

Approaches to Learning

Michigan Early Learning Standard	TeachSmart®
1. Early Learning Expectation: Children show increasing initiative and curiosity about their work and play in all areas of the curriculum.	
◦ Children typically choose to participate in an increasing variety of tasks and activities using all five senses.	✓
◦ Children typically make choices and values decisions as they solve the problems in their work and play.	✓
◦ Children typically become more comfortable with taking risks and with generating their own ideas.	✓
◦ Children typically approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.	✓
◦ Children typically grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.	✓
◦ Children typically demonstrate comfort with open-ended questions and problems.	✓
◦ Children typically value the uniqueness of their own work.	✓
2. Early Learning Expectation: Children show increasing engagement and persistence in their work and play in all areas of the curriculum.	
◦ Children typically grow in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.	✓
◦ Children typically demonstrate increasing ability to set goals and develop and follow through on plans.	✓
◦ Children typically show growing capacity to maintain concentration in spite of distractions and interruptions.	✓
◦ Children typically begin to demonstrate the ability to follow a sequence of steps to create a finished project.	✓
◦ Children typically grow in the ability to plan individually, in small groups, and with the whole class.	✓

Approaches to Learning

Michigan Early Learning Standard	TeachSmart®
3. Early Learning Expectation: Children show increasing invention and imagination in their work and play in all areas of the curriculum.	
◦ Children typically experiment, explore, and ask questions freely.	✓
◦ Children typically try new things and take risks.	✓
◦ Children typically problem solve using a variety of strategies.	✓
◦ Children typically grow in their ability to elaborate on their original ideas.	✓
◦ Children typically increasingly show originality and flexibility in their work.	✓
◦ Children typically use more and more complex scenarios in play.	✓
◦ Children typically explore movement, music, and a variety of artistic modes.	✓

Intellectual Development

Michigan Early Learning Standard	TeachSmart®
1. Early Learning Expectation: Children explore with increasing understanding the physical characteristics and relationships of objects and happenings in their environment.	
◦ Children typically explore and identify the characteristics of objects, including their similarities and differences.	✓
◦ Children typically progress from categorizing objects and events using one attribute to categorizing the same set of objects or events in multiple ways.	✓
◦ Children typically can provide reasons for grouping objects in particular ways.	✓
◦ Children typically can classify objects and events by identifying sets of large groups; e.g., all horses and all dogs are animals, all houses are buildings.	✓
◦ Children typically can progress from sequencing objects and events by using one attribute to sequencing the same set of objects or events in multiple ways, providing reasons for sequencing in particular ways.	✓
2. Early Learning Expectation: Children represent what they understand about the world through actions, objects, and words.	
◦ Children typically recognize symbols in the environment; e.g., traffic signals, signs.	✓
◦ Children typically use symbols to represent their thoughts and ideas through play and expressive language.	✓

Intellectual Development

Michigan Early Learning Standard	TeachSmart®
3. Early Learning Expectation: Children gain, organize, and use information in increasingly complex ways.	
◦ Children typically gather information and learn new concepts through experimentation and discovery, making connections to what they already know.	✓
◦ Children typically share words or actions the acquisition of increasingly complex concepts.	✓
4. Early Learning Expectation: Children move from solving problems through trial and error to beginning to use varied strategies, resources, and techniques to test out possibilities and find solutions.	
◦ Children typically demonstrate problem-solving skills in their hands-on activities.	✓
◦ Children typically increase their ability to observe attentively.	✓
◦ Children typically increase their ability to ask questions appropriate to the circumstance.	✓
◦ Children typically increase their ability to predict outcomes by checking out and evaluating their predictions.	✓
◦ Children typically try a variety of ways of solving problems.	✓
◦ Children typically demonstrate enjoyment in solving their own problems.	✓

Social and Emotional Development

Michigan Early Learning Standard	TeachSmart®
1. Early Learning Expectation: Children develop and exhibit a healthy sense of self.	
◦ Children typically develop greater self awareness.	✓
◦ Children typically continue to develop personal preferences.	✓
◦ Children demonstrate growing confidence in expressing their feelings, needs and opinions.	✓
◦ Children typically become increasingly more independent.	✓
◦ Children typically recognize and have positive feelings about their own gender, family, race, culture and language.	✓
◦ Children typically identify a variety of feelings and moods (in themselves and others).	✓

Social and Emotional Development

Michigan Early Learning Standard	TeachSmart®
2. Early Learning Expectation: Children show increasing ability to regulate how they express their emotions.	
<ul style="list-style-type: none"> Children typically grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions. 	✓
<ul style="list-style-type: none"> Children typically grow in their ability to follow simple, clear, and consistent directions and rules. 	✓
<ul style="list-style-type: none"> Children typically use materials purposefully, safely, and respectfully more and more of the time. 	✓
<ul style="list-style-type: none"> Children typically begin to know when and how to seek help from an adult or peer. 	✓
<ul style="list-style-type: none"> Children typically manage transitions and follow routines most of the time. 	✓
<ul style="list-style-type: none"> Children typically can adapt to different environments. 	✓
3. Early Learning Expectation: Children develop healthy relationships with other children and adults.	
<ul style="list-style-type: none"> Children typically increase their ability to initiate and sustain age-appropriate interactions with peers and adults. 	✓
<ul style="list-style-type: none"> Children typically begin to develop and practice the use of problem-solving and conflict resolution skills. 	✓
<ul style="list-style-type: none"> Children typically recognize similarities and differences in people (gender, family, race, culture, language). 	
<ul style="list-style-type: none"> Children typically increase their capacity to take another's perspective. 	✓
<ul style="list-style-type: none"> Children typically show increasing respect for the rights of others. 	✓
<ul style="list-style-type: none"> Children typically show progress in developing and keeping friendships. 	✓
<ul style="list-style-type: none"> Children typically participate successfully as a group member. 	✓
<ul style="list-style-type: none"> Children typically demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom, and community. 	✓

Language and Early Literacy Development

Michigan Early Learning Standard	TeachSmart®
1. Early Learning Expectation: Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.	
A. Comprehension strategies:	
◦ Children typically retell a few important events and ideas they have heard from written materials; e.g., in stories and in books about things and events.	✓
◦ Children typically enlarge their vocabularies with words from conversation, instructional materials and activities with peers and adults.	✓
◦ Children typically use different strategies for understanding written materials; e.g., making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions.	✓
◦ Children typically demonstrate reading-like behaviors with familiar written materials; i.e., moving from labeling pictures to creating connected stories using book language (e.g., “Once upon a time...”); using patterns and vocabulary that occur in printed material to making use of printed text; e.g., trying out what one is learning about words and sounds.	✓
◦ Children typically talk about preferences for favorite authors, kinds of books, and topics and question the content and author’s choices (critical literacy).	✓
B. In print and alphabetic knowledge:	
◦ Children typically show progress in identifying and associating letters with their names and sounds.	✓
◦ Children typically recognize a few personally meaningful words including their own name, “mom”, “dad,” signs, and other print in their environment.	✓
◦ Children typically participate in play activities with sounds; e.g., rhyming games, finger plays.	✓
C. In concepts about reading:	
◦ Children typically understand that ideas can be written and then read by others.	✓
◦ Children typically understand print and book handling concepts including directionality, title, etc.	✓
◦ Children typically understand that people read for many purposes; e.g., enjoyment, information, to understand directions.	✓
◦ Children typically understand that printed materials have various forms and functions; e.g., signs, labels, notes, letters, types.	✓
◦ Children typically develop an understanding of the roles of authors and illustrators.	✓

Language and Early Literacy Development

Michigan Early Learning Standard	TeachSmart®
2. Early Learning Expectation: Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.	
<ul style="list-style-type: none"> Children typically begin to understand that their ideas can be written and then read by themselves or others. 	✓
<ul style="list-style-type: none"> Children typically use a variety of forms of early writing (e.g., scribbling, drawing, use of letter strings, copied environmental print) and move toward the beginning of phonetic and/or conventional spelling. 	✓
<ul style="list-style-type: none"> Children typically begin to develop an understanding of purposes for writing; e.g., lists, directions, stories, invitations, labels. 	✓
<ul style="list-style-type: none"> Children typically represent their own or imaginary experiences through writing (with/without illustrations). 	✓
<ul style="list-style-type: none"> Children typically begin to write familiar words such as their own name. 	✓
<ul style="list-style-type: none"> Children typically attempt to read or pretend to read what they have written to friends, family members, and others. 	✓
<ul style="list-style-type: none"> Children typically show beginnings of a sense of the need to look over and modify their writings and drawings; e.g., adding to picture or writing. 	✓
<ul style="list-style-type: none"> Children typically develop greater control over the physical skills needed to write letters and numbers. 	✓

Language and Early Literacy Development

Michigan Early Learning Standard	TeachSmart®
3. Early Learning Expectation: Children develop abilities to express themselves clearly and communicate ideas to others.	
<ul style="list-style-type: none"> Children typically use spoken language for a variety of purposes; e.g., to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others. 	✓
<ul style="list-style-type: none"> Children typically show increasing comfort and confidence when speaking to adults and peers. 	✓
<ul style="list-style-type: none"> Children typically experiment and play with sounds; e.g., rhyming, alliteration, playing with sounds, and other aspects of phonological awareness. 	✓
<ul style="list-style-type: none"> Children typically continue to develop vocabulary by using words learned from stories and other sources in conversations. 	✓
<ul style="list-style-type: none"> Children typically speak in increasingly more complex combinations of words in sentences. 	✓
<ul style="list-style-type: none"> Children typically understand the roles of the participants in conversation; e.g., taking turns in conversation and relating their own comments to what is being talked about; asking relevant questions. 	✓
<ul style="list-style-type: none"> Children typically take part in different kinds of roles as a speaker; e.g., part of a group discussion, role-playing, fantasy play, storytelling and retelling. 	✓
<ul style="list-style-type: none"> Children typically use nonverbal expressions and gestures to match and reinforce spoken expression. 	✓
<ul style="list-style-type: none"> Children typically show progress in speaking both their home language and English (if non-English-speaking children). 	✓
<ul style="list-style-type: none"> Children typically, if appropriate, show progress in learning alternative communication strategies such as sign language. 	✓

Language and Early Literacy Development

Michigan Early Learning Standard	TeachSmart®
4. Early Learning Expectation: Children grow in their capacity to use effective listening skills and understand what is said to them.	
◦ Children typically gain information from listening; e.g., to conversations, stories, songs, poems.	✓
◦ Children typically show progress in listening to and following spoken directions.	✓
◦ Children typically show progress in listening attentively, avoiding interrupting others.	✓
◦ Children typically respond with understanding to speech directed at them.	✓
◦ Children typically understand the concept and role of an audience; e.g., being part of an audience, being quiet, being considerate, looking at the speaker.	✓
◦ Children typically understand and respond appropriately to non-verbal expressions and gestures.	✓
◦ Children typically show progress in listening to and understanding both their home language and English (if non-English-speaking children).	✓
5. Early Learning Expectation: Children begin to develop strategies that assist them in viewing a variety of multimedia materials effectively and critically.	
◦ Children typically view multimedia materials for a variety of purposes; e.g., to gain information, for pleasure, to add to their understanding of written materials.	✓
◦ Children typically use different strategies for understanding multimedia; e.g., making predictions using what they already know, using the structure of the media, asking relevant questions.	✓
◦ Children typically begin to compare information across sources, questions the content and producer's choices, and discriminate between fantasy and reality (critical viewing).	
6. Early Learning Expectation: Children develop positive attitudes about themselves as literate—as readers, writers, speakers, viewers, and listeners.	
◦ Children typically choose to read, write, listen, speak, and view for enjoyment and information, and to expand their curiosity.	✓

Language and Early Literacy Development

Michigan Early Learning Standard	TeachSmart®
7. Early Learning Expectation: Children begin to understand that communication is diverse and that people communicate in a variety of ways.	
◦ Children typically understand that some people communicate in different languages and other forms of English.	
◦ Children typically become aware of the value of the language used in their homes.	
◦ Children typically become aware of alternate forms of communication; e.g., Braille, sign language, lip reading.	
◦ Children typically begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication.	

Creative Development

Michigan Early Learning Standard	TeachSmart®
1. Early Learning Expectation: Children show how they feel, what they think, and what they are learning through experiences in the visual arts.	
◦ Children typically can use their own ideas to draw, paint, mold, and build with a variety of art materials; e.g., paint, clay, wood, materials from nature such as leaves.	✓
◦ Children typically begin to plan and carry out projects with increasing persistence.	✓
◦ Children typically begin to show growing awareness and use of artistic elements; e.g., line, shape, color, texture, form.	✓
◦ Children typically create representations that contain increasing detail.	✓
2. Early Learning Expectation: Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.	
◦ Children typically participate in musical activities; e.g., listening, singing, finger plays, singing games, and simple performances with others.	
◦ Children typically begin to understand that music comes in a variety of musical styles.	
◦ Children typically begin to understand and demonstrate the components of music; e.g., tone, pitch, beat, rhythm, melody.	
◦ Children typically become more familiar with and experiment with a variety of musical instruments.	

Creative Development

Michigan Early Learning Standard	TeachSmart®
3. Early Learning Expectation: Children show how they feel, what they think, and what they are learning through movement experiences.	
<ul style="list-style-type: none"> Children typically can respond to selected varieties of music, literature, or vocal tones to express their feelings and ideas through creative movement. 	
<ul style="list-style-type: none"> Children typically begin to show awareness of contrast through use of dance elements; e.g., time: fast/slow; space: high/middle/low; energy: hard/soft. 	
<ul style="list-style-type: none"> Children typically begin to identify and create movement in place and through space. 	
4. Early Learning Expectation: Children show how they feel, what they think, and what they are learning through dramatic play.	
<ul style="list-style-type: none"> Children typically grow in the ability to pretend and to use objects as symbols for other things. 	
<ul style="list-style-type: none"> Children typically use dramatic play to represent concepts, understand adult roles, characters, and feelings. 	
<ul style="list-style-type: none"> Children typically begin to understand components of dramatic play; e.g., body, voice. 	
<ul style="list-style-type: none"> Children typically contribute and offer suggestions to build the dramatic play theme. 	
<ul style="list-style-type: none"> Children typically begin to differentiate between fantasy and reality. 	
5. Early Learning Expectation: Children develop rich and rewarding aesthetic lives.	
<ul style="list-style-type: none"> Children typically develop healthy self-concepts through creative arts experiences. 	✓
<ul style="list-style-type: none"> Children typically show eagerness and pleasure when approaching learning through the creative arts. 	✓
<ul style="list-style-type: none"> Children typically show growing satisfaction with their own creative work and growing respect for the creative work of others. 	✓
<ul style="list-style-type: none"> Children typically can use alternative forms of art to express themselves depending on the avenues available to them; e.g., through the visual arts, if hearing impaired; through listening to music, if physically impaired. 	
<ul style="list-style-type: none"> Children typically are comfortable sharing their ideas and work with others. 	✓
<ul style="list-style-type: none"> Children typically use the creative arts to express their view of the world. 	✓
<ul style="list-style-type: none"> Children typically begin to develop their own preferences for stories, poems, illustrations, forms of music, and other works of art. 	✓
<ul style="list-style-type: none"> Children typically begin to appreciate their artistic heritage and that of other cultures. 	
<ul style="list-style-type: none"> Children typically can talk about their creations with peers and adults. 	✓
<ul style="list-style-type: none"> Children typically begin to develop creative arts vocabulary. 	✓

Physical Development and Health

Michigan Early Learning Standard	TeachSmart®
1. Early Learning Expectation: Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.	
<ul style="list-style-type: none"> Children typically begin to recognize and learn the names of body parts and their locations. 	
<ul style="list-style-type: none"> Children to understand spatial awareness for themselves, others, and their environment. 	✓
2. Early Learning Expectation: Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in both structured and unstructured settings.	
<ul style="list-style-type: none"> Children typically begin or continue to develop traveling movements such as walking, climbing, running, jumping, hopping, skipping, marching, and galloping. 	
<ul style="list-style-type: none"> Children typically show their ability to use different body parts in a rhythmic pattern. 	
<ul style="list-style-type: none"> Children typically show increasing abilities to coordinate movements (e.g., throwing, catching, kicking, bouncing balls, using the slide and swing) in order to build strength, flexibility, balance, and stamina. 	
3. Early Learning Expectation: Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.	
<ul style="list-style-type: none"> Children typically develop and refine motor control and coordination, eye-hand coordination, finger/thumb and whole-hand strength coordination and endurance using a variety of age-appropriate tools; e.g., scissors, pencils, markers, crayons, blocks, putting together puzzles, using a variety of technology. 	✓
<ul style="list-style-type: none"> Children typically use fine motor skills they are learning in daily activities; e.g., dressing themselves. 	✓
4. Early Learning Expectation: Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.	
<ul style="list-style-type: none"> Children typically learn to cooperate with others through games and other activities and actions that show a growing knowledge of the rights of others. 	✓
<ul style="list-style-type: none"> Children typically take pride in their own abilities and increase self-motivation. 	✓
<ul style="list-style-type: none"> Children typically begin to develop an appreciation and respect for the varying physical abilities and capabilities of others. 	✓

Physical Development and Health

Michigan Early Learning Standard	TeachSmart®
5. Early Learning Expectation: Children begin to have knowledge about and make age-appropriate healthy choices in daily life.	
<ul style="list-style-type: none"> Children typically show growing independence in keeping themselves clean and in their personal care when eating, dressing, washing hands, brushing teeth, use of tissues for nose-blowing (and their disposal), and toileting. 	✓
<ul style="list-style-type: none"> Children typically grow in understanding of the importance of good health and its relationship to physical activity. 	
<ul style="list-style-type: none"> Children typically talk about ways to prevent spreading germs and diseases to other people. 	
<ul style="list-style-type: none"> Children typically develop an understanding of basic oral hygiene. 	
<ul style="list-style-type: none"> Children typically begin to be able to recognize activities that contribute to the spread of communicable diseases; e.g., sharing of cups, eating utensils, hats, clothing, foods. 	
<ul style="list-style-type: none"> Children typically can begin to recognize some symptoms of disease or health issues (e.g., a sore throat is not a “sore neck”) and common instruments used in diagnosing disease; e.g., thermometer, x-ray machines. 	
<ul style="list-style-type: none"> Children typically begin to become aware of activities, substances, and situations that may pose potential hazards to health (e.g., smoking, poisonous materials, edible, non-edible items such as plants/berries), and appropriate use of medication. 	
6. Early Learning Expectation: Children recognize that they have a role in preventing accidents or potential emergencies.	
<ul style="list-style-type: none"> Children typically begin to learn appropriate safety procedures; e.g., in the home, at school, as a pedestrian, outdoors, on the playground, with vehicles, with bicycles, around bodies of water. 	
<ul style="list-style-type: none"> Children typically identify persons to whom they can turn for help in an emergency situation. 	
<ul style="list-style-type: none"> Children typically begin to know important facts about themselves; e.g., their full name, address, phone number, parent’s name. 	
<ul style="list-style-type: none"> Children typically become aware of issues relative to personal safety; e.g., inappropriate touching, good and bad secrets, learning how to say ‘No’ to inappropriate touching by any other person, recognizing when to tell an adult about an uncomfortable situation. 	
<ul style="list-style-type: none"> Children typically begin to learn the correct procedure for self-protection in emergency situations; e.g., tornados, fire, storms, gun fire, chemical spills, avoidance of others’ blood and vomit. 	

Physical Development and Health

Michigan Early Learning Standard	TeachSmart®
7. Early Learning Expectation: Children become aware of and begin to develop nutritional habits that contribute to good health.	
◦ Children typically grow in their understanding of the importance of eating nutritious meals and snacks at regular intervals.	✓
◦ Children typically begin to listen to body signals of hunger and fullness, learn to choose how much to eat at meals and snacks, and are able to convey their needs for food to adults.	✓
◦ Children typically use age/developmentally-appropriate eating utensils safely and correctly.	
◦ Children typically become aware of foods that cause allergic reactions for some children and/or other dietary needs or restrictions.	

Early Learning in Mathematics

Michigan Early Learning Standard	TeachSmart®
1. Early Learning Expectation: Children begin to develop processes and strategies for solving mathematical problems.	
◦ Children typically try to solve problems in their daily lives using mathematics; e.g., how many napkins are needed.	✓
◦ Children typically generate new problems from everyday mathematical situations and use current knowledge and experience to solve them; e.g., distribute crackers.	✓
◦ Children typically begin to develop and use various approaches to problem solving based upon their trial and error experiences.	✓
◦ Children typically begin to talk about the processes and procedures they used to solve concrete and simple mathematical situations.	✓
2. Early Learning Expectation: Children begin to develop skills of comparing and classifying objects, relationships and events in their environment.	
◦ Children typically can describe, match, and sort.	✓
◦ Children typically identify likenesses and differences.	✓
◦ Children typically can place objects or events in order, according to a given criterion; e.g., color, shape, size, time.	✓
◦ Children typically recognize that the same group can be sorted and classified in more than one way.	✓
◦ Children typically can describe why they group or sequence in a particular way.	✓

Early Learning in Mathematics

Michigan Early Learning Standard	TeachSmart®
3. Early Learning Expectation: Children begin to develop the ability to seek out and to recognize patterns in everyday life.	
◦ Children typically recognize, describe, copy, extend, and create simple patterns with real objects and through pictures.	✓
◦ Children typically identify patterns in their environment.	✓
◦ Children typically investigate patterns and describe relationships.	✓
◦ Children typically recognize patterns in various formats; e.g., things that can be seen, heard, felt.	✓
4. Early Learning Expectation: Children begin to develop skills of sorting and organizing information and using information to make predictions and solve new problems.	
◦ Children typically can generate problems that involve predicting, collecting, and analyzing information.	✓
◦ Children typically use simple estimation to make better guesses.	✓
5. Early Learning Expectation: Children explore and discover simple ways to measure.	
◦ Children typically show an awareness that things in their environment can be measured.	✓
◦ Children typically begin to understand concepts of weight.	
◦ Children typically show an awareness of the concept of time, beginning with the recognition of time as a sequence of events.	✓
◦ Children typically recognize personal time as it relates to their daily life; e.g., breakfast, snack.	✓
◦ Children typically show an awareness of temperature as it affects their daily lives.	✓
◦ Children typically use beginning skills of estimation in solving every day measurement problems; e.g., about how many cookies are needed for a small group of children.	
◦ Children typically begin to use non-standard (e.g., length of hand) measures for length and area of objects.	✓
◦ Children typically begin to understand that tools (e.g., rulers, scales, counters) can be used to measure properties of objects and amounts.	✓

Early Learning in Mathematics

Michigan Early Learning Standard	TeachSmart®
6. Early Learning Expectation: Children can translate a problem or activity into a new form (e.g., a picture, diagram, model, symbol, or words) by applying emerging skills in representing, discussing, reading, writing, and listening.	
<ul style="list-style-type: none"> Children typically participate regularly in informal conversations about mathematical concepts and relationships. 	✓
<ul style="list-style-type: none"> Children typically talk about their own mathematical explorations and discoveries using simple mathematical language and quantity-related words. 	✓
<ul style="list-style-type: none"> Children typically show growth in understanding that number words and numerals represent quantities. 	✓
<ul style="list-style-type: none"> Children typically begin to use symbols to represent real objects and quantities. 	✓
<ul style="list-style-type: none"> Children typically make progress from matching and recognizing number symbols to reading and writing numerals. 	✓
<ul style="list-style-type: none"> Children typically recognize that information comes in many forms and can be organized and displayed in different ways. 	✓
<ul style="list-style-type: none"> Children typically begin to record their work with numbers in a variety of simple concrete and pictorial formats, moving toward some use of number symbols. 	✓
<ul style="list-style-type: none"> Children typically begin to understand that simple concrete and representational graphs are ways of collecting, organizing, recording, and describing information. 	✓

Early Learning in Mathematics

Michigan Early Learning Standard	TeachSmart®
7. Early Learning Expectation: Children begin to develop an understanding of numbers and explore simple mathematical processes (operations) using concrete materials.	
<ul style="list-style-type: none"> Children typically develop an increasing interest and awareness of numbers and counting as a means for determining quantity and solving problems. 	✓
<ul style="list-style-type: none"> Children typically match, build, compare, and label amounts of objects and events (e.g., birthdays in the week) in their daily lives. 	✓
<ul style="list-style-type: none"> Children typically make progress in moving beyond rote counting to an understanding of conceptual counting (one-to-one correspondence). 	✓
<ul style="list-style-type: none"> Children typically recognize and match number symbols for small amounts with the appropriate amounts. 	✓
<ul style="list-style-type: none"> Children typically show progress in linking number concepts, vocabulary, quantities and written numerals in meaningful ways. 	✓
<ul style="list-style-type: none"> Children typically use cardinal (e.g., one, two) and ordinal (e.g., first, second) numbers in daily home and classroom life. 	✓
<ul style="list-style-type: none"> Children typically understand how numbers can be used to level various aspects of their lives; e.g., house number, phone number, ages of classmates. 	
<ul style="list-style-type: none"> Children typically begin to describe comparative relationships; e.g., more/less/same number of objects or quantities. 	✓
<ul style="list-style-type: none"> Children typically begin to develop the ability to solve problems involving joining, separating, combining, and comparing amounts when using small quantities of concrete materials. 	✓
8. Early Learning Expectation: Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.	
<ul style="list-style-type: none"> Children typically can make models, draw, name, and/or classify common shapes and verbally describe them in simple terms. 	✓
<ul style="list-style-type: none"> Children typically investigate and begin to predict the results of combining, subdividing, and changing shapes. 	✓
<ul style="list-style-type: none"> Children typically begin to recognize and appreciate geometric shapes in their environment. 	✓
<ul style="list-style-type: none"> Children typically begin to build an understanding of directionality, order, and positions of objects through the use of words; e.g., up, down, over, under, top, bottom, inside, outside, in front of, behind. 	✓

Early Learning in Science

Michigan Early Learning Standard	TeachSmart®
1. Early Learning Expectation: Children develop positive attitudes and gain knowledge about science through observation and active play.	
<ul style="list-style-type: none"> Children typically demonstrate curiosity about and interest in their natural environment that leads them to confidently engage in activities related to science. 	✓
<ul style="list-style-type: none"> Children typically ask questions related to their own interest and observations. 	
<ul style="list-style-type: none"> Children typically talk about their own predictions, explanations and generalizations based on past and current experiences. 	
<ul style="list-style-type: none"> Children typically expand their observational skills; e.g., extending the time they observe, being able to describe and confirm their observations by using a variety of resources. 	
<ul style="list-style-type: none"> Children typically begin to participate in simple investigations; e.g., asking questions manipulating materials; anticipating what might happen next; testing their observations to determine why things happen. 	
2. Early Learning Expectation: Children show a beginning awareness of scientific knowledge related to living and nonliving things.	
<ul style="list-style-type: none"> Children typically demonstrate a growing ability to collect, talk about, and record information about living and non-living things; e.g., through discussions, drawings. 	✓
<ul style="list-style-type: none"> Children typically begin to categorize living and non-living things in their environment based on characteristics they can observe; e.g., texture, color, size, shape, temperature, usefulness, weight. 	✓
<ul style="list-style-type: none"> Children typically use observation skills to build awareness of plants and animals, their life cycles (e.g., birth, aging, death) and basic needs; e.g., air, food, light, rest. 	✓
<ul style="list-style-type: none"> Children typically begin to describe relationships among familiar plants and animals; e.g., caterpillars eat leaves. 	
<ul style="list-style-type: none"> Children typically begin to describe the places in which familiar plants and animals in their neighborhood live; e.g., city, drainage ponds, parks, fields, forests. 	
<ul style="list-style-type: none"> Children typically demonstrate greater knowledge and respect for their bodies; e.g., describe visible parts of the human body and their functions. 	
<ul style="list-style-type: none"> Children typically observe and can describe and compare the motions of common objects in terms of speed and direction; e.g., faster, slowest, up, down. 	
<ul style="list-style-type: none"> Children typically understand the way simple tools work through their play with common toys; e.g., wheels, pulleys, gears, screws. 	

Early Learning in Science

Michigan Early Learning Standard	TeachSmart®
3. Early Learning Expectation: Children show a beginning awareness of scientific knowledge related to the earth.	
◦ Children typically can talk about observable characteristics of different seasons.	✓
◦ Children typically can talk about the observable properties of earth materials (sand, rocks, soil, water) and living organisms.	
◦ Children typically can talk about major features of the earth's surface (streams, hills, beaches) when found in the children's neighborhood and neighborhoods that they visit.	
◦ Children typically begin to describe weather and its changing conditions; e.g., wind, rain, snow, clouds.	✓
◦ Children typically talk about ways to be safe during bad weather.	✓

Early Learning in Social Studies

Michigan Early Learning Standard	TeachSmart®
1. Early Learning Expectation: Children begin to understand and interpret their relationship and place within their own environment.	
<ul style="list-style-type: none"> Children typically include representations of various physical features (e.g., roads, bodies of water, buildings) in their play. 	
<ul style="list-style-type: none"> Children typically use and understand words to indicate size. 	✓
<ul style="list-style-type: none"> Children typically use and understand words for location and direction. 	✓
2. Early Learning Expectation: Children begin to recognize that many influences shape people's thinking and behavior.	
<ul style="list-style-type: none"> Children typically can talk about personal information; e.g., name; family members; and by four, knowledge of personal traits, address, telephone number. 	
<ul style="list-style-type: none"> Children typically begin to recognize themselves as unique individuals and become aware of the uniqueness of others. 	✓
<ul style="list-style-type: none"> Children typically show an understanding of family and how families are alike and different. 	
<ul style="list-style-type: none"> Children typically talk about ways members of a family and how families are alike and different. 	✓
<ul style="list-style-type: none"> Children typically begin to recognize that people celebrate events in a variety of ways. 	
<ul style="list-style-type: none"> Children typically grow in understanding of and respect for differences among cultural groups, as well as their contributions to society. 	
<ul style="list-style-type: none"> Children typically participate in creating their own classroom celebrations. 	
3. Early Learning Expectation: Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.	
<ul style="list-style-type: none"> Children typically use words to describe time; e.g., yesterday, today, tomorrow. 	✓
<ul style="list-style-type: none"> Children typically can talk about recent and past events. 	✓

Early Learning in Social Studies

Michigan Early Learning Standard	TeachSmart®
4. Early Learning Expectation: Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.	
<ul style="list-style-type: none"> Children typically grow in their understanding of the need for rules for their learning environment. 	✓
<ul style="list-style-type: none"> Children typically begin to understand consequences of following and breaking (disobeying) rules. 	✓
<ul style="list-style-type: none"> Children typically can identify people (e.g., parents, teachers, bus drivers, lunchroom helpers) who have authority in their home and learning programs; e.g., who help them make rules, who tell them when they are breaking a rule, who help enforce rules. 	✓
5. Early Learning Expectation: Children increase their understanding about how basic economic concepts relate to their lives.	
<ul style="list-style-type: none"> Children typically can talk about some of the workers and services in their community. 	✓
<ul style="list-style-type: none"> Children typically can talk about some of the ways people earn a living. 	
<ul style="list-style-type: none"> Children typically begin to understand that people pay for things with a representation of money; e.g., currency, checks, debit cards, credit cards. 	
<ul style="list-style-type: none"> Children typically make simple choices about how to spend money. 	
6. Early Learning Expectation: Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.	
<ul style="list-style-type: none"> Children typically begin to identify what families need to thrive; e.g., food, shelter, clothing, love. 	✓
<ul style="list-style-type: none"> Children typically can participate in improving their environment; e.g., pick up litter; recycle; plant trees and flowers; conserve lights, water, and paper. 	

Early Learning in Using Technology

Michigan Early Learning Standard	TeachSmart®
1. Early Learning Expectation: Children explore and use various types of technology tools.	
◦ Children typically can describe and creatively use a variety of technological tools independently or with peer or adult help.	✓
◦ Children typically understand that technology tools can be used throughout the day.	✓
◦ Children typically follow simple directions to use computers and other technology tools.	✓
2. Early Learning Expectation: Children can name various components of computer systems and use various input devices.	
◦ Children typically can name components; e.g., screen, printer, mouse, disks, CD, keyboard.	✓
◦ Children typically use adaptive devices to operate a software program as necessary.	✓
3. Early Learning Expectation: Children work cooperatively with others while using technology tools.	
◦ Children typically talk, ask questions, solve problems, and share ideas with peers and adults, when using computers and other technology tools.	✓
◦ Children typically work cooperatively when other children are present at the computer.	✓
◦ Children typically begin to state and follow rules for using the computer and other technology tools.	✓
4. Early Learning Expectation: Children demonstrate responsible handling of technology equipment.	
◦ Children typically can keep foreign materials (e.g., play dough, water, paint, crayons, chalk, and small toys) away from equipment surfaces and openings.	✓
◦ Children typically can learn to handle equipment gently and avoid dropping items.	✓
◦ Children typically can learn to avoid turning computers off during operation.	✓