

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

Developmental / Content Area: Literacy

Virginia Early Learning Standard	TeachSmart® Learning System Activities
Foundation Block 1: Oral Language	
The child will develop listening and speaking skills by communicating experiences and ideas through oral expression.	I Can Tell a Story, I Can Pretend, Guess the Picture & Talk About - all TSLs activities have an overarching connection to listening and speaking
The child will develop an understanding of words and word meanings through the use of appropriate vocabulary.	I Can Make a Letter Wall, I Spy A Word with the Same Consonant Sound, I Can Hear & Write Letters, Words are Fund to Write, I Can Tell a Story, I Can Pretend, Living Books (Grandma & Me and The Tortoise and the Hare), Charts, Daily Routines
Foundation Block 2: Oral Expression	
Children gain language and vocabulary skills by having multiple and frequent opportunities to talk, as well as, listen to adults and peers. These opportunities must be daily and routine as children begin to read and write.	
Listen with increasing attention to spoken language, conversations, and stories read aloud	All TSLs Activities especially I Can Tell a Story, I Can Pretend, Guess the Picture & Talk About It, Living Books (Grandma & Me and The Tortoise and the Hare), Charts and Daily Routines
Correctly identify characters, objects, and actions in a picture book, as well as stories read aloud, and begin to comment about each	Living Books
Make predictions about what might happen in a story	Living Books, I Can Tell a Story
Use two words to ask and answer questions that include actions	All TSLs Activities
Use appropriate language for a variety of purposes, e.g., ask questions, express needs, get information	All TSLs Activities
Engage in turn taking exchanges and rules of polite conversation with adults and peers	All TSLs Activities
Listen attentively to stories in a whole-class setting	Living Books, I Can Pretend, I Can Tell a Story
Foundation Block 3: Vocabulary	
The more children know about the world around them, the easier it is for them to express new information, ideas and vocabulary in communicating this knowledge. Helping children to relate experiences to new ideas and concepts also assists in the development of vocabulary and related skills.	
Use single words to label objects	I Can Make a Letter Wall, I Can Tell a Story, Where People Live
Listen with increasing understanding to conversations and directions	All TSLs Activities
Follow simple, one-step oral directions	All TSLs Activities (ear and look icons)
Engage in turn taking exchanges with adults and peers	All TSLs Activities
Use new vocabulary with increasing frequency to express and describe feelings and ideas	I Can Tell A Story, Living Books, Where People Live, Daily Questions
Expose children to a wide-variety of experiences to build vocabulary	All TSLs Activities



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Foundation Block 4: Phonological Awareness	
Phonological awareness involves the understanding of sounds in spoken words, and is highly predictive of a young child's success in beginning to read. Children's abilities to manipulate sounds in spoken words and learning to read are connected through rhyming, common initial sounds (alliteration), blending and segmentation, all of which are equally important. Research shows that how quickly children learn to read often depends on how much phonological awareness they have when entering kindergarten.	
Discriminate similarities and differences in sounds (environmental, letter)	All Phonological Awareness Activities
Identify words that rhyme, generate simple rhymes	I Can Rhyme
Successfully detect beginning sounds in words	I Can Hear Sounds to Make Words, I Can Hear the First Sound in Words
Listen to multi-syllable words	I Can Blend Compound Words, I Can Segment Compound Words, I Can Blend Syllables, I Can Segment Syllables
Foundation Block 5: Letter Knowledge and Early Word Recognition	
Letter knowledge is an essential component to begin reading and writing successfully. Functions of letters in writing and their connection to sounds are critical components in children's success in learning to read. In combination with phonological awareness, letter knowledge is the critical indicator to children's understanding of the alphabetic principle and the beginning connection to printed words.	
Correctly identify 10-18 alphabet (uppercase) letters by name in random order	Where is My Mother?, How Are We Alike?, What is A Letter?, I Spy A Letter, I Can Make a Letter Wall
Select a letter to represent a sound (8-10 letters)	I Can Hear Same Sounds, I Spy A Word With the Same Consonant Sound
Correctly provide the most common sound for 5-8 letters	I Can Hear Same Sounds
Read simple/familiar high-frequency words, including his or her name	It is Fun to Write My Name, I Can Unscramble My Name, I Can Make a Letter Wall, Words Are Fun to Write
Notice letters around him/her in familiar, everyday life, and ask how to spell words, names or titles	-
Foundation Block 6: Print and Book Awareness	
Through daily experiences with reading and writing, young children learn basic concepts regarding the printed word. They learn that print conveys meaning and pictures are representations of print. Young children begin to understand there is a correlation between spoken and written words by following the print as it is read aloud. An understanding that reading and writing are ways to obtain information and knowledge, generate and communicate thoughts and ideas, and solve problems is developed as young children routinely and consistently experiment with exploring books and print.	
Identify the front of a book	-
Identify the location of the title of a book	Living Books



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Identify where reading begins on a page (first word or group of words)	Living Books
Demonstrate directionality of reading left to right on a page	Living Books
Identify part of the book that “tells the story” (print as opposed to pictures)	Living Books, Charts
Turn pages one at a time from the front to the back of a book	Living Books
Foundation Block 7: Written Expression	
Through early writing experiences, young children develop understandings about the functions of written language. Children develop an awareness that ideas can be written. They begin to generate ideas about how written language works and explore its uses. Young children’s attempts to write through scribbling, forms, and inventive spellings help them to understand writing as a means to communicate ideas and information. Over time, attempts at early writing will more closely align to conventional writing.	
Distinguish print from pictures	I Can Make a Letter Wall, Living Books, I Can Tell a Story
Copy or write letters using various materials	It is Fun to Write My Name, I Can Unscramble My Name, I Can Write Words, How Many Letters Can You Write, I Can Hear and Write Letters, Words are Fun to Write
Print first name independently	It is Fun to Write My Name, I Can Unscramble My Name
Print 5 - 8 letters with a writing tool	I Can Write Words, How Many Letters Can You Write, I Can Hear and Write Letters, Words are Fun to Write
Copy 3 - 5 letter words	Words are Fun to Write
Use inventive spellings to convey messages or tell story	I Can Tell a Story

Developmental/Content Area: Mathematics

Virginia Early Learning Standard	TeachSmart® Learning System Activities
Foundation Block 1: Number and Number Sense	
Young children enter preschool with a foundation of experiences with number. To grow in an understanding of number and develop number sense, children must have daily experiences involving comparison and counting in ways that are personally meaningful and challenging.	
Count to 20 or more	I Can Count When I Move Objects, I Can Listen & Count, I Like to Count
Count a group (set/collection) of three to five objects by touching each object as it is counted and saying the correct number (one-to-one correspondence)	I Can Count When I Move Objects



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Developmental/Content Area: Mathematics

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Count the items in a collection of one to five items and know the last counting word tells “how many”	I Can See How Many Are in a Set
Compare two groups (sets/collections) of matched objects (less than five) and describe the groups using the terms more, fewer, or same	Daily Questions, I Can See How Many
Foundation Block 2: Computation	
Young children notice the effects of increasing or decreasing the items in a collection of objects. To develop an understanding of computation children need many opportunities to match and count objects to find out more dependably which quantity is more, and to use counting to describe changes in a set.	
Describe changes in groups (sets/ collections) by using more when groups of objects (sets) are combined (added together)	I Can See How Many Are in a Set, I Know How to Add, I Can Solve a Math Story
Describe changes in groups (sets/ collections) by using fewer when groups of objects (sets) are separated (taken away)	I Can Subtract, I Can Solve a Math Story
Foundation Block 3: Measurement	
Children naturally make comparisons. From a very young age on, children are comparing who is taller and who has more. Comparison is the first step in developing an understanding of measurement. Young children should be immersed in activities that allow them to use their senses to make these direct comparisons. They should also be exposed informally to tools that are used for measurement.	
Recognize attributes of length by using the terms longer or shorter when comparing two objects	I Know How to Measure, Shortest, Tallest, & Longest
Know the correct names for the standard tools used for telling time and temperature; and measuring length, capacity, and weight (clocks, calendars, thermometers, rulers, measuring cups, and scales)	-
Use the appropriate vocabulary when comparing temperatures, e.g., hot, cold	Compare & Contrast - Hot and Cold
Use appropriate vocabulary when describing duration of time, e.g., hour, day, week, month, morning, afternoon, night, day	Daily Routines - Calendar



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Developmental/Content Area: Mathematics

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Foundation Block 4: Geometry	
Geometry for young children involves observing and describing the shapes that are found everywhere in their environment. Children naturally use geometric shapes and spatial comparisons as they begin to express themselves through drawing and constructions. This familiarity is a foundation for learning experiences involving shape, position, and orientation in space.	
Match and sort shapes (circle, triangle, rectangle, and square)	I Know My Shapes, I Can Match Shapes, I Can See Shapes Everywhere, I Can Make a Shape Picture
Describe how shapes are similar and different	I Can Match Shapes, I Can Make a Shape Picture
Recognize shapes (circle, triangle, rectangle, and square) by pointing to the appropriate figure when the teacher names the shape	I Know My Shapes
Describe the position of objects in relation to other objects and themselves using the terms next to, beside, above, below, under, over, top, and bottom	I Know My Place Words (Under, Over, In & Out), I Know My Place Words (Up, Down, Above & Beside)
Foundation Block 5: Data Collection and Statistics	
Children are natural questioners; they start asking questions and finding out opinions from a young age. To build upon this strength, children need to ask questions, collect answers, and then talk about what they found out. Analyzing data is a key step in making sense of information and the world around us.	
Collect information to answer questions of interest to children	Daily Questions
Use descriptive language to compare data in objects and picture graphs by identifying which is more, fewer, or the same	Daily Questions
Foundation Block 6: Patterns and Relationships	
Algebra begins with a search for patterns. Being able to identify patterns allows young children to make generalizations and predictions beyond the information directly available. The recognition and analysis of patterns are important components of a child's intellectual development. Children should have many opportunities to engage in pattern related activities and recognize patterns in their everyday environment.	
Sort and classify objects according to one or two attributes (color, size, shape, and texture)	I Can Sort
Identify and explore simple patterns, i.e., AB, AB; red, blue, red, blue	I Can Make Patterns
Use patterns to predict relationships between objects, i.e., the blue shape follows the yellow shape, the triangle follows the square	I Can Make Patterns



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Developmental / Content Area: Science

Virginia Early Learning Standard	TeachSmart® Learning System Activities
Foundation Block 1: Scientific Investigation, Reasoning, and Logic	
Young children have been observing the world around them since birth. This block will help children to develop language to describe their observations. It will teach them to make more careful observations, sometimes with the aid of tools, and to notice patterns within their observations. It should be noted that while some activities may be done to develop process skills alone, process skills are best used in conjunction with other big ideas. For example, observations of leaves provide ample opportunities to tie in discussions about color, shape and living things.	
Identify basic properties of objects by direct observation	-
Describe objects using pictures and words	Guess the Picture & Talk About It, Living & Non Living, Hot & Cold, Unhealthy & Healthy Foods, I Can Concentrate
Sequence objects according to size	Shortest, Tallest, Longest, I Can Sort
Separate a set of objects into two groups based on one physical attribute	I Can See How Many Are in A Set
Compare the length and mass of different objects	-
Identify the body parts that correspond with each of the five senses	-
Foundation Block 2: Force, Motion and Energy	
Children have probably seen a refrigerator magnet before. Some may have even taken these magnets and tried to stick them to other surfaces. Those that have experience with magnets may think that a magnet will attract any object with a shiny surface. Allow students plenty of time to play with magnets, as they are naturally motivating. Magnet activities provide wonderful center activities for students to explore in small groups and discuss together. [NOTE: Magnets should not be used on or around electronic equipment including TVs, computers, or clocks.]	
Describe the effects magnets have on other objects; they stick to some but not to others. Introduce the words “attracted to” and “not attracted to”	-
Describe the effects magnets have on other magnets; they stick together or push apart	-
Foundation Block 3: Matter	
Children are naturally drawn to objects of various colors and textures but often cannot describe what it is that they are observing. A rough piece of sandpaper may be described by a child as “sticky” (meaning that it catches his/her hand as it passes over the sandpaper) because he/she lacks the vocabulary to properly describe it. This block requires manipulation of objects to develop vocabulary that describes position, movement and physical properties of objects.	
Identify colors (red, orange, yellow, green, blue, purple) and white and black	I Can Sort, I Can Make Patterns
Identify shapes (circle, triangle, square, and rectangle) of an object	I Know My Shapes, I Can Match Shapes, I Can See Shapes Everywhere, I Can Make a Shape Picture
Identify textures (rough/smooth) and feel (hard/soft)	-
Describe relative size and weight (big/ little, large/ small, heavy/light, wide/thin, long/short)	Guess the Picture & Talk About It, I Know How to Measure, Shortest, Tallest & Longest



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Describe position (over/under, in/out, above/below) and speed (fast/slow)	I Can Tell A Story (Flying and Space), I Know My Place Word
Recognize water in its three forms (solid, liquid, gas)	-
Foundation Block 4: Life Processes	
Babies, puppies, baby chicks, baby cows, etc., fascinate young children. Use this curiosity to teach them how some baby animals and adult animals are alike. Plants too, start as “babies” or seedlings and grow. Both plants and animals need food, water and air to live. Plants and animals can make new plants and animals.	
Describe what living things need to live and grow (food, water, and air)	-
Recognize that “baby” plants and animals are similar but not identical to their parents and to one another	-
Foundation Block 5: Interrelationships in Earth/Space Systems	
Students have likely seen their own shadows and shadows cast by other objects but may not be aware of how they were formed. Allowing students opportunities to create and manipulate shadows provides them with an understanding that shadows are created when an object blocks light.	
Create a shadow and describe how it was created	-
Foundation Block 6: Earth Patterns, Cycles and Change	
Students and their parents naturally make daily weather observations when deciding what to wear and whether to carry an umbrella or bring a hat. They recognize routines of daily activities and know if they have brushed their teeth or had snack time. They are beginning to recognize patterns in other objects as well.	
Make daily weather observations	Daily Routines
Observe and classify the shapes and forms of many common natural objects including seeds, cones, and leaves	-
Recognize the order or stages of animal and plant growth	-
Describe home and school routines	Daily Routines, Daily Questions (Brush Teeth, Dentist, Doctor)
Foundation Block 7: Resources	
Recycling for young children involves teaching children what they can do to help. The best way to learn about recycling is to have children do it. Some children may already be practicing recycling at home. The best way to learn to conserve water and energy is to teach children to practice these daily habits.	
Recognize that some objects can be recycled	-
Recognize that some objects can be reused	-
Identify ways that energy can be conserved	-



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Developmental / Content Area: History and Social Science

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Foundation Block 1: History/Similarities and Differences	
History makes links between the child and home, between school and the wider community, between past and present. It links reasoning and imagination and begins with the child's awareness of him or herself and others	
Recognize ways in which people are alike and different	I Can Pretend, Guess the Picture & Talk About It (People, Community Helpers, Homes), Daily Questions (Environments), Where People Live
Describe his/her own unique characteristics and those of others	Guess the Picture & Talk About It (People), Wants & Needs, Where People Live
Make the connection that he/she is both a member of a family and a member of a classroom community	I Can Pretend
Engage in pretend play to understand self and others	I Can Pretend, Guess the Picture & Talk About It (Food, People)
Participate in activities and traditions associated with different cultural heritages	-
Foundation Block 2: History/Change Over Time	
Young children become aware of time through events specific to themselves and to people in their immediate surroundings. Begin the focus with the child's own history, then when grandparents were children and then to periods beyond living memory.	
Describe ways children have changed since they were babies	-
Express the difference between past and present using words such as before, after, now, and then	I Can Pretend, I Can Tell a Story
Order/sequence events and objects	I Can Tell a Story
Ask questions about artifacts from everyday life in the past	-
Recount episodes from stories about the past	I Can Pretend, I Can Tell a Story
Take on a role from a specific time, use symbols and props, and act out a story/narrative	I Can Pretend
Describe past times based on stories, pictures, visits, songs and music	Living Books, I Can Tell a Story, I Can Pretend



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Developmental / Content Area: History and Social Science

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Foundation Block 3: Geography/Location	
The energy, curiosity and imagination of young children lead them to action and interaction with their environment. Being egocentric, they view their world from a narrow, limited perspective. They grow in their understanding as they become more aware of themselves in the social settings of their daily experiences – home, school, neighborhood, and community.	
Identify and describe prominent features of the classroom, school, neighborhood and community	I Can Make a Map
Engage in play where one item represents another – miniature vehicles, people, blocks	-
Make and walk on paths between objects-ex., from the door to the window	-
Represent objects in the order in which they occur in the environment	I Can Make a Map
Experience seeing things from different elevations	-
Foundation Block 4: Geography/Descriptive Words	
As children learn more about their world, they use more words to express the new ideas and information needed to share what they know. Verbalizing helps children to solidify spatial concepts. Exposing children to a wide-variety of experiences helps build vocabulary. Students need to experience direction through movement and senses in order to describe their movements with words.	
Use words to indicate relative location	I Know My Place Words, I Can Make a Map
Use words to describe features of locations in the environment and man-made structures found in stories and seen in everyday experiences	I Can Tell a Story, Guess the Picture & Talk About (Homes), Where People Live, Daily Questions (Environments)
Develop control in using direction words-on, under, over, behind, near, far, above, below, toward, and away - one direction at a time	I Know My Place Words
Develop control in using comparison words– closer, farther away, taller, shorter, higher, lower, alike, different, inside, and outside	Shortest, Tallest & Longest
Develop fluency using attribute words-hard, soft, rough, smooth	-
Use labels and symbols for what the child has seen	I Can Make a Map, I Can Concentrate
Foundation Block 5: Economics/ World of Work	
The principles of economics influence everyday routines of life. Concepts and understandings develop when young children explore individual interests and build on their own experiences and what they already know. Their interest in the work people do and the tools they use provides a strong foundation for economic basics.	
Identify pictures of work and name the jobs people do	Guess the Picture & Talk About It (Community Helpers, People), Daily Questions (Doctor, Dentist)
Describe what people do in their community job	Guess the Picture & Talk About It (Community Helpers, People), Daily Questions (Doctor, Dentist)



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Match tools to jobs	-
Match job sites to work done	-
Role-play the job of workers	I Can Pretend, I Can Tell a Story
Foundation Block 6: Economics/Making Choices	
If young children are allowed to make choices, then making decisions for themselves as they grow becomes less difficult. Guiding young children to make simple choices will give them the experience and confidence to make good decisions on their own as they grow. Making good choices is at the heart of economic understanding and success.	
Identify choices	Wants & Needs
Recognize that everyone has wants	Wants & Needs
Choose daily tasks	Daily Routines
Role-play purchasing situations where choices are made	I Can Pretend
Foundation Block 7: Civics/Citizenship	
The early years are the ideal time for children to understand democratic norms and values (justice, equality, etc.) In their family, classroom and community. Applying these concepts to the nation and world will be easier if the child has experienced and appreciated them on a smaller scale. Democracies are built on the belief that people should be free, should have choices and opportunities, and should work together to make each other's lives better. To maintain our democratic society, we must teach our children to be good citizens.	
Cooperate with others in a joint activity	ALL TSLs Activities
Recognize the need for rules to help get along with others	Daily Routines (Gimme Five)
Participate in creating rules for the classroom	Daily Routines (Daily Schedule)
State personal plans for learning center activities	Daily Routines (Gimme Five)
Participate in discussing and generating solutions to a class problem	All TSLs Activities
Share thoughts and opinions in group settings	Daily Routines (Classroom Helpers)
Demonstrate responsible behaviors in caring for classroom materials	Daily Routines (Classroom Helpers)
Identify the needs of other people by helping them	-



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Developmental / Content Area: Physical and Motor Development

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Foundation Block 1: Locomotor Activities	
Locomotor activities (walking, running, galloping) are built on patterns. The brain prepares for learning by mastering movements that lay the framework for sequencing thoughts and recognizing patterns. Information arranged in patterns is more easily processed, stored and retrieved. Mathematics concepts, the alphabet, etc., are built on patterns.	
Demonstrate progress in performing the mature level of selected locomotor skills	-
Demonstrate initial, elementary and mature forms of walking and running. (Note: Initial is the first efforts at a movement skill; Elementary is the intermediate phase; and Mature is the form the movement should resemble when done correctly.)	-
Foundation Block 2: Non-locomotor Skills	
Non-locomotor skills (stability) use the sensory components of balance, coordination, spatial awareness, directionality, and vision; and are developed as the child rolls, creeps, crawls, spins, twirls, bounces, balances, walks, jumps, juggles, and supports his or her own weight in space. A series of non-locomotor movement progressions prepare the brain for input and processing.	
Maintain a stable static position while practicing specific balances.	-
Maintain balance while performing a controlled spin.	-
Maintain balance while walking on a painted line or a low balance beam that is no more than three inches above the floor.	-
Maintain balance while climbing up steps and walking on a horizontal ladder placed on the floor.	-
Perform criss-cross pattern activities that will stimulate the brain.	-
Foundation Block 3: Manipulative Skills	
Manipulative skills of toss, catch, throw, aim, strike, jump, juggle, kick, bounce, and dribble develop visual tracking of moving objects, eye-hand and eye-foot coordination, visual fields, cross lateralization, sequencing of patterns, and dynamic balance. These skills aid the brain in organizing thoughts in sequence, and tracking exercises strengthen the eye muscles and visual fields used in reading.	
Manipulate a variety of objects during structured and unstructured physical activity settings.	-
Manipulate small objects using one hand independently, the other hand independently, and both hands working on the same task.	All TSLs Activities



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Developmental / Content Area: Physical and Motor Development

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Foundation Block 4: Movement Concepts	
Movement is navigation in one's environment and allows the child to develop motor skills, self awareness, self esteem, and social skills critical to a child's ability to learn. Children gain the knowledge of movement by practicing the concepts regularly during structured or unstructured movement opportunities offered both indoors and outdoors.	
Apply knowledge of movement concepts by performing various locomotor movements while changing directions (right, left, up, down, forward and backward), levels (high, medium, and low), pathways (straight, curved, and zig-zag), and effort (fast, slow, hard, and soft).	All TSLS Activities
Identify fundamental movement patterns.	All TSLS Activities
Begin and expand movement vocabulary.	-
Perform various locomotor movements demonstrating changes in directions, levels, pathways, effort, and relationships in space while listening to music, or responding to a drum beat, the beat of a tambourine, verbal instruction, or other signal.	Ear Icon on TSLS
Foundation Block 5: Personal Fitness	
Physical fitness is having a healthy body and mind. When children engage in exercise that elevates the heart rate, the brain and body go into a homeostatic state, balancing brain chemicals, hormones, and body system functions. This homeostatic state increases the brain's ability to retain or retrieve memory. Blood traveling to the brain at a greater rate feeds the brain the needed nutrients of oxygen and glucose. Engaging in vigorous activity gives the brain the nutrients it needs to function at an optimal state and benefit the learner.	
Participate in activities that allow the child to experience a rise in the heart rate and breathing rate.	-
Demonstrate the ability to determine if the heart is beating faster after activity.	-
Participate in activities designed to strengthen major muscle groups.	-
Participate in activities that enhance flexibility.	-
Foundation Block 6: Responsible Behaviors	
All children must be provided with opportunities to experience rules regarding safety and behaviors towards others, as well as to demonstrate an understanding of what cooperation means. These behaviors need to be practiced on a regular/daily basis so that acceptable behaviors may be positively learned and reinforced.	
Demonstrate safe behaviors by applying rules regarding behaviors in a physical activity setting.	Daily Routines (Gimme Five)



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Developmental / Content Area: Physical and Motor Development

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Share equipment and space, and take turns with help from the teacher.	All TSLs Activities
Work well with all children.	All TSLs Activities
Listen to and follow simple directions.	Ear Icon on TSLs
Foundation Block 7: Physically Active Lifestyle	
Regular physical activity prepares the brain for learning by providing a healthier body that works more efficiently. Young developing brains benefit from regular physical activity.	
Identify the activities that they like and dislike.	-
Describe what it means to be physically active and then have the opportunity to actively pursue the activities they have described.	-
Participate in structured and unstructured physical activity every day.	-
Participate in activities geared toward different levels of proficiency.	-
Identify places at home, in the neighborhood and in the communities where children can play safely and be physically active.	-

Developmental / Content Area: Personal and Social Development

Virginia Early Learning Standard	TeachSmart® Learning System Activities
Foundation Block 1: Self-Concept	
The essence of early personal and social development is a child's self concept. A sense of self-worth enables a confident child to participate in most classroom activities, express emotions, explore toys and materials, and interact with others in the classroom. To develop this confidence, many preschool children need opportunities to learn how to play with others. At times, young children need support in trying new classroom activities.	
Demonstrate knowledge of personal information including first and last name, gender, age, and birthday.	Daily Questions (How Old Are You), It is Fun to Write My Name, I Can Unscramble My Name
Begin to recognize and express own emotions using words rather than actions.	-
Recognize self as a unique individual and respect differences of others	All TSLs Activities



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Develop personal preferences regarding activities and materials.	All TSLs Activities
Demonstrate self-direction in use of materials.	All TSLs Activities
Develop increased independence in school activities throughout the day.	All TSLs Activities
Foundation Block 2: Self-Control	
Young children benefit from routines and structure. They find comfort and feel secure when they can predict the flow of events and people each day. Managing change can be a challenge for preschoolers. Young children are most successful handling transitions when they are told what to expect in advance. Prior knowledge enables young children to feel in control and participate without confusion.	
Contribute ideas for classroom rules and routines.	Daily Routines (Gimme Five)
Follow rules and routines within the learning environment.	Daily Routines (Gimme Five)
Use classroom materials purposefully and respectfully.	All TSLs Activities
Manage transitions and adapt to changes in routine.	All TSLs Activities
Develop positive responses to challenges.	All TSLs Activities
Foundation Block 3: Approaches to Learning	
As young children develop more awareness perceptually, they are naturally curious and ask questions about everything they encounter. As children gain experience with asking questions, they ask for clarification or additional information. Preschoolers should be able to attend to tasks for 10-20 minutes. Learning to work until tasks are finished or problems are solved is challenging for children of this age group and they frequently need support in this area.	
Show interest and curiosity in learning new concepts and trying new activities and experiences.	All TSLs Activities
Demonstrate ability to learn from experiences.	All TSLs Activities
Increase attention to a task or activity over time.	All TSLs Activities
Seek and accept help when needed.	All TSLs Activities
Foundation Block 4: Interaction with Others	
Young children are learning to communicate with others. This is an extraordinary challenge as it includes physical, social, linguistic, cognitive, emotional, and personal growth. To accomplish this new level of social interaction, many children need coaching and adult supervision. As a child learns appropriate styles of communication with others, the adult can reduce the amount of supervision and offer simple reminders as needed.	
Initiate and sustain interactions with other children.	All TSLs Activities
Demonstrate verbal strategies for making a new friend.	All TSLs Activities
Interact appropriately with other children and familiar adults by cooperating, helping, sharing, and expressing interest.	All TSLs Activities



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

Developmental / Content Area: Personal and Social Development

Virginia Early Learning Standard	TeachSmart® Learning System Activities
Participate successfully in group settings.	All TSLS Activities
Demonstrate respectful and polite vocabulary.	-
Begin to recognize and respond to the needs, rights, and emotions of others.	All TSLS Activities
Foundation Block 5: Social Problem-Solving	
Social situations can be a source of frustration for young children. At times, toys and turns seem more important than the feelings of others. Physical aggression is often the strategy of choice used by preschoolers to settle conflicts. Aggression seems to work at first, since the victim may relinquish the toy or give up a turn. Preschoolers need adult support and guidance in learning alternatives to aggression for resolving conflicts. Teachers should coach and model ways for children to communicate their needs and feelings verbally.	
Express feelings through appropriate gestures, actions, and words.	All TSLS Activities
Recognize conflicts and seek possible solutions.	All TSLS Activities
Allow others to take turns.	All TSLS Activities
Increase the ability to share materials and toys with others over time.	All TSLS Activities
Include others in play activities.	All TSLS Activities



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