

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

## Developmental/Content Area: Social Emotional Development

New Jersey Early Learning Standard	iStartSmart™
<b>Standard 0.1: Children demonstrate self-confidence</b>	
0.1.1 <ul style="list-style-type: none"> <li>• Provide materials and activities to further learning at a child’s developmental level and to foster feelings of competence               <ul style="list-style-type: none"> <li>◦ Children will express individuality by making independent decisions about which materials to use</li> </ul> </li> </ul>	✓
0.1.2 <ul style="list-style-type: none"> <li>• Use children’s ideas and interests to inspire activities and to engage students in discussions (e.g., tire tracks made by bicycle wheels on the playground can lead to an exploration and discussion of the different kinds of tracks made by an assortment of wheeled vehicles).               <ul style="list-style-type: none"> <li>◦ Children express ideas for activities and initiate discussion</li> </ul> </li> </ul>	✓
0.1.3 <ul style="list-style-type: none"> <li>• Use open-ended questions to begin a discussion with individual children or groups of children (e.g., “What might happen if...?” “What would you do if ...?” or “How would you feel if... “).               <ul style="list-style-type: none"> <li>◦ Children actively engage in activities and interactions with teachers and peers</li> </ul> </li> </ul>	✓
0.1.4 <ul style="list-style-type: none"> <li>• Ask questions that encourage children to describe their actions and efforts (e.g., “Joseph, will you tell Maria how you used the computer mouse to change your drawing?”)               <ul style="list-style-type: none"> <li>◦ Children will discuss their own actions and efforts</li> </ul> </li> </ul>	✓
<b>Standard 0.2: Children demonstrate self-direction</b>	
0.2.1 <ul style="list-style-type: none"> <li>• Organize the classroom environment and establish a daily routing that enables children to independently choose materials and put them away on their own (e.g., keep supplies on low shelves, use child-sized utensils, organize centers so that children can maneuver easily).</li> <li>• Facilitate open-ended and child-initiated activities to encourage independent and self-direction (e.g., Jorge’s interest in trains might lead a small group of children to build a train station from materials found in the classroom).               <ul style="list-style-type: none"> <li>◦ Children make independent choices and plans from a broad range of diverse interest centers</li> </ul> </li> </ul>	

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<p>0.2.2</p> <ul style="list-style-type: none"> <li>• Keep transitions short to adapt to children’s limited attention spans, and conduct daily routines (e.g., toileting and washing hands) individually or in pairs to avoid whole-group waiting times and to support independence.               <ul style="list-style-type: none"> <li>◦ Children will demonstrate self-help skills (e.g., clean-up, pour juice, use soap when washing hands, put away belongings)</li> </ul> </li> </ul>	
<p>0.2.3</p> <ul style="list-style-type: none"> <li>• Limit whole-group transitions and use them as learning times               <ul style="list-style-type: none"> <li>◦ Children will move through classroom routines and activities with minimal teacher direction and transition easily from one activity to the next.</li> </ul> </li> </ul>	
<p>0.2.4</p> <ul style="list-style-type: none"> <li>• Children attend to tasks for a period of time</li> </ul>	✓
<b>Standard 0.3: Children identify and express feelings</b>	
<p>0.3.1</p> <ul style="list-style-type: none"> <li>• Develop children’s awareness of a wide range of feelings with appropriate vocabulary during discussions and storytelling (e.g., “The three little kittens lost their mittens. How do you think they felt?”).               <ul style="list-style-type: none"> <li>◦ Children will recognize and describe a wide range of feeling, including sadness, anger, fear, and happiness.</li> </ul> </li> </ul>	
<p>0.3.2</p> <ul style="list-style-type: none"> <li>• Provide literature, materials, and activities (e.g., drawing, writing, art, creative movement, pretend play, puppetry, and role-playing) that help children interpret and express a wide range of feelings related to self and others with appropriate words and actions.               <ul style="list-style-type: none"> <li>◦ Children will empathize with feelings of others (e.g., get a blanket for a friend and comfort him/her when he/she feels sad).</li> </ul> </li> </ul>	✓
<p>0.3.3</p> <ul style="list-style-type: none"> <li>• Provide specific techniques children can learn to use to channel anger, minimize fear, and calm down (e.g., taking three deep breaths, using calming words, pulling self out of play to go to a “safer spot” to relax, listening to soft music, or working with clay.)               <ul style="list-style-type: none"> <li>◦ Children will channel impulses and negative feelings, such as anger (e.g., taking three deep breaths, using calming words, pulling self out of play to go to “safer spot” to relax, expressive activities.)</li> </ul> </li> </ul>	

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<b>Standard 0.4: Children exhibit positive interactions with other children and adults</b>	
0.4.1 <ul style="list-style-type: none"> <li>• Comment on specific positive behavior instead of giving empty praise (e.g., “Shadeen, you helped Keisha with her coat. Now she will be warm and cozy.”)               <ul style="list-style-type: none"> <li>◦ Children will engage appropriately with peers and teachers in classroom activities</li> </ul> </li> </ul>	
0.4.2 <ul style="list-style-type: none"> <li>• Encourage nurturing behavior through modeling, stories and songs               <ul style="list-style-type: none"> <li>◦ Children will demonstrate socially acceptable behavior for teachers and peers (e.g., give hugs, get a tissue, sit next to a friend/teacher, hold hands.)</li> </ul> </li> </ul>	
0.4.3 <ul style="list-style-type: none"> <li>• Encourage the use of manners through modeling and role-playing (e.g., holding the door for a friend, using “please”, “thank you”, and “excuse me”)               <ul style="list-style-type: none"> <li>◦ Say “thank you”, “please”, and “excuse me.”</li> </ul> </li> </ul>	
0.4.4 <ul style="list-style-type: none"> <li>• Demonstrate and involve children in respecting the rights of others (e.g., “Devon, first Sheila will take a turn, and then it will be your turn.”)               <ul style="list-style-type: none"> <li>◦ Children will respect the rights of others (e.g., “This painting belongs to Carlos.”)</li> </ul> </li> </ul>	✓
0.4.5 <ul style="list-style-type: none"> <li>• Encourage expressing needs verbally by modeling appropriate language (e.g., “Ask Nancy if she can please pass the juice to you.”)               <ul style="list-style-type: none"> <li>◦ Children will express needs verbally or nonverbally to teacher and peers without being aggressive (e.g., “I don’t like it when you call me dummy. Stop!”)</li> </ul> </li> </ul>	
0.4.6 <ul style="list-style-type: none"> <li>• Involve children in solving problems that arise in the classroom using conflict resolution skills (e.g., talk about the problem, and the feelings related to the problem, and negotiate solutions.)               <ul style="list-style-type: none"> <li>◦ Children will demonstrate verbal or nonverbal problem-solving skills without being aggressive (e.g., talk about a problem and related feelings and negotiate solutions).</li> </ul> </li> </ul>	
<b>Standard 0.5: Children exhibit pro-social behaviors</b>	
0.5.1 <ul style="list-style-type: none"> <li>• Pair or group children to foster friendship (e.g., partners, buddies, triads)               <ul style="list-style-type: none"> <li>◦ Children will play independently and cooperatively in pairs and small groups</li> </ul> </li> </ul>	✓

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<p>0.5.2</p> <ul style="list-style-type: none"> <li>Collaborate with children on activities while modeling language and pretend skills as needed for play (e.g., teacher pretends to be mother or father in housekeeping corner and soothes her crying baby; teacher and children build a block structure; teacher and children make a cave out of a box; teacher pretends to be mama bear and the children are bear cubs.)               <ul style="list-style-type: none"> <li>Children will engage in pretend play</li> </ul> </li> </ul>	✓
<p>0.5.3</p> <ul style="list-style-type: none"> <li>Identify strategies to enter into play with another child or group of children (e.g., bring materials into play, give a play suggestion, be helpful, give a compliment)               <ul style="list-style-type: none"> <li>Children will demonstrate how to enter into play when a group of children are already involved in play</li> </ul> </li> </ul>	✓
<p>0.5.4</p> <ul style="list-style-type: none"> <li>Provide opportunities to take turns (e.g., “Maria gets to pull the wagon one time around the yard, and then it is Jack’s turn.”)               <ul style="list-style-type: none"> <li>Take turns</li> </ul> </li> </ul>	✓
<p>0.5.5</p> <ul style="list-style-type: none"> <li>Provide opportunities that encourage children to share toys and materials (e.g., “There is one basket of markers for Christen and Jameer to share.”)               <ul style="list-style-type: none"> <li>Children will demonstrate understanding the concept of sharing by attempting to share</li> </ul> </li> </ul>	✓

## Developmental/Content Area: Visual and Performing Arts

New Jersey Early Learning Standard	iStartSmart™
<b>Standard 1.1: Children express themselves through and develop an appreciation of creative movement and dance</b>	
<p>1.1.1</p> <ul style="list-style-type: none"> <li>Provide opportunities for children to participate in both structured and unstructured dance/ movement activities that help build motor control and body relationships and that strengthen self-regulation and memory (e.g., provide music and props and encourage children to make up their own movements, play musical “freeze” and other games.)               <ul style="list-style-type: none"> <li>Children will move the body in a variety of ways, with and without music.</li> </ul> </li> </ul>	



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## Developmental/Content Area: Visual and Performing Arts

New Jersey Early Learning Standard	iStartSmart™
<p>1.1.2</p> <ul style="list-style-type: none"> <li>• Participate in all movement and dance activities with the children               <ul style="list-style-type: none"> <li>◦ Children will respond to changes in tempo and a variety of musical rhythms through body movement</li> </ul> </li> </ul>	
<p>1.1.3</p> <ul style="list-style-type: none"> <li>• Model different dance movements (e.g., twist, bend, leap, slide)               <ul style="list-style-type: none"> <li>◦ Children will participate in simple sequences of movements.</li> </ul> </li> </ul>	
<p>1.1.4</p> <ul style="list-style-type: none"> <li>• Use correct vocabulary when referring to movement (e.g., gallop, twist, stretch)               <ul style="list-style-type: none"> <li>◦ Children will define and maintain personal space, concentration, and focus during creative movement/dance performances</li> </ul> </li> </ul>	
<p>1.1.5</p> <ul style="list-style-type: none"> <li>• Provide opportunities for children to experience creative movement and dance performances (e.g., performances by peers, family members, or professional artists in the classroom) and encourage children to observe, listen and respond.               <ul style="list-style-type: none"> <li>◦ Children will participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres</li> </ul> </li> </ul>	
<p>1.1.6</p> <ul style="list-style-type: none"> <li>• Connect movement and dance to curriculum themes and to other content areas and domains throughout the day, especially fine- and gross-motor skills, coordination, and other areas of physical development.               <ul style="list-style-type: none"> <li>◦ Children will use movement/dance to convey meaning around a theme or to show feelings</li> </ul> </li> </ul>	
<p>1.1.7</p> <ul style="list-style-type: none"> <li>• Observe and encourage children's approaches to learning dance and movement               <ul style="list-style-type: none"> <li>◦ Children will describe feelings and reactions in response to a creative movement/dance performance</li> </ul> </li> </ul>	
<p>1.1.8</p> <ul style="list-style-type: none"> <li>• Provide a range of music from different cultures and genres for dance and movement activities (e.g., classical, jazz, rock, salsa, reggae, rap, and others.)               <ul style="list-style-type: none"> <li>◦ Children will begin to demonstrate appropriate audience skills during creative movement and dance performances</li> </ul> </li> </ul>	

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New Jersey Early Learning Standard	iStartSmart™
<b>Standard 1.2: Children express themselves through and develop an appreciation of music</b>	
1.2.1 <ul style="list-style-type: none"> <li>• Children will sing a variety of songs with expression, independently and with others</li> </ul>	
1.2.2 <ul style="list-style-type: none"> <li>• Provide opportunities for children to play musical instruments (e.g., flute, triangle, drums, maracas, instruments from other cultures, homemade instruments) in their own way.               <ul style="list-style-type: none"> <li>◦ Children will use a variety of musical instruments to create music alone and/or with others, using different beats, tempos, dynamics, and interpretations</li> </ul> </li> </ul>	
1.2.3 <ul style="list-style-type: none"> <li>• Model what children can do with instruments (e.g., echoing, creating different levels of sound by striking different places on instruments)               <ul style="list-style-type: none"> <li>◦ Children will clap or sing songs with repetitive phrases and rhythmic patterns</li> </ul> </li> </ul>	
1.2.4 <ul style="list-style-type: none"> <li>• Model what children can do with instruments (e.g., echoing, creating different levels of sound by striking different places on instruments)               <ul style="list-style-type: none"> <li>◦ Children will listen to, imitate, and improvise sounds, patterns, or songs.</li> </ul> </li> </ul>	
1.2.5 <ul style="list-style-type: none"> <li>• Introduce children to a wide variety of music that is appropriate in content for classroom activities and that reflects different cultures and genres (e.g., classical, jazz, rock, reggae, rap)               <ul style="list-style-type: none"> <li>◦ Children will participate in and listen to music from a variety of cultures and times.</li> </ul> </li> </ul>	
1.2.6 <ul style="list-style-type: none"> <li>• Use appropriate musical terminology (e.g., the correct names of instruments, terms such as rhythm and melody)               <ul style="list-style-type: none"> <li>◦ Children will recognize and name a variety of music elements using appropriate music vocabulary</li> </ul> </li> </ul>	
1.2.7 <ul style="list-style-type: none"> <li>• Observe and encourage children’s approaches to playing instruments               <ul style="list-style-type: none"> <li>◦ Children will describe feelings and reactions in response to diverse musical genres and styles</li> </ul> </li> </ul>	
1.2.8 <ul style="list-style-type: none"> <li>• Intentionally plan for daily musical experiences that encourage children to experiment with songs and musical instruments during free play and group activities               <ul style="list-style-type: none"> <li>◦ Children will begin to demonstrate appropriate audience skills during recordings and music performances</li> </ul> </li> </ul>	

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## Developmental/Content Area: Visual and Performing Arts

New Jersey Early Learning Standard	iStartSmart™
<b>Standard 1.3: Children express themselves and develop an appreciation of dramatic play and storytelling</b>	
<b>• Measurement Units</b>	
<p>1.3.1</p> <ul style="list-style-type: none"> <li>• Provide props and materials that promote children’s active participation in dramatic play and storytelling (e.g., dress-up clothes, objects from different cultures, storybooks, flannel board puppets), and rotate them on a regular basis by theme               <ul style="list-style-type: none"> <li>◦ Children will play roles observed through life experiences (e.g., mom/day, baby, firefighter, police officer, doctor, mechanic)</li> </ul> </li> </ul>	
<p>1.3.2</p> <ul style="list-style-type: none"> <li>• Schedule daily dramatic play experiences during free play and group activities               <ul style="list-style-type: none"> <li>◦ Children will use memory, imagination, creativity, and language to make up new roles and act them out</li> </ul> </li> </ul>	
<p>1.3.3</p> <ul style="list-style-type: none"> <li>• Provide a variety of locations, indoors and outdoors, and times throughout the day for children to engage in dramatic play and storytelling in their own way (e.g., reenact a story during circle time, in the block area, or during outside time)               <ul style="list-style-type: none"> <li>◦ Children will participate with others in dramatic play, negotiating roles and setting up scenarios using costumes and props.</li> </ul> </li> </ul>	
<p>1.3.4</p> <ul style="list-style-type: none"> <li>• Observe and encourage children’s approaches to engagement in dramatic play               <ul style="list-style-type: none"> <li>◦ Children will differentiate between fantasy/pretend play and real events</li> </ul> </li> </ul>	
<p>1.3.5</p> <ul style="list-style-type: none"> <li>• Encourage children to sustain and extend play by providing ideas for more complex roles (e.g., scaffold children’s ideas about playing ‘restaurant’ by suggesting that everyone in the restaurant has an important job to do.)               <ul style="list-style-type: none"> <li>◦ Children will sustain and extend play during dramatic play interactions (i.e., anticipate what will happen next)</li> </ul> </li> </ul>	
<p>1.3.6</p> <ul style="list-style-type: none"> <li>• Expose children to stories from multiple cultures (e.g., at circle time, informally, during choice times) and provide props to represent diversity               <ul style="list-style-type: none"> <li>◦ Children will participate in and listen to stories and dramatic performances from a variety of cultures and times</li> </ul> </li> </ul>	



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<p>1.3.7</p> <ul style="list-style-type: none"> <li>• Join in dramatic play to promote the development of cooperation and self-regulation skills such as managing emotions, focusing attention, solving problems, and developing empathy               <ul style="list-style-type: none"> <li>◦ Children will describe feelings and reactions and make increasingly informed responses to stories and dramatic performances</li> </ul> </li> </ul>	
<p>1.3.8</p> <ul style="list-style-type: none"> <li>• Provide opportunities for children to experience storytelling and/or performances (e.g., by peers, family members, or professional artists in the classroom) and encourage children to observe, listen, and respond               <ul style="list-style-type: none"> <li>◦ Children will begin to demonstrate appropriate audience skills during storytelling and performances</li> </ul> </li> </ul>	
<p><b>Standard 1.4: Children express themselves through and develop an appreciation of the visual arts (e.g., painting, sculpting, and drawing)</b></p>	
<p>1.4.1</p> <ul style="list-style-type: none"> <li>• Model the safe and appropriate use and care of art materials and tools               <ul style="list-style-type: none"> <li>◦ Children will demonstrate the safe and appropriate use and care of art materials and tools</li> </ul> </li> </ul>	
<p>1.4.2</p> <ul style="list-style-type: none"> <li>• Plan art activities that extend children’s understanding of art techniques and art media (e.g., demonstrate how to roll a coil out of clay or how to use the side of a crayon to make a rubbing)               <ul style="list-style-type: none"> <li>◦ Children will create two- and three- dimensional works of art while exploring color, line, shape, form, texture, and shape</li> </ul> </li> </ul>	✓
<p>1.4.3</p> <ul style="list-style-type: none"> <li>• Introduce children to vocabulary used in the visual arts (e.g., line, color, shape, sculpture, collage) during hands-on activities and explorations (not just during teacher-directed large-group time)               <ul style="list-style-type: none"> <li>◦ Children will use vocabulary to describe various art forms (e.g., photographs, sculpture), artist (e.g., illustrator, sculptor, photographer) and elements in the visual arts</li> </ul> </li> </ul>	✓
<p>1.4.4</p> <ul style="list-style-type: none"> <li>• Use children’s work as a springboard to explore and discuss concepts individually and small groups (e.g., highlighting patterns, helping children problem-solve how to modify a sculpture so that it stands up)               <ul style="list-style-type: none"> <li>◦ Children will demonstrate a growing ability to represent experiences, thoughts, and ideas through a variety of age-appropriate materials and visual art media using memory, observation, and imagination</li> </ul> </li> </ul>	✓



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## Developmental/Content Area: Visual and Performing Arts

New Jersey Early Learning Standard	iStartSmart™
<p>1.4.5</p> <ul style="list-style-type: none"> <li>Observe and encourage children's approaches to learning during the process of creation, including initiative, curiosity, problem-solving, and especially persistence (e.g., "You worked so carefully for a long time to figure out how to make a print without smearing the paint.")               <ul style="list-style-type: none"> <li>Demonstrate planning, persistence, and problem-solving skills while working independently, or with others, during the creative process</li> </ul> </li> </ul>	✓
<p>1.4.6</p> <ul style="list-style-type: none"> <li>Create an environment that is conducive to creativity by rotating and introducing new materials regularly, making materials easily accessible, keeping them organized, and minimizing commercially purchased decorations.               <ul style="list-style-type: none"> <li>Create more recognizable representations as eye-hand coordination and fine-motor skills develop</li> </ul> </li> </ul>	✓
<p>1.4.7</p> <ul style="list-style-type: none"> <li>Encourage children to react to works of art and to reflect on art experiences (e.g., by encouraging a variety of responses to questions such as, "How many things can you think that are made from clay?" or "What shapes do you see in this painting?")               <ul style="list-style-type: none"> <li>Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world</li> </ul> </li> </ul>	

## Developmental/Content Area: Health, Safety, and Physical Education

New Jersey Early Learning Standard	iStartSmart™
<b>Standard 2.1: Children develop self-help and personal hygiene skills</b>	
<p>2.1.1</p> <ul style="list-style-type: none"> <li>Explain how germs are spread, model appropriate hand-washing and promote the habits of regular tooth-brushing and bathing               <ul style="list-style-type: none"> <li>Children will develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather)</li> </ul> </li> </ul>	
<p>2.1.2</p> <ul style="list-style-type: none"> <li>Provide opportunities for children to pour and serve themselves and others, using a variety of appropriately sized utensils, during meal and snack time               <ul style="list-style-type: none"> <li>Children will demonstrate self-help skills (e.g., developing independence when pouring, serving, and using utensils and when dressing and brushing teeth.)</li> </ul> </li> </ul>	



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## Developmental/Content Area: Health, Safety, and Physical Education

New Jersey Early Learning Standard	iStartSmart™
<b>Standard 2.2: Children begin to develop the knowledge and skills necessary to make nutritious food choices</b>	
2.2.1 <ul style="list-style-type: none"> <li>• Provide opportunities for children to experience a variety of nutritious food choices               <ul style="list-style-type: none"> <li>◦ Children will explore foods and food groups (e.g., compare and contrast foods representative of various cultures by taste, color, texture, smell and shape.)</li> </ul> </li> </ul>	✓
2.2.2 <ul style="list-style-type: none"> <li>• Make learning materials and activities (e.g., books, play food, food guide pyramid for young children, cooking experiences) available to reinforce nutritious food choices               <ul style="list-style-type: none"> <li>◦ Children will develop awareness of nutritious food choices (e.g., participate in classroom cooking activities, hold conversations with knowledgeable adults about daily nutritious meal and snack offerings.)</li> </ul> </li> </ul>	✓
<b>Standard 2.3: Children begin to develop an awareness of potential hazards in their environment</b>	
2.3.1 <ul style="list-style-type: none"> <li>• Monitor the indoor and outdoor environment daily to ensure it is safe and hazard-free               <ul style="list-style-type: none"> <li>◦ Children will use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used)</li> </ul> </li> </ul>	
2.3.2 <ul style="list-style-type: none"> <li>• Incorporate information about potential hazards into curriculum (e.g., using seat belts and car seats, crossing the street safely, staying away from strangers, recognizing poison symbol)               <ul style="list-style-type: none"> <li>◦ Children will develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.)</li> </ul> </li> </ul>	
2.3.3 <ul style="list-style-type: none"> <li>• Invite community representatives of health, fire, and police departments to visit the class to teach about how to follow health and safety precautions               <ul style="list-style-type: none"> <li>◦ Children will identify community helpers who assist in maintaining a safe environment</li> </ul> </li> </ul>	
2.3.4 <ul style="list-style-type: none"> <li>• Promote children’s understanding of safety within the context of everyday routines (e.g., clean up spills to prevent falling), as well as through intentionally planned activities (e.g., provide books, set up streets and crosswalks in the classroom to practice safety, role-play safe play behavior in various situations)               <ul style="list-style-type: none"> <li>◦ Children will know how to dial 911 for help</li> </ul> </li> </ul>	



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## Developmental/Content Area: Health, Safety, and Physical Education

New Jersey Early Learning Standard	iStartSmart™
<b>Standard 2.4: Children develop competence and confidence in activities that require gross- and fine-motor skills</b>	
2.4.1 <ul style="list-style-type: none"> <li>Facilitate activities that promote specific movement skills (e.g., crawling through a play tunnel, moving around the classroom without bumping into one another, jumping from a block and landing securely on two feet)               <ul style="list-style-type: none"> <li>Children will develop and refine gross-motor skills (e.g., hopping, galloping, jumping, running, and marching)</li> </ul> </li> </ul>	
2.4.2 <ul style="list-style-type: none"> <li>Provide classroom learning centers stocked with a wide variety of materials that promote fine-motor skills (e.g., puzzles, pegs and peg boards, zippers, snaps, buttons, clay)               <ul style="list-style-type: none"> <li>Children will develop and refine fine-motor skills (e.g., complete gradually more complex puzzles, use smaller-sized manipulatives during play, and use a variety of writing instruments in a conventional matter)</li> </ul> </li> </ul>	✓
2.4.3 <ul style="list-style-type: none"> <li>Plan individual and small-group activities and materials that promote the development of gross- and fine-motor skills (e.g., movement games, dancing, and outdoor play; large tongs for picking up and sorting items; tools for working with clay; cutting materials with a wide range of resistance for cutting such items as tissue paper, wall paper, fabric, and cardboard)               <ul style="list-style-type: none"> <li>Children will use objects and props to develop spatial and coordination skills (e.g., throw and catch balls and Frisbees, twirl a hula-hoop about the hips, walk a balance beam, lace different sized beads, and button and unbutton)</li> </ul> </li> </ul>	✓

## Developmental/Content Area: Language Arts Literacy

New Jersey Early Learning Standard	iStartSmart™
<b>Standard 3.1: Children listen and respond to environmental sounds, directions, and conversations</b>	
3.1.1 <ul style="list-style-type: none"> <li>Give progressively more complex directions during classroom activities               <ul style="list-style-type: none"> <li>Children will follow oral directions that involves several actions</li> </ul> </li> </ul>	✓
3.1.2 <ul style="list-style-type: none"> <li>Provide a variety of age-appropriate activities that require listening, including stories, songs, rhymes, chants, and individual and group conversations               <ul style="list-style-type: none"> <li>Children will listen for various purposes (e.g., to respond when a question is asked; to enter into dialogue after listening to others)</li> </ul> </li> </ul>	✓



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

## Developmental/Content Area: Language Arts Literacy

New Jersey Early Learning Standard	iStartSmart™
<p>3.1.3</p> <ul style="list-style-type: none"> <li>• Involve children in listening games in which they identify common objects through the sounds they make (i.e., a phone ringing, a truck passing by or blowing its horn, animal sounds, musical instruments, familiar voices)               <ul style="list-style-type: none"> <li>◦ Children will show understanding of listening activities by incorporating ideas into play (e.g., by incorporating themes from an earlier story into dramatic play or making a neighborhood in the block area after a discussion of different kinds of houses)</li> </ul> </li> </ul>	✓
<p>3.1.4</p> <ul style="list-style-type: none"> <li>• Provide opportunities for children to demonstrate understanding through representation (e.g., during dramatic play, while writing stories)               <ul style="list-style-type: none"> <li>◦ Children will show interest, pleasure, and enjoyment during listening activities by responding with appropriate eye contact, body language, and facial expressions</li> </ul> </li> </ul>	✓
<p><b>Standard 3.2: Children converse effectively with different audiences in their home language, English, or sign language for a variety of purposes related to their experiences</b></p>	
<p>3.2.1</p> <ul style="list-style-type: none"> <li>• Engage in many individual and small group conversations with children throughout the day (e.g., during lunch time, on the playground, while preparing for rest time), as well as during formal instructional time               <ul style="list-style-type: none"> <li>◦ Children will describe previous experiences and relate them to new experiences or ideas</li> </ul> </li> </ul>	
<p>3.2.2</p> <ul style="list-style-type: none"> <li>• Ask children to explain their ideas and plans               <ul style="list-style-type: none"> <li>◦ Children will use language for a variety of purposes (e.g., to express relationships, make connections, describe similarities and differences, express feelings, and initiate play with others)</li> </ul> </li> </ul>	✓
<p>3.2.3</p> <ul style="list-style-type: none"> <li>• Organize a variety of age-appropriate activities that encourage oral language development (e.g., by joining in pretend play, encouraging children to talk about their experiences in small groups, providing hands-on science activities)               <ul style="list-style-type: none"> <li>◦ Children will use language and sounds that are appropriate to specific roles in dramatic play, and set the stage by describing actions and events</li> </ul> </li> </ul>	✓
<p>3.2.4</p> <ul style="list-style-type: none"> <li>• Provide materials that encourage oral development in all areas of the room (e.g., flannel board stories in the library area, puppets and props in the dramatic play area, small plastic figures in the block area)               <ul style="list-style-type: none"> <li>◦ Children will use compound sentences (e.g., "I wanted to make a long snake, but Mimi has the scarf."), if-then statements (e.g., "If I set the table, then you can serve the food."), and complex sentences (e.g., "Pigs wouldn't like it on the moon because there isn't any mud.")</li> </ul> </li> </ul>	

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

## Developmental/Content Area: Language Arts Literacy

New Jersey Early Learning Standard	iStartSmart™
3.2.5 <ul style="list-style-type: none"> <li>• Children will use language and sounds that are appropriate to specific roles in dramatic play, and set the stage by describing actions and events.</li> </ul>	
3.2.6 <ul style="list-style-type: none"> <li>• Provide opportunities for children to converse with peers throughout the day, and help children initiate, respond to, and sustain conversations               <ul style="list-style-type: none"> <li>◦ Children will listen and respond appropriately in conversations and group interactions by taking turns and generally staying on topic</li> </ul> </li> </ul>	✓
3.2.7 <ul style="list-style-type: none"> <li>• Children will ask questions to obtain information</li> </ul>	✓
3.2.8 <ul style="list-style-type: none"> <li>• Introduce songs, finger-plays, and chants, and engage children in retelling and inventing stories               <ul style="list-style-type: none"> <li>◦ Children will join in singing, finger-plays, chanting, and retelling and inventing stories</li> </ul> </li> </ul>	
3.2.9 <ul style="list-style-type: none"> <li>• Interact with children using rich vocabulary words, descriptive language, and somewhat more complex language structures than children typically use (e.g., when responding to a child’s comment that it is starting to rain, the teacher can introduce the word drizzling)               <ul style="list-style-type: none"> <li>◦ Children will connect meanings of new words to vocabulary already known (e.g., “It’s called bookend because the books end.”)</li> </ul> </li> </ul>	✓
3.2.10 <ul style="list-style-type: none"> <li>• Extend children’s language by asking them to make connections between present knowledge and new vocabulary (e.g., “Why do you think that it’s called a spider plant?”)               <ul style="list-style-type: none"> <li>◦ Children will use new vocabulary and ask questions to extend understanding of words</li> </ul> </li> </ul>	✓
<b>Standard 3.3: Children demonstrate emergent reading skills</b>	
<ul style="list-style-type: none"> <li>• <b>Strand A: Print Awareness</b></li> </ul>	
3.3.A.1 <ul style="list-style-type: none"> <li>• Use printed/written words in activities and in the environment (e.g., center labels, rebus, picture recipes, traffic signs) to help children recognize that words are represented by symbols.               <ul style="list-style-type: none"> <li>◦ Children will identify the meaning of common signs and symbols in the local environment (e.g., exit sign, center labels, computer icons, or rebus)</li> </ul> </li> </ul>	✓

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

## Developmental/Content Area: Language Arts Literacy

New Jersey Early Learning Standard	iStartSmart™
<p>3.3.A.2</p> <ul style="list-style-type: none"> <li>• Present functional print materials in the environment (e.g., labels on objects, signs with clear meaning) at children’s eye level               <ul style="list-style-type: none"> <li>◦ Children will recognize that a variety of print letter formations and text forms are used for different functions (e.g., grocery lists, menus, store signs, telephone books, recipes, written directions [such as the steps for hand washing], newspapers, magazines)</li> </ul> </li> </ul>	✓
<p>3.3.A.3</p> <ul style="list-style-type: none"> <li>• Children will identify some alphabet letters, especially those in his/her own name</li> </ul>	✓
<p>3.3.A.4</p> <ul style="list-style-type: none"> <li>• Children will recognize own name in a variety of contexts</li> </ul>	✓
<p>3.3.A.5</p> <ul style="list-style-type: none"> <li>• Children will recognize that letters are grouped to form words and that words are separated by spaces</li> </ul>	✓
<p>3.3.A.6</p> <ul style="list-style-type: none"> <li>• Use varied, integrated methods to help children learn to recognize letters (e.g., help a child locate his/her cubby by finding the first letter of his/her name, read alphabet and other books, use charts that connect pictures and words)               <ul style="list-style-type: none"> <li>◦ Children will recognize that it is the print that is read in stories</li> </ul> </li> </ul>	✓
<p>• <b>Strand B: Knowledge and Enjoyment of Books</b></p>	
<p>3.3.B.1</p> <ul style="list-style-type: none"> <li>• Children will demonstrate understanding of the concept of directionality on a page (e.g., front to back, left to right, top to bottom)</li> </ul>	✓
<p>3.3.B.2</p> <ul style="list-style-type: none"> <li>• Children will display book handling knowledge (e.g., turning the book right side up, using left to right sweep, turning one page at a time, recognizing a familiar book by the cover)</li> </ul>	✓
<p>3.3.B.3</p> <ul style="list-style-type: none"> <li>• Children will exhibit reading-like behavior (e.g., pretend to read to self and others and read own writing)</li> </ul>	✓
<p>3.3.B.4</p> <ul style="list-style-type: none"> <li>• Children will answer simple recall and comprehension questions about a book being read (e.g., Goodnight Gorilla: “What do you see the gorilla doing now?”)</li> </ul>	



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## Developmental/Content Area: Language Arts Literacy

New Jersey Early Learning Standard	iStartSmart™
<p>3.3.B.5</p> <ul style="list-style-type: none"> <li>• Place books that extend play in different interest areas of the room (e.g., a book about bridges in the block area)               <ul style="list-style-type: none"> <li>◦ Children will use a familiar book as a cue to retell their version of the story</li> </ul> </li> </ul>	✓
<p>3.3.B.6</p> <ul style="list-style-type: none"> <li>• Invite children’s participation during storybook reading (e.g., analyzing visual cues, making predictions, making personal connections)               <ul style="list-style-type: none"> <li>◦ Children will show an understanding of story structure (e.g., comment on characters, predict what will happen next, ask appropriate questions, act out familiar stories)</li> </ul> </li> </ul>	
<p>3.3.B.7</p> <ul style="list-style-type: none"> <li>• Provide books and materials that reflect the identity, home language, culture, and interest of the students in the class               <ul style="list-style-type: none"> <li>◦ Children will ask questions and make comments pertinent to a story being read and connect information in books to personal life experiences</li> </ul> </li> </ul>	✓
<p>• <b>Strand C: Phonological Awareness</b></p>	
<p>3.3.C.1</p> <ul style="list-style-type: none"> <li>• Children will engage in language play (e.g., manipulate separate and repeating sounds)</li> </ul>	✓
<p>3.3.C.2</p> <ul style="list-style-type: none"> <li>• Lead activities and stories that have repetitive patterns, rhymes, and refrains               <ul style="list-style-type: none"> <li>◦ Children will make up and chant rhymes (e.g., at the water table, saying “squishy, wishy, dishy soap,” or at lunchtime, saying, “A light is for night.”)</li> </ul> </li> </ul>	✓
<p>3.3.C.3</p> <ul style="list-style-type: none"> <li>• Draw children’s attention to the sounds they hear in words (e.g., by asking whose names start with the “S” sound to go wash their hands for snack, or by using rhythm sticks to tap out the syllables in their names)               <ul style="list-style-type: none"> <li>◦ Children will play with alliterative language (e.g., “Peter, Peter, Pumpkin Eater)</li> </ul> </li> </ul>	✓
<p><b>Standard 3.4: Children demonstrate emergent writing skills</b></p>	
<p>3.4.1</p> <ul style="list-style-type: none"> <li>• Encourage children’s interest in writing using enjoyable and engaging methods (e.g., by having children dictate stories, helping them make books, encouraging them to attempt to write their names on their own work, helping them make a list of ingredients for a cooking project)               <ul style="list-style-type: none"> <li>◦ Children will ask adults to write (e.g., labels on block structures, dictation of stories, list of materials needed for a project)</li> </ul> </li> </ul>	✓

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

## Developmental/Content Area: Language Arts Literacy

New Jersey Early Learning Standard	iStartSmart™
<p>3.4.2</p> <ul style="list-style-type: none"> <li>Respond positively to all writing efforts (e.g., scribbling, letter strings, and nonconventional spelling)               <ul style="list-style-type: none"> <li>Children will “Write” messages as part of play and other activities (e.g., scribbling, drawing, making letter-like forms and conventional letter forms, using invented spelling)</li> </ul> </li> </ul>	✓
<p>3.4.3</p> <ul style="list-style-type: none"> <li>Provide a variety of writing tools (e.g., pencils, crayons, chalk, markers, rubberstamps, computers) and surfaces (e.g., paper, cardboard, chalkboard, wood, concrete) in all areas of the classroom               <ul style="list-style-type: none"> <li>Children will attempt to write own name on work</li> </ul> </li> </ul>	✓
<p>3.4.4</p> <ul style="list-style-type: none"> <li>Provide children the opportunity to choose and use writing implements daily               <ul style="list-style-type: none"> <li>Children will share and discuss work samples containing drawings, paintings and pictures</li> </ul> </li> </ul>	✓
<p>3.4.5</p> <ul style="list-style-type: none"> <li>Model writing in a variety of genres (e.g., lists, messages, dictated stories, charts) and explain the connection between spoken and written words               <ul style="list-style-type: none"> <li>Children will attempt to make own name using a variety of materials (e.g., magnetic letters, play dough, rubberstamps, alphabet blocks, or a computer)</li> </ul> </li> </ul>	✓

## Developmental/Content Area: Mathematics

New Jersey Early Learning Standard	iStartSmart™
<b>Standard 4.1: Children demonstrate an understanding of numbers and numerical operations</b>	
<p>4.1.1</p> <ul style="list-style-type: none"> <li>Encourage and support individual’s attempts to learn to count number to 30 or higher.               <ul style="list-style-type: none"> <li>Children will demonstrate emergent understanding of numbers (for counting: at least through 20; for ordinals: first through fifth, including the last)</li> </ul> </li> </ul>	✓
<p>4.1.2</p> <ul style="list-style-type: none"> <li>Integrate purposeful counting experiences throughout other learning opportunities (e.g., taking attendance, following the rule to stay three steps behind another person, climbing the ladder of the slide, pulling the paper towel holder lever twice)               <ul style="list-style-type: none"> <li>Children will recognize and name some one-digit written numerals: (a) begin to write one-digit numerals; and (b) discriminate numbers from other symbols in the environment (e.g., street signs, license plates, room number, clock)</li> </ul> </li> </ul>	✓



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

## Developmental/Content Area: Mathematics

New Jersey Early Learning Standard	iStartSmart™
<p>4.1.3</p> <ul style="list-style-type: none"> <li>• Encourage children to compare numbers frequently through questions (e.g., “Are there more people riding in the bus or in the airplane you made?”) and graphing (e.g., favorite colors, pets etc.)               <ul style="list-style-type: none"> <li>◦ Children will compare groups of objects (e.g., using the terms “more,” “less,” “same”)</li> </ul> </li> </ul>	✓
<p>4.1.4</p> <ul style="list-style-type: none"> <li>• Foster one-to-one correspondence throughout the day (e.g., select a child to give out placemats and napkins at mealtimes, ask a child to get one animal for each cage)               <ul style="list-style-type: none"> <li>◦ Children will demonstrate understanding of one-to-one correspondence (e.g., put one placemat at each place, give each child one cookie, place one animal in each truck, hand out manipulatives to be shared with a friend, saying “One for you, one for me.”): (a) match sets; (b) spontaneously count for own purposes; and (c) recognize a number of objects (up to four) without counting</li> </ul> </li> </ul>	✓
<p>4.1.5</p> <ul style="list-style-type: none"> <li>• Model addition and subtraction by using counting to separate numbers. For addition (e.g., “Maria has two clocks and Justin has three. There are five blocks altogether: 1,2,3,4,5”). For subtraction (e.g., “There are five cars on the carpet: 1,2,3,4,5. Three cars are red and two are blue. I am putting the two blue cars in the basket. There are three red cars left on the carpet.”)               <ul style="list-style-type: none"> <li>◦ Children will explore the meanings of addition and subtraction by using concrete objects: (a) joining (e.g., “Three blue pegs, three yellow pegs, six pegs altogether!”); and (b) separating (“I have four carrot sticks. I’m eating one! Now I have 3!”)</li> </ul> </li> </ul>	✓
<b>Standard 4.2: Children develop knowledge of spatial concepts (e.g., shapes and measurement)</b>	
<p>4.2.1</p> <ul style="list-style-type: none"> <li>◦ Children will use and respond to positional words (e.g., in, under, between, down)</li> </ul>	✓
<p>4.2.2</p> <ul style="list-style-type: none"> <li>• Children will explore and talk about basic shapes in the environment (e.g., circle, square, triangle)</li> </ul>	✓
<p>4.2.3</p> <ul style="list-style-type: none"> <li>• Introduce vocabulary describing two- and three-dimensional shapes and constructions (e.g., circle, sphere, square, cube, triangle, rectangular prism, pyramid)               <ul style="list-style-type: none"> <li>◦ Children will explore three-dimensional shapes by building with blocks and other materials</li> </ul> </li> </ul>	✓

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

## Developmental/Content Area: Mathematics

New Jersey Early Learning Standard	iStartSmart™
<p>4.2.4</p> <ul style="list-style-type: none"> <li>• Provide materials indoors and outdoors that help children to develop spatial and geometric sense (e.g., items to fill and empty, fit together and take apart, or arrange and shape; materials that move; tunnels to crawl through)               <ul style="list-style-type: none"> <li>◦ Children will explore connections between two-and-three-dimensional forms (e.g., sphere and circle)</li> </ul> </li> </ul>	
<p>4.2.5</p> <ul style="list-style-type: none"> <li>• Help children identify symmetry in their block constructions and in photographs and designs               <ul style="list-style-type: none"> <li>◦ Children will identify symmetry during play (e.g., building with blocks)</li> </ul> </li> </ul>	
<p>4.2.6</p> <ul style="list-style-type: none"> <li>• Provide opportunities for children to explore the differences between two- and three- dimensional shapes and constructions (e.g., faces of attribute blocks, balls, blocks of all shapes, boxes, beads)               <ul style="list-style-type: none"> <li>◦ Children will use simple shapes to make designs, patterns, and pictures (e.g., tangrams)</li> </ul> </li> </ul>	
<p>4.2.7</p> <ul style="list-style-type: none"> <li>• Provide standard and nonstandard measurement materials both indoors and outdoors (e.g., unit blocks, inch cubes, rulers, cups, buckets, balance scales, water and sand tables)               <ul style="list-style-type: none"> <li>◦ Children will explore the use of nonstandard objects for measurement</li> </ul> </li> </ul>	
<p>4.2.8</p> <ul style="list-style-type: none"> <li>• Children will compare and order objects according to measurable attributes (e.g., length, weight)</li> </ul>	✓
<p>4.2.9</p> <ul style="list-style-type: none"> <li>• Children will demonstrate understanding of basic temporal relations (e.g., the sequence of the daily routine)</li> </ul>	
<b>Standard 4.3: Children understand patterns, relationships, and classification</b>	
<p>4.3.1</p> <ul style="list-style-type: none"> <li>• Create simple patterns and ask children to repeat or insert missing elements (e.g., “I made a pattern in my tower: red block, blue block, red block, blue block. What color block should go next?”)               <ul style="list-style-type: none"> <li>◦ Children will describe patterns in the environment</li> </ul> </li> </ul>	
<p>4.3.2</p> <ul style="list-style-type: none"> <li>• Call attention to patterns in the environment, including visual and non-visual patterns (e.g., stripes on a child’s shirt, flowers outside, songs, chants)               <ul style="list-style-type: none"> <li>◦ Children will represent patterns in a variety of ways</li> </ul> </li> </ul>	

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

## Developmental/Content Area: Mathematics

New Jersey Early Learning Standard	iStartSmart™
<p>4.3.3</p> <ul style="list-style-type: none"> <li>• Plan and set up activities involving various types of patterns (e.g., songs, musical instruments, transition signals and activities, computer games that engage children in creating or extending patterns)               <ul style="list-style-type: none"> <li>◦ Children will begin to represent data in pictures and drawings</li> </ul> </li> </ul>	
<p>4.3.4</p> <ul style="list-style-type: none"> <li>• Provide materials for children to sort, classify, and order (e.g., buttons, beads, colored craft sticks, bowls, trays)               <ul style="list-style-type: none"> <li>◦ Children will show awareness of the attributes of objects through sorting, ordering, and classifying</li> </ul> </li> </ul>	✓
<p><b>Standard 4.4: Children use mathematical knowledge to represent, communicate, and solve problems in their environment</b></p>	
<p>4.4.1</p> <ul style="list-style-type: none"> <li>• Encourage students to use mathematics as a communication tool by modeling mathematical vocabulary and symbolism (e.g., “What would happen if you put the spheres together?”)               <ul style="list-style-type: none"> <li>◦ Children will learn mathematics through problem solving, inquiry, and discovery and use emergent mathematics and in other contexts</li> </ul> </li> </ul>	✓
<p>4.4.2</p> <ul style="list-style-type: none"> <li>• Children will solve problems that arise in mathematics and in other contexts</li> </ul>	✓
<p>4.4.3</p> <ul style="list-style-type: none"> <li>• Encourage students to use mathematical knowledge as a problem-solving tool by asking open-ended questions and asking for more information (e.g., “Tell me about what you did.” “would you use the same number again?” “What were you thinking when you put this one over here?”)               <ul style="list-style-type: none"> <li>◦ Children will use communication to organize and clarify mathematical thinking by discussing, listening, and asking questions during activities</li> </ul> </li> </ul>	
<p>4.4.4</p> <ul style="list-style-type: none"> <li>• Encourage students to make connections between mathematics and other content areas and real-life situations (e.g., teacher says to Desiree, “your name is longer than Sam’s because it contains more letters.” “you and Sara go home on the same bus, Number 14.”)               <ul style="list-style-type: none"> <li>◦ Children will recognize that mathematics is used in a variety of context in all disciplines, and apply mathematics in practical situations and other disciplines</li> </ul> </li> </ul>	✓
<p>4.4.5</p> <ul style="list-style-type: none"> <li>◦ Children will use technology to reinforce concrete mathematical information (e.g., to explore patterns and shapes)</li> </ul>	✓

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

## Developmental/Content Area: Science

New Jersey Early Learning Standard	iStartSmart™
<b>Standard 5.1: Children develop inquiry skills</b>	
<p>5.1.1</p> <ul style="list-style-type: none"> <li>• Provide a supportive classroom climate that encourages children to pursue ideas through the use of science inquiry skills. The environment should encourage children to wonder, observe, ask questions, and investigate as they solve problems, engage with phenomena, and make decisions during daily activities both indoors and outdoors. Science preparation and planning should reflect intentionality, with the teacher thinking about how to best develop science concepts in the context of children’s everyday classroom lives and experiences               <ul style="list-style-type: none"> <li>◦ Children will display curiosity about science objects, materials, activities, and longer-term investigations in progress (e.g., ask who, what, when, where, why, and how questions during sensory explorations, experimentation, and focused inquiry)</li> </ul> </li> </ul>	
<p>5.1.2</p> <ul style="list-style-type: none"> <li>• Prepare the classroom with open-ended natural/science objects and materials that children can explore and use independently and that are linked to ongoing classroom explorations (e.g., collections of rocks, pinecones, and seed pods during a study of the local environment ; nature/ science books; nature sequence cards that support an investigation of life cycles; magnifying glasses; collections of measuring tools at the sand table; items that water can flow through at the water table; plants grown from seed; journals for recording; studio-visual materials; computer software)               <ul style="list-style-type: none"> <li>◦ Children will observe, question, predict, and investigate materials, objects, and phenomena during classroom activities indoors and outdoors and during any longer-term investigations in progress. Seek answers to questions and test predictions using simple experiments or research media (e.g., cracking a nut to look inside; putting a toy car in water to determine whether it sinks)</li> </ul> </li> </ul>	
<p>5.1.3</p> <ul style="list-style-type: none"> <li>• Facilitate children’s acquisition and use of basic science terms and topic-related science vocabulary along with access to nonfiction books, audio and video materials, and website photographs and information               <ul style="list-style-type: none"> <li>◦ Children will use basic science terms (e.g., observe, predict, experiment) and topic-related science vocabulary (e.g., words related to living things [fur, fins, feathers, beak, bark, trunk, stem]; weather terms [breezy, mild, cloudy, hurricane, shower, temperature]; vocabulary related to simple machines [wheel, pulley, lever, screw, inclined plane]; words for states of matter [solid, liquid]; names of basic tools [hammer, screwdriver, awl, binoculars, stethoscope, magnifier]).</li> </ul> </li> </ul>	

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## Developmental/Content Area: Science

New Jersey Early Learning Standard	iStartSmart™
<p>5.1.4</p> <ul style="list-style-type: none"> <li>• Facilitate individual and small-group discussions based on open-ended science explorations and focused inquiry to encourage children to share, discuss, reflect on, and form explanations about their emerging ideas.               <ul style="list-style-type: none"> <li>◦ Children will communicate with other children and adults to share observations, pursue questions, make predictions, and/or conclusions</li> </ul> </li> </ul>	
<p>5.1.5</p> <ul style="list-style-type: none"> <li>• Provide regular opportunities for children to collect, measure, record, and represent science experiences and data (e.g., collecting natural items that are signs of fall, using lengths of yarn to measure how far a ball rolls, using simple charts)               <ul style="list-style-type: none"> <li>◦ Children will represent observations and work through drawing, recording data, and “writing” (e.g., drawing and “writing” on observation clipboards, making rubbings, charting the growth of plants)</li> </ul> </li> </ul>	
<b>Standard 5.2: Children observe and investigate matter and energy</b>	
<p>5.2.1</p> <ul style="list-style-type: none"> <li>• Provide a variety of interesting materials and objects (e.g., solids and liquids) in learning centers to encourage children to observe, manipulate, sort, and describe physical properties (e.g., size, shape, color, texture, weight) using their five senses as well as simple tools (e.g., magnifiers, balance scales)               <ul style="list-style-type: none"> <li>◦ Children will observe, manipulate, sort and describe objects and materials (e.g., water, sand, clay, paint, glue, various types of blocks, collections of objects, simple household items that can be taken apart, or objects made of wood, metal, or cloth) in the classroom and outdoor environment based on size, shape, color, texture, and weight.</li> </ul> </li> </ul>	
<p>5.2.2</p> <ul style="list-style-type: none"> <li>• Provide opportunities for children to explore changes in matter (e.g., liquids and solids) when substances are combined, heated, or cooled (e.g., when mixing ingredients for cooking, mixing paint colors, preparing recipes that involve heating or cooling, exploring water as a solid and a liquid), including projects or studies over an extended period of time (e.g., an in-depth investigation of water that includes how water moves, what happens when things are mixed with water, and the behavior of drops of water)               <ul style="list-style-type: none"> <li>◦ Children will explore changes in liquids and solids when substances are combined, heated, or cooled (e.g., mixing sand or clay with various amounts of water, preparing gelatin; mixing different colors of tempera paint, and longer term investigations, such as freezing and melting of water and other liquids)</li> </ul> </li> </ul>	

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

## Developmental/Content Area: Science

New Jersey Early Learning Standard	iStartSmart™
<p>5.2.3</p> <ul style="list-style-type: none"> <li>• Facilitate children’s investigations of forms of energy (sound, heat, and light)               <ul style="list-style-type: none"> <li>◦ Children will investigate sound, heat, and light energy through one or more of the senses (e.g., comparing the pitch and volume of sounds made by commercially made and homemade instruments, recording how shadows change during the course of a day or over time, using flashlights or lamp light to make shadows indoors)</li> </ul> </li> </ul>	
<p>5.2.4</p> <ul style="list-style-type: none"> <li>• Provide opportunities for children to explore motion (e.g., objects can move in many ways) and the forces that affect motion (e.g., natural phenomena and mechanical forces) in projects or studies over an extended period of time               <ul style="list-style-type: none"> <li>◦ Children will investigate how and why things move (e.g., slide block, balance structures, push structures over, use ramps to explore how far and how fast different objects move or roll)</li> </ul> </li> </ul>	
<b>Standard 5.3: Children observe and investigate living things</b>	
<p>5.3.1</p> <ul style="list-style-type: none"> <li>• Provide opportunities for children to observe and investigate the characteristics of plants and animals in their natural habitats and in the classroom over time               <ul style="list-style-type: none"> <li>◦ Children will investigate and compare the basic physical characteristics of plants, humans, and other animals (e.g., observing and discussing leaves, stems, roots, body parts; observing and drawing different insects; sorting leaves by shape; comparing animals with fur to those with feathers)</li> </ul> </li> </ul>	
<p>5.3.2</p> <ul style="list-style-type: none"> <li>• Facilitate children’s observations of similarities and differences (e.g., discussing the physical needs of a bird and a dog) in the needs of various living things and their observations of differences between living and nonliving things (e.g., classifying living and nonliving things found in water or on land)               <ul style="list-style-type: none"> <li>◦ Children will observe similarities and differences in the needs of living things, and differences between living and nonliving things (e.g., observing and discussing similarities between animal babies and their parents; discussing the differences between a living thing, such as a hermit crab, and a nonliving thing, such as a shell)</li> </ul> </li> </ul>	
<p>5.3.3</p> <ul style="list-style-type: none"> <li>• Encourage children to explore available outdoor habitats (e.g., the trees or a patch of ground outside the classroom) and to participate in caring responsibly for living things during and outside of school time (e.g., fish tank, plants, hermit crabs, ladybugs, butterflies)               <ul style="list-style-type: none"> <li>◦ Children will observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light (e.g., digging outside in the soil to investigate the kinds of animal life that live in and around the ground or replicating a natural habitat in a classroom terrarium)</li> </ul> </li> </ul>	

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

## Developmental/Content Area: Science

New Jersey Early Learning Standard	iStartSmart™
<p>5.3.4</p> <ul style="list-style-type: none"> <li>• Provide opportunities for children to investigate changes in living things over time (e.g., the life cycles of plants or mealworms)               <ul style="list-style-type: none"> <li>◦ Children will observe and record change over time and cycles of change that affect living things (e.g., monitoring the life cycle of a plant, using children’s baby photographs to discuss human change and growth, using unit blocks to record the height of classroom plants)</li> </ul> </li> </ul>	
<b>Standard 5.4: Children observe and investigate the Earth</b>	
<p>5.4.1</p> <ul style="list-style-type: none"> <li>• Provide opportunities for exploring the natural environment, indoors and outdoors (e.g., soil, rocks, water, and air)               <ul style="list-style-type: none"> <li>◦ Children will explore and describe characteristics of soil, rocks, water, and air (e.g., sorting rocks by shape and/or color, observing water as a solid and a liquid, noticing the wind’s effect on playground objects)</li> </ul> </li> </ul>	
<p>5.4.2</p> <ul style="list-style-type: none"> <li>• Provide opportunities for exploring the natural energy of sunlight through its connection with living and nonliving things (e.g., a plant’s need for sunlight or the effects of light and shadow on objects)               <ul style="list-style-type: none"> <li>◦ Children will explore the effects of sunlight on living and nonliving things (e.g., growing plants with and without sunlight, investigating shadows that occur when the sun’s light is blocked by objects)</li> </ul> </li> </ul>	
<p>5.4.3</p> <ul style="list-style-type: none"> <li>• Provide opportunities for investigating weather phenomena (e.g. recording daily changes in weather, observing cycles of seasonal change, discussing characteristics of different kinds of weather)               <ul style="list-style-type: none"> <li>◦ Children will observe and record weather (e.g., chart temperatures throughout the seasons or represent levels of wind by waving scarves outdoors)</li> </ul> </li> </ul>	
<p>5.4.4</p> <ul style="list-style-type: none"> <li>• Use classroom experiences to assist children in developing an awareness of conservation and respect for the natural environment in everyday context (e.g., conserving resources, recycling)               <ul style="list-style-type: none"> <li>◦ Children will demonstrate emergent awareness of the need for conservation, recycling, and respect for the environment (e.g., turning off water faucets, collecting empty yogurt cups for reuse as paint containers, separating materials in recycling bins, re-using clean paper goods for classroom collage and sculpture projects)</li> </ul> </li> </ul>	

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

## Developmental/Content Area: Science

New Jersey Early Learning Standard	iStartSmart™
<b>Standard 5.5: Children gain experience in using technology</b>	
5.5.1 <ul style="list-style-type: none"> <li>• Provide and assist students with identifying and using appropriate tools and technology in support of their science investigations (e.g., computers; video, audio, and camera equipment; cooking equipment; measuring tools; writing and painting tools; tools that extend sensory exploration; simple machines; woodworking tools)               <ul style="list-style-type: none"> <li>◦ Children will identify and use basic tools and technology to extend exploration in conjunction with science investigations (e.g., writing, drawing, and painting utensils, scissors, staplers, magnifiers, balance scales, ramps, pulleys, hammers, screwdrivers, sieves, tubing, binoculars, whisks, measuring cups, appropriate computer software and website information, video and audio recordings, digital cameras, tape recorders)</li> </ul> </li> </ul>	

## Developmental/Content Area: Social Studies, Family and Life Skills

New Jersey Early Learning Standard	iStartSmart™
<b>Standard 6.1: Children identify unique characteristics of themselves, their families, and others</b>	
6.1.1 <ul style="list-style-type: none"> <li>• Engage in one-on-one and small-group conversations about similarities and differences of children (e.g., eyes, hair, skin tone, talents, interests, food preferences, gender)               <ul style="list-style-type: none"> <li>◦ Children will describe characteristics of oneself, one's family, and others</li> </ul> </li> </ul>	
6.1.2 <ul style="list-style-type: none"> <li>• Incorporate materials, photos, artifacts, and props from diverse families that reflect family roles and traditions. Invite family members to come to the classroom to share foods, talents and traditions.               <ul style="list-style-type: none"> <li>◦ Children will demonstrate an understanding of family roles and traditions</li> </ul> </li> </ul>	
6.1.3 <ul style="list-style-type: none"> <li>• Use language to identify family members, roles, traditions, and artifacts (e.g., "Your grandmothers go to work, just like Tony's. Others stay at home and work.")               <ul style="list-style-type: none"> <li>◦ Children will express individuality and cultural diversity (e.g., through dramatic play)</li> </ul> </li> </ul>	



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

## Developmental/Content Area: Social Studies, Family and Life Skills

New Jersey Early Learning Standard	iStartSmart™
<b>Standard 6.2: Children become contributing members of the classroom community</b>	
6.2.1 <ul style="list-style-type: none"> <li>• Involve children in developing a few simple rules with an emphasis on positive rules (e.g., “walking feet” instead of “no running”)               <ul style="list-style-type: none"> <li>◦ Children will demonstrate understanding of rules by following most classroom routines</li> </ul> </li> </ul>	
6.2.2 <ul style="list-style-type: none"> <li>• Establish classroom routines and involve children in the upkeep of the classroom (e.g., taking care of the pet, cleaning up, watering plants, washing hands before using the water table to avoid spreading germs)               <ul style="list-style-type: none"> <li>◦ Children will demonstrate responsibility by initiating simple classroom tasks and jobs</li> </ul> </li> </ul>	
6.2.3 <ul style="list-style-type: none"> <li>• Model appropriate behaviors during family-style meals (e.g., sitting during meals, engaging in conversation, asking to be excused from the table when finished eating)               <ul style="list-style-type: none"> <li>◦ Demonstrate appropriate behavior when collaborating with others</li> </ul> </li> </ul>	
<b>Standard 6.3: Children demonstrate knowledge of neighborhood and community</b>	
6.3.1 <ul style="list-style-type: none"> <li>• Involve children in first-hand experiences in their community (e.g., field trips in the school or neighborhood) and discuss and involve children in mapping its physical features, as well as invite visitors with community service roles into the class (e.g., business owner, nurse, doctor, postmaster, firefighter, police officer, veterinarian, teacher, secretary)               <ul style="list-style-type: none"> <li>◦ Children will develop an awareness of the physical features of the neighborhood/community</li> </ul> </li> </ul>	
6.3.2 <ul style="list-style-type: none"> <li>• Involve children in discussions about the homes they live in and the different types of homes in the community (e.g., by taking neighborhood walks)               <ul style="list-style-type: none"> <li>◦ Children will identify, discuss, and role-play the duties of a range of community workers</li> </ul> </li> </ul>	
<b>Standard 6.4: Children demonstrate awareness of the cultures within their classroom and community</b>	
6.4.1 <ul style="list-style-type: none"> <li>• Explore cultures represented in the classroom and community and integrate information about these cultures into the daily curriculum as well as into classroom literature, activities, and play materials.               <ul style="list-style-type: none"> <li>◦ Children will learn about and respect other cultures within the classroom and community</li> </ul> </li> </ul>	

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

## Developmental/Content Area: World Language

New Jersey Early Learning Standard	iStartSmart™
<b>Standard 7.1: Children know that people use different languages (including sign language) to communicate, and will express simple greetings, words, and phrases in a language other than their own</b>	
<b>7.1.1</b> <ul style="list-style-type: none"> <li>Expose children to words or phrases in a language other than their own, particularly language related to the following topics: family, friends, home, school, community, wellness, leisure activities, basic needs and animals               <ul style="list-style-type: none"> <li>Children will acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song)</li> </ul> </li> </ul>	
<b>7.1.2</b> <ul style="list-style-type: none"> <li>Provide opportunities for children to hear simple greetings, words, or phrases in a language other than their own (including sign language) in appropriate context (e.g., during dramatic play, in stories, when greeting visitors)               <ul style="list-style-type: none"> <li>Children will say simple greetings, words, and phrases in a language other than their own</li> </ul> </li> </ul>	
<b>7.1.3</b> <ul style="list-style-type: none"> <li>Begin to expose children to language for topics that extend beyond the self, such as simple geography and weather               <ul style="list-style-type: none"> <li>Children will comprehend previously learned simple vocabulary in a language other than their own</li> </ul> </li> </ul>	✓
<b>7.1.4</b> <ul style="list-style-type: none"> <li>Give simple commands or instructions in a language other than English               <ul style="list-style-type: none"> <li>Children communicate effectively with adults and/or classmates who speak other languages by using gestures, pointing, or facial expressions to augment oral language</li> </ul> </li> </ul>	

## Developmental/Content Area: Technology

New Jersey Early Learning Standard	iStartSmart™
<b>Standard 8.1: Navigate simple on screen menus</b>	
<b>8.1.1</b> <ul style="list-style-type: none"> <li>Children will use the mouse to negotiate a simple menu on the screen (e.g., to print a picture)</li> </ul>	✓
<b>8.1.2</b> <ul style="list-style-type: none"> <li>Children will navigate the basic functions of a browser, including how to open or close windows and use the “back” key</li> </ul>	✓



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

## Developmental/Content Area: Technology

New Jersey Early Learning Standard	iStartSmart™
<b>Standard 8.2: Use electronic devices independently</b>	
8.2.1 • Children will identify the “power keys” (e.g., ENTER, spacebar) on a keyboard	✓
8.2.2 • Children will access materials on a disk, cassette tape, or DVD. Insert a disk, cassette tape, CD-ROM, DVD, or other storage device and press “play” and “stop”	✓
8.2.3 • Children will turn smart toys on and/or off	✓
8.2.4 • Children will recognize that the number keys are in a row on the top of the keyboard	✓
8.2.5 • Children will operate frequently used, high quality, interactive games or activities in either screen or toy-based formats	✓
8.2.6 • Children will use a digital camera to take a picture	
<b>Standard 8.3: Begin to use electronic devices to communicate</b>	
8.3.1 • Children will use devices (e.g., computer) to type name and to create stories with pictures and letters/words	✓
<b>Standard 8.4: Use common technology vocabulary</b>	
8.4.1 • Model common technology vocabulary, such as e-mail, Internet site, software, hardware, computer, mouse, digital camera, and printer ◦ Children will use technology terms in conversations (e.g., digital camera, battery, screen, computer, Internet, mouse, keyboard, and printer)	✓

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

## Developmental/Content Area: Technology

New Jersey Early Learning Standard	iStartSmart™
<b>Standard 8.5: Begin to use electronic devices to gain information</b>	
<p>8.5.1 Use computers to conduct Internet searches for subjects of interest. Let children participate in the process of coming up with search words, and allow them to see the results in ways they can understand (e.g., as a set of images rather than as text)</p> <ul style="list-style-type: none"><li>◦ Children will use the Internet to explore and investigate questions with a teacher's support</li></ul>	✓