

# Trees & Me Correlations to the Head Start Early Learning Outcomes Framework



Project Learning Tree is committed to supporting educators in providing learning experiences that help to meet education standards. This document identifies correlations between *Trees & Me* activities and Head Start's Early Learning Outcomes Framework (ELOF), which outlines what early learners should be able to do in each of five essential learning domains. The chart below identifies which *Trees & Me* activities provide learners with opportunities to develop skills and knowledge in these five domains. For more information about the five domains and the framework, see Head Start's [interactive Early Learning Outcomes Framework \(ELOF\) tool](#).

Note that the aim of *Trees & Me* is to provide hands-on, learner-centered experiences that invite young learners to explore nature. While many of the experiences may support the ELOF domains of Approaches to Learning and Social and Emotional Learning, these domains are not their focus and are also more general, so explicit correlations are not included. Note also that the chart indicates which goals are addressed in the Featured Experience only, in the other activity experiences only, or in both the Featured Experience and other experiences in the activity. For ease of use, the color coding of the chart sections match the color scheme of the ELOF.

Visit [plt.org/treesandme](http://plt.org/treesandme) for additional *Trees & Me*, content correlations.

#### Head Start ELOF Goal Key:

- ▲ = Infant/Toddler Goals
- = Preschooler Goals

#### PLT Correlations Key:

- ★ = Addressed in Featured Experience and other activity experiences
- = Addressed in other activity experiences only



**DOMAIN &  
SUBDOMAIN**

**GOAL**

**TREES & ME ACTIVITY**

1 2 3 4 5 6 7 8 9 10 11 12

**APPROACHES TO LEARNING ▲•**

Emotional and Behavioral Self-Regulation

Cognitive Self-Regulation (Executive Functioning)

Initiative and Curiosity

Creativity

Many *Trees & Me* experiences may support learning in these domains. These Head Start goals are general in nature, and as such, explicit *Trees & Me* correlations are not indicated here. You are invited to explore the possibilities.

**SOCIAL AND EMOTIONAL DEVELOPMENT ▲•**

Relationships with Adults

Relationships with Other Children

Emotional Functioning

Sense of Identity and Belonging

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**LANGUAGE AND COMMUNICATION ▲•**

Attending and Understanding

Communicating and Speaking

Vocabulary

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▲ Goal IT-LC 7. Child understands an increasing number of words used in communication with others

• Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.

Emergent Literacy

▲ Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.

▲ Goal IT-LC 10. Child handles books and relates them to their stories or information.

▲ Goal IT-LC 12. Child comprehends meaning from pictures and stories.

**LITERACY •**

Phonological Awareness

Print and Alphabet Knowledge

Comprehension and Text Structure

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• Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.

• Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.

• Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.

**COGNITION ▲**

Exploration and Discovery

Memory

Reasoning and Problem-Solving

Emergent Mathematical Thinking

Imitation and Symbolic Representation and Play

▲ Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects

▲ Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.

▲ Goal IT-C 6. Child learns to use a variety of strategies in solving problems.

▲ Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space.

▲ Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.

▲ Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.



**DOMAIN &  
SUBDOMAIN**

**GOAL**

**TREES & ME ACTIVITY**

		1	2	3	4	5	6	7	8	9	10	11	12
<b>MATHEMATICS DEVELOPMENT •</b>													
Counting and Cardinality	• Goal P-MATH 2. Child recognizes the number of objects in a small set.				■			■	■	■	■	■	■
	• Goal P-MATH 3. Child understands the relationship between numbers and quantities.	■	★		■		■			■			■
	• Goal P-MATH 4. Child compares numbers.	■	★		■		■	■					■
Operations and Algebraic Thinking	• Goal P-MATH 7. Child understands simple patterns.						■	★					
Measurement	• Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.			■				■					
Geometry and Spatial Sense	• Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.	★								■			
<b>SCIENTIFIC REASONING •</b>													
Scientific Inquiry	• Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).	★	★	★	★	★	★	★	★	★	★	★	★
	• Goal P-SCI 2. Child engages in scientific talk.	★	★	★	★	★	★	★	★	★	★	★	★
	• Goal P-SCI 3. Child compares and categorizes observable phenomena.	★		★	■	★	■	★	■			★	★
Reasoning and Problem-Solving	• Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.	★	★	★	★	★	★	★	★	★	★	★	★
	• Goal P-SCI 5. Child plans and conducts investigations and experiments		★	★	★	★		★	■		★		■
	• Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.					■		■				★	
<b>PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT ▲•</b>													
Perception	▲ Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.	■		■		■	■	■	■	■			★
Gross Motor	▲ Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.	★	★	★	★		★					■	
	• Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	■		■		■		■	■	■	■		■
Fine Motor	▲ Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines.	■	★	★		★			■	★	■		
	▲ Goal IT-PMP 8. Child adjusts reach and grasp to use tools.		★	★	★	■	■					■	■
	• Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.				★								
Health, Safety, and Nutrition	▲ Goal IT-PMP 11. Child demonstrates increasing interest in engaging in healthy eating habits and making nutritious food choices.	■		■	★	■	■	■	■	■	■	■	■
	• Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.	■		■	★	■	■	■	■	■	■	■	■

