

The Virginia Early Learning Standards Correlated to the iStartSmart™ Computer Learning System by Hatch®

Developmental/Content Area: Literacy

| Virginia Early Learning Standard | iStartSmart™ |
|--|--------------|
| Foundation Block 1: Oral Language | |
| The child will develop listening and speaking skills by communicating experiences and ideas through oral expression. | ✓ |
| The child will develop an understanding of words and word meanings through the use of appropriate vocabulary. | ✓ |
| Foundation Block 2: Oral Expression | |
| Children gain language and vocabulary skills by having multiple and frequent opportunities to talk, as well as listen to adults and peers. These opportunities must be daily and routine as children begin to read and write. | ✓ |
| <ul style="list-style-type: none"> Listen with increasing attention to spoken language, conversations, and stories read aloud | ✓ |
| <ul style="list-style-type: none"> Correctly identify characters, objects, and actions in a picture book, as well as stories read aloud and begin to comment about each | |
| <ul style="list-style-type: none"> Make predictions about what might happen in a story | |
| <ul style="list-style-type: none"> Use two words to ask and answer questions that include actions | |
| <ul style="list-style-type: none"> Use appropriate language for a variety of purposes, e.g., ask questions, express needs, get information | ✓ |
| <ul style="list-style-type: none"> Engage in turn taking exchanges and rules of polite conversation with adults and peers | ✓ |
| <ul style="list-style-type: none"> Listen attentively to stories in a whole-class setting | ✓ |
| Foundation Block 3: Vocabulary | |
| The more children know about the world around them, the easier it is for them to express new information, ideas and vocabulary in communicating this knowledge. Helping children to relate experiences to new ideas and concepts also assists in the development of vocabulary and related skills. | ✓ |
| <ul style="list-style-type: none"> Use single words to label objects | ✓ |
| <ul style="list-style-type: none"> Listen with increasing understanding to conversations and directions | ✓ |



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| <ul style="list-style-type: none"> Follow simple, one-step oral directions | ✓ |
| <ul style="list-style-type: none"> Engage in turn taking exchanges with adults and peers | ✓ |
| <ul style="list-style-type: none"> Use new vocabulary with increasing frequency to express and describe feelings and ideas | ✓ |
| <ul style="list-style-type: none"> Expose children to a wide variety of experiences to build vocabulary | ✓ |
| Foundation Block 4: Phonological Awareness | |
| Phonological awareness involves the understanding of sounds in spoken words, and is highly predictive of a young child's success in beginning to read. Children's abilities to manipulate sounds in spoken words and learning to read are connected through rhyming, common initial sounds (alliteration), blending and segmentation, all of which are equally important. Research shows that how quickly children learn to read often depends on how much phonological awareness they have when entering kindergarten. | ✓ |
| <ul style="list-style-type: none"> Discriminate similarities and differences in sounds (environmental, letter) | ✓ |
| <ul style="list-style-type: none"> Identify words that rhyme, generate simple rhymes | ✓ |
| <ul style="list-style-type: none"> Successfully detect beginning sounds in words | ✓ |
| <ul style="list-style-type: none"> Listen to multi-syllable words | ✓ |
| Foundation Block 5: Letter Knowledge and Early Word Recognition | |
| Letter knowledge is an essential component to begin reading and writing successfully. Functions of letters in writing and their connection to sounds are critical components in children's success in learning to read. In combination with phonological awareness, letter knowledge is the critical indicator to children's understanding of the alphabetic principle and the beginning connection to printed words. | ✓ |
| <ul style="list-style-type: none"> Correctly identify 10-18 alphabet (uppercase) letters by name in random order | ✓ |
| <ul style="list-style-type: none"> Select a letter to represent a sound (8-10 letters) | |
| <ul style="list-style-type: none"> Correctly provide the most common sound for 5-8 letters | |
| <ul style="list-style-type: none"> Read simple/familiar high-frequency words, including his or her name | ✓ |



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| <ul style="list-style-type: none"> • Notice letters around him/her in familiar, everyday life, and ask how to spell words, names or titles | ✓ |
| Foundation Block 6: Print and Book Awareness | |
| <p>Through daily experiences with reading and writing, young children learn basic concepts regarding the printed word. They learn that print conveys meaning and pictures are representations of print. Young children begin to understand there is a correlation between spoken and written words by following the print as it is read aloud. An understanding that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems is developed as young children routinely and consistently experiment with exploring books and print.</p> | ✓ |
| <ul style="list-style-type: none"> • Identify the front of a book | ✓ |
| <ul style="list-style-type: none"> • Identify the location of the title of a book | ✓ |
| <ul style="list-style-type: none"> • Identify where reading begins on a page (first word or group of words) | ✓ |
| <ul style="list-style-type: none"> • Demonstrate directionality of reading left to right on a page | ✓ |
| <ul style="list-style-type: none"> • Identify part of the book that “tells the story” (print as opposed to pictures) | ✓ |
| <ul style="list-style-type: none"> • Turn pages one at a time from the front to the back of a book | ✓ |
| Foundation Block 7: Written Expression | |
| <p>Through early writing experiences, young children develop understandings about the functions of written language. Children develop an awareness that ideas can be written. They begin to generate ideas about how written language works and explore its uses. Young children’s attempts to write through scribbling, forms, and inventive spellings help them to understand writing as a means to communicate ideas and information. Over time, attempts at early writing will more closely align to conventional writing.</p> | ✓ |
| <ul style="list-style-type: none"> • Distinguish print from pictures | ✓ |
| <ul style="list-style-type: none"> • Copy or write letters using various materials | ✓ |
| <ul style="list-style-type: none"> • Print first name independently | ✓ |
| <ul style="list-style-type: none"> • Print 5 - 8 letters with a writing tool | ✓ |
| <ul style="list-style-type: none"> • Copy 3 - 5 letter words | |

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| <ul style="list-style-type: none"> Use inventive spellings to convey messages or tell story | ✓ |

Developmental/Content Area: Mathematics

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| Foundation Block 1: Number and Number Sense | |
| Young children enter preschool with a foundation of experiences with number. To grow in an understanding of number and develop number sense, children must have daily experiences involving comparison and counting in ways that are personally meaningful and challenging. | ✓ |
| <ul style="list-style-type: none"> Count to 20 or more | ✓ |
| <ul style="list-style-type: none"> Count a group (set/collection) of three to five objects by touching each object as it is counted and saying the correct number (one-to-one correspondence) | ✓ |
| <ul style="list-style-type: none"> Count the items in a collection of one to five items and know the last counting word tells “how many” | ✓ |
| <ul style="list-style-type: none"> Count the items in a collection of one to five items and know the last counting word tells “how many” | ✓ |
| <ul style="list-style-type: none"> Compare two groups (sets/collections) of matched objects (less than five) and describe the groups using the terms more, fewer, or same | ✓ |
| Foundation Block 2: Computation | |
| Young children notice the effects of increasing or decreasing the items in a collection of objects. To develop an understanding of computation children need many opportunities to match and count objects to find out more dependably which quantity is more, and to use counting to describe changes in a set. | ✓ |
| <ul style="list-style-type: none"> Describe changes in groups (sets/ collections) by using more when groups of objects (sets) are combined (added together) | ✓ |
| <ul style="list-style-type: none"> Describe changes in groups (sets/ collections) by using fewer when groups of objects (sets) are separated (taken away) | ✓ |



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| Foundation Block 3: Measurement | |
| Children naturally make comparisons. From a very young age on, children are comparing who is taller and who has more. Comparison is the first step in developing an understanding of measurement. Young children should be immersed in activities that allow them to use their senses to make these direct comparisons. They should also be exposed informally to tools that are used for measurement. | ✓ |
| <ul style="list-style-type: none"> Recognize attributes of length by using the terms longer or shorter when comparing two objects | ✓ |
| <ul style="list-style-type: none"> Know the correct names for the standard tools used for telling time and temperature; and measuring length, capacity, and weight (clocks, calendars, thermometers, rulers, measuring cups, and scales) | |
| <ul style="list-style-type: none"> Use the appropriate vocabulary when comparing temperatures, e.g., hot, cold | |
| <ul style="list-style-type: none"> Use appropriate vocabulary when describing duration of time, e.g., hour, day, week, month, morning, afternoon, night, day | |
| Foundation Block 4: Geometry | |
| Geometry for young children involves observing and describing the shapes that are found everywhere in their environment. Children naturally use geometric shapes and spatial comparisons as they begin to express themselves through drawing and constructions. This familiarity is a foundation for learning experiences involving shape, position, and orientation in space. | ✓ |
| <ul style="list-style-type: none"> Match and sort shapes (circle, triangle, rectangle, and square) | ✓ |
| <ul style="list-style-type: none"> Describe how shapes are similar and different | ✓ |
| <ul style="list-style-type: none"> Recognize shapes (circle, triangle, rectangle, and square) by pointing to the appropriate figure when the teacher names the shape | ✓ |
| <ul style="list-style-type: none"> Describe the position of objects in relation to other objects and themselves using the terms next to, beside, above, below, under, over, top, and bottom | ✓ |
| Foundation Block 5: Data Collection and Statistics | |
| Children are natural questioners; they start asking questions and finding out opinions from a young age. To build upon this strength, children need to ask questions, collect answers, and then talk about what they found out. Analyzing data is a key step in making sense of information and the world around us. | |

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Developmental/Content Area: Mathematics

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| <ul style="list-style-type: none"> Collect information to answer questions of interest to children | |
| <ul style="list-style-type: none"> Use descriptive language to compare data in objects and picture graphs by identifying which is more, fewer, or the same | ✓ |
| Foundation Block 6: Patterns and Relationships | |
| Algebra begins with a search for patterns. Being able to identify patterns allows young children to make generalizations and predictions beyond the information directly available. The recognition and analysis of patterns are important components of a child's intellectual development. Children should have many opportunities to engage in pattern-related activities and recognize patterns in their everyday environment. | ✓ |
| <ul style="list-style-type: none"> Sort and classify objects according to one or two attributes (color, size, shape, and texture) | ✓ |
| <ul style="list-style-type: none"> Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue | ✓ |
| <ul style="list-style-type: none"> Use patterns to predict relationships between objects, i.e., the blue shape follows the yellow shape, the triangle follows the square | ✓ |

Developmental/Content Area: Science

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| Foundation Block 1: Scientific Investigation, Reasoning, and Logic | |
| Young children have been observing the world around them since birth. This block will help children to develop language to describe their observations. It will teach them to make more careful observations, sometimes with the aid of tools, and to notice patterns within their observations. It should be noted that while some activities may be done to develop process skills alone, process skills are best used in conjunction with other big ideas. For example, observations of leaves provide ample opportunities to tie in discussions about color, shape and living things. | |
| <ul style="list-style-type: none"> Identify basic properties of objects by direct observation | |
| <ul style="list-style-type: none"> Describe objects using pictures and words | ✓ |
| <ul style="list-style-type: none"> Sequence objects according to size | ✓ |
| <ul style="list-style-type: none"> Separate a set of objects into two groups based on one physical attribute | ✓ |



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| <ul style="list-style-type: none"> • Compare the length and mass of different objects | ✓ |
| <ul style="list-style-type: none"> • Identify the body parts that correspond with each of the five senses | |
| Foundation Block 2: Force, Motion and Energy | |
| <p>Children have probably seen a refrigerator magnet before. Some may have even taken these magnets and tried to stick them to other surfaces. Those that have experience with magnets may think that a magnet will attract any object with a shiny surface. Allow students plenty of time to play with magnets, as they are naturally motivating. Magnet activities provide wonderful center activities for students to explore in small groups and discuss together. [NOTE: Magnets should not be used on or around electronic equipment including TVs, computers, or clocks.]</p> | |
| <ul style="list-style-type: none"> • Describe the effects magnets have on other objects; they stick to some but not to others. Introduce the words “attracted to” and “not attracted to” | |
| <ul style="list-style-type: none"> • Describe the effects magnets have on other magnets; they stick together or push apart | |
| Foundation Block 3: Matter | |
| <p>Children are naturally drawn to objects of various colors and textures but often cannot describe what it is that they are observing. A rough piece of sandpaper may be described by a child as “sticky” (meaning that it catches his/her hand as it passes over the sandpaper) because he/she lacks the vocabulary to properly describe it. This block requires manipulation of objects to develop vocabulary that describes position, movement and physical properties of objects.</p> | ✓ |
| <ul style="list-style-type: none"> • Identify colors (red, orange, yellow, green, blue, purple) and white and black | ✓ |
| <ul style="list-style-type: none"> • Identify shapes (circle, triangle, square, and rectangle) of an object | ✓ |
| <ul style="list-style-type: none"> • Identify textures (rough/smooth) and feel (hard/soft) | |
| <ul style="list-style-type: none"> • Describe relative size and weight (big/little, large/small, heavy/light, wide/thin, long/short) | ✓ |
| <ul style="list-style-type: none"> • Describe position (over/under, in/out, above/below) and speed (fast/slow) | ✓ |
| <ul style="list-style-type: none"> • Recognize water in its three forms (solid, liquid, gas) | |

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| Foundation Block 4: Life Processes | |
| Babies, puppies, baby chicks, baby cows, etc., fascinate young children. Use this curiosity to teach them how some baby animals and adult animals are alike. Plants too, start as “babies” or seedlings and grow. Both plants and animals need food, water and air to live. Plants and animals can make new plants and animals. | |
| <ul style="list-style-type: none"> Describe what living things need to live and grow (food, water, and air) | |
| <ul style="list-style-type: none"> Recognize that “baby” plants and animals are similar but not identical to their parents and to one another | |
| Foundation Block 5: Interrelationships in Earth/Space Systems | |
| Students have likely seen their own shadows and shadows cast by other objects but may not be aware of how they were formed. Allowing students opportunities to create and manipulate shadows provides them with an understanding that shadows are created when an object blocks light. | |
| <ul style="list-style-type: none"> Create a shadow and describe how it was created | |
| Foundation Block 6: Earth Patterns, Cycles and Change | |
| Students and their parents naturally make daily weather observations when deciding what to wear and whether to carry an umbrella or bring a hat. They recognize routines of daily activities and know if they have brushed their teeth or had snack time. They are beginning to recognize patterns in other objects as well. | |
| <ul style="list-style-type: none"> Make daily weather observations | |
| <ul style="list-style-type: none"> Observe and classify the shapes and forms of many common natural objects including seeds, cones, and leaves | |
| <ul style="list-style-type: none"> Recognize the order or stages of animal and plant growth | |
| <ul style="list-style-type: none"> Describe home and school routines | |
| Foundation Block 7: Resources | |
| Recycling for young children involves teaching children what they can do to help. The best way to learn about recycling is to have children do it. Some children may already be practicing recycling at home. The best way to learn to conserve water and energy is to teach children to practice these daily habits. | |



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| <ul style="list-style-type: none"> Recognize that some objects can be recycled | |
| <ul style="list-style-type: none"> Recognize that some objects can be reused | |
| <ul style="list-style-type: none"> Identify ways that energy can be conserved | |

Developmental/Content Area: History and Social Science

| Virginia Early Learning Standard | iStartSmart™ |
|---|--------------|
| Foundation Block 1: History/Similarities and Differences | |
| History makes links between the child and home, between school and the wider community, between past and present. It links reasoning and imagination and begins with the child's awareness of him or herself and others. | |
| <ul style="list-style-type: none"> Recognize ways in which people are alike and different | |
| <ul style="list-style-type: none"> Describe his/her own unique characteristics and those of others | |
| <ul style="list-style-type: none"> Make the connection that he/she is both a member of a family and a member of a classroom community | |
| <ul style="list-style-type: none"> Engage in pretend play to understand self and others | |
| <ul style="list-style-type: none"> Participate in activities and traditions associated with different cultural heritages | |
| Foundation Block 2: History/Change Over Time | |
| Young children become aware of time through events specific to themselves and to people in their immediate surroundings. Begin the focus with the child's own history, then when their grandparents were children and then to periods beyond living memory. | |
| <ul style="list-style-type: none"> Describe ways children have changed since they were babies | |
| <ul style="list-style-type: none"> Express the difference between past and present using words such as before, after, now, and then | |
| <ul style="list-style-type: none"> Order/sequence events and objects | |



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| <ul style="list-style-type: none"> • Ask questions about artifacts from everyday life in the past | |
| <ul style="list-style-type: none"> • Recount episodes from stories about the past | |
| <ul style="list-style-type: none"> • Take on a role from a specific time, use symbols and props, and act out a story/narrative | |
| <ul style="list-style-type: none"> • Describe past times based on stories, pictures, visits, songs and music | |
| Foundation Block 3: Geography/Location | |
| <p>The energy, curiosity and imagination of young children lead them to action and interaction with their environment. Being egocentric, they view their world from a narrow, limited perspective. They grow in their understanding as they become more aware of themselves in the social settings of their daily experiences – home, school, neighborhood, and community.</p> | |
| <ul style="list-style-type: none"> • Identify and describe prominent features of the classroom, school, neighborhood and community | |
| <ul style="list-style-type: none"> • Engage in play where one item represents another – miniature vehicles, people, blocks | |
| <ul style="list-style-type: none"> • Make and walk on paths between objects, e.g., from the door to the window | |
| <ul style="list-style-type: none"> • Represent objects in the order in which they occur in the environment | |
| <ul style="list-style-type: none"> • Experience seeing things from different elevations | |
| Foundation Block 4: Geography/Descriptive Words | |
| <p>As children learn more about their world, they use more words to express the new ideas and information needed to share what they know. Verbalizing helps children to solidify spatial concepts. Exposing children to a wide variety of experiences helps build vocabulary. Students need to experience direction through movement and senses in order to describe their movements with words.</p> | ✓ |
| <ul style="list-style-type: none"> • Use words to indicate relative location | |
| <ul style="list-style-type: none"> • Use words to describe features of locations in the environment and man-made structures found in stories and seen in everyday experiences | |
| <ul style="list-style-type: none"> • Develop control in using direction words – on, under, over, behind, near, far, above, below, toward, and away – one direction at a time | ✓ |

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Developmental/Content Area: History and Social Science

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| <ul style="list-style-type: none"> Develop control in using comparison words – closer, farther away, taller, shorter, higher, lower, alike, different, inside, and outside | |
| <ul style="list-style-type: none"> Develop fluency using attribute words – hard, soft, rough, smooth | |
| <ul style="list-style-type: none"> Use labels and symbols for what the child has seen | |
| Foundation Block 5: Economics/World of Work | |
| The principles of economics influence everyday routines of life. Concepts and understandings develop when young children explore individual interests and build on their own experiences and what they already know. Their interest in the work people do and the tools they use provides a strong foundation for economic basics. | ✓ |
| <ul style="list-style-type: none"> Identify pictures of work and name the jobs people do | ✓ |
| <ul style="list-style-type: none"> Describe what people do in their community job | ✓ |
| <ul style="list-style-type: none"> Match tools to jobs | |
| <ul style="list-style-type: none"> Match job sites to work done | |
| <ul style="list-style-type: none"> Role-play the job of workers | |
| Foundation Block 6: Economics/Making Choices | |
| If young children are allowed to make choices, then making decisions for themselves as they grow becomes less difficult. Guiding young children to make simple choices will give them the experience and confidence to make good decisions on their own as they grow. Making good choices is at the heart of economic understanding and success. | |
| <ul style="list-style-type: none"> Identify choices | |
| <ul style="list-style-type: none"> Recognize that everyone has wants | |
| <ul style="list-style-type: none"> Choose daily tasks | |
| <ul style="list-style-type: none"> Role-play purchasing situations where choices are made | |

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| Foundation Block 7: Civics/Citizenship | |
| The early years are the ideal time for children to understand democratic norms and values (justice, equality, etc.) in their family, classroom and community. Applying these concepts to the nation and world will be easier if the child has experienced and appreciated them on a smaller scale. Democracies are built on the belief that people should be free, should have choices and opportunities, and should work together to make each other's lives better. To maintain our democratic society, we must teach our children to be good citizens. | ✓ |
| • Cooperate with others in a joint activity | |
| • Recognize the need for rules to help get along with others | |
| • Participate in creating rules for the classroom | |
| • State personal plans for learning center activities | |
| • Participate in discussing and generating solutions to a class problem | |
| • Share thoughts and opinions in group settings | ✓ |
| • Demonstrate responsible behaviors in caring for classroom materials | ✓ |
| • Identify the needs of other people by helping them | ✓ |

Developmental/Content Area: Physical and Motor Development

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|---|--------------|
| Foundation Block 1: Locomotor Activities | |
| Locomotor activities (walking, running, galloping) are built on patterns. The brain prepares for learning by mastering movements that lay the framework for sequencing thoughts and recognizing patterns. Information arranged in patterns is more easily processed, stored and retrieved. Mathematics concepts, the alphabet, etc., are built on patterns. | |
| • Demonstrate progress in performing the mature level of selected locomotor skills | |



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| <ul style="list-style-type: none"> • Demonstrate initial, elementary and mature forms of walking and running. <p>(Note: Initial is the first efforts at a movement skill; Elementary is the intermediate phase; and Mature is the form the movement should resemble when done correctly)</p> | |
| Foundation Block 2: Non-locomotor Skills | |
| <p>Non-locomotor skills (stability) use the sensory components of balance, coordination, spatial awareness, directionality, and vision; and are developed as the child rolls, creeps, crawls, spins, twirls, bounces, balances, walks, jumps, juggles, and supports his or her own weight in space. A series of non-locomotor movement progressions prepare the brain for input and processing.</p> | |
| <ul style="list-style-type: none"> • Maintain a stable static position while practicing specific balances | |
| <ul style="list-style-type: none"> • Maintain balance while performing a controlled spin | |
| <ul style="list-style-type: none"> • Maintain balance while walking on a painted line or a low balance beam that is no more than three inches above the floor | |
| <ul style="list-style-type: none"> • Maintain balance while climbing up steps and walking on a horizontal ladder placed on the floor | |
| <ul style="list-style-type: none"> • Perform criss-cross pattern activities that will stimulate the brain | |
| Foundation Block 3: Manipulative Skills | |
| <p>Manipulative skills of toss, catch, throw, aim, strike, jump, juggle, kick, bounce, and dribble develop visual tracking of moving objects, eye-hand and eye-foot coordination, visual fields, cross lateralization, sequencing of patterns, and dynamic balance. These skills aid the brain in organizing thoughts in sequence, and tracking exercises strengthen the eye muscles and visual fields used in reading.</p> | |
| <ul style="list-style-type: none"> • Manipulate a variety of objects during structured and unstructured physical activity settings | |
| <ul style="list-style-type: none"> • Manipulate small objects using one hand independently, the other hand independently, and both hands working on the same task | |
| Foundation Block 4: Movement Concepts | |
| <p>Movement is navigation in one's environment and allows the child to develop motor skills, self awareness, self esteem, and social skills critical to a child's ability to learn. Children gain the knowledge of movement by practicing the concepts regularly during structured or unstructured movement opportunities offered both indoors and outdoors.</p> | |

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Developmental/Content Area: Physical and Motor Development

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| <ul style="list-style-type: none"> Apply knowledge of movement concepts by performing various locomotor movements while changing directions (right, left, up, down, forward and backward), levels (high, medium, and low), pathways (straight, curved, and zig-zag), and effort (fast, slow, hard, and soft) | |
| <ul style="list-style-type: none"> Identify fundamental movement patterns | |
| <ul style="list-style-type: none"> Begin and expand movement vocabulary | |
| <ul style="list-style-type: none"> Perform various locomotor movements demonstrating changes in directions, levels, pathways, effort, and relationships in space while listening to music, or responding to a drum beat, the beat of a tambourine, verbal instruction, or other signal | |
| Foundation Block 5: Personal Fitness | |
| <p>Physical fitness is having a healthy body and mind. When children engage in exercise that elevates the heart rate, the brain and body go into a homeostatic state, balancing brain chemicals, hormones, and body system functions. This homeostatic state increases the brain's ability to retain or retrieve memory. Blood traveling to the brain at a greater rate feeds the brain the needed nutrients of oxygen and glucose. Engaging in vigorous activity gives the brain the nutrients it needs to function at an optimal state and benefit the learner.</p> | |
| <ul style="list-style-type: none"> Participate in activities that allow the child to experience a rise in the heart rate and breathing rate | |
| <ul style="list-style-type: none"> Demonstrate the ability to determine if the heart is beating faster after activity | |
| <ul style="list-style-type: none"> Participate in activities designed to strengthen major muscle groups | |
| <ul style="list-style-type: none"> Participate in activities that enhance flexibility | |
| Foundation Block 6: Responsible Behaviors | |
| <p>All children must be provided with opportunities to experience rules regarding safety and behaviors towards others, as well as to demonstrate an understanding of what cooperation means. These behaviors need to be practiced on a regular/daily basis so that acceptable behaviors may be positively learned and reinforced.</p> | ✓ |
| <ul style="list-style-type: none"> Demonstrate safe behaviors by applying rules regarding behaviors in a physical activity setting | |
| <ul style="list-style-type: none"> Share equipment and space, and take turns with help from the teacher | ✓ |

The Virginia Early Learning Standards Correlated to the iStartSmart™ Computer Learning System by Hatch®

Developmental/Content Area: Physical and Motor Development

| Virginia Early Learning Standard | iStartSmart™ |
|--|--------------|
| <ul style="list-style-type: none"> • Work well with all children | ✓ |
| <ul style="list-style-type: none"> • Listen to and follow simple directions | ✓ |
| Foundation Block 7: Physically Active Lifestyle | |
| Regular physical activity prepares the brain for learning by providing a healthier body that works more efficiently. Young developing brains benefit from regular physical activity. | |
| <ul style="list-style-type: none"> • Identify the activities that they like and dislike | |
| <ul style="list-style-type: none"> • Describe what it means to be physically active and then have the opportunity to actively pursue the activities they have described | |
| <ul style="list-style-type: none"> • Participate in structured and unstructured physical activity every day | |
| <ul style="list-style-type: none"> • Participate in activities geared toward different levels of proficiency | |
| <ul style="list-style-type: none"> • Identify places at home, in the neighborhood and in the communities where children can play safely and be physically active | |

Developmental/Content Area: Personal and Social Development

| Virginia Early Learning Standard | iStartSmart™ |
|--|--------------|
| Foundation Block 1: Self-Concept | |
| The essence of early personal and social development is a child's self concept. A sense of self-worth enables a confident child to participate in most classroom activities, express emotions, explore toys and materials, and interact with others in the classroom. To develop this confidence, many preschool children need opportunities to learn how to play with others. At times, young children need support in trying new classroom activities. | ✓ |
| <ul style="list-style-type: none"> • Demonstrate knowledge of personal information including first and last name, gender, age, and birthday | ✓ |
| <ul style="list-style-type: none"> • Begin to recognize and express own emotions using words rather than actions | ✓ |
| <ul style="list-style-type: none"> • Recognize self as a unique individual and respect differences of others | ✓ |
| <ul style="list-style-type: none"> • Develop personal preferences regarding activities and materials | ✓ |



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The Virginia Early Learning Standards Correlated to the iStartSmart™ Computer Learning System by Hatch®

Developmental/Content Area: Personal and Social Development

| Virginia Early Learning Standard | iStartSmart™ |
|--|--------------|
| <ul style="list-style-type: none"> • Demonstrate self-direction in use of materials | ✓ |
| <ul style="list-style-type: none"> • Develop increased independence in school activities throughout the day | ✓ |
| Foundation Block 2: Self-Control | |
| <p>Young children benefit from routines and structure. They find comfort and feel secure when they can predict the flow of events and people each day. Managing change can be a challenge for preschoolers. Young children are most successful handling transitions when they are told what to expect in advance. Prior knowledge enables young children to feel in control and participate without confusion.</p> | ✓ |
| <ul style="list-style-type: none"> • Contribute ideas for classroom rules and routines | |
| <ul style="list-style-type: none"> • Follow rules and routines within the learning environment | ✓ |
| <ul style="list-style-type: none"> • Use classroom materials purposefully and respectfully | ✓ |
| <ul style="list-style-type: none"> • Manage transitions and adapt to changes in routine | ✓ |
| <ul style="list-style-type: none"> • Develop positive responses to challenges | ✓ |
| Foundation Block 3: Approaches to Learning | |
| <p>As young children develop more awareness perceptually, they are naturally curious and ask questions about everything they encounter. As children gain experience with asking questions, they ask for clarification or additional information. Preschoolers should be able to attend to tasks for 10-20 minutes. Learning to work until tasks are finished or problems are solved is challenging for children of this age group and they frequently need support in this area.</p> | ✓ |
| <ul style="list-style-type: none"> • Show interest and curiosity in learning new concepts and trying new activities and experiences | ✓ |
| <ul style="list-style-type: none"> • Demonstrate ability to learn from experiences | ✓ |
| <ul style="list-style-type: none"> • Increase attention to a task or activity over time | ✓ |
| <ul style="list-style-type: none"> • Seek and accept help when needed | ✓ |

The Virginia Early Learning Standards Correlated to the iStartSmart™ Computer Learning System by Hatch®

Developmental/Content Area: Personal and Social Development

| Virginia Early Learning Standard | iStartSmart™ |
|---|--------------|
| Foundation Block 4: Interaction with Others | |
| Young children are learning to communicate with others. This is an extraordinary challenge as it includes physical, social, linguistic, cognitive, emotional, and personal growth. To accomplish this new level of social interaction, many children need coaching and adult supervision. As a child learns appropriate styles of communication with others, the adult can reduce the amount of supervision and offer simple reminders as needed. | ✓ |
| • Initiate and sustain interactions with other children | ✓ |
| • Demonstrate verbal strategies for making a new friend | ✓ |
| • Interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest | ✓ |
| • Participate successfully in group settings | ✓ |
| • Demonstrate respectful and polite vocabulary | ✓ |
| • Begin to recognize and respond to the needs, rights, and emotions of others | ✓ |
| Foundation Block 5: Social Problem-Solving | |
| Social situations can be a source of frustration for young children. At times, toys and turns seem more important than the feelings of others. Physical aggression is often the strategy of choice used by preschoolers to settle conflicts. Aggression seems to work at first, since the victim may relinquish the toy or give up a turn. Preschoolers need adult support and guidance in learning alternatives to aggression for resolving conflicts. Teachers should coach and model ways for children to communicate their needs and feelings verbally. | ✓ |
| • Express feelings through appropriate gestures, actions, and words | ✓ |
| • Recognize conflicts and seek possible solutions | ✓ |
| • Allow others to take turns | ✓ |
| • Increase the ability to share materials and toys with others over time | ✓ |
| • Include others in play activities | ✓ |