

Crosswalk of CLASS Dimensions/Indicators, Head Start Early Learning Standards (Approaches to Learning) and SING.PLAY.LOVE.®

Anne Meeker, Ph.D.

MeekerCreative@gmail.com

www.singplaylove.com

Rev. 4-9-2017

	HS-ELO: Preschooler	SPL Songs	Suggested learner goals
TEACHER SENSITIVITY: Responsiveness	ATL1. Child manages emotions with increasing independence.	How Do You Feel? SHOO, FLY! BIRDIE, BIRDIE	I can tell you when I felt happy, sad, mad, scared. I can identify emotions in others and myself. I can self-calm.
BEHAVIOR MANAGEMENT: Clear Expectations Proactive	ATL2. Child Follows classroom rules and routines with increasing independence.	Hello Song Raise Your Hand BEE-ING ME	I can participate in our group music routine. I can raise my hand when I have something to say. I can follow classroom rules, routines and transitions.
PRODUCTIVITY: Routines and Transitions	ATL3. Child appropriately handles and takes care of classroom materials.	BEE-ING ME	I understand the rules for meeting my teacher's expectation of safety, respect and responsibility.
BEHAVIOR MANAGEMENT: Clear Expectations Proactive	ATL4. Child manages actions, words, and behavior with increasing independence.	I am Noisy Listening Body Solutions Song	I can use my quiet or noisy voice/body. My body is ready to listen. I can solve my problems, and help my friends solve their problems.
POSITIVE CLIMATE: Relationships Positive Communication	ATL5. Child demonstrates an increasing ability to control impulses.	I am Waiting I Can Play the Drum	I can wait. I can listen and follow directions. I can wait. I can listen and follow directions.
INSTRUCTIONAL LEARNING FORMATS: Effective Facilitation Variety of Modalities and Materials Student Interest	ATL6. Child maintains focus and sustains attention with minimal adult support.	CIRCLE TIME	I can sustain interest in a task or activity. I can follow classroom rules, routines and transitions.
PRODUCTIVITY: Maximizing Learning Time Routines Transitions	ATL7. Child persists in tasks.	OLD HOUSE Hey, Everybody! BALLAD OF HUMPTY DUMPTY	I can cooperate and work together with my friends. I can demonstrate persistence in doing all of the motor motions in the song. I can retell the HUMPTY story of perseverance.
REGARD FOR STUDENT PERSPECTIVES: Flexibility and Student Focus Support for Autonomy and Leadership	ATL8. Child holds information in mind and manipulates it to perform tasks.	My Bubble Jump Forward	I can respect the personal space of my friends. I can respect the personal space of my friends.

REGARD FOR STUDENT PERSPECTIVES: Flexibility and Student Focus Support for Autonomy and Leadership	ATL9. Child demonstrates flexibility in thinking and behavior.	Hot Potato Hey, Monkey-Monkey	I can play a pretend game. I can lead a motor imitation game with my friends.
INSTRUCTIONAL LEARNING FORMATS: Effective Facilitation Variety of Modalities and Materials Student Interest	AT10. Child demonstrates initiative and independence.	Play with Me Solutions Song	I can invite a friend to play. I can join a friend who is playing. I can solve my problems, and help my friends solve their problems.
POSITIVE CLIMATE: Relationships Positive Affect Positive Communication Respect	ATL11. Child shows interest in and curiosity about the world around them.	BRIGHT LIGHT	I like myself. I understand it is okay to be different from others.
LANGUAGE MODELING: Frequent Conversations Open-Ended Questions Repetition and Extension	ATL12. Child expresses creativity in thinking and communication.	Applesauce White Sheep & Black Sheep Saturday Morning THE LETTER BLUES GRIZZLY BEAR	I can pass. I can answer questions. I can listen and sign the word STOP in the story. I can ask for what I want and need as I pretend with friends. I can play with sounds as I learn to recognize letters. I can retell the events of a story. I can talk about the bear's feelings.
LANGUAGE MODELING: Frequent Conversations Open-Ended Questions Repetition and Extension	ATL12. Child expresses creativity in thinking and communication.	MY Little Red Wagon Hey, Monkey-Monkey What'll We Do with the Baby? WHAT COLOR AM I?	I can dance with a friend. I can play a pretend game. I can imitate motor motions, and lead a motor motion game with my friends. I can pretend to be a baby and/or care for a baby. I can classify, group and label objects by an attribute (color).

CLASS Indicator found in the Classroom Assessment Scoring System (CLASS). HS-ELO found in the Head Start Early Learning Outcomes Framework (2015). SING.PLAY.LOVE.® books and songs available at www.singplaylove.com. Songs available in picture book format are capitalized.