

Head Start Framework Indicators Alignment  
With Mother Goose Time, Inc. Curriculum  
(for ages 2½ to 5 years)

<b>Language Development</b>	
Head Start Framework Indicators	Mother Goose Time Curriculum Alignment With Indicators
<b>Listening and Understanding</b>	
Demonstrates increasing ability to attend to and understand conversations, stories, songs and poems	LD 1.2 Demonstrates an appropriate attention span, increasing ability to attend to and understand conversations, stories and songs
Shows progress in understanding and following simple and multi-step directions	LD 1.1 Shows progress in understanding and following a two to three step process
Understands an increasingly complex and varied vocabulary	LD 1.5 Demonstrates comprehension of numerous words beyond what they can apply in their verbal communication
For non-English-speaking children, progresses in listening to and understanding English	LD 1.7 Uses and interprets nonverbal cues in communication strategies
<b>Speaking and Communicating</b>	
Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions and for other varied purposes	LD 2.1 Uses language to convey ideas and thoughts LD 2.4 Uses developmentally appropriate vocabulary in a variety of functions (needs, emotions, ideas) LD 2.6 Uses language to describe objects, places, experiences LD 2.7 Demonstrates acquisition of new words and attempts to use them in context throughout the day
Progresses in abilities to initiate and respond appropriately in conversations and discussions with peers and adults	LD 2.3 Initiates conversations with peers and adults LD 2.2 Progresses in abilities to respond appropriately in groups (taking turns, asking questions, active listening)
Uses an increasingly complex and varied spoken vocabulary	LD 2.7 Demonstrates acquisition of new words and attempts to use them in context throughout the day
Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity	LD 2.5 Progresses in pronunciation and speaking in sentences increasing in length and complexity

For non-English-speaking children, progresses in speaking English	LD 2.5 Progresses in pronunciation and speaking in sentences increasing in length and complexity
<b>Literacy</b>	
Head Start Framework Indicators	Mother Goose Time Curriculum Alignment With Indicators
<b>Phonological Awareness</b>	
Shows increasing ability to discriminate and identify sounds in spoken language	L 1.1 Explores letter/sound connections
Shows growing awareness of beginning and ending sounds of words	L 1.3 Shows growing awareness of beginning and ending sounds of words
Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories and poems	L 1.2 Participates in rhymes and finger plays LD 1.3 Develops auditory discrimination
Shows growing ability to hear and discriminate separate syllables in words	L 1.4 Demonstrates auditory discrimination of separate syllables
Associates sounds with written words, such as awareness that different words begin with the same sound	L 1.3 Shows growing awareness of beginning and ending sounds of words
<b>Book Knowledge and Appreciation</b>	
Shows growing interest and involvement in listening to and discussing a variety of fiction and non-fiction books and poetry	L 3.1 Responds to literature with enjoyment, asking for a favorite book to be read L 3.6 Answers story-related questions and asks relevant questions
Shows growing interest in reading-related activities, such as asking to have a favorite book read; choosing to look at books; drawing pictures based on stories; asking to take books home; going to the library; and engaging in pretend-reading with other children	L 3.1 Responds to literature with enjoyment asking for a favorite book to be read L 3.5 Chooses to look at books, and asks to take books home L 4.2 Represents stories and experiences through pictures, dictation, emergent journaling and play
Demonstrates progress in abilities to retell and dictate stories from books and experiences; to act out stories in dramatic play; and to predict what will happen next in a story	L 3.7 Predicts story events by utilizing illustrations L 3.2 Retells stories and demonstrates comprehension of text L 3.3 Recalls information from stories
Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author and illustrator	L 2.1 Models reading behavior such as holding the book correctly and turning pages L 3.4 Understands a book has an author and an illustrator
<b>Print Awareness and Concepts</b>	

Shows increasing awareness of print in classroom, home and community settings	L 2.3 Makes sense of print/words recognizing that a word is formed by a group of letters L 2.5 Recognizes varying forms of print
Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus	L 2.5 Recognizes varying forms of print
Demonstrates increasing awareness of concepts of print: that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message	L 2.1 Models reading behavior such as holding the book correctly and turning pages L 4.2 Represents stories and experiences through pictures, dictation, emergent journaling and play
Shows progress recognizing association between spoken and written words and following print as it is read aloud	L 2.3 Makes sense of print/ words recognizing that a word is formed by a group of letters
Recognizes word as a unit of print, that letters are grouped to form words, and words are separated by spaces	L 2.3 Makes sense of print/ words recognizing that a word is formed by a group of letters
<b>Early Writing</b>	
Develops understanding that writing is a way to communicate for various purposes	L 4.5 Develops an understanding that writing is a way to communicate for a variety of purposes
Begins to represent stories/experiences through pictures, dictation, and in play	L 4.2 Represents stories and experiences through pictures, dictation, emergent journaling and play
Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers	L 4.7 Recognizes pencils, crayons and computers as tools for writing L 4.3 Manipulates writing utensils, strengthens fine motor skills and practices eye-hand coordination to form letters and numbers
Progresses from using scribbles, shapes, pictures to represent ideas, to letter-like symbols, to copying or writing familiar words such as own name.	L 4.1 Begins to use scribbles, shapes and letter-like symbols L 4.8 Begins to copy, write and recognize own name
<b>Alphabet Knowledge</b>	
Shows progress in associating the names of letters with their shapes and sounds	L 1.1 Explores letter/sound connections L 2.4 Demonstrates alphabetic knowledge
Increases in ability to notice the beginning letters in familiar words	L 1.3 Shows growing awareness of beginning and ending sounds of words

Identifies at least 10 letters of the alphabet, especially those in own name	L 2.4 Demonstrates alphabetic knowledge L 4.8 Begins to copy, write and recognize own name
Knows that letters of the alphabet are a special category of visual graphics that can be individually named	L 2.4 Demonstrates alphabetic knowledge
<b>Mathematics</b>	
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<b>Number and Operations</b>	
Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity	M 1.3 Explores the relationships between numbers and quantities M 1.5 Begins to understand simple addition and subtraction
Begins to associate number concepts, vocabulary, quantities and written numerals in meaningful ways	M 1.4 Begins to use math vocabulary such as more, less, greater than, fewer, equal to, next to, first, last and other instructional vocabulary M 1.3 Explores the relationships between numbers and quantities
Develops increasing ability to count in sequence to 10 and beyond	M 1.1 Begins to identify numbers 1-10 and beyond M 1.6 Begins to chant numerical order 1-31 using calendar
Begins to make use of one-to-one correspondence in counting objects and matching groups of objects	M 1.2 Demonstrates one-to-one correspondence
Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to	M 1.4 Begins to use math vocabulary such as more, less, greater than, fewer, equal to, next to, first, last and other instructional vocabulary
Develops increased abilities to combine, separate and name “how many” concrete objects	M 1.3 Explores the relationships between numbers and quantities M 2.4 Begins to understand that objects can be used for comparison
<b>Geometry and Spatial Sense</b>	
Begins to recognize, describe, compare and name common shapes and their parts and attributes	M 3.3 Begins to recognize, identify and draw basic shapes M 2.3 Sorts and classifies common attributes
Progresses in ability to put together and take apart shapes	M 3.4 Develops ability to put together and take apart shapes

Begins to be able to determine whether or not two shapes are the same size and shape	M 2.3 Sorts and classifies common attributes
Shows growth in matching, sorting, putting in a series and regrouping objects according to one or two attributes such as color, shape or size	M 2.4 Begins to understand that objects can be used for comparison M 2.5 Uses vocabulary to label and sort objects/ ideas (shapes, fruits, clothing)
Builds an increasing understanding of directionality, order and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front and behind	M 3.5 Begins to understand object positions and vocabulary such as up, down, around, behind, etc.
<b>Patterns and Measurement</b>	
Enhances abilities to recognize, duplicate and extend simple patterns using a variety of materials	M 2.1 Identifies, creates and copies a simple pattern
Shows increasing abilities to match, sort, put in a series and regroup objects according to one or two attributes such as shape or size	M 2.3 Sorts and classifies common attributes
Begins to make comparisons between several objects based on a single attribute	M 2.4 Begins to understand that objects can be used for comparison
Shows progress in using standard and non-standard measures for length and objects	M 4.1 Experiments with basic concepts of measurement M 4.3 Manipulates and explores measurement tools
<b>Science</b>	
Head Start Indicators	Mother Goose Time Curriculum Alignment With Indicators
<b>Scientific Skills</b>	
Begins to use a sense and variety of tools and simple measuring devices to gather information, investigate materials and observe processes and relationships	S 5.3 Explores and manipulates basic science tools (magnifying glass, eyedroppers, etc.) S 6.2 Creates awareness of basic collection, sorting, and description data analysis
Develops increased ability to observe and discuss common properties, differences and comparisons among objects and materials	S 2.2 Observes and explores the concept of change in people, plants, animals and their environment
Begins to participate in simple investigations to test observations, discuss and draw conclusions, and form generalizations	S 5.2 Uses five senses to make educated guesses on objects S 4.1 Experiments with the structure and property of matter and its behavior

Develops growing abilities to collect, describe and record information through a variety of means, including discussion, drawings, maps and charts	S 6.2 Creates awareness of basic collection, sorting and description data analysis
Begins to describe and discuss predictions, explanations and generalizations based on past experiences	S 2.4 Begins to predict outcomes based on previous experiences with living things
<b>Scientific Knowledge</b>	
Expands knowledge of and abilities to observe, describe and discuss the natural world, materials, living things and natural processes	S 2.2 Observes and explores the concept of change in people, plants, animals and their environment S 5.1 Asks questions about inferred and observed phenomena
Develops growing awareness of ideas and language related to attributes of time and temperature	S 1.4 Develops awareness of vocabulary associated with time and temperature
Shows increased awareness and beginning understanding of changes in materials and cause-effect relationships	S 3.3 Builds awareness of the lifecycle and how all things are connected S 2.4 Begins to predict outcomes based on previous experiences with living things
Expands knowledge of and respect for their body and the environment	S 3.1 Develops an awareness of the environment S 2.2 Observes and explores the concept of change in people, plants, animals and their environment PHS 1.4 Develops an appreciation of their body
<b>Creative Arts</b>	
Head Start Indicators	Mother Goose Time Curriculum Alignment With Indicators
<b>Music and Movement</b>	
Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, finger plays, games and performances	CA 2.1 Participates in songs, rhymes and poems CA 2.4 Participates in meaningful music experience
Experiments with a variety of musical instruments	CA 2.6 Experiments with creating sounds with everyday objects
Expresses, through movement and dancing, what is felt and heard in various musical tempos and styles	CA 3.5 Participates in tempo changes such as moving fast or slow CA 2.7 Explores expression of feelings through music and movement

Shows growth in moving in time to different patterns of beat and rhythm in music	CA 3.3 Strengthens fine- and large-muscle control to accomplish simple tasks CA 2.5 Explores patterns of rhythm and beat
<b>Art</b>	
Gains ability in using different art media and materials in a variety of ways for creative expression and representation	CA 1.3 Investigates tactility using various textures such as water, salt, flour and play dough CA 1.5 Explores and manipulates art tools such as glue, paintbrushes, scissors and crayons CA 1.2 Explores color, shape and appearance
Progresses in abilities to create drawings, paintings, models and other art creations that are more detailed, creative or realistic	CA 1.7 Cultivates artistic abilities using various art mediums with an increasing focus on detail
Develops growing abilities to plan, work independently, and demonstrate care and persistence in a variety of art projects	CA 1.4 Discovers an appreciated of the process of creating an artistic project
Begins to understand and share opinions about artistic products and experiences	CA 1.6 Responds, observes and demonstrates appreciation to artistic creations
<b>Dramatic Play</b>	
Participates in a variety of dramatic play activities that become more extended and complex	DP 4.1 Engages in various dramatic play activities DP 4.3 Incorporates individual ideas in dramatic play
Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations	DP 4.2 Utilizes a variety of objects in dramatic play, exhibiting growth in imagination and creativity
<b>Social and Emotional</b>	
Head Start Indicators	Mother Goose Time Curriculum Alignment With Indicators
<b>Self-Concept</b>	
Begins to develop and express awareness of self in terms of specific abilities, characteristics and preferences	SE 1.2 Demonstrates growing confidence in personal abilities and self-direction
Develops growing capacity for independence in a range of activities, routines, and tasks	SE 1.3 Begins to express personal preferences SE 1.4 Utilizes creative strategies and self-confidence in negotiating new tasks, problems

Demonstrates growing confidence in a range of abilities and expresses pride in accomplishments	SE 1.2 Demonstrates growing confidence in personal abilities and self-direction
<b>Knowledge of Families and Communities</b>	
Develops ability to identify personal characteristics including gender, and family composition	SE 2.4 Demonstrates a positive sense of self and others SE 2.7 Increasing self-knowledge/self-esteem to facilitate communication of feelings and experiences in regard to self
Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language and family structure	WE 1.4 Develops an awareness of diverse cultures and traditions WE 1.5 Begins to recognize that each person is unique in traits, abilities, and personality
Develops growing awareness of jobs and what is required to perform them	WE 1.6 Develops an awareness of roles, careers and rules
Begins to express and understand concepts and language of geography in the contexts of their classroom, home and community	WE 1.2 Begins to understand the relationship between places and locations
<b>Cooperation</b>	
Increases abilities to sustain interactions with peers by helping, sharing and discussion	SE 2.1 Explores positive classroom relationships with peers and adults
Show increasing abilities to use compromise and discussion in working, playing and resolving conflicts with peers	SE 2.5 Role-plays to explore appropriate social behaviors SE 2.7 Increasing self-knowledge/self-esteem to facilitate communication of feelings and experiences in regard to self
Develops increasing abilities to give and take in interactions; to take turns in games or using materials, and to interact without being overly submissive or directive	SE 2.2 Ascertain appropriate classroom behaviors SE 2.7 Politely asks and gives help to peers and adults
<b>Self-Control/Cooperation</b>	
Shows progress in expressing feelings, needs and opinions in difficult situations and conflicts without harming themselves, others or property	SE 2.1 Explores positive classroom relationships with peers and adults SE 2.2 Ascertain appropriate classroom behaviors SE 2.7 Increasing self-knowledge/self-esteem to facilitate communication of feelings and experiences in regard to self

Develops growing understanding of how their actions affect others and begins to accept the consequences of their actions	SE 1.5 Discovers how their actions affect others and begins to accept consequences SE 2.7 Increasing self-knowledge/self-esteem to facilitate communication of feelings and experiences in regard to self SE 2.1 Explores positive classroom relationships with peers and adults SE 2.2 Ascertains appropriate classroom behaviors
Demonstrates increasing capacity to follow rules and routines, and use materials purposefully, safely and respectfully	PHS 2.1 Practices safety rules in home, classroom and community PHS 2.3 Develops ability to differentiate between safe and dangerous behavior
<b>Social Relationships</b>	
Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults	SE 2.4 Demonstrates a positive sense of self and others SE 2.8 Politely asks and gives help to peers and adults
Shows progress in developing friendships with peers	SE 2.1 Explores positive classroom relationships with peers and adults
Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others	SE 2.8 Politely asks and gives help to peers and adults
<b>Approaches to Learning</b>	
Head Start Indicators	Mother Goose Time Curriculum Alignment with Indicators
<b>Initiative and Curiosity</b>	
Chooses to participate in an increasing variety of tasks and activities	SE 2.6 Participates in classroom community building activities and daily transitions ATL 1.1 Chooses to participate in various tasks and activities
Develops increased ability to make independent choices	SE 1.2 Demonstrates growing confidence in personal abilities, self-direction ATL 1.2 Demonstrates an ability to make independent choices
Approaches tasks and activities with increased flexibility, imagination and inventiveness	SE 1.4 Utilizes creative strategies and self-confidence in negotiating new tasks, problems ATL 1.3 Approaches tasks and activities with an increased flexibility, imagination and inventiveness

Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks	SE 2.3 Establishes a positive attitude toward learning ATL 1.4 Grows in eagerness to learn about and discuss a growing range of topics, ideas and tasks
<b>Engagement and Persistence</b>	
Grows in abilities to persist in and complete a variety of tasks activities, projects and experiences	SE 1.4 Utilizes creative strategies and self-confidence in negotiating new tasks, problems ATL 1.5 Persists in task completion
Demonstrates increasing ability to set goals and develop and follow through on plans	SE 1.2 Demonstrates growing confidence in personal abilities and self-direction
Shows growing capacity to maintain concentration over time on a task, question, set of directions or interactions, despite distractions and interruptions	SE 1.4 Utilizes creative strategies and self-confidence in negotiating new tasks, problems ATL 1.8 Develops ability to concentrate on tasks despite distractions
<b>Reasoning and Problem Solving</b>	
Develops increasing ability to find more than one solution to a question, task or problem	SE 1.4 Utilizes creative strategies and self-confidence in negotiating new tasks, problems
Grows in recognizing and solving problems through active exploration, including trial and error, and interactions and discussions with peers and adults	SE 1.1 Uses appropriate social behavior (self-regulation, interactions with peers and adults, follows rules, respects the property of others and self) SE 2.5 Role-plays to explore appropriate social behaviors
Develops increasing abilities to classify, compare and contrast objects, events and experiences	M 2.3 Sorts and classifies common attributes M 2.4 Begins to understand that objects can be used for comparison
<b>Physical Health and Development</b>	
Head Start Indicators	Mother Goose Time Curriculum Alignment With Indicators
<b>Gross Motor Skills</b>	
Shows increasing levels of proficiency, control and balance in walking, climbing, running, jumping, hopping, skipping, marching and galloping	CA 3.3 Strengthens fine- and large-muscle control to accomplish simple tasks

Demonstrates increasing abilities to coordinate movements in throwing, catching, kicking, bouncing balls, and using the slide and swing	CA 3.2 Practices skills in balance and coordination
<b>Fine Motor Skills</b>	
Develops growing strength, dexterity and control needed to use tools such as scissors, paper punch, stapler and hammer	CA 3.3 Strengthens fine- and large-muscle control to accomplish simple tasks L 4.3 Manipulates writing utensils, strengthens fine motor skills and practices eye-hand coordination to form letters and numbers CA 1.5 Explores and manipulates art tools such as glue, paintbrushes, scissors and crayons PHS 1.5 Develops in physical growth, strength and flexibility
Grows in hand-eye coordination in building with blocks, putting together puzzles, reproducing shapes and patterns, stringing beads and using scissors	M 3.4 Develops ability to put together and take apart shapes M 4.3 Manipulates and explores measurement tools CA 3.3 Strengthens fine- and large-muscle control to accomplish simple tasks
Progresses in abilities to use writing, drawing and art tools, including pencils, markers, chalk, paintbrushes, and various types of technology	L 4.3 Manipulates writing utensils, strengthens fine motor skills and practices eye-hand coordination to form letters and numbers S 1.7 Expands use and knowledge of various technologies
<b>Health Status and Practices</b>	
Progresses in physical growth, strength, stamina and flexibility	PHS 1.5 Develops in physical growth, strength and flexibility
Participates actively in games, outdoor play and other forms of exercise that enhance physical fitness	PHS 1.6 Engages in activities that encourage physical fitness
Shows growing independence in hygiene, nutrition and personal care when eating, dressing, washing hands, brushing teeth and toileting	PHS 1.2 Understands basic concepts of nutrition and healthy food choices PHS 1.1 Practices good health actions feeding themselves, brushing teeth and washing hands

Builds awareness and ability to follow basic health and safety rules such as fire safety, traffic and pedestrian safety, and responding appropriately to potentially harmful objects, substances and activities	PHS 2.1 Practices safety rules in home, classroom and community PHS 2.3 Develops ability to differentiate between safe and dangerous behavior
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