

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

Developmental/Content Area: Literacy

| Missouri Early Learning Standard | TeachSmart® Learning System |
|--|-----------------------------|
| Standard 1: Symbolic Development | |
| Represents feelings and ideas in a variety of ways | |
| ◦ Represents feelings and ideas through pretend play | ✓ |
| ◦ Represents feelings and ideas through movement | ✓ |
| ◦ Represents feelings and ideas through music | |
| ◦ Represents feelings and ideas through art and construction | ✓ |
| Standard 2: Spoken/Expressive Language | |
| Uses language to communicate ideas, feelings, questions, or to solve problems | |
| ◦ Communicates in home language and is understood by others | ✓ |
| ◦ Uses language to pretend or create | ✓ |
| ◦ Initiates and responds appropriately in conversation and discussion with adults and children | ✓ |
| ◦ Uses complete sentences of varying length | ✓ |
| Standard 3: Listening/Receptive Language | |
| Listens for different purposes | |
| ◦ Follows simple directions | ✓ |
| ◦ Listens responsively to books and stories | ✓ |
| ◦ Listens to and engages in conversations with others | ✓ |
| ◦ Responds to questions | ✓ |
| Standard 4: Written Language | |
| Uses writing as a means of expression/communication | |
| ◦ Experiments with writing tools and materials | ✓ |
| ◦ Uses scribbles, shapes, pictures and letters to write | ✓ |
| ◦ Tells others about intended meaning of drawings and writings | ✓ |
| ◦ Uses a variety of resources to facilitate writing | ✓ |



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| Standard 5: Knowledge of Print and Books | |
| Applies early reading skills | |
| ◦ Shows interest in reading and books | ✓ |
| ◦ Exhibits book-handling skills | ✓ |
| ◦ Pretends to read easy or predictable books or tries to read along during his/her favorite part of story | ✓ |
| ◦ Responds to text | ✓ |
| ◦ Reads environmental print and symbols | ✓ |
| ◦ Identifies some alphabet letters | ✓ |
| ◦ Recognizes that print represents spoken words | ✓ |
| ◦ Develops a sense of story | ✓ |
| Standard 6: Sounds of Language (Phonological Awareness) | |
| Attends to sounds in language | |
| ◦ Repeats rhymes, simple songs, poems and finger plays | ✓ |
| ◦ Participates in word games | ✓ |
| ◦ Discriminates some sounds in words | ✓ |

Developmental/Content Area: Social and Emotional Development

| Missouri Early Learning Standard | TeachSmart® Learning System |
|--------------------------------------|-----------------------------|
| Standard 1: Knowledge of Self | |
| Exhibits Self-Awareness | |
| ◦ Shows respect for self | ✓ |
| ◦ Develops personal preferences | ✓ |
| ◦ Knows personal information | ✓ |



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Developmental/Content Area: Social and Emotional Development

| Missouri Early Learning Standard | TeachSmart® Learning System |
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| Develops Self-Control | |
| ◦ Follows simple rules | ✓ |
| ◦ Accepts transitions and follows daily routines | ✓ |
| ◦ Expresses feelings through appropriate gestures, actions and language | ✓ |
| ◦ Adapts to different environments | ✓ |
| Develops Personal Responsibility | |
| ◦ Cares for personal and group possessions | ✓ |
| ◦ Begins to accept the consequences of his or her own actions | ✓ |
| Standard 2: Knowledge of Others | |
| Builds Relationships of Mutual Trust and Respect with Others | |
| ◦ Respects the rights of others | ✓ |
| ◦ Respects adult leadership | ✓ |
| ◦ Seeks comfort and security from significant adults | ✓ |
| ◦ Develops friendships | ✓ |
| ◦ Uses courteous words and actions | ✓ |
| ◦ Respects similarities and differences among people | ✓ |
| Standard 3: Knowledge of Others | |
| Works Cooperatively with Children and Adults | |
| ◦ Participates successfully as a member of a group | ✓ |
| ◦ Shares experiences and ideas with others | ✓ |
| ◦ Begins to examine a situation from another person's perspective | ✓ |
| ◦ Resolves conflicts with others | ✓ |



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Developmental/Content Area: Approaches to Learning

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| Standard 1: Approaches to Learning | |
| Shows Curiosity | |
| ◦ Expresses interest in people | ✓ |
| ◦ Shows interest in learning new things and trying new experiences | ✓ |
| ◦ Asks questions | ✓ |
| Takes Initiative | |
| ◦ Initiates interaction with others | ✓ |
| ◦ Makes decisions independently | ✓ |
| ◦ Develops independence during activities, routines and play | ✓ |
| Exhibits Creativity | |
| ◦ Tries new ways of doing things | ✓ |
| ◦ Uses imagination to generate a variety of ideas | ✓ |
| ◦ Exhibits a sense of humor | ✓ |
| Shows Confidence | |
| ◦ Expresses his or her own ideas and opinions | ✓ |
| ◦ Views self as competent and has a positive self-image | ✓ |
| Displays Persistence | |
| ◦ Sustains attention to a task or activity appropriate for his age | ✓ |
| ◦ Pursues challenges | ✓ |
| ◦ Copes with frustration | ✓ |
| Uses problem-solving skills | |
| ◦ Recognizes problems | ✓ |
| ◦ Tries to solve problems | ✓ |
| ◦ Works with others to solve problems | ✓ |



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Developmental/Content Area: Mathematics

| Missouri Early Learning Standard | TeachSmart® Learning System |
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| Standard 1: Number and Operations | |
| Uses Number to Show Quantity | |
| ◦ Shows interest in counting | ✓ |
| ◦ Develops increasing ability to rote count in sequence | ✓ |
| ◦ Counts objects with understanding | ✓ |
| Uses Language to Compare Number (e.g. More/Less, Greater/Fewer, Equal To) | |
| ◦ Uses language to compare number (e.g., more/less, greater/fewer, equal to) | ✓ |
| ◦ Combines and names how many | ✓ |
| ◦ Separates and names how many | ✓ |
| ◦ Explores everyday fractions | |
| Solves Problems Using Numbers | |
| ◦ Names how many there are in a group (up to five objects) without counting | ✓ |
| ◦ Uses one-to-one correspondence when counting objects | ✓ |
| ◦ Uses one-to-one correspondence to compare the size of a group of objects | ✓ |
| Uses Numerical Representation | |
| ◦ Uses drawings to represent number | ✓ |
| ◦ Identifies numerals in everyday situations | ✓ |
| ◦ Uses ordinal numbers (first, second, last) | ✓ |
| ◦ Writes some numerals | ✓ |
| ◦ Matches numeral with quantity | ✓ |



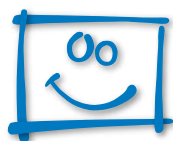
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Developmental/Content Area: Mathematics

| Missouri Early Learning Standard | TeachSmart® Learning System |
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| Standard 2: Geometry and Spatial Sense | |
| Investigates Positions and Locations | |
| ◦ Takes objects apart and puts them together | ✓ |
| ◦ Uses actions and words to indicate position and location | ✓ |
| ◦ Uses actions and words to indicate movement and orientation | ✓ |
| Explores Shapes in the Environment | |
| ◦ Investigates and talks about the characteristics of shapes | ✓ |
| ◦ Creates and duplicates three-dimensional and two-dimensional shapes using a variety of materials | ✓ |
| ◦ Identifies and names some shapes | ✓ |
| ◦ Indicates if shapes are alike or different using one or more characteristics | ✓ |
| Standard 3: Algebra | |
| Recognizes Relationships in the Environment | |
| ◦ Matches, sorts and regroups objects according to one or more characteristics | ✓ |
| ◦ Orders things according to relative differences | ✓ |
| Uses Patterns in the Environment | |
| ◦ Recognizes patterns | ✓ |
| ◦ Duplicates and extends patterns | ✓ |
| ◦ Creates patterns | ✓ |
| Standard 4: Measurement | |
| Makes Comparisons | |
| ◦ Compares objects using measurable features | ✓ |
| ◦ Describes measurement | |
| ◦ Orders three or more objects according to length or size differences | ✓ |
| ◦ Uses language associated with time in everyday situations | ✓ |
| ◦ Anticipates, remembers and predicts a sequence of events | |



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Developmental/Content Area: Mathematics

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| Uses Measurement | |
| ◦ Explores ways to measure | |
| ◦ Measures using objects | ✓ |
| Collects, Organizes and Uses Information | |
| ◦ Asks questions to gather information | ✓ |
| ◦ Sorts and classifies objects into groups and sometimes explains how the grouping was done | ✓ |
| ◦ Evaluates information to answer questions | ✓ |

Developmental/Content Area: Science

| Missouri Early Learning Standard | TeachSmart® Learning System |
|--|-----------------------------|
| Standard 1: Physical Science | |
| Explores Physical Properties of Objects and Materials | |
| ◦ Shows interest in the physical world | ✓ |
| ◦ Uses one or more senses to observe the physical world | |
| ◦ Experiments with simple tools | ✓ |
| Investigates Properties of Objects and Materials | |
| ◦ Asks questions about objects and materials | ✓ |
| ◦ Experiments with objects and materials to gather information and observe reactions | |
| ◦ Shows knowledge of physical properties of objects | |
| Solves Problems Involving Physical Properties of Objects and Materials | |
| ◦ Identifies problems involving physical properties of objects and materials | |
| ◦ Experiments with objects to produce desired effects | |
| ◦ Makes predictions based on experiences with objects and materials | |



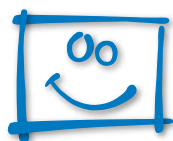
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Developmental/Content Area: Science

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| Represents Observations of the Physical World in a Variety of Ways | |
| ◦ Represents observations through pretend play | ✓ |
| ◦ Represents observations through music and movement | |
| ◦ Represents observations through art and construction | ✓ |
| ◦ Talks about the physical world | |
| Explores Characteristics of Living Things | |
| ◦ Shows interest in plant and animal changes | |
| ◦ Uses one or more senses to observe the natural world | |
| Investigates Characteristics of Living Things | |
| ◦ Asks questions about the natural world | |
| ◦ Collects information to learn about living things | |
| ◦ Shows knowledge of the characteristics of living things | ✓ |
| Solves Problems Related to Living Things | |
| ◦ Identifies problems involving living things | |
| ◦ Recognizes that living things have needs | |
| ◦ Makes predictions based on experiences with living things | |
| Represents Observations About Living Things in a Variety of Ways | |
| ◦ Represents observations through pretend play | ✓ |
| ◦ Represents observations through music and movement | |
| ◦ Represents observations through art and construction | ✓ |
| ◦ Talks about plants and animals | ✓ |
| Standard 2: Earth and Space | |
| Explores Properties of Earth and Space | |
| ◦ Shows interest in earth and space | ✓ |
| ◦ Uses one or more senses to observe earth and space | |
| ◦ Uses simple tools to explore earth and space | |



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| Investigates Properties of Earth and Space | |
| ◦ Asks questions about earth and space | ✓ |
| ◦ Conducts experiments to gain knowledge of earth and space | |
| ◦ Shows knowledge of changes in earth and space | |
| Solves Problems Involving Earth and Space | |
| ◦ Identifies problems involving earth and space | |
| ◦ Makes predictions based on experiences with earth and space | |
| Represents Observations About Earth and Space in a Variety of Ways | |
| ◦ Represents observations through pretend play | ✓ |
| ◦ Represents observations through music and movement | |
| ◦ Represents observations through art and construction | ✓ |
| ◦ Talks about earth and space | ✓ |

Developmental/Content Area: Physical Development, Health and Safety

| Missouri Early Learning Standard | TeachSmart® Learning System |
|--|-----------------------------|
| Standard 1: Physical Development | |
| Uses Gross Motor Skills with Purpose and Coordination | |
| ◦ Moves from one point to another | ✓ |
| ◦ Controls body movement | ✓ |
| ◦ Uses large muscle movements to manipulate objects | ✓ |



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Developmental/Content Area: Physical Development, Health and Safety

| Missouri Early Learning Standard | TeachSmart® Learning System |
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| Uses Fine Motor Skills with Purpose and Control | |
| ◦ Performs fine motor tasks | ✓ |
| ◦ Uses fingers and hands to accomplish fine motor tasks | ✓ |
| ◦ Uses tools in a functional manner | ✓ |
| ◦ Exhibits coordination of facial muscles | |
| Responds to Sensory Input to Function in the Environment | |
| ◦ Exhibits sensory awareness | ✓ |
| ◦ Exhibits body awareness | ✓ |
| ◦ Exhibits spatial awareness | ✓ |
| ◦ Exhibits temporal awareness | |
| Standard 2: Health | |
| Practices Healthy Behaviors | |
| ◦ Shows independence in personal hygiene | ✓ |
| ◦ Chooses to participate in daily physical activity | ✓ |
| ◦ Exhibits body strength and endurance | |
| Standard 3: Safety | |
| Practices Safe Behavior | |
| ◦ Listens to and follows adult directions during emergencies | |
| ◦ Follows vehicle, street and public safety | |
| ◦ Recognizes personal danger | |
| ◦ Knows how and when to seek help | |



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