feedback

Return to two or three objects, move each counted object into a second area, and retry with a new arrangement. Delay additional numerals until small quantities are secure.

Progress record

Lesson / check ID: _____

Demonstration and support: _____

Needs another example / demonstrated: _____

Date and next step: _____

Sources and content notes

Instruction, practice tasks, and illustrative examples were authored for this series. Invented scenes and diagrams are not historical evidence or measured research data. Source references support the specific concepts below, not a claim of complete topic coverage.

MATH-K-01

Editorial learning sequence: count and match concrete groups before joining, separating, and recording parts. Placement follows demonstrated understanding, with oral and object-based responses. This introductory section does not cover all elementary mathematics.

NAS-COUNTING-2001 | Adding It Up (2001), Chapter 5: The Mathematical Knowledge Children Bring to School

Research background for counting, matching quantities, and early arithmetic. The authored examples and pictures are original. This chapter does not prescribe this thirteen-level sequence or establish its completeness.

<https://www.nationalacademies.org/read/9822/chapter/7>

Use and revision

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