

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

DOMAIN I: Social & Emotional Development

Minnesota Early Learning Standard	TeachSmart® Learning System
COMPONENT: Emotional Development	
Establish warm, caring, engaged relationships with each child	✓
Respond predictably and appropriately to children's physical, emotional, social, and cognitive needs	✓
Provide physical environments, schedules, and routines that promote self-control and self-regulation	✓
Model appropriate verbal and non-verbal conflict management strategies	✓
Provide opportunities for children to practice effective stress-reduction strategies	
Provide opportunities for children to understand and discuss their feelings and those of others (i.e., show empathy) <ul style="list-style-type: none"> • Children begin to understand and respond to others' emotions 	✓
COMPONENT: Self-Concept	
Allow children to experiment with their growing competence and independence <ul style="list-style-type: none"> • Children begin to experiment with own potential and show confidence in own abilities 	✓
Provide opportunities for children's exposure to a wide variety of materials and experiences	✓
Provide ample time throughout the day for children's active engagement, exploration, and experimentation with materials	✓
Demonstrate respect for individuals and groups of people	✓
Support children's developing understanding of their gender and cultural identity <ul style="list-style-type: none"> • Children begin to develop awareness, knowledge, and acceptance of own gender and cultural identity 	✓
Provide opportunities for children to learn about their own culture and the culture of others	✓
Model self-confidence in interactions with children and others	
COMPONENT: Social Competence and Relationships	
Provide opportunities for children to practice listening and talking with others	✓



TeachSmart
LEARNING SYSTEM
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Provide opportunities for children to interact with others with similar and different characteristics <ul style="list-style-type: none"> Children interact easily with one or more children 	✓
Provide experiences to teach respect and appreciation for own culture and culture of others	✓
Plan activities that build a sense of belonging and community with children	✓
Provide opportunities for children to develop understanding of the feelings, ideas, and actions of others	✓
Encourage children's understanding of others' rights and privileges <ul style="list-style-type: none"> Children begin to understand others' rights and privileges 	
Provide information, opportunities, and support to help children develop constructive conflict management strategies <ul style="list-style-type: none"> Children use words and other constructive strategies to resolve conflicts 	✓

DOMAIN II: Approaches to Learning

Minnesota Early Learning Standard	TeachSmart® Learning System
COMPONENT: Curiosity	
Share children's excitement in discoveries, exploration, and manipulation of items in the environment	✓
Provide opportunities and time for children to explore a variety of activities and materials including those in their larger community environment	
Identify and build upon children's individual ideas and interests	✓
Provide a variety of instructional approaches/strategies/materials that appeal to both genders and to the full range of learning styles, cultures, and ability levels of children <ul style="list-style-type: none"> Children show eagerness and a sense of wonder as a learner 	✓
Provide a variety and an appropriate amount of learning activities <ul style="list-style-type: none"> Children show interest in discovering and learning new things 	✓



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DOMAIN II: Approaches to Learning

Minnesota Early Learning Standard	TeachSmart® Learning System
Model curiosity and information-seeking	✓
COMPONENT: Risk-Taking	
Provide opportunities for children to try new activities and experiences <ul style="list-style-type: none"> • Children choose new as well as a variety of familiar activities 	✓
Recognize and plan for children's individual differences and diverse ways of learning	✓
Create environments that offer an appropriate amount of stimulation for children using a wide variety of equipment and materials	✓
Facilitate and manage children's use of media including television, video/DVD, and computer <ul style="list-style-type: none"> • Children use a variety of strategies to solve problems 	✓
COMPONENT: Imagination and Invention	
Provide an environment of psychological safety where children are encouraged to experiment without fear of making mistakes	
Provide tasks in which the goal is trying different strategies or solutions rather than right or wrong answers	✓
Model exploration and use of a wide variety of familiar and new learning materials and activities	✓
Encourage children's demonstration of flexibility and inventiveness in play and problem-solving <ul style="list-style-type: none"> • Children try out various pretend roles in play or with make-believe objects 	✓
COMPONENT: Persistence	
Provide sufficient time for children to engage in sustained activities	✓
Support children's efforts to complete activities and projects	✓
Arrange the classroom to limit environmental distractions <ul style="list-style-type: none"> • Children work at a task despite distractions or interruptions 	✓
Follow the child's lead in timing of suggestions and interventions when problems are encountered	✓



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DOMAIN II: Approaches to Learning

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Be available and respond to children when they encounter problems without being intrusive <ul style="list-style-type: none"> Children seek and/or accept help or information when needed 	✓
COMPONENT: Reflection and Interpretation	
Provide opportunities for children to express their thoughts and feelings about experiences through a variety of methods (e.g., discussion, conversation, journaling, art activities, music, etc.)	✓
Allow children time to process experiences and information and devise alternatives <ul style="list-style-type: none"> Children think about events and experiences and apply this knowledge to new situations 	✓
Provide opportunities for children to think and talk about what and how they are learning	✓
Discuss sequencing and timing of experiences (past, present, future, and relationships among them)	✓

DOMAIN III: Language and Literacy Development

Minnesota Early Learning Standard	TeachSmart® Learning System
COMPONENT: Listening	
Provide clear instructions that help children move from simple directions to a more complex sequence of directions	✓
Listen and respond to children's attempts to communicate both verbally and non-verbally	✓
Model language for children using questions and facial expressions to communicate information	✓
Provide time and opportunities for children to have individual conversations with adults and other children	✓
COMPONENT: Speaking	
Respond to children's attempts to communicate whether verbal or non-verbal <ul style="list-style-type: none"> Children communicate needs, wants, or thoughts through non-verbal gestures, actions, expressions, and/or words 	✓



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Communicate with children using home language with interpreters when necessary <ul style="list-style-type: none"> • Children communicate information using home language and/or English 	✓
Facilitate language development in home language and/or English (e.g., expand, extend, elaborate language)	✓
Talk about a variety of topics and illustrate ways to use language to ask questions, give answers, make statements, share ideas, or use pretend, fantasy, or word play	✓
Build on children’s interests by introducing new vocabulary and ideas <ul style="list-style-type: none"> • Children use increasingly complex and varied vocabulary and language 	✓
Provide opportunities for children to engage in turn-taking and dialogue in conversation <ul style="list-style-type: none"> • Children initiate, ask questions, and respond in conversation with others 	✓
COMPONENT: Emergent Reading	
Provide and share books with children, re-read favorite stories, and model reading behaviors <ul style="list-style-type: none"> • Children initiate stories and respond to stories told or read aloud 	✓
Provide materials such as flannel board sets, puppets, and other props to act out and retell stories <ul style="list-style-type: none"> • Children retell information from a story 	✓
Provide many types of children’s books, references, pictures, and posters in the environment	
Talk about what words mean and write down dictation of children <ul style="list-style-type: none"> • Children show beginning understanding of concepts about print 	✓
Help children learn about sequences in books such as beginning, middle, and end <ul style="list-style-type: none"> • Children guess what will happen next in a story using pictures as a guide 	✓
Provide opportunities for children to repeat familiar rhymes and experiment with beginning word sounds	✓
COMPONENT: Emergent Writing	
Provide many opportunities for children to draw and print using markers, crayons, and pencils	✓
Provide a literary-rich environment that includes writing materials in many areas of the classroom	✓



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Promote literacy-related play activities and respect children's attempts at writing <ul style="list-style-type: none"> • Use scribbles, shapes, pictures, or dictation to represent thoughts or ideas 	✓
Display models of adult and child writing in the classroom environment	✓
Encourage children's interest and attempts to copy or write letters and their own name <ul style="list-style-type: none"> • Children begin to copy or write own name 	✓

DOMAIN IV: Creativity and the Arts

Minnesota Early Learning Standard	TeachSmart® Learning System
COMPONENT: Creating	
Provide opportunities for exploring and experimenting with a variety of materials and media <ul style="list-style-type: none"> • Children use a variety of media and materials for exploration and creative expression 	✓
Provide time, materials, and space in multiple media (e.g., thinking, visual arts, construction, music movement) <ul style="list-style-type: none"> • Children participate in art and music experiences 	✓
Provide opportunities for exploration of the relationship of space and objects as well as color, balance, and design	
Facilitate participation of children in community art experiences	
COMPONENT: Responding	
Describe, discuss, and accept the process as well as the product of children's activities with creativity and the arts <ul style="list-style-type: none"> • Children show others and/or talk about what they have made or done 	✓
Encourage awareness and appreciation of the arts and creative expression from a variety of cultures <ul style="list-style-type: none"> • Children show interest and respect for the creative work of self and others 	✓
Encourage participation in a variety of creative and artistic activities	✓



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COMPONENT: Evaluating	
Support the development of personal preferences by giving choices and supporting discussions of likes and dislikes <ul style="list-style-type: none"> Children share opinions about likes and dislikes in art and creative expression 	
Maintain collections of books and recordings that represent a variety of media and cultures	
Help children develop appreciation for the arts by attending art events, concerts, dance performances, theatrical performances, and cultural fairs <ul style="list-style-type: none"> Children share experiences, ideas, and thoughts about art and creative expression 	

DOMAIN V: Cognitive Development

Minnesota Early Learning Standard	TeachSmart® Learning System
COMPONENT: Mathematical and Logical Thinking	
Provide opportunities for children to explore number, measurement, and patterns through developmentally appropriate play and learning <ul style="list-style-type: none"> Children demonstrate increasing interest in and awareness of numbers and counting Children make comparisons between at least two groups of objects 	✓
Provide opportunities for children to count, group, and order materials through developmentally appropriate play and learning <ul style="list-style-type: none"> Children demonstrate ability to count in sequence 	✓
Provide opportunities for conversation using positional and comparative words related to children's play and activities <ul style="list-style-type: none"> Children use words that show understanding of order and position of objects 	✓
Provide opportunities to develop an understanding of space (e.g., filling and emptying, building, observing from different viewpoints) <ul style="list-style-type: none"> Children recognize objects can be measured by height, length, weight, and time 	✓
Discuss the sequence of daily and special family events	✓



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DOMAIN V: Cognitive Development

Minnesota Early Learning Standard	TeachSmart® Learning System
Provide opportunities to experience and describe time (e.g., seasons, daily and weekly events) <ul style="list-style-type: none"> • Children order or sequence several objects on the basis of one characteristic 	✓
COMPONENT: Scientific Thinking and Problem-Solving	
Experience the natural world with children <ul style="list-style-type: none"> • Children express wonder about the natural world 	
Provide opportunities to explore natural objects and events <ul style="list-style-type: none"> • Children use senses to explore materials and the environment 	✓
Encourage children to experiment and discuss what they discover	✓
Share information on observations pictorially, verbally, and through other representations	✓
Discuss objects and events that have been observed	✓
Encourage children to ask questions and seek answers through active exploration and reflection on what they learn <ul style="list-style-type: none"> • Children ask questions and seek answers through active exploration 	✓
Observe natural and make predictions about natural events (e.g., growing seeds, caring for animals, charting weather) <ul style="list-style-type: none"> • Children make predictions about objects and natural events 	
Encourage and provide materials for a variety of sensory experiences <ul style="list-style-type: none"> • Children use tools (e.g., magnifying glass, binoculars, maps) for investigation of the environment 	
COMPONENT: Social Systems Understanding	
Help children describe and appreciate their own characteristics and those of others <ul style="list-style-type: none"> • Children recognize and appreciate similarities and differences between self and others from diverse backgrounds 	✓
Help children understand family roles, jobs, rules, and relationships <ul style="list-style-type: none"> • Children understand various family roles, jobs, rules, and relationships 	✓



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DOMAIN V: Cognitive Development

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Involve children in service-learning and social action projects <ul style="list-style-type: none"> Children participate in activities to help others in the community 	
Invite leaders and workers in the community to come to the program <ul style="list-style-type: none"> Children recognize and describe the roles of workers in the community 	✓
Discuss how people have changed the environment	
Support children's understanding of recent and past events <ul style="list-style-type: none"> Children begin to recall recent and past events 	✓
Create maps of the school, local area, or neighborhood <ul style="list-style-type: none"> Children identify characteristics of the places where they live and play within their community 	✓
Discuss technology used in the classroom <ul style="list-style-type: none"> Children begin to understand the uses of media and technology and how they affect their lives 	✓

DOMAIN VI: Physical and Motor Development

Minnesota Early Learning Standard	TeachSmart® Learning System
COMPONENT: Gross Motor Development	
Acknowledge and support children's needs to move and be active by planning daily physical activity	
Provide adequate time for children to practice, explore, and expand their motor skills	
Support individual variations in gross motor development <ul style="list-style-type: none"> Children use a variety of equipment for physical development 	
Provide space and equipment that allow for outdoor play and large motor activities that are fun and challenging <ul style="list-style-type: none"> Children develop ability to move their body in space with coordination 	



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DOMAIN VI: Physical and Motor Development

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COMPONENT: Fine Motor Development	
Provide adequate time and appropriate materials for small motor, drawing, cutting and handwriting development <ul style="list-style-type: none"> Children develop small muscle control and coordination 	✓
Plan activities that support the development of fine motor skills, with adaptations as needed	
Provide a variety of manipulative materials and activities for play and exploration <ul style="list-style-type: none"> Children explore and experiment with a variety of tools (e.g., spoons, crayons, paintbrushes, scissors, keyboards) 	
Model the use of writing and drawing in everyday activities <ul style="list-style-type: none"> Children use eye-hand coordination to perform a variety of tasks 	✓
COMPONENT: Physical Health and Well-Being	
Ensure safety of children through adherence to state and local regulations	
Provide health education for families and children	
Protect children from abuse and neglect	
Model health and safety practices during regular activities	
Provide time for exercise and physical activity <ul style="list-style-type: none"> Children participate in a variety of physical activities to enhance personal health and physical fitness 	
Provide instruction in basic health and safety rules (e.g., washing hands, covering mouth when coughing or sneezing, taking care when using sharp objects) <ul style="list-style-type: none"> Children follow basic health and safety rules 	
Encourage children to show independence in self-care tasks (e.g., washing hands, buttoning, fastening zippers, wiping nose) <ul style="list-style-type: none"> Children demonstrate increasing independence with basic self-care skills 	



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