

# The Massachusetts Early Learning Standards Correlated to TeachSmart® by Hatch®

## English Language Arts

Massachusetts Early Learning Standard	TeachSmart®
<b>LANGUAGE</b>	
<b>1. Observe and use appropriate ways of interacting in a group (taking turns in talking; listening to peers; waiting until someone is finished; asking questions and waiting for an answer; gaining the floor in appropriate ways).</b>	
◦ Interact with other children and adults in small groups through informal activities and everyday routines.	✓
◦ Participate in activities that generate responses (e.g., finger plays, songs, action games).	✓
◦ Help formulate rules for group interactions.	✓
◦ Use a system for taking turns and developing listening skills (e.g., passing a ball around the circle).	✓
◦ Respond to social cues appropriately (signaled by eye contact, tone, pitch, volume, or body language).	✓
<b>2. Participate actively in discussions, listen to the ideas of others, and ask and answer relevant questions.</b>	
◦ Engage in meaningful conversations and discussions with peers and with adults, one-on-one, or in small groups.	✓
◦ Share their ideas and experiences in small groups (e.g., express what they know or want to learn about a topic).	✓
◦ Ask questions to further understanding (e.g., “Where did the snow go when it melted?”) or about daily routines (e.g., “What’s for lunch?” “Can we play outside today?”).	✓
◦ Respond to teachers’ conversation-starters such as “I’m trying to make a snake out of play dough,” “You picked up a blue truck,” or “I wonder....,” and “I wish...”	✓
<b>3. Communicate personal experiences or interests.</b>	
◦ Describe experiences to adults or other children in informal conversations.	✓
◦ Create representations (e.g., drawings, paintings, constructions) about their ideas and describe them to others.	✓
◦ Complete open-ended questions or statements on a topic (e.g., “The last time I went to the beach, I ...”).	✓
◦ Plan, make choices and decisions, and communicate them.	✓
◦ After sharing information, children discuss what they remember best about what was said.	✓



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<ul style="list-style-type: none"> <li>Describe or represent daily activities as a way of reviewing or reflecting (e.g., explain why they selected a particular activity area, what they did in that area, and how materials were used).</li> </ul>	✓
<ul style="list-style-type: none"> <li>Share information about what children learned with others (peers/adults).</li> </ul>	✓
<b>4. Engage in play experiences that involve naming and sorting common words into various classifications using general and specific language.</b>	
<ul style="list-style-type: none"> <li>Select an object from a collection of common items, identify it, then use specific words to describe it (e.g., in terms of color, shape, size, and use).</li> </ul>	✓
<ul style="list-style-type: none"> <li>Generate collections of words that can be used to describe categories of words (e.g., footwear could include sneakers, shoes, boots, sandals, socks, or slippers).</li> </ul>	✓
<ul style="list-style-type: none"> <li>Look at illustrations to gain clues to the meaning of new or confusing words.</li> </ul>	✓
<ul style="list-style-type: none"> <li>Examine familiar objects closely, then more closely, adding descriptors with increasing detail (e.g., a child's shoe, a flower).</li> </ul>	✓
<ul style="list-style-type: none"> <li>Use a feely box or texture board to name, sort, and categorize various objects.</li> </ul>	
<ul style="list-style-type: none"> <li>Play guessing games in which children use descriptors ("I'm thinking of something round.").</li> </ul>	✓
<ul style="list-style-type: none"> <li>Participate in webbing experiences that expand, break down, and link familiar concepts (e.g., thinking of many words/concepts related to a specific topic such as dogs).</li> </ul>	
<ul style="list-style-type: none"> <li>Hear new words introduced at the beginning of a story or activity, and reviewed at the end.</li> </ul>	✓
<b>5. Listen to and use formal and informal language.</b>	
<ul style="list-style-type: none"> <li>Use new vocabulary introduced through book reading in their play.</li> </ul>	
<ul style="list-style-type: none"> <li>Listen to stories and poems that use formal and informal language.</li> </ul>	✓
<ul style="list-style-type: none"> <li>Freely play with language (e.g., making up nonsense words that rhyme).</li> </ul>	✓
<ul style="list-style-type: none"> <li>Respond to and/or dramatize different voices for different characters from familiar stories.</li> </ul>	✓
<ul style="list-style-type: none"> <li>Listen to models of appropriate and correct language by adults (appropriate sentence structure, grammar, and syntax).</li> </ul>	✓
<ul style="list-style-type: none"> <li>Imitate dialogue of characters in familiar stories such as "The Three Bears" and "The Three Little Pigs."</li> </ul>	✓

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<b>LANGUAGE</b>	
<b>6. Develop familiarity with the forms of alphabet letters, awareness of print, and letter forms.</b>	
◦ Explore a wide variety of printed materials about subjects that interest children (e.g., storybooks, picture dictionaries, factual and informational books such as book about science, and books that relate to families and cultures), with text of varying levels of difficulty.	
◦ Listen to age-appropriate stories read aloud frequently and repeatedly.	
◦ Identify favorite books by their covers.	
◦ Use a listening center with books on tape and matching print books.	
◦ Handle books respectfully and appropriately, holding them right-side-up and turning pages one at a time from front to back.	
◦ Create and re-read class-made books.	
◦ Use “big books” and take part in turning pages.	
◦ Pretend to read by pointing with a finger while reciting text.	
<b>7. Develop familiarity with the forms of alphabet letters, and awareness of print and letter forms.</b>	
◦ See alphabet letters displayed at children’s eye level.	✓
◦ Examine upper- and lower-case letter shapes by their spatial features (e.g., a lower-case “a” can appear differently) using laminated alphabet letters printed in various fonts, alphabet sorting boxes, or alphabet books.	✓
◦ Explore letters through sensory experiences (e.g., trace letters made of sandpaper, rice; use alphabet cookie cutters, alphabet stamps, or pasta alphabets).	
◦ Create letters with materials such as finger paint, string, yarn, clay, pipe cleaners.	✓
◦ Listen to and explore alphabet books and alphabet puzzles in which children can see and compare letters and distinguish one from another.	

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<ul style="list-style-type: none"> <li>◦ Observe print (or Braille as appropriate) in everyday activities and routines including labels on objects and materials; captions on children’s projects or photographs of children’s activities; and nametags on cubbies and coat hooks.</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Dictate words to tell a story (to build awareness that words can be put together to make sentences).</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Take home the words of familiar songs, rhymes, and finger plays printed out.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Associate pictorial symbols with objects or actions (e.g., picture recipes and rebus stories).</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Observe adults, teachers, and family members using print to gain meaning and understanding.</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Use alphabet stamps, magnetic letters, and alphabet blocks.</li> </ul>	
<b>8. Develop familiarity with the forms of alphabet letters, awareness of print, and letter forms.</b>	
<ul style="list-style-type: none"> <li>◦ Differentiate among meaningful sounds (e.g., recorded or environmental sounds and sealed listening jars filled with various materials).</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Break words into syllables (e.g., clap or tap them out with rhythm instruments).</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Repeat and manipulate sequences of phonemes using phonological memory (e.g., “bo-be-ba”).</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Find pictures or think of words that begin with a specific initial sound.</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Fill in rhyming words in stories, poems and songs (e.g., make up new words to the song Down by the Bay...did you ever see a moose kissing a goose).</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Play with phoneme substitution (changing the first sound in a word) for example, singing Zee-Zi-Ziddly-I-O instead of Fee-Fi-Fiddly-I-O.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Use finger plays, games, poems, and stories that include rhyme and alliteration to develop an awareness or differences in spoken words, syllables, and sounds.</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ For older 4 year olds; count phonemes (e.g., determine that the word “bat” has three sounds). Phonemes are the smallest units of spoken language (e.g., there are three phonemes in man – m/a/n- and four phonemes in enough – e/n/u/f).</li> </ul>	✓

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<b>9. Link letters with sounds in play activity.</b>	
◦ Compare the similarities in sounds of words and letters.	✓
◦ Listen to letters matched with sounds in meaningful contexts (e.g., “Look, the word on your shoe, Nike, starts with N, just like your name, Nicholas.”).	✓
◦ Play guessing games using letter sounds (“I spy something that begins with rrrrrr.”).	✓
◦ Select alphabet letters that match with their sounds (“Find the letter that says “mmmmm.”).	✓
◦ Hear specific letter sounds in the beginning, middle, and at the end of words.	✓
<b>10. Engage actively in read-aloud activities by asking questions, offering ideas, and predicting or retelling important parts of a story or informational book.</b>	
◦ Retell a familiar book from memory or based on the illustrations.	
◦ Arrange illustrations of key incidents from the story in order of what happened first, next.	
◦ Make inferences about characters’ motivations.	
◦ Act out a story through flannel board, puppets, or dramatic play with props.	
◦ Describe or represent (e.g., through drawings, constructions) what children remember after listening to an informational book.	
◦ Respond appropriately to teachers’ questions about stories.	
◦ Listen to stories without illustrations (e.g., chapter books read aloud during rest time) to give children the opportunity to “Make pictures in their minds.”	
<b>11. Listen to several books by the same author or using the same illustrator.</b>	
◦ Identify similarities in plot, setting or character among various works by the same author or illustrator.	
◦ Explore interpretations of the same story by different authors/illustrators (e.g., variations of a fairy tale/folk tale such as “Goldilocks” and the “Three Bears” or <i>The Mitten</i> ).	
◦ Create their own stories or illustrations similar to those read to them (e.g., create collages after hearing a story by Eric Carle).	✓
◦ Recognize the name or work of particular author or illustrator.	
◦ Make inferences about important characters, settings, or events in stories.	
◦ Take home a class-made book, and describe the story and illustrations to family members.	✓

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<b>12. Listen to, recite, sing, and dramatize a variety of age-appropriate literature.</b>	
◦ Recite, sing, or retell fairy tales, Mother Goose rhymes, poetry, and myths.	
◦ Talk about real versus make-believe characteristics (e.g., do rabbits wear clothing?).	
◦ Compare a factual book with a fictional story (e.g., a scientific book about metamorphosis and Eric Carle's, <i>The Very Hungry Caterpillar</i> ).	
◦ Visit a library and talk with a children's librarian.	
◦ Make a list of all the important facts children recall after listening to a book or story read aloud.	
◦ Create an original work of nonfiction from children's lists of accumulated facts (e.g., make a "big book" about a topic of children's interest).	
◦ Retell information from a class-made book.	
◦ Predict what a book is about from the illustrations.	
◦ Describe or represent the main idea of a story (e.g., verbally or through drawings).	
◦ Sing traditional lullabies.	
◦ Use predicatable terms such as "Once upon a time..." or "They lived happily ever after" in retelling or dramatizing traditional literature.	
◦ Use dialogue from familiar stories in dramatic play (e.g., "Who's been sleeping in my bed?").	
<b>13. Relate themes and information in books to personal experiences.</b>	
◦ Compare events in books to their own experiences.	
◦ Explore themes that grow out of children's interests/experiences (e.g., staff listen to children's conversations and respond to their curiosity/interests by providing related books).	
◦ Offer verbal or pictorial evidence from a book to support understanding.	

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<b>14. Recognize and supply rhythm and rhyme in poetry.</b>	
◦ Listen to books/poems that include repetitive/rhythmic elements.	✓
◦ Listen to and recite Mother Goose and other nursery rhymes.	
◦ Respond to auditory patterns in poems and stories, songs (e.g., clap out the patterns).	✓
◦ Contribute real or nonsense words that fit rhythm and rhymes in poems, songs, nursery rhymes.	✓
<b>15. Listen to, recognize, and use a broad vocabulary of sensory words.</b>	
◦ Listen to age-appropriate stories, poems, and songs that suggest mood and/or create visual images, or that are rich in descriptive vocabulary (e.g., “mud is very ooey gooey”).	✓
◦ Participate in a wide variety of sensory experiences that reinforce sensory vocabulary (e.g., fluffy shaving cream, sticky glue).	
◦ Describe everyday experiences using sensory language (e.g., “the play dough felt sticky,” “the cotton is soft,” or “the sandpaper is scratchy”).	
◦ Share children’s perceptions about sensory experiences using descriptive vocabulary and generate a story for the newsletter to share with families	✓
<b>COMPOSITION</b>	
<b>16. Use their own words or illustrations to describe their experiences, tell imaginative stories, or communicate information about a topic of interest.</b>	
◦ Draw pictures or use letters or phonetically spelled words to tell a story or give information.	
◦ Dictate words/sentences and have them written and read back by the teacher (e.g., labels, messages, news).	✓
◦ Use composition in many activity areas including dramatic play, art, and block areas (e.g., create captions and notes, make lists related to a topic of interest such as describing things seen on a field trip; compose notes, invitations, or thank-you letters).	✓
◦ Contribute to or create stories from a starter such as “Once upon a time, there was a ....”	✓
◦ Create original books (e.g., that describe an experience, tell about their likes, dislikes, and capabilities).	
◦ Use computers and age-appropriate software as writing tools (e.g., preschool word-processing programs that allow children to produce enlarged print, hear what they have written, use the mouse to draw, or make scribbles to accompany their drawings).	✓



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<b>17. Add details or make changes to published or class-made stories.</b>	
◦ Expand ideas or details to make a group story more complex.	✓
◦ Think up new endings to familiar or original stories.	✓
◦ Describe how events might turn out differently with changes in circumstance.	✓
◦ Revise familiar published stories by changing the characters, details (e.g., creating their own version of Brown Bear, Brown Bear, What Do You See?).	✓
<b>18. Add details or make changes to published or class-made stories.</b>	
◦ Use a wide range of materials that encourage writing behaviors, including portable chalkboards, easels, dry-erase boards, magnetic boards, alphabet blocks, letter tiles, an alphabet pocket chart, pencils, markers, chalk, colored pencils, crayons, blank books, paper, stamps, envelopes.	✓
◦ Include writing as an integral part of daily activities (e.g., signs, name cards, grocery lists, menus, greeting cards, messages, recipes).	✓
◦ Develop physical skills such as hand strength and coordination needed to grasp and control writing tools (e.g., use hole punchers, squeeze water out of sponges).	✓
◦ Engage in sensory experiences such as making letters in sand or with finger paint, or tracing over sandpaper letters.	
◦ Receive guidance from adults in appropriate formation of letters (if requested by children).	✓
<b>19. Arrange events in order when dictating a story.</b>	
◦ Verbally describe or represent through drawings, paintings, or models the sequence in which events in stories took place (e.g., What happened first? Next? Last?).	
◦ Contribute to group discussions about meaningful events in order to compose a story or article for a newsletter.	✓
◦ Arrange illustrations or photographs of personal experiences in sequence.	
<b>20. Generate questions and gather information to answer their questions in various ways.</b>	
◦ Use the “K-W-L” strategy to express what they know; want to know; and have learned related to a topic.	
◦ Work with teachers to find logical sources for the information they need (e.g., reading a fictional story about a spider, consulting non-fiction books, then investigating real spiderwebs through direct observation).	

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<ul style="list-style-type: none"><li>◦ Describe something learned about a topic (e.g., butterflies, frogs, snow) verbally or through representation.</li></ul>	✓
<ul style="list-style-type: none"><li>◦ Create, display, and describe representations of their investigations through drawings, paintings, photographs, constructions, and stories.</li></ul>	✓
<ul style="list-style-type: none"><li>◦ Formulate questions with teacher support to begin to learn the difference between questions and statements.</li></ul>	✓



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## Mathematics

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<b>NUMBER SENSE</b>	
<b>1. Listen to and say the names of numbers in meaningful contexts.</b>	
◦ Play games and listen to stories and poems that contain numbers and counting sequences.	✓
◦ Use concrete objects to practice one-to-one correspondence (e.g., say the name of objects while placing an object in each space in an egg carton; distributing a musical instrument to each child in a group; putting pegs in each hole of a pegboard).	✓
◦ Count concrete objects for a meaningful purpose (e.g., three crackers for snack; two eyes to glue on the bunny; three steps down to the playground).	✓
◦ Follow visual or rebus recipes (e.g., for making play dough or cookies).	
◦ Point to numbers displayed in the preschool setting (e.g., labels on objects, projects, or activity areas; children's bus numbers, or children's ages).	✓
<b>2. Connect many kinds/quantities of concrete objects and actions to numbers.</b>	
◦ Arrange and count a variety of different kinds of objects to explore the consistency of quantities (e.g., to build understanding of what "3" looks like, whether you are counting blocks, beads or pinecones).	✓
◦ Participate in finger plays and action rhymes that associate number concepts with concrete actions (e.g., five Little Monkeys Jumping on the Bed).	✓
◦ Use concrete objects, actions, or drawings to represent quantities (e.g., jump two times; stack four unit blocks; string three beads, hold up two fingers, get three blocks on request).	✓
<b>3. Use positional language and ordinal numbers (first, second, third) in everyday activities.</b>	
◦ Place concrete objects such as nesting/stacking cups, boxes, or dolls in a row and identify their position as first, second, or third.	
◦ Arrange materials in order (seriate) from small to large; short to long, etc.	✓
◦ Use ordinal numbers and positional words (e.g., before/after, first, second, third) to describe the order of daily activities.	✓
◦ Arrange illustrations from a story or photographs of class events or daily routines in sequence.	

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<b>4. Use concrete objects to solve simple addition and subtraction problems using comparative language (more than, fewer than, same number of).</b>	
◦ Distribute and compare concrete objects in meaningful ways (e.g., which bucket has more rocks in it; how many more napkins are needed for everyone at the table).	✓
◦ Sing songs and do finger plays that involve adding and taking away (e.g., "Two Little Blackbirds").	
◦ Use pictorial recipes and discuss how many more cups of flour need to be added to the cookie dough.	
◦ Make pictorial menus or shopping lists; identify the amount of money needed to "buy products" in various play areas.	
◦ Figure out how many blocks they have altogether when they join two sets of how many blocks are needed to make two towers the same size.	✓
◦ See and discuss meaningful examples of the concept of "none" (e.g., you have two cookies left, I have none).	
<b>5. Observe and manipulate concrete examples of whole and half.</b>	
◦ Cut food into two equal parts for snacks.	
◦ Match whole objects to similar objects that have been broken or cut in half.	
◦ Divide a set of objects into two equal parts (e.g., two for you and two for me).	
<b>6. Examine, manipulate, and identify familiar U.S. coins (penny, nickel, dime, quarter) in play activities.</b>	
◦ Create a grocery store or shoe store in the dramatic play area and use play money to pay for items.	
◦ Listen to age-appropriate books about money and identify the coins.	
◦ Separate coins by color and size.	

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<b>PATTERNS &amp; RELATIONS</b>	
<b>7. Explore and describe a wide variety of concrete objects by their attributes.</b>	
◦ Describe the size, shape, color and texture of everyday materials such as pasta, rocks, shells, unit blocks, attribute blocks, parquetry blocks, crackers.	
◦ Play games that include identifying (pointing to, selecting, or naming) a specified object from a group of objects (e.g., lotto, concentration cards).	✓
◦ Listen to and use words that describe the characteristics of objects (e.g., big, small, tall, short narrow, thick, thin, deep, shallow, round, flat, straight, crooked, heavy, light).	✓
<b>8. Sort, categorize, or classify objects by more than one attribute.</b>	
◦ Sort parquetry blocks or string beads by size, shape, color, or texture (e.g., big circles/small circles; blue square/blue circles; big yellow squares/small yellow squares).	✓
<b>9. Recognize, describe, reproduce, extend, create, and compare repeating patterns of concrete materials.</b>	
◦ Repeat clapping or drumbeat patterns.	
◦ Use pattern cards to reproduce patterns with concrete objects such as beads, colored cubes, or mosaic tiles with pattern cards.	
◦ Find patterns in their everyday environment (plaid, stripes, checks on clothing, floors or walls).	
◦ Repeat a pattern/sequence in a variety of ways (e.g., an ABAB pattern with stickers, blocks, or stamps).	✓
◦ Manipulate objects in and out of patterns.	
◦ Recognize and predict word patterns in familiar rhythms, music, or stories.	

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<b>10. Investigate and identify materials of various shapes, using appropriate language.</b>	
◦ Sort parquetry blocks by one or more attributes.	
◦ Place unit blocks on top of their silhouettes.	
◦ Feel and describe parquetry blocks, then try to identify them without looking.	
◦ Eat snacks cut in various shapes; cut cookie dough into basic shapes.	
◦ Create/represent shapes (e.g., using popsicle sticks, pipe cleaners, unit blocks).	
◦ Find examples of basic shapes such as circle, square, triangle, and rectangle in the environment (e.g., go on a “shape walk” indoors or outdoors to find examples of basic shapes in buildings, in the classroom, in nature).	✓
◦ Locate individual objects in pictures composed of overlapping shapes or find shapes in magazine illustrations, picture books (e.g, “I Spy” books).	
<b>11. Explore and identify space, direction, movement, relative position, and size using body movement and concrete objects.</b>	
◦ Illustrate position and relative distance among objects/locations using classroom materials or outdoor equipment (e.g., up, down, high, low, above, below, in front of, behind, beside, near, far, next to, apart, together).	
◦ Move their bodies in space by following verbal instructions through an obstacle course (e.g., crawl under the table, walk around the jungle gym, jump over the block).	
◦ Follow or use directional language related to daily routines and activities or in dance recordings (e.g., “Put your hands up, down, over your head.”).	
◦ Locate objects based on directional words (e.g., it’s next to the ball; under the basket).	
◦ Play with puzzles of increasing complexity as skills develop.	
◦ Figure out how much space is needed for a task (e.g., to build a construction using large interlocking panels, or whether two children can fit inside a cardboard box).	
◦ Identify shapes in different orientations (a triangle is still a triangle even though it’s turned in different directions).	✓

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<b>12. Listen to and use comparative words to describe the relationships of objects to one another.</b>	
<ul style="list-style-type: none"> <li>◦ Compare and describe objects according to a single attribute (e.g., which is bigger, smaller, taller, longer, shorter, same length, wider, narrower, thicker, thinner, deeper, shallower, lighter, heavier; which holds less, or holds the same amount).</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Measure sand, water, or rice using a variety of containers, and compare the amount.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Make objects from play dough and compare their length or height.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Build structures with blocks and compare their length and height.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ String beads and compare the length of two necklaces.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Use simple balance scales to compare the weight of classroom materials.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Compare the sizes of various everyday objects (e.g., put various people's shoes side by side to see which is longest).</li> </ul>	✓
<b>MEASUREMENT</b>	
<b>13. Use estimation in meaningful ways and follow up by verifying the accuracy of estimations.</b>	
<ul style="list-style-type: none"> <li>◦ Estimate how many steps it will take to cross the room or the sandbox; how many small containers it will take to fill a larger one; how many mosaic tiles will it take to fill the board; which cup contains more beans.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Experiment to verify whether their estimates were accurate.</li> </ul>	
<b>14. Use nonstandard units to measure length, weight, and amount of content in familiar objects.</b>	
<ul style="list-style-type: none"> <li>◦ Measure the circumference of a pumpkin or watermelon using a piece of string.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Measure the length of a table using their hands.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Measure the width of the sandbox with footsteps.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Measure a child's height using large cardboard blocks.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Compare the length of two play-dough snakes or the height of tow block towers using their hands.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Compare the capacity of two different containers in the sand or water table.</li> </ul>	

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<b>DATA COLLECTION &amp; ANALYSIS</b>	
<b>15. Organize and draw conclusions from facts they have collected.</b>	
<ul style="list-style-type: none"> <li>◦ Construct simple graphs and charts to describe concrete materials (e.g., after sorting leaves, children create a graph illustrating the various kinds of leaves, marking the number of leaves in each category, and describing how they sorted the leaves).</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Take part in creating and discussing surveys (e.g., survey children’s food preferences to decide what snack to serve, with children placing marks on graphs indicating their choice).</li> </ul>	

# The Massachusetts Early Learning Standards Correlated to TeachSmart® by Hatch®

## Science & Technology

Massachusetts Early Learning Standard	TeachSmart®
1. Observe and describe how natural habitats provide for the basic needs of plants and animals with respect to shelter, food, water, air, and light.	
<ul style="list-style-type: none"> <li>◦ Visit locally-accessible forests, ponds, seashores or nature museums to observe the characteristics that help birds and animals thrive in their natural habitat (e.g., claws for climbing and digging; fins or webbed feet for swimming; wings for flying; spines for protection).</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Create a habitat for children to observe creatures in their natural environment (e.g., fish in the aquarium; a worm or butterfly house indoors; an ant farm; a terrarium for snails/hermit crabs; a bird or butterfly garden outdoors).</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Listen to fiction and non-fiction books that describe various habitats (e.g., fish live in water, birds nest in trees).</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Match pictures/models of animals with their habitat.</li> </ul>	
<b>THE PHYSICAL SCIENCES</b>	
2. Manipulate a wide variety of familiar and unfamiliar objects to observe, describe, and compare their properties using appropriate language.	
<ul style="list-style-type: none"> <li>◦ Describe the attributes of common objects (e.g., size, shape, color, weight, texture).</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Sort, group, or classify objects in meaningful ways based on one or more properties.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Match familiar objects to their outlines or make crayon rubbings and identify them.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Make a “big book” about shapes and textures using materials such as feathers, metallic paper, or leather.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Observe differences when painting using various tools (e.g., rollers, sponges, or feathers) or surfaces (e.g., foil, freezer paper, sandpaper, or three-dimensional objects).</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Examine/compare the texture of materials during cooking projects (e.g., salt, flour, sugar).</li> </ul>	

# The Massachusetts Early Learning Standards Correlated to TeachSmart® by Hatch®

## History & Social Science

Massachusetts Early Learning Standard	TeachSmart®
<b>1. Discuss and identify the order of daily routines.</b>	
<ul style="list-style-type: none"> <li>Describe what comes first, next, and last in meaningful contexts such as daily routines (e.g., “First we wash our hands; then we sit down; then we open our snacks.” First we have circle; then choice time; then snacks.”).</li> </ul>	✓
<ul style="list-style-type: none"> <li>Use photographs as sequencing cards to describe children’s own daily routines and events such as field trips (describing what came first, next, last).</li> </ul>	✓
<ul style="list-style-type: none"> <li>Arrange illustrations from familiar stories in order of occurrence.</li> </ul>	
<b>2. Discuss and use vocabulary related to time in relevant activities.</b>	
<ul style="list-style-type: none"> <li>Create timelines to represent events in meaningful experiences using words related to time (e.g., now, long ago, before, after, morning, afternoon, night, today, tomorrow, yesterday, last or next week, month, year) along with drawings, photographs or objects.</li> </ul>	
<ul style="list-style-type: none"> <li>Count down days to an event with concrete materials such as by removing a link on a paper chain.</li> </ul>	
<ul style="list-style-type: none"> <li>Develop a sense of personal history by examining evidence of change over time (e.g., photographs of themselves; toys, articles, of clothing), arranging them chronologically and describing their growth, development, and preferences.</li> </ul>	
<ul style="list-style-type: none"> <li>Look at photographs of their parents and grandparents as children.</li> </ul>	
<ul style="list-style-type: none"> <li>Listen to age-appropriate stories about things that happened a long time ago.</li> </ul>	
<ul style="list-style-type: none"> <li>Measure time in visual or auditory ways (e.g., setting a timer, using an hourglass) for daily routines such as cleaning up, transitions.</li> </ul>	
<ul style="list-style-type: none"> <li>Listen to age-appropriate books about the passage of time, morning, and night.</li> </ul>	
<ul style="list-style-type: none"> <li>Observe and document changes that take place over time in their immediate environment.</li> </ul>	

# The Massachusetts Early Learning Standards Correlated to TeachSmart® by Hatch®

## History & Social Science

Massachusetts Early Learning Standard	TeachSmart®
<b>3. Identify and describe cause and effect as they relate to personal experiences and age-appropriate stories.</b>	
<ul style="list-style-type: none"> <li>◦ Relate cause and effect to meaningful personal experiences (e.g., explaining what provoked/motivated an event in the classroom or playground).</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Extract cause and effect from stories read aloud (e.g., explaining reasons why events occurred in stories read aloud, or why characters felt the way they did).</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Describe how personal experiences/events might have had different outcomes through dramatization, puppetry, or representations.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Listen to age-appropriate stories that describe the consequences of choices by the characters (happy, unhappy, unexpected) and talk about or dramatize how outcomes might have been different.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Predict a range of possible outcomes to real events or those in stories based on changes in conditions/decisions (“What might happen if...”).</li> </ul>	
<b>4. Engage in activities that build understanding of words for locations and direction.</b>	
<ul style="list-style-type: none"> <li>◦ Take walking trips around the neighborhood, making note of geographical features and landmarks.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Listen to and use locational terms in body movement activities (e.g., up, down, near, far, left, right, straight, back, behind, in front of, beside, above, below, and between).</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Participate in a variety of experiences that build/reinforce concepts related to directionality (e.g., manipulating blocks/vehicles on a “road rug” or class-made map; moving their bodies through obstacle courses).</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Talk about and dramatize ways they travel from one place to another (e.g., a bus, car, train, or plane trip with road maps; photographs or brochures of places to visit; and souvenirs).</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Talk about important personal information such as street address, town, state, and country where they live.</li> </ul>	
<b>5. Construct and describe simple maps of their immediate neighborhood.</b>	
<ul style="list-style-type: none"> <li>◦ Create representations of their classroom, school building, playground, neighborhood, home (e.g., simple maps, three-dimensional models, photographic displays, chalk drawings on the playground, block buildings).</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Describe features of familiar places (buildings, stores, places of business) shown in children’s representations.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Use toy vehicles to follow their own maps and describe the features (e.g., “Can you drive to the post office or the fruit stand? What do you see along the way?”).</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Identify common signs and symbols (e.g., traffic signs, street signs, traffic lights, street and highway markers) and discuss their purpose.</li> </ul>	



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# The Massachusetts Early Learning Standards Correlated to TeachSmart® by Hatch®

## History & Social Science

Massachusetts Early Learning Standard	TeachSmart®
<b>6. Discuss examples of rules, fairness, personal responsibilities, and authority in their own experiences and in stories read to them.</b>	
◦ Talk about why we need classroom and playground rules.	✓
◦ Take part in developing group goals and rules (e.g., how they will get ready for a walking field trip, what needs to happen at clean-up time).	✓
◦ Talk about the consequences of negative behavior.	
◦ Discuss why there may be different rules in different places (e.g., school rules may be different from rules at home).	
◦ Discuss who are appropriate authority figures in various settings.	✓
◦ Assume responsibility, choice, and leadership in age-appropriate ways (e.g., self-help skills, classroom duties).	
◦ Discuss what could happen when children are not considerate of one another when such situations arise.	
<b>7. Talk about the qualities we value in a person's character such as honesty, courage, courtesy, willingness to work hard, kindness, fairness, trustworthiness, self-discipline, loyalty, and personal responsibility.</b>	
◦ Listen and discuss age appropriate stories with characters that make difference to others, or situations in which characters take care of each other.	
◦ Discuss alternative outcomes of stories if the characters had different traits (e.g., honesty/dishonesty).	
◦ Identify positive characteristics observed in classmates' behaviors in daily routines.	✓
◦ Engage in dramatic play to act out their ideas, understandings, and personal experiences related to human character and relationships.	✓
<b>8. Discuss classroom responsibilities in daily activities.</b>	
◦ Take responsibility for simple classroom tasks such as watering plants, setting tables, feeding fish, etc.	✓
◦ Listen to age-appropriate stories that illustrate shared responsibility.	
◦ Take responsibility for cleaning up after their own activities.	

# The Massachusetts Early Learning Standards Correlated to TeachSmart® by Hatch®

## Health Education

Massachusetts Early Learning Standard	TeachSmart®
<b>PHYSICAL DEVELOPMENT</b>	
<b>1. Strengthen hand grasp and flexibility.</b>	
<ul style="list-style-type: none"> <li>Use a hand hole punch on materials of increasing thickness to punch as many holes as they are able; try to constantly better their own record. Move to heavier weight paper as strength increases.</li> </ul>	
<ul style="list-style-type: none"> <li>Manipulate modeling materials varying consistency (e.g., play dough, clay, plasticine, or Theraplast).</li> </ul>	
<ul style="list-style-type: none"> <li>Squeeze squirt bottles, turkey basters, or syringes in the water table or use them to fill small containers.</li> </ul>	
<ul style="list-style-type: none"> <li>Use a plant sprayer to spray plants or mix water with food coloring to spray snow.</li> </ul>	
<ul style="list-style-type: none"> <li>Pinch clothespins and bulldog clips of various strengths around a paper plate.</li> </ul>	
<ul style="list-style-type: none"> <li>Use a garlic press to force play dough through the grate.</li> </ul>	
<ul style="list-style-type: none"> <li>Play with a variety of manipulative toys (e.g., Tinkertoys, Legos, Bristle Blocks, pop beads).</li> </ul>	
<b>2. Use thumb/forefinger in pincer grasp.</b>	
<ul style="list-style-type: none"> <li>Place small objects into a container one by one (e.g., cotton balls, miniature pompoms, Cheerios, beans, small marshmallows).</li> </ul>	
<ul style="list-style-type: none"> <li>Use tweezers or strawberry hullers to pick up objects.</li> </ul>	
<ul style="list-style-type: none"> <li>Place small pegs in a pegboard.</li> </ul>	
<ul style="list-style-type: none"> <li>Create designs with stickers or Colorforms.</li> </ul>	
<ul style="list-style-type: none"> <li>Use eyedroppers to squeeze drops of colored water onto absorbent paper or coffee filters.</li> </ul>	
<ul style="list-style-type: none"> <li>Draw with small pieces of crayons or chalk.</li> </ul>	✓
<ul style="list-style-type: none"> <li>Roll play dough into tiny balls (peas) using only the finger tips.</li> </ul>	

# The Massachusetts Early Learning Standards Correlated to TeachSmart® by Hatch®

## Health Education

Massachusetts Early Learning Standard	TeachSmart®
<b>3. Use eye-hand coordination; visual perception and tracking; and visual-motor skills in play activities.</b>	
◦ Play with wind-up toys.	
◦ Play with a pounding board, typewriter, or keyboard.	
◦ Trace around simple stencils and templates.	
◦ Use lacing cards or do simple weaving.	
◦ Use pattern cards for pegs, beads or parquetry blocks.	
◦ Play with materials that train the eye to move from left to right (e.g., a marble roll track, use a toy car or truck to follow a road on large mural paper).	
◦ Follow a left-right movement using an Etch-a-Sketch; dry-erase board, sand, paints.	
◦ Follow simple mazes using crayons or markers from a left start point to a right end point. As skills increase, more complex mazes can weave from left to right or curvee.	
<b>4. Discuss nutritious meals and snacks and the difference between junk food and healthy food.</b>	
◦ Grow vegetables in a garden.	
◦ Have a food-tasting party with samples of a wide variety of nutritious foods, especially those that may be unfamiliar at home, or “snacks” from other cultures.	
◦ Help to prepare a variety of healthy snacks and meals, and talk about ingredients (e.g., applesauce, waffles, fruit salad, sandwiches, cranberry relish, scrambled eggs, or vegetable soup).	
◦ Create books, collages or displays with pictures of healthy/unhealthy foods; or a picture menu of health food choices.	✓
◦ Talk about the nutritional value of various foods (i.e., milk is good for strong bones and teeth, vegetables provide vitamins, breads and cereals provide fiber) and the relationship between a healthy diet and overall health and fitness.	✓
◦ Use replicas of healthy foods in the dramatic play area with themes of cooking, grocery store, or restaurant.	
◦ Create a recipe book including foods made in class and favorite recipes shared by families.	