

**CROSSWALK: HEAD START EARLY LEARNING OUTCOMES FRAMEWORK (HS-ELOF) AND
EARLY LEARNING MATTERS (ELM) CURRICULUM AT PURDUE UNIVERSITY FOR PRESCHOOL-AGE CHILDREN**

Head Start Early Learning Outcomes Framework (HS-ELOF) Preschool	Early Learning Matters (ELM) Curriculum: 3 – 5 Years www.elmcurriculum.org
<p>The process for this crosswalk</p> <ol style="list-style-type: none"> 1. Identifying and pairing of the HS-ELOF Preschool Domains to the ELM 3-5 Years areas of development. 2. Identifying and pairing of the HS-ELOF Preschool Sub-Domains to the ELM 3-5 Years foundation skills. 3. Identifying and pairing of the HS-ELOF Preschool Goals to specific examples of activity plans, additional learning supports, and/or teaching strategies within ELM 3-5 years curriculum. 	
Approaches to Learning	Self-Regulation and Social-Emotional
Emotional and Behavioral Self-Regulation	Self-control; Concentration; Emotion knowledge
<p>P-ATL 1. Child manages emotions with increasing independence.</p>	<ul style="list-style-type: none"> - Ways to feel better (Week 11) - Managing anger (Week 12) - Managing feelings (Weeks 47 and 48) - Deep breathing activities are interspersed across activity plans (Weeks 10, 14, 17, 20, 23, 29, 32, 35, 44, 45, 46, 47, 48, 49, 50) to help children slow down, focus attention, and become aware of thoughts, emotions, and actions. <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> - model strong social-emotional skills by labeling your own emotions, objectively discussing problem-solving steps you use, and showing kindness and respect to adults and children - help a child say how he/she is feeling by jointly discussing different emotions in the poster of facial expressions (Week 10, Day 2) - accept children’s emotions (positive and negative) by showing awareness through verbalizations or gestures
<p>P-ATL 2. Child follows classroom rules and routines with increasing independence.</p>	<ul style="list-style-type: none"> - Routines (Week 1) - Rules (Week 2) - Listening and talking (Week 3)
<p>P-ATL 3. Child appropriately handles and takes care of classroom materials.</p>	<ul style="list-style-type: none"> - Suggestions for successfully facilitating children’s transitions from activities (<i>ELM Curriculum User Guide: 3-5 Years</i> pp.93-94) <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> - Use a simple tool, such as carpet squares, to help children know their intended space during group time. - Develop and use a consistent set of routines for circle time, including rituals for a greeting and a closing.

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<p>P-ATL 4. Child manages actions, words, and behavior with increasing independence.</p>	<ul style="list-style-type: none"> - Listening and talking (Week 3) - Sharing an item (Week 3) - Stop and think (Week 5) - Social problem solving (Weeks 5 and 6) - Waiting patiently (Weeks 6 and 7) - Managing anger (Week 12) <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> - Act promptly to prevent a child’s breakdown in self-regulation (such as grabbing an item from another child) from escalating into a larger challenge by helping the child recognize his/her feelings and think about a good choice.
Cognitive Self-Regulation	Self-control; Concentration; Executive function
<p>P-ATL 5. Child demonstrates an increasing ability to control impulses.</p>	<ul style="list-style-type: none"> - Listening and talking (Week 3) - Stop and think (Week 5) - Waiting patiently (Weeks 6 and 7)
<p>P-ATL 6. Child maintains focus and sustains attention with minimal adult support.</p>	<ul style="list-style-type: none"> - Paying attention (Week 4) - Focusing (Week 8) - Paying close attention (Week 9) - Looking closely (Weeks 20 and 45) <p>To promote children’s concentration skills, ELM incorporates mindfulness strategies of deep breathing and yoga throughout the curriculum. Deep breathing activities are interspersed across activity plans (Weeks 10, 14, 17, 20, 23, 29, 32, 35, 44, 45, 46, 47, 48, 49, 50) to help children slow down, focus attention, and become aware of thoughts, emotions, and actions. Yoga poses are featured during 1–2 days of eight different weeks (Weeks 11, 14, 23, 29, 35, 46, 48, 50) to allow children to focus their attention on the sensations occurring within their bodies at a given moment in a given pose.</p>
<p>P-ATL 7. Child persists in tasks.</p>	<ul style="list-style-type: none"> - Listening and talking (Week 3) - Paying attention (Week 4) - Stop and think (Week 5) - Waiting patiently (Weeks 6 and 7)
<p>P-ATL 8. Child holds information in mind and manipulates it to perform tasks.</p>	<ul style="list-style-type: none"> - Describing a hidden object (Week 26) <p>To promote children’s executive function skills, ELM offers 12 different circle time games such as the <i>Freeze Game</i> throughout the curriculum beginning in Week 8 and repeated (Weeks 9, 12, 13, 15, 16, 18, 19, 21, 22, 24, 25, 27, 28, 30, 31, 33, 34, 36, 44-50) with incremental increases in challenge to:</p>
<p>P-ATL 9. Child demonstrates flexibility in thinking and behavior.</p>	<ul style="list-style-type: none"> - focus on and remember a set of requests. - attend carefully to verbal or aural cues that signal when to carry out a particular action.

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	<ul style="list-style-type: none"> - successfully switch an action when a rule changes.
Initiative and Curiosity	Self-control; Personal responsibility
P-ATL 10. Child demonstrates initiative and independence.	<ul style="list-style-type: none"> - Stop and think (Week 5) - Goal (Week 32) - Making decisions (Week 33) - Making good choices (Week 34)
P-ATL 11. Child shows interest in and curiosity about the world around them.	The ELM Curriculum provides opportunities for children to learn through responsive interactions and child-initiated, staff-led, and guided play learning experiences. ELM activities include the use of developmentally appropriate teaching strategies such as acknowledging children’s abilities and explorations and encouraging children’s curiosities and interests. Additionally, staff are encouraged to adapt and individualize all ELM activities to support meaningful learning by providing challenging and achievable experiences to each child.
Creativity	Creative Expression- Skills that support creative expression
P-ATL 12. Child expresses creativity in thinking and communication.	<ul style="list-style-type: none"> - Forms of creative expression (Week 1) - Creative ideas (Week 2) - Creating art (Weeks 5- 7) - Imitating (Weeks 29 and 31) - Pretending (Week 30) - Props (Week 31) - Designing books (Week 37) - Telling stories (Week 41) - Using puppets (Week 42)
P-ATL 13. Child uses imagination in play and interactions with others.	<ul style="list-style-type: none"> - Imitating (weeks 29 and 31) - Pretending (week 30) - Props (week 31) - Telling stories (week 41) - Using puppets (week 42)
Social-Emotional Development	Social-Emotional and Social Studies
Relationships with Adults	Relationship skills
P-SE 1. Child engages in and maintains positive relationships and interactions with adults.	To promote children’s relationship skills, the ELM curriculum activities focus on a range of important aspects of getting along with others through intentional teaching including demonstrations, visuals, and focused discussions of books read aloud.

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	<ul style="list-style-type: none"> - Types of play (Week 1) - Asking to play (Weeks 1, 2, and 44) - Sharing an item (Weeks 3 and 45) - Cooperating (Weeks 4 and 45) - Social problem solving (Weeks 5, 6, and 46) - Being helpful (Weeks 7 and 50) - Being friendly (Weeks 8 and 50) - Compliments (Week 9)
P-SE 2. Child engages in prosocial and cooperative behavior with adults.	<ul style="list-style-type: none"> - Being helpful (week 7 and 50) - Being friendly (week 8 and 50) - Compliments (week 9) <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> - model strong social-emotional skills by labeling your own emotions, objectively discussing problem-solving steps you use, and showing kindness and respect to adults and children - respond promptly and sensitively to child signals of distress in order to foster child trust and confidence in the relationship with the caregiver
Relationships with Other Children	Relationship skills
P-SE 3. Child engages in and maintains positive interactions and relationships with other children.	<ul style="list-style-type: none"> - Types of play (week 1) - Asking to play (week 1, 2, and 44) - Sharing an item (week 3 and 45) - Cooperating (week 4 and 45) - Social problem solving (week 5, 6, and 46) - Being helpful (week 7 and 50) - Being friendly (week 8 and 50) - Compliments (week 9) <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> - Offer verbal praise for a child’s spontaneous demonstration of a target behavior such as waiting for a turn or initiating positive interactions with a peer
P-SE 4. Child engages in cooperative play with other children.	<ul style="list-style-type: none"> - Types of play (week 1) - Asking to play (week 1, 2, and 44) - Sharing an item (week 3 and 45) - Cooperating (week 4 and 45)

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	<p>Building on Activity Plans:</p> <ul style="list-style-type: none"> - Support children’s emerging friendships by acknowledging and encouraging play within pairs or small groups 		
P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.	<ul style="list-style-type: none"> - Social problem solving (week 5, 6, and 46) <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> - Remind children of key ideas in getting along with others and managing our emotions - Provide informal coaching to a child faced with a problem by gently asking questions in the problem-solving chart posted in the classroom (Week 5, Day 3) 		
Emotional Functioning	Emotion knowledge; Perspective-taking		
P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.	<table border="0"> <tr> <td> <ul style="list-style-type: none"> - Different kinds of feelings (Week 10) - Happy and silly (Week 10) - Sad (Week 11) - Anger (Week 12) - Bored (Week 13) - Disappointed and Excited (Week 14) - Shy (Week 15) - Embarrassed (Week 16) - Loved (Week 17) </td> <td> <ul style="list-style-type: none"> - Disgusted (Week 18) - Proud (Week 19) - Scared and frustrated (Week 20) - Nervous (Week 21) - Lonely (Week 22) - Guilty (Week 23) - Thankful (Week 24) - Different emotions (Week 25) - Different situations, facial expressions and emotions (Weeks 26 and 27) </td> </tr> </table> <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> - model strong social-emotional skills by labeling your own emotions, objectively discussing problem-solving steps you use, and showing kindness and respect to adults and children - help a child say how he/she is feeling by jointly discussing different emotions in the poster of facial expressions (Week 10, Day 2) - accept children’s emotions (positive and negative) by showing awareness through verbalizations or gestures 	<ul style="list-style-type: none"> - Different kinds of feelings (Week 10) - Happy and silly (Week 10) - Sad (Week 11) - Anger (Week 12) - Bored (Week 13) - Disappointed and Excited (Week 14) - Shy (Week 15) - Embarrassed (Week 16) - Loved (Week 17) 	<ul style="list-style-type: none"> - Disgusted (Week 18) - Proud (Week 19) - Scared and frustrated (Week 20) - Nervous (Week 21) - Lonely (Week 22) - Guilty (Week 23) - Thankful (Week 24) - Different emotions (Week 25) - Different situations, facial expressions and emotions (Weeks 26 and 27)
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P-SE 7. Child expresses care and concern toward others.	<ul style="list-style-type: none"> - Another person’s view (Week 28) - Empathy (Weeks 29-31) 		
P-SE 8. Child manages emotions with increasing independence.	<ul style="list-style-type: none"> - Ways to feel better (Week 11) - Managing anger (Week 12) - Different situations, facial expressions, and emotions (Weeks 26 and 27) 		

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	<ul style="list-style-type: none"> - Deep breathing activities are interspersed across activity plans (Weeks 10, 14, 17, 20, 23, 29, 32, 35, 44, 45, 46, 47, 48, 49, 50) to help children slow down, focus attention, and become aware of thoughts, emotions, and actions. <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> - remind children of how Tucker the Turtle calms down (Week 12, Day 2) - remind children of key ideas in getting along with others and managing our emotions - help a child say how he/she is feeling by jointly discussing different emotions in the poster of facial expressions (Week 10, Day 2)
Sense of Identity and Belonging	Emotion knowledge; Personal responsibility; Appreciation of individual and family diversity; Knowledge of social and physical environments
P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	<ul style="list-style-type: none"> - Same and different (Weeks 1 and 2) - Unique (Weeks 1 and 3) - Abilities and adaptations (Week 4) - Making decisions (Week 33) - Making good choices (Week 34)
P-SE 10. Child expresses confidence in own skills and positive feelings about self.	<ul style="list-style-type: none"> - Making decisions (week 33) - Making good choices (week 34)
P-SE 11. Child has sense of belonging to family, community, and other groups.	<ul style="list-style-type: none"> - Family uniqueness (Week 5) - Special family activities (Weeks 6 and 7) - Grandparents and family members (Weeks 7 and 8) - Places in the center neighborhood (Week 14) - Community (Week 16) <p>Building on Activity Plans</p> <ul style="list-style-type: none"> - Take the initiative to learn about children’s home languages and cultures. Provide books for children to look at and enjoy that reflect their cultures and home languages. Offer an opportunity and support for a child(ren) to teach other children several words in their home language - Display children’s artwork and drawings in the classroom to help promote a sense of community within the group. Displaying children’s work also helps foster children’s self-esteem and respect for individual differences.

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Language and Communication	Language/Literacy	
Attending and Understanding	Oral language	
P-LC 1. Child attends to communication and language from others.	ELM supports children’s understanding and use of oral language in multiple ways during ELM activities. Examples of these supports include:	
P-LC 2. Child understands and responds to increasingly complex communication and language from others.	<ul style="list-style-type: none"> - opportunities to follow directions; - naming and labeling objects, people, and events; - describing observations, understandings, and ideas; - engaging in back-and-forth conversations; - understanding, comprehending, and interpreting a short book or passage read aloud (Weeks 2-43). 	
Communicating and Speaking		
P-LC 3. Child varies the amount of information provided to meet the demands of the situation.	ELM encourages staff to ask children questions during ELM activities to help children to focus on the topic, recall, and to engage in high-level thinking (e.g., thinking about why or how certain things work).	
P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.		
P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.		
Vocabulary	Oral language	
P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	<ul style="list-style-type: none"> - Word knowledge (Weeks 2-50) 	
P-LC 7. Child shows understanding of word categories and relationships among words.	<ul style="list-style-type: none"> - Rhyming words (Weeks 4-6) - Alphabet, letters, and words (Week 6) - Sentences (Week 7) - Compound words (Weeks 8-11) 	
Literacy	Language/Literacy	
Phonological Awareness	Phonological awareness	
P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	<ul style="list-style-type: none"> - Single sounds (Week 1) - Several sounds (Week 2) - Sequence of sounds (Week 3) - Rhyming words (Weeks 4-6) - Compound words (Weeks 8-11) - Syllables (Weeks 13-16) 	<ul style="list-style-type: none"> - Beginning sounds (Weeks 17, 18, 20 - 23) - Blending two sounds (Weeks 24, 25, 27-30) - Initial sound (Week 26) - Taking away a sound (Week 31) - Ending sound (Weeks 33 and 34) - Beginning and ending sounds (Week 35)
	Building on Activity Plans: <ul style="list-style-type: none"> - Use outdoor time to practice literacy skills children are learning. For example, road signs, such as “Stop” and “Curve,” can be added to a bike path. Signage provides a way to talk about letters 	

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	and sounds as children learn to recognize familiar words. Playing the game I Spy offers opportunities to reinforce letters and sounds (example: I spy something that flies in the air and sings songs. It's a /b/-/b/-/b/ . . . Yes, it's a bird!).	
Print and Alphabet Knowledge	Print knowledge; Letter knowledge	
P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	<ul style="list-style-type: none"> - Parts of a book and how books work (Week 1) - Alphabet, letters, words (Week 6) - Sentences (Week 7) <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> - Record children's ideas by writing during group and individual activities (examples: writing words that start with a particular letter, writing a child's description on a drawing) 	
P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.	<ul style="list-style-type: none"> - Alphabet, letters, and words (Week 6) - Letter B (Week 7) - Letter C (Week 8) - Letter O (Week 9) - Letter A (Week 10) - Letter B, C, O, and A (Weeks 11 and 12) - Letter X (Week 13) - Letter S (Week 14) - Letter P (Week 15) - Review letters X, S, and P (Week 16) - Letter E (Week 17) - Letter H (Week 18) - Review letters X, S, P, E, and H (Week 19) - Letter M (Week 20) - Letter R (Week 21) - Letter F (Week 22) - Review Letters E, H, M, R, and F (Week 23) - Letter T (Week 24) - Letter W (Week 25) 	<ul style="list-style-type: none"> - Review letters M, T, R, F, and W (Week 26) - Letter D (Week 27) - Letter L (Week 28) - Letter N (Week 29) - Review letters D, L, and N (Week 30) - Letter G (Week 31) - Review letters D, L, N, and G (Week 32) - Letter K (Week 33) - Letter J (Week 34) - Letter Y (Week 35) - Review letters K, J, and Y (Week 36) - Letter Z (Week 37) - Letter Q (Week 38) - Letter I (Week 39) - Letter U (Week 40) - Letter V (Week 41) - Review letters Z, Q, I, U, and V (Week 42) - Letter assessment (Week 43) - Review selected letters (Weeks 46-50)
	<p>Building on Activity Plans:</p> <ul style="list-style-type: none"> - Use transition activities as a way to reinforce understanding of letters and sounds (examples: What letter is this? What sound does it make?), and as a way to reinforce the meanings of new words (example: I'm thinking of a word that means small or little; it starts with /t/) 	

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	<ul style="list-style-type: none"> - In one or more highly visible locations, put a high-quality alphabet chart along with laminated cards with one letter each (uppercase and lowercase forms). Provide templates that help children form letters, such as alphabet stencils, sandpaper letters, and rubber stamps. Provide laminated cards with children’s names and other familiar words.
Comprehension and Text Structure	Oral knowledge
P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling and retelling.	<p>ELM curriculum uses a shared book reading approach to encourage active engagement of book’s text and illustrations. ELM uses repeated reading of the same book to strengthen children’s understanding, comprehension, and interpretation of the book’s basic information (Weeks 2-43). ELM encourages discussion of information presented in the book by asking questions about characters or the sequence of events in the book, how book information connects to children’s own experiences, and children’s interpretations of book characters, events, or other information.</p> <ul style="list-style-type: none"> - Author study (Carle): writing fiction books, creating illustrations (Week 44) - Author study (Cannon): writing fiction books, creating illustrations (Week 45) - 18 Optional Repeated Reading Activity Plans
P-LIT 5. Child asks and answers questions about a book that was read aloud.	<ul style="list-style-type: none"> - Understand, comprehend, interpret book text and illustrations (week 2–43) <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> - Use transition activities as an opportunity for children to respond to questions (example: What did you see on the way to our center today?)
Writing	Writing
P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	<ul style="list-style-type: none"> - Writing upper-case and lower-case letters in letter journals (beginning Week 7) - Recording (writing down) information and ideas in science journal (beginning Week 14- Science) <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> - Encourage children to write their names on their work. - Provide regular opportunities (at least once or twice a week) for children to write and draw in their journals. Writing topics might include writing/drawing an idea from a book or an experience during a field trip. - Provide a distinct area for writing that is not used for other purposes. Include varieties of paper and writing tools, such as pencils, markers, colored pencils, chalk, and a whiteboard. Include one or more alphabet books in the writing area. - Provide meaningful reasons for children to write, such as writing a note to a parent or peer.

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Mathematics Development	Mathematics
Counting and Cardinality	Number knowledge
P-MATH 1. Child knows number names and the count sequence.	<ul style="list-style-type: none"> - Counting items/actions (1-to-1 counting; Weeks 1, 2, 6, 7, 8, 13, 20, 22, 23, 27, 28, 29, 41, and 46) - Verbal counting (Week 3) - Number words (Weeks 3 and 41) - Number after (Weeks 17 and 18) - Number list (Weeks 17, 18, 21, 22, and 23) - Number chart (Week 18) <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> - Be specific about quantities when talking about groups of items. Example: Say “We need to pick these three books up off the floor,” rather than “Let’s pick these books up off the floor.” Using specific numbers may reinforce children’s number understanding. - Provide math-related games during center times. Games that involve dice encourage one-to-one counting. Linear board games may improve children’s developing concept of the number sequence (similar to the number list used in the activities). Dominoes can be a great way to work on one-to-one counting and comparing/ matching groups.
P-MATH 2. Child recognizes the number of objects in a small set.	<ul style="list-style-type: none"> - Groups of items (Weeks 2, 3, and 6) - Sorting and counting items (Week 11, 13, 20, 29, and 30) - Forming groups (Week 11, 12, and 17)
P-MATH 3. Child understands the relationship between numbers and quantities.	<ul style="list-style-type: none"> - Last number counted tells how many (cardinality; Weeks 11, 12, 13, 49, and 50) - Comparing groups (Week 13,16, and 42)
P-MATH 4. Child compares numbers.	<ul style="list-style-type: none"> - Equal groups (Week 8) - Comparing groups (Week 13, 16, and 42) - Organizing information on a chart (Week 29) - Graphing (Weeks 36 and 50) - Number comparison words (Week 45) <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> - Ask questions that invite children to respond with comparative language, such as fewer, more, less, many. “Are there more boys or girls in the room today?” “Whose glass has less milk in it?” - Make spontaneous comparisons throughout the day. Examples: “You have more grapes than I do!” “Whose block tower is taller? How do we know?”

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<p>P-MATH 5. Child associates a quantity with written numerals up to five and begins to write numbers.</p>	<ul style="list-style-type: none"> - Numerals 0, 1, 2, 3, and 4 (Week 13) - Numerals 5, 6, 7, and 8 (Week 16) - Numerals 9 and 10 (Week 17) - Written numerals (Week 22) - Numerals 1-20 (Weeks 35 and 36) <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> - Provide math-related games during center times. Decks of playing cards also may help children to connect written numerals with sets of items as well as identifying which numbers mean more.
Operations and Algebraic Thinking	Number knowledge; Pattern knowledge
<p>P-MATH 6. Child understands addition as adding to and subtraction as taking away from.</p>	<ul style="list-style-type: none"> - Concept of more (Week 3) - More and fewer (Week 6) - One more (Weeks 21, 23, 27, and 37) - Splitting a group of items into two parts (Part-whole; Weeks 27, 28, and 38) - Adding (Weeks 31 – 34, 36, and 39) - Taking away/Subtracting (Weeks 31- 34, 40)
<p>P-MATH 7. Child understands simple patterns.</p>	<ul style="list-style-type: none"> - Identifying, making, and extending ABAB patterns (simple patterns; Weeks 14, 15, 19, 20, 35, 47, and 48) - Other kinds of patterns (AABAAB) (Weeks 19 and 20) - Identifying patterns (Week 19) <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> - During transitions in and out of the classroom, have children line up in a pattern (e.g., boy-girl-boy-girl).
Measurement	Measurement knowledge
<p>P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.</p>	<ul style="list-style-type: none"> - Measuring and comparing size (Week 24) - Measuring length and height (Week 25) - Ruler (Week 25) - Measuring weight (Week 26) - Scales (Week 26) - Length and Height (Week 30) <p>Building on Activity Plans:</p> <ul style="list-style-type: none"> - During transitions in and out of the classroom, have children line up by height (e.g., shortest to tallest).

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Geometry and Spatial Sense	Geometric and spatial knowledge; Language/ Literacy: Oral language	
P-MATH 9. Child identifies, describes, compares, and composes shapes.	<ul style="list-style-type: none"> - Circle, square, triangle (Week 4) - Rectangles and triangles (Week 5) - Squares and triangles (Week 6) - Variations of four basic shapes (Weeks 9 and 10) - Shapes (Weeks 30, 35, 36, 43, and 44) Building on Activity Plans: <ul style="list-style-type: none"> - The outdoors provides many opportunities for children to engage in real world math. Children can also classify items that they find outside by categories (examples: color, shape, size). 	
P-MATH 10. Child explores the positions of objects in space.	Language/Literacy: Oral Language <ul style="list-style-type: none"> - Word knowledge including prepositions and relational words (Week 3) 	
Scientific Reasoning	Science	
Scientific Inquiry	Inquiry skills; Knowledge of living things, animal habitats, life cycles, earth and space	
P-SCI 1. Child observes and describes observable phenomena (e.g., objects, materials, organisms, and events).	<ul style="list-style-type: none"> - Observing, describing, comparing, predicting, experimenting, recording (Weeks 3 and 4) - Five senses (Weeks 8 and 9) - Tools (Week 10) - Characteristics of living things (Week 12) <ul style="list-style-type: none"> o Animals (Week 13) o Insects (Week 14) o Plants (Week 15) - Life cycles <ul style="list-style-type: none"> o People, Puppies and kittens (Week 19) o Chickens and Penguins (Week 20) o Frogs (Week 21) o Butterflies (Week 22) o Bean plant (Week 23) <div style="display: flex; justify-content: space-between;"> <ul style="list-style-type: none"> - Animal habitats <ul style="list-style-type: none"> o Water (Week 26) o Desert (Week 27) o Forest (Week 28) o Polar (Week 32) o Rainforest (Week 33) o Mountain (Week 34) - Earth and space <ul style="list-style-type: none"> o Day and night (Week 38) o Weather (Week 39) o Seasons (Week 40) o Recycling (Week 43) o Soil (Week 44) o Rocks (Week 45) - Dinosaurs: characteristics, fossils, how scientists learn about dinosaurs (Weeks 46 and 47) </div>	
P-SCI 2. Child engages in scientific talk.		
P-SCI 3. Child compares and categorizes observable phenomena.		
Reasoning and Problem-Solving		
P-SCI 4. Child asks a question, gathers information, and makes predictions.		
P-SCI 5. Child plans and conducts investigations and experiments.		
P-SCI 6. Child analyzes results, draws conclusions, and communicates results.		
	Building on Activity Plans <ul style="list-style-type: none"> - Provide a rich variety of information books related to science concepts. Add new and replace current books on a regular basis, based on children’s varying interests. 	

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	<ul style="list-style-type: none"> - Encourage children to explore their world by using their five senses. Example: “I see you are working with green clay. What does the clay smell like? What does the clay feel like?” - Provide daily opportunities, both indoors and outdoors, for children to observe and explore their environment with scientific tools. - Use science vocabulary throughout the day to promote children’s understanding. Example: “We usually have cheese for lunch on Monday. Today is Monday. What do you predict we will have for lunch today?” - To help promote inquiry skills, plant a garden in the play yard or a small planter box. Encourage children to observe, describe, compare, predict, represent, and ask questions while using a hands-on approach to learning. - Provide opportunities for hands-on exploration of nature. Include regular observations of living things in their environment. - Regularly ask open-ended questions to promote critical thinking skills. Examples: “What might happen if...?” “What do you think about...?” - Provide clipboards, paper, and drawing tools to promote children’s skills in recording and representing their ideas in all areas of the classroom. - Encourage exploration of items and materials in new and different ways. Example: Add animals or natural items to the block center or water table. - Point out characteristics of natural habitats explored by children. Example: “Our playground has many different plants and trees. What kinds of animals might like to live here?” - Help children use a chart to record changes in the weather, temperature, changes in plants and/or animals, and movement of the sun during the day. The activity will promote children’s predictions and observations of patterns and change. - Encourage daily recycling in your classroom to promote children’s awareness of responsible care of the earth.
Perceptual, Motor, and Physical Development	Physical/Health
Gross Motor	Gross motor skills
P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	<ul style="list-style-type: none"> - Walking (Weeks 4, 6, and 15) - Marching (Weeks 4 and 5) - Galloping (Weeks 6 and 37) - Hopping (Weeks 7, 37, and 43) - Running (Week 14)

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<p>P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.</p>	<ul style="list-style-type: none"> - Jogging (Weeks 14 and 15) - Throwing (Weeks 16, 17, 39, and 40) - Catching (Weeks 17, 18, and 39) - Jumping and landing (Week 21 and 43) - Moving around obstacles (Week 29) - Skipping (Week 30) - Kicking a ball (Weeks 31 and 32) - Throwing a ball (Week 32) <p>Building on Activity Plans</p> <ul style="list-style-type: none"> - Use a specific physical movement for helping children transition to/from an activity. Examples: “March to the sink to wash your hands when I say your name.” “Jump to the table.” - Invite children to incorporate a specific physical movement into an existing outdoor game. Example: When playing hide-and-seek, invite children to gallop to their hiding spot. - Designate an outside area and target for throwing and kicking practice, perhaps alternating days so some are “throwing days” and others are “catching days.” Provide one or more boxes for children to use as targets. - Integrate turning and bending into dance movements. Encourage children to add turning, bending, marching, and/or jumping into their dance. - Share with families the instructions for games played in physical activities. Example: Gallop and Get (Week 6, Day 5) may appeal to many families for use at home. - Provide cones during an outside time and encourage children to decide how they would like to use the cones. Examples: Walk around the cones, hop to one cone, run to the next, and gallop to a third cone. - Draw children’s attention to how they are balancing their bodies as part of yoga poses.
Fine Motor	Fine motor skills
<p>P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.</p>	<ul style="list-style-type: none"> - Using tools to create art, painting, drawing, and sculpture (Weeks 6-7 – Creative Expression) - Simple patterns (using blocks and beads; Weeks 19-20- Mathematics) - Fine motor skills (using clothespins and fingers; Week 25)
Health, Safety, and Nutrition	Good health practices
<p>P-PMP 4. Child demonstrates personal hygiene and self-care skills.</p>	<ul style="list-style-type: none"> - Handwashing (Week 1) - Germs (Weeks 1 and 2) - Oral health (Week 11)

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<p>P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.</p>	<ul style="list-style-type: none"> - Five different kinds of healthy foods (Weeks 20 and 42) - Healthy foods (Weeks 24 and 25) <p>Building on Activity Plans</p> <ul style="list-style-type: none"> - Acknowledge children’s good health practices. Examples: “You are resting quietly on your cot.” “There is something from all the types of food on your plate.”
<p>P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.</p>	<ul style="list-style-type: none"> - Safety rules and routines (Week 3) - Emergency procedures (Week 3) - Physical activity safety (Week 4) - Safe and not safe actions (Week 26) - Emergency safety (Week 26) - Vehicle safety (Weeks 27 and 48) - Bike safety (Weeks 27 and 48) - Sun safety (Week 33)