

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

Developmental/Content Area: PHYSICAL HEALTH

Florida Early Learning Standard	iStartSmart™
Physical Health	
<ul style="list-style-type: none"> • Shows characteristics of good health to facilitate learning. Good general health and adequate development are necessary to optimize learning. Children exhibit good health when they demonstrate: 	✓
<ul style="list-style-type: none"> ◦ physical stature within the typical range; 	
<ul style="list-style-type: none"> ◦ active participation in daily events; 	
<ul style="list-style-type: none"> ◦ ability to coordinate eye-hand movements; 	
<ul style="list-style-type: none"> ◦ large motor skills such as jumping, hopping, running. 	
<ul style="list-style-type: none"> • Demonstrates visual ability to facilitate learning. A great amount of learning in the classroom is dependent upon visual abilities. Reading, writing computer education, spelling, and chalkboard demonstrations are part of most children's school days such as: 	✓
<ul style="list-style-type: none"> ◦ using both eyes in coordination; 	
<ul style="list-style-type: none"> ◦ holding materials at appropriate distance; 	
<ul style="list-style-type: none"> ◦ moving eyes rather than head to track; 	
<ul style="list-style-type: none"> ◦ visual focusing without squinting or strain. 	
<ul style="list-style-type: none"> • Exhibits auditory ability to facilitate learning. A great amount of learning in the classroom is dependent upon auditory skills and hearing, especially language development such as: 	✓
<ul style="list-style-type: none"> ◦ participating in listening activities; 	
<ul style="list-style-type: none"> ◦ selecting listening center activities; 	
<ul style="list-style-type: none"> ◦ orienting to a speaker when addressed by name; 	
<ul style="list-style-type: none"> ◦ producing speech that is understandable. 	



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<ul style="list-style-type: none"> • Can perform oral hygiene routines. Oral health impacts speech, social interaction, appearance, and ability to learn from experience. Indicators of good oral hygiene include: 	✓
<ul style="list-style-type: none"> ◦ recognizing and knowing how to use dental hygiene tools (e.g., toothbrush, floss); 	
<ul style="list-style-type: none"> ◦ performing flossing procedures with assistance; 	
<ul style="list-style-type: none"> ◦ performing brushing procedures with assistance; 	
<ul style="list-style-type: none"> ◦ relationship of nutrition to dental health. 	
<ul style="list-style-type: none"> • Shows familiarity with the role of a primary health care provider. To promote healthy development, every child needs a source of continuous and accessible health care. Each child should visit a health care provider on a schedule of preventive and primary health care to ensure that problems are quickly identified and addressed. The child demonstrates this by: 	✓
<ul style="list-style-type: none"> ◦ in a play setting, appropriately using tools a doctor or nurse might use; 	
<ul style="list-style-type: none"> ◦ recognizing common medical procedures (weight, measurement of height); 	
<ul style="list-style-type: none"> ◦ knowing roles of a variety of health care professionals; 	
<ul style="list-style-type: none"> ◦ naming most of the body parts the medical professional will inspect. 	
KNOWLEDGE OF WELLNESS	
<ul style="list-style-type: none"> • Shows that basic physical needs are met. Four-year-olds must have their basic needs met in order to take advantage of learning opportunities. Basic needs are demonstrated by children: 	✓
<ul style="list-style-type: none"> ◦ staying awake except during nap time; 	
<ul style="list-style-type: none"> ◦ wearing clothing appropriate to the weather; 	
<ul style="list-style-type: none"> ◦ having an overall clean appearance; 	
<ul style="list-style-type: none"> ◦ exhibiting energy typical of the age. 	

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<ul style="list-style-type: none"> • Follows basic health and safety rules. Four-year-olds are becoming aware of some health and safety issues. They can begin to learn about their need for food, water, and shelter, and how to keep themselves safe. They enjoy stories about their bodies and other health issues and will discuss these issues with their friends. They show their beginning understanding of health and safety rules by: 	✓
<ul style="list-style-type: none"> ◦ trying different foods that are introduced by the teacher as nutritious, and discussing with classmates what “nutritious” means; 	
<ul style="list-style-type: none"> ◦ acting out fire safety procedures (stop, drop, and roll); 	
<ul style="list-style-type: none"> ◦ carrying scissors and pencils with points down to avoid accidents; 	
<ul style="list-style-type: none"> ◦ washing their hands after using the toilet or before snack and lunch; 	
<ul style="list-style-type: none"> ◦ standing far enough away from swings in use to avoid injury; 	
<ul style="list-style-type: none"> ◦ discussing the roles of dentists, doctors, and nurses in keeping people healthy; 	
<ul style="list-style-type: none"> ◦ covering their mouths when coughing. 	
<ul style="list-style-type: none"> • Performs some self-care tasks independently. Four-year-olds love performing self-care tasks and daily routines on their own. Sometimes they need guidance to avoid becoming silly or to remember what they are doing. They forget rules easily because they are busy with other thoughts, but they can usually meet expectations after verbal reminders. They show growing self-care skills by: 	
<ul style="list-style-type: none"> ◦ using the toilet independently; 	
<ul style="list-style-type: none"> ◦ washing and drying hands with only occasional reminders; 	
<ul style="list-style-type: none"> ◦ managing dressing tasks independently (such as putting on coats, pants, and boots); 	
<ul style="list-style-type: none"> ◦ pouring juice or milk from a small pitcher without spilling; 	
<ul style="list-style-type: none"> ◦ mastering zippers, buttons, and some buckles (tying shoes is not yet expected); 	
<ul style="list-style-type: none"> ◦ using tissues to wipe noses and throwing the tissues in the wastebasket. 	

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Developmental/Content Area: APPROACHES TO LEARNING

Florida Early Learning Standard	iStartSmart™
EAGERNESS & CURIOSITY	
<ul style="list-style-type: none"> • Shows eagerness and curiosity as a learner. Most 4-year-olds are naturally curious and continually ask questions about everything they encounter. They display growing maturity when they respond to answers to their questions by asking for clarification or additional information, rather than saying “Why? Why?” Examples include: 	✓
<ul style="list-style-type: none"> ◦ showing interest in stories and events related by other children; 	
<ul style="list-style-type: none"> ◦ being excited and curious about new things in the classroom, such as a collection of leaves or shells from the seashore; 	
<ul style="list-style-type: none"> ◦ looking at a picture of a castle and trying to reproduce it with blocks; 	
<ul style="list-style-type: none"> ◦ continuing a discussion by asking related questions or making comments; 	
<ul style="list-style-type: none"> ◦ asking how water makes the wheel turn at the water table. 	
PERSISTENCE	
<ul style="list-style-type: none"> • Attends to tasks and seeks help when encountering a problem. Four-year-olds attend to most tasks for short periods of time (10-20 minutes). They will persist longer when they have chosen the activity. Learning to work until tasks are finished or problems are solved is often difficult for this age group. Ways that children show persistence and willingness to accept help in problem-solving include: 	✓
<ul style="list-style-type: none"> ◦ paying attention to songs and stories during circle time; 	
<ul style="list-style-type: none"> ◦ raising their hands or touching the teacher’s arm to indicate that they need help; 	
<ul style="list-style-type: none"> ◦ trying to start the zippers on their coats repeatedly until they can do the task without help; 	
<ul style="list-style-type: none"> ◦ following teacher or peer suggestions for solving a problem (for example, understanding that putting another block at the base of the tower would make it more stable); 	
<ul style="list-style-type: none"> ◦ completing favorite puzzles over and over again; 	
<ul style="list-style-type: none"> ◦ beginning to put the blocks away and asking for help to finish more quickly; 	

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<ul style="list-style-type: none"> ◦ accepting help from the teacher when putting together a difficult puzzle. 	
CREATIVITY/INVENTIVENESS	
<ul style="list-style-type: none"> • Approaches tasks with flexibility and inventiveness. Four-year-olds, who are most comfortable with repetition and familiar people and places, often do not understand that there are different ways to work with materials or to solve problems. They are just beginning to understand that there are many possible ways to accomplish a task. Children show flexibility and willingness to try new ideas by: 	✓
<ul style="list-style-type: none"> ◦ using two short cardboard tubes as binoculars in the dramatic play area; 	
<ul style="list-style-type: none"> ◦ trying to staple pieces of paper together after unsuccessfully trying to tape them together; 	
<ul style="list-style-type: none"> ◦ trying several different ways to form play dough into a specific object such as a birthday cake or snowman; 	
<ul style="list-style-type: none"> ◦ using prior experience to figure out what to do in present situations; 	
<ul style="list-style-type: none"> ◦ experimenting with a brush to find ways to keep paint from dripping; 	
<ul style="list-style-type: none"> ◦ implementing the suggestions of others (for example, playing a different role than usual during dramatic play). 	

Developmental/Content Area: SOCIAL & EMOTIONAL

Florida Early Learning Standard	iStartSmart™
SELF CONCEPT	
<ul style="list-style-type: none"> • Demonstrate self-confidence. Many preschool children come to school with a positive sense of self, certain they will be liked. Others need time to observe and opportunities to learn how to play in a group setting. Confident 4-year-olds will participate in most classroom activities, express emotions, eagerly explore toys and materials, and interact with others in the classroom. They display a positive sense of self by: 	✓
<ul style="list-style-type: none"> ◦ showing excitement when the teacher announces that they will be going on a field trip; 	
<ul style="list-style-type: none"> ◦ singing songs at circle time; 	
<ul style="list-style-type: none"> ◦ teaching a word in sign language to a classmate; 	

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Developmental/Content Area: SOCIAL & EMOTIONAL

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<ul style="list-style-type: none"> ◦ entering the dramatic play area and choosing a role that fits the play of others; 	
<ul style="list-style-type: none"> ◦ sitting at the art table and exchanging ideas and thoughts, even when the discussion is unrelated to the artwork they are making; 	
<ul style="list-style-type: none"> ◦ adapting to playground games and becoming part of the action. 	
<ul style="list-style-type: none"> • Shows some self-direction. Four-year-olds often seem independent because they want to do everything on their own. However, they still require encouragement to act independently in unfamiliar situations or when trying challenging tasks. Four-year-olds can make simple choices among activities, but occasionally need support in trying new classroom activities. Examples of initiative and independence include: 	✓
<ul style="list-style-type: none"> ◦ finding materials with which to work, such as scissors, tape, and markers, for acting on an idea or desire (for example, making a pretend camera for “taking pictures”); 	
<ul style="list-style-type: none"> ◦ finding and putting on one’s own jacket before going outdoors; 	
<ul style="list-style-type: none"> ◦ deciding to build an airport with blocks, forming a plan, and then implementing it with others already working with the blocks; 	
<ul style="list-style-type: none"> ◦ trying a new activity (for example, soap painting or cooking project), and pursuing it for a meaningful period of time; 	
<ul style="list-style-type: none"> ◦ playing with different children rather than the same friend or friends every day; 	
<ul style="list-style-type: none"> ◦ choosing one activity out of several and becoming involved with it; 	
<ul style="list-style-type: none"> ◦ responding positively to suggestions to try something new. 	
SELF CONTROL	
<ul style="list-style-type: none"> • Follows simple classroom rules and routines. Four-year-olds find established routines very comforting. They feel safer and better able to participate when rules are clear and followed consistently. They can follow simple rules and procedures with gentle reminders. They show their acceptance and understanding of rules and routines by: 	✓
<ul style="list-style-type: none"> ◦ waiting patiently until someone leaves the water table when the rule is “only four people at a time”; 	
<ul style="list-style-type: none"> ◦ independently going to the circle area after clean-up; 	

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<ul style="list-style-type: none"> ◦ clearing off their places at the snack table by taking their cups to the designated place and throwing away their napkins and leftovers with few reminders; 	
<ul style="list-style-type: none"> ◦ turning off the tape recorder after listening to a story; 	
<ul style="list-style-type: none"> ◦ removing a finished painting from the easel and knowing where to hang it up to dry; 	
<ul style="list-style-type: none"> ◦ holding hands when crossing a street that has no traffic light or crossing guard; 	
<ul style="list-style-type: none"> ◦ washing hands before snack. 	
<ul style="list-style-type: none"> • Uses classroom materials carefully. In school, children are encouraged to take care of the materials they are using and keep the classroom in order. Four-year-olds are just beginning to take on this responsibility independently, although they need frequent reminders. Children show responsibility for materials by: 	✓
<ul style="list-style-type: none"> ◦ helping to clean up by sweeping around the sand table; 	
<ul style="list-style-type: none"> ◦ putting blocks away in designated places when the teacher announces it is clean-up time; 	
<ul style="list-style-type: none"> ◦ looking at books carefully and putting them back on the shelf when finished; 	
<ul style="list-style-type: none"> ◦ handing objects on the Discovery Table carefully; 	
<ul style="list-style-type: none"> ◦ exploring the teacher’s guitar gently, thoughtfully, and with care. 	
<ul style="list-style-type: none"> • Manages transitions. Four-year-olds sometimes are upset when routines change or things are done differently. They manage transitions most successfully when they are told what to expect in advance. Children show they are learning to manage transitions by: 	✓
<ul style="list-style-type: none"> ◦ using a routine, such as waving from the window or blowing a kiss good-bye, to manage the transition from home to school. 	
<ul style="list-style-type: none"> ◦ accepting transitions with little or no protest. 	
<ul style="list-style-type: none"> ◦ moving from free play to clean-up with ease and purposefulness. 	
<ul style="list-style-type: none"> ◦ helping the teacher give transition signals. 	
<ul style="list-style-type: none"> ◦ cleaning up ahead of schedule because a visitor has come to lead a special group time. 	

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Developmental/Content Area: SOCIAL & EMOTIONAL

Florida Early Learning Standard	iStartSmart™
INTERACTION WITH OTHERS	
<ul style="list-style-type: none"> • Interacts easily with one or more children. At age 4, preschoolers are beginning to make the transition from parallel play to cooperative play. Taking turns, sharing, and conversing during play are new skills for many 4-year-olds. They are developing special friendships and starting to understand that it is possible to have more than one friend at a time. Examples of interaction skills include: 	✓
<ul style="list-style-type: none"> ◦ playing with whomever is in the dramatic play area rather than only playing there when alone or with a special friend; 	
<ul style="list-style-type: none"> ◦ making decisions with another child about who will put out the cups and napkins and how many they will need; 	
<ul style="list-style-type: none"> ◦ working cooperatively with another child who is painting on the same side of the easel; 	
<ul style="list-style-type: none"> ◦ removing the toys from the sand table with a friend in order to start a new project; 	
<ul style="list-style-type: none"> ◦ talking (or using alternative communication) with another child to plan ways to build a block structure; 	
<ul style="list-style-type: none"> ◦ using rhythm instruments with several children. 	
<ul style="list-style-type: none"> • Interacts easily with familiar adults. Four-year-olds are learning how to interact with adults. They engage in conversations and follow directions given by familiar adults much more readily than with unfamiliar adults. Some children need explicit instruction about positive ways to say “hello,” respond to adults’ comments and questions, or gain an adult’s attention. Children show their skills in this area by: 	✓
<ul style="list-style-type: none"> ◦ responding appropriately when an adult says, “Good morning”; 	
<ul style="list-style-type: none"> ◦ answering a teacher’s question about who they played with on the playground; 	
<ul style="list-style-type: none"> ◦ asking for attention by raising a hand, touching the teacher’s arm, or other reasonable action; 	
<ul style="list-style-type: none"> ◦ listening to and talking with adults; 	
<ul style="list-style-type: none"> ◦ requesting the teacher’s attention verbally without becoming impatient, pulling at the teacher’s clothing, or jumping up and down. 	

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Developmental/Content Area: SOCIAL & EMOTIONAL

Florida Early Learning Standard	iStartSmart™
<ul style="list-style-type: none"> • Participants in the group life of the class. Children this age are beginning to show appreciation of group experiences and awareness of group expectations. However, they often need to be reminded of rules and routines. It is easier for them if group rules, such as how many children can play at the water-table, are discussed with them in advance and if they have a part in establishing expectations. Four-year-olds are just beginning to play simple board and card games with rules. They show a growing ability to participate in the group life of the class by: 	✓
<ul style="list-style-type: none"> ◦ readily joining circle times, participating in clean-up time, and going to snack when it is ready; 	
<ul style="list-style-type: none"> ◦ noticing that a friend needs help putting away the blocks and going over to help, even though they had not played in the block area; 	
<ul style="list-style-type: none"> ◦ recognizing that a classmate is absent and asking the teacher about it; 	
<ul style="list-style-type: none"> ◦ suggesting silly and funny ideas for open-ended songs such as Aiken Drum or suggesting the animals for choruses of Old McDonald Had a Farm; 	
<ul style="list-style-type: none"> ◦ playing simple Lotto games or board games, such as Candy Land; 	
<ul style="list-style-type: none"> ◦ following the rules for leaving the classroom to go to the bathroom or another room in the building; 	
<ul style="list-style-type: none"> ◦ bringing in several vegetables from home to make stone soup with their classmates and giving the vegetables to the teacher when it is time to cook. 	
<ul style="list-style-type: none"> • Shows empathy and caring for others. At 4 years of age, many children show that they are aware of the feelings of their classmates. Other 4-year-olds need to be taught to notice their peers and to understand the emotions and experiences of others. Children this age are generally better able to show caring for real people or book characters than abstract ideas or situations. Examples of caring behavior include: 	✓
<ul style="list-style-type: none"> ◦ volunteering to sit next to a new child and helping the child with the procedures for snack; 	
<ul style="list-style-type: none"> ◦ expressing sadness to a friend whose pet has died; 	
<ul style="list-style-type: none"> ◦ going over to a friend who has fallen and giving comfort; 	
<ul style="list-style-type: none"> ◦ expressing appropriate feelings (joy, sadness, fear) for characters in a story; 	
<ul style="list-style-type: none"> ◦ getting help for classmates who cannot get their boots on or cannot find their paintings to take home; 	
<ul style="list-style-type: none"> ◦ showing acceptance and support of a classmate with a physical disability. 	

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Developmental/Content Area: SOCIAL & EMOTIONAL

Florida Early Learning Standard	iStartSmart™
SOCIAL PROBLEM-SOLVING	
<ul style="list-style-type: none"> • Seeks adult help when needed to resolve conflicts. Four-year-olds need a great deal of adult support and guidance in learning how to settle conflicts (for example, how to share a limited amount of materials or deciding who will get to go outside first). Their natural responses are physical, such as hitting, kicking, or throwing. They are beginning to learn alternatives from adults who suggest and model ways to use words and other simple formulas. Children show they are gaining awareness of alternatives by: 	✓
<ul style="list-style-type: none"> ◦ asking an adult to help when another child wants the same truck or when other children keep pushing in the line waiting for a turn on the slide; 	
<ul style="list-style-type: none"> ◦ using words suggested by an adult to express anger, such as, "I don't like it when you push me." or "That makes me mad!"; 	
<ul style="list-style-type: none"> ◦ asking a child to return a toy he or she has grabbed, and turning to an adult for help when the child refuses; 	
<ul style="list-style-type: none"> ◦ giving alternatives to friends, such as, "I'm playing with these, you play with those."; 	
<ul style="list-style-type: none"> ◦ asking the teacher to use a timer to decide when one child's turn on the bike ends and their own turn begins; 	
<ul style="list-style-type: none"> ◦ using facial expressions or gestures to communicate needs or to resolve conflicts; 	
<ul style="list-style-type: none"> ◦ using words to explain that the sand table is full because only two children are allowed at a time; 	
<ul style="list-style-type: none"> ◦ negotiating with other children to solve a problem with the teacher's support. 	

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Developmental/Content Area: LANGUAGE & COMMUNICATION

Florida Early Learning Standard	iStartSmart™
LISTENING	
<ul style="list-style-type: none"> • Gains meaning by listening. Four-year-olds gain knowledge about their world by watching and listening. They acquire the skill to listen not only when they are spoken to one-on-one by adults and peers, but also to listen when they are spoken to as part of a group. This “group listening skill” is important for learning and acquiring information in school settings. Listening with understanding is enhanced as stories are read to large and small groups and as children participate in singing and chanting activities. Children show their developing listening skills by: 	✓
<ul style="list-style-type: none"> ◦ carrying on a conversation with another person that extends a thought or idea expressed to the group earlier; 	
<ul style="list-style-type: none"> ◦ responding to stories read to the whole class, rather than responding only when read to as part of a small group; 	
<ul style="list-style-type: none"> ◦ understanding a change in the morning activity schedule described by the teacher; 	
<ul style="list-style-type: none"> ◦ watching and listening to a video and discussing the story later in the day; 	
<ul style="list-style-type: none"> ◦ listening to audio-taped stories and showing understanding through body language, pointing to appropriate pictures, or retelling what they heard. 	
<ul style="list-style-type: none"> • Follows two- or three-step directions. Remembering and following directions is critical for preschool children’s independent functioning in educational settings. Four-year-olds are beginning to follow simple two- and three-step directions with relative ease. They also respond to group directions rather than always needing individual instruction. Four-year-olds show they can follow directions by: 	✓
<ul style="list-style-type: none"> ◦ responding to the instruction to the class, “Go get your jacket and when you are dressed, sit down on the rug”; 	
<ul style="list-style-type: none"> ◦ repeating an instruction to a friend; 	
<ul style="list-style-type: none"> ◦ following directions on a tape or CD to perform various movements; 	
<ul style="list-style-type: none"> ◦ following directions given to the class to “Take this note about our class trip home, ask your family to read it, have a family member sign it, and bring it back to me”; 	
<ul style="list-style-type: none"> ◦ following directions given by the teacher to “Go wash your hands and then sit down at the table.” 	

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Developmental/Content Area: LANGUAGE & COMMUNICATION

Florida Early Learning Standard	iStartSmart™
SPEAKING	
<ul style="list-style-type: none"> • Speaks clearly enough to be understood without contextual clues. By 4 years of age, children usually speak with sufficient clarity so that it is easy to understand what they are saying without the help of additional information or gestures. Four-year-olds generally use correct syntax, but sometimes over generalize rules (for example, “We goed to the store.”). Although they may still make some articulation errors, the length of their utterances and the grammatical complexity of their language is increasing. Evidence of this includes: 	✓
<ul style="list-style-type: none"> ◦ speaking clearly enough so that a classroom visitor knows what they are saying; 	
<ul style="list-style-type: none"> ◦ accurately delivering a message from home to the teacher; 	
<ul style="list-style-type: none"> ◦ using common social conventions, such as “please” or “thank you,” although often needing reminders; 	
<ul style="list-style-type: none"> ◦ communicating in a way that other children understand what is being said without constantly having to ask, “What did you say?”; 	
<ul style="list-style-type: none"> ◦ telling the class about the trip to visit their grandmother; 	
<ul style="list-style-type: none"> ◦ using sign language to indicate who they want to sit next to on the trip to the orange grove. 	
<ul style="list-style-type: none"> • Uses expanded vocabulary and language for a variety of purposes. Four-year-olds are expanding their vocabulary daily through exposure to books, trips, and other classroom activities. At the same time, they are beginning to converse about objects and events that are not physically present, are somewhat abstract, or that they remember from the past. They are learning the social rules for conversation, but continue to have difficulty staying on topic in a group discussion. By this age, children are proficient enough with speech and language skills so that they can be creative and humorous in their explorations of how words work and sound. Examples include: 	✓
<ul style="list-style-type: none"> ◦ Waiting for their turn to speak before announcing the arrival of their new puppy; 	
<ul style="list-style-type: none"> ◦ Using words to communicate their feelings; 	
<ul style="list-style-type: none"> ◦ telling a classroom visitor about the different trucks in the truck area, using the appropriate terminology; 	
<ul style="list-style-type: none"> ◦ adding a relevant idea to another child’s comment; 	
<ul style="list-style-type: none"> ◦ telling jokes and giggling, even though they do not understand the significance of the word relationships in jokes and puns (for example, Knock-Knock jokes); 	

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Developmental/Content Area: LANGUAGE & COMMUNICATION

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<ul style="list-style-type: none"> ◦ asking questions related to the current topic of discussion; 	
<ul style="list-style-type: none"> ◦ thinking up rhyming words for a song or finger play. 	
READING	
<ul style="list-style-type: none"> • Shows appreciation for books and reading. Depending on how often they have been read to at home and in other situations, children come to understand the written word. By 4, children can begin to learn about authors and illustrators, and enjoy making their own books. Children are encouraged to want to read when they are read to, taught how to handle books, and asked to respond to stories. Children show interest in books and in reading by: 	✓
<ul style="list-style-type: none"> ◦ recognizing specific books by their covers; 	
<ul style="list-style-type: none"> ◦ looking at books in an orderly fashion, turning one page at a time, going from front to back; 	
<ul style="list-style-type: none"> ◦ pretending to read by pointing to words with one finger as they recite the text; 	
<ul style="list-style-type: none"> ◦ listening or attending to a story without becoming distracted; 	
<ul style="list-style-type: none"> ◦ asking questions about the details of a story just heard; 	
<ul style="list-style-type: none"> ◦ improvising dialogue for the re-enactment of a story in the dramatic play area; 	
<ul style="list-style-type: none"> ◦ asking to have a favorite book read during choice time; 	
<ul style="list-style-type: none"> ◦ creating voices for characters in books; 	
<ul style="list-style-type: none"> ◦ “reading” an unfamiliar book by looking at the pictures and guessing what the story might be about. 	
<ul style="list-style-type: none"> • Shows beginning understanding of concepts about print. Four-year-olds are beginning to learn how print works. They understand that speech can be written down and then read, and that the print on a page conveys the story. They have some awareness that reading is done from top to bottom and left to right, and are beginning to acquire the concept of “a word.” Four-year-olds understand that print takes different forms (for example, grocery lists, signs, stories) and that it can be read for enjoyment as well as for informational purposes. Children demonstrate a growing understanding of print by: 	✓
<ul style="list-style-type: none"> ◦ protesting when a different version of a familiar story is read because they know that the words in a storybook do not change; 	

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

Developmental/Content Area: LANGUAGE & COMMUNICATION

Florida Early Learning Standard	iStartSmart™
<ul style="list-style-type: none"> ◦ asking the teacher for help in making a sign for the dramatic play area that says “Doctor’s Office” or “Clinic”; 	
<ul style="list-style-type: none"> ◦ pointing to words using a left to right progression when “reading” picture books; 	
<ul style="list-style-type: none"> ◦ writing a series of scribbles separated by spaces under a drawing of a truck; 	
<ul style="list-style-type: none"> ◦ checking the classroom job chart to find out whose job it is to feed the gerbil; 	
<ul style="list-style-type: none"> ◦ recognizing some letters, especially those in their own names; 	
<ul style="list-style-type: none"> ◦ labeling signs in their environment such as the “Exit” sign over the door; 	
<ul style="list-style-type: none"> ◦ pointing to letters in a book that also appear in their names. 	
<ul style="list-style-type: none"> • Demonstrates phonological awareness. Phonological awareness refers to the ability to hear and discriminate the sounds of language. Four-year-olds can attend to and distinguish the smaller units of sound within words with teacher support. They can begin to hear and discriminate syllables, the beginning sounds of words, and rhyming sounds, prerequisite skills for being able to decode words when reading. Children show developing phonological awareness by: 	✓
<ul style="list-style-type: none"> ◦ listening to the word the teacher says and then finding a word to rhyme with it; 	
<ul style="list-style-type: none"> ◦ hearing the sound of the first letter in their own names and using this ability to sound out or “read” classmates’ names that begin with the same letter; 	
<ul style="list-style-type: none"> ◦ experimenting with words, giving them new beginning sounds; 	
<ul style="list-style-type: none"> ◦ clapping out the number of syllables in their names; 	
<ul style="list-style-type: none"> ◦ saying the sound of a letter when they see it in a new word because they recognize it from a familiar word (for example, the “s” sound in “stop”); 	
<ul style="list-style-type: none"> ◦ hearing rhyming sounds, and creating rhyming words and nonsense words, such as “funny, bunny, runny, tunny, sunny”; 	
<ul style="list-style-type: none"> ◦ chanting familiar rhymes with classmates during circle time or as they play. 	

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

Developmental/Content Area: LANGUAGE & COMMUNICATION

Florida Early Learning Standard	iStartSmart™
<ul style="list-style-type: none"> • Begins to develop knowledge about letters. As 4-year-olds are exposed to books and other forms of writing, their interest in letters increases. Although they initially feel that they “own” letters (“that’s my ‘S’”) or confuse letters with numerals and other symbols, they soon realize that letters are the building blocks of words. With continued adult guidance, they can learn the names of letters, identify some letters in varied contexts, and match a few sounds with letters. They show increasing knowledge about letters by: 	✓
<ul style="list-style-type: none"> ◦ differentiating and correctly identifying some letters by their shapes; 	
<ul style="list-style-type: none"> ◦ recognizing letters in a specific context only (for example, labeling the “K” in Kmart, but not the “K” in Kathy); 	
<ul style="list-style-type: none"> ◦ guessing a word by recognizing its initial letter (“reads” all words beginning with “s” as “stop”); 	
<ul style="list-style-type: none"> ◦ announcing, “My name and Tonya’s name start with the letter ‘T’”; 	
<ul style="list-style-type: none"> ◦ identifying upper case letters as they sing the alphabet song; 	
<ul style="list-style-type: none"> ◦ naming the letters in their first names as they attempt to write their names. 	
<ul style="list-style-type: none"> • Comprehends and responds to stories read aloud. As 4-year-olds become involved with familiar stories, their comprehension grows. They begin retelling stories in a variety of ways (looking at the pictures and making up the text, acting out part of the story in dramatic play, or telling the story using a flannel board) and asking why things happened as they did. With teacher guidance, they can begin to guess or make predictions about what will happen next and to connect the story to their own experiences. Four-year-olds show their comprehension of stories by: 	✓
<ul style="list-style-type: none"> ◦ acting out a familiar story with their classmates; 	
<ul style="list-style-type: none"> ◦ asking questions and making comments about a story; 	
<ul style="list-style-type: none"> ◦ retelling the main events of a story just read or told by the teacher; 	
<ul style="list-style-type: none"> ◦ telling about when the family car was towed after hearing a story about a tow truck; 	
<ul style="list-style-type: none"> ◦ guessing what will happen next by looking at the picture on the following page; 	
<ul style="list-style-type: none"> ◦ commenting on the actions described in a story (guessing why the monkeys threw down the caps from the tree in Caps for Sale); 	
<ul style="list-style-type: none"> ◦ “reading” using visual cues to remember the words of their favorite stories; 	

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

Developmental/Content Area: LANGUAGE & COMMUNICATION

Florida Early Learning Standard	iStartSmart™
<ul style="list-style-type: none"> ◦ making up original or creative endings for stories. 	
WRITING	
<ul style="list-style-type: none"> • Represents ideas and stories through pictures, dictation, and play. Four-year-olds continue to investigate how symbols can stand for or represent other things. Before they can learn to write, children must first realize that letters and words are symbols which represent spoken words and stories. They know that labels on toy shelves tell where to put the toys, that the print in books tells the teacher what to read, and that their own drawings can represent their feelings, ideas, and experiences. They continue to gain experience with representation by: 	✓
<ul style="list-style-type: none"> ◦ retelling the story Caps for Sale using cutouts of colored hat shapes; 	
<ul style="list-style-type: none"> ◦ pretending to be a doctor in the dramatic play area and “writing” on a patient’s chart; 	
<ul style="list-style-type: none"> ◦ dictating a story about a picture and asking the teacher to write it down; 	
<ul style="list-style-type: none"> ◦ building a block structure to represent the fire station in a story and asking the teacher for help writing “Fire Station”; 	
<ul style="list-style-type: none"> ◦ drawing a monster shape to go along with There’s a Monster in my closet; 	
<ul style="list-style-type: none"> ◦ drawing lots of colored circles with chalk and telling a friend that all the circles are bubbles like the ones they made at the water table; 	
<ul style="list-style-type: none"> ◦ dramatizing familiar stories, such as Three Little Pigs or Brown Bear, Brown Bear; 	
<ul style="list-style-type: none"> ◦ using flannel board cutouts to retell a story. 	
<ul style="list-style-type: none"> • Uses letter-like shapes, symbols, and letters to convey meaning. As children observe the teacher making lists and putting names on art work, they often want to write for themselves. Position of letters on the paper, actual formation of the letters, and correct order are not yet part of most 4-year-olds’ repertoires. Many children become interested in writing their names and perhaps a few other significant words, while others will continue to ask for words to be written for them. Children’s efforts to write at this stage include: 	✓
<ul style="list-style-type: none"> ◦ making rows of squiggles and shapes on a paper and calling it writing; 	
<ul style="list-style-type: none"> ◦ labeling a drawing with several randomly placed letter-like shapes; 	
<ul style="list-style-type: none"> ◦ writing their own names from memory on their art work; 	

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

Developmental/Content Area: LANGUAGE & COMMUNICATION

Florida Early Learning Standard	iStartSmart™
<ul style="list-style-type: none"> ◦ spontaneously writing uppercase letters they know; 	
<ul style="list-style-type: none"> ◦ copying letters from signs and labels posted around the room, enjoying the power of doing “real writing”; 	
<ul style="list-style-type: none"> ◦ making shopping lists consisting of pictures, scribbles, and letter-like shapes in the dramatic play area before going to the grocery store; 	
<ul style="list-style-type: none"> ◦ beginning to write several letters correctly; 	
<ul style="list-style-type: none"> ◦ asking the teacher to write a word or specific letters so they can copy these examples. 	
<ul style="list-style-type: none"> • Understands purposes for writing. Although 4-year-olds do not write conventionally, their understanding of the power of writing is growing. Through repeated exposure to different types of writing and environmental print, they learn that writing can fulfill many different functions (for example, telling stories, conveying messages in a letter, describing the directions for a game) and that writing can be read for enjoyment as well as for information. Examples include: 	✓
<ul style="list-style-type: none"> ◦ pretending to use a telephone book in the dramatic play area to find the phone number of a friend, then writing some numerals on a note pad; 	
<ul style="list-style-type: none"> ◦ using letter stamps to represent words and then “reading” the message or story to another person; 	
<ul style="list-style-type: none"> ◦ asking the teacher for help creating signs for the dramatic play area, such as “Hospital” or “Stay out” 	
<ul style="list-style-type: none"> ◦ making grocery lists by writing lines across a note pad and taking the lists to the shopping center in the dramatic play area; 	
<ul style="list-style-type: none"> ◦ drawing lines and squiggles across a page and asking the teacher to “Mail this letter to my friend Aisha.”; 	
<ul style="list-style-type: none"> ◦ writing orders in a restaurant created in the dramatic play area. 	

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

Developmental/Content Area: MATHEMATICS

Florida Early Learning Standard	iStartSmart™
MATHEMATICAL PROCESSES	
<ul style="list-style-type: none"> • Begins to use simple strategies to solve mathematical problems. Four-year-olds encounter real life mathematical problems throughout the day: How many cartons of milk do we need for snack? How can I fit these boxes together? How many days until we go to the zoo? With guidance, and in a classroom environment that supports asking questions, preschoolers can begin to solve simple mathematical problems in concrete ways, and offer basic explanations for their solutions. Examples include: 	✓
<ul style="list-style-type: none"> ◦ asking a friend if there are “more people in your house or in mine?”; 	
<ul style="list-style-type: none"> ◦ trying to find a way to keep building a house with blocks, even though the long rectangular blocks have all been used; 	
<ul style="list-style-type: none"> ◦ asking a friend for a particular pattern block to complete a design; 	
<ul style="list-style-type: none"> ◦ figuring out how many small cups it takes to fill the pitcher at the water table; 	
<ul style="list-style-type: none"> ◦ wondering aloud how they can make their balls of play dough into a snake as long as the teacher’s; 	
<ul style="list-style-type: none"> ◦ deciding who is older if one child is 4 and another child is 4 ½ ; 	
<ul style="list-style-type: none"> ◦ guessing that there are enough cups for everyone; 	
<ul style="list-style-type: none"> ◦ making a pattern of colored lines-red, yellow, red, yellow-at the art table. 	
PATTERNS, RELATIONSHIPS, AND FUNCTIONS	
<ul style="list-style-type: none"> • Sorts objects into subgroups that vary by one or two attributes. Children this age enjoy sorting and classifying because these activities help them gain control of their world by ordering it. After learning to sort objects by one attribute, some 4-year-olds begin to sort by two attributes (for example, putting all the big circles here, the big triangles there, and the small circles here). Sorting and classifying introduce children to the order of mathematical thinking. As they play, children show their emerging understanding of order by: 	✓
<ul style="list-style-type: none"> ◦ sorting the pegs according to color; 	
<ul style="list-style-type: none"> ◦ sorting all the Lotto cards into piles of people and piles of animals; 	
<ul style="list-style-type: none"> ◦ putting all the markers in one box and all the pencils in another box; 	

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

Developmental/Content Area: MATHEMATICS

Florida Early Learning Standard	iStartSmart™
<ul style="list-style-type: none"> ◦ sorting the buttons, beads, or pegs into egg cartons, with each compartment holding a different color or size; 	
<ul style="list-style-type: none"> ◦ describing a group of objects according to a common attribute; 	
<ul style="list-style-type: none"> ◦ sorting pattern blocks according to shape and color. 	
<ul style="list-style-type: none"> • Recognizes simple patterns and duplicates them. Likes sorting and classifying, recognizing and creating patterns also introduce children to the concept of order in the world. Four-year-olds' natural curiosity can be directed toward recognition of patterns. They can copy simple patterns with sounds and objects. Children show their recognition of patterns by: 	✓
<ul style="list-style-type: none"> ◦ copying a sound pattern of two claps and a pause, then one clap and a pause; 	
<ul style="list-style-type: none"> ◦ seeing the “o x o x” shapes on a border and copying the pattern with crayons; 	
<ul style="list-style-type: none"> ◦ drawing dots on a paper in a repeating pattern (for example, green, blue, green, blue); 	
<ul style="list-style-type: none"> ◦ recognizing the pattern in a predictable book and saying the next line before turning the page; 	
<ul style="list-style-type: none"> ◦ predicting the next item in a simple AB pattern; 	
<ul style="list-style-type: none"> ◦ stringing beads in a repeating pattern according to color, shape, or size; 	
<ul style="list-style-type: none"> ◦ commenting that several children are wearing red shirts; 	
<ul style="list-style-type: none"> ◦ making a pattern while finger painting. 	
NUMBER AND OPERATIONS	
<ul style="list-style-type: none"> • Shows beginning understanding of numbers and quantity. Four-year-olds can count 5 to 10 objects meaningfully using one-to-one correspondence, and some can count verbally up to 20 or 30. Most 4-year-olds understand that the last number named in the collection represents the last object as well as the total number of objects. They are just learning that the next number in the counting sequence is one more than the number just named and continue to explore the meaning of “more” and “less.” Examples include: 	✓
<ul style="list-style-type: none"> ◦ pointing to each object they count and assigning the appropriate number to it; 	
<ul style="list-style-type: none"> ◦ recognizing that there are four blocks without counting them; 	
<ul style="list-style-type: none"> ◦ commenting that there are more cars than tow trucks in the clock area; 	

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

Developmental/Content Area: MATHEMATICS

Florida Early Learning Standard	iStartSmart™
<ul style="list-style-type: none"> telling a friend who is first in line, "I am second"; 	
<ul style="list-style-type: none"> adding a friend's two yellow beads to their own two yellow beads and saying, "I have four beads"; 	
<ul style="list-style-type: none"> filling in the next number when the teacher says "4, 5, 6, ..."; 	
<ul style="list-style-type: none"> counting footsteps, jumps, or repetitions of exercises; 	
<ul style="list-style-type: none"> counting out six yellow trucks from the box of trucks; 	
<ul style="list-style-type: none"> counting by rote as high as they can go. 	
GEOMETRY AND SPATIAL RELATIONS	
<ul style="list-style-type: none"> Begins to recognize and describe the attributes of shapes. Four-year-olds begin to notice similarities and differences in the attributes of different shapes in the classroom and environment. With encouragement, 4-year-olds can recognize different variations of shapes (for example, equilateral triangles and isosceles triangles are all triangles), identify particular shapes in different orientations as being the same shape, and label shapes and discuss their characteristics. Demonstrating familiarity with geometric shapes includes: 	✓
<ul style="list-style-type: none"> pointing out a triangle and counting its sides; 	
<ul style="list-style-type: none"> labeling shapes by their feel rather than visually (for example, identifying shape blocks in a "feely box"); 	
<ul style="list-style-type: none"> locating individual shapes in pictures composed of overlapping shapes; 	
<ul style="list-style-type: none"> announcing that a shape on a poster looks like "a triangle with its head cut off"; 	
<ul style="list-style-type: none"> matching and sorting shapes; 	
<ul style="list-style-type: none"> recognizing an isosceles triangle as a triangle even when it is shown without a horizontal base; 	
<ul style="list-style-type: none"> finding all the triangles that are exactly the same size; 	
<ul style="list-style-type: none"> copying a shape or series of shapes after seeing them for a few seconds; 	
<ul style="list-style-type: none"> identifying and labeling shapes found in the environment; 	
<ul style="list-style-type: none"> making pictures with cut-out shapes. 	

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

Developmental/Content Area: MATHEMATICS

Florida Early Learning Standard	iStartSmart™
<ul style="list-style-type: none"> • Shows understanding of and uses several positional words. Four-year-olds continue to develop spatial sense, which is the awareness of themselves in relation to the people and objects around them. They acquire the vocabulary of position and begin to learn about direction, distance, and location. By age 4, children should understand a number of positional and directional words, such as “above,” “below,” “under,” “beside,” and “behind.” They demonstrate this understanding by: 	✓
<ul style="list-style-type: none"> ◦ knowing where to stand if asked to stand behind a classmate in line; 	
<ul style="list-style-type: none"> ◦ putting the bedroom dollhouse furniture in the same arrangement as the furniture in their apartments; 	
<ul style="list-style-type: none"> ◦ using distance words like “near” and “far”; 	
<ul style="list-style-type: none"> ◦ verbalizing their positions as they work and play; 	
<ul style="list-style-type: none"> ◦ going over to sit beside (or in front of) a classmate when asked to do so; 	
<ul style="list-style-type: none"> ◦ placing felt cutouts of trees, a sandbox, swing, and slide to make a map of the playground; 	
<ul style="list-style-type: none"> ◦ putting the ball under the chair when asked to do so; 	
<ul style="list-style-type: none"> ◦ holding the flag above their heads; 	
<ul style="list-style-type: none"> ◦ using positional words when building block structures, or in musical games. 	
MEASUREMENT	
<ul style="list-style-type: none"> • Orders, compares, and describes objects according to a single attribute. Grouping things based on a single attribute that changes systematically (small to large, short to long, soft to loud) is called seriation. Ordering or seriation requires children to observe and distinguish slight differences among two or three objects. Four-year-olds begin to compare and seriate according to size, length, height, and weight as they explore the properties of things and decide which things are bigger, longer, shorter, or heavier. Demonstration of seriation and comparison skills includes: 	✓
<ul style="list-style-type: none"> ◦ placing three crayons on the table, from the shortest to the longest, or the fattest to the thinnest; 	
<ul style="list-style-type: none"> ◦ taking leaves brought in from a class walk and arranging them from biggest to smallest; 	
<ul style="list-style-type: none"> ◦ noticing which children in the class are taller and which are shorter; 	

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

Developmental/Content Area: MATHEMATICS

Florida Early Learning Standard	iStartSmart™
<ul style="list-style-type: none"> ◦ “measuring” with a friend to find out who has the longer string of beads; 	
<ul style="list-style-type: none"> ◦ Figuring out with a classmate who has the bigger cookie; 	
<ul style="list-style-type: none"> ◦ Arranging four children in a line from shortest to tallest; 	
<ul style="list-style-type: none"> ◦ Using measurement words during the school day. 	
<ul style="list-style-type: none"> • Participates in measuring activities. As 4-year-olds learn about their world, they begin to explore length, height, and weight, although understanding weight is still difficult for them. They have limited awareness of time, although many 4-year-olds recognize how events are sequenced (first we eat snack, then we have free time, then we go to the gym). Four-year-olds are curious and interested in the measuring tools that adults use and are eager to explore with them. Examples of measuring skills include: 	
<ul style="list-style-type: none"> ◦ measuring the table with unit blocks, and noting that it is four blocks long; 	
<ul style="list-style-type: none"> ◦ noting that they can fill the large bowl in the sand table with three small cups of sand; 	
<ul style="list-style-type: none"> ◦ trying to balance the scale by putting various objects on each side; 	
<ul style="list-style-type: none"> ◦ holding their hands about a foot apart to show how long their play dough snakes are; 	
<ul style="list-style-type: none"> ◦ using measuring cups and spoons during a classroom cooking activity; 	
<ul style="list-style-type: none"> ◦ using measuring tools at the workbench or water table 	
<ul style="list-style-type: none"> ◦ measuring the length of a block road or the height of a block tower; 	
<ul style="list-style-type: none"> ◦ knowing that the bus driver will come to pick them up after they play outside; 	
<ul style="list-style-type: none"> ◦ labeling times of the day as morning or night time. 	

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

Developmental/Content Area: SCIENCE

Florida Early Learning Standard	iStartSmart™
SCIENTIFIC THINKING: INQUIRY	
<ul style="list-style-type: none"> • Asks questions and uses senses to observe and explore materials and natural phenomena. Exploration is the heart of the 4-year-old's world. Looking, touching, lifting, listening, and experimenting are all very natural at this age. They are just beginning to articulate their observations about the world in an organized way. In the course of play, children's experiences lead them to raise such questions as, "What will happen if...?" With teacher guidance, children can be led to answer questions through further observation, making charts, or otherwise organizing observations into information that helps them understand their exploration. Examples include: 	✓
<ul style="list-style-type: none"> ◦ exploring at the water or sand table, letting the sand or water run through their fingers, commenting on the way it feels, and noting how fast or slow it flows; 	
<ul style="list-style-type: none"> ◦ observing ice cubes or snow at room temperature to see what happens; 	
<ul style="list-style-type: none"> ◦ listening to sounds from outside and identifying the sources (for example, "That's a truck, that's an airplane, that's a dog barking.") 	
<ul style="list-style-type: none"> ◦ taking apart a flashlight to see what is inside; 	
<ul style="list-style-type: none"> ◦ wondering where frost comes from that appears on windows after cold nights; 	
<ul style="list-style-type: none"> ◦ expressing awe and asking, "Why?" when the cream they shook in a jar turns into butter; 	
<ul style="list-style-type: none"> ◦ testing magnetism by touching many different objects with a magnet; 	
<ul style="list-style-type: none"> ◦ mixing colors (paints, markers, food coloring in water) to see what happens; 	
<ul style="list-style-type: none"> ◦ making sounds by blowing into cardboard tubes of different lengths; 	
<ul style="list-style-type: none"> ◦ trying to make the water table wheel move by pouring water on it; 	
<ul style="list-style-type: none"> ◦ observing various things or processes and guessing the answer to "why" and "what" questions. 	
<ul style="list-style-type: none"> • Uses simple tools and equipment for investigation. Four-year-olds are just beginning to plan their investigations. They enjoy using tools that help them focus on an object and define the characteristics they are trying to describe. Children show interest in using tools for scientific investigation by: 	
<ul style="list-style-type: none"> ◦ trying to sift a variety of materials through a sieve to see what will go through and what will not; 	

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

Developmental/Content Area: SCIENCE

Florida Early Learning Standard	iStartSmart™
<ul style="list-style-type: none"> ◦ using a hand lens to look at ridges on an earthworm; 	
<ul style="list-style-type: none"> ◦ using an eyedropper to drop color in glasses of water; 	
<ul style="list-style-type: none"> ◦ getting a better look at a bird at the bird feeder with binoculars; 	
<ul style="list-style-type: none"> ◦ observing objects through a hand lens and then through a simple microscope; 	
<ul style="list-style-type: none"> ◦ using a wire whisk to whip up bubbles in a bowl. 	
<ul style="list-style-type: none"> • Makes comparisons among objects. Four-year-olds readily make comparisons about observed objects when encouraged and guided. They become enthusiastic about different kinds of paw prints in the snow or differences in footprints in the sand. They enjoy finding things that are the same or different. Their “comparative statements” represent how very young children begin to draw conclusions from observations. Children show this by: 	✓
<ul style="list-style-type: none"> ◦ comparing the properties of objects that float in water with objects that sink; 	
<ul style="list-style-type: none"> ◦ describing and comparing a variety of fabrics at the collage table such as satin, corduroy, felt, and taffeta; 	
<ul style="list-style-type: none"> ◦ noting the difference in speed when a truck is pushed over tiles or rugs; 	
<ul style="list-style-type: none"> ◦ collecting a variety of leaves on a walk in the fall, looking at them carefully, and describing differences in shape, edges, color, or size; 	
<ul style="list-style-type: none"> ◦ comparing their handprints to those of their classmates; 	
<ul style="list-style-type: none"> ◦ comparing the properties of objects such as shells, rocks, nests, or skeletons in the science center; 	
<ul style="list-style-type: none"> ◦ pouring sand or water through tubes of varying diameters and comparing the time that it takes for the same amount to flow through each tube (“a real long time,” “not so long”). 	

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

Developmental/Content Area: SOCIAL STUDIES

Florida Early Learning Standard	iStartSmart™
PEOPLE, PAST AND PRESENT	
<ul style="list-style-type: none"> • Identifies similarities and differences in personal and family characteristics. Four-year-olds notice similarities and differences among themselves and others. Initially they focus on physical characteristics and family habits. With teacher guidance, they begin to show awareness that people are members of different cultural groups that have different habits, traditions, and customs. Examples include: 	✓
<ul style="list-style-type: none"> ◦ coloring or painting an outline of themselves (body tracing) with colors of clothing and hair and eyes that match their own; 	
<ul style="list-style-type: none"> ◦ looking at each person’s skin and exploring the different colors and shades of each; 	
<ul style="list-style-type: none"> ◦ noticing that some people speak differently than others and helping the teacher make a chart showing names of objects in two or three different languages; 	
<ul style="list-style-type: none"> ◦ noting, “Tasha’s family is different because she has two brothers and I have two sisters”; 	
<ul style="list-style-type: none"> ◦ talking about grandparents and discussing how they look different from children; 	
<ul style="list-style-type: none"> ◦ enjoying different poems, songs, and stories about a variety of people. 	
HUMAN INTERDEPENDENCE	
<ul style="list-style-type: none"> • Begins to understand family needs, roles, and relationships. Four-year-olds are very interested in learning about family roles and relationships. Through dramatic play and conversation, they actively explore the jobs family members perform to meet the family’s needs (working, preparing dinner, driving the car, taking care of children). When they realize that a classmate’s family structure differs from theirs, they want to explore those differences. Examples include: 	✓
<ul style="list-style-type: none"> ◦ role-playing a variety of family members in the dramatic play area using words and/or actions; 	
<ul style="list-style-type: none"> ◦ talking with the teacher or each other about when their mommies or grandpas go to work and what they do there; 	
<ul style="list-style-type: none"> ◦ bringing in props from family members’ work, such as hard hats, briefcases, or guitars, and using them during dramatic play; 	
<ul style="list-style-type: none"> ◦ contributing to a class chart that lists each child, their family members, and the jobs each person does to help the rest of the family (shopping, cooking, cleaning, reading bedtime stories, washing clothes, taking out the trash, etc.); 	

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

Developmental/Content Area: SOCIAL STUDIES

Florida Early Learning Standard	iStartSmart™
<ul style="list-style-type: none"> ◦ asking questions about other families (for example, how they celebrate holidays, where they go to church, or who goes to work). 	
<ul style="list-style-type: none"> • Describes some people’s jobs and what is required to perform them. In addition to understanding family roles, 4-year-olds are also interested in knowing more about the community members they encounter in their lives. With encouragement, they will expand their interest beyond firefighters and police officers to include storekeepers, postal workers, nurses, doctors, garbage collectors, road builders, and others. They can identify a variety of common jobs, give simple explanations about what workers do, and identify some tools used to perform specific jobs. Examples include: 	✓
<ul style="list-style-type: none"> ◦ experimenting with a cash register, postal scale, stethoscope, or other occupational tools in dramatic play; 	
<ul style="list-style-type: none"> ◦ acting out in dramatic play how the shoe salesperson helps you buy shoes; 	
<ul style="list-style-type: none"> ◦ using the flannel board to recall a trip to an orange grove, and showing how oranges are picked and packed; 	
<ul style="list-style-type: none"> ◦ looking at books to identify the various machines used for road construction; 	
<ul style="list-style-type: none"> ◦ asking for props to role play a community worker (a firefighter’s hat or a police officer’s whistle and white gloves). 	
<ul style="list-style-type: none"> • Begins to be aware of technology and how it affects life. Surrounded by TVs, ovens, computers, planes, and automated machinery, 4-year-olds are aware of technology in their environment. As teachers talk with them, children can begin to appreciate that they would not know about events in other places without radios and TVs and could not talk to or visit distant relatives so easily without telephones, cars or planes, For 4-year-olds, examples of their awareness of technology include: 	✓
<ul style="list-style-type: none"> ◦ using the tape player to listen to a story in the Listening Center; 	
<ul style="list-style-type: none"> ◦ describing the nature program about giraffes in Africa that they watched on TV; 	
<ul style="list-style-type: none"> ◦ sharing during circle time that “Grandma called from Puerto Rico to say happy birthday”; 	
<ul style="list-style-type: none"> ◦ looking at X-rays in the dramatic play area brought in as a prop for the Dentist’s Office or Hospital; 	
<ul style="list-style-type: none"> ◦ exploring multimedia effects on the computer. 	

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

Developmental/Content Area: SOCIAL STUDIES

Florida Early Learning Standard	iStartSmart™
CITIZENSHIP AND GOVERNMENT	
<ul style="list-style-type: none"> • Demonstrates awareness of rules. Four-year-olds can be very strict about adhering to classroom rules. They like having clear rules and prefer that rules be followed. They can begin to understand, with guidance, why rules are important for cooperative living. They show an understanding of rules by: 	✓
<ul style="list-style-type: none"> ◦ helping to make the rules for free choice (for example, only four people at the sand table) and beginning to understand why such rules are helpful; 	
<ul style="list-style-type: none"> ◦ following rules on the playground, such as no bumping into people when you are on the tricycle or your “license” will be taken away; 	
<ul style="list-style-type: none"> ◦ accepting that they have to wait before painting because the easels are full; 	
<ul style="list-style-type: none"> ◦ explaining to a classmate why the hamster cannot be taken out of its cage; 	
<ul style="list-style-type: none"> ◦ stating the “no hitting” rule; 	
<ul style="list-style-type: none"> ◦ using a personal symbol or name tag to save a place at an interest area. 	
<ul style="list-style-type: none"> • Shows awareness of what it means to be a leader. The role of a leader is an abstract concept. At this age, many children are only able to address the concrete leadership roles they experience. This includes the teacher’s role and, possibly, the principal’s or director’s role. Four-year-olds may also show some awareness of the leadership qualities that parents or caregivers exhibit. Children show their interest in leadership by: 	✓
<ul style="list-style-type: none"> ◦ pretending to be the band director or conductor when playing with musical instruments; 	
<ul style="list-style-type: none"> ◦ pretending to be the teacher during dramatic play; 	
<ul style="list-style-type: none"> ◦ choosing a leader for the block building project then talking about what this means as they work together; 	
<ul style="list-style-type: none"> ◦ trying to figure out who is the “boss” of the firehouse or the police station after a visit; 	
<ul style="list-style-type: none"> ◦ talking to the principal or the director about his or her job; 	
<ul style="list-style-type: none"> ◦ showing some leadership qualities as they pretend to be parents or caretakers during dramatic play. 	

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

Developmental/Content Area: SOCIAL STUDIES

Florida Early Learning Standard	iStartSmart™
PEOPLE AND WHERE THEY LIVE	
<ul style="list-style-type: none"> • Describes the location of things in the environment. Understanding the concept of location provides the foundation for geographic thinking. Four-year-olds show they understand location by placing objects in specific positions in the surrounding environment or noticing how objects are spatially related to one another (“The yellow house is very far away.”). They can become quite enthusiastic about matching objects to their usual geographic locations (a toaster in the kitchen, a bed in the bedroom, a tree in the park). Examples include: 	
<ul style="list-style-type: none"> ◦ placing pictures of common household items in the proper rooms of a prepared house floor plan and explaining why they go there; 	
<ul style="list-style-type: none"> ◦ using the teacher’s clue that “The markers are below the pencils” to locate the markers on the shelf; 	
<ul style="list-style-type: none"> ◦ talking about the stores they visit and what is in them; 	
<ul style="list-style-type: none"> ◦ using a flannel board to show the order of stores on their main street; 	
<ul style="list-style-type: none"> ◦ following a simple treasure hunt map within the classroom. 	
<ul style="list-style-type: none"> • Show awareness of the environment. Interest in the environment is very concrete for 4-year-old children. Initially they notice major changes in their environment. With teacher support, they can begin to understand how people affect the environment by relating it to the classroom and to their own yards and neighborhoods. They show a growing understanding by: 	✓
<ul style="list-style-type: none"> ◦ noticing new displays or materials in the classroom; 	
<ul style="list-style-type: none"> ◦ sharing information about the progress of the road repairs they saw on their way to school; 	
<ul style="list-style-type: none"> ◦ discussing reasons for not picking flowers on the walk they recently took; 	
<ul style="list-style-type: none"> ◦ explaining to a classmate why a passageway must be kept uncluttered for visually and physically impaired classmates; 	
<ul style="list-style-type: none"> ◦ discussing how the classroom would look if everyone dropped tissues on the floor or didn’t wash the table after finger painting; 	
<ul style="list-style-type: none"> ◦ talking about why it would be hard to play with the blocks if they were all over the classroom, rather than in one place. 	

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

Developmental/Content Area: THE ARTS

Florida Early Learning Standard	iStartSmart™
EXPRESSION AND REPRESENTATION	
<ul style="list-style-type: none"> • Uses a variety of art materials for tactile experience and exploration. Four-year-olds are very active, and can sustain attention to art activities for only limited periods of time. They can engage in the artistic process with great enthusiasm, but show little desire to produce a product. This enables them to explore various media with freedom. They demonstrate exploration by: 	✓
<ul style="list-style-type: none"> ◦ trying a variety of materials and ways of using the materials (for example, using a big brush to paint broad strokes, single lines going this way and that or combining colors); 	
<ul style="list-style-type: none"> ◦ experimenting with play dough by rolling and patting it, cutting it with cookie cutters, sticking things into it, or sometimes making it into an object; 	
<ul style="list-style-type: none"> ◦ drawing or otherwise creating backdrops for puppet shows or signs for block structures; 	
<ul style="list-style-type: none"> ◦ using new implements, such as Q-tips or straws, to paint a picture; 	
<ul style="list-style-type: none"> ◦ constructing a symmetrical design with pattern blocks; 	
<ul style="list-style-type: none"> ◦ using chalk on the blackboard or on paper; 	
<ul style="list-style-type: none"> ◦ using stamps or other objects to print with paint or ink. 	
<ul style="list-style-type: none"> • Participates in group music experiences. Four-year-olds quickly become involved in singing, finger plays, chants, musical instruments, and moving to music. They are usually quite unselfconscious when participating in music activities and can gain a sense of mastery if there are no expected outcomes or performances. Examples of involvement include: 	✓
<ul style="list-style-type: none"> ◦ participating in finger plays and musical games; 	
<ul style="list-style-type: none"> ◦ listening to music tapes during choice time; 	
<ul style="list-style-type: none"> ◦ starting and stopping the playing of their instruments when the piano or tape starts or stops; 	
<ul style="list-style-type: none"> ◦ knowing the words of oft-repeated songs, humming or singing them during other parts of the day; 	
<ul style="list-style-type: none"> ◦ making up songs to accompany their play activities; 	
<ul style="list-style-type: none"> ◦ clapping hands in time to a song or a record, or copying the clapping beat of the teacher. 	

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

Developmental/Content Area: THE ARTS

Florida Early Learning Standard	iStartSmart™
<ul style="list-style-type: none"> • Participates in creative movement, dance, and drama. Four-year-olds can participate with abandon in dancing and creative movement. Their imaginations are overflowing with images and ideas that they can express with movement. They pantomime movement of familiar things, act out stories, and re-enact events from their own lives in dramatic play. Examples include: 	✓
<ul style="list-style-type: none"> ◦ using scarves, ribbons, or other materials to create special movements and dances; 	
<ul style="list-style-type: none"> ◦ dramatizing a story read aloud during circle time; 	
<ul style="list-style-type: none"> ◦ using movement to interpret or imitate feelings, animals, and such things as plants growing or a rain storm; 	
<ul style="list-style-type: none"> ◦ dancing to a variety of different kinds of music, such as jazz, rock, ethnic, classical; 	
<ul style="list-style-type: none"> ◦ galloping, twirling, and “flying,” or performing almost any other imaginative movement in response to music; 	
<ul style="list-style-type: none"> ◦ acting out the role of the mother in dramatic play; 	
<ul style="list-style-type: none"> ◦ creating innovative movements to accompany audio tapes or group singing. 	
UNDERSTANDING & APPRECIATION	
<ul style="list-style-type: none"> • Responds to artistic creations or events. Many children express their interest in the arts as observers rather than as producers. With teacher guidance, children can begin to comment on each other’s work, asking questions about methods used, showing interest in the feelings being expressed, or noticing details. With teacher support, 4-year-olds can attend to and appreciate children’s concerts, dance performances, and theater productions. Examples include: 	✓
<ul style="list-style-type: none"> ◦ listening to music tapes during choice time, indicating appreciation through body language and facial expressions; 	
<ul style="list-style-type: none"> ◦ watching classmates as they engage in creative movement activities; 	
<ul style="list-style-type: none"> ◦ imitating the voice a classmate used to play Papa Bear; 	
<ul style="list-style-type: none"> ◦ exclaiming about the skill a classmate displays in painting, modeling with play dough, or building with Legos; 	
<ul style="list-style-type: none"> ◦ closely watching a guest magician or musician who is performing for the class. 	

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

Developmental/Content Area: MOTOR DEVELOPMENT

Florida Early Learning Standard	iStartSmart™
GROSS MOTOR DEVELOPMENT	
<ul style="list-style-type: none"> • Moves with balance and control. Four-year-olds are actively refining their gross motor control. They enjoy practicing skills and challenge themselves to jump farther or run faster than their friends. They can run more smoothly than at younger ages, hop on each foot several times, and climb up and down stairs using a more adult-like form. Four-year-olds show their emerging skills by: 	✓
<ul style="list-style-type: none"> ◦ maintaining balance on a 2 x 4 balance beam that is close to the ground; 	
<ul style="list-style-type: none"> ◦ moving around the classroom on narrow paths between furniture without bumping into things; 	
<ul style="list-style-type: none"> ◦ developing mastery over running skills (such as quick stops, full circle turns, short 180-degree turns, speeding up and slowing down); 	
<ul style="list-style-type: none"> ◦ going up and down stairs alternating feet without holding onto the rail or the wall; 	
<ul style="list-style-type: none"> ◦ hopping several times on each foot; 	
<ul style="list-style-type: none"> ◦ galloping with a smooth gait and relative ease. 	
<ul style="list-style-type: none"> • Coordinates movements to perform simple tasks. Four-year-olds are able to combine movements to accomplish increasingly challenging physical tasks. They can now kick balls, aim and throw bean bags, climb and swing on jungle gyms, and ride tricycles with increasing control. They love to practice these new skills in games, especially with adult companions. Ways they show increasing coordination include: 	✓
<ul style="list-style-type: none"> ◦ throwing a ball in the right direction, aiming at a target with reasonable accuracy; 	
<ul style="list-style-type: none"> ◦ catching a ball by moving their arms or bodies to adjust for the direction the ball is traveling; 	
<ul style="list-style-type: none"> ◦ kicking a large ball with a two-step start; 	
<ul style="list-style-type: none"> ◦ riding a tricycle on a path around the playground; 	
<ul style="list-style-type: none"> ◦ using the slide, seesaw, or swings; 	
<ul style="list-style-type: none"> ◦ hitting a stationary target with an overhand throw. 	

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

Developmental/Content Area: MOTOR DEVELOPMENT

Florida Early Learning Standard	iStartSmart™
FINE MOTOR DEVELOPMENT	
<ul style="list-style-type: none"> • Uses strength and control to perform simple tasks. Four-year-olds continue to develop fine motor skills through their participation in classroom activities. By using many different classroom materials (such as art materials and tools, manipulatives, and the workbench), they improve their hand and finger strength and control. Examples of their efforts include: 	
<ul style="list-style-type: none"> ◦ using clothespins to hang paintings or pretend laundry; 	
<ul style="list-style-type: none"> ◦ putting Bristle Blocks or Pop-It beads together and pulling them apart; 	
<ul style="list-style-type: none"> ◦ pushing a cookie cutter into dough; 	
<ul style="list-style-type: none"> ◦ pulling the caps off markers and putting them back on firmly; 	
<ul style="list-style-type: none"> ◦ using the paper punch to make holes; 	
<ul style="list-style-type: none"> ◦ twisting the cap off a jar of paste; 	
<ul style="list-style-type: none"> ◦ cutting off tape with scissors or using the tape dispenser's serrated edge; 	
<ul style="list-style-type: none"> ◦ pulling apart Lego blocks with relative ease. 	
<ul style="list-style-type: none"> • Uses eye-hand coordination to perform tasks. Four-year-olds demonstrate their eye-hand coordination skills as they start to construct with unit blocks, Tinker Toys, and Legos; put together puzzles; and experiment at the sand and water tables. Their artwork tends to become more complicated as they use newly mastered skills to create products. Examples of eye-hand coordination include: 	✓
<ul style="list-style-type: none"> ◦ zipping jackets; 	
<ul style="list-style-type: none"> ◦ cutting on a line or around a large picture with scissors; 	
<ul style="list-style-type: none"> ◦ stringing beads or pasta with holes onto a length of yarn; 	
<ul style="list-style-type: none"> ◦ dressing dolls using snaps and buttons; 	
<ul style="list-style-type: none"> ◦ constructing or copying buildings and roads with the table blocks; 	

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

Developmental/Content Area: MOTOR DEVELOPMENT

Florida Early Learning Standard	iStartSmart™
<ul style="list-style-type: none"> ◦ explaining to a classmate how to place individual puzzle pieces by matching shapes or colors or looking at picture clues; 	
<ul style="list-style-type: none"> ◦ using a hammer to try to pound nails into soft wood. 	
<ul style="list-style-type: none"> • Shows beginning control of writing, drawing, and art tools. Four-year-olds are interested in the process of drawing and writing. However, the finished product is not as important to them as the process of creation. At this age, children begin to use a more conventional grasp, and even practice making some letters for their names or for signs. Four-year-olds show their growing control over writing and drawing tools by: 	✓
<ul style="list-style-type: none"> ◦ drawing with markers and then deciding that the picture is a dog, a monster, or “me”; 	
<ul style="list-style-type: none"> ◦ using chalk on the blackboard, pretending to write letters or numbers; 	
<ul style="list-style-type: none"> ◦ holding a pencil in a pincer grasp; 	
<ul style="list-style-type: none"> ◦ using glue sticks to paste a variety of items on their collages; 	
<ul style="list-style-type: none"> ◦ trying a variety of ways to make brush strokes at the easel. 	