

# The Alabama Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

## Developmental/Content Area: Emergent Literacy

Alabama Early Learning Standard	TeachSmart® Learning System
<b>Standard 1:</b> Children will develop listening skills for the purpose of comprehension.	
<b>1.1 Understand and follow directions</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Follow simple spoken directions or symbols</li> </ul> </li> </ul>	✓
<b>1.2 Answer questions</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Repeat an instruction to a friend</li> </ul> </li> </ul>	✓
<b>1.3 Show understanding of meaning of stories, songs, informational texts and poems read aloud</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Respond to questions in conversation and questions from familiar adults and children</li> </ul> </li> </ul>	
<b>1.4 Demonstrate 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</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Say, “The big billy goat tricked the troll” after listening to <i>The Three Billy Goats Gruff</i></li> <li>◦ Choose to retell a story during center time</li> <li>◦ Draw a picture depicting some element of a story, song, poem, etc.</li> </ul> </li> </ul>	✓
<b>Standard 2:</b> Children will develop skills to discriminate the sounds of language (Phonological Awareness).	
<b>2.1 Identify words that rhyme</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Repeat rhymes such as <i>Humpty Dumpty</i></li> </ul> </li> </ul>	✓
<b>2.2 Identify words with the same beginning and ending phonemes</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Say, “Hog and dog sound the same”</li> <li>◦ Say, “Baby and bat start the same”</li> </ul> </li> </ul>	✓
<b>2.3 Hear syllables in words</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Clap syllables in a classmate’s name</li> <li>◦ Count number of syllables in a word</li> </ul> </li> </ul>	✓



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<b>2.4 Isolate the beginning phoneme in a word</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Identify sound a word begins with</li> </ul> </li> </ul>	✓
<b>2.5 Associate letters and phonemes</b>	✓
<b>2.6 Create/invent words by substituting one sound for another</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Make word families</li> </ul> </li> </ul>	✓
<b>Standard 3:</b> Children will develop an understanding of new vocabulary.	
<b>3.1 Increase vocabulary through everyday communication</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ In house center say, “Mama I need a colander for this spaghetti”</li> </ul> </li> </ul>	✓
<b>3.2 Use new and challenging vocabulary words correctly within the context of play or other classroom experiences.</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Participate in Morning Message/Daily News</li> </ul> </li> </ul>	✓
<b>3.3 Connect new vocabulary with prior educational experiences</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Express ideas heard in stories</li> <li>◦ Help create a language experience chart after participating in a field trip</li> <li>◦ After reading about a sick pet going to the doctor, say “I want to be a veterinarian when I grow up”</li> </ul> </li> </ul>	✓
<b>Standard 4:</b> Children will develop and expand expressive language skills (speaking).	
<b>4.1 Demonstrate ability to express ideas for varied purposes including asking questions, making requests, sharing information and recounting events</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Say, “I would like to use the computer next”</li> <li>◦ If non-English speaking child – say, “time for centers”</li> </ul> </li> </ul>	✓
<b>4.2 Show progress in speaking sentences of increasing length and grammatical complexity</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Pretend with words or actions</li> <li>◦ Tell real or make-believe stories</li> </ul> </li> </ul>	✓



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<b>4.3 Show progress in speaking English (for non-English speaking children)</b>	✓
<b>4.4 Engage in conversations with adults and children</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Ask and answer questions for information or to solve problems</li> </ul> </li> </ul>	✓
<b>Standard 5: Children will develop age-appropriate writing skills.</b>	
<b>5.1 Use a variety of writing tools, materials and surfaces</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Sign-in each day</li> </ul> </li> </ul>	✓
<b>5.2 Understand that print is used to communicate ideas and information (writing for a purpose)</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Draw or write with pencils, markers, crayons, paint, shaving cream, etc.</li> </ul> </li> </ul>	✓
<b>5.3 Use a left to right pattern of writing</b>	✓
<b>5.4 Progress from using scribbles, shapes or pictures to represent ideas, to using letters or letter-like symbols, or writing familiar words such as their own names</b>	✓
<b>5.5 Participate in writing opportunities</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Write a list in dramatic play, make signs in block center, draw a picture to represent ideas, copy word cards, write name and names of friends, copy words from environment</li> </ul> </li> </ul>	✓
<b>Standard 6: Children will develop knowledge about the various uses of print and characteristics of written language (concepts about print).</b>	
<b>6.1 Show increasing awareness of print in the classroom, home and community</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Point out a stop sign on the way home from school</li> </ul> </li> </ul>	



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<p><b>6.2 Demonstrate increasing awareness of print concepts including learning that print is read from left to right and from top to bottom on a page, that speech can be written down and that print conveys a message</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Look at books appropriately, left to right, top to bottom, turning one page at a time, front to back of book</li> </ul> </li> </ul>	✓
<p><b>6.3 Show progress in recognizing the association between spoken and written words by following print as it is read aloud</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Move hand along a printed chart as the teacher reads it to the class</li> <li>◦ Point to familiar words such as McDonald's on a menu</li> </ul> </li> </ul>	✓
<p><b>6.4 Demonstrate increasing awareness that: a word is a unit of print; that letters are grouped to form a word; and that words are separated by spaces</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Arrange several letters and ask, "What does this say?"</li> </ul> </li> </ul>	✓
<b>Standard 7: Children will develop letter knowledge.</b>	
<p><b>7.1 Show progress in associating the names of letters with their shapes and sounds</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Recognize/identify letters in own name</li> </ul> </li> </ul>	✓
<p><b>7.2 Demonstrate increased ability to notice the beginning letters in familiar words</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Recognize letters in environmental print ("s" in stop)</li> </ul> </li> </ul>	✓
<p><b>7.3 Identify letters of the alphabet, especially letters in own name</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Hold up a letter and say, "That's in my name"</li> </ul> </li> </ul>	✓
<p><b>7.4 Know that letters of the alphabet are a special category of visual graphics that can be individually named</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Say, "My name begins like cat"</li> <li>◦ Say, "David and Drew have the same first letter"</li> </ul> </li> </ul>	✓



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Alabama Early Learning Standard	TeachSmart® Learning System
<b>Standard 1:</b> Children will begin to develop an awareness and understanding of numbers.	
<b>1.1 Demonstrate increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Sing counting songs</li> </ul> </li> </ul>	✓
<b>1.2 Use number concepts, vocabulary, and quantities in meaningful ways</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Recite finger plays and rhymes with classmates</li> </ul> </li> </ul>	✓
<b>1.3 Show increasing ability to count in sequence to 10 and beyond</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Count out three seashells when seeing the numeral “3”</li> </ul> </li> </ul>	✓
<b>1.4 Demonstrate use of one-to-one correspondence in counting objects and matching groups of objects</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Match teddy bear counters to animal pictures on a card; place a napkin for each child around the table</li> </ul> </li> </ul>	✓
<b>1.5 Use math vocabulary to compare numbers of objects with terms such as more, less, equal to, greater than, fewer than</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Count number of boys and girls present and determines which group has fewer or more members.</li> <li>◦ Compares two items on a simple graph and determines which is “more” or “less”</li> </ul> </li> </ul>	✓
<b>1.6 Develop increased abilities to combine, separate, and name “how many” concrete objects</b>	✓
<b>1.7 Demonstrate growth in the ability to persist in and complete a variety of numeracy tasks, activities, projects, and experiences including estimations</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Estimate the number of marbles in a jar</li> <li>◦ Estimate how many steps it will take to walk from the classroom to the gym</li> </ul> </li> </ul>	✓

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## Developmental/Content Area: Emergent Mathematics

Alabama Early Learning Standard	TeachSmart® Learning System
<b>Standard 2:</b> Children will develop an understanding of basic geometric shapes and develop a sense of space.	
<p><b>2.1 Recognize, describe, compare, and name common shapes, their parts, and attributes</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Recognize that a triangle is different from a rectangle</li> <li>◦ Use play dough or unit blocks to form shapes</li> <li>◦ Find common shapes in the room, talk about them, and compare them to others in their environment.</li> <li>◦ Explore unseen common shapes by feel versus sight</li> </ul> </li> </ul>	✓
<p><b>2.2 Show progress in the ability to put together and take apart shapes</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Work a variety of puzzles</li> </ul> </li> </ul>	✓
<p><b>2.3 Begin to understand concept of “part” and “whole” using real objects</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Recognize the differences between whole apple and part of an apple</li> <li>◦ Use pattern cards to match the same size and shape</li> <li>◦ Use links to measure the length of the shape</li> </ul> </li> </ul>	✓
<p><b>2.4 Build an increasing understanding of directionality, order and position of objects, as well as increase an understanding of words such as up, down, over, under, top, bottom, inside, outside, in front, behind, next to and beside</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Use positional words during play (over, under, behind, etc.)</li> </ul> </li> </ul>	✓
<b>Standard 3:</b> Children will show awareness of, recognize, and create patterns.	
<p><b>3.1 Demonstrate enhanced abilities to recognize, duplicate, and extend simple patterns using a variety of materials, as well as identify patterns in real-world situations</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Create patterns using manipulatives, blocks, and materials with a variety of properties (i.e. shape, color, size, etc.)</li> <li>◦ Recognize a pattern in a string of beads and determine which bead is needed to continue the pattern</li> </ul> </li> </ul>	✓

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## Developmental/Content Area: Emergent Mathematics

Alabama Early Learning Standard	TeachSmart® Learning System
<p><b>3.2 Show increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes (shape, size, color, etc.)</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Make a grouping of red bears, blue bears, red frogs, and blue frogs, sorting by color and animal</li> <li>◦ align animals from smallest to largest, mix them up, and then sort them by color</li> </ul> </li> </ul>	✓
<p><b>3.3 Make comparisons and describe objects based on attributes</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Sort and classify objects in more than one way (color, texture, shape, etc), for example – group red bears, blue bears, red frogs, and blue frogs, sorting by color and animal</li> <li>◦ Sort through a box of buttons and make up own rules for sorting; describe their strategy</li> <li>◦ Compare objects using descriptions such as bigger-smaller, longer-shorter; hotter-colder, lighter-heavier, etc.</li> </ul> </li> </ul>	✓
<b>Standard 4:</b> Children will explore concepts of basic measurements.	
<p><b>4.1 Measure the length, volume (capacity) and weight of objects using standard or non-standard measures</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Use unit blocks, pieces of string or links to measure the length of the table</li> <li>◦ Use a ruler to measure the length of a block</li> <li>◦ Use a balance scale to see which objects weigh more</li> <li>◦ Use a plastic cup to measure water while playing at a water table</li> </ul> </li> </ul>	✓
<p><b>4.2 Begin to understand the concept of currency as a means of exchange</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Use play money to purchase food from pretend restaurant in classroom</li> <li>◦ Sort coins into appropriate groups-nickels, dimes, pennies</li> </ul> </li> </ul>	
<p><b>4.3 Exhibit awareness of simple time passage within daily life</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Use sand timer or wind-up timer to measure passage of time at the computer</li> </ul> </li> </ul>	
<p><b>4.4 Use mathematical language to describe experiences involving measurement such as long, short, longer, shorter</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Use comparison terms such as “my block is longer than yours” (heavy/light, big/little, tall/short)</li> </ul> </li> </ul>	✓



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<p><b>4.5 Compare and order objects in graduated order (shortest to tallest; thinnest to thickest)</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Put items in order from largest to smallest (bowls, flowers, straws)</li> </ul> </li> </ul>	✓
<p><b>Standard 5:</b> Children will analyze data within small and large group settings.</p>	
<p><b>5.1 Sort and classify objects using one attribute</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Place all the red crayons together and all the green crayons together (sort by color)</li> </ul> </li> </ul>	✓
<p><b>5.2 Sort and classify objects using more than one attribute</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Making a grouping of red triangles, green triangles, red squares, and green squares (sorted by color and shape)</li> </ul> </li> </ul>	✓
<p><b>5.3 Sort and classify objects using self selected criteria</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Sort through a box of buttons and explain “I put all of the big buttons together”</li> </ul> </li> </ul>	✓
<p><b>5.4 Develop ability to collect, describe, and record information through drawings, maps, charts, and graphs</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Help create a chart of favorite foods by placing name or symbol under the correct column</li> <li>◦ Help create a graph of types of shoes worn in the classroom by placing shoes on a floor graph</li> </ul> </li> </ul>	✓

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## Developmental/Content Area: Creative Arts

Alabama Early Learning Standard	TeachSmart® Learning System
<b>Standard 1:</b> Children will use art for creative expression and representation.	
<b>1.1 Understand and share opinions about artistic endeavors and experiences</b>	✓
<b>1.2 Use different art media and materials in a variety of ways for creative expression and representation</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Choose own materials to cut, glue, paint or draw</li> <li>◦ Express individuality with art materials</li> </ul> </li> </ul>	✓
<b>1.3 Progress in ability to create drawings, paintings, and sculptures that are more detailed, creative or realistic</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Use line, shape, form, color, texture, design and pattern</li> <li>◦ Talk about their art activities and projects to another person</li> </ul> </li> </ul>	✓
<b>Music</b>	
<b>2.1 Express self through music and movement</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Sing familiar songs, chants, and finger plays</li> <li>◦ Participate in a variety of musical activities</li> </ul> </li> </ul>	
<b>2.2 Demonstrate the ability to use music and movement</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Initiate movement and music activities</li> <li>◦ Dance to different types of music such as jazz, classical and ethnic</li> </ul> </li> </ul>	
<b>2.3 Appreciate listening to a variety of music forms</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Discover rhythm instruments from different cultures</li> </ul> </li> </ul>	
<b>2.4 Appreciate listening to a variety of music forms</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Recognize and repeat patterns in music</li> </ul> </li> </ul>	
<b>2.5 Discover different types of musical instruments</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Make own instruments</li> <li>◦ Use movement to explore body awareness</li> </ul> </li> </ul>	



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<b>Standard 3:</b> Children will participate in a variety of dramatic play activities.	
<b>3.1 Explore a variety of creative activities through drama</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Imitate roles of people, animals or objects observed in the child's life experiences</li> </ul> </li> </ul>	✓
<b>3.2 Characterize fantasy and real-life experiences through imaginative play</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Act out roles from observations of life experiences (mom, dad, teacher, baby, policeman, etc.)</li> </ul> </li> </ul>	✓
<b>3.3 Show expression of own ideas through dramatic play activities</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Make up new roles from experiences</li> </ul> </li> </ul>	
<b>3.4 Engage in cooperative pretend play with another child</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Make a distinction between real and pretend</li> </ul> </li> </ul>	✓
<b>Standard 4:</b> Children will show an appreciation for creative activities.	
<b>4.1 Develop confidence and a positive self-concept while engaging in creative processes</b>	✓
<b>4.2 Show increased interest and enjoyment in creative development activities</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Choose to work with creative art materials during choice time</li> </ul> </li> </ul>	✓
<b>4.3 Contribute original ideas and exhibit flexibility in creative activities</b>	
<b>4.4 Use oral language to describe or explain art</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Respond to the creative work of others (hum, sway, tap foot, etc.)</li> </ul> </li> </ul>	
<b>4.5 Recognize and name a variety of art forms</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Be able to discuss artwork</li> </ul> </li> </ul>	

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## Developmental/Content Area: Science and Environmental Education

Alabama Early Learning Standard	TeachSmart® Learning System
<b>Standard 1:</b> Children will acquire knowledge related to physical science.	
<b>1.1 Sort and classify objects as solids or liquids</b>	
<b>1.2 Examine, describe, and compare the properties of solids and liquids</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Observe a variety of matter as they are heated, cooled or altered, (color-mixing, plant and animal growth)</li> <li>◦ Manipulate clay, play dough, paints, paper, cloth, sand, corks, Styrofoam, sponges, metals, marbles, rocks, feathers, cotton, etc.</li> </ul> </li> </ul>	
<b>1.3 Name and use simple machines in the context of daily play and problem-solving</b>	
<b>1.4 Design and create items with simple tools</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Play and experiment with pulleys, wheels, wedges, inclined planes, balancing scales</li> </ul> </li> </ul>	
<b>1.5 Use a variety of scientific tools to investigate, explore, and compare objects in the classroom and schoolyard</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Use scissors, nuts/bolts, paper punch, art implements, staplers, magnifiers, scales, measuring devices, eye droppers, graphs, magnets, etc.</li> </ul> </li> </ul>	
<b>1.6 Explore and describe different types of speed and motion</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Move to slow and fast music, play with push toys and pull toys, swings, balls and wheel toys; play Follow the Leader with different motions</li> </ul> </li> </ul>	
<b>1.7 Explore different sounds</b>	
<b>Standard 2:</b> Children will acquire knowledge related to life sciences and our environment.	
<b>2.1 Demonstrate respect for the world around us</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Participate in recycling and re-use efforts, and use trash receptacles</li> </ul> </li> </ul>	
<b>2.2 Describe basic needs of how to care for living things</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Plant seeds, observe growth, and nurture plants</li> </ul> </li> </ul>	



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# The Alabama Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

## Developmental/Content Area: Science and Environmental Education

Alabama Early Learning Standard	TeachSmart® Learning System
<p><b>2.3 Demonstrate knowledge of changes that plants and animals pass through during life cycles</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Observe and care for classroom pets</li> </ul> </li> </ul>	
<p><b>2.4 Show respect for her own body</b></p>	
<p><b>2.5 Identify and describe common animals and insects, and their natural habitats</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Match common animals and insects with their habitats (i.e. farm, forest, jungle, oceans, trees, lakes, polar circles, nests)</li> </ul> </li> </ul>	✓
<p><b>Standard 3:</b> Children will acquire knowledge related to earth and space science.</p>	
<p><b>3.1 Identify and classify objects observed in the day sky and in the night sky</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Identify the sun, moon, clouds, rainbows, and stars and classify them as to “day” or “night”</li> </ul> </li> </ul>	✓
<p><b>3.2 Identify common earth materials and landforms</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Collect rocks, sand, and soil, and classify/sort according to texture, size, shape and color</li> </ul> </li> </ul>	
<p><b>3.3 Identify four seasons and tell characteristics of each</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Use pictorial representation to identify the current season and match with weather pictures and appropriate clothing</li> </ul> </li> </ul>	✓
<p><b>3.4 Explain impact of weather on daily activities</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Describe daily weather using appropriate terms (rainy, cloudy, sunny, hot, cold, foggy, snowy, partly cloudy, etc.), compare and graph temperature changes</li> <li>◦ Tell how schedules and clothing choices change if it is rainy or snowy; cold or hot</li> </ul> </li> </ul>	✓
<p><b>3.5 Observe and describe light and shadows</b></p> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Manipulate materials to create shadows and observe how light affects the environment</li> </ul> </li> </ul>	

# The Alabama Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

## Developmental/Content Area: Science and Environmental Education

Alabama Early Learning Standard	TeachSmart® Learning System
<b>3.6 Identify, describe, and compare natural items from their immediate environment</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Collect, identify, compare items such as seeds, leaves, pine cones, nuts</li> </ul> </li> </ul>	
<b>Standard 4:</b> Children will develop the ability to use scientific processes and inquiry.	
<b>4.1 Use simple visual tools to represent and compare size, shape, quantity, color, texture</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Interpret and create pictographs, bar graphs, Venn diagrams, charts, etc.</li> </ul> </li> </ul>	✓
<b>4.2 Use senses to gather information, classify objects, observe processes, and describe materials</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Write in journals and create observational drawings</li> <li>◦ Identify and describe objects and foods based on taste, odor, sound, texture and appearance</li> </ul> </li> </ul>	
<b>4.3 Make predictions and test ideas based on trial and error, observation, prior experience, demonstrations, and discussions</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Manipulate materials, observe demonstrations, and predict what will happen</li> <li>◦ Predict what will happen when a force acts on an object (i.e. wind, heat, chill, combining substances)</li> </ul> </li> </ul>	
<b>4.4 Describe simple cause and effect relationships</b>	

# The Alabama Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

## Developmental/Content Area: Technology

Alabama Early Learning Standard	TeachSmart® Learning System
<b>Standard 1:</b> Children will gain knowledge of technology.	
<b>1.1 Gain foundational knowledge of technology</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Be able to identify different forms of technology</li> </ul> </li> </ul>	✓
<b>1.2 Demonstrate an awareness of computers and the purpose they serve as a learning tool</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Use the computer for enjoyment, playing games, watching DVD's</li> </ul> </li> </ul>	✓
<b>1.3 Show knowledge of computer usage through active and cooperative use</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Use the computer for writing</li> <li>◦ Search for and use keys instead of randomly hitting keys</li> </ul> </li> </ul>	✓
<b>1.4 Use computers for a variety of purposes</b>	✓
<b>1.5 Identify technology as a communication system of the world</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Learn how to use the telephone, camera, tape recorder, stereo, etc.</li> </ul> </li> </ul>	✓
<b>1.6 Gain knowledge of and identify the use of a variety of media and technology tools</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Create his own designs using a variety of technology tools</li> </ul> </li> </ul>	✓



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# The Alabama Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

## Developmental/Content Area: Social and Emotional Development

Alabama Early Learning Standard	TeachSmart® Learning System
<b>Standard 1:</b> Children will develop confidence and positive self-awareness.	
<b>1.1 Develop and express awareness of self in terms of specific abilities, characteristics, and accomplishments.</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Take pride in accomplishments ( “I’m four years old and I can do this by myself.”)</li> </ul> </li> </ul>	✓
<b>1.2 Grow in capacity for independence</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Choose activities; take care of personal needs</li> </ul> </li> </ul>	✓
<b>Standard 2:</b> Children will increase the capacity of self-control.	
<b>2.1 Play cooperatively and interact with others</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Work with classmates to complete a project</li> </ul> </li> </ul>	✓
<b>2.2 Deal with feelings in an age-appropriate way</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Respect personal space and belongings of others</li> <li>◦ Respond appropriately to a friend when she says, “No”</li> </ul> </li> </ul>	✓
<b>2.3 Identify and label feelings</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Identify common emotions</li> <li>◦ Use words to express frustration rather than hitting another child</li> </ul> </li> </ul>	
<b>Standard 3:</b> Children will develop interpersonal and social skills for relating with other people.	
<b>3.1 Show increasing ability to use compromise and discussion in working, playing and resolving conflict with peers</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Suggest another block to use when two children both want to use the same piece</li> </ul> </li> </ul>	✓
<b>3.2 Take turns in games and when using materials</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Wait patiently until his turn arrives</li> </ul> </li> </ul>	✓
<b>3.3 Show understanding and respect for the property of others</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Ask another child to share a toy and say, “Thank you”</li> </ul> </li> </ul>	✓



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# The Alabama Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

## Developmental/Content Area: Social and Emotional Development

Alabama Early Learning Standard	TeachSmart® Learning System
<b>Standard 4:</b> Children will develop a respect for differences in people and an appreciation of their role as being a member of the family, classroom, and the community.	
<b>4.1 Show progress in understanding similarities and respecting differences in people</b> <ul style="list-style-type: none"> <li>• The child will:             <ul style="list-style-type: none"> <li>◦ Give examples of family members and culture</li> <li>◦ Talk about their own family members and notice differences between their families and the families of others. Make comments such as, “Tasha’s family is different because she has two brothers and I have two sisters”</li> </ul> </li> </ul>	✓
<b>4.2 Treat everyone with respect and dignity</b> <ul style="list-style-type: none"> <li>• The child will:             <ul style="list-style-type: none"> <li>◦ Respond sympathetically to peers who are in need, upset, hurt or angry</li> </ul> </li> </ul>	✓
<b>4.3 Develop an awareness of how people positively affect the environment</b> <ul style="list-style-type: none"> <li>• The child will:             <ul style="list-style-type: none"> <li>◦ Participate in maintaining an orderly environment by helping to keep the classroom clean and uncluttered</li> </ul> </li> </ul>	



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# The Alabama Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

## Developmental/Content Area: Approaches to Learning

Alabama Early Learning Standard	TeachSmart® Learning System
<b>Standard 1:</b> Children will develop curiosity, initiative, self-direction and persistence.	
<b>1.1 Choose challenging task to complete</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Complete a challenging puzzle or build an extensive block structure</li> </ul> </li> </ul>	✓
<b>1.2 Try or ask to try new activities</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Explore a new climbing structure on the playground</li> </ul> </li> </ul>	✓
<b>1.3 Focus attention on tasks</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Work with self and others to complete projects</li> </ul> </li> </ul>	✓
<b>1.4 Follow rules and routines and use materials purposefully, safely and respectfully</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Remind other children of rules saying, “Only four people at a time at the water table”</li> <li>◦ Transition from one activity to the next</li> </ul> </li> </ul>	✓
<b>Standard 3:</b> Children will develop interpersonal and social skills for relating with other people.	
<b>2.1 Demonstrate an eagerness and interest in learning</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Participate in variety of activities, tasks and play areas</li> </ul> </li> </ul>	✓
<b>2.2 Develop increasing ability to find more than one solution to a question or problem</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Use play dough and shape into different objects such as a birthday cake or snowman</li> </ul> </li> </ul>	✓
<b>2.3 Demonstrate increasing ability to complete task and maintain concentration over time</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Participate in increasing varieties of tasks and activities for increasing periods of time</li> </ul> </li> </ul>	✓

# The Alabama Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

## Developmental/Content Area: Physical Health and Development

Alabama Early Learning Standard	TeachSmart® Learning System
<b>Standard 1:</b> Children will develop fine motor skills.	
<b>1.1 Use everyday tools and materials that require small muscle strength, control and dexterity</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Use scissors, hole punchers, brushes, staplers, cookie cutters, tape dispensers, eating utensils, etc.</li> </ul> </li> </ul>	✓
<b>1.2 Develop eye-hand coordination</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Play with puzzles, pegboards, stringing boards, geoboards, etc.</li> </ul> </li> </ul>	✓
<b>1.3 Develop manual coordination</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Participate in finger plays</li> <li>◦ Practices self help skills such as zippers, buttons, snaps</li> </ul> </li> </ul>	✓
<b>Standard 2:</b> Children will develop fine motor skills.	
<b>2.1 Demonstrates the ability to walk, run, climb, jump, hop (two feet, one foot); increase ability to gallop and skip</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Participate in a variety of activities which require gross motor skills</li> </ul> </li> </ul>	
<b>2.2 Demonstrate increasing ability to coordinate movements in throwing, catching, kicking, bouncing, pedaling, and swinging</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Participate in ball play, ride wheel toys and scooters, usage-appropriate playground equipment</li> </ul> </li> </ul>	
<b>2.3 Demonstrate ability to push, pull, balance on one foot, stretch, turn, twist, twirl, slide, clap hands and bend in different directions</b> <ul style="list-style-type: none"> <li>• The child will:               <ul style="list-style-type: none"> <li>◦ Participate in group exercises, group games, and creative and rhythmic movements with music</li> </ul> </li> </ul>	



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# The Alabama Early Learning Standards Correlated to the TeachSmart® Learning System by Hatch®

## Developmental/Content Area: Physical Health and Development

Alabama Early Learning Standard	TeachSmart® Learning System
<b>Standard 3:</b> Children will acquire knowledge of healthy and safe living practices.	
<b>3.1 Willingly join in group games, outdoor play, and exercise activities</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Participate in group games such as Follow the Leader, Simon Says, circle games, throw and catch, parachute play, and try new skills with wheel toys and climbing equipment</li> </ul> </li> </ul>	
<b>3.2 Name most body parts</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Participate in Hokey-Pokey, Head/Shoulder/Knees and Toes, Be My Mirror, Touch Your..., etc.</li> </ul> </li> </ul>	
<b>3.3 Identify healthy foods and items from basic food groups (meat, dairy, grains, fruits, vegetables)</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Identify preferred foods in magazines; play; make a “plate” with paper representations of a healthy meal from different food groups</li> </ul> </li> </ul>	✓
<b>3.4 Try new foods willingly</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Bring healthy snack from home or have opportunities to choose them at school</li> </ul> </li> </ul>	✓
<b>3.5 Recognize and know to avoid potentially harmful situations or substances</b>	
<b>3.6 Demonstrate knowledge of personal safety</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Participate in role-playing and dramatic play activities related to safety and personal care routines</li> </ul> </li> </ul>	
<b>3.7 Demonstrate knowledge of healthy personal care routines</b> <ul style="list-style-type: none"> <li>• The child will:           <ul style="list-style-type: none"> <li>◦ Articulate basic safety rules for playground, streets, riding in a car, and in their home; know what is an “emergency” and when to use 911</li> </ul> </li> </ul>	