HANDOUT 1 Map of the Foundation

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Algebra and (Classification a	1 Functions	
At around 48 months of age	At around 60 months of age	
1.0 Children begin to sort and classify objects in their everyday environment.	1.0 Children expand their understanding of sorting and classifying objects in their everyday environment.	-
1.1 Sort and classify objects by one attribute into two or more groups, with increasing accuracy.	 1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).[†] 	
Examples	Examples	
 Selects some red cars for himself and some green cars for his friend, leaving the rest of the cars unsorted. 	 Sorts the large blue beads into one container and the small red beads in another. But a block beause and kidney beause and ninto 	
• Chooses the blue plates from a variety of plates to set the table in the kitchen play area.	beans into separate bowls during a cooking activity.	
Sorts through laundry in the basket and takes	Arranges blocks on the shelf according to shape.	<u>`</u>
 Out all the socks. Places all the square tiles in one bucket and all 	• Sorts a variety of animal photographs into two groups: those that fly and those that swim	
the round tiles in another bucket.	 Sorts buttons first by size and then each subgroup 	
Attempts to arrange blocks by size and commu-	by color into muffin tin cups.	

* 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 manipulate compare) and the solution of the s

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.

[†] Attributes include, but are not limited to, size, shape, or color.

nicates, "I put all the big blocks here and all

