

# HANDOUT 1

## Measurement Foundations Map

Age	Strand	Domain	MATHEMATICS
At around 48 months of age	At around 60 months of age		
Substrand	<b>1.0 Children begin to compare and order objects.</b>	<b>1.0 Children expand their understanding of comparing, ordering, and measuring objects.</b>	
	<b>1.1</b> Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as <i>bigger, longer, heavier, or taller</i> , or by placing objects side by side to compare length.	<b>1.1</b> Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).	
Examples	<b>Examples</b> <ul style="list-style-type: none"> <li>Communicates, "I'm big like my daddy."</li> <li>Communicates, "This one's heavier" when choosing from a variety of beanbags in a basket.</li> <li>Communicates, "He has more clay than me."</li> <li>Communicates, "Mine is longer than yours" when placing trains side by side to check which is longer.</li> <li>Builds a tower beside another child, attempting to make her tower taller.</li> </ul>	<b>Examples</b> <ul style="list-style-type: none"> <li>Tries to determine if he is taller than another child by standing next to the child.</li> <li>Uses a balance scale to find out which of two rocks is heavier.</li> <li>Pours water into different size containers at the water table to find out which one holds more.</li> <li>Shows that the blue pencil is longer than the red pencil by placing them side by side.</li> <li>Compares the length of two tables by using a string to represent the length of one table and then laying the string against the second table.</li> <li>Uses a paper strip to mark the distance from knee to foot and compares it to the distance from elbow to fingertip.</li> </ul>	

\* Throughout these mathematics foundations many examples describe the child manipulating objects. Children with motor impairments may need assistance from an adult or peer to manipulate objects in order to do things such as count, sort, compare, order, measure, create patterns, or solve problems. A child might also use adaptive materials (e.g., large manipulatives that are easy to grasp). Alternately, a child might demonstrate knowledge in these areas without directly manipulating objects. For example, a child might direct a peer or teacher to place several objects in order from smallest to largest. Children with visual impairments might be offered materials for counting, sorting, or problem solving that are easily distinguishable by touch. Their engagement is also facilitated by using containers, trays, and so forth that contain their materials and clearly define their work space.

Footnotes