HANDOUT 2

Foundation Map

Domain

Number Sense* ← Strand

At around 48 months of age	At around 60 months of age ← Age
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.** ← Substrand
1.1 Recite numbers in order to ten with increasing accuracy.†	**1.1** Recite numbers in order to twenty with increasing accuracy.† ← Foundation
Examples	**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.	• 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
1.2 Begin to recognize and name a few written numerals.	**1.2** Recognize and know the name of some written numerals.
Examples	**Examples**
• Communicates, "That's a one," when playing with magnetic numerals. • Indicates or points to the numerals on a cube and names, "three, two, five." • Identifies the numeral 3 on the page of the *Five Little Speckled Frogs* book while sitting with a teacher.	• Names some numerals found in books or during a game. • Points to numerals in a number puzzle as the teacher names them.

* 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.

† Some children may not be able to count by either saying the numbers or signing them. Any means available to the child for demonstrating knowledge of numbers in order should be encouraged. For example, a child may indicate or touch number cards or might respond yes or no when an adult counts.

Includes notes for children with disabilities