

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

## Developmental/Content Area: Literacy

Missouri Early Learning Standard	iStartSmart™
<b>I. Symbolic Development</b>	
<ul style="list-style-type: none"> <li>• <b>Represents feelings and ideas in a variety of ways.</b></li> </ul>	
Represents feelings and ideas through pretend play For example: <ul style="list-style-type: none"> <li>• Pretends to be a firefighter, doctor, mother, father, etc.</li> <li>• Cooperates during play with others (e.g., children work together to build a castle with blocks)</li> <li>• Creates play themes with others (e.g., I'll be the mommy, you are the baby, and we'll go shopping)</li> <li>• Attaches emotion to pretend play</li> </ul>	✓
Represents feelings and ideas through movement For example: <ul style="list-style-type: none"> <li>• Pretends to move, run, jump, crawl, hop, skate, etc. like an elephant, airplane, dancer, bird, etc.</li> <li>• Expresses his/her feelings through movement (e.g., jumps with excitement, stomping feet in frustration)</li> </ul>	
Represents feelings and ideas through music For example: <ul style="list-style-type: none"> <li>• Responds to different kinds of music (e.g., marches to music, relaxes to soft music)</li> <li>• Joins in singing favorite songs, saying rhymes, finger plays, etc.</li> <li>• Creates music and songs (e.g., changes words to familiar tune, plays pretend instruments)</li> </ul>	
Represents feelings and ideas through art and construction For example: <ul style="list-style-type: none"> <li>• Draws or paints pictures and tells others about his/her pictures</li> <li>• Builds with blocks, Lego's, tinker toys, etc., and says, "I made a castle."</li> <li>• Responds to others when asked to tell about a construction or a drawing</li> </ul>	✓
<b>II. Speaking/Expressive Language</b>	
<ul style="list-style-type: none"> <li>• <b>Uses language to communicate</b></li> </ul>	
Communicates in home language and is understood by others For example: <ul style="list-style-type: none"> <li>• Uses English, Spanish, sign or other native language for a variety of purposes</li> <li>• Communicates personal needs, preferences, and feelings</li> </ul>	✓

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Initiates and responds appropriately in conversation and discussions with adults and children For example: <ul style="list-style-type: none"> <li>• Responds to how others feel and expresses concern</li> <li>• Shares information and gives directions, especially during play</li> <li>• Engages in turn-taking conversations</li> <li>• Asks why, what, when, where questions</li> </ul>	✓
<ul style="list-style-type: none"> <li>• <b>Uses expanded vocabulary</b></li> </ul>	
Uses language to pretend or create For example: <ul style="list-style-type: none"> <li>• Pretends with words or actions to be a story/television character</li> <li>• Makes up rhymes of songs</li> <li>• Tells real or make believe stories</li> <li>• Tells and laughs at exaggerated stories</li> </ul>	✓
Uses complete sentences of varying length For example: <ul style="list-style-type: none"> <li>• Uses descriptive language (e.g., color words, sizes, shapes)</li> <li>• Acquires new vocabulary</li> <li>• Asks and answers questions for information</li> <li>• Uses new vocabulary during play</li> </ul>	✓
<b>III. Listening/Receptive Language</b>	
<ul style="list-style-type: none"> <li>• <b>Listens for different purposes</b></li> </ul>	
Follows simple directions For example: <ul style="list-style-type: none"> <li>• Follow 2-step directions, “Put away your crayons and go to the door.”</li> <li>• Follow 3-step directions, “Pick up your toys, brush your teeth, and put on your green shirt.”</li> </ul>	✓
Listens responsively to books and stories For example: <ul style="list-style-type: none"> <li>◦ Responds to books and stories with facial and body gestures (smiling, laughing, etc.)</li> <li>◦ Responds verbally to the story or text</li> </ul>	✓

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Listens to and engages in conversations with others For example: <ul style="list-style-type: none"> <li>• Responds appropriately to the words of another in an exchange of ideas, comments, or questions</li> </ul>	✓
Responds to questions For example: <ul style="list-style-type: none"> <li>• Answers simple questions (e.g., “What would you do if you fell off your bike and hurt your knee?”)</li> </ul>	✓
<b>IV. Reading</b>	
<ul style="list-style-type: none"> <li>• <b>Applies early reading skills</b></li> </ul>	
Shows interest in reading and books For example: <ul style="list-style-type: none"> <li>• Recognizes and frequently requests favorite book(s)</li> <li>• Chooses to “read” or look at books</li> <li>• Responds to and talks about the pictures in books</li> </ul>	✓
Exhibits book-handling skills For example: <ul style="list-style-type: none"> <li>• Holds a book upright and turns pages in the book, front to back</li> <li>• Begins to scan pages from top to bottom and left to right</li> <li>• Knows a book is for “reading”</li> </ul>	
Pretends to read easy or predictable books or tries to read along during his/her favorite part of story For example: <ul style="list-style-type: none"> <li>• Joins in with predictable phrases (e.g., “Run, run, as fast as you can. You can’t catch me I’m the Gingerbread Man.”)</li> <li>• Uses pictures and/or context to construct meaning</li> <li>• May “read” beginning books, wordless books, familiar rhyming books, and/or predictable books recreating the story from memory and/or picture cues</li> </ul>	✓
Comprehends and responds to text For example: <ul style="list-style-type: none"> <li>• Identifies known objects in illustrations</li> <li>• Talks about or expresses emotion in reaction to text</li> <li>• Makes predictions and may use the pictures as a guide (e.g., “I bet he is going to fall.”)</li> <li>• Uses the voice of a character (e.g., “Reads” text like “I’m the Mean Old Troll.”)</li> </ul>	✓

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<p>Develops a sense of story For example:</p> <ul style="list-style-type: none"> <li>• Tells a story from pictures</li> <li>• Recognizes variations in retelling of stories</li> <li>• Predicts outcomes of stories</li> <li>• Tells stories with beginnings, middles, and ends</li> <li>• Dictates stories for others to write down</li> <li>• Tells stories based on personal experiences, imagination, dreams, and/or stories from books</li> <li>• Recalls information about settings, characters, and events in a story</li> </ul>	✓
<p>• <b>Uses concepts of print</b></p>	
<p>Reads environmental print and symbols For example:</p> <ul style="list-style-type: none"> <li>• Recognizes fast food and store signs (e.g., McDonalds, K-Mart)</li> <li>• Recognizes product logos (e.g., Cheerios, Barbie, Lego's)</li> <li>• Recognizes environmental signs (e.g., STOP, MEN, WOMEN, EXIT)</li> </ul>	✓
<p>Identifies some alphabet letters For example:</p> <ul style="list-style-type: none"> <li>• Identifies some letters in his/her name</li> <li>• May identify letters in other personally significant words (e.g., "c" for cookie, "m" for mom)</li> </ul>	✓
<p>Recognizes that print represents spoken words For example:</p> <ul style="list-style-type: none"> <li>• Recognizes first name in print</li> <li>• Knows that the label "chair" on a chair means chair</li> <li>• Looks at words on the page of a book and "reads" the story</li> <li>• Recognizes that a letter is different from a word</li> </ul>	✓
<p>• <b>Attends to sounds in language. (Phonological Awareness)</b></p>	
<p>Repeats rhymes, simple songs, poems and finger plays For example:</p> <ul style="list-style-type: none"> <li>• Says or sings nursery rhymes such as Humpty Dumpty</li> <li>• Sings simple songs such as Twinkle Twinkle Little Star</li> <li>• Says poems and finger plays such as Itsy Bitsy Spider</li> </ul>	✓



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<p>Participates in word games For example:</p> <ul style="list-style-type: none"> <li>• Claps along with syllables of words (e.g., claps names and rhythms)</li> <li>• Creates words by substituting one sound for another (e.g., “I like to eat...Apples and Bananas, Opples an Bononos” “Willoby, Wallaby, Woo”)</li> <li>• Participates in rhyming games (e.g., going on a bear hunt and find something that rhymes with sock)</li> </ul>	✓
<p>Discriminates some sounds in words For example:</p> <ul style="list-style-type: none"> <li>• Attends to books that focus on specific sounds (e.g., JAMBERRY, FOX IN SOCKS. WHO’S IN THE SHED)</li> <li>• Perceives differences between similar sounding words (e.g., coat and goat, three and free)</li> <li>• Experiments with language sounds (like ssssssnake, hissssss, buzzzzzzzz)</li> <li>• Attends to some beginning sounds in familiar words (i.e., “That word begins like my name, David, dog.”)</li> <li>• Plays with repetitive sounds (e.g., snakes slither, John Jacob Jingle Himer Schmitt)</li> </ul>	✓
<b>V. Writing</b>	
<b>• Uses writing as a means of expression/communication</b>	
<p>Experiments with writing tools and materials For example:</p> <ul style="list-style-type: none"> <li>• Shows beginning control of writing, drawing, and art tools (e.g., uses a paint brush, pencil or marker with a functional grasp, uses dry-erase markers or chalk on board, uses tools for play dough)</li> </ul>	✓
<p>Uses scribbles, shapes, pictures and letters to write For example:</p> <ul style="list-style-type: none"> <li>• Scribbles letter-like symbols and some letters in writing</li> <li>• Writes something and then asks someone else to read it</li> <li>• Attempts to write for a variety of purposes (e.g., lists, messages, stories)</li> <li>• Writes as part of play (e.g., the child says, “This is my grocery list.”)</li> </ul>	✓

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<p>Tells others about intended meaning of drawings and writings For example:</p> <ul style="list-style-type: none"> <li>• Used writing to communicate ideas and information</li> <li>• Says to a friend, during pretend play, “I am giving you a ticket, you are going too fast.”</li> <li>• Uses symbols or drawings to express thoughts, feelings, and ideas. Child may draw or “write” about an experience</li> </ul>	✓
<p>Uses a variety of resources to facilitate writing For example:</p> <ul style="list-style-type: none"> <li>• May ask others for help in writing</li> <li>• Attempts to copy letters or words from the environment (e.g., cereal box, names, public signs, logos, books, etc.)</li> </ul>	✓

## Developmental/Content Area: Mathematics

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<b>I. Number and Operations</b>	
<ul style="list-style-type: none"> <li>• <b>Uses number to show quantity</b></li> </ul>	
<p>Shows interest in counting and quantity For example:</p> <ul style="list-style-type: none"> <li>• Uses fingers to indicate the number (e.g., holds up five fingers to show age)</li> <li>• Repeats counting rhymes and singing games with numbers</li> <li>• Counts familiar objects (e.g., family members, friends, toys) although not always accurately</li> <li>• Asks how many</li> </ul>	✓
<p>Develops an increasing ability to rote count in sequence For example:</p> <ul style="list-style-type: none"> <li>• Counts one to ten or beyond</li> </ul>	✓
<p>Counts objects with understanding For example:</p> <ul style="list-style-type: none"> <li>• Counts five items (e.g., blocks, crayons, cars) accurately</li> <li>• Hands one to five objects upon request (e.g., hands you three potatoes when you say, “Joe, hand me three potatoes?”)</li> </ul>	✓



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<ul style="list-style-type: none"> <li>• <b>Uses language to represent number of objects</b></li> </ul>	
<p>Uses language to compare number (e.g., more/less, greater/fewer, equal to) For example:</p> <ul style="list-style-type: none"> <li>• Looks at his own and another child's blocks and determines who has more blocks</li> <li>• Compares raisins with a friend's and decides they have the same amount</li> <li>• Asks, "How many more do you have?"</li> </ul>	✓
<p>Combines and names how many For example:</p> <ul style="list-style-type: none"> <li>• Puts the red, yellow and blue crayons together and tells how many total crayons there are</li> <li>• Recognizes that three cars and two trucks is a total of five vehicles</li> </ul>	✓
<p>Separates and names how many For example:</p> <ul style="list-style-type: none"> <li>• Participates in finger plays, songs or stories such as Five Little Monkeys or Five Little Ducks that use backward counting</li> <li>• Plays with a plastic ball and bowling pins and can tell how many fell down and how many are left standing</li> </ul>	✓
<p>Explores everyday fractions For example:</p> <ul style="list-style-type: none"> <li>• Says, "I have a whole orange," or "I have half an apple." (although not always accurately)</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Solves problems using number</b></li> </ul>	
<p>Names how many there are in a group (up to five objects) For example:</p> <ul style="list-style-type: none"> <li>• Recognizes that there are two or three crayons in a box</li> <li>• Rolls a number cube and tells how many dots are on it without counting</li> <li>• Counts five blocks and says, "There are five blocks."</li> </ul>	✓
<p>Uses one-to-one correspondence when counting objects For example:</p> <ul style="list-style-type: none"> <li>• Gets a carton of milk for each child at the table</li> <li>• Puts a cup with each napkin when setting a table</li> <li>• When playing, matches one car to each block or gives one plate to each doll</li> </ul>	✓

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<p>Uses one-to-one correspondence to compare the size of a group of objects For example:</p> <ul style="list-style-type: none"> <li>• Compares two rows of blocks, two in one line and four in another, and can tell which one has more or less</li> <li>• Matches numbers of cars to a friend's and says, "I have more."</li> </ul>	✓
<p>Estimates, then counts to verify the number of objects For example:</p> <ul style="list-style-type: none"> <li>• While playing in the sand, guesses how many cups it would take to fill a bucket and counts the bucket</li> <li>• Guesses how many pennies are on the table, then counts the pennies</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Uses numerical representation</b></li> </ul>	
<p>Uses drawings to represent number For example:</p> <ul style="list-style-type: none"> <li>• Draws pictures showing size (e.g., short/tall) and quantity of family members)</li> <li>• Creates a way to keep score during a game</li> <li>• Draws a picture to indicate number of objects or snacks</li> </ul>	✓
<p>Identifies numerals in everyday situations For example:</p> <ul style="list-style-type: none"> <li>• Selects numerals on the telephone, calculator or computer</li> <li>• Finds and names numerals in books or on signs</li> </ul>	✓
<p>Uses ordinal numbers (i.e., first, second, last) For example:</p> <ul style="list-style-type: none"> <li>• Can identify position in a line of children (e.g., who is first, second, last)</li> <li>• Can put three objects in a line and tell you which object is first, middle, or last</li> <li>• Tells the position of objects (i.e., first, second, last)</li> </ul>	✓
<p>Writes some numerals For example:</p> <ul style="list-style-type: none"> <li>• Draws numerals in sand</li> <li>• Creates numerals with rolled clay or pipe cleaners</li> <li>• Tries to write how old he or she is</li> <li>• Tries to copy a telephone number</li> </ul>	✓



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<p>Matches numeral with quantity For example:</p> <ul style="list-style-type: none"> <li>• When playing a game with a spinner or number cube, correctly counts the spaces on the game board that match the numeral or symbol</li> <li>• Uses magnetic or flannel numerals to show how many marbles</li> </ul>	✓
<b>II. Geometry and Spatial Sense</b>	
<b>• Investigates positions and locations</b>	
<p>Takes objects apart and puts them together For example:</p> <ul style="list-style-type: none"> <li>• Builds with interlocking blocks</li> <li>• Puts lids on containers</li> <li>• Completes simple puzzles</li> </ul>	
<p>Uses actions and words to indicate position and location For example:</p> <ul style="list-style-type: none"> <li>• Moves self to show positions during play (e.g., under a table, in the tent, between friends)</li> <li>• Uses objects to show position (e.g., puts the bears on/off/on top of/above/below/beside the box)</li> <li>• Talks about objects that are on/off/under/in front of/behind/inside/outside/next to/between/etc.</li> <li>• Says when reading <u>The Three Billy Goats Gruff</u>, “The big billy goat is on the bridge, and the troll is under the bridge.”</li> </ul>	✓
<p>Uses actions and words to indicate movement and orientation For example:</p> <ul style="list-style-type: none"> <li>• Moves self to show positions (e.g., up, down, forward, backward, around, through, to, from, sideways, across, back and forth, in a straight or curved path)</li> <li>• Explains where objects in a room have been moved</li> <li>• Describes how to get to a location using landmarks</li> <li>• Follows a path or moves through an obstacle course</li> <li>• Draws paths or beginnings of a map to show location during play</li> </ul>	✓

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<ul style="list-style-type: none"> <li>• Explores shapes in the environment</li> </ul>	
Investigates and talks about the characteristics of shapes For example: <ul style="list-style-type: none"> <li>• Says, “A circle is round.”</li> <li>• Discovers that some blocks stack and some blocks roll</li> <li>• Says that squares and triangles have corners and straight sides</li> </ul>	
Creates and duplicates three-dimensional and two-dimensional shapes using a variety of materials For example: <ul style="list-style-type: none"> <li>• Uses blocks to make other shapes or objects</li> <li>• Makes shapes with play dough, pipe cleaners, string or yarn</li> <li>• Attempts to draw shapes and make pictures using shapes</li> <li>• Says, after cutting the sandwich, “Look, I made a triangle (or rectangle) with my sandwich.”</li> </ul>	✓
Identifies and names some shapes For example: <ul style="list-style-type: none"> <li>• Points to or names simple shapes (e.g., box shape, ball shape, circle, triangle, square)</li> <li>• Says, “The pizza is round. My piece is triangle-shaped.”</li> <li>• Says, “The flag is the shape of a rectangle.”</li> </ul>	✓
Indicates if shapes are alike or different using one or more characteristics For example: <ul style="list-style-type: none"> <li>• Three-dimensional shapes               <ul style="list-style-type: none"> <li>◦ Says, “A bubble and an orange are both like balls (Spheres).”</li> <li>◦ Says, “A block (cube) is shaped like a box.”</li> <li>◦ Says, “This ball rolls, but this block does not.”</li> </ul> </li> <li>• Two-dimensional shapes               <ul style="list-style-type: none"> <li>◦ Says, “A triangle has three sides,” or “A square has four sides.”</li> <li>◦ Says, “A circle is curved (round) like a hula hoop.”</li> </ul> </li> </ul>	✓

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<b>III. Patterns and Relationships (Algebra)</b>	
<b>• Recognizes relationships in the environment</b>	
Matches, sorts and regroups objects according to one or more characteristics For example: <ul style="list-style-type: none"> <li>• Sorts plastic foods by size, color, shape or category</li> <li>• Matches objects that are alike (e.g., puts all of the two-hole buttons in one pile and four-buttons in another)</li> <li>• Matches adult animals to their babies</li> <li>• When playing “Go Fish,” matches all the cards with threes</li> </ul>	✓
Orders things according to relative differences For example: <ul style="list-style-type: none"> <li>• Sorts stuffed animals from smallest to largest</li> <li>• Talks about who is tall, taller, tallest</li> <li>• Arranges a group of blocks from longest to shortest</li> </ul>	✓
<b>• Uses patterns in the environment</b>	
Recognizes patterns For example: <ul style="list-style-type: none"> <li>• Talks about color or pattern in clothing (e.g., says, “I have red and blue stripes on my shirt.”)</li> <li>• Identifies color patterns that repeat (e.g., red, blue, red, blue)</li> </ul>	✓
Duplicates and extend patterns For example: <ul style="list-style-type: none"> <li>• Imitates a pattern of sounds and physical movement (e.g., clap, stomp, clap, stomp...)</li> <li>• Continues rhythmic patterns</li> <li>• Completes the patterns in a story (e.g., says, “Brown Bear, Brown Bear, what do you see?”)</li> <li>• Repeats a pattern according to size, color, shape, while stringing beads</li> <li>• Predicts what comes next when an adult “reads” the pattern using simple vocabulary (e.g., car, car, boat, car, car, _____)</li> </ul>	✓
Creates patterns For example: <ul style="list-style-type: none"> <li>• Creates simple patterns with beads or blocks according to color, size or shape</li> <li>• Creates simple patterns when drawing, coloring or painting</li> </ul>	✓

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<b>IV. Measurement</b>	
• <b>Makes comparisons</b>	
<p>Compares objects using measurable features For example:</p> <ul style="list-style-type: none"> <li>• Uses words to describe opposites (e.g., big/little, long/short, heavy/light)</li> <li>• Chooses the largest snack</li> <li>• Says, “My bucket is heavier.”</li> <li>• Says, “This crayon is shorter.”</li> </ul>	✓
<p>Describes measurement For example:</p> <ul style="list-style-type: none"> <li>• Talks about an object being longer than another object</li> <li>• Uses a variety of language to describe measurement (e.g., shorter, taller, wider, bigger, hot, cold)</li> </ul>	✓
<p>Orders three or more objects according to length or size difference For example:</p> <ul style="list-style-type: none"> <li>• Places ribbons in order by length</li> <li>• Puts cars in a row according to size</li> <li>• Puts pans (or measuring cups) inside each other</li> </ul>	
<p>Uses language associated with time in everyday situations For example:</p> <ul style="list-style-type: none"> <li>• Says, “Snack time comes after rest time.”</li> <li>• says, “It’s nighttime because it is dark.”</li> <li>• Says, “I eat breakfast in the morning.”</li> <li>• Says, “My birthday comes in the summer.”</li> </ul>	
<p>Anticipates, remembers and predicts a sequence of events For example:</p> <ul style="list-style-type: none"> <li>• Says, “I brush my teeth before I go to bed.”</li> <li>• Says, “We went to the library and then the grocery store.”</li> <li>• Recalls recent events and talks about them (e.g., says, “Yesterday we went to the zoo.”)</li> <li>• Describes the sequence of activities when going to the grocery store</li> <li>• Tells stories such as <i>The Three Little Pigs</i> with events in order</li> <li>• Points out when a familiar story is not told in the correct order</li> </ul>	

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<ul style="list-style-type: none"> <li>• <b>Uses measurement</b></li> </ul>	
<p>Explores ways to measure For example:</p> <ul style="list-style-type: none"> <li>• Fills a container with solids or liquids (e.g., sand, ice cubes, water)</li> <li>• Pours liquid from one container to another container</li> <li>• Sees how many blocks it takes to cover a sheet of paper</li> </ul>	
<p>Measures using objects For example:</p> <ul style="list-style-type: none"> <li>• Places a string next to an object to measure length</li> <li>• Uses the toy thermometer to measure the “patient’s” temperature.</li> <li>• Imitates using a ruler when helping dad</li> </ul>	
<p><b>V. Exploring Data (Probability)</b></p>	
<ul style="list-style-type: none"> <li>• <b>Collects, organizes and displays information (Charting and Graphing)</b></li> </ul>	
<p>Asks questions to gather information For example:</p> <ul style="list-style-type: none"> <li>• Asks, “What is your favorite color?”</li> <li>• Asks, “What month is your birthday?”</li> <li>• Asks, “What do you like to play outside?”</li> <li>• Asks, “How many brothers and sisters do you have?”</li> </ul>	
<p>Sorts and classifies objects into groups For example:</p> <ul style="list-style-type: none"> <li>• Puts objects together that have the same use (e.g., blocks, dishes, vehicles, clothing)</li> <li>• Groups objects by their height, size, color, or shape</li> </ul>	✓
<p>Explains how the grouping was done For example:</p> <ul style="list-style-type: none"> <li>• Tells how the buttons were sorted. “I put the red buttons together.”</li> <li>• Tells why he put the red cars in a group and the blue cars in a group</li> </ul>	✓
<p>Uses charts and graphs to evaluate information For example:</p> <ul style="list-style-type: none"> <li>• Says after looking at the chart, “two kids have birthdays in July.”</li> <li>• Says, “I have five trucks and four cars.”</li> <li>• Says after looking at the graph, “More buttons are red.”</li> </ul>	

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

## Developmental/Content Area: Physical Development, Health & Safety

Missouri Early Learning Standard	iStartSmart™
<b>I. Physical Development</b>	
<b>• Uses gross motor skills with purpose and coordination</b>	
Moves from one point to another For example: <ul style="list-style-type: none"> <li>• Walks, runs, jumps, gallops and hops on one foot</li> </ul>	✓
Controls body movements For example: <ul style="list-style-type: none"> <li>• Bends, stretches, turns and twists body parts</li> <li>• Rolls body in one direction</li> <li>• “Stops” or “freezes” then changes directions while playing a game</li> <li>• Balances on one foot (on a balance beam or variety of surfaces)</li> </ul>	
Uses large muscle movements to manipulate objects For example: <ul style="list-style-type: none"> <li>• Bats at a ball or balloon with hands or equipment</li> <li>• Throws, kicks, bounces and catches a ball</li> <li>• Rides a tricycle/bicycle or wheeled toy with pedals</li> </ul>	
<b>• Uses fine motor skills with purpose and control</b>	
Performs fine motor tasks For example: <ul style="list-style-type: none"> <li>• Squeezes wet sponges, a glue bottle or a catsup bottle</li> <li>• Works with play dough or molds clay</li> <li>• Uses hands and fingers to open clothespins, uses staplers, uses a paper punch, etc.</li> </ul>	✓
Uses fingers and hands to accomplish fine motor tasks For example: <ul style="list-style-type: none"> <li>• Fastens buttons, zips zippers, fastens fasteners or snaps snaps on clothing</li> <li>• Strings beads, macaroni or “O”-shaped cereal</li> <li>• Sorts small shapes in a shape sorter</li> <li>• Builds with small connecting blocks</li> <li>• Laces shoes or lacing cards</li> <li>• Holds paper with one hand and cuts with the other</li> </ul>	✓

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

## Developmental/Content Area: Physical Development, Health & Safety

Missouri Early Learning Standard	iStartSmart™
<p>Uses tools in a functional manner For example:</p> <ul style="list-style-type: none"> <li>• Uses paint brushes, scissors and eating utensils</li> <li>• Holds writing tools with fingers to draw or write</li> <li>• Uses woodworking tools with supervision (e.g., hammer, saw)</li> </ul>	
<p>Exhibits coordination of facial muscles For example:</p> <ul style="list-style-type: none"> <li>• Attempts to wink an eye</li> <li>• Blows bubbles through a bubble wand or blows out candles</li> <li>• Tries to whistle</li> <li>• Imitates or makes silly faces</li> <li>• Speaks clearly</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Responds to sensory input to function in the environment</b></li> </ul>	
<p>Exhibits sensory awareness For example:</p> <ul style="list-style-type: none"> <li>• <b>Touch</b> <ul style="list-style-type: none"> <li>◦ Identifies hidden objects in a “feely” bag by touch</li> <li>◦ Participates in messy play activities (e.g., finger painting, working with clay or play dough)</li> </ul> </li> <li>• <b>Hearing</b> <ul style="list-style-type: none"> <li>◦ Follows verbal directions while playing games such as Simon Says</li> <li>◦ Responds to environmental sounds (e.g., attends when name is called, investigates unusual noises such as a siren or breaking glass)</li> </ul> </li> <li>• <b>Sight</b> <ul style="list-style-type: none"> <li>◦ Finds details in illustrations in books (e.g., <u>I Spy</u>, <u>Each Peach Pear Plum</u>, <u>Where’s Waldo?</u>)</li> <li>◦ Arranges objects by color, size, texture, and/or shape</li> <li>◦ Aims a ball or beanbag at a target</li> <li>◦ Follows a line with a finger or pencil</li> </ul> </li> <li>• <b>Smell</b> <ul style="list-style-type: none"> <li>◦ Says, “This marker smells like grapes.” (No smell opportunities in iStartSmart™)</li> <li>◦ Says, “I smell the popcorn.”</li> </ul> </li> <li>• <b>Taste</b> <ul style="list-style-type: none"> <li>◦ Likes ice cream on a cone</li> <li>◦ Remarks that a food tastes good (No taste opportunities in iStartSmart™)</li> </ul> </li> </ul>	<p>✓</p>

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

## Developmental/Content Area: Physical Development, Health & Safety

Missouri Early Learning Standard	iStartSmart™
<p>Exhibits body awareness For example:</p> <ul style="list-style-type: none"> <li>• Identifies body parts through finger plays and songs (e.g., Hokey Pokey; Head, Shoulders, Knees and Toes; Where is Thumbkin?)</li> <li>• Creates different shapes with his body (e.g., makes a circle with fingers, makes a bridge with another child)</li> <li>• Imitates animals with movement of body parts (e.g., uses arms for wings, slithers like a snake)</li> </ul>	
<p>Exhibits spatial awareness For example:</p> <ul style="list-style-type: none"> <li>• Moves body forward, backward, sideways, up, down</li> <li>• Plays games involving movement and directions (e.g., Duck, Duck, Goose; Tag; Hide and Seek; Mother, May I?)</li> <li>• Moves through a room without bumping into people or furniture</li> <li>• Negotiates an obstacle course</li> <li>• Puts puzzles together or fits blocks into a defined space</li> </ul>	✓
<p>Exhibits temporal awareness For example:</p> <ul style="list-style-type: none"> <li>• Moves his body to a rhythm (e.g., clapping, stomping, swaying, marching)</li> <li>• Adjusts body movements to the tempo (e.g., fast, slow, start, stop)</li> <li>• Kicks a rolling ball</li> <li>• Catches a ball</li> <li>• Follows a sequence or pattern in songs or finger plays (e.g., B-I-N-G-O; The Itsy, Bitsy Spider; Where is Thumbkin?)</li> </ul>	
<b>II. Health</b>	
<ul style="list-style-type: none"> <li>• <b>Practices healthy behaviors</b></li> </ul>	
<p>Shows independence in personal hygiene For example:</p> <ul style="list-style-type: none"> <li>• Manages toileting</li> <li>• Washes and dries hands</li> <li>• Covers nose and mouth when sneezing</li> <li>• Uses a tissue</li> </ul>	



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

## Developmental/Content Area: Physical Development, Health & Safety

Missouri Early Learning Standard	iStartSmart™
<p>Chooses to participate in daily physical activity For example:</p> <ul style="list-style-type: none"> <li>• Plays on/with outdoor equipment (e.g., slides, balls, wheeled toys)</li> <li>• Engages in active play (e.g., running, jumping, chasing, moving to music, playing with pets)</li> <li>• Goes on walks with family members</li> <li>• Joins in indoor or outdoor games (e.g., musical games, Tag, Drop the Handkerchief)</li> </ul>	
<p>Exhibits body strength and endurance For example:</p> <ul style="list-style-type: none"> <li>• Climbs a ladder on the slide</li> <li>• Pours liquid from a small pitcher</li> <li>• Maintains her hold while hanging from a bar</li> <li>• Engages in activities such as duck walks, crab walks, frog leaps, bear walks, or wheelbarrow walks</li> </ul>	
<b>III. Safety</b>	
<b>• Practices safe behaviors</b>	
<p>Listens to and follows adult directions during emergencies For example:</p> <ul style="list-style-type: none"> <li>• Participates in emergency drills (e.g., fire, intruders, natural disasters) at school and at home</li> </ul>	
<p>Follows vehicle, street and public safety For example:</p> <ul style="list-style-type: none"> <li>• Uses appropriate car restraints</li> <li>• Stays with an adult when crossing the street, in parking lots and/or in public places</li> <li>• Practices bike safety (e.g., wears a helmet, rides in a safe place)</li> <li>• Stays away from machinery (e.g., lawn mower, power tools, farm equipment)</li> </ul>	
<p>Recognizes personal danger For example:</p> <ul style="list-style-type: none"> <li>• Knows that objects such as weapons, syringes, matches, etc., can be dangerous and should not be touched</li> <li>• Displays caution around water, fire, unsafe heights and unfamiliar people or animals</li> <li>• Knows not to eat unknown substances such as medicines, poisons, household cleaners, etc.</li> </ul>	

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

## Developmental/Content Area: Physical Development, Health & Safety

Missouri Early Learning Standard	iStartSmart™
<p>Knows how and when to seek help For example:</p> <ul style="list-style-type: none"> <li>• Asks an adult for help when made to feel uncomfortable or unsafe by another person</li> <li>• Calls for help during emergencies (e.g., shouts for an adult, asks an adult for help in an emergency, calls 9-1-1)</li> <li>• Recognizes trusted adults (e.g., police officers, firefighters)</li> </ul>	

## Developmental/Content Area: Science

Missouri Early Learning Standard	iStartSmart™
<b>I. Physical Science</b>	
<ul style="list-style-type: none"> <li>• Explores physical properties of objects and materials</li> </ul>	
<p>Shows interest in the physical world For example:</p> <ul style="list-style-type: none"> <li>• Comments on changes in the physical world (e.g., says, “We made play dough out of salt, flour and water.”)</li> <li>• Looks at fiction and nonfiction books (e.g., Mouse Paint, Trucks, Freight Train, Snow Balls, Stone Soup, How Things Work) about the physical world</li> </ul>	
<p>Uses one or more senses to observe the physical world For example:</p> <ul style="list-style-type: none"> <li>• Comments on changes when substances are mixed, shaken or cooked (e.g., mixing paint, making butter from cream, cooking play dough)</li> <li>• Collects objects of different shapes and sizes (e.g., marbles, coins, blocks)</li> <li>• Listens to and identifies environmental sounds (e.g., cars, airplanes, wind, rain, birds)</li> </ul>	
<p>Experiments with simple tools For example:</p> <ul style="list-style-type: none"> <li>• Explores ramps, magnets, magnifying glasses, scales, eyedroppers, unbreakable mirrors, cups, funnels, etc.</li> </ul>	

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

## Developmental/Content Area: Science

Missouri Early Learning Standard	iStartSmart™
Investigates properties of objects and materials	
Asks questions about objects and materials For example: <ul style="list-style-type: none"> <li>• Asks, “Why does the ice cube melt?”</li> <li>• Asks, “Why does this ball roll faster than that one?”</li> <li>• Asks, “Why do magnets stick together?”</li> </ul>	
Experiments with objects and materials to gather information and observe reactions For example: <ul style="list-style-type: none"> <li>• Plays in water with objects that sink and float</li> <li>• Repeatedly rolls a car down a ramp</li> <li>• Mixes colors using paint, watercolors, food coloring, etc.</li> </ul>	
Shows knowledge of physical properties of objects For example: <ul style="list-style-type: none"> <li>• Sorts objects and materials by what they are made of (e.g., rock, metal, plastic, wood, glass, cloth)</li> <li>• Sorts objects and materials by various characteristics (e.g., soft/hard, float/sink, loud/quiet)</li> <li>• Tells (not always accurately) how ice, play dough, pudding etc., is made</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Solves problems involving physical properties of objects and materials</b></li> </ul>	
Identifies problems involving physical properties of objects and materials For example: <ul style="list-style-type: none"> <li>• Says, “I want the car to go faster.”</li> <li>• Says, “I want to build a taller tower.”</li> <li>• Says, “I have red, blue, and yellow paint, but I want green.”</li> </ul>	
Experiments with objects to produce desired effects For example: <ul style="list-style-type: none"> <li>• Moves the ramp to make a toy car go different speeds</li> <li>• Tries to make a new color of paint by mixing other paint colors</li> <li>• Tries to throw a ball at a target</li> </ul>	

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

## Developmental/Content Area: Science

Missouri Early Learning Standard	iStartSmart™
<p>Makes predictions based on experiences with objects and materials For example:</p> <ul style="list-style-type: none"> <li>• Suggests which objects will sink or float</li> <li>• Guesses which ramp the car will go down faster</li> <li>• Predicts which objects magnets attract or repel (e.g., leaves, cotton balls, paper clips, nuts and bolts)</li> <li>• Makes suggestions that will cause ice to melt faster</li> </ul>	
<p>• <b>Represents observations of the physical world in a variety of ways</b></p>	
<p>Represents observations through pretend play For example:</p> <ul style="list-style-type: none"> <li>• Pretends to prepare/cook food</li> <li>• Uses simple tools (e.g., magnets, magnifying glasses, ramps, tape measures, balls, prisms) in pretend play</li> <li>• Engages in role playing (e.g., acts like a scientist, chef, construction worker, artist, race car driver/pit crew member)</li> </ul>	
<p>Represents observations through music and movement For example:</p> <ul style="list-style-type: none"> <li>• Pretends to skate on ice</li> <li>• Acts out a melting snowman, popping popcorn, an object rolling down a hill</li> <li>• Sings action songs (e.g., I'm a Little Teapot, Johnny Works With One Hammer, Grand Old Duke of York, Jack and Jill Went Up the Hill)</li> <li>• Creates songs about experiences in the physical world</li> </ul>	
<p>Represents observations through art and construction For example:</p> <ul style="list-style-type: none"> <li>• Builds and/or draws towers, enclosures, roads, bridges, tunnels, ramps and vehicles</li> <li>• Intentionally mixes blue and yellow paint to make green</li> <li>• Draws "maps" or "blueprints" of constructions</li> </ul>	✓
<p>Talks about the physical world For example:</p> <ul style="list-style-type: none"> <li>• Asks, "How did you do that?"</li> <li>• Tells a friend, "If you add another block to the tower, it will fall."</li> <li>• Describes objects according to size, shape, color or speed</li> <li>• Uses names for tools (e.g., magnifying glass, magnet, scale, ramp)</li> <li>• Uses texture words (e.g., bumpy, rough, soft, smooth, slick, hard)</li> <li>• Uses measurement words (e.g., heavy/light, hot/cold, big/little, long/short, fast/slow)</li> </ul>	✓

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

## Developmental/Content Area: Science

Missouri Early Learning Standard	iStartSmart™
<b>II. Life Science</b>	
<b>• Explores characteristics of living things</b>	
<p>Shows interest in plant and animal changes For example:</p> <ul style="list-style-type: none"> <li>• Comments on changes in living things (e.g., babies grow to adults, seeds become plants, caterpillars become butterflies, birds hatch from eggs)</li> <li>• Remarks that the leaves are changing colors, the trees have buds, the flowers are blooming</li> <li>• Looks at books, magazines and posters that feature living things (e.g., <u>The Very Hungry Caterpillar</u>, <u>Ranger Rick's Your Big Back Yard</u>; <u>Zoo Book</u>; magazines and posters from the Missouri Department of Conservation)</li> </ul>	
<p>Uses one or more senses to observe the natural world For example:</p> <ul style="list-style-type: none"> <li>• Expresses wonder/excitement about living things (e.g., rabbits, deer, fish, spiders, birds, blooming flowers)</li> <li>• Says, "I hear the birds singing" or "The dog is barking."</li> <li>• Says, "I smell a skunk," or "Smell this flower."</li> <li>• Comments on the different tastes of food</li> <li>• Holds or watches a caterpillar or worm to see how it moves</li> <li>• Catches bugs and places them in a container</li> <li>• Uses a magnifying glass to observe living things</li> <li>• Examines leaves, pine cones, shells, etc.</li> </ul>	
<b>• Investigates characteristics of living things</b>	
<p>Asks questions about the natural world For example:</p> <ul style="list-style-type: none"> <li>• Asks, "Why didn't the seed grow?"</li> <li>• Asks, "Where do babies come from?"</li> <li>• Asks, "Where do the frogs go in winter?"</li> <li>• Asks, "How do fish breathe"</li> <li>• Asks, "What do animals eat?"</li> </ul>	

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

## Developmental/Content Area: Science

Missouri Early Learning Standard	iStartSmart™
<p>Collects information to learn about living things For example:</p> <ul style="list-style-type: none"> <li>• Collects leaves, pine cones, shells, seeds, bugs, etc.</li> <li>• Uses a magnifying glass to investigate a spider web</li> <li>• Uses real or pretend binoculars to observe nature (e.g., birds, trees)</li> <li>• Looks at books and magazines to learn about living things</li> </ul>	
<p>Shows knowledge of the characteristics of living things For example:</p> <ul style="list-style-type: none"> <li>• Matches mother animals with their babies using pictures, stuffed animals, animal matching games, animal figurines, etc.</li> <li>• Sorts collections (e.g., leaves, pine cones, shells, seeds, bugs)</li> <li>• Talks about the differences in animals (e.g., birds have feathers, fish live in water, dogs and cats have fur)</li> <li>• Identifies living versus nonliving things (e.g., says, “That’s just a plastic snake!”)</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Solves problems related to living things</b></li> </ul>	
<p>Identifies problems involving living things For example:</p> <ul style="list-style-type: none"> <li>• Comments that the plant is drooping (writing)</li> <li>• Complains that the animal cage is smelly</li> <li>• Says, “I can’t play outside because the bugs will bite.”</li> </ul>	
<p>Recognizes that living things have needs For example:</p> <ul style="list-style-type: none"> <li>• Says, “The plant needs water.”</li> <li>• Says, “I’m hungry.”</li> <li>• Says, “The dog wants to play.”</li> </ul>	
<p>Makes predictions based on experiences with living things For example:</p> <ul style="list-style-type: none"> <li>• Says, “I think a baby chick will come out of the egg.”</li> <li>• Says, “If we don’t water the plant, it will die.”</li> <li>• Says, “When the dog brings the ball, he wants to play.”</li> <li>• Says, “When the baby cries, she needs you.”</li> </ul>	

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

## Developmental/Content Area: Science

Missouri Early Learning Standard	iStartSmart™
<ul style="list-style-type: none"> <li>• Represents observations about living things in a variety of ways</li> </ul>	
Represents observations through pretend play For example: <ul style="list-style-type: none"> <li>• Engages in role playing (e.g., plays a veterinarian, gardener, doctor, farmer, florist, parent).</li> <li>• Pretends to be an animal (e.g., dog, elephant, bird)</li> </ul>	
Represents observations through music and movement For example: <ul style="list-style-type: none"> <li>• Moves like an elephant, spider or snake</li> <li>• Sings songs about living things (e.g., Six Little Ducks, Old McDonald Had a Farm, Five Little Speckled Frogs, Baby Bumble Bee, And the Green Grass Grew All Around, Sweetly Sings the Donkey)</li> <li>• Creates songs about living things</li> </ul>	
Represents observations through art and construction For example: <ul style="list-style-type: none"> <li>• Draws or paints pictures of animals</li> <li>• Uses blocks to build a farm or zoo</li> <li>• Draws or paints pictures of his own family</li> </ul>	✓
Talks about plants and animals For example: <ul style="list-style-type: none"> <li>• Tells about family pets, trips to the zoo, etc.</li> <li>• Comments on how to care for a pet</li> <li>• Uses words such as leaf, tree and flower in conversation</li> <li>• Uses names of living things (e.g., elephant, cow, bird, fish, dog, spider, insect, flower, tree, grass)</li> <li>• Uses words such as beak, wings, skin, shell, claws, head, feathers, horns and fur in the conversation</li> </ul>	
<b>III. Earth and Space</b>	
<ul style="list-style-type: none"> <li>• Explores properties of earth and space</li> </ul>	
Shows interest in earth and space For example: <ul style="list-style-type: none"> <li>• Comments on changes in the weather, clouds or season</li> <li>• Looks at books and magazines about earth and space (e.g., <u>In the Night Sky</u>; <u>Happy Birthday Moon</u>; <u>Goodnight Moon</u>; <u>In the Small, Small Pond</u>; <u>The Snowy Day</u>; <u>Mud Puddle</u>; <u>Let's Go Rock Collecting</u>; <u>Star Gazers</u>; <u>Ranger Rick's Your Big Back Yard</u>)</li> </ul>	

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

## Developmental/Content Area: Science

Missouri Early Learning Standard	iStartSmart™
<p>Uses one or more senses to observe earth and space For example:</p> <ul style="list-style-type: none"> <li>• Plays with, collects and examines rocks, soil (dirt), mud, sand, shells, etc.</li> <li>• Notices shadows</li> <li>• Says, “I hear the rain (thunder, wind).”</li> <li>• Looks at the clouds, the stars and the moon</li> </ul>	
<p>Uses simple tools to explore earth and space For example:</p> <ul style="list-style-type: none"> <li>• Uses a sand shifter, garden tools, etc., to explore the dirt, mud, sand and rocks</li> <li>• Uses a flashlight to make shadows</li> <li>• Plays with measuring devices (e.g., thermometer, rain gauge, ruler, cup, bowl).</li> <li>• Experiments with windsocks, pinwheels, telescopes, binoculars, kites, magnifying glasses, etc.</li> </ul>	
<p>• <b>Investigates properties of earth and space</b></p>	
<p>Asks questions about earth and space For example:</p> <ul style="list-style-type: none"> <li>• “How do you make mud?”</li> <li>• “Why is this rock shiny?”</li> <li>• “What makes the thunder and lightning?”</li> <li>• “What happened to the snow?”</li> <li>• “Why is the moon out in the daytime?”</li> <li>• “Where does the sun go to sleep?”</li> <li>• “Why is the moon following me?”</li> </ul>	
<p>Conducts experiments to gain knowledge of earth and space For example:</p> <ul style="list-style-type: none"> <li>• Adds water to soil (dirt) to make mud</li> <li>• Looks for rocks that will write on concrete</li> <li>• Tries to change rocks (e.g., breaks them into smaller pieces or makes them shiny by using water or oil)</li> <li>• Paints with water on outside surfaces</li> </ul>	



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

## Developmental/Content Area: Science

Missouri Early Learning Standard	iStartSmart™
<p>Shows knowledge of changes in earth and space For example:</p> <ul style="list-style-type: none"> <li>• Comments on changes in the weather, clouds, temperature, daylight and darkness</li> <li>• Says, “The moon is different tonight.”</li> <li>• Comments on changes in puddles, grass, soil, sand, wood chips, etc.</li> </ul>	
<p>• <b>Solves problems involving earth and space</b></p>	
<p>Identifies problems involving earth and space For example:</p> <ul style="list-style-type: none"> <li>• “There is no grass under the slide.”</li> <li>• “It’s cold outside.”</li> <li>• “I can’t walk on the sidewalk (sand). It is too hot.”</li> <li>• “My shoes got wet when I stepped in the puddle.”</li> <li>• “I can’t dig in this hard dirt.”</li> </ul>	
<p>Makes predictions based on experiences with earth and space For example:</p> <ul style="list-style-type: none"> <li>• “I hear thunder. It’s going to rain.”</li> <li>• “We get to play outside because it is sunny.”</li> <li>• “I think the snow will melt because the sun is shining.”</li> <li>• “I might fall on the ice.”</li> <li>• “If it snows too much, we can’t go anywhere.”</li> <li>• “Water and dirt make mud.”</li> </ul>	
<p>• <b>Represents observations about earth and space in a variety of ways</b></p>	
<p>Represents observations through pretend play For example:</p> <ul style="list-style-type: none"> <li>• Engages in role playing (e.g., plays a weather person, astronaut, farmer)</li> <li>• Dresses dolls, puppets or flannel-board characters according to the weather</li> <li>• Uses simple tools (e.g., magnifying glasses, binoculars, telescopes, scales, maps, digging tools, brushes, buckets) to pretend</li> </ul>	

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

## Developmental/Content Area: Science

Missouri Early Learning Standard	iStartSmart™
<p>Represents observations through music and movement For example:</p> <ul style="list-style-type: none"> <li>• Moves like the wind, snowman, snowflake, rocket, astronaut in space, tornado, dinosaur, etc.</li> <li>• Sings songs such as Twinkle, Twinkle, Little Star; The Itsy, Bitsy Spider; Hey Diddle Diddle; and If All the Raindrops Were Lemondrops and Gumdrops</li> <li>• Creates songs about earth and space</li> </ul>	
<p>Represents observations through art and construction For example:</p> <ul style="list-style-type: none"> <li>• Makes landscapes with mud, sand, and water</li> <li>• Draws or paints pictures of the sky, moon, stars, sun, earth, etc.</li> <li>• Uses play dough or blocks to make mountains, snowmen, spaceships, caves, dinosaurs, etc.</li> </ul>	
<p>Talks about earth and space For example:</p> <ul style="list-style-type: none"> <li>• Describes rocks according to size, shape, and color</li> <li>• Says, "The moon and stars come out at night."</li> <li>• Talks about night and day</li> <li>• Talks about winter, spring, summer and fall</li> <li>• Uses earth words (e.g., soil, ocean, mountain, sand, rock, river, lake, creek)</li> <li>• Uses weather words (e.g., rainy, windy, snowy, foggy, sunny, cloudy, temperature)</li> <li>• Uses seasonal words (e.g., winter, spring, summer, and fall)</li> <li>• Uses space words (e.g., moon, star, sun, sky, air)</li> </ul>	

## Developmental/Content Area: Social & Emotional Development & Approaches to Learning

Missouri Early Learning Standard	iStartSmart™
<b>I. Knowledge of self</b>	
<ul style="list-style-type: none"> <li>• Exhibits self awareness</li> </ul>	
<p>Shows respect for self For example:</p> <ul style="list-style-type: none"> <li>• Stands up for his or her own rights and needs</li> <li>• Acknowledges accomplishments (e.g., says, "I can hit the ball.")</li> <li>• Uses self-help skills (e.g., washing hands with soap and water, brushing teeth with assistance, trying new foods)</li> </ul>	✓

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

## Developmental/Content Area: Social & Emotional Development & Approaches to Learning

Missouri Early Learning Standard	iStartSmart™
Develops personal preferences For example: <ul style="list-style-type: none"> <li>• Makes choices</li> <li>• Expresses likes and dislikes</li> <li>• Chooses a favorite color, food, song, friend, etc.</li> </ul>	✓
Knows personal information For example: <ul style="list-style-type: none"> <li>• Describes self using several basic characteristics (e.g., gender, age hair color or eye color).</li> <li>• Refers to self by first and last name</li> <li>• Knows parents'/guardians' names</li> <li>• May know address and telephone number</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Develops self-control</b></li> </ul>	
Follows simple rules For example: <ul style="list-style-type: none"> <li>• Follows a few clear and consistent home or classroom rules</li> <li>• Follows rules made with adults and/or peers in a game of play</li> <li>• Follows safety rules</li> </ul>	✓
Accepts transitions and follows daily routines For example: <ul style="list-style-type: none"> <li>• Understands and follows schedules/routines at home or school</li> <li>• Manages smooth transitions from one activity to the next (e.g., comes indoors to wash hands, to eat lunch, to listen to a story)</li> <li>• Separates from parents easily</li> </ul>	✓
Expresses feelings through appropriate gestures, actions and language For example: <ul style="list-style-type: none"> <li>• Identifies emotions (e.g., says, "I'm really mad." Or "The story makes me sad.")</li> <li>• Shares happiness or success of another</li> <li>• Offers to help someone who is hurt</li> <li>• Uses pretend play to understand and respond to feelings</li> <li>• Controls an impulse to take an object away from another child (e.g., uses appropriate words instead of hitting)</li> </ul>	✓

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

## Developmental/Content Area: Social & Emotional Development & Approaches to Learning

Missouri Early Learning Standard	iStartSmart™
Adapts to different environments For example: <ul style="list-style-type: none"> <li>• Adjusts behavior in different settings (e.g., library, home, playground or school)</li> <li>• Follows rules in different settings</li> </ul>	✓
<b>• Develops personal responsibility</b>	
Cares for personal and group possessions For example: <ul style="list-style-type: none"> <li>• Carefully handles books and other objects</li> <li>• Takes care of toys</li> <li>• Puts away belongings and materials, such as clothing, toys and art supplies</li> </ul>	✓
Begins to accept the consequences of his or her own actions For example: <ul style="list-style-type: none"> <li>• Brings a damaged object to a parent or teacher for repair after breaking it</li> <li>• Admits wrongdoing (e.g., says, "I hit her because she took my toy.")</li> </ul>	
<b>II. Knowledge of others</b>	
<b>• Builds relationships of mutual trust and respect with others</b>	
Respects the rights of others For example: <ul style="list-style-type: none"> <li>• Listens while others are speaking</li> <li>• Takes turns following rules</li> <li>• Respects the personal space of others (e.g., keeps hands to self)</li> </ul>	✓
Respects adult leadership For example: <ul style="list-style-type: none"> <li>• Uses an adult as a resource (e.g., seeks information, assistance or advice)</li> <li>• Follows adults' guidelines for safety in the home or classroom</li> <li>• Follows adults' rules for appropriate behavior in different environments</li> <li>• Shows interest in community workers (e.g., firefighters, police officers, dentists, doctors) and understands their roles in the community</li> </ul>	✓

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

## Developmental/Content Area: Social & Emotional Development & Approaches to Learning

Missouri Early Learning Standard	iStartSmart™
Seeks comfort and security from significant adults For example: <ul style="list-style-type: none"> <li>• Shows an attachment or bond to an adult</li> <li>• Goes to an adult if he or she has a problem</li> <li>• Feels safe with significant adults</li> </ul>	
Develops friendships For example: <ul style="list-style-type: none"> <li>• Offers help and resources to others</li> <li>• Has a special friendship with one or two peers (e.g., misses them if they are apart, frequently chooses them in play)</li> <li>• Is named as a friend or play partner by others</li> </ul>	✓
Uses courteous words and actions For example: <ul style="list-style-type: none"> <li>• Says “please” and “thank you” or “hello” and “goodbye” at appropriate times</li> <li>• Shares toys; passes items at mealtime</li> <li>• Waits for a turn during conversation</li> </ul>	✓
Respects similarities and differences among people For example: <ul style="list-style-type: none"> <li>• Notices the similarities and differences in others</li> <li>• Includes children with differences in play (i.e., differences such as gender, race, special needs, culture, and language)</li> <li>• Explores real-life situations through pretend play</li> <li>• Recognizes that different individuals have different kinds of skills and information</li> </ul>	✓
<ul style="list-style-type: none"> <li>• <b>Works cooperatively with children and adults</b></li> </ul>	
Participates successfully as a member of a group For example: <ul style="list-style-type: none"> <li>• Allows others to join play and activities</li> <li>• Participates cooperatively in large and small group activities (i.e., is sometimes a leader and sometimes a follower)</li> <li>• Plays cooperatively with others (e.g., takes turns when playing a game)</li> <li>• Identifies self as a member of a group (e.g., refers to our family, our school, our team)</li> </ul>	✓

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

## Developmental/Content Area: Social & Emotional Development & Approaches to Learning

Missouri Early Learning Standard	iStartSmart™
Shares experiences and ideas with others For example: <ul style="list-style-type: none"> <li>• Engages in conversations to express his or her own ideas</li> <li>• Expresses self through pretend play, art, music, dance, written work and spoken language</li> <li>• Shares personal information</li> </ul>	✓
Begins to examine a situation from another person's perspective For example: <ul style="list-style-type: none"> <li>• Adopts various roles during pretend play</li> <li>• Expresses empathy (e.g., consoles the child who lost a game or a child who is unhappy)</li> <li>• Adjusts plans in consideration of others' wants and needs (e.g., asks a friend if he or she would like to go first)</li> </ul>	✓
Resolves conflicts with others For example: <ul style="list-style-type: none"> <li>• Shows an interest in fairness and established rules</li> <li>• Attempts to make amends (e.g., says "I'm sorry" or offers a toy)</li> <li>• Participates in resolving conflicts with adult assistance</li> <li>• Attempts to solve problems without adult help (i.e., negotiates or compromises)</li> </ul>	
<b>III. Approaches to learning</b>	
<ul style="list-style-type: none"> <li>• <b>Shows curiosity</b></li> </ul>	
Expresses interest in people For example: <ul style="list-style-type: none"> <li>• Asks about people in his or her environment</li> <li>• Takes an interest in others' activities</li> <li>• Ask others for personal information (e.g., asks, "What's your name?" or "How did you hurt your arm?")</li> </ul>	
Shows interests in learning new things and trying new experiences For example: <ul style="list-style-type: none"> <li>• Explores on his or her own</li> <li>• Develops a personal interest (e.g., likes trains, dinosaurs, dolls, etc.)</li> <li>• Investigates and experiments with materials</li> <li>• Shows an interest in how others do things</li> </ul>	✓

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## Developmental/Content Area: Social & Emotional Development & Approaches to Learning

Missouri Early Learning Standard	iStartSmart™
<p>Asks questions For example:</p> <ul style="list-style-type: none"> <li>• Uses questions to find answers</li> <li>• Wonders why something is the way it is</li> </ul>	✓
<p>• <b>Takes initiative</b></p>	
<p>Initiates interactions with others For example:</p> <ul style="list-style-type: none"> <li>• Asks a friend to join in play</li> <li>• Joins play activity already in progress</li> <li>• Participates in group activities</li> <li>• Suggests play activities</li> </ul>	✓
<p>Makes decisions independently For example:</p> <ul style="list-style-type: none"> <li>• Selects materials for a project</li> <li>• Offers to help others</li> <li>• Does the correct thing when others do not</li> </ul>	✓
<p>Develops independence during activities, routines and play For example:</p> <ul style="list-style-type: none"> <li>• Hangs up his or her coat when coming indoors</li> <li>• Enjoys playing alone at times</li> <li>• Completes a task</li> </ul>	✓
<p>• <b>Exhibits creativity</b></p>	
<p>Tries new ways of doing things For example:</p> <ul style="list-style-type: none"> <li>• Completes projects differently than others (e.g., uses a novel approach in block structures, paintings, day structures)</li> <li>• Uses materials in a new way (e.g., blanket becomes a tent)</li> <li>• Invents new activities or games; suggests new rules for a familiar game</li> </ul>	

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

## Developmental/Content Area: Social & Emotional Development & Approaches to Learning

Missouri Early Learning Standard	iStartSmart™
<p>Uses imagination to generate a variety of ideas For example:</p> <ul style="list-style-type: none"> <li>• Makes up words, songs or stories</li> <li>• Engages in pretend play</li> <li>• Makes changes to a familiar story by adding actions or characters</li> <li>• Expresses ideas through art, construction, movement or music</li> </ul>	
<p>Exhibits a sense of humor For example:</p> <ul style="list-style-type: none"> <li>• Laughs when someone tells a funny story</li> <li>• Exaggerates a movement or statement to be funny</li> <li>• Makes up silly words; plays with sounds</li> <li>• Makes up jokes (tells simple jokes over and over)</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Shows confidence</b></li> </ul>	
<p>Expresses his or her own ideas and opinions For example:</p> <ul style="list-style-type: none"> <li>• Communicates likes and dislikes</li> <li>• Suggests a solution for conflict or problem</li> <li>• Shares ideas in a group situation (e.g., with family, peers or classmates)</li> </ul>	✓
<p>Views self as competent and has a positive self-image For example:</p> <ul style="list-style-type: none"> <li>• Expresses mastery of a skill (e.g., says, “Now I can swing myself!”)</li> <li>• Asks others to view his or her creation (e.g., says, “Look at my picture!”)</li> <li>• Contributes to family or classroom discussions</li> <li>• Takes pride in accomplishments</li> </ul>	✓
<ul style="list-style-type: none"> <li>• <b>Displays persistence</b></li> </ul>	
<p>Sustains attention to a task or activity appropriate for his age For example:</p> <ul style="list-style-type: none"> <li>• Remains engaged in an activity (e.g., builds an extensive block building or completes playing a game)</li> <li>• Attends to a task regardless of distractions</li> <li>• Works on a task over a period of time, leaving and returning to complete it (e.g., a block structure, a picture)</li> </ul>	✓



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## Developmental/Content Area: Social & Emotional Development & Approaches to Learning

Missouri Early Learning Standard	iStartSmart™
Pursues challenges For example: <ul style="list-style-type: none"> <li>• Makes plans for an activity</li> <li>• Completes a project</li> <li>• Continues to try a difficult task (e.g., builds a complex block structure)</li> </ul>	✓
Copes with frustration For example: <ul style="list-style-type: none"> <li>• Shows understanding when a peer accidentally knocks down his or her block structure</li> <li>• Can lose a game without getting upset</li> <li>• Persists in trying to complete a task after many attempts have failed (e.g., tying shoes, riding a bike)</li> </ul>	✓
<ul style="list-style-type: none"> <li>• <b>Uses problem-solving skills</b></li> </ul>	
Recognizes problems For example: <ul style="list-style-type: none"> <li>• States a personal problem (e.g., says, “I can’t get my jacket zipped.” Or “I can’t find the purple marker.”)</li> <li>• Anticipates the potential problems (e.g., says, “If I climb too high, I won’t be able to get down.”)</li> <li>• Recalls a previous problem (e.g., says, “I remember the last time we built the house – we had to put another block here to hold it up.”)</li> </ul>	
Tries to solve problems For example: <ul style="list-style-type: none"> <li>• Modifies actions based on new information and experiences (e.g., changes block structure when the tower continues to fall, moves during story time to see the book, puts on a sweater when it is cold).</li> <li>• Changes behavior in response to another child or adult (e.g. comforts another child who is crying)</li> <li>• Asks for help from another child or adults</li> </ul>	✓
Works with others to solve problems For example: <ul style="list-style-type: none"> <li>• Cooperates in making decisions with another child (e.g., plans with a peer to build a castle out of blocks, chooses what game to play, or how to share materials such as toys or markers)</li> <li>• Offers solutions to a conflict with another child</li> <li>• Takes turns (e.g., says, “Let’s decide who goes first, second, third...”)</li> </ul>	✓