



# Correlations to ECERS • NAEYC • HeadStart

At Hatch®, we have created a Computers for Kids™ Computer Learning Center that embraces the high standards and mandates that are required for your organization to excel. Hatch® provides complete solutions that make the task of choosing appropriate technology for the classroom easy. We have a genuine, knowledgeable and trustworthy team available to help you consistently achieve success.

Through the implementation of age appropriate educational software installed on every system, the individualized KidDesk™ solution and the ongoing training and support from Hatch®, you can easily integrate technology into your classroom activities and help your program meet government-mandated standards. Computers for Kids™ Computer Learning Center align with requirements for multiple ECERS-R subscales. These solutions provide private space and arrangements that contribute to space and furnishings and augment numerous communication and reasoning skills intrinsic in the Language-Reasoning subscale. In addition, they supplement fine motor, technology and diversity activities and initiate interactions among children.

In keeping with the NAEYC position statement on Technology and Young Children, software installed on each system is age, culturally and individually appropriate. The educational, non-violent, age appropriate software installed on each system also promotes diversity, culture and languages. KidDesk® ensures our solutions can be tailored to each child's individual cognitive level. Computers for Kids™ Computer Learning Centers encourage high levels of spoken conversation and cooperation in children. The child-appropriate software enhances children's cognitive abilities in creative play, mastery learning and problem solving.

The Hatch® team provides installation services that guide the appropriate use of child-directed, teacher-managed technology in your classroom. Hatch® provides in-depth training to quickly and easily incorporate technology into the daily routine, to enrich curriculum content and to integrate and extend technology into the curriculum across subject-matter areas. Ongoing technical support ensures you will always be adequately prepared to effectively use technology in learning environments for children.

The addition of a Computers for Kids™ Computer Learning Center to your program can help you attain legislatively-mandated Head Start outcomes. Hatch® helps you to achieve long term goals inherent in Head Start outcomes through the selection, development and detailed planning of the integration of technology and software into your curriculum. The appropriate software installed on each system positively guides changes in children's learning experiences related to gains in program outcomes. The child-directed, teacher-managed KidDesk® provides solutions geared toward developing children's individual learning styles, helping them achieve short-term educational goals.

Please see the following four pages for details on the outcome measures and standards that Computers for Kids™ Computer Learning Centers from Hatch® can help your program achieve.





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Technology, Software and Support Included in Every Computer Learning Center from Hatch

	Computer Learning Center	Initial Integration of CLC	Ongoing Training & Support	KidDesk	Bailey's Book House Software	Miller's Math House Software	Thinkin' Things Tooney Loon's Lagoon Software	Sammy's Science House Software	Kid Pix 4 Software	Dr. Seuss's ABC Software	Jumpstart Languages Software
<b>Head Start Mandates that correlate with CLC, KidDesk and Software</b>											
<i>Language Development: Listening and Understanding</i>											
* Understands an increasingly complex and varied vocabulary.	X				X	X	X				
* For non-English-speaking children, progresses in listening to and understanding English.				X	X						
<i>Language Development: Speaking &amp; Communicating</i>	X										
* Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.	X							X	X		
* Uses an increasingly complex and varied spoken vocabulary.	X				X	X	X	X		X	X
* For non-English-speaking children, progresses in speaking English.					X					X	X
* <i>Literacy: Phonological Awareness</i>											
* Associates sounds with written words, such as awareness that different words begin with the same sound.					X					X	
* <i>Literacy: Book Knowledge &amp; Appreciation</i>											
* <i>Literacy: Print Awareness &amp; Concepts</i>											
Shows increasing awareness of print in classroom, home, and community settings.	X			X	X				X	X	X
Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.	X			X	X				X	X	X
* Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.	X			X	X				X	X	X
<i>Literacy: Early Writing</i>											
Begins to represent stories and experiences through pictures, dictation, and in play.					X				X	X	X
Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.									X		
Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.									X		
<i>Literacy: Alphabet Knowledge</i>											
* Identifies at least 10 letters of the alphabet, especially those in their own name.					X				X	X	
* Knows that letters of the alphabet are a special category of visual graphics that can be individually named.					X				X	X	
* <i>Mathematics: Number &amp; Operations</i>											
Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.					X	X	X		X		X
Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.					X	X			X		X
Develops increasing ability to count in sequence to 10 and beyond.						X					X
Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.						X	X	X			X
<i>Mathematics: Geometry &amp; Spatial Sense</i>											
Begins to recognize, describe, compare, and name common shapes, their parts, and attributes.	X			X	X	X	X	X	X	X	X
Progresses in ability to put together and take apart shapes.					X	X	X	X	X	X	X
Begins to be able to determine whether or not two shapes are the same size and shape.					X	X	X	X	X	X	X
Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.					X	X	X	X	X	X	X
Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.					X						
<i>Mathematics: Patterns &amp; Measurement</i>											
Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.	X				X	X	X	X	X	X	X
Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.	X				X	X	X	X	X	X	X
Begins to make comparisons between several objects based on a single attribute.	X				X	X	X	X	X	X	X

