



BEDTIME IN A BOX



Head Start Standards
Alignment Guide

Head Start Early Learning Outcomes Framework and Bedtime in a Box

Head Start		Bedtime in a Box	
Infant/Toddler	Preschool	Infant/Toddler	Preschool
Approaches to Learning		Approaches to Learning	
Emotional and Behavioral Self Regulation		Emotional and Behavioral Self Regulation	
IT ATL 1: Child manages feelings and emotions with support of familiar adults.	P ATL 1: Child manages emotions with increasing independence.	Our Boxes help establish routines that support the development of daily actions, behaviors, and positive interactions with parents and familiar adults. The structured routine and materials are geared toward young children and their unique developmental needs.	The structured routine and materials are geared toward young children and their unique developmental needs. They allow for increased independence and expression of emotions.
IT ATL 2: Child manages actions and behavior with support of familiar adults.	P ATL 4: Child manages actions, words, and behavior with increasing independence.		
Self Regulation (Executive Function)		Emotional and Behavioral Self Regulation	
IT ATL 3: Child maintains focus and sustains attention with support.	P ATL 6: Child maintains focus and sustains attention with minimal adult support.	By focusing on a consistent nightly bedtime routine, Bedtime in a Box supports children as they develop focus, sustained attention, and persistence in tasks every night, and over multiple days. The materials are motivating and also allow for flexibility and choice of books to read and activities prior to bedtime.	
IT ATL 4: Child develops the ability to show persistence in actions and behavior.	P ATL 7: Child persists in tasks.		
IT ATL 5: Child demonstrates the ability to be flexible in actions and behavior.	P ATL 9: Child demonstrates flexibility in thinking and behavior.		
Initiative and Curiosity		Initiative and Curiosity	
IT ATL 6: Child demonstrates emerging initiative in interactions, experiences, and explorations.	P ATL 10: Child demonstrates initiative and independence.	Materials included in each Box allow children to explore through play, reading, and healthy habits. Items included in the Teach My Learning Kit allow for exploration of concepts, shapes, letters and numbers. The books allow for imagination and learning and bath toys allow for communication, play, and learning with an adult.	
IT ATL 7: Child shows interest in and curiosity about objects, materials, or events.	P ATL 11: Child shows interest in and curiosity about the world around them.		
Creativity		Creativity	
IT ATL 8: Child uses creativity to increase understanding and learning.	P ATL 12: Child expresses creativity in thinking and communication.	Creativity in play, language development, and imagination are fostered through the interactive books, materials, and bath supplies included in the Box. Parents can engage children in multiple activities and build upon learning each night.	
IT ATL 9: Child shows imagination in play and interactions with others.	P ATL 13: Child uses imagination in play and interactions with others.		

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Social and Emotional Development		Social and Emotional Development	
Relationships with Adults		Relationships with Adults	
IT SE 1: Child develops expectations of consistent, positive interactions through secure relationships with familiar adults	P SE 1: Child engages in and maintains positive relationships and interactions with adults.	The routines of Bedtime in a Box and the Teach My Learning Kit were both developed to be highly interactive between children and adults. These materials allow for multiple positive and reinforcing interactions and the development of trusting and cooperative relationships with adults and caregivers.	
IT SE 2: Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults	P SE 2: Child engages in prosocial and cooperative behavior with adults.		
Relationships with Other Children		Relationships with Other Children	
IT SE 4: Child shows interest in, interacts with, and develops personal relationships with other children.	P SE 3: Child engages in and maintains positive interactions and relationships with other children.	In homes where there are other children or siblings, our Box can support positive interactions and relationships with others. It can promote sharing, taking turns, and conversation each evening as children prepare for bed.	
Emotional Functioning		Emotional Functioning	
IT SE 6: Child learns to express a range of emotions.	P SE 6: Child expresses a broad range of emotions and recognizes these emotions in self and others.	Our materials and the routine of bedtime allow for children to express a range of emotions through play, interaction with adults, and in response to books and stories. The Teach My Learning Kit specifically includes materials that can be used to teach and engage in a range of fun, interactive activities.	Our materials and the routine of bedtime allow for children to express a range of emotions through play, interaction with adults, and in response to books and stories. The books selected for this age include characters learning new things, exploring their world, and expressing a range of emotions.
IT SE 7: Child recognizes and interprets emotions of others with the support of familiar adults.	P SE 8: Child manages emotions with increasing independence.		
Sense Of Identity and Belonging		Sense Of Identity and Belonging	
IT SE 10: Child shows awareness about self and how to connect with others.	P SE 9: Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	Through the nightly routine and activities, a child develops self-awareness through caring for themselves, engaging with a caring parent or caregiver, and building confidence in their abilities. A sense of belonging in a family is also built through the social bond between parent and child. This belonging can be enhanced by having the whole family (siblings and other adults in the home) engage in the nightly routine.	
IT SE 12: Child shows confidence in own abilities through relationships with others.	P SE 10: Child expresses confidence in own skills and positive feelings about self.		
IT SE 13: Child develops a sense of belonging through relationships with others.	P SE 11: Child has sense of belonging to family, community, and other groups.		

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Infant/Toddler	Preschool	Infant/Toddler	Preschool
Language and Communication		Language and Communication	
Attending and Understanding		Attending and Understanding	
IT LC 1: Child attends to, understands, and responds to communication and language from others.	P LC 1: Child attends to communication and language from others.	Our materials help to create a time each night, free from technology and other distractions, that allows for personal communication and the development of communication skills. Through reading books, playing in the tub, and interactions using the Teach My Learning Kit, children are provided hours of time each week to build language and communication skills. Bedtime is also an ideal time to discuss the day, share stories and ideas, and dream about the future.	
IT LC 2: Child learns from communication and language experiences with others.	P LC 2: Child understands and responds to increasingly complete communications and language from others.		
Communicating and Speaking		Communicating and Speaking	
IT LC 3: Child communicates needs and wants non-verbally and by using language.	P LC 3: Child varies the amount of information provided to meet the demands of the situation.	Through reading books, playing in the tub, and interactions using the Teach My Learning Kit, children are provided hours of time each week to build language and communication skills. Bedtime is also an ideal time to discuss the day, share stories and ideas, and dream about the future.	
IT LC 5: Child uses increasingly complex language and conversations with others.	P LC 4: Child understands, follows, and uses appropriate social and conversational rules.		
	P LC 5: Child expresses himself in increasingly long, detailed, and sophisticated ways.		
Vocabulary		Vocabulary	
IT LC 8: Child uses increasing number of words in communication and conversation with others.	P LC 6: Child understands and uses wide variety of words for a variety of purposes.	Utilizing the Box materials, and through reading books each night, children are exposed to a large number of words and concepts. We encourage parents and caregivers to elaborate on discussions about the text to connect to daily life and engage their child in a wide variety of ideas and conversations.	
Emergent Literacy		Emergent Literacy	
IT LC 9: Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.		Included in each Box are 5 books and a Teach My Learning Kit. These items, when utilized as part of a nightly routine, provide multiple opportunities for children to share stories, sing, and repeat rhymes. Children also build knowledge of books and the stories and information in them. They begin to recognize words, shapes, symbols, and connect concepts to pictures. We also encourage discussions of meaning from shared stories that build comprehension and reasoning in young children.	
IT LC 10: Child handles books and relates them to their stories or information.			
IT LC 11: Child recognizes pictures and some symbols, signs, or words.			
IT LC 12: Child comprehends meaning from pictures and stories.			

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Literacy		Literacy	
	Phonological Awareness		Phonological Awareness
	P LIT 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound.		Activities in the Teach My Learning Kit build knowledge of letters, the sounds they make, and sound segmentation/blending. A wide range of texts are used to provide examples of different conventions of print and how it is used to communicate thoughts and ideas.
	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).		
	P LIT 3: Child identifies letters of the alphabet and produces correct sounds associated with letters.		
	Comprehension & Text Structure		Comprehension & Text Structure
	P LIT 4: Child demonstrates an understanding of narrative structure through storytelling/re-telling.		Using the books and the Teach My Learning Kit, a child is able to demonstrate understanding of stories through re-telling, predicting, or responding to questions. We encourage parents to talk with their child about the books, predict actions of the characters, and discuss the pictures. We also encourage them to ask specific questions and discuss many possible answers.
	P LIT 5: Child asks and answers questions about a book that was read aloud.		
	Writing		Writing
	P LIT 6: Child writes for a variety of purposes using increasingly sophisticated marks.		Included in the Teach My Learning Kit is a printing set that allows children to practice the formation of letters and numbers as well as writing words. These tools can also be used by children to draw and express ideas through marks and pictorial descriptions.

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Cognition		Cognition	
Mathematics		Mathematics	
Exploration and Discovery	Counting and Cardinality	Exploration and Discovery	Counting and Cardinality
IT C 2: Child uses understanding of casual relationships to act on social and physical environments.	P MATH 1: Child knows number names and the count sequence.	The routine established through Bedtime in a Box allows young children to develop consistent social and relational bonds within their physical home environment. They are able to explore learning through a bedtime routine and interact with books and other materials that enhance that learning.	Foam numbers for the bath and math activities included in the Teach My Learning Kit allow for children to name, sequence, count and explore numbers 1-9. Number writing and representation is also practiced through the printing materials included in the kit.
	P MATH 2: Child recognizes the number of objects in a small set.		
	P MATH 3: Child understands the relationship between numbers and quantities.		
	P MATH 4: Child compares numbers.		
	P MATH 5: Child associates a quantity with written numerals up to 5 and begins to write numbers.		
Memory	Operations and Algebraic Thinking	Memory	Operations and Algebraic Thinking
IT C 4: Child recognizes the stability of people and objects in the environment.	P MATH 6: Child understands addition as adding to and understands subtraction as taking away.	The bedtime routine allows children to interact with a 5 step process that occurs every night. As a child engages in the activities, they build memories of the task and interactions with adults. This creates stability in the household environment and allows for more complex actions and thoughts to be developed.	Provided in the Box are materials that teach addition and subtraction through use of manipulatives and hands on activities. Shape and color patterns can also be taught through the use of the Teach My Learning Kit and the foam letters for the tub.
IT C 5: Child uses memories as a foundation for more complex actions and thoughts.	P MATH 7: Child understands simple patterns.		
Imitation & Symbolic Representation & Play		Imitation & Symbolic Representation & Play	
IT C 11: Child observes and imitates sounds, words, gestures, actions, and behaviors.		The books included in the Box and in the Teach My Learning Kit allow children to imitate and observe gestures and actions as well as sounds and animal noises. Through conversations about the books and characters, children can use pretend to develop knowledge of experiences, culture and the environment.	
IT C 13: Child uses pretend to increase understanding of culture, environment, and experiences.			

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Scientific Reasoning		Scientific Reasoning	
	P SCI 1: Child observes and describes observable phenomena (objects, materials, organisms, and events).		The bedtime routine allows children to describe events in sequence as well as communicate observations about objects and materials they use or interact with throughout this process.
Reasoning and Problem Solving		Reasoning and Problem Solving	
	P SCI 4: Child asks questions, gathers information, and makes predictions.		Through reading books and other steps of the bedtime routine, a child is encouraged to ask questions, make predictions, and gather information to confirm or dispute the predictions.

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Perceptual, Motor, and Physical Development		Perceptual, Motor, and Physical Development	
Perception		Perception	
IT PMP 1: Child uses perceptual information to understand objects, experiences, and interactions.		Using the materials in the Box and the routine of Bedtime in a Box, a child is encouraged to direct their own actions (i.e. bathing and brushing teeth) and experiences with the items provided. A toothbrush that lights up for 2 minutes to time how long a child should be brushing is an example of the stimulus that allows for interactions and regulation of actions.	
IT PMP 2: Child uses perceptual information in directing own actions, experiences, and interactions.			
Gross Motor		Gross Motor	
IT PMP 3: Child demonstrates effective and efficient use of large muscles for movement and position.	P PMP 1: Child demonstrates control, strength, and coordination of muscles.	Through bathing and changing into pajamas, we support the development of large muscle movements. We also encourage children to "act out" characters or scenes from the stories to build better understanding of what is happening and the experiences of the characters. This activity supports the development of gross motor skills in young children.	
IT PMP 5: Child uses sensory information and body awareness to understand how their body relates to the environment.			
Fine Motor		Fine Motor	
IT PMP 6: Child coordinates hand and eye movements to perform actions.	P PMP 3: Child demonstrates increasing control, strength, and coordination of small muscles.	Our Boxes contain many materials and activities such as puzzles, blocks and letters that allow for daily play and fine motor interactions. Also, the simple task of learning to brush their teeth, has significant fine motor benefits for young children.	Children are encouraged to demonstrate a wide range of writing and drawing. The Teach My Learning Kit includes materials for printing and puzzles that allow for increased control of small muscles.
IT PMP 7: Child uses hands for explorations, play, and daily routines.			
IT PMP 8: Child adjusts reach and grasp to use tools.			
Health, Safety, and Nutrition		Health, Safety, and Nutrition	
IT PMP 9: Child demonstrates health behaviors with increasing independence as part of every routine.	P PMP 4: Child demonstrates personal hygiene and self-care skills.	Our Bedtime Box and its contents directly support the creation and sustainability of a nightly bedtime routine that improves health and academic learning. The log and contents were specifically designed to engage children and support independence of many bedtime tasks (brushing teeth, changing into pajamas, bathing and choosing books they want to read). The materials support personal hygiene and are aligned to the recommendations of the American Academy of Pediatrics and the American Dental Association.	