

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: PHYSICAL DEVELOPMENT

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
A. Health and Wellness	
1. Shows characteristics of good health to facilitate learning.	
<ul style="list-style-type: none"> • Showing typical height and weight for their age <ul style="list-style-type: none"> ◦ Conduct height and weight measurements to ensure children have physical stature within the typical range for the appropriate age group. 	
<ul style="list-style-type: none"> • Participating actively in daily events and social interactions (e.g., playing on playground, listening to a story during large group time, or interacting in the housekeeping area) <ul style="list-style-type: none"> ◦ Provide age-appropriate movement activities and equipment. 	✓
<ul style="list-style-type: none"> • Coordinating many eye-hand movements such <ul style="list-style-type: none"> ◦ Demonstrate proper hand washing and nose blowing techniques. 	✓
<ul style="list-style-type: none"> • Demonstrating gross motor skills (e.g. jumping, hopping, and running) <ul style="list-style-type: none"> ◦ Provide ongoing opportunities for children to make healthy food choices. 	✓
2. Shows visual abilities to facilitate learning and healthy growth and development	
<ul style="list-style-type: none"> • Using both eyes in coordination <ul style="list-style-type: none"> ◦ Offer art experiences that require visual ability (e.g., crayons, stickers, collage materials, and easel painting). 	✓
<ul style="list-style-type: none"> • Holding materials at appropriate distance from eyes <ul style="list-style-type: none"> ◦ Provide opportunities for outdoor play that require visual ability (e.g., running, climbing, and catching balls) 	✓
<ul style="list-style-type: none"> • Moving eyes rather than head to track objects <ul style="list-style-type: none"> ◦ Observe to see if children are using both eyes during classroom activities (e.g., puzzles, pegboards, and lacing cards) 	✓
<ul style="list-style-type: none"> • Focusing eyes on objects without squinting or straining. <ul style="list-style-type: none"> ◦ Observe to see if children are squinting while looking at a big book or large pictures held by the teacher at large group time 	✓

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3. Demonstrates auditory ability to facilitate learning and healthy growth and development	
<ul style="list-style-type: none"> • Discriminating different sounds <ul style="list-style-type: none"> ◦ Conduct auditory (hearing) screening or seek community resources to ensure auditory (hearing) screening of children. 	✓
<ul style="list-style-type: none"> • Identifying animal sounds that are recorded or heard in nature <ul style="list-style-type: none"> ◦ Observe to see if children respond to different types and levels of sound in ongoing activities, including the volume at which children speak to others. 	✓
<ul style="list-style-type: none"> • Reproducing a finger play after listening to a teacher demonstrate <ul style="list-style-type: none"> ◦ Plan listening activities to assist children in refining attention and listening skills (e.g., have children listen to recordings of animal noises and match sounds with animal pictures, provide a listening center) 	✓
<ul style="list-style-type: none"> • Producing speech that is understandable <ul style="list-style-type: none"> ◦ Read daily and ask frequent, relevant questions to encourage and support the development of good listening skills. 	✓
4. Demonstrate characteristics of good oral health and performs oral hygiene routines	
<ul style="list-style-type: none"> • Learning how to use dental hygiene tools (e.g., toothbrush, floss) <ul style="list-style-type: none"> ◦ Conduct screening of oral health or seek community resources to ensure screening or oral health. 	
<ul style="list-style-type: none"> • Performing daily tooth brushing in the classroom 	
<ul style="list-style-type: none"> • Performing daily flossing with assistance 	
<ul style="list-style-type: none"> • Showing a growing understanding of the relationship between nutritional choices and dental health <ul style="list-style-type: none"> ◦ Provide learning opportunities related to oral health (e.g., reading a book, looking at teeth in the mirror) and the impact of nutrition on dental health (e.g., talk about healthy food choices, use small group activities to explore how certain foods clean our teeth [apples] or make our teeth sticky/dirty [marshmallows]). ◦ Provide special classroom visitors, field trips, books, and large group time experiences to promote oral health. 	✓

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5. Shows familiarity with health care providers in relation to health and wellness.	
<ul style="list-style-type: none"> • Using instruments appropriately while playing the role of doctor or nurse in a play setting. <ul style="list-style-type: none"> ◦ Provides books, large group time, and dramatic play activities to encourage good health routines. 	✓
<ul style="list-style-type: none"> • Recognizing common medical screening (e.g., measurement of weight and height, blood pressure testing, and using a thermometer to check temperature) <ul style="list-style-type: none"> ◦ Use supplies, equipment, and vocabulary relevant to primary health care during large group time and small activities (e.g., show a stethoscope and talk with children about its purpose) 	✓
<ul style="list-style-type: none"> • Knowing roles of a variety of health care professionals <ul style="list-style-type: none"> ◦ Provide written material to parents on community events that support wellness. ◦ Invite a health care provider or athletic trainer to visit classroom to discuss what they do and importance of good health 	✓
<ul style="list-style-type: none"> • Naming most of the body parts that medical professionals inspect. 	✓
6. Demonstrates self-control, interpersonal, and social skills in relation to mental health	
<ul style="list-style-type: none"> • Using language, rather than hitting or kicking, to communicate frustration <ul style="list-style-type: none"> ◦ Model language to express emotions 	✓
<ul style="list-style-type: none"> • Labeling emotions (e.g., “I feel sad.”) <ul style="list-style-type: none"> ◦ Model language to express emotions 	✓
<ul style="list-style-type: none"> • Adapting to changes in daily routines <ul style="list-style-type: none"> ◦ Follow a predictable routine, including a five-minute warning before changing activities 	✓
<ul style="list-style-type: none"> • Appropriately joining a group of peers in play <ul style="list-style-type: none"> ◦ Provide opportunities that foster cooperation 	✓

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<ul style="list-style-type: none"> • Initiating play with peers 	✓
<ul style="list-style-type: none"> • Participating in learning activities without teacher prompting <ul style="list-style-type: none"> ◦ Provide information to families and children regarding primary and preventive physical and mental health care. 	✓
7. Shows basic physical needs are met	
<ul style="list-style-type: none"> • Being alert and participating in activities, with energy typical of four-year-olds. <ul style="list-style-type: none"> ◦ Provide book, center, and large group time activities related to health and wellness needs (e.g., use puppets to demonstrate someone with and without sleep). 	✓
<ul style="list-style-type: none"> • Seeking appropriate interaction with other children and their teacher. 	✓
<ul style="list-style-type: none"> • Showing an understanding of hygiene (e.g., knowing to wash hands before eating a meal or after toileting) <ul style="list-style-type: none"> ◦ Schedule ample time in the ample schedule to take care of physical health and wellness needs (e.g., hand washing, eating, napping) 	✓
<ul style="list-style-type: none"> • Wearing clothing that is appropriate for the weather. 	✓
<ul style="list-style-type: none"> • Arriving at school with a clean body and clothing 	✓
8. Actively takes part in basic health and safety routines	
<ul style="list-style-type: none"> • Recognizing unsafe items (e.g., a spray bottle of bleach solution on the table) and telling a teacher 	✓
<ul style="list-style-type: none"> • Choosing a healthy snack and explaining the reason for their choice <ul style="list-style-type: none"> ◦ Provide food preparation opportunities and cooking experiences using nutritious ingredients. 	✓
<ul style="list-style-type: none"> • Telling an adult when they see another child doing something dangerous, such as throwing rocks or sand <ul style="list-style-type: none"> ◦ Develop, discuss, and regularly review health and safety rules (e.g., carrying scissors with points down, walking in the classroom, and washing hands after using the toilet) 	✓



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<ul style="list-style-type: none"> • Using safe behaviors (e.g., walking in the classroom rather than running, wiping up spills under the water table) with guidance from the teacher. <ul style="list-style-type: none"> ◦ Develop, discuss, and regularly review health and safety rules (e.g., carrying scissors with points down, walking in the classroom, and washing hands after using the toilet) 	✓
<ul style="list-style-type: none"> • Demonstrating age-appropriate hygiene (e.g., washing hands or covering mouth when coughing) <ul style="list-style-type: none"> ◦ Discuss and demonstrate age-appropriate hygiene (e.g., hand washing, sneezing or coughing into the crook of the arm). 	✓
9. Participates in physical fitness activities.	
<ul style="list-style-type: none"> • Running and jumping during free play playground activities. <ul style="list-style-type: none"> ◦ Include active outdoor free play in the daily schedule. 	✓
<ul style="list-style-type: none"> • Participating in planned music and movement activities. <ul style="list-style-type: none"> ◦ Plan and provide movement activities daily (e.g., as a part of large group time, transitions, or outdoor play). 	✓
<ul style="list-style-type: none"> • Beginning to understand the importance of exercise 	✓
<ul style="list-style-type: none"> • Choosing movement activities. <ul style="list-style-type: none"> ◦ Plan and provide activities that encourage physical fitness and movement with books, music, play equipment, and conversations (e.g., create an obstacle course on the playground incorporating different pieces of playground equipment and follow up the experience with a book and discussion of the importance of movement during large group time). 	✓
10. Makes healthy food choices	
<ul style="list-style-type: none"> • Identifying healthy snacks 	✓
<ul style="list-style-type: none"> • Participating in the preparation and sampling of nutritious foods 	✓

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<ul style="list-style-type: none"> • Naming many different healthy foods <ul style="list-style-type: none"> ◦ Invite families to bring in healthy foods for a class picnic, parties, or packed lunches. 	✓
<ul style="list-style-type: none"> • Talking with classmates about healthy and unhealthy snack and lunch items <ul style="list-style-type: none"> ◦ Create charts, collages, and bulletin boards of healthy foods, with each child contributing examples of healthy foods through words, photographs, or art work 	✓
B. Self Help	
1. Actively participates in self-care	
<ul style="list-style-type: none"> • Following the classroom's procedures for toileting and hand washing <ul style="list-style-type: none"> ◦ Post visual and written reminders of self-care tasks (e.g., steps for hand washing, photos of children independently putting on jackets or using a fork to eat). 	✓
<ul style="list-style-type: none"> • Using child-sized utensils to eat 	✓
<ul style="list-style-type: none"> • Drinking water from a child-sized water fountain with little or no assistance 	
<ul style="list-style-type: none"> • Putting on shoes and clothes with minimal assistance, including learning to zip, button, and buckle <ul style="list-style-type: none"> ◦ Develop center activities that provide practice for dressing skills (e.g., zipping, buckling, and the introduction of tying) 	✓
<ul style="list-style-type: none"> • Covering the mouth when coughing and using a tissue to blow the nose 	
2. Helps carry out classroom routines	
<ul style="list-style-type: none"> • Setting the table for snack or meals 	
<ul style="list-style-type: none"> • Passing out snacks, art materials, or other items 	

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<ul style="list-style-type: none"> • Participating in classroom helper jobs <ul style="list-style-type: none"> ◦ Create opportunities in the schedule for children to help set up and clean up (e.g., a helper chart can be created for routine tasks like setting the table or restocking tissues) 	✓
<ul style="list-style-type: none"> • Helping clean up toys and activities 	
C. Gross Motor Development	
1. Demonstrates increasing motor control and balance	
<ul style="list-style-type: none"> • Jumping, galloping, or skipping 	✓
<ul style="list-style-type: none"> • Climbing ladders on play equipment with alternating feet and increasing confidence <ul style="list-style-type: none"> ◦ Provide daily unstructured times for physical activity (e.g., free-play time), including outdoor play with playground equipment 	✓
<ul style="list-style-type: none"> • Running, stopping quickly, and running around obstacles <ul style="list-style-type: none"> ◦ Ensure all children are participating in developmentally appropriate gross-motor activities daily 	✓
<ul style="list-style-type: none"> • Pedaling consistently with alternating feet and navigating turns when riding a wheeled toy or tricycle 	✓
2. Demonstrates the ability to combine movements for gross motor skills	
<ul style="list-style-type: none"> • Peddling a tricycle <ul style="list-style-type: none"> ◦ Offer a variety of outdoor materials (e.g., bikes, balls, parachutes, bean bags, hula hoops) 	✓
<ul style="list-style-type: none"> • Galloping and jumping 	✓
<ul style="list-style-type: none"> • Throwing, catching, and kicking a ball <ul style="list-style-type: none"> ◦ Provide daily outdoor free play using gross motor equipment 	✓

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D. Fine Motor Development	
1. Demonstrates increasing control of small motor muscles to perform	
<ul style="list-style-type: none"> • Sorting and handling small objects (e.g., tiny shells in the science center) 	✓
<ul style="list-style-type: none"> • Weaving long pieces of ribbon through the chain link fence on the playground, using the pincer grasp to push and pull the ribbon through the holes 	
<ul style="list-style-type: none"> • Sliding paper clips onto pieces of paper at the writing center (Note: Teachers must assess the safety of using small objects with each group of students at a given point during the school year. Small objects could be used in teacher-directed small group experiences if deemed unsafe to leave in an independent-use center.) <ul style="list-style-type: none"> ◦ Provide children with opportunities to use a variety of other age appropriate tools (e.g., kitchen tools including tongs, egg beater, wooden spoon; woodworking tools including wrench, screwdriver, and hammer) 	✓
<ul style="list-style-type: none"> • Pulling and squeezing clay or play dough at the table. 	✓
2. Uses eye-hand coordination to perform fine motor tasks	
<ul style="list-style-type: none"> • Building vertical towers using small cubes 	✓
<ul style="list-style-type: none"> • Pouring water or sand through funnels at the sand and water table, or pouring juice from a pitcher at snack time 	✓
<ul style="list-style-type: none"> • Putting together increasingly complicated puzzles 	✓
<ul style="list-style-type: none"> • Cutting on a line or around a large shape with scissors <ul style="list-style-type: none"> ◦ Provide daily opportunities to use art materials (e.g., scissors, markers, glue sticks, paint brushes) 	✓
<ul style="list-style-type: none"> • Stringing beads with holes on a length of yarn <ul style="list-style-type: none"> ◦ Add different materials to the art area on a regular basis (e.g., cotton swabs, cotton balls, paint rollers) to create renewed interest in eye-hand coordination activities 	✓
<ul style="list-style-type: none"> • Writing some recognizable letters or shapes using pens or markers 	✓

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3. Shows beginning control of writing by using various drawing and art tools with increasing coordination	
<ul style="list-style-type: none"> • Experimenting with different sized brushes at the painting easel 	✓
<ul style="list-style-type: none"> • Drawing figures and shapes on paper, easels, and erase boards and in the sand <ul style="list-style-type: none"> ◦ Encourage the use of writing, drawing, and art tools by planning age-appropriate activities and changing materials on a regular basis, including writing outside with chalk ◦ Display children’s writing, drawing, and art and direct parents’ attention to the displays 	✓
<ul style="list-style-type: none"> • Using cutters, molds, and other age-appropriate tools when playing with clay 	✓
<ul style="list-style-type: none"> • Using scissors with one hand independently 	✓
<ul style="list-style-type: none"> • Writing recognizable letters or shapes using crayons or markers <ul style="list-style-type: none"> ◦ Create a writing folder or journal for each child that is accessible throughout the day 	✓

Developmental/Content Area: APPROACHES TO LEARNING

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A. Eagerness & Curiosity	
1. Shows curiosity and is eager to learn new things and have new experiences.	
<ul style="list-style-type: none"> • Investigating and experimenting with new materials in activity areas to see how the materials work and what they can do <ul style="list-style-type: none"> ◦ Make additions and alterations to classroom activities and materials on a regular basis to encourage curiosity and promote new ideas 	✓
<ul style="list-style-type: none"> • Sharing ideas by answering questions like “Why does that happen?” and “How can I do that?” <ul style="list-style-type: none"> ◦ Ask open-ended questions and encourage dialogue to promote further questions and deeper understanding by children 	✓



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<ul style="list-style-type: none"> • Asking an adult and/or peers for more information <ul style="list-style-type: none"> ◦ Further children’s thinking by posing questions that challenge their train of thought 	✓
<ul style="list-style-type: none"> • Working with peers, adults, and materials to solve problems <ul style="list-style-type: none"> ◦ Create opportunities by providing materials on a variety of levels of complexity for children to engage with peers, adults, and materials in problem solving 	✓
<ul style="list-style-type: none"> • Selecting or requesting their own activity and eagerly participating in all activities <ul style="list-style-type: none"> ◦ Create opportunities to model problem solving by “thinking out loud.” 	✓
<ul style="list-style-type: none"> • Choosing many ways to explore a special interest (e.g., looking for books about dinosaurs, playing with toy dinosaurs, and drawing pictures about dinosaurs) 	✓
B. Persistence	
1. Attends to tasks for a brief period and seeks help when needed	
<ul style="list-style-type: none"> • Working with a friend to complete a task despite interruptions and distractions (e.g., fit puzzle pieces together or experiment with different sizes of blocks to make a block tower stable) <ul style="list-style-type: none"> ◦ Offer encouraging statements and suggestions when children are struggling with a problem (e.g., “Try turning the puzzle piece a little and see if it fits,” or “You are really working hard to figure that out!”) ◦ Provide ample time for children to engage in activities and play to support longer attention to tasks and opportunities for problem solving (e.g., a minimum of one hour for free choice center time) 	✓
<ul style="list-style-type: none"> • Continuing to work on self-selected activities that they find difficult <ul style="list-style-type: none"> ◦ Provide opportunities for children to work on activities (e.g., block construction or gardening) over an extended period of time (days or weeks) 	✓
<ul style="list-style-type: none"> • Sustaining or initiating a new activity without the need for external approval <ul style="list-style-type: none"> ◦ Encourage children to perform routine tasks independently (e.g., hanging up their coats, placing bags in cubbies when arriving at school, putting coats on when going outside) 	✓
<ul style="list-style-type: none"> • Asking a teacher for help in solving a problem with a friend after attempting to resolve the problems themselves 	✓



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C. Creativity	
1. Approaches daily activities with creativity	
<ul style="list-style-type: none"> • Making up roles for themselves and friends in dramatic play and using imaginary props to support dramatic play <ul style="list-style-type: none"> ◦ Provide a variety of open-ended materials (e.g., blank paper, modeling clay, ribbons, musical instruments, stencils) and allow children to create instead of replicating a teacher-directed project 	✓
<ul style="list-style-type: none"> • Responding to open-ended questions (e.g., “What would happen if...?” or “What could we ...?”), adding creative details to a story <ul style="list-style-type: none"> ◦ Encourage children to solve problems step-by-step, asking questions in a series (e.g., “What would you do first?” “Then what?”) 	✓
<ul style="list-style-type: none"> • Experimenting with open-ended materials (e.g., recycled objects, fabric, paint, paper, blocks, clay) <ul style="list-style-type: none"> ◦ Observe children carefully as they try to solve problems in order to scaffold their development 	✓
<ul style="list-style-type: none"> • Using trial-and-error in problem solving activities (e.g., testing for stability while building a tower using unit blocks) <ul style="list-style-type: none"> ◦ Provide ample time for children to engage in activities so they can try different ways to approach a project 	✓
<ul style="list-style-type: none"> • Using creative movement and music to express themselves 	✓
D. Planning and Reflection	
1. Shows initial signs of planning and learning from experiences	
<ul style="list-style-type: none"> • Brainstorming ideas and multiple solutions for a task (e.g., helping the teacher figure out what they need to take with them on a field trip and then share details about the experience afterward) <ul style="list-style-type: none"> ◦ Include children in planning (e.g., a family picnic at school, a Thanksgiving program, what activity they will do during center time). 	✓
<ul style="list-style-type: none"> • Responding to guiding questions (e.g., “What would happen if...?”; telling what they plan to build at the block center before they start to build at center time) 	✓

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<ul style="list-style-type: none"> • Testing their multiple solutions (e.g., choosing clothes to fit a doll) 	✓
<ul style="list-style-type: none"> • Verbalizing the steps to accomplish a task, either before or during the activity (e.g., Telling a friend, “I will be the mommy, you be the daddy, and we are taking our baby to the doctor” in dramatic play, as they fill the bird feeder with seeds, saying “First I take the top off...”) <li style="padding-left: 20px;">◦ Provide opportunities for children to discuss, review, and document what they did (e.g., reflect on a field trip, talk about activity choices, document activities in a picture journal) 	✓
<ul style="list-style-type: none"> • Reflecting on and evaluating their experiences during the activity (e.g., after watching their block tower fall over, talking about why the blocks fell and suggesting different size blocks on the bottom; after painting a picture, talking about how the colors mix) <li style="padding-left: 20px;">◦ During the reflection process, help children identify the cause and effect relationships in activities such as mixing red and yellow paint (cause) to make orange (effect) <li style="padding-left: 20px;">◦ Allow time during the day for children to make a plan for their activity choices and allow time for children to reflect on the implementation of their plan (e.g., Ask child, “Where do you want to work during center time?” “What did you do during center time?”) 	✓



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Developmental/Content Area: SOCIAL & EMOTIONAL Development

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A. Self-Regulation	
a. Affective	
1. Demonstrates growing autonomy and independence, indicated by increasing self-care and willing participation in daily routines, when given a consistent and predictable environment.	
<ul style="list-style-type: none"> • Participate easily in routine activities (e.g., meal time, snack time, rest time) <ul style="list-style-type: none"> ◦ Display clear visual reminders for all routines in the area in which they are used (e.g., lining up routine is posted by the door, hand washing routine is posted by the sink) 	
<ul style="list-style-type: none"> • Engaging in personal care routines (e.g., washing hands after using the restroom), sometimes with a reminder, to the maximum extent possible (e.g., child with special health care needs) <ul style="list-style-type: none"> ◦ Engage children in planning routines 	✓
<ul style="list-style-type: none"> • Showing joy and excitement about daily activities 	
2. Begins to recognize, then internally manage and regulate, the expression of emotions both positive and negative, with teacher support and multiple experiences over time.	
<ul style="list-style-type: none"> • Showing ability to control impulses (e.g., stopping and listening to instructions before jumping into activity), with teacher support <ul style="list-style-type: none"> ◦ Model appropriate expression of emotions (e.g., “I’m feeling frustrated because I can’t find the book I wanted to read at group time. I’m going to take three deep breaths to calm down, and then choose a different book so we can continue.”) 	✓
<ul style="list-style-type: none"> • Modifying behavior to different settings (e.g., adapts noise and movement level to indoor or outdoor environment) 	✓
<ul style="list-style-type: none"> • Demonstrating ability to accurately identify and label own emotions (e.g., “I am so excited! Today is my birthday.”), with teacher support <ul style="list-style-type: none"> ◦ Identify what triggers each child’s emotional state (e.g., happy or frustrated), what he or she does well, and what he or she needs help doing 	✓

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b. Life/Adaptive	
1. Follows simple rules, agreements, and familiar routines with teacher support.	
<ul style="list-style-type: none"> • Predicting what comes next in the day (e.g., rest time, snack time, dismissal) <ul style="list-style-type: none"> ◦ Model and practice daily routines (e.g., arrival, transitions, dismissal) just like you would any other skill (using visual cues, reminders, advance warning, and picture schedules) 	✓
<ul style="list-style-type: none"> • Following simple rules without reminders (e.g., hands are for helping) 	
<ul style="list-style-type: none"> • Explaining simple rules and routines to others <ul style="list-style-type: none"> ◦ Share information about rules and routines with families; discuss and reconcile differences about rules, as needed. 	✓
2. Begins to use materials with increasing care and safety	
<ul style="list-style-type: none"> • Rolling all the tricycles to the far end of the track and placing helmets in a box when cleaning up the playground 	✓
<ul style="list-style-type: none"> • Feeding the class pet(s) and watering plants 	✓
<ul style="list-style-type: none"> • Demonstrating knowledge and increasing ability of how to use materials purposefully, safely, and respectfully (e.g., reminding a peer that walking around with scissors is dangerous) <ul style="list-style-type: none"> ◦ Model safe and respectful use of materials and equipment 	✓
<ul style="list-style-type: none"> • Returning dress up clothes and props to the correct place when clearing up after center time 	✓

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: SOCIAL & EMOTIONAL Development

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
3. Adapts to transitions with increasing independence	
<ul style="list-style-type: none"> • Easily separating from family member, teacher, or caregiver, with teacher support as needed 	✓
<ul style="list-style-type: none"> • Returning to their place on the rug after dancing during a large group time activity <ul style="list-style-type: none"> ◦ Provide advance notice and anticipate how individual children will respond when changes occur in the schedule or routine (e.g., children may need individual notice or guidance for transition) 	✓
<ul style="list-style-type: none"> • Clearing up the playground and preparing to go inside when the teacher rings the bell, with little or no resistance <ul style="list-style-type: none"> ◦ Allow children additional time to transition from one activity to another when needed 	✓
B. Relationships	
a. Self	
1. Shows increasing confidence in their own abilities	
<ul style="list-style-type: none"> • Identifying personal characteristics and preferences (e.g., the color of their hair or their favorite food) 	✓
<ul style="list-style-type: none"> • Selecting activities to engage in 	✓
<ul style="list-style-type: none"> • Being comfortable sharing how things are done in home or other environments (e.g., “At home we hang our clothes on the clothesline.”) 	✓
<ul style="list-style-type: none"> • Relating appropriate to others by “using their words” (e.g., “I don’t like it when you grab things. If you ask first, I will let you have a turn.”) with teacher support 	

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: SOCIAL & EMOTIONAL Development

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
b. Peers	
1. Interacts with and develops positive relationship with peers	
<ul style="list-style-type: none"> • Engaging in activities with peers (e.g., riding tricycles or dramatic play) <ul style="list-style-type: none"> ◦ Teach children group entry skills using a variety of formats (e.g., verbal gestures, role-play) and how they should respond when peers want to join their activity (e.g., “Only four people can play in this center so you have to wait.”) 	✓
<ul style="list-style-type: none"> • Understanding the difference between helpful and hurtful ways to get something or meet a need <ul style="list-style-type: none"> ◦ Teach children how to be helpful instead of hurtful in difficult situations (e.g., “What could you do to be helpful instead of hurtful when someone calls you a name?”) 	✓
<ul style="list-style-type: none"> • Asking to join a group <ul style="list-style-type: none"> ◦ Recognize power situations in peer groups (e.g., Do the group leaders include and exclude particular students?) ◦ Address power positions in peer groups to minimize the exclusion of particular children. Teach group leader skills for including children and peer group members how to say, “No,” to the group leader or how to leave the group to play with other children. 	✓
2. Develops special friendships	
<ul style="list-style-type: none"> • Talking with a peer to plan their play at the sand table <ul style="list-style-type: none"> ◦ Teach children how to make and be a friend 	✓
<ul style="list-style-type: none"> • Noticing that a friend needs help putting away the blocks and going to help 	✓
<ul style="list-style-type: none"> • Exhibiting appropriate behavior when placed in a group by the teacher (e.g., non-peers, mixed gender, mixed abilities) <ul style="list-style-type: none"> ◦ Role-play helpful and hurtful situations (e.g., taking turns, expressing frustration with a friend, asking someone to move) 	✓
<ul style="list-style-type: none"> • Playing cooperative games with one or more friends <ul style="list-style-type: none"> ◦ Build the classroom community based on cooperative activities and principals 	✓

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: SOCIAL & EMOTIONAL Development

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
3. Shows care and concern for others	
<ul style="list-style-type: none"> • Recognized when a peer is upset and trying to comfort him/her (e.g., “It’s okay; I’ll be your friend until your daddy comes back,” while patting the peer on the back) <ul style="list-style-type: none"> ◦ Acknowledge and accept children’s range of emotions (e.g., “You were angry when you hit Charles, but he needs you to use words so that he can understand how you feel.”) 	✓
<ul style="list-style-type: none"> • Helping a classmate with a physical disability line up to go outside <ul style="list-style-type: none"> ◦ Model empathy and verbalize while modeling (e.g., “I can see that Jasmine is sad, so I’m going to comfort her.”) 	✓
<ul style="list-style-type: none"> • Labeling emotions on peers’ faces (e.g., “You look sad.”) <ul style="list-style-type: none"> ◦ Teach children how to recognize emotions through the posture and facial expressions of peers 	✓
<ul style="list-style-type: none"> • Going to the teacher for help when a peer is hurt <ul style="list-style-type: none"> ◦ Recognize helpful and kind interactions among the children and acknowledge how the behavior helped someone else (e.g., “You shared your blue crayon with Aaron so he could color the sky. That was helpful.”) 	✓
c. Adults	
1. Develops positive relationships and interacts comfortably with familiar adults	
<ul style="list-style-type: none"> • Entering the classroom and greeting the teacher with increasing ease 	✓
<ul style="list-style-type: none"> • Expressing affection to a teacher or caregiver with hugs or words and accepting affection in return <ul style="list-style-type: none"> ◦ Introduce children to other adults in the facility (e.g., the cook, the principal or director, the nurse) 	✓
<ul style="list-style-type: none"> • Cooperating with an adult who offers individualized instruction (e.g., a therapist) <ul style="list-style-type: none"> ◦ Adults should make an effort to converse regularly with individual children and help each child in the classroom to build a secure attachment with at least one adult 	✓

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Developmental/Content Area: SOCIAL & EMOTIONAL Development

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
<ul style="list-style-type: none"> • Going to a specific teacher for assistance when upset or if problem-solving help is needed <ul style="list-style-type: none"> ◦ Spend one-on-one time connecting with children throughout the week and let each child know that you are happy that he or she is a member of your classroom 	✓
<ul style="list-style-type: none"> • Accepting guidance and redirection from adults with whom they have a mutually affectionate relationship <ul style="list-style-type: none"> ◦ Greet each child by name every morning and say goodbye to each child at the end of the day 	✓
C. Social Problem Solving	
1. Shows developing ability to solve social problems with support from familiar adults	
<ul style="list-style-type: none"> • Talking with a peer to decide who will get the first turn, with teacher support and multiple experiences over time 	✓
<ul style="list-style-type: none"> • Waiting for a peer to finish speaking before talking in conversations 	✓
<ul style="list-style-type: none"> • Scooting over during large group time when a peer is sitting too close 	
<ul style="list-style-type: none"> • Calming down before attempting to solve a problem , with teacher support and multiple experiences over time 	
<ul style="list-style-type: none"> • Using helpful words to express frustration and anger (e.g., “I don’t like it when you get in front of me on the slide while I’m waiting for my turn. Please wait your turn.”) 	✓

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: SOCIAL & EMOTIONAL Development

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
2. Develops an initial understanding of bullying, with support from familiar adults	
<ul style="list-style-type: none"> • Explaining to a peer why tattling is not helpful (e.g., “It’s not nice to try and get somebody in trouble.”) <ul style="list-style-type: none"> ◦ Discuss bullying behavior (e.g., physical, verbal, emotional) with class and teach anti-bullying strategies (e.g., large group, small group, one-on-one) 	✓
<ul style="list-style-type: none"> • Reporting to an adult when he or she sees a peer in danger (e.g., “Sally keeps pulling Sarah’s hair and making her cry.”) 	
<ul style="list-style-type: none"> • Speaking up for peers when they see an injustice (e.g., mistreatment or bullying of others) by offering assistance and teaching each other how to be helpful <ul style="list-style-type: none"> ◦ Teach the difference between tattling and reporting 	

Developmental/Content Area: LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
A. Listening and Understanding	
1. Increasing knowledge through listening	
Benchmark a: Child shows understanding by asking and answering relevant questions, adding comments relevant to the topic, and reacting appropriately to what is said.	
<ul style="list-style-type: none"> • Responding to a friend appropriately (e.g., Jeremy says, “Let’s put the gorillas in the jungle next.” Addie responds, “Yeah, I think the gorillas should live in this part over here.”) 	✓
<ul style="list-style-type: none"> • Singing/chanting during group time and adding hand and body motions to the song/chant at the appropriate time 	✓

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
<ul style="list-style-type: none"> • Acting appropriately in response to a game (e.g., Simon Says) <ul style="list-style-type: none"> ◦ Create an environment where teachers and children listen attentively to all ideas expressed 	✓
<ul style="list-style-type: none"> • Providing ideas relevant to context, when the teacher asks “What will happen next?” while reading a book during large group time. <ul style="list-style-type: none"> ◦ Use props and modeling to demonstrate and reinforce active listening (e.g., talking stick, giant ear prop) 	✓
2. Follows multi-step directions	
Benchmark a: Child achieves mastery of two-step directions and usually follows three-step directions, with teacher support and multiple experiences over time.	
<ul style="list-style-type: none"> • Following directions for washing hands (e.g., wet hands, apply soap, scrub, rinse) <ul style="list-style-type: none"> ◦ Instruct children in setting tables for meals and snacks by giving two- and three-step directions ◦ Provide two- and three- step directions for children to complete tasks during clean up and learning activities (e.g., “Make a pattern with the beads, copy it one time on the same string, and show your pattern to me.”) 	✓
<ul style="list-style-type: none"> • “Reading” and following directions for getting a snack (e.g., a Rebus chart that indicates each child should get one napkin, 11 pretzels, and two pieces of cheese) <ul style="list-style-type: none"> ◦ Play or sing songs requiring children to act out multiple behaviors and multi-step directions (e.g., Going on a Bear Hunt or Head, Shoulders, Knees, and Toes) 	✓
B. Speaking	
1. Speech is understood by both a familiar and unfamiliar peer or adult	
Benchmark a: Child’s speech is understood by both a familiar and an unfamiliar adult	
<ul style="list-style-type: none"> • Showing willingness and desire to talk with classmates and teachers without showing frustration 	
<ul style="list-style-type: none"> • Being understood by the teacher, parents, and peers 	
<ul style="list-style-type: none"> • Being understood by other individuals who do not regularly interact with the child 	



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Developmental/Content Area: LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
C. Vocabulary	
1. Shows an understanding of words and their meanings	
Benchmark a: Child has age-appropriate vocabulary across many topic areas and demonstrates a wide variety of words and their meanings within each area (e.g., world knowledge: names of body parts, feelings, colors, shapes, jobs, tools, plants, animals and their habitats, and foods; words that describe; adjectives, verbs, and adverbs).	
<ul style="list-style-type: none"> • Following directions that use descriptive words (e.g., run fast, draw a big circle, eat slowly) 	✓
<ul style="list-style-type: none"> • Uses appropriate labels to describe a classroom activity (e.g., cooking, art activity, pretending to be a veterinarian) 	✓
<ul style="list-style-type: none"> • Describing a feeling to a friend (e.g., “I was so angry that I felt like a volcano erupting!”) 	✓
Benchmark b: Child has mastery of functional and organizational language of the classroom (e.g., same and different, in front of and behind, next to, opposite, below).	
<ul style="list-style-type: none"> • Following teacher’s directions when listening to music (e.g., “Put the scarf over your head, then move it behind you.”) <ul style="list-style-type: none"> ◦ Play Simon Says and scavenger hunt games using specific location, action, and descriptor words (e.g., “Find two blocks that are the same and one that is different.”) 	✓
<ul style="list-style-type: none"> • Understanding directions given at center time to identify which items are the same and which are different 	✓
<ul style="list-style-type: none"> • Retelling what they heard or pointing to appropriate pictures 	✓
Benchmark c: Child understands or knows the meaning of many thousands of words including disciplinary words, (e.g., science, social studies, math and literacy) many more than he or she routinely uses (receptive language)	
<ul style="list-style-type: none"> • Using a new word when describing a trip to the museum or from another experience 	✓
<ul style="list-style-type: none"> • Demonstrating understanding of new words and information by restating words in context or reproducing the appropriate actions 	✓



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Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
<ul style="list-style-type: none"> • Responding to a teacher’s request to “return to the table,” when “return” may not be a word the child has used before 	✓
<ul style="list-style-type: none"> • Responding correctly to a teacher’s directive 	✓
2. Shows increased vocabulary to describe many objects and events	
Benchmark a: Child uses a large speaking vocabulary, adding new words weekly	
<ul style="list-style-type: none"> • Using descriptive words (e.g., “My turtle crawls slowly.” “That’s a silly picture.”) <ul style="list-style-type: none"> ◦ Provide numerous daily opportunities for children to talk with peers and adults in the classroom 	✓
<ul style="list-style-type: none"> • Trying out new words when talking to friends 	✓
<ul style="list-style-type: none"> • During story time, asking questions to clarify concepts and build word knowledge <ul style="list-style-type: none"> ◦ Encourage children’s verbal input during shared book reading (e.g., in response to questions or to relate the book to their own experiences) 	✓
<ul style="list-style-type: none"> • Describing the process of how eggs and an incubator were used together to hatch baby chicks 	
Benchmark b: Child uses category labels (e.g., fruit, vegetable, animal, transportation, tools).	
<ul style="list-style-type: none"> • Answering questions at large group time about forms of transportation 	✓
<ul style="list-style-type: none"> • Labeling and describing fruits and vegetables 	✓
<ul style="list-style-type: none"> • Identifying which objects are kitchen items and which are not <ul style="list-style-type: none"> ◦ Model use of and teach children category group labels (e.g., vehicles, clothing, and furniture) 	✓
<ul style="list-style-type: none"> • Describing an apple as a fruit and a jacket as a piece of clothing <ul style="list-style-type: none"> ◦ Provide opportunities for children to make category collages of items and have children share their collages by orally labeling each item and naming the category 	✓

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
Benchmark c: Child uses a variety of word meaning relationships (e.g., part-whole, object-function, object-location)	
• Naming parts of a familiar object (e.g., naming parts of a car; hood, window, trunk)	✓
• Answering questions about what a familiar object is used for (e.g., pencil is for writing, pot is for cooking)	✓
• Sorting play animals according to typical habitat (e.g., jungle animals vs. farm animals vs. house animals)	✓
D. Sentences and Structure	
1. Uses age-appropriate grammar in conversations and increasingly complex phrases and sentences	
Benchmark a: Child typically uses complete sentences of four or more words, usually with subject, verb, and other object	
• Telling a story about a family trip using long and complex sentences	✓
• Participating in a long conversation about pets with a friend	✓
• Asking questions and adding ideas using complete sentences during a presentation by a special visitor	✓
• Sharing an experience (e.g., “We went to the park in my grandmother’s car.”) <ul style="list-style-type: none"> ◦ Reply and expand when a child responds with a simple phrase. (e.g., when child says “Here is a dinosaur.” Expand by saying “Yes, that is a dinosaur called a Tyrannosaurus Rex”) 	✓
Benchmark b: Child uses regular and irregular plurals, regular past tense, personal and possessive pronouns, and subject-verb agreement	
• Using the correct tense when describing something they did the night before (e.g., “My family went to the ice cream store last night.”)	
• Saying “feet” although a younger classmate says “foots”	
• Identifying all the art objects that belong to them, using “my” and “mine,” and those that belong to their friends, using “his” or “her.”	✓



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Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
2. Connects phrases and sentences to build ideas	
Benchmark a: Child uses sentences with more than one phrase	
<ul style="list-style-type: none"> • Talking with a friend as they play, using sentences with more than one phrase (e.g., “Let’s build a road next to this building and put a bridge in it.”) <ul style="list-style-type: none"> ◦ Have children work in pairs, with one child telling the first part of a sentence and the other child adding a real or silly phrase to it (e.g., “The dog jumped over the fence...to get the big bone.”). 	✓
<ul style="list-style-type: none"> • Participating in a large group discussion, adding information in multiple phrases (e.g., “Lizards like to crawl under things and change colors.”) 	
<ul style="list-style-type: none"> • Describing a family trip, combining phrases (e.g., “We went on a hike where we saw a waterfall.”). 	✓
Benchmark b: Child combines more than one idea using complex sentences	
<ul style="list-style-type: none"> • Describing cause and effect (e.g., “My hands are dirty because I was playing in the dirt.”) 	✓
<ul style="list-style-type: none"> • Predicting what will happen next (“If I don’t water the plants they may die.”) 	✓
<ul style="list-style-type: none"> • Describing events in a logical time sequence (e.g., “This morning I got up, brushed my teeth, and came to school.”). 	✓
Benchmark c: Child combines sentences that give lots of detail, sticks to the topic, and clearly communicates intended meaning.	
<ul style="list-style-type: none"> • Describing a family event, combining sentences and giving lots of detail 	✓
<ul style="list-style-type: none"> • Participating in a large group discussion of birds and building on the information by talking with a teacher as they watch birds outside later in the day 	✓
<ul style="list-style-type: none"> • Asking many questions about fire engines when the firefighter is a special visitor at the school 	✓
<ul style="list-style-type: none"> • Maintaining the focus of the conversation in response to a listener’s comment or question (e.g., Child says, “I played in the snow.” The listener says, “There’s no snow here!” Child says, “I was at my grandmother’s house where there was snow.”) 	



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Developmental/Content Area: LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
E. Conversation	
1. Uses language to express needs and feelings, share experiences, predict outcomes, and resolve problems	
Benchmark a: Child demonstrates varied uses of language (e.g., requesting, commenting, using manner words, problem-solving)	
• Requesting help from a teacher to get a ball that went over the playground fence	✓
• Telling a friend that they are angry about being pushed	✓
• Responding with “thank you” when a friend hands them a cookie; saying “excuse me” when they accidentally bump into another child	✓
• Participating in a discussion about magnets, making predictions about what things the magnet will attract. <ul style="list-style-type: none"> ◦ Provide daily experiences that require children to talk and work cooperatively (e.g., assembling a puzzle with a classmate, role-playing in the dramatic play area, putting on a puppet show with classmates) 	✓
2. Initiates, ask questions, and responds to adults and peers in a variety of settings	
Benchmark a: Child follows another’s conversational lead, appropriately initiates or terminates conversations, or appropriately introduces new content.	
• Joining in appropriately during a conversation in progress in the dramatic play area	✓
• Telling about their pet bird after the teacher asks, “Who has a pet?”	✓
• Ending a telephone conversation after saying “Goodbye”	✓
• Explaining or elaborating and staying on topic when a listener asks a question or makes a comment	✓

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Benchmark b: Child provides appropriate information for the setting (e.g., introduces him or herself, requests assistance, answers questions by providing name and address to a police officer or other appropriate adult)	
<ul style="list-style-type: none"> • Answering questions asked by the visiting nurse 	
<ul style="list-style-type: none"> • Asking the teacher for help after unsuccessfully trying to solve a problem with a friend <ul style="list-style-type: none"> ◦ Teach children to ask for help as needed (“Will you help me tie my shoe?”) 	✓
<ul style="list-style-type: none"> • Introducing themselves to a new classmate 	✓
3. Use appropriate language and style for context	
Benchmark a: Child demonstrates knowledge of verbal conversational rules (e.g., appropriately takes turns, does not interrupt, uses appropriate verbal expressions, and uses appropriate intonation)	
<ul style="list-style-type: none"> • Participating in a conversation with an adult or special visitor, taking turns talking and not interrupting 	✓
<ul style="list-style-type: none"> • Waiting until a teacher finishes a conversation with a parent before requesting help with the art supplies 	
<ul style="list-style-type: none"> • Showing excitement by using a raised voice when talking about a family trip 	✓
Benchmark b: Child demonstrates knowledge of non-verbal conversational rules (e.g., appropriate eye contact, appropriate facial expressions, maintaining a comfortable distance in conversation)	
<ul style="list-style-type: none"> • Looking at a classmate as they share about their pets 	✓
<ul style="list-style-type: none"> • Showing excitement by displaying wide open eyes and a smile when talking about a new pet <ul style="list-style-type: none"> ◦ Role-play conversations using appropriate non-verbal behaviors 	✓
<ul style="list-style-type: none"> • Standing at a comfortable distance from a friend as they talk 	✓

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
<p>Benchmark c: Child matches language to social and academic contexts (e.g., uses volume appropriate to context, addresses adults more formally than he or she addresses other children, and uses the more formal academic language of the classroom)</p>	
<ul style="list-style-type: none"> • Speaking quietly to a teacher as classmates settle down for a nap <ul style="list-style-type: none"> ◦ Model communication in different social situations (e.g., using different indoor and outdoor voices) 	✓
<ul style="list-style-type: none"> • Using the title “Mr.” or “Ms.” before a teacher’s name and referring to classmates by first names 	✓
<ul style="list-style-type: none"> • Making context-appropriate statements (e.g., “I am the door holder for the week,” or “I am working in the science <i>center</i> today.”) 	
F. Emergent Reading	
<p>1. Shows motivation for reading</p>	
<p>Benchmark a: Child enjoys reading and reading-related activities (e.g., selects reading and reading-related activities when given a choice, pretends to read to others)</p>	
<ul style="list-style-type: none"> • Selecting the reading center during free play or listening attentively during read alouds <ul style="list-style-type: none"> ◦ Provide audiobooks that children can listen to while following along in the printed text 	✓
<ul style="list-style-type: none"> • Reenacting a favorite story with felt board characters 	✓
<ul style="list-style-type: none"> • “Reading” a book to a doll during dramatic play 	✓
<ul style="list-style-type: none"> • Using props like menus and phone books in the dramatic play area 	✓

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Developmental/Content Area: LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
Benchmark b: Child interacts appropriately with books and other materials in a print-rich <i>environment</i>	
<ul style="list-style-type: none"> • Picking a book from the shelf, pretending to read, and returning it to the shelf when they are finished 	✓
<ul style="list-style-type: none"> • Looking at an e-reader, magazines, and newspapers in an orderly fashion, turning one page at a time, progressing from front to back <ul style="list-style-type: none"> ◦ Encourage children to experiment using literacy materials in novel ways (e.g., pretending to use a magazine as a cookbook in the dramatic play center; using stickers as stamps and note cards as envelopes to mail letters) 	✓
<ul style="list-style-type: none"> • Selecting and playing a specific audiobook from the MP3 player 	
Benchmark c: Child asks to be read to or asks the meaning of written text	
<ul style="list-style-type: none"> • Selecting a favorite book for an adult to read before rest time <ul style="list-style-type: none"> ◦ Model getting meaning from text in books and other print in the classroom. (e.g., using think-alouds, comments, and questions as you are reading) 	✓
<ul style="list-style-type: none"> • Showing the teacher a note from home and asking what it says 	
<ul style="list-style-type: none"> • Asking the meaning of the writing on the side of a delivery van <ul style="list-style-type: none"> ◦ Listen and respond positively to children’s comments, questions, and interest in written materials (e.g., asking follow-up questions, finding materials for the child related to the topic, reading a book related to the topic, encouraging the child to re-read the book.) 	✓
2. Shows age-appropriate phonological awareness	
Benchmark a: Child can distinguish individual words within spoken phrases or sentences	
<ul style="list-style-type: none"> • Placing one block for each word spoken by the teacher <ul style="list-style-type: none"> ◦ Make obvious pauses between words to emphasize the separation of words within the phrases and help children differentiate each word 	✓

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
<ul style="list-style-type: none"> • Taking a step forward for each word heard in a familiar nursery rhyme <ul style="list-style-type: none"> ◦ Model stomping your feet, once for each word in a phrase or sentence 	✓
<ul style="list-style-type: none"> • Participating in reciting poems and singing songs during large group time 	✓
Benchmark b: Child combines words to make a compound word (e.g., “foot” + “ball” = “football”)	
<ul style="list-style-type: none"> • Experimenting with the creation of compound words 	
<ul style="list-style-type: none"> • Using picture cards to create compound words 	✓
<ul style="list-style-type: none"> • Creating compound words by adding a second part to the first part provided by the teacher <ul style="list-style-type: none"> ◦ Play a word game, saying the first part of a compound word and asking children to provide a variety of second halves that make real compound words (e.g., say “sun” and encourage responses like “flower,” “shine,” and “burn”) 	✓
Benchmark c: Child deletes a word from a compound word (e.g., “starfish” – “star” = “fish”)	
<ul style="list-style-type: none"> • Experimenting with the separation of compound words 	
<ul style="list-style-type: none"> • Using picture cards to separate compound words 	
<ul style="list-style-type: none"> • Breaking apart compound words by removing the second part from the compound word provided by the teacher 	
Benchmark d: Child combines <i>syllables</i> into words (e.g., “sis” + “ter” = “sister”)	
<ul style="list-style-type: none"> • Providing the second syllable of familiar words when the teacher says the first syllable (e.g., says “cil” when teacher says “pen”) 	
<ul style="list-style-type: none"> • Identifying the number of syllables in familiar words and names 	
<ul style="list-style-type: none"> • Hearing a familiar word and identifying whether it has one, two, or three syllables 	

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
Benchmark e: Child can delete a <i>syllable</i> from a word (e.g., “trumpet” – “trum” = “pet” or “candy” – “dy” = “can”)	
<ul style="list-style-type: none"> • Hearing the sounds of two syllables and providing the remaining syllable when the teacher asks what is left when the first syllable is removed (e.g., teacher says “spoon; what do you hear if I take away sp?”) 	
<ul style="list-style-type: none"> • With prompting, with a picture cut in half, pointing to the portion of the picture that represents the remaining syllable 	
<ul style="list-style-type: none"> • With prompting, with a spoken two-syllable word, saying the first syllable (e.g., “pencil / pen, picture / pic, slipper / slip”) 	
Benchmark f: Child combines <i>onset</i> and <i>rime</i> to form a familiar one- <i>syllable</i> word with and without pictorial support (e.g., when shown several pictures, and adult says /c/ + “at,” child can select the picture of the cat)	
<ul style="list-style-type: none"> • Saying the name of familiar one-syllable words when the teacher says the word with a pause between the onset (first sound) and the rime (vowel sound and rest of word) <ul style="list-style-type: none"> ◦ Say familiar words with clear separation between the onset and the rime (e.g., say, “Let’s read the b—ook.” Or “Go get the c—up.”) 	✓
<ul style="list-style-type: none"> • Picking up all the toys in the room that begin with the /b/ sound, like baby, blocks, and books 	✓
<ul style="list-style-type: none"> • Saying their own names with a separation between the first sound and the rest of the sounds 	✓
<ul style="list-style-type: none"> • Identifying which two of three words rhyme and which word does not. 	✓

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Developmental/Content Area: LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
3. Shows alphabetic knowledge	
Benchmark a: Child recognizes almost all letters when named (e.g., when shown a group of letters, can accurately identify the letter that is named)	
<ul style="list-style-type: none"> • Pointing to a letter, rather than an entire word, in print when asked to identify a letter 	✓
<ul style="list-style-type: none"> • Pointing correctly to letters said by the teacher <ul style="list-style-type: none"> ◦ Print letters in multiple fonts, cut them out, and help children sort them into same letter piles 	✓
<ul style="list-style-type: none"> • Identifying the letters in their names <ul style="list-style-type: none"> ◦ Provide computer letter naming games/activities that allow child to see the letter when the letter is named 	✓
Benchmark b: Child names most letters (e.g., when shown an uppercase or lowercase letter, can accurately say its name)	
<ul style="list-style-type: none"> • Identifying several of the letters in a foam board alphabet puzzle 	✓
<ul style="list-style-type: none"> • Naming letters on a sign in the classroom 	✓
<ul style="list-style-type: none"> • Participating in large group time alphabet identification games 	✓
Benchmark c: Child recognizes some letter sounds (e.g., when shown a group of letters, can accurately identify the letter of the sound given)	
<ul style="list-style-type: none"> • Naming the correct letter when the teacher says the sound of a letter from a group of letters 	✓
<ul style="list-style-type: none"> • Identifying the correct letter associated with the first sound in familiar words <ul style="list-style-type: none"> ◦ Play a game matching children to the large printed letter representing the first sound in each of their names 	✓
<ul style="list-style-type: none"> • Naming the correct letter when the teacher says the corresponding letter sound 	✓

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
Benchmark d: Child names some letter sounds (e.g., when shown a letter, can accurately say the sound the letter makes)	
<ul style="list-style-type: none"> • Naming the letter sounds in their first name as they attempt to write them <ul style="list-style-type: none"> ◦ Model spelling children’s names aloud using letter sounds instead of letter names, and provide children with opportunities to practice this with their own and each other’s names 	✓
<ul style="list-style-type: none"> • Saying the correct letter sound while pointing to a letter in a book <ul style="list-style-type: none"> ◦ Ask children to say the sound of a letter within a word written in a poem, song, sign, book, or other printed text 	✓
<ul style="list-style-type: none"> • Saying the correct sound for the first letter(s) of familiar words 	✓
4. Demonstrates comprehension of text read aloud	
Benchmark a: Child retells or reenacts story after it is read aloud	
<ul style="list-style-type: none"> • Guessing correctly what food <i>The Very Hungry Caterpillar</i> will eat next 	✓
<ul style="list-style-type: none"> • Using puppets or flannel board pieces to retell a familiar story 	✓
<ul style="list-style-type: none"> • Relating what happened to a character in a book to something similar that happened to them (e.g., saying “One time, I got scared about going to school.” after reading <i>Froggy Goes to School</i>) 	✓
<ul style="list-style-type: none"> • Recalling information from a story and using the information in retellings and dramatic play 	✓
Benchmark b: Child asks and answers appropriate questions about the story (e.g., “What just happened?” “What might happen next?” “What would happen if...?” “What was so silly about...?” “How would you feel if you...?”)	
<ul style="list-style-type: none"> • Responding to open-ended questions about a story, (e.g., “What do you think will happen next?” or “Why do you think he did that?”) 	✓
<ul style="list-style-type: none"> • Proposing a new title or a new event to include in the story 	

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Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
<ul style="list-style-type: none"> • Responding appropriately to a teacher’s question while reading a book 	✓
<ul style="list-style-type: none"> • Relating an event in their own life to what happened in the story 	✓
<ul style="list-style-type: none"> • Describing how they might respond to story events (e.g., “what would you say to the big bad wolf?”) 	✓
G. Emergent Writing	
1. Shows motivation to engage in written expression	
Benchmark a: Child demonstrates understanding of the connections among their own ideas, experiences, and written expression	
<ul style="list-style-type: none"> • Solving problems using written expression (e.g., helping the teacher to write classroom rules) 	✓
<ul style="list-style-type: none"> • Creating an alternate ending to a story <ul style="list-style-type: none"> ◦ Provide time and materials for children to create and dictate a story or play 	✓
<ul style="list-style-type: none"> • Describing feelings about an experience through written expression (e.g., drawing pictures or writing) 	✓
<ul style="list-style-type: none"> • Asking for assistance in documenting a recent experience 	✓
Benchmark b: Child intentionally uses scribbles/writing to convey meaning (e.g., signing artwork, captioning, labeling, creating lists, Making notes)	
<ul style="list-style-type: none"> • Signing their name to a drawing 	✓
<ul style="list-style-type: none"> • Writing a few letters or mock letters as a caption under a drawing 	✓
<ul style="list-style-type: none"> • Writing a “recipe” on a pad of paper when playing in the dramatic play center set up like a kitchen 	✓
<ul style="list-style-type: none"> • Using the writing desk in the dramatic play center to write notes, prescriptions, letters, and drawings 	✓
<ul style="list-style-type: none"> • Tracing letters in the sand at the sand table 	✓

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
<ul style="list-style-type: none"> • Building a block structure to represent the fire station in a story and asking the teacher for help writing “fire station” 	✓
<ul style="list-style-type: none"> • Responding “This is my house and my dog. My dog is yellow” when asked to describe their drawing 	✓
2. Uses scribbling, letter-like shapes, and letters that are clearly different from drawing to represent thoughts and ideas	
Benchmark a: Child independently uses letter-like shapes or letters to write words or parts of words	
<ul style="list-style-type: none"> • Filling a paper with random marks and then “reading” the marks to the teacher or a peer <ul style="list-style-type: none"> ◦ Provide opportunities for children to use rubber alphabet stamps to print their own names 	✓
<ul style="list-style-type: none"> • Making letter shapes using paint and brushes at the easel 	✓
<ul style="list-style-type: none"> • Using a stick to make letters in wet sand on the playground 	✓
<ul style="list-style-type: none"> • Writing a “story” that has distinctively different symbols for drawings (illustrations) and scribbling or letter-like shapes (text) 	✓
<ul style="list-style-type: none"> • Using markers and pencils at the art table to label their drawing, writing an “r” next to a rainbow and their initial next to a figure 	✓
Benchmark b: Child writes own name (e.g., first name, last name, or frequent nickname), not necessarily with full correct spelling or well-formed letters	
<ul style="list-style-type: none"> • Signing in using their first name on classroom attendance sheet 	✓
<ul style="list-style-type: none"> • Labeling belongings with their initials 	✓
<ul style="list-style-type: none"> • Practicing writing their first and last names 	✓

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Developmental/Content Area: LANGUAGE, COMMUNICATION, AND EMERGENT LITERACY

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
3. Demonstrates age-appropriate ability to write letters	
Benchmark a: Child independently writes some letters on request	
• Writing their names on request	✓
• Writing recognizable letters (e.g., “m” and “p”) in the sand or on the sidewalk with chalk	✓
• Using magnetic letters to write friend’s name	✓
4. Demonstrates knowledge of purposes, functions, and structure of written composition	
Benchmark a: When writing or dictating, child uses appropriate <i>writing conventions</i> (e.g., a letter starts with “Dear”; a story has a beginning, middle, and end)	
• Scribbling a list starting at the top of the page	✓
• Dictating a story and, when finished, saying, “the end”	✓
• Writing their first and last names and leaving a space between the two names	✓
• Composing an email to a friend on a computer	✓
• Using a sticky pad in the art area to make an invitation for a friend to eat beside them at lunch	✓
• Writing letters on an envelope, putting a sticker on it, and “mailing” it to the teacher when playing at the writing table	✓

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
A. Mathematical Thinking	
a. Number Sense	
1. Demonstrates understanding of one-to-one correspondence	
Benchmark a: Child demonstrates <i>one-to-one correspondence</i> when counting	
• Passing out one napkin, one cup, one snack, or one utensil to each child at snack time	✓
• Counting toys in a pile while keeping track of which toys have already been counted	✓
• Pointing to each object as they count and assigning the appropriate number to each object	✓
• drawing four figures to represent their family of four people	✓
Benchmark b: Child demonstrates <i>one-to-one correspondence</i> to determine if two sets are equal	
• Saying that they will need more hangers, while hanging a pile of shirts on hangers, given the number of shirts remaining in the pile	✓
• Counting two groups of (e.g., children, coins, crayons) to determine if they are equal	✓
2. Shows understanding of how to count and construct sets	
Benchmark a: Child counts sets in the range of 10 to 15 objects	
• Counting 13 boats and placing them in a group in the water table	✓
• Counting the correct number of items for a serving during snack time (e.g., The teacher says, “Everyone may have 12 oyster crackers for snack today.”)	✓
• Counting and creating a pile of 14 sand toys in the sand box	✓
• Counting the 15 blocks used to build a tower	✓

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Developmental/Content Area: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
Benchmark b: Child constructs sets in the range of 10 to 15 objects	
<ul style="list-style-type: none"> • Sorting markers and crayons into the appropriate baskets and telling how many markers and how many crayons there are in each basket 	✓
<ul style="list-style-type: none"> • Counting the miniature people and toy cars in the block area and saying how many are in each group 	✓
<ul style="list-style-type: none"> • Counting a pile of rocks and a pile of leaves while on the playground and telling how many are in each pile 	✓
3. Shows understanding by participating in the comparison of quantities	
Benchmark a: Child compares two sets to determine if they are equal	
<ul style="list-style-type: none"> • Recognizing that two different trains have an equal number of boxcars 	✓
<ul style="list-style-type: none"> • Saying that two children have the same number of crayons 	✓
<ul style="list-style-type: none"> • Noticing that each child received an equal number of crackers for snack 	✓
Benchmark b: Child compares two sets to determine if one set has more	
<ul style="list-style-type: none"> • Recognizing that one child has more cotton balls than another child 	✓
<ul style="list-style-type: none"> • Saying that there are more pretzels than crackers on the tray 	✓
<ul style="list-style-type: none"> • Observing that there are more boys than girls at school on a particular day 	✓
Benchmark c: Child compares two sets to determine if one set has fewer	
<ul style="list-style-type: none"> • Observing that one child has fewer popsicle sticks than another child 	✓
<ul style="list-style-type: none"> • Recognizing that one group of children has fewer than another 	✓
<ul style="list-style-type: none"> • Noticing that one child has fewer cubes than another child 	✓
<ul style="list-style-type: none"> • Saying that there are fewer markers in one box than another box 	✓

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Developmental/Content Area: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
Benchmark d: Child determines one set of objects is a lot more than another set of objects	
<ul style="list-style-type: none"> Figuring out that the amount of keys in a jar is a lot more than the amount of keys on the teacher's keychain 	✓
<ul style="list-style-type: none"> Commenting that there are only a couple of trees on the playground and a lot more in the woods 	✓
<ul style="list-style-type: none"> Deciding who has a lot more if one child has five crayons and another child has 20 crayons 	✓
4. Assigns and relates numerical representations among numerals (written), sets of objects, and number names (spoken) from zero to 10	
<ul style="list-style-type: none"> Counting each object in a group of objects on a flannel board to determine the total number of objects and then placing the correct numeral (written) next to the group 	✓
<ul style="list-style-type: none"> Pointing to each block in a tower and assigning a number to each block to determine the total number of blocks 	✓
<ul style="list-style-type: none"> Pointing to each snack and assigning a number to each snack to determine the total number of snacks 	✓
5. Counts and knows the sequence of number names (spoken)	
Benchmark a: Child counts and recognizes number names (spoken) in the range of 10 to 15.	
<ul style="list-style-type: none"> Counting aloud up to 15 using the correct number names 	✓
<ul style="list-style-type: none"> Chanting along with poems that count forward (e.g., "One, Two, Buckle My Shoe") 	✓
<ul style="list-style-type: none"> Singing theme-related songs to the tune of "Ten Little Indians" (e.g., In fall, sing, "One little, two little, three little pumpkins....") 	✓
Benchmark b: Childs names <i>ordinal</i> positions (e.g., first, second, third, fourth, fifth).	
<ul style="list-style-type: none"> Counting aloud through at least 31, with teacher support and multiple experiences over time 	✓

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Developmental/Content Area: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
6. Shows understanding of and uses appropriate terms to describe ordinal positions	
Benchmark a: Child demonstrates the concept of <i>ordinal</i> position with concrete objects (e.g., children or objects)	
• Identifying which child is first in line	✓
• Going to the appropriate place in line based on teacher directions (e.g., first, second, third)	✓
• Placing an item in the appropriate position based on another child's instructions (e.g., "Put the papa bear first, then mama bear second, and baby bear third.")	✓
Benchmark b: Child names <i>ordinal</i> positions (e.g., first, second, third, fourth, fifth)	
• Creating a row of animals in the block area and naming the position of each (e.g., first, second, third)	✓
• Naming the position of each train car after lining them up on the track (e.g., first, second, third)	✓
• Telling a friend the order of a routine task using ordinal positions	✓
• Responding to the teacher's questions about a book that was read (e.g., "Who was the first bear to come back in the house? Who was second? Who was third?")	✓
B. Number and Operations	
1. Shows understanding of how to combine sets and remove from a concrete set of objects (receptive knowledge)	
Benchmark a: Child indicates there are more when combining (adding) sets of objects	
• Commenting that there are more cars in line for the car wash after another child adds some toy cars to the line	✓
• Explaining that there are more crayons now that the teacher adds two new boxes to the art area	✓
• Stating that there are now more toy animals after a friend adds four toy horses to the group.	✓

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Developmental/Content Area: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
Benchmark b: Child indicates there are less (fewer) when removing (subtracting) objects from a set	
<ul style="list-style-type: none"> Telling a friend that there are less blocks to play with now that the teacher removed the blue ones 	✓
<ul style="list-style-type: none"> Recognizing that there are less children at school today because three children are out sick 	✓
<ul style="list-style-type: none"> Singing “Five Green and Speckled Frogs” and noting that each time one of the frogs jumps into the pool, there are fewer in the set. 	✓
2. Shows understanding of addition and subtraction using a concrete set of objects (expressive knowledge) or story problems found in everyday classroom activities	
Benchmark a: Child combines <i>sets</i> of objects to equal a <i>set</i> no larger than 10	
<ul style="list-style-type: none"> Commenting that the train has five cars, after watching a friend connect a train with two cars to a second train with three cars 	✓
<ul style="list-style-type: none"> Giving a friend with two grapes, three more grapes and saying, “Now you have five grapes.” (Note: Teachers must assess the safety of using small objects with each group of students at a given point during the school year. Small objects could be used in teacher-directed small group experiences if deemed unsafe to leave in an independent-use center.) 	✓
<ul style="list-style-type: none"> Building a stack of five blocks and saying, “I have seven blocks” after adding two blocks to the set of five blocks 	✓
Benchmark b: Child removes objects from a <i>set</i> no larger than 10	
<ul style="list-style-type: none"> Removing two boats from a group of five boats and saying, “One, two, three – three boats left,” while playing with friends 	✓
<ul style="list-style-type: none"> Commenting that there are only three flowers left after removing one flower from a group of four flowers on a flannel board 	✓
<ul style="list-style-type: none"> Telling a friend, “I have four cookies. I’m eating one. Now I have three cookies.” 	✓

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Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
Benchmark c: Child uses concrete objects (e.g., fingers, blocks) to solve complex problems	
<ul style="list-style-type: none"> Recognizing that there are nine eggs after adding five eggs to the carton that already has four in it 	✓
<ul style="list-style-type: none"> Combining the number of cracker packages (six) and the number of juice boxes (six) and realizing that there are a total of 12 items for snack 	✓
3. Begins to develop an understanding of separating a set into a maximum of four parts, with teacher support and multiple experiences over time	
<ul style="list-style-type: none"> Separating a set of four cookies into four equal parts by giving three friends one cookie 	✓
<ul style="list-style-type: none"> Taking four books from the bookshelf and passing them out to four friends in the book area. 	✓
C. Patterns and Seriation	
1. Understands characteristics of patterns and non-patterns and begins to reproduce them with at least two elements (e.g., red/blue, red/blue versus a non-pattern like a rainbow)	
Benchmark a: Child recognizes <i>patterns</i> and non- <i>patterns</i>	
<ul style="list-style-type: none"> Noticing a friend's shirt has a pattern of a blue stripe, then a white stripe, then another blue stripe and looking around the room for other patterns of stripes 	✓
<ul style="list-style-type: none"> Participating in movement and music games that make patterns with claps and sounds 	✓
<ul style="list-style-type: none"> Recognizing the pattern in a predictable book and saying the next line before turning the page 	✓
<ul style="list-style-type: none"> Singing songs, reciting poems (e.g., "B-I-N-G-O," "Old McDonald," "Tooty-Ta"). 	✓

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Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
Benchmark b: Child duplicates identical <i>patterns</i> with at least two elements	
<ul style="list-style-type: none"> Duplicating the teacher's model of a pattern with linking cubes (e.g., yellow, green, yellow, green) 	✓
<ul style="list-style-type: none"> Copying a sound pattern of two claps and a pause, then one clap and a pause 	✓
Benchmark c: Child recognizes <i>pattern units</i> (e.g., red/blue is the <i>pattern unit</i> of a red/blue/red/blue/red/blue <i>pattern</i> ; dog/cat/cow is the <i>pattern unit</i> of a dog/cat/cow/dog/cat/cow <i>pattern</i>)	
<ul style="list-style-type: none"> Explaining the pattern unit they are working with (e.g., red/blue) 	✓
<ul style="list-style-type: none"> Repeating the pattern in a predictable story (e.g., <i>The Gingerbread Man</i>) 	✓
<ul style="list-style-type: none"> Placing popsicle sticks between pattern units in a repeating pattern of a chain of links 	✓
Benchmark d: Child begins to independently produce <i>patterns</i> with at least two elements (e.g., red/blue, red/blue), with teacher support and multiple experiences over time	
<ul style="list-style-type: none"> Creating a row of cars in the block area and indicating that it is a pattern (e.g., red car, blue car, red car, blue car) 	✓
<ul style="list-style-type: none"> Children clap hands together, then clap with their friend's hands, then clap together, then clap with their friend's hands.) 	✓
<ul style="list-style-type: none"> Lacing two sizes of beads to make a necklace (e.g., big bead, small bead, big bead, small bead, big bead, small bead) 	✓
2. Sorts, orders, compares, and describes objects according characteristics or attribute(s) (seriation)	
Benchmark a: Child places objects in increasing order of size where the increasing <i>unit</i> is constant (e.g., <i>unit</i> blocks)	
<ul style="list-style-type: none"> Ordering their block buildings according to height (e.g., tall, taller, tallest) 	✓
<ul style="list-style-type: none"> Comparing several pieces of yarn in increasing order of size (e.g., short, shorter, shortest) 	✓
<ul style="list-style-type: none"> Describing three train tracks as long, longer, and longest 	✓

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
Benchmark b: Child verbalizes why objects were placed in order (e.g., describes process of how and why), with teacher support and multiple experiences over time	
<ul style="list-style-type: none"> Explaining how they ordered the tall, taller, and tallest block buildings by height 	✓
<ul style="list-style-type: none"> Telling how they compared the short, shorter, and shortest pieces of yarn and put them in order 	✓
<ul style="list-style-type: none"> Describing how they ordered three train tracks as long, longer, and longest 	✓
D. Geometry	
1. Understands various two-dimensional shapes, including circle, triangle, square, rectangle, oval, and other less common shapes (e.g., trapezoid, rhombus)	
Benchmark a: Child categorizes (sorts) examples of two-dimensional shapes	
<ul style="list-style-type: none"> Placing the correct shape in its container 	✓
<ul style="list-style-type: none"> Sorting cutout shapes into groups and describing the ways they have sorted the shapes (e.g., by color, shape, number of sides, texture) 	✓
<ul style="list-style-type: none"> Creating various piles for different shapes while playing in the construction area 	✓
<ul style="list-style-type: none"> Putting blocks away by size and shape 	✓
Benchmark b: Child names two-dimensional shapes	
<ul style="list-style-type: none"> Searching for paper circles to represent balls for artwork (e.g., “I need circles because I am juggling balls in this picture.”) 	✓
<ul style="list-style-type: none"> Pointing out and naming shapes found while on a walk around the neighborhood (e.g., a building’s face that is square, a yield sign that is triangular, a brick walkway made up of rectangular surfaces) 	✓
Benchmark c: Child constructs examples of two-dimensional shapes	
<ul style="list-style-type: none"> Making various shapes from popsicle sticks 	✓
<ul style="list-style-type: none"> Using clay to construct shapes of different sizes 	✓

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
Benchmark d: Child identifies the number of sides of two-dimensional shapes	
• Determining that a square has four sides by examining the shape	✓
• Counting the sides of a triangle	✓
• Telling a friend that a circle doesn't have any sides	✓
• Telling the teacher, "Look, we used three friends to make a life size triangle! "	✓
2. Shows understanding that two-dimensional shapes are equivalent (remain the same) in different orientations	
Benchmark a: Child slides shapes, with teacher support and multiple experiences over time	
• Sliding a shape across the floor or table, with teacher support, and recognizing that the shape remains the same	✓
Benchmark b: Child flips shapes, with teacher support and multiple experiences over time	
• Flipping a shape, with teacher support, and recognizing that the shape remains the same	✓
Benchmark c: Child rotates shapes, with teacher support and multiple experiences over time	
• Rotating a square and commenting that it is still a square	✓
3. Understands various three-dimensional shapes, including sphere, cube, cone, and other less common shapes (e.g., cylinder, pyramid)	
Benchmark a: Child categorizes (sorts) examples of three-dimensional shapes	
• Placing all spheres in a basket and all cubes in a bag	✓
• Finding objects on the playground with three-dimensional shapes and sorting them	✓
• Sorting shapes by straight sides and curved sides.	✓

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
Benchmark b: Child names three-dimensional shapes	
• Correctly labeling a sphere and other three-dimensional shapes	✓
• Naming shapes as teacher picks them up	✓
• Telling a friend that his ice cream is in a cone (e.g., cone -shaped)	✓
4. Analyzes and constructs examples of simple symmetry and non-symmetry in two dimensions, using concrete objects	
• Cutting a snowflake shape on a coffee filter, opening it, and determining that the design is symmetrical	✓
• Sorting various pictures of people, animals, nature, and buildings according to symmetry and non- symmetry	✓
• Creating symmetrical figures using pattern blocks or parquetry blocks	✓
E. Spatial Relations	
1. Shows understanding of spatial relationships and uses position words (e.g., above, below, next to, beside, on top of, outside)	
Benchmark a: Child shows understanding of positional words (receptive knowledge)	
• Following directions requested by the teacher	✓
• Following directions in the songs, games, and chants by mimicking the actions.	✓
Benchmark b: Child uses the positional terms verbally (expressive knowledge) (e.g., in front of, behind, between, over, through, under), with teacher support and multiple experiences over time	
• Identifying the location of their friend when asked by the teacher	✓
• Using positional words to ask for something (e.g., “May I get the blocks that are on top of the shelf?”)	✓
• Accurately telling friends where to place objects using positional words (e.g., “Put the blocks beside the linking cubes .”)	✓

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
2. Describes <i>relative position from different perspectives</i> (e.g., “I am on top of the climber and you are below me.”)	
• Telling a friend that they hid the treasure beneath the wagon	
• Verbalizing positions as they work and play with others	✓
• Explaining that they are below the slide and their friend is on top of the slide	✓
3. Understands and can tell the difference between <i>orientation</i> terms (e.g., horizontal, diagonal, vertical)	
• Making their arms or bodies represent orientation terms (e.g., horizontal, diagonal, vertical) in a game of Simon Says	✓
• Using materials (e.g., yarn, popsicle sticks, paper, crayons) to replicate orientation terms (e.g., horizontal, diagonal, vertical) while working on an art project	✓
• Describing a block structure using orientation terms while building	✓
• Indicating that the letter “T” has a horizontal line and a vertical line while attempting to write the letter	✓
4. Uses directions to move through space and find places in space (e.g., obstacle courses, Simon Says, Mother May I?, hopscotch, giving simple directions)	
• Knowing where to stand if asked to stand behind a classmate in line	✓
• Going over to sit beside (or in front of) a classmate when asked to do so	✓
• Telling a new classmate how to get to the playground using directional words	✓
F. Measurement	
1. Engages in activities that explore measurement	
• Walking heel-to-toe across the large group rug and exclaiming “This rug is 14 feet long!”	✓
• Using measuring cups and spoons in the sand box to count how many scoops it takes to fill a bowl	✓

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
<ul style="list-style-type: none"> Laying cutouts of their hand shape end-to-end to measure the height of objects around the classroom 	✓
<ul style="list-style-type: none"> Exploring a sand timer the teacher is using to time clean-up activities 	✓
2. Compares continuous quantities using length, weight, and height	
Benchmark a: Child measures or compares the length of one or more objects using a non-standard reference (e.g., paper clips), with teacher support and multiple experiences over time	
<ul style="list-style-type: none"> Measuring the length of the classroom using blocks 	✓
<ul style="list-style-type: none"> Measuring the length of a table using their hands 	✓
<ul style="list-style-type: none"> Comparing the length of a shoe with another child's shoe 	✓
Benchmark b: Child measures or compares the weight of one or more objects using non-standard reference (e.g., beans), with teacher support and multiple experiences over time	
<ul style="list-style-type: none"> Exclaiming that the book the child is carrying is much heavier than the ball a friend is carrying 	✓
<ul style="list-style-type: none"> Talking about how light a bag of cotton balls is compared to a bag of marbles (Note: Teachers must assess the safety of using small objects with each group of students at a given point during the school year. Small objects could be used in teacher-directed small group experiences if deemed unsafe to leave in an independent-use center.) 	
Benchmark c: Child measures or compares the height of one or more objects using non-standard reference (e.g., pencils), with teacher support and multiple experiences over time	
<ul style="list-style-type: none"> Measuring the height of the table using cubes or plastic links 	✓
<ul style="list-style-type: none"> Measuring the height of a friend and the height of a tricycle using paper chain links and then saying, "I am 16 links tall, and the tricycle is 11 links tall." "I am taller than the tricycle." 	✓

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
Benchmark d: Child uses measurement vocabulary (e.g., length, weight, height) and <i>comparative terminology</i> (e.g., more, less, shorter, longer, heaviest, lightest), with teacher support and multiple experiences over time	
<ul style="list-style-type: none"> Using a length of string to measure two slides on the playground and noting which is longer and which is shorter 	✓
<ul style="list-style-type: none"> Using a simple scale with a basket on either side, adding a cotton ball to one side and a ball of play dough to the other side and noting that the play dough is heavier 	✓
<ul style="list-style-type: none"> Measuring the height of a friend and the height of a bookshelf using paper chain links and noting which is taller and which is shorter 	✓
3. Represents and analyzes data	
Benchmark a: Child assists with collecting and sorting materials to be graphed	
<ul style="list-style-type: none"> Collecting and sorting leaves by color (and then by color and shape as they become more skilled) 	✓
<ul style="list-style-type: none"> Collecting and sorting toy cars by size 	✓
<ul style="list-style-type: none"> Collecting blocks and sorting them by shape (and then by shape and color as they become more skilled) 	✓
Benchmark b: Child works with teacher and small groups to represent mathematical relations in charts and graphs	
<ul style="list-style-type: none"> Assisting in making a bar graph depicting the number of children at school each day 	
<ul style="list-style-type: none"> Creating a graph depicting the number of cars collected by each child, with teacher support 	
<ul style="list-style-type: none"> Helping to create a graph of favorite types of foods by placing picture of food under the correct column 	

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
Benchmark c: Child <i>analyzes</i> , with teacher and small groups, the relationship between items/objects represented by charts and graphs	
<ul style="list-style-type: none"> • Determining, with teacher support, which color of leaves was found most often 	✓
<ul style="list-style-type: none"> • Determining, through discussions with friends, if they had the most small, medium, or large cars 	✓
<ul style="list-style-type: none"> • Recognizing, with teacher support, that they have the least number of square blocks by “reading” the chart 	✓
4. Child predicts the results of a data collection, with teacher support and multiple experiences over time	
<ul style="list-style-type: none"> • Predicting that they collected less gold leaves than any other color before counting each color collected 	✓
<ul style="list-style-type: none"> • Predicting that they have more red cars before counting each color collected 	✓
<ul style="list-style-type: none"> • Saying to a friend, “I think red will have the most votes,” before the class makes a chart of favorite colors 	✓

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE – SCIENTIFIC INQUIRY

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
B. Scientific Inquiry	
a. Investigation and Inquiry	
1. Demonstrates the use of simple tools and equipment for <i>observing</i> and <i>investigating</i>	
• Seeking out a pair of binoculars to look at a bird on the playground	
• Using a magnifying glass to look at the differences in rocks or leaves	
• Using a dropper to drop water on a paper towel and observe how the water is absorbed	
• Using a magnet to find out which objects have magnetic attraction	✓
• Using a funnel in a water bottle to pour water from a cup into a bottle	
2. Examines objects and makes comparisons	
• Using comparative terminology , verbally or by signing, to compare two or more objects (e.g., “This bucket is heavier than that one”; “This ball is bigger than these other two balls”; “A rock is heavier than a feather.”)	
• Using descriptive terminology, verbally or by signing, to describe objects (e.g., “This rock is hard and smooth, and that rock is hard and very bumpy.” “Cotton is soft and a wooden block is hard.”)	✓
• Discussing and comparing which items sink and which items float in the water table	✓
b. Physical Science	
1. Explores the physical properties and creative use of objects or matter	
• Making gelatin to show that matter changes from a liquid to a solid	
• Melting ice to show how solids change to a liquid	

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE – SCIENTIFIC INQUIRY

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
<ul style="list-style-type: none"> Shaking different items in empty water bottles (rice, macaroni, beans, cotton, cut straws, pennies, water, sand) and listening to the sounds they make 	✓
<ul style="list-style-type: none"> Playing with recycled objects and creating new uses for the objects 	✓
c. Life Science	
1. Explores growth and change of living things	
<ul style="list-style-type: none"> Observing similarities and differences when viewing pictures of themselves beginning in infancy 	✓
<ul style="list-style-type: none"> Investigating and comparing a variety of living things to determine their needs and how they change over time 	✓
<ul style="list-style-type: none"> Exploring and comparing a variety of plants to observe and measure how quickly they grow and change over specific time periods 	✓
<ul style="list-style-type: none"> Commenting on the changes they observe as caterpillars grow, change into chrysalises, and emerge as butterflies 	
2. Identifies the characteristics of living things	
<ul style="list-style-type: none"> Observing similarities and differences among living things, including plants, animals, and humans (e.g., discussing parts of plants, kinds of insects, comparing animals with fur and feathers, identifying parts of the human body) 	✓
<ul style="list-style-type: none"> Investigating and comparing the needs of living things (e.g., discussing what plants need to thrive, the different kinds of environments) 	✓
<ul style="list-style-type: none"> Exploring and comparing the effects of sunlight and/or water on plants (e.g., observing plants and the way they grow) 	✓
3. Identifies the five senses and explore functions of each	
<ul style="list-style-type: none"> Tasting a piece of orange and lemon and talking about sweet and sour, understanding that the tongue is the organ involved in taste 	✓
<ul style="list-style-type: none"> With eyes closed, smelling different items to experience the sense of smell (e.g., cinnamon, fresh-cut grass, oranges, lotions, peppermint) 	✓

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE – SCIENTIFIC INQUIRY

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
<ul style="list-style-type: none"> • Discussing textures felt through the sense of touch (e.g., using play dough, marbles in water, glue, felt, feathers, sandpaper) (Note: Teachers must assess the safety of using small objects with each group of students at a given point during the school year. Small objects could be used in teacher directed small group experiences if deemed unsafe to leave in an independent-use <i>center</i>.) 	✓
<ul style="list-style-type: none"> • Making various sounds (e.g., bells, chimes, symbols, blocks, door closing, stomping, whistle) and using the sense of hearing to distinguish differences 	✓
d. Earth Science	
1. Explores the outdoor <i>environment</i> and begins to recognize changes (e.g., weather conditions) in the <i>environment</i> , with teacher support and multiple experiences over time	
<ul style="list-style-type: none"> • Illustrating various weather conditions while teacher takes dictation describing the children’s illustrations 	
<ul style="list-style-type: none"> • Observe cloud formations 	✓
<ul style="list-style-type: none"> • Comparing a variety of weather conditions (e.g., windy, rainy, cloudy, sunny) 	✓
<ul style="list-style-type: none"> • Charting the temperature for several days and guessing (predicting) the current temperature 	
2. Discovers and explores objects (e.g., rocks, twigs, leaves, seashells) that are naturally found in the environment	
<ul style="list-style-type: none"> • Going on a rock hunt and comparing the sizes, shapes, and weights of the rocks, as children describe the physical properties (e.g., size, shape, color, texture) of the rock 	
<ul style="list-style-type: none"> • Adding water to sand and discussing how the physical properties change 	
<ul style="list-style-type: none"> • Exploring practical, creative, and real-life ways that objects from nature (e.g., rocks, sticks, leaves, acorns, pinecones, sand, shells) can be used in daily classroom life 	

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE – SCIENTIFIC INQUIRY

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
e. Environmental Awareness	
1. Demonstrates ongoing <i>environmental awareness</i> and responsibility (e.g., reduce, reuse, recycle), with teacher support and multiple experiences over time	
• Showing an interest in environmental projects like recycling	✓
• Putting trash in the garbage rather than throwing it on the ground	✓
• Helping to keep the playground clean as a way to take care of their personal environment	✓

Developmental/Content Area: COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE – SOCIAL STUDIES

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
C. Social Studies	
a. Individual Development and Identity	
1. Begins to recognize and appreciate similarities and differences in people	
• Dressing in clothing from different cultures in the dress up area after reading a story about that culture	✓
• Talking to peers about different types of family structures	✓
• Noticing a child using a walker or wheelchair and asking questions about why it is needed	✓
• Choosing playground or paint that matches his/her skin color	✓
• Showing an interest in stories about children who live in different kinds of houses or eat different types of food	✓

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE – SOCIAL STUDIES

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
2. Begins to understand family characteristics, roles, and functions	
<ul style="list-style-type: none"> Assigning family roles to themselves and friends saying, for example, “I am the daddy and you are the granddaddy and we are taking the baby to the store.” 	✓
<ul style="list-style-type: none"> Bringing a family picture to school and talking about their family during a small group activity with an adult 	✓
3. Shows awareness and describes some social roles and jobs that people do	
<ul style="list-style-type: none"> Relating play to different jobs (e.g., Using shovels and scoops to “build a road” while wearing a hard hat and vest in the sand box, or commenting that “My uncle builds houses, and it is hard work!” after the teacher reads <i>How a House is Built</i>) 	✓
<ul style="list-style-type: none"> Naming many community workers and knowing their jobs and responsibilities 	✓
b. People, Places, and Environments	
1. Demonstrates awareness of geographic thinking	
<ul style="list-style-type: none"> Looking at simple maps and diagrams (e.g., a picture map of the classroom) 	
<ul style="list-style-type: none"> Commenting on the diagram of how mats are arranged during nap time, saying “See, I know Kendra napped next to me.” 	
<ul style="list-style-type: none"> Playing games that give practice in directionality such as Candy Land or Chutes and Ladders (e.g., up, down, forward, back) 	✓
<ul style="list-style-type: none"> Noticing landmarks within the context of the neighborhood (e.g., noticing that school is close to train tracks while on a nature walk through the neighborhood). 	
c. Technology and Our World	
1. Shows awareness of technology and its impact on how people live	
<ul style="list-style-type: none"> Recording sounds into a tape recorder in the <i>music</i> area and then listening when the recording is played back 	
<ul style="list-style-type: none"> Exploring simple drawing programs on a class or home computer 	

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: COGNITIVE DEVELOPMENT & GENERAL KNOWLEDGE – SOCIAL STUDIES

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
<ul style="list-style-type: none"> Using a digital camera to take pictures (e.g., of friends, nature, the classroom) 	
<ul style="list-style-type: none"> Understanding how community services impact their daily lives (e.g., “How does food get to the grocery store?” “How is mail delivered?” “Where does trash go after it leaves your home?”). 	
d. Civic Ideals and Practices	
1. Demonstrate awareness of group rules (civics)	
<ul style="list-style-type: none"> Asking permission when appropriate (e.g., leaving the room, performing a job) 	✓
<ul style="list-style-type: none"> Listening to others and joining in conversations at appropriate times 	✓
<ul style="list-style-type: none"> Taking a fair share of snack when allowed to self serve 	✓
2. Begins to understand and take on leadership roles	
<ul style="list-style-type: none"> Assuming a leadership role as a helper in passing out plates, cups, and spoons for snack 	✓
<ul style="list-style-type: none"> Assisting a friend who is having trouble fastening shoes 	✓
<ul style="list-style-type: none"> Pretending to be the conductor of the train in the dramatic play center 	✓
<ul style="list-style-type: none"> Stopping the line to wait for a teacher that has stopped to tie a child’s shoe 	✓

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: CREATIVE EXPRESSION THROUGH THE ARTS

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
D. Creative Expression Through the Arts	
a. Visual Arts	
1. Explores Visual Arts	
<ul style="list-style-type: none"> • Experimenting with different materials to see what happens (e.g., painting with a dry brush, wet brush, stick, or fingers) 	✓
<ul style="list-style-type: none"> • Manipulating clay in different ways (e.g., patting, rolling, dropping, pinching) 	✓
<ul style="list-style-type: none"> • Touching different textures 	✓
<ul style="list-style-type: none"> • Making and combining different shapes, marks, forms, and textures 	✓
<ul style="list-style-type: none"> • Making colors 	✓
2. Creates visual arts to communicate an idea	
<ul style="list-style-type: none"> • Building a large structure from different sized boxes, painting it with rollers and brushes, and describing it to the teacher (e.g., castle, clubhouse, grandparents' house) 	✓
<ul style="list-style-type: none"> • Creating an artwork to express an emotion (e.g., happy, sad, scared, angry) 	✓
<ul style="list-style-type: none"> • Smearing orange paint around and around on a large cookie tray and calling it a pumpkin 	✓
<ul style="list-style-type: none"> • Using collage materials to create an idea for a climber they wish was on the playground 	
3. Discusses and responds to the feelings caused by an artwork	
<ul style="list-style-type: none"> • Talking about their work with their classmates 	✓
<ul style="list-style-type: none"> • Responding to prompts and questions by the teacher 	✓
<ul style="list-style-type: none"> • Talking about another child's art product in a positive manner and asking questions about how they made it 	✓
<ul style="list-style-type: none"> • Discussing how working with art materials makes them feel 	✓

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: CREATIVE EXPRESSION THROUGH THE ARTS

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
b. Music	
1. Explores music	
<ul style="list-style-type: none"> • Playing various instruments and discovering the different types of sounds that each instrument can make 	
<ul style="list-style-type: none"> • Using the voice as an instrument 	✓
<ul style="list-style-type: none"> • Discovering the different types of sounds that found objects can make 	✓
<ul style="list-style-type: none"> • Distinguishing the difference between loud, soft, high-pitched and low-pitched sounds 	✓
<ul style="list-style-type: none"> • Making sounds at different rates of speed (tempos) (e.g., fast, slow) 	✓
2. Creates music to communicate an idea	
<ul style="list-style-type: none"> • Making musical sounds with instruments with a classroom visitor who plays a guitar and sings songs 	✓
<ul style="list-style-type: none"> • Singing independently, in rhythm, while maintaining a steady tempo, with teacher support and multiple experiences over time 	✓
<ul style="list-style-type: none"> • Singing expressively with appropriate meaning and feeling 	✓
<ul style="list-style-type: none"> • Singing from memory a varied repertoire of songs representing rhyme and styles form diverse cultures 	✓
3. Discusses and responds to the feelings caused by music	
<ul style="list-style-type: none"> • Listening and responding to music from another culture during a large group activity 	
<ul style="list-style-type: none"> • Discussing their favorite instrument and why they like it 	✓
<ul style="list-style-type: none"> • Comparing and contrasting different instruments and songs 	✓
<ul style="list-style-type: none"> • Describing the background songs they hear in a cartoon or movie and how makes them feel or adds to the story 	✓

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: CREATIVE EXPRESSION THROUGH THE ARTS

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
c. Creative Movement and Dance	
1. Explores creative movement and dance	
• Imitating animal movements	✓
• Galloping, twirling, and performing imaginative movements in response to music	✓
• Dancing and moving in front of a mirror	✓
• Dancing to different kinds of music (e.g., jazz, rock, blues, reggae, country, classical, folk)	✓
• Exploring and demonstrating different postures	✓
2. Creates creative movement and dance to communicate an idea	
• Using scarves, fabric, and ribbons to make up creative movements to different paced music	
• Demonstrating and combining basic movements (e.g., walking, running, hopping, jumping, leaping, galloping, sliding, and skipping) with directional movements (e.g., traveling forward, backward, sideward, and diagonally; turning)	✓
• Demonstrating movements in straight and curved pathways	✓
• Demonstrating accuracy in moving to a musical beat and responding to changes in tempo (speed)	✓
• Sequencing a dance phrase to have a beginning, middle, and end of consecutive movements (e.g., two hops to start, a shoulder shrug in the middle, and one twirl to end).	✓
3. Discusses and responds to the feelings caused by creative movement and dance	
• Observing and discussing how dance is similar and different from other forms of human movement like sports or everyday gestures	✓
• Actively participating in a discussion about their feelings and reactions to a dance or how they feel when they dance	✓

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

Developmental/Content Area: CREATIVE EXPRESSION THROUGH THE ARTS

Florida Early Learning and Developmental Standards for Four-Year-Olds	TeachSmart®
<ul style="list-style-type: none"> Presenting their own dances or movements to peers and discussing their meanings 	
<ul style="list-style-type: none"> Observing and accurately describing and identifying the action or movement (e.g., hop, jump, skip, gallop) and movement elements (e.g., levels, directions) 	✓
d. Dramatic Play and Theatre	
1. Explores dramatic play and theatre	
<ul style="list-style-type: none"> Using different voices (sound effects), movements, facial expressions, and materials to portray characters and story events 	✓
<ul style="list-style-type: none"> Playing with toys in the toy area and acting out the traditional roles according to the toys (e.g., truck driver, police officer, surgeon, farmer, doctor) or using the toys to come up with unique roles 	✓
<ul style="list-style-type: none"> Pretending to be animals or role-playing about friendship, family, or daily activities 	✓
<ul style="list-style-type: none"> Creating costumes for a character in a story or for a person in a specific career 	
<ul style="list-style-type: none"> Identifying a story's beginning, middle and end 	✓
2. Creates dramatic play and theatre to communicate an idea	
<ul style="list-style-type: none"> Creating a story that uses reality and/or fantasy 	✓
<ul style="list-style-type: none"> Expressing thoughts and feelings about a family member, friend, or character in a story or rhyme 	✓
<ul style="list-style-type: none"> Working with other children to establish play spaces for classroom dramatizations; selecting and safely organizing available materials that suggest scenery, props, lighting, sound, costumes, and makeup 	✓
<ul style="list-style-type: none"> Creating puppets or masks to portray a character or feeling for a puppet show 	
<ul style="list-style-type: none"> Demonstrating variation in movement, vocal pitch, tempo, and tone for different characters 	✓

Florida Early Learning and Developmental Standards for Four-Year-Olds Correlated to the TeachSmart® by Hatch®

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3. Discusses and responds to the feelings caused by dramatic play and theatre	
<ul style="list-style-type: none"> • Using imagination to describe characters, puppets, and their relationships, circumstances, and environments 	✓
<ul style="list-style-type: none"> • Expressing feelings about a character, costume, or story 	✓
<ul style="list-style-type: none"> • Sharing feelings after participating in pantomime, role-playing, and/or tableaux 	✓
<ul style="list-style-type: none"> • Expressing thoughts and feelings about sound effects 	✓
<ul style="list-style-type: none"> • Discussing the reason for selecting a particular movement, gesture, voice, or sound effect 	✓