

# Map of the Foundations Mathematics

Domain

Strand

## Number Sense

Age

*At around 48 months of age*

*At around 60 months of age*

Substrand

**1.0 Children begin to understand numbers and quantities in their everyday environment.**

**1.0 Children expand their understanding of numbers and quantities in their everyday environment.**

Foundation

**1.1** Recite numbers in order to ten with increasing accuracy.<sup>†</sup>

**1.1** Recite numbers in order to twenty with increasing accuracy.<sup>†</sup>

**Examples**

- Recites one to ten incompletely or with errors while playing (e.g., “one, two, three, four, five, seven, ten”).
- Recites one to ten while walking.
- Recites one to ten while singing.

**Examples**

- Recites one to twenty incompletely or with errors (e.g., “one, two, three, four, five, . . . nine, ten, eleven, twelve, thirteen, fifteen, seventeen, eighteen, twenty”).
- Chants one to twenty in order while swinging.
- Recites one to twenty to show her friend how high she can count.

Examples

# Map of the Foundations English-Language Development

Domain

Strand

Listening

Substrand

Focus

**1.0 Children listen with understanding.**  
*Focus: Requests and directions*

Level

<i>Beginning</i>	<i>Middle</i>	<i>Later</i>
<b>1.2</b> Begin to follow simple directions in English, especially when there are contextual cues.	<b>1.2</b> Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues.	<b>1.2</b> Follow directions that involve a one- or two-step sequence, relying less on contextual cues.

Foundation

Examples	Examples	Examples
<ul style="list-style-type: none"> <li>Moves with other children to an activity area when the teacher ends morning circle time.</li> <li>Responds appropriately to simple requests, such as "Pass the napkins" at snack time or "Pick up the crayon."</li> <li>Washes his hands after seeing others do so and in response to the teacher's saying his name and gesturing to wash hands.</li> <li>Joins peers in line when she sees others do so during a practice emergency evacuation drill.</li> </ul>	<ul style="list-style-type: none"> <li>Cleans up in an activity center when the teacher says, "Alicia, it's time to clean up."</li> <li>Sits by a peer when the peer says, "Come sit here," and points to a place on the carpet.</li> <li>Nods her head "yes" and runs to pick up a truck when asked by another child if she wants to play with the trucks.</li> <li>Raises his hand when the teacher asks, "Who wants more apple slices?" at snack time.</li> <li>Participates in a "Simon Says" game (e.g., jumps when the teacher says, "Simon says jump!").</li> </ul>	<ul style="list-style-type: none"> <li>Chooses a book and brings it to the teacher when the teacher says, "Go get a book and bring it to me. I'll read it with you."</li> <li>"Pours" something into a pot and stirs the "soup" in response to another child who says, "Put some milk in the soup. And stir, stir, stir," while in the kitchen area.</li> <li>Takes off her coat and places it in her cubby after the teacher says, "It's hot in here. Why don't you take off your coat and put it in your cubby?"</li> </ul>

Examples

# Map of the Foundations Social-Emotional Development

Domain

Strand

Self

Substrand

Age

## 1.0 Self-Awareness

*At around 48 months of age*

*At around 60 months of age*

**1.1** Describe their physical characteristics, behavior, and abilities positively.

**1.1** Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.

Foundation

Foundation Description

Children view their characteristics and abilities positively, enjoy demonstrating them, and assert their own preferences and desires. Children also want to be viewed positively by adults who matter to them.

Children are confident in their abilities and characteristics, sometimes (depending on cultural values) comparing them favorably with those of others. Children also regard themselves in terms of their past abilities and remain sensitive to how they are viewed by adults, peers, and other people whose opinions matter to them.

### Examples

- Seeks to do things by himself, sometimes refusing an adult's assistance, and communicates, "Do it myself."
- Communicates, "I like rice!" or "See my picture!" or "I don't like getting wet" or "Look what I did!"
- Shows a painting or demonstrates an accomplishment to elicit the acknowledgment of the teacher or parent and smiles when the adult responds.
- Communicates, "My skin is brown," in a positive manner.
- Seems dismayed and withdraws after her behavior is disapproved of by an adult.

Examples

### Examples

- Communicates, "I can ride a bike, but my baby sister doesn't."
- Smiles with delight at accomplishing something that was difficult to do and looks to the teacher for acknowledgment.
- Communicates, "I couldn't do that when I was little."
- Communicates, "Sometimes I just want to be by myself."
- Seems disappointed if a drawing or demonstration of physical skill does not elicit the expected acknowledgement from an adult.
- Tries new things, even those that may be too

# Map of the Foundations Language and Literacy

Domain

Strand

## Listening and Speaking

Substrand

### 3.0 Grammar

Substrand Description

Age

At around 48 months of age

At around 60 months of age

Children develop age-appropriate grammar.

Children develop age-appropriate grammar.

Foundation

**3.1** Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.

**3.1** Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.

**Examples\***

**Examples\***

Examples

- The child demonstrates comprehension of two-, three-, and four-word requests (e.g., “please sit down,” “put that over here”) and sentences (e.g., “John is here,” “The cat is black”).
- When asked to “pick up the toys” and “take off your jacket and put it in your cubby,” the child does so.
- The child produces noun phrases that include one or more descriptors (e.g., “that blue chair is mine,” “the green car crashed”).
- The child uses short complete sentences to comment, ask questions, and request (e.g., “Where’s my baby doll?” “What’s that?” and “I want a cookie”).

- The child responds with appropriate action to a statement or a request that includes multiple clauses, such as “find the girl who is sad” or “pick up the dog that fell over.”
- When asked to “take off your coat, find a book, and come to the rug” or “please sit down at the table, help yourself to some crackers, and pour your juice,” the child does so.
- The child uses noun phrases that include three or four descriptors (e.g., “the big red shirt is Bobby’s,” “I want to play with the little blue square one”).
- The child produces a two-part sentence through coordination, using *and* and *but* (e.g., “I’m pushing the wagon, *and* he is pulling it!” and “It’s naptime, *but* I’m not tired”).