

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

Developmental/Content Area: Language and Literacy Development (LD)

| Georgia Early Learning Standard | iStartSmart™ |
|---|--------------|
| LD 1 Children will develop skills in listening for the purpose of comprehension. | |
| LD 1 a Listens and follows spoken directions. <ul style="list-style-type: none"> • Follows directions such as, “Hang up your jacket and come to the group area.” • Repeats an instruction to a friend. | ✓ |
| LD 1 b Responds to questions. <ul style="list-style-type: none"> • Answer questions from familiar adults and peers. • Respond to questions during casual conversation. | ✓ |
| LD 1 c Listens to recordings and shows understanding through body language or by interacting appropriately. <ul style="list-style-type: none"> • Sings along with songs on tape. • Turns pages of books. | ✓ |
| LD 1 d Listens to stories read aloud and shows understanding through body language or by interacting appropriately. <ul style="list-style-type: none"> • Lean forward or smiles as books are read during group time. • Repeats the rhyme in a repetitive book. | ✓ |
| LD 1 e Begins to distinguish fact from fiction in a read aloud text. <ul style="list-style-type: none"> • Tell whether story is real or make-believe. | ✓ |
| LD 1 f Makes predictions from pictures and titles. <ul style="list-style-type: none"> • Predict what happens next in a picture walk using picture clues or title of a book. | ✓ |
| LD 1 g Uses pictures or symbols to identify concepts. <ul style="list-style-type: none"> • Tell what comes next in a pictorial schedule. | ✓ |
| LD 1 h Becomes increasingly familiar with the structure of stories (characters, events, plot, resolution of story). <ul style="list-style-type: none"> • Retells the main events in a story. • Discuss the characters in a story. • Use illustrations to predict printed text such as saying, “Goldilocks is running away!” | ✓ |

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| LD 2 Children will learn to discriminate the sounds of language (phonological awareness). | |
| LD 2 a Differentiates sounds that are the same and different. <ul style="list-style-type: none"> Recognizes that “Mark” and “Matt” begin with the same sound. Identifies common environmental sounds or animal sounds. | ✓ |
| LD 2 b Repeats rhymes, poems and finger plays. <ul style="list-style-type: none"> Repeats rhymes such as “Humpty Dumpty”. Repeats finger plays and poems such as “Itsy Bitsy Spider”. | |
| LD 2 c Recognizes the same beginning sounds in different words (alliteration). <ul style="list-style-type: none"> Plays with repetitive sounds such as snakes slither or the big blue ball bounces. | ✓ |
| LD 2 d Shows growing ability to hear and discriminate separate syllables in words. <ul style="list-style-type: none"> Claps hands for syllables in names or other familiar words. | ✓ |
| LD 2 e Creates and invents words by substituting one sound for another. <ul style="list-style-type: none"> Sings the “Name Game” or “Willoughby Woo” and substitutes different beginning sounds for names. | ✓ |
| LD 3 Children will develop an understanding of new vocabulary introduced in conversations, activities, stories or books. | |
| LD 3 a Increases vocabulary through everyday communication. <ul style="list-style-type: none"> Participates in “Daily Message / Daily News”. Expresses ideas heard in stories. | ✓ |
| LD 3 b Uses new vocabulary words correctly within the context of play or other classroom experiences. <ul style="list-style-type: none"> After discussing community helpers, child says, “I want to be a veterinarian and take care of animals.” Creates a story for a wordless picture book. | ✓ |
| LD 3 c Connects new vocabulary with prior educational experience. <ul style="list-style-type: none"> Helps create a language experience chart after participating in a field trip. | ✓ |

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| LD 4 Children will develop and expand expressive language skills (speaking). | |
| LD 4 a Uses language for a variety of purposes. <ul style="list-style-type: none"> • Uses language to express needs, feelings or preferences. • Uses different voices for characters in a story. | ✓ |
| LD 4 b Engages in conversations with adults and children. <ul style="list-style-type: none"> • Asks and answers questions for information and to solve problems. • Tells personal narrative. • Engages in turn-taking conversations. | ✓ |
| LD 4 c Uses complete sentences of increasing length in conversation. <ul style="list-style-type: none"> • Uses descriptive words. • Expands on ideas. | ✓ |
| LD 4 d Uses language to pretend or create. <ul style="list-style-type: none"> • Pretends with words or actions. • Tells real or make-believe stories. | ✓ |
| LD 5 Children will begin to develop age-appropriate strategies that will assist in reading. | |
| LD 5 a Demonstrates an interest in books or stories. <ul style="list-style-type: none"> • Chooses to look at books independently. • Requests that books be read. | ✓ |
| LD 5 b Discusses books or stories read aloud. <ul style="list-style-type: none"> • Asks questions about a story or illustration. • Adds personal information to a story. | ✓ |
| LD 5 c Exhibits book-handling skills. <ul style="list-style-type: none"> • Looks at books appropriately, left to right, top to bottom, turning one page at a time, front to back of book. | |
| LD 5 d Associates symbols with objects, concepts and functions. <ul style="list-style-type: none"> • Recognizes familiar logos. • Checks class job chart to find out whose job it is to wash the tables after snack. • Uses labels in a classroom to put away materials. | ✓ |

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| LD 5 e Recognizes that print represents spoken words. <ul style="list-style-type: none"> • Sees a word in the environment and asks the teacher about the word. | ✓ |
| LD 5 f Dramatizes, tells and retells poems and stories. <ul style="list-style-type: none"> • Uses puppets or flannel board to retell a story. • Tells a story to friends. | ✓ |
| LD 5 g Identifies some individual letters of the alphabet. <ul style="list-style-type: none"> • Identifies letters when using alphabet play dough cutters. • Identifies letters in name or in the environment. | ✓ |
| LD 5 h Shares books and engages in pretend-reading with other children. <ul style="list-style-type: none"> • Shares a book with another child at the library center. | ✓ |
| LD 5 i Recognizes books as a source of information. <ul style="list-style-type: none"> • Asks the teacher to read a book about the classroom pet. • Sees a fire truck outside and selects a book about fire trucks. | |
| LD 5 j Connects information and events in books to real-life experiences. <ul style="list-style-type: none"> • When reading a book about a dog, talks about the pet at home. | ✓ |
| LD 5 k Participates in oral reading activities. <ul style="list-style-type: none"> • Participates in oral reading activities (morning message, rebus story, experience story). | ✓ |
| LD 5 l Recognizes that sentences are composed of separate words. <ul style="list-style-type: none"> • Counts words in a sentence using a big book read aloud. • Counts words in sentences during the morning message. | ✓ |
| LD 5 m Uses pictures or symbols to identify concepts. <ul style="list-style-type: none"> • Tells what comes next in a pictorial schedule. | ✓ |

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| LD 6 Children will begin to develop age-appropriate writing skills. | |
| LD 6 a Experiments with a variety of writing tools, materials and surfaces. <ul style="list-style-type: none"> • Draws or writes using pencils, markers, crayons, paint, shaving cream. • Draws or writes on paper, cardboard, chalkboard, dry-erase board. | ✓ |
| LD 6 b Uses scribbles, shapes, pictures and letters, or other forms of writing. <ul style="list-style-type: none"> • Stages of writing <ul style="list-style-type: none"> ◦ Pictures ◦ Scribbles (Squiggle lines and shapes) ◦ Letter-like forms ◦ Copies letters / words from the environment ◦ Uses letters to represent sounds in words ◦ Labels objects in drawings ◦ Connects words to form sentences ◦ Creates a story with beginning, middle, and end | ✓ |
| LD 6 c Understands that print is used to communicate ideas and information (writing for a purpose). <ul style="list-style-type: none"> • Writes list in the dramatic play area. • Makes signs in the block center. • Writes messages for friends or adults. • Writes name on work to show ownership. | ✓ |
| LD 6 d Begins to dictate words, phrases, and sentences to an adult recording on paper. <ul style="list-style-type: none"> • Tells an adult a story to record. • Identifies objects in drawing / painting for adult to record. | |
| LD 6 e Uses left-to-right patterns. <ul style="list-style-type: none"> • Uses tracking when reading and writing the morning message and stories. | ✓ |

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Developmental/Content Area: Mathematics Development (MD)

| Georgia Early Learning Standard | iStartSmart™ |
|--|--------------|
| MD 1 Children will begin to develop an understanding of numbers. | |
| MD 1 a Counts by rote. <ul style="list-style-type: none"> • Counts in finger plays or rhymes. • Sings a counting song. | ✓ |
| MD 1 b Arranges sets of objects in one-to-one correspondence. <ul style="list-style-type: none"> • Matches blocks with animals. • Places a spoon on each plate at the table. | ✓ |
| MD 1 c Counts objects using on-to-one correspondence. <ul style="list-style-type: none"> • Counts manipulatives. • Counts the number of children present. | ✓ |
| MD 1 d Compares sets of objects using language. <ul style="list-style-type: none"> • Identifies “more than, less than or same” when comparing two groups. • Explains that all of the long sticks are in one box and all the short sticks are in another box. | ✓ |
| MD 1 e Begins to understand concept of part and whole using real objects. <ul style="list-style-type: none"> • Recognizes the difference between a whole apple and part of an apple. | |
| MD 1 f Begins to identify ordinal numbers. <ul style="list-style-type: none"> • Lines objects on table and points to first in line and the last in line. • Standing in line and says, “I am first, and you are second.” | ✓ |
| MD 1 g Associates numeral name with set of objects. <ul style="list-style-type: none"> • Counts four objects and says, “I have four bears.” | ✓ |
| MD 1 h Begins to understand the concept of currency as a means of exchange. <ul style="list-style-type: none"> • Sorts coins during a small group activity. • Uses play money to purchase items from a pretend classroom store. | |

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Developmental/Content Area: Mathematics Development (MD)

| Georgia Early Learning Standard | iStartSmart™ |
|---|--------------|
| MD 1 i Begins to understand the concept of estimation. <ul style="list-style-type: none"> Estimate the number of marbles in a jar. Estimates how many steps it will take to get to the playground. Estimates how many cups of water it will take to fill a pitcher. | |
| MD 1 j Begins to recognize numbers. <ul style="list-style-type: none"> Says, "I see the number 2," while pointing to the morning message board. Matches the correct number of counters to the number cars and says, "Here is the number 4." | ✓ |
| MD 2 Children will create and duplicate simple patterns. | |
| MD 2 a Copies a pattern using sounds or physical movements. <ul style="list-style-type: none"> Snaps, claps, stomps a rhythmic pattern. | |
| MD 2 b Recognizes and reproduces simple patterns of objects. <ul style="list-style-type: none"> Creates patterns using manipulatives, blocks or other objects in the classroom. | ✓ |
| MD 2 c Reproduces and extends a pattern using objects. <ul style="list-style-type: none"> Sees the pattern in a string of beads and determines which bead is needed to continue the pattern. | ✓ |
| MD 2 d Independently creates patterns using objects. <ul style="list-style-type: none"> Creates patterns using manipulatives, blocks, or other objects in the classroom. | ✓ |
| MD 2 e Spontaneously recognizes and identifies patterns in the environment. <ul style="list-style-type: none"> Recognizes patterns in rugs, cloths, daily schedule. Recognizes repeated phrases in stories. | |
| MD 3 Children will sort and classify objects. | |
| MD 3 a Matches like objects. <ul style="list-style-type: none"> Places all of the dinosaurs together. | ✓ |
| MD 3 b Sorts objects using one characteristic. <ul style="list-style-type: none"> Places all of the red blocks together and all of the green blocks together. Places the big animals in one group and small animals in another group. Sorts all of the pennies, nickels, and dimes into the appropriate groups. | ✓ |

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| MD 3 c Classifies objects using more than one characteristic. <ul style="list-style-type: none"> Makes a grouping of red triangles, green triangles, red squares, and green squares (sorted by color and shape). | ✓ |
| MD 3 d Sorts and classifies objects using self-selected criteria. <ul style="list-style-type: none"> Sorts through a box of buttons and makes up rules for organization. | |
| MD 3 e Explains sorting or classifying strategy. <ul style="list-style-type: none"> Sorts items and says, “I put all of the big animals together.” | ✓ |
| MD 3 f Participates in creating and using real and pictorial graphs or other simple representations of data. <ul style="list-style-type: none"> Helps to create a graph of types of shoes worn in the classroom by placing shoes on a floor graph. Helps to create a chart of favorite foods by placing name or symbol under the correct column. | ✓ |
| MD 4 Children will develop a sense of space and an understanding of basic geometric shapes. | |
| MD 4 a Recognizes, describes and compares basic geometric shapes. <ul style="list-style-type: none"> During group time says, “I am sitting on a square.” Notes that the classroom door is a rectangle. Using unit blocks, notices that a square has four sides and a triangle has three sides. | |
| MD 4 b Uses classroom materials to create shapes. <ul style="list-style-type: none"> Combines unit blocks to make shapes. Forms shapes using play dough. | |
| MD 4 c Uses language to indicate where things are in space: positions, directions, distances, order. <ul style="list-style-type: none"> Uses positional words such as over, under, behind during play. Places an object inside and outside, behind and in front, under and above, beside and on a box on a table. | ✓ |

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Developmental/Content Area: Mathematics Development (MD)

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| MD 5 Children will learn how to use a variety of non-standard and standard means of measurement. | |
| MD 5 a Associates and describes the passage of time with actual events. <ul style="list-style-type: none"> • Notes that snack time is after outdoor time. • Remarks that yesterday was special because of the trip to the library. • Recalls daily schedule. • Uses words to describe time intervals such as, yesterday, today, and tomorrow. | ✓ |
| MD 5 b Uses mathematical language to describe experiences involving measurement. <ul style="list-style-type: none"> • Uses comparison terms, such as, “My block is longer than your” (heavy / light, big / little, tall / short). | ✓ |
| MD 5 c Measures the passage of time using non-standard or standard measures. <ul style="list-style-type: none"> • Uses the sand timer to measure time at the computer. | |
| MD 5 d Measures the length of objects using non-standard or standard measures. <ul style="list-style-type: none"> • Uses links to measure the length of a table. • Uses hands, feet, or string to measure length. • Uses a ruler to measure the length of a clock. | ✓ |
| MD 5 e Measures the volume (capacity) of objects using non-standard or standard measures. <ul style="list-style-type: none"> • Uses a cup or plastic container to measure the water in the sensory table. • Uses measuring cups to measure ingredients for a recipe. | |
| MD 5 f Measures and compares the weight of objects using non-standard or standard measures. <ul style="list-style-type: none"> • Holds a block in each hand and identifies which is heaviest. • Uses balance scale to compare weight of small blocks and plastic cubes. | |
| MD 5 g Orders two or more objects by size (seriation). <ul style="list-style-type: none"> • Uses blocks of three different sizes and places in order of size-small, medium, large. • Arranges four rods from shortest to longest. | ✓ |


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Developmental/Content Area: Science Development (SD)

| Georgia Early Learning Standard | iStartSmart™ |
|--|--------------|
| SD 1 Children will use processes of science to actively explore and increase understanding of the environment. | |
| SD 1 a Asks questions about objects, organisms, or events in environment. <ul style="list-style-type: none"> • Notes the different ways that insects can move. • Inspects a bird’s nest and wonders how it was constructed. • Sees a rainbow and asks how it was formed. | |
| SD 1 b Uses senses to observe, classify, and learn about objects. <ul style="list-style-type: none"> • Identifies scent containers by sense of smell. • Identifies objects in a “feely” bag by touch. • Separates objects by texture. | |
| SD 1 c Uses language to describe observation. <ul style="list-style-type: none"> • Notes that the hamster is small, furry, and soft. • Notes that the turtle moves slowly, and the hamster moves quickly. | |
| SD 1 d Uses simple equipment to experiment, observe, and increase understanding. <ul style="list-style-type: none"> • Uses magnet wands to identify magnetic items in center. • Looks through prism and says, “I can see a rainbow.” | |
| SD 1 e Records observations through dictating to an adult, drawing pictures, or using other forms of writing. <ul style="list-style-type: none"> • Draws pictures documenting result of an experiment using magnets. • Keeps a pictorial log of plant growth. | |
| SD 1 f Predicts what will happen next based on previous experience. <ul style="list-style-type: none"> • After planting a seed, says “We planted seeds at our house and grew flowers.” | |
| SD 2 Children will acquire scientific knowledge related to life science. | |
| SD 2 a Observes, explores, and describes a wide variety of animals and plants. <ul style="list-style-type: none"> • Uses picture cards and matches animals and their offspring. • Describes the different types of leaves on the trees on the playground. • Sorts animals according to skin coverings (feathers, fur, and scales). | |
| SD 2 b Recognizes there are basic requirements for all common life forms. <ul style="list-style-type: none"> • Takes care of familiar plants and animals in the classroom. | |

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Developmental/Content Area: Science Development (SD)

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| SD 2 c Observes, explores, and describes a variety of living and non-living objects. <ul style="list-style-type: none"> • Makes collections of non-living objects such as rocks and buttons. | |
| SD 2 d Understands that plants and animals have varying life cycles. <ul style="list-style-type: none"> • Observes life cycle of insects or amphibians. • Reads books about life cycles such as <i>The Very Hungry Caterpillar</i>. | |
| SD 2 e Participates in activities related to preserving the environment. <ul style="list-style-type: none"> • Places scrap paper in the classroom recycling bin. • Assists in planting a tree. | |
| SD 3 Children will acquire scientific knowledge related to physical science. | |
| SD 3 a Investigates and describes the states of matter. <ul style="list-style-type: none"> • Observes ice melting. • Describes the difference between liquid and solid objects. | |
| SD 3 b Describes objects by their physical properties. <ul style="list-style-type: none"> • Describes the difference between the wet sand and the dry sand. • Describes how water flows through a tube in the sensory table. | |
| SD 3 c Explores simple machines. <ul style="list-style-type: none"> • Creates a ramp for cars in the block center. | |
| SD 3 d Investigates different types / speeds of motion. <ul style="list-style-type: none"> • Plays follow the leader with different types of motion. • Rolls objects on various ramps in the block center. • Comments, “My car goes faster than Johnny’s truck.” | |
| SD 4 Children will acquire scientific knowledge related to earth science. | |
| SD 4 a Investigates, compares, and contrasts seasonal changes in the immediate environment. <ul style="list-style-type: none"> • Notes that it is necessary to wear jackets in the winter, because it is cold outside. • Draws a picture of the weather outside. |  |

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Developmental/Content Area: Science Development (SD)

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| <p>SD 4 b Discovers through observations that weather can change from day to day.</p> <ul style="list-style-type: none"> • Graphs daily weather. • Reads outside thermometer and records observations in a weather journal. | ✓ |
| <p>SD 4 c Participates in activities to explore the earth (rocks, soil, air) and sky (clouds, sun, moon, stars).</p> <ul style="list-style-type: none"> • Listens to stories about the earth and sky such as, <i>Good Night Moon</i>, <i>In the Tall Tall Grass</i>, <i>It Looked Like Split Milk</i>. • Observes and draws pictures of clouds. • Observes and draws pictures of shadows at varying times of the day. • Collects rocks and classifies by size, color, shape, texture. • Classify objects according to those seen in the day sky and those seen in the night sky. | ✓ |

Developmental/Content Area: Social Studies Development (SS)

| Georgia Early Learning Standard | iStartSmart™ |
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| <p>SS 1 Children will develop an appreciation of his / her role as a member of the Family, the classroom, and the community.</p> | |
| <p>SS 1 a Begins to understand family structures and roles.</p> <ul style="list-style-type: none"> • Identifies different family structures. • Looks at photographs of classmates' families • Reads stories about different family structures. • Participates in dramatic play in "home" setting, using dress-up clothes. | |
| <p>SS 1 b Participates in classroom jobs and contributes to the classroom community.</p> <ul style="list-style-type: none"> • Feeds fish, picks up paper off the floor, passes out napkins during snack, helps during clean-up time. • Describes and identifies necessary classroom jobs (ex: cleaning tables, feeding class pets). | ✓ |

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Developmental/Content Area: Social Studies Development (SS)

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| <p>SS 1 c Becomes aware of the roles, responsibilities and services provided by community workers.</p> <ul style="list-style-type: none"> • Pretends to be a store salesperson or mail carrier (or other community worker) during dramatic play. • Identifies community workers by the uniform worn or the equipment used. • Completes the community worker puzzle and describes the various jobs. | ✓ |
| <p>SS 1 d Becomes aware of family and community celebrations and events.</p> <ul style="list-style-type: none"> • Describes family celebrations (birthdays, family gatherings, holidays). • Participates in community events (parades, festivals, fairs, picnics). | |
| SS 2 Children will develop a respect for differences in people. | |
| <p>SS 2 a Identifies similarities and differences among people.</p> <ul style="list-style-type: none"> • Recognizes that classmates have hair, but it can be different colors, lengths, and textures. • Uses multicultural dolls / books / materials. Materials should represent differing ethnicity, culture, ages, ability, and gender. | |
| <p>SS 2 b Demonstrates an emerging awareness and respect for culture and ethnicity.</p> <ul style="list-style-type: none"> • Learns some words of other languages. • Tastes a snack that a classmate from another culture brings to school. | |
| <p>SS 2 c Demonstrates emerging awareness and respect for abilities.</p> <ul style="list-style-type: none"> • Reads a story about a child with a disability. • Includes children with disabilities in play / conversation. | ✓ |
| SS 3 Children will express beginning geographic thinking. | |
| <p>SS 3 a Identifies common features in the home and school environment.</p> <ul style="list-style-type: none"> • Describes what is seen on the way to school. • After touring the school, draws a picture about what was seen. | ✓ |
| <p>SS 3 b Creates simple representations of home, school, or community.</p> <ul style="list-style-type: none"> • Builds a familiar street with blocks. • Draws a simple map of classroom or school. • Drives toy cars on roads made from blocks or uses blue paper to represent water. | ✓ |

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Developmental/Content Area: Social Studies Development (SS)

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| SS 3 c Uses and responds to words to indicate directionality, position, and size. <ul style="list-style-type: none"> Identifies objects that are near and far. Talks about the largest (smallest) building in the city. Identifies buildings that are close to or far from the school. | ✓ |
| SS 3 d Develops awareness of the community, city, and state in which he / she lives. <ul style="list-style-type: none"> Takes a walking field trip to explore the local community. Identifies the name of the city and state in which he /she lives. Becomes familiar with community and state landmarks (city hall, police stations, grocery store, museums, capital). | |
| SS 3 e Recognizes characteristics of other geographic regions and cultures. <ul style="list-style-type: none"> Explores the characteristics of arctic animals. Reads a story about life in the rain forest. | |

Developmental/Content Area: Creative Development (CD)

| Georgia Early Learning Standard | iStartSmart™ |
|---|--------------|
| CD 1 Children will explore and use a variety of materials to develop artistic expression. | |
| CD 1 a Experiments with a variety of materials and activities for sensory experience and exploration. <ul style="list-style-type: none"> Uses markers, paint, crayons, modeling clay, collage materials, play dough. | ✓ |
| CD 1 b Uses materials to create original work and for self-expression. <ul style="list-style-type: none"> Uses collage materials to create a picture. Creates a sculpture using clay. | |
| CD 1 c Shares details about personal creations (paintings, drawings, 3-D sculptures, block structures). <ul style="list-style-type: none"> Explains painting or drawing to another person. Creates an airplane with materials and tells teacher how each part makes it work. | ✓ |

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Developmental/Content Area: Creative Development (CD)

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| <p>CD 1 d Expresses interest in and shows appreciation for the creative work of others.</p> <ul style="list-style-type: none"> • Watches classmates perform puppet show or a dance they have created. • Comments with enthusiasm on the construction, art work, or writing that classmates have created. • Shows interest in illustrations in books or pieces of art work in the environment. | |
| <p>CD 2 Children will participate in music and movement activities.</p> | |
| <p>CD 2 a Uses music and movement to express thoughts, feelings, and energy.</p> <ul style="list-style-type: none"> • Uses props to respond with expression to music of various tempos. • Interprets emotions through music. • Develops movements that express concepts (feelings, directions, words, ideas). | |
| <p>CD 2 b Participates in group singing or other musical activities.</p> <ul style="list-style-type: none"> • Sings a song with the group during circle time. • Plays the classroom musical instruments. | |
| <p>CD 2 c Participates in creative movement and dance.</p> <ul style="list-style-type: none"> • Creates a movement that responds to the beat of a record. • Exhibits a variety of ways to move (forward, backward, sideways). • Shows creativity in movement (marching, hopping, jumping, snapping, twisting, dancing, swaying, stomping, turning). | |
| <p>CD 2 d Explores various music types, musical instruments, and music from various cultures.</p> <ul style="list-style-type: none"> • Uses headphones to listen to classical music. • Uses maracas as a musical prop during music and movement. • Uses materials to create a musical instrument. | |
| <p>CD 3 Children will use drama to express individuality.</p> | |
| <p>CD 3 a Participates in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences.</p> <ul style="list-style-type: none"> • Puts on the firefighter’s hat and pretends to put out a fire. • Uses a note pad to take a restaurant order in the home living area. • Pretends to be a waiter and serves food to friends sitting at the pretend restaurant table. | <p style="text-align: right;">✓</p> |

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Developmental/Content Area: Creative Development (CD)

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| CD 3 b Recreates a story or poem through drama. <ul style="list-style-type: none"> • Uses props to retell the story of <i>The Three Little Pigs</i>. • Pretends to be “Jack Be Nimble” and jumps over a block representing a candlestick. | ✓ |
| CD 3 c Participates in activities using symbolic materials and gestures to represent real objects and situations. <ul style="list-style-type: none"> • Uses a block to represent a telephone. • Claps hands to represent thunder. • Uses a scarf to symbolize the wind blowing. | ✓ |

Developmental/Content Area: Social and Emotional Development (SE)

| Georgia Early Learning Standard | iStartSmart™ |
|--|--------------|
| SE 1 Children will develop confidence and positive self-awareness. | |
| SE 1 a Demonstrates knowledge of personal information. <ul style="list-style-type: none"> • Describes self using several basic characteristics (gender, name, age). • Says name when asked or sings name in song. | ✓ |
| SE 1 b Recognizes self as a unique individual and becomes aware of the uniqueness of others. <ul style="list-style-type: none"> • States, “I have brown eyes, Mary has blue eyes.” • Says, “My hair is short, and my friend has long hair.” | |
| SE 1 c Demonstrates confidence in his / her range of abilities and expresses pride in accomplishments. <ul style="list-style-type: none"> • Says, “Watch me. I can do it by myself.” | |
| SE 1 d Develops personal preferences. <ul style="list-style-type: none"> • Makes choices during independent activities. • Chooses a favorite color, food, song, etc. | ✓ |

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

Developmental/Content Area: Social and Emotional Development (SE)

| Georgia Early Learning Standard | iStartSmart™ |
|---|--------------|
| SE 2 Children will develop curiosity, initiative, self-direction and persistence. | |
| SE 2 a Shows interest in learning new concepts and trying new experiences. <ul style="list-style-type: none"> • Investigates and experiments with materials. • Asks questions about the people in the classroom environment. | ✓ |
| SE 2 b Initiates interaction with others. <ul style="list-style-type: none"> • Introduces himself to a new classmate. • Invites other children to join play. | ✓ |
| SE 2 c Demonstrates self-direction in use of materials. <ul style="list-style-type: none"> • Chooses learning activities. • Chooses to use the writing center to make a card for a friend. • Becomes involved with classroom materials without teacher prompting. | ✓ |
| SE 2 d Develops independence during activities, routines, play. <ul style="list-style-type: none"> • Selects additional materials to complete a project. • Hangs up book bag / jacket upon arrival to school. | ✓ |
| SE 2 e Sustains attention to a task or activity appropriate for age. <ul style="list-style-type: none"> • Builds an extensive block structure. • Completes a challenging puzzle. | ✓ |
| SE 3 Children will increase the capacity for self-control. | |
| SE 3 a Helps to establish classroom rules and routines. <ul style="list-style-type: none"> • Provides ideas to make the classroom run smoothly. • Discusses rules for being safe outdoors. | ✓ |
| SE 3 b Follows rules and routines within the learning environment. <ul style="list-style-type: none"> • Remembers to follow simple rules such as walking in the hallways. • Participates in simple non-competitive games. | ✓ |
| SE 3 c Uses classroom materials purposefully and respectfully. <ul style="list-style-type: none"> • Uses materials and equipment without breaking or destroying the items. • Puts materials back into the assigned spaces. | ✓ |

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

Developmental/Content Area: Social and Emotional Development (SE)

| Georgia Early Learning Standard | iStartSmart™ |
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| SE 3 d Manages transitions and adapts to changes in routine. <ul style="list-style-type: none"> • Moves smoothly from one routine to another. • Understands and follows daily schedule. | ✓ |
| SE 3 e Expresses feelings through appropriate gestures, actions and language. <ul style="list-style-type: none"> • Identifies common emotions such as “I am happy,” or “That made me sad.” • Uses words to express frustration rather than hitting another child. | ✓ |
| SE 4 Children will develop interpersonal and social skills for relating with other members of the learning community. | |
| SE 4 a Interacts appropriately with peers and familiar adults. <ul style="list-style-type: none"> • Follows suggestions given by a friend concerning their play. • Greets the teacher or other adults when arriving at school. | ✓ |
| SE 4 b Begins to recognize the needs and rights of others. <ul style="list-style-type: none"> • Gives assistance to peers who are trying to solve a problem such as zipping coats or tying shoes. • Responds appropriately to a friend when he / she says, “No”. • Respects personal space and belongings of others. | ✓ |
| SE 4 c Shows empathy and understanding to others. <ul style="list-style-type: none"> • Is concerned and wants to help when a classmate falls. • Helps a classmate pick up spilled toys. • Carries something for a child who is unable to do so. | ✓ |
| SE 4 d Participates successfully as a member of a group. <ul style="list-style-type: none"> • Cooperates with other children during dramatic play or in building block structures. • Works with other children to complete a project. • Develops friendships with peers. | ✓ |
| SE 4 e Participates in resolving conflicts and disagreements with others. <ul style="list-style-type: none"> • Settles a dispute with another child through negotiation. • Takes turns without pushing or other conflict. • Seeks help from a teacher when needed. | ✓ |

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

Developmental/Content Area: Health and Physical Development (HPD)

| Georgia Early Learning Standard | iStartSmart™ |
|---|--------------|
| HPD 1 Children will participate in a variety of gross-motor activities to develop control, balance, strength and coordination. | |
| HPD 1 a Develops coordination and balance. <ul style="list-style-type: none"> • Carries a glass of water across the room without spilling it. • Peddles and steers a tricycle. • Walks on balance beam. • Balances on one foot. | |
| HPD 1 b Coordinates movement to perform tasks. <ul style="list-style-type: none"> • Walks, gallops, jumps and runs in rhythm to simple tunes and music patterns. • Climbs a slide ladder using arms and feet. • Moves body into position to catch or kick a ball. • Builds strength and stamina in movement activities. | |
| HPD 1 c Participates in a variety of indoor and outdoor activities that increase strength, endurance, and flexibility. <ul style="list-style-type: none"> • Uses outdoor large motor equipment daily. | |
| HPD 2 Children will participate in activities that foster fine motor development. | |
| HPD 2 a Performs fine-motor tasks that require small-muscle strength and control. <ul style="list-style-type: none"> • Tears a piece of tape off a roll of tape. • Uses paper punch or stapler. • Works with play dough. • Uses writing tools. | ✓ |
| HPD 2 b Uses eye-hand coordination to perform fine-motor tasks. <ul style="list-style-type: none"> • Puts together puzzles. • Strings beads or puts pegs into boards. | ✓ |
| HPD 2 c Exhibits manual coordination. <ul style="list-style-type: none"> • Uses scissors and art materials. • Uses hands and fingers to act out finger plays and songs. • Begins to practice self-help skills in zipping and buttoning. | ✓ |

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

Developmental/Content Area: Health and Physical Development (HPD)

| Georgia Early Learning Standard | iStartSmart™ |
|--|--------------|
| HPD 3 Children understand healthy and safe living practices. | |
| HPD 3 a Participates in activities related to health and personal care routine. <ul style="list-style-type: none"> • Washes hands after toileting / before eating. • Dramatizes health care professional roles. • Uses the tooth model to demonstrate how to properly brush teeth. | |
| HPD 3 b Participates in activities related to nutrition. <ul style="list-style-type: none"> • Identifies healthy foods. • Sorts the plastic food in the dramatic play area into groups of fruits and vegetables. | ✓ |
| HPD 3 c Discusses and utilizes appropriate safety procedures. <ul style="list-style-type: none"> • Knows to call 911 in an emergency. • Discusses safety rules for playground. • Participates in activities to learn to avoid dangerous situations. | |