

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

## Developmental/Content Area: Health and Physical Development

Wisconsin Early Learning Standard	TeachSmart®
<b>B. Motor Development</b>	
<b>1b Moves with Strength, Control, Balance, Coordination, Locomotion and Endurance: BALANCE and STRENGTH</b>	
<ul style="list-style-type: none"> <li>• <b>Performs simple fine motor skills and manipulates smaller objects with increasing control</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child draws a line with a crayon or marker on drawing paper.</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child fits together a wide variety of manipulatives such as large stringing beads, large puzzle pieces, play dough and cookie cutters, or large legos.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child makes snips on paper with a scissor.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Uses strength and control to perform complex fine motor tasks</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child can control a marker, crayon, or pencil to create some shapes.</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child can cut lines and curves with scissors.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child can use small tools such as staplers or paper punches.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child uses a spoon, fork, and small table knife at mealtimes.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child can button and zip clothing and may tie shoestrings.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child puts together small manipulatives such as small stringing beads, and small building blocks.</li> </ul>	
<b>C. Sensory Organization</b>	
<b>1 Uses Senses to Take In, Experience, Integrate, and Regulate Responses to the Environment</b>	
<ul style="list-style-type: none"> <li>• <b>Exhibits responses to physical stimuli</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child explores objects such as toys or hands with the mouth.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child will anticipate and imitate facial expressions of parent(s) or trusted caregivers.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child tolerates and shows enjoyment of touch to body, arms, legs and face.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child may turn head away from bright lights or loud sounds.</li> </ul>	

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<b>• Exhibits body awareness and begins to move in intentional fashion</b>	
◦ Child intentionally sucks hand or uses pacifier to calm self.	
◦ Child intentionally reaches for a toy or colorful object and passes it from hand to hand.	
◦ Child turns toward object or rolls over to reach while lying on his/her back.	
◦ Child tolerates and is able to adjust reaction to being swung, rocked, or spun.	
<b>• Skills become more refined; acts and moves with increased intention and purpose</b>	
◦ Child is becoming more skilled at eye-hand coordination and can successfully draw with a crayon, pour a small pitcher, button a shirt or string beads.	✓
◦ Child negotiates simple obstacle course.	
◦ Child seeks and plays in enclosed areas, e.g., cloth tunnel or boxes.	
◦ Child is able to transition from one activity to another without becoming anxious or upset.	✓
<b>• Anticipates and adjusts behavior efficiently and engages in complex skills and abstract thinking</b>	
◦ Child selects appropriate clothing for the weather or adjusts water temperature appropriately.	✓
◦ Child uses words to express a need to get up and run after sitting for 20 minutes or longer.	
◦ Child's large and small muscle ability is quickly becoming more refined and the child is able to do things such as use a pencil and use the appropriately amount of pressure in writing.	
◦ Child is able to tolerate or suppress "reflexive responses" to sensations such as an itchy tag on clothing or walking on wet grass.	

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

## Developmental/Content Area: Social and Emotional Development

Wisconsin Early Learning Standard	TeachSmart®
<b>A. Emotional Development</b>	
<b>1 Expresses a Wide Range of Emotions</b>	
<ul style="list-style-type: none"> <li>• <b>Uses verbal and nonverbal language to express emotions in appropriate situations such as distress, contentment, surprise, disgust, jealousy, and confusion</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child finds an adult and asks, “Will you help me?” when he/she is feeling frustrated with a task.</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child wants to please friends, can be bossy towards others, and tries to handle situations that he/she has seen modeled by adults, in the media and elsewhere.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child starts to become upset and then uses a strategy that an adult has taught him/her to handle his /her feelings.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Demonstrates awareness of own emotions and exhibits self-control</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child waits to take his/her turn.</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child walks away from a situation when he/she is angry and returns later more self-composed.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child agrees to the demands or desires of another child.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ When frustrated or upset, the child finds a quiet place to play or engages in a calming activity.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child keeps himself/herself occupied when waiting for food to be served.</li> </ul>	
<b>2 Understands and Responds to Others’ Emotions</b>	
<ul style="list-style-type: none"> <li>• <b>Responds to positive emotional interactions with coos and smiles, and shows distress to negative interactions</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child reaches out, smiles, and laughs in order to gain attention.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child may show distress by waving arms and kicking restlessly.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ May cry or grimace when child hears other’s cry.</li> </ul>	

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## Developmental/Content Area: Social and Emotional Development

Wisconsin Early Learning Standard	TeachSmart®
<ul style="list-style-type: none"> <li>• <b>Observes and imitates emotional interactions of others</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child imitates various actions that he/she has seen, such as patting a doll on the back after seeing an adult burp an infant.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child repeats inappropriate word that he/she has heard adults use, without understanding the meaning.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child wants rituals to be carried out in the same way every day.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child watches facial expressions and gestures of others around them and imitates what he/she sees and hears.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Associates words and gestures with a variety of emotions expressed by others</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child observes friend crying and says, "He's sad because he wants his dad."</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child expresses feelings in symbolic play. May play out roles in dramatic play situations, e.g., child plays doctor in the dramatic play area and talks about fears, previous times he/she was hurt and how he/she has been comforted in the past.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child expresses feelings, needs, and opinions in difficult situations or conflicts such as saying "No, that's mine." or putting up a hand to signal "STOP."</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Demonstrates empathy by recognizing the feelings of another person and responding appropriately</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child comforts a friend who has been hurt such as getting a band aid for a friend with a scrape on her knee.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child wants equality in treatment, but starts to understand that someone with greater need should get special consideration.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child shows progress in developing friendships with peers by sharing food, toys, and interest.</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child starts to show awareness of the world around him/her and that others may have unique challenges that he/she deals with daily, e.g., child says, "Bonnie needs to wear glasses because she needs them to see, so we need to be careful not to bump them."</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Interprets others' behavior and emotions and responds appropriately</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child retreats when another child raises his/her hand as if to hit or stop them.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child says "It's not nice to hit." when he/she observes another child hitting.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child observes another child's approach to problem solving and uses the same strategy.</li> </ul>	



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<b>B. Self-Concept</b>	
<b>1 Develops Positive Self-Esteem</b>	
<ul style="list-style-type: none"> <li>• <b>Begins to recognize own abilities; is aware of self and own preferences</b></li> </ul>	
◦ Child cries in particular ways to get his/her needs met.	
◦ Child moves toward and gets a favorite toy, then smiles.	
◦ Child is able to hear what others say and though he/she cannot speak for awhile, integrates others comments into his/her self-concept.	
◦ Child protests when he/she is given water rather than the juice he/she prefers.	
◦ Child smiles and claps hands when he/she successfully climbs up stairs.	
<ul style="list-style-type: none"> <li>• <b>Demonstrates increasing self-direction, resists adult control, and shows independence</b></li> </ul>	
◦ Child attempts self-directed behavior, e.g., "I can do it myself!"	✓
◦ Child shows initiative by trying new skills that are out of his/her unusual comfort zone, e.g., climbing on playground equipment not tried before.	
◦ Child repeatedly tries to open a container and does not ask for help although he/she may be frustrated.	
<ul style="list-style-type: none"> <li>• <b>Shows positive self-image. Knows and states independent thoughts</b></li> </ul>	
◦ Child repeats an action or performs a new skill purposefully to attract attention.	
◦ Child says "I think we should play outside today."	
<ul style="list-style-type: none"> <li>• <b>Exhibits positive self-concept and confidence in his/her abilities</b></li> </ul>	
◦ Child becomes more comfortable with his/her body and surroundings when he/she is successful at trying new things, which in turn helps to develop competence and confidence through repetition. (This is why young children love to dump things out of containers so often or read the same book over and over again!)	
◦ After painting a picture, child wants adult to write a story about it and insists that the picture be put on the refrigerator.	
<ul style="list-style-type: none"> <li>• <b>Displays pride in his/her accomplishments</b></li> </ul>	
◦ Child takes pride in telling about self, e.g., likes and dislikes, accomplishments, body image, etc.	
◦ Child proudly dresses himself/herself and admires his/her reflection in the mirror.	



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## Developmental/Content Area: Social and Emotional Development

Wisconsin Early Learning Standard	TeachSmart®
<b>2 Demonstrates Self-Awareness</b>	
<ul style="list-style-type: none"> <li>• <b>Displays personal preferences and individual temperament</b></li> </ul>	
◦ Child turns head away when no longer hungry.	
◦ Child stiffens or pushes away when being held in an uncomfortable position.	
◦ Child notices and explores his/her own hands, eventually becoming aware that his/her hands are attached and he/she is in control of making them do things.	
<ul style="list-style-type: none"> <li>• <b>Becomes aware of one's self as an individual while still connected to others</b></li> </ul>	
◦ Child no longer believes he/she is physically a part of his/her closest adult and becomes more independent, venturing away from the watchful eye of that closest adult.	
◦ Child pays attention to his/her own reflection in a mirror and wants to see others in the mirror, too.	
◦ Child shows interest in touching others faces and bodies with curiosity.	
◦ Child can sometimes appear anxious as he/she is developing an understanding of his/her likes, dislikes, and things that frighten him/her.	
◦ Child may not always want to do what everyone else is doing (e.g., at meal time the child wants to play rather than eat).	
<ul style="list-style-type: none"> <li>• <b>Shows awareness of being part of a family and a larger community</b></li> </ul>	
◦ Child names self and family members, pets and friends.	
◦ Child wonders if his/her teacher lives at the early care and education facility.	
◦ When child sees another child at the local library, he/she says, "We go to the same library."	
<ul style="list-style-type: none"> <li>• <b>Demonstrates awareness of self as a unique individual</b></li> </ul>	
◦ Child identifies own gender and names likes and dislikes. for example, "You can't play with us. You're a girl!"	
◦ Child refers to himself/herself by characteristics such as "smart," or "strong."	✓
◦ Child notices that other people have different skin, hair, or eye color.	

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<ul style="list-style-type: none"> <li>• <b>Identifies self as a member of a specific culture, group or demographic that fits into a larger world picture</b></li> </ul>	
◦ Child knows full name and is aware of unique family traditions and routines.	✓
◦ Child talks about whether he/she lives in a large city, small town or rural area.	
◦ Child shows eagerness to learn about other ways to experience the world through dance, music, food, and conversation.	
◦ Child starts to learn that humans rely on plants, animals, and each other for food, clothing, medicines, and other needs.	
◦ Child shows curiosity about other geographic locations, oceans, rivers, lakes, clouds, stars etc.	✓
<b>C. Social Competence</b>	
<b>2 Engages In Social Interaction and Plays with Others</b>	
<ul style="list-style-type: none"> <li>• <b>Shows interest in being with others</b></li> </ul>	
◦ Child is attracted by other children playing nearby and smiles at them.	
◦ Child smiles when an older child makes a face at him/her.	
◦ Child goes towards other children to investigate what they are doing.	
<ul style="list-style-type: none"> <li>• <b>Begins to engage in short play interactions with others</b></li> </ul>	
◦ Child hands toys to others in an effort to engage them in play for short periods of time.	
◦ Child claps hands to initiate game of Patty-cake	
◦ Child peeks around objects to initiate a game of Peek-a-boo.	
◦ Child participates in songs and finger-plays as part of regular routines and transitions.	
<ul style="list-style-type: none"> <li>• <b>Participates in parallel play with others for longer periods of time</b></li> </ul>	
◦ Child works side-by-side with another child, each putting pieces in his/her own puzzle.	✓
◦ In the sandbox, child plays beside another child but is engaged in his/her own activity.	
◦ Child engages in dress-up and imitates the behavior of parents, caregivers, or others but does not attempt to coordinate with other children playing there as well.	



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<ul style="list-style-type: none"> <li>• <b>Participates in cooperative play with others</b></li> </ul>	
◦ Child participates in a group game such as Duck-Duck-Goose or Hide and Seek.	
◦ Child may have difficulty transitioning into a group activity.	
◦ Child identifies a favorite friend and wants to play with that friend frequently.	✓
◦ Child wants to be recognized for being a good friend and helping others.	
<ul style="list-style-type: none"> <li>• <b>Demonstrates respect for others</b></li> </ul>	
◦ Child returns a toy to another child who has misplaced it.	
◦ Child listens when someone is speaking.	✓
◦ Child acknowledges and accepts differences in others.	✓
<b>3 Demonstrates Understanding of Rules and Social Expectations</b>	
<ul style="list-style-type: none"> <li>• <b>Tests adults' reactions to his or her behavior and understands what "no" means</b></li> </ul>	
◦ Child puts inappropriate objects in mouth but understands to stop when told "no."	
◦ Child plays games with food to see how adults will react.	
◦ Child wiggles when adult tries to put a clean diaper on him/her.	
<ul style="list-style-type: none"> <li>• <b>Demonstrates understanding of simple rules related primarily to personal health and safety</b></li> </ul>	
◦ Child attempts to touch electric outlet or houseplant but looks to adult for reaction before following through. Leaves the item alone when adult shakes head "no."	
◦ Child rides in car seat with straps secured without resisting.	
◦ Child imitates behavior of adults, such as washing hands before eating or wiping off table after meals.	
◦ Child holds adult's hand when in the store.	
<ul style="list-style-type: none"> <li>• <b>Remembers and follows simple group rules and displays appropriate social behavior</b></li> </ul>	
◦ Child demonstrates awareness of everyday routines such as hanging up coat or washing hands before meals.	
◦ Child complies with transitions between activities more readily if they are done in a fun and engaging way.	✓

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◦ Child is able to transition from activity to activity if an adult gives him/her gentle reminders of what will happen next throughout the day.	✓
◦ Child is not able to wait for long periods of time or stand in lines.	
<b>• Displays competence at engaging in appropriate social behavior</b>	
◦ Child waits for his/her turn to come up on the list so he/she can use the computer.	✓
◦ Child uses the words “excuse me” to interject into another person’s conversations.	
◦ Child wants to make a card for a classmate that has been sick.	
◦ Child will tell another child that they cannot participate in Duck, Duck, Goose unless they follow the rules.	
◦ Child asks for adult assistance when having difficulty in a social situation.	✓
◦ Child needs help and reassurance when dealing with disappointments in social situations.	✓
<b>4 Engages In Social Problem-Solving Behavior and Learns to Resolve Conflict</b>	
<b>• Shows awareness of tension and stressful</b>	
◦ Child reacts when adults argue or raise their voices.	
◦ Child looks away from a situation that over-stimulates him/her.	
◦ Child finds comfort in a favorite toy or blanket and is able to get himself/herself to sleep.	
◦ Child indicates hunger or pain with different cries.	
◦ Child continues to cry when adult cannot figure out what he/she needs right away.	
<b>• Imitates how others solve problems</b>	
◦ Child holds tissue to own nose after seeing adult sneeze and wipe his/her nose.	
◦ Child blows on cereal after seeing another blow on theirs to cool it before eating.	
◦ Child may hide or act out when experiencing conflict among important adults in his/her life.	

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◦ Child uses napkin to attempt to wipe up spill after watching an adult to do the same.	
◦ Child pats another person on the back when they are upset.	
<b>• Experiments with trial-and-error approaches to solve simple problems and conflicts</b>	
◦ Child uses fingers to eat cooked noodles, after trying unsuccessfully to use spoon.	
◦ Child uses spoon, then reaches for shovel when trying to fill large bucket with sand.	
◦ Child may find another item to offer to another child “to trade” (such as when another child won’t let him/her have the shiny purse in the dramatic play center).	
◦ When one adult won’t let the child have a treat he/she wants, the child may go to another adult to try to get the treat.	
<b>• Seeks adult assistance to resolve conflicts</b>	
◦ Child seeks assistance from adult when hurt or upset and reports what happened, e.g., “She pushed me down.”	
◦ Child demonstrates extreme emotional shifts and contradictory responses when making decisions because he/she is learning about his/her preferences in a world with many choices.	✓
◦ Child starts to suggest solutions to solve a problem although the solution may be self-centered.	✓
◦ Child may “tattle” when other children behave inappropriately.	
<b>• Asserts needs and desires appropriately in conflict situations</b>	
◦ Child approaches playmate calmly saying, “I want my turn on the tricycle.”	
◦ Child accepts compromises when suggested by a peer or adult.	
◦ Child starts to defend the rights of another child to have a turn.	✓
◦ Child shares a portion of his/her play dough when another child joins the activity.	

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## Developmental/Content Area: Language Development and Communication

Wisconsin Early Learning Standard	TeachSmart®
<b>A. Listening and Understanding</b>	
<b>1 Derives Meaning through Listening to Communications of Others and Sounds In the Environment</b>	
<b>• Turns toward source of sound</b>	
◦ Child looks towards adults or children as they talk.	✓
◦ Child looks toward source of sound such as a book dropping.	✓
◦ Child startles and cries at loud sound or angry voice.	
<b>• Attends to same situation or object as another person</b>	
◦ Child reaches out to an object when wanting an adult to look at or get an object, e.g., bottle, toy or blanket.	
◦ Child turns and smiles when someone says a favorite word or phrase such as “Silly Billy.”	
<b>• Enjoys short stories, rhymes, finger plays, songs, and music</b>	
◦ Child enjoys listening to songs such as Wheels on the Bus (story, action, music).	✓
◦ Child laughs when adult says, “This little piggy goes to the market.”	✓
◦ Child enjoys hearing the same story over and over again.	✓
<b>• Shows understanding of concept words and sequence of events</b>	
◦ Child understands time concepts, such as “When we get home from our walk we’ll have a snack,” or “After cleanup we can read the book.”	
◦ Child demonstrates understanding of a few preposition words such as, “Put your shoes under the bed,” or “Please put your chair next to mine.”	
◦ Child follows all the steps in feeding the hamster (going to the cupboard to get the food, putting it in a dish, and then delivering it to the cage).	
◦ Child understands concepts of before and after, above, below, bottom, behind, in front of.	✓
<b>• Demonstrates understanding and listening skills by attending and responding appropriately</b>	
◦ Child listens and attends to someone tell or read a story, such as <i>the Three Little Pigs</i> , and is able to retell the story accurately in his/her own words.	✓
◦ Child listens and attends to someone tell or read stories representing real life situations, and is able to retell the story.	✓



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<ul style="list-style-type: none"> <li>• <b>Responds to voices and intonation of familiar adults and children</b></li> </ul>	
◦ Child coos or gurgles when someone speaks to him/her.	
◦ Child smiles, kicks, and turns head when someone comes near the crib.	
◦ Child startles when he/she hears harsh sound or voice.	
◦ Child calms to soothing music.	
<ul style="list-style-type: none"> <li>• <b>Participates in turn-taking, alternating, listening and responding</b></li> </ul>	
◦ Someone makes a sound or series of sounds and the child repeats it.	✓
◦ Child hears an “excited clap” while playing and claps back in response.	
◦ Child repeats laugh when someone else laughs.	
<ul style="list-style-type: none"> <li>• <b>Responds appropriately when asked to identify familiar objects/person/body parts (nouns) or when asked to run, walk, jump (action words, verbs)</b></li> </ul>	
◦ When asked, “Where is Sam?” the child looks for brother.	
◦ Child points to body parts when asked, “Where is your head?” (feet, eyes, ears, nose, mouth, tummy)	
◦ When someone says, “The doll wants to sleep,” the child puts the doll in the crib.	
◦ Child will jump like a bunny when asked, “Jump like a bunny.”	
◦ Introduce and name new objects/materials in the child’s environment.	
<ul style="list-style-type: none"> <li>• <b>Responds to increasingly complex language structures, including comments, requests and questions</b></li> </ul>	
◦ Adult says, “Daddy is going outside to wash the car. Do you want to help?” Child says, “Me too.”	
◦ Adult says, “Yes, you can go to Tommy’s house, but remember you need to come home before lunch time.” Child says, “I’ll be home.”	
◦ When playing with dolls of all sizes, adult says, “Let’s put all the little dolls inside the little play house and all the big dolls on the big chairs.” the child gets all the small plastic/wood dolls and places them inside the play house and places the big dolls on the chairs.	✓

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<b>B. Speaking and Communicating</b>	
<b>1 Uses Gestures and Movements (Non-Verbal) to Communicate</b>	
<ul style="list-style-type: none"> <li>• <b>Uses gestures and movements to get attention, request, objects, protest, or to draw attention to an object in the environment</b></li> </ul>	
◦ Child puts arms up to be picked up.	
◦ When playing outside, the child points to a flower and smiles at someone.	
◦ Child points to the cereal box when wanting more Cheerios.	
◦ Child pushes own milk bottle away when not hungry.	
◦ Child shakes head “no” when asked to finish food he/she does not want to eat.	
◦ When someone is wiping off the child’s face, makes a face, puts hands over face, and turns away.	
<ul style="list-style-type: none"> <li>• <b>Uses gestures for greetings and conversational rituals</b></li> </ul>	
◦ Child waves bye-bye when someone leaves.	
◦ Child runs to the door and smiles when familiar adult comes to the door.	
<ul style="list-style-type: none"> <li>• <b>Uses movement or behavior to initiate interaction with a person, animal, or object</b></li> </ul>	
◦ Child knocks over sister’s blocks and looks up to her for a reaction.	
◦ Child offers a doll to a friend.	
◦ Child looks at the cat and throws a toy for the cat to play with.	
<ul style="list-style-type: none"> <li>• <b>Uses non-verbal communication much like adults</b></li> </ul>	
◦ Child uses facial expressions of emotions, e.g., sad, happy, angry, distressed, anxious, frustrated, etc.	✓
◦ Child uses body movements, e.g., waving, goodbye, motion for “come here,” walking away when not wanting to be involved, running toward someone when excited to see them, etc.	

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

## Developmental/Content Area: Language Development and Communication

Wisconsin Early Learning Standard	TeachSmart®
<b>2a Uses Vocalizations and Spoken Language to Communicate: LANGUAGE FORM</b>	
<ul style="list-style-type: none"> <li>• <b>Uses: Plurals (cats); Pronouns (I, he, they); Past tense (walked)</b></li> </ul>	
◦ Child tells friend, "I have cars and trucks."	
◦ Child tells someone, "I want grapes."	
◦ When looking at a picture in a book, the child says, "I see two boys."	
◦ Child says, "My shoe," when someone says, "Is that your shoe?"	
◦ Child says, "I want water."	
◦ Child says, "You come," when wanting someone to come.	
◦ Child says, "We runned all the way home."	
◦ When asked, "Where's Daddy?" child says "Daddy went to work."	
◦ When the balloon breaks, the child says, "Balloon popped."	
<ul style="list-style-type: none"> <li>• <b>Uses multi-word sentences (parts of speech, word order, and sentence structure) much like that of an adult</b></li> </ul>	
◦ After hearing his/her favorite story, the child says, "That was a great story. I really liked the part about the boy going on a trip to see his grandmother. It was exciting to hear about how he helped her plant the garden with corn, potatoes, and tomatoes. I think I would like to plant a garden."	✓
◦ After returning from the zoo, the child tells the whole story of what happened, e.g., describing all the animals, telling about experiences feeding the birds, and riding on the merry-go-round.	
<ul style="list-style-type: none"> <li>• <b>Uses a category of words that shows awareness of common aspects among objects</b></li> </ul>	
◦ Child says, "Where are my toys for the sand box?" when he/she wants to play with a specific kind of toy.	
◦ Child says, "Water, milk and juice are all something to drink."	
◦ Child says, "These are all flowers," as he/she points to flowers that are different colors and shapes.	

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<b>• Asks many questions with “why” to obtain information</b>	
◦ Child asks, “Where’s my shoe?”	
◦ Child asks a friend, “Where do you live?”	
◦ Child asks, “When will daddy come home?”	
◦ When playing with an object or toy child asks, “What’s inside?”	
◦ Child asks many “why” questions about things in his/her environment, stories being read, actions of people or animals, etc.	✓
◦ As the teacher is reading <i>Curious George</i> , the child asks, “Why is George so naughty?”	✓
<b>• Comments on as well as produces and comprehends words</b>	
◦ Child says, “Balls are all round. Some are big and some are little.”	✓
◦ Child says, “Ball starts with a /B/.”	✓
◦ Child says, “Hats are different sizes and shapes.”	✓
<b>2c Uses Vocalizations and Spoken Language to Communicate: LANGUAGE FUNCTION</b>	
<b>• Seeks attention through vocalizations or actions</b>	
◦ Child tugs on adult’s clothing to let adult know that he/she wants the adult to look at him/her.	
◦ Child says “Daddy,” when he/she wants daddy to help.	
◦ The child wants a person to pay attention to him/her or an aspect of the environment.	
<b>• Directs attention to an object</b>	
◦ Child points to an object that he/she wants and says “Mine.”	
◦ Child puts adult’s hand on jar or box while looking at the adult. Child wants adult to open the jar or box and get him/her what is inside.	
◦ Child looks at adult, points to shoes and says, “On” when he/she wants his/her shoes on.	
◦ Child points to a cracker and with intonation of a question, says “Uh?” Child wants a cracker.	

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<ul style="list-style-type: none"> <li>◦ Child's intent is to act on his/her environment, e.g. Child directs attention outside him/herself.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child request or directs another to carry out an action.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Engages in short dialogue of a few turns</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child says, "That's a big dog." Adult says, "Yes, that is a big dog." Child says, "Will he bite?" Adult says, "No, he will not bite you, he is in his dog pin."</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Adult says, "I am going to the store." Child says, "Can I go too?" Adult says, "Yes, and after we go to the store we can stop at the park so that you can play." Child says, "Can Tommy go too?"</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child says, "What is this? (pointing to a large nut on the ground). Adult says, "That's a walnut from this tree."</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child can introduce a topic and provide some descriptive detail.</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child learns that asking questions is one way to keep the attention of adults.</li> </ul>	✓
<ul style="list-style-type: none"> <li>• <b>Determines how much information a listener needs based on an awareness of listener's role and understanding</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ When a person asks a question such as "Where do you live?" the child determines whether to tell the person directions to their house or to tell them their house number.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ While the child is engaged in a dialogue with another person, the child stops talking if the other person is not listening.</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child says, "Do you want to hear the story about the big fish I caught?" If the person says "Yes" and is a fisherman, the child will tell a very detailed story. If the person says "Yes" and is not interested, the child tells a very short story about the kind and size of the fish.</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ The child becomes more aware of the social aspects of talking back-and-forth with an adult or a child.</li> </ul>	✓
<ul style="list-style-type: none"> <li>• <b>Modifies language when talking to younger child</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child talks in "baby" language when talking to his/her infant sister or brother, e.g., says goo-goo, ga-ga to the baby.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child talks in one and two word sentences when talking to a toddler, e.g., "Want milk?"</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child talks in three-and four-word sentences when talking to a child who is one or two years younger, e.g., "Play with me."</li> </ul>	✓

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<ul style="list-style-type: none"> <li>• <b>Initiates conversation, responds to conversations, and stays on topic for multiple exchanges</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child asks adult if he/she could make cookies. Adult and child talk about what they will need to bake cookies. After the adult and child prepare what they will need, child says, "Can you help me measure the stuff?" Adult says, "Yes, I can help you measure the ingredients and will show you which measuring spoon and cup to use." Child says, "These cups and spoons have numbers on them." the adult tells the child about the numbers and together they continue their conversation and baking experiences for the next 10 minutes.</li> </ul>	✓
<ul style="list-style-type: none"> <li>• <b>Uses language to effectively express feelings and thoughts, describe experiences and observations, interact with others, and communicate effectively in group activities and discussions</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ During a group discussion on fire safety, the child listens to others and waits his/her turn to express thoughts such as, "We had a fire at our house and my mom said we all had to get out of the house at once!"</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ When finding a butterfly, while playing in the backyard with three other friends, the child and the friends take turns talking about the butterfly.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child says, "I was mad when Ellie took my blocks. I told her to give them back."</li> </ul>	
<ul style="list-style-type: none"> <li>◦ After returning from a trip to the zoo, child describes the animals and tells what he/she did such as feeding the monkeys and buying ice cream at the ice cream cart.</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child asks a friend, "Would you like to play with the blocks with me? We could build a big castle together and pretend that we are the kings."</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ The child uses compound and complex sentences, grammatically correct sentences, and speech that is understandable.</li> </ul>	✓
<b>C. Early Literacy</b>	
<b>2 Develops Alphabetic Awareness</b>	
<ul style="list-style-type: none"> <li>• <b>Explores, repeats, imitates alphabet related songs and games</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ When adult sings the alphabet song, the child imitates and repeats the alphabet song.</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child sings the ABC song by himself/herself singing, "ABCD (other letters may be out of order and run together, e.g., KLMNOP sounds like /P/)...now I know my ABCs."</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child puts a three piece inlaid puzzle together with A, B, and C.</li> </ul>	✓

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<b>• Mixes letters with other symbols</b>	
◦ When given magnetic letters, numbers, and shapes, the child chooses some letters and some shapes and says, "This is my name."	✓
◦ Child writes A, 3, c, t, then says, "See my ABCs?"	✓
<b>• Recognizes the differences between letters and other symbols</b>	
◦ When looking at a mix of letters and numbers, the child picks up the "A" and says, "This letter is in my name (Alex)." "This number is '4' – I'm four."	✓
◦ While playing with the alphabet, numbers, and shapes, the child says, "These are all letters, these are numbers, and these are shapes."	✓
◦ Child is able to find and identify some letters and numbers in books, signs, and labels.	✓
<b>• Recognizes beginning letters in familiar words, especially in own name</b>	
◦ When looking at a book, the child says, "This word (Bike) starts like my name, /B/ is in my name Becky."	
◦ Child says, "Look, I used the alphabet stamp letters to make my name J-i-m-m-y."	✓
◦ Child says, "McDonald's starts with the same letter as my name (Mary)."	✓
<b>• Recognizes and names most letters of the alphabet (upper and lower case) in familiar and unfamiliar words.</b>	
◦ When the child is looking at a book, the child points to an unfamiliar word "snake" and says, "Snake starts with an /s/ like my name, Sammy."	✓
◦ When someone holds up a name card, Jenny says, "That's my name, Jenny."	✓
◦ Child recognizes and names some letters in environmental print, the "d" in door and the "b" in book.	✓
◦ Uses alphabet stamps and names letters: "C, D, A."	✓
◦ Child says, "This is a 'big' a and this is a 'little' a."	✓
◦ Child says, "My name starts with a capital 'A' and has a small 'a' next to it. My name looks like this." Child points to his name Aaron.	✓
◦ Child says, "I know all my letters."	✓

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<b>3a Develops Phonological Awareness (Sound awareness of the ways words and syllables can be divided into smaller units, such as rhyme, sound awareness, word awareness, alliteration, manipulation of sounds, and blending sounds and syllable together)</b>	
<ul style="list-style-type: none"> <li>• <b>Enjoys and responds to frequently said sounds, words, and rhymes</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child moves arms and legs when he/she hears a familiar, happy, sing-song voice.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child responds by turning and smiling when he/she hear his/her name.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child enjoys short action play, e.g., “This little piggy went to the market...” when adult wiggles toes or “Patty-cake, patty-cake baker’s man...”</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child smiles and giggles when hearing rhyming words, e.g., funny bunny, Clair’s bear, rub-a-dub, etc.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child laughs, smiles, and enjoys repeated words, e.g., “The wheels on the bus go round and round, round and round, round and round, etc.”</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Imitates sounds</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child imitates cooing and blabbing sounds made by adults.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child produces sounds found in their home language.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child imitates “Pa-pa and Ma-ma.”</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child makes sounds and imitates the tones and rhythms that adults use when talking.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Repeats words in rhymes and actions</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child says, “Piggy” when the adult says “This little piggy went to the market...”</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ While picking up the child, the child says, “Up, up” when adult says, “Up, up.”</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Requests and joins in saying favorite rhymes and songs that repeat sounds and words</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child says, “Let’s say Jack and Jill,” or “Let’s say Ba, Ba, Black Sheep.”</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child says, “Let’s sing Wheels on the Bus.”</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child joins adult in singing Insy, Wensy Spider.</li> </ul>	✓

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<ul style="list-style-type: none"> <li>• <b>Recognizes and matches sounds and rhymes in familiar words</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child repeats the rhyme, London Bridge, after hearing the nursery rhyme.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child plays their own rhyming game matching pairs of rhyming words saying, “Down-town,” “Sadie-lady.”</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Recognizes sounds that match and words that begins or end with the same sounds</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child says, “Broom and brother start the same. They both start with /br/.”</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child says, “Sally and Susie start the same. They both start with /s/.”</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child makes up words that start with different letter sounds, “I could call you different names, Mom, Tom, Pom, Som, Dom.”</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child says, “Tammy and toy start alike. They both start with /t/.”</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Recognizes and produces rhyming words</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child is asked, “Tell me a word that rhymes with ‘Pam’.” the child says, “Sam.”</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child provides a rhyming word when listening to the poem, Adult says, “I have a dog whose name is Lilly, she has a doggie friend named...”</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child says, “Ricky rhymes with picky.”</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child says, “Humpty, Dumpty, Bumpty, Thumpty, Gumpty.”</li> </ul>	✓
<b>3b Develops Phonemic Awareness (Ability to hear, manipulate and perceive spoken word as a sequence of individual sounds, and awareness of phonics: visual part of reading known as print. Child connects a printed symbol with a sound)</b>	
<ul style="list-style-type: none"> <li>• <b>Discriminates separate syllables in words</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child can clap syllables in his/her name and other names, e.g., Tam-my (two claps); Bill (one clap); Me-lis-sa (three claps).</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child can tell the number of syllables in a word, “My name has two syllables, Bob-by.”</li> </ul>	✓

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<ul style="list-style-type: none"> <li>• <b>Makes some letter-sound connections and identifies some beginning sounds</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child sees the letter D on a block, points and says “/D/ is for Daddy.”</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child’s name is Matt. Matt says to his friend, Michael, “/M/ starts your name, too.”</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child says, “Banana starts with /b/.”</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child whose name is Cory says, “My name starts like cat; both words start with a /c/ sound.”</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child puts magnetic letters on the board, saying each letter sound as the magnetic letters are placed in a row; “/s/, /k/, /b/, /j/, /m/.”</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Recognizes that most speech sound (both consonants and vowels) are represented by single letter symbols</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child can match all single letter symbols with the consonant sounds they represent, e.g., matches such letters as “c” and “g” with both of the different sounds of each letter. for example, the /c/ in cat and city and the /g/ in goose and giraffe.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child can match single letters symbols with the vowel sounds they represent, e.g., /u/ is for “up.”</li> </ul>	
<ul style="list-style-type: none"> <li>◦ As the child puts letters on the magnetic board, the child says, “I know these letter sounds” as he/she says each sound for the letters “b, t, s, m, d, and c.”</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ When the child sees the vowels, “a,e,i,o,u,” the child can say their sounds correctly; for example, the child may say, “ ‘A’ says /a/ like in apple, ‘E’ says /e/ like in elephant, ‘I’ says /i/ like in igloo, ‘O’ says /o/ like in octopus, and ‘U’ says /u/ like in umbrella.”</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Recognizes single sounds and combinations of sounds represented by more than one letter</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child puts three letter blocks together and says, “This says Dad!” the child puts three more blocks together saying, “If I change the first letter to ‘s’ and leave an ‘a’ and ‘d’, it says sad!” the child says, “Dad and sad have the same middle and last sound.” (onset-rime-child changes initial consonant in rhyming words).</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child can recognize sounds such as /th/, /ch/ and /sh/. “Ship starts like shoe and show.”</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child can recognize vowel sounds that have two-letter symbols (digraphs), such as /oo/, /ee/, and /oy/. Child says, “Book and boot have the /oo/ sound.”</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child can recognize combinations of two consonant sounds (blends) such as /bl/ in black and blanket as well as words that start with /cr/, /pl/ and /dr/. Child says, “Black and blanket have the same /bl/ sound.”</li> </ul>	



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<ul style="list-style-type: none"> <li>• <b>Understands the difference between letters, words, and sentences</b></li> </ul>	
◦ Child says, "What is the word?"	✓
◦ Child says, "This is a long sentence." "I am going to count the words in this sentence."	✓
◦ Child says, "I know all the letters on this page."	✓
◦ When reading the word "dog," child says "There are three sounds in the word dog, /d/ /o/ /g/."	
<b>4 Demonstrates the Use of Strategies to Read Words</b>	
<ul style="list-style-type: none"> <li>• <b>Points to and labels objects in books</b></li> </ul>	
◦ Child points to a picture of a doll in a book and says, "Baby."	
◦ Child points to a part of the picture of a dog and says, "Tail."	
◦ Child points to and names a picture of a tree.	
◦ The child enjoys colorful pictures in a book. He/she also enjoys various textures used in books.	
<ul style="list-style-type: none"> <li>• <b>Uses picture cues and environmental context to confirm a printed word</b></li> </ul>	
◦ When looking at the picture book, the child looks at the picture of the bird in the tree and says, "Bird."	✓
◦ Child sees a word printed on the toolbox and asks, "Does this word say 'tools'?"	
◦ Child sees the shoe store and asks, "Does that say 'shoe'?"	
◦ When driving to the airport and adult says, "There's the sign," child says, "Does that word say 'airplane'?"	
<ul style="list-style-type: none"> <li>• <b>Recognizes some words</b></li> </ul>	
◦ Child recognizes some popular words and signs, e.g., "Stop" and "McDonald's."	
◦ Child knows the first letter in his/her name and points to the letter on signs and words in a book and says, "My letter."	✓
◦ Child can recognize his/her own name.	✓
◦ The child uses strategies such as looking at symbols, shapes, and colors to determine words. the child looks at the shape and color of the stop sign or the shape and color of McDonald's arches to "read" the associated word, e.g., Stop (red, octagon sign) or McDonald's (big yellow arches shaped like "M").	✓



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<ul style="list-style-type: none"> <li>• <b>Makes predictions about words and text</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child says “I think that word says ‘book.’” when pointing to the word under the picture of a book.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child figures out which word says banana because he knows it starts with /b/.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child says, “That word must be Christopher’s name because it is so long.”</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Reads familiar (high-frequency) words in books, signs, and labels</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child begins to read a book alone or with an adult, and reads some of the words he/she knows and has learned from past experiences of reading a variety of books with the adult.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child can read signs of favorite places to eat or shop, and familiar signs such as “stop,” “Cat,” “Dog,” “Men (on a bathroom door).”</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child can read words that he/she sees frequently such as his/her own name, other children’s names, mom, dad, “I love you.”</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child recognizes high frequency words and reads them when seen in the environment, in a list, or in stores. the child may read another child’s story, “I like dogs, cats, and fish.”</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child consistently recognizes the words “I, me, mom, dad, no, yes” when written in a book, on signs, and on labels.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Experiences some success in reading by sounding out words (decoding)</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child reads a simple book called <i>Go, Go, Go</i> and can read “I go up; I go down; I go, go, go!” When the child continues to read, and comes to the word “fast,” the child cannot read the word but says, “What is this word? It starts with f.”</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child can decode the first and sometimes the last letter of the word such as the word “mean.” the child would know the “m” and “n”; however does not know what “ea” sounds like.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child says, “I know f makes the sound of /f/ and l sounds like /l/ and the end of the word sounds like/sh/. This word is ‘fish.’ I know what a fish is.”</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child begins to understand that if words sound alike, they should look alike, e.g., pot, hot, and lot look alike.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child can break words into “chunks” that can be “blended,” e.g. s/ing, b/ed. Child says, “My big b/ed (in two syllables).”</li> </ul>	✓

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

## Developmental/Content Area: Language Development and Communication

Wisconsin Early Learning Standard	TeachSmart®
<b>5 Uses Writing to Represent Thoughts or Ideas</b>	
<b>• Begins to use writing tools to make marks</b>	
◦ Child covers the paper with lines and zigzags and says, "Look."	✓
◦ Child randomly makes one kind of mark, then fills another part of the paper with another kind of scribbling, or shapes, etc., and points to one area and says, "kitty" then points to another area and says, "Doggie:"	✓
◦ Child makes lots of circle-type marks and shows an adult his/her writing and says, "See, I write this."	
◦ Child scribbles on paper and says, "This is my name."	✓
<b>• Writes lists, thank you notes, names, and labels objects in play</b>	
◦ In the dramatic play center, the child pretends to use a telephone book to find the phone number of a friend, and then writes a first name and some numerals on a note pad.	
◦ Child makes signs/labels for things in the house or in a play center, e.g., hospital, store, house, post office.	
◦ When playing marching music, the child makes a pretend stop sign and holds it up to tell everyone when to STOP.	
◦ Child makes a list of things he/she wants to do.	✓
<b>• Labels pictures using scribbles or letter-like forms to represent words or ideas</b>	
◦ After the child writes the letter "B," and wiggly lines, the child says, "This says 'book.'"	✓
◦ Child makes marks, including wiggly lines and some letters mixed together, and places it under a picture of his/her mother and "pretends" to read the writing, saying, "This says, 'I love you.'"	✓
◦ Child uses a letter that looks like "M" and other marks to label Mom's picture, a letter that looks like "D" and marks for Dad's picture, and writes several letters in his/her name under his/her picture.	✓
◦ Child hears someone is sick and draws a picture with a sad face. (Drawings represent a spoken message).	✓

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

## Developmental/Content Area: Language Development and Communication

Wisconsin Early Learning Standard	TeachSmart®
<b>• Writes recognizable letters and begins to write name and a few words</b>	
◦ Child makes letters when working at his “Writing Place.”	✓
◦ Child writes letters in his/her own name.	✓
◦ Child spontaneously writes letters of the alphabet he/she knows on the white board and says “See all my letters?”	✓
◦ Child writes his/her name on art work.	✓
◦ Child writes “Mom” and “Dad.”	✓
<b>• Uses knowledge of sounds and letters to write some words and phrases (inventive and conventional spelling)</b>	
◦ After going for a walk, the child gets a piece of paper and says, “I’m going to write a story about our walk.” the child writes, “Today is Monday. I wkld (walked) to the prk (park).”	✓
◦ Child writes, “I miss you.”	
◦ Child sounds out the correct consonant sounds, matching them to the correct letter as he/she reads aloud and writes, putting each letter in the correct sequence with only a few words misspelled, e.g., “I lke appl pie.”	
◦ After drawing a picture of a computer in his/her journal, the child uses invented spelling to write “I LK CMPTRS.”	✓
◦ Child writes sounds he/she hears in familiar words like mom, dad, and Tom. the child writes, “Mom, Dad, Tom” and “I love you.”	✓

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

## Developmental/Content Area: Approaches to Learning

Wisconsin Early Learning Standard	TeachSmart®
<b>A. Curiosity, Engagement, and Persistence</b>	
<b>1 Displays Curiosity, Risk-Taking and Willingness to Engage In New Experiences</b>	
<ul style="list-style-type: none"> <li>• <b>Exhibits brief interest in people and things in their surroundings</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child reaches toward objects that capture his/her attention.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child picks up and explores interesting objects but soon drops them and goes on to something else.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child notices other children at play.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child watches a ball as it rolls away, but loses interest when it rolls out of view.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Shows growing eagerness and delight in self, others, and in surroundings</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child delights in building with simple blocks or puzzles.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child laughs and giggles when trying to catch water draining from a funnel.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child asks many questions about new experiences they encounter.</li> </ul>	✓
<ul style="list-style-type: none"> <li>• <b>Attends for longer periods of time and shows preference for some activities</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child sits to listen to short stories being read and requests them often.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child selects favorite toy from a shelf or storage area and plays with it for 15 minutes or more.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child shows growing capacity to concentrate on a task despite distractions or interruptions.</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child asks for a favorite toy that he/she cannot find.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Is curious about and willing to try new and unfamiliar experiences and activities within their environment</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child tries to climb on outdoor play equipment that he/she has not tried before.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child digs in the dirt to find bugs and worms.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child watches other children at the table eating a food he/she has not eaten and then tastes it for the first time.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child uses woodworking tools he/she has not used before (with supervision).</li> </ul>	

# The Wisconsin Early Learning Standards Correlated to TeachSmart<sup>®</sup> by Hatch<sup>®</sup>

## Developmental/Content Area: Approaches to Learning

Wisconsin Early Learning Standard	TeachSmart <sup>®</sup>
<b>B. Creativity and Imagination</b>	
<b>1 Engages In Imagination Play and Inventive Thinking through Interactions with People, Materials and the Environment</b>	
<ul style="list-style-type: none"> <li>• <b>Watches and imitates the actions of others</b></li> </ul>	
◦ Child imitates facial expression of adults.	
◦ Child smiles when adult smiles at them.	
◦ Child imitates giggling when another child giggles.	
◦ Child engages adult by playing peek-a-boo. May imitate adult covering eyes or holding up a blanket.	
<ul style="list-style-type: none"> <li>• <b>Uses objects in pretend play as they are used in real life and gradually begins to substitute one object for another in pretend play</b></li> </ul>	
◦ Child pretends to cook by stirring a spoon in a pan.	
◦ Child rolls a round object across the floor to see if it will roll like a ball.	
◦ Child holds the toy telephone receiver up to his/her ear with one hand and pokes at the number buttons with the other hand.	
<ul style="list-style-type: none"> <li>• <b>Recreates and acts out real-life and fantasy experiences in pretend play</b></li> </ul>	
◦ Child puts a bib on the doll as he/she feeds it from a dish, take the bib off, and then put the doll to bed.	
◦ Child acts out a visit to the doctor by giving a “shot” to the stuffed animals and then comforting them after the shot.	
◦ Child explores being a mommy or daddy as he/she feeds the doll and puts it to bed.	
◦ Child makes play dough “cookies” on a plate and offers them to adults or friends to “eat”.	
<ul style="list-style-type: none"> <li>• <b>Engages in elaborate and sustained imaginative play and can distinguish between real-life and fantasy</b></li> </ul>	
◦ Child dresses in make-believe clothes and acts out the part dressed for such as mommy/ daddy, singer on a stage, firefighter, etc.	
◦ Child “plays school” by pretending to read a book to others or does “homework” next to siblings doing real homework.	
◦ Child creates and tells made-up and/or silly stories.	✓
◦ Child plans and acts out a tea party with stuffed animals and talks about how the animals cannot really drink the tea because they are not alive.	

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

## Developmental/Content Area: Approaches to Learning

Wisconsin Early Learning Standard	TeachSmart®
<b>2 Expresses Self Creatively through Music, Movement and Art</b>	
<ul style="list-style-type: none"> <li> <b>Attends to or responds to movement, music and visual stimuli</b> </li> </ul>	
<ul style="list-style-type: none"> <li>Child shows expression of joy when gazing at familiar picture.</li> </ul>	
<ul style="list-style-type: none"> <li>Child is comforted by the slow rhythm of a lullaby or may be excited by music with a lively beat.</li> </ul>	
<ul style="list-style-type: none"> <li>Child sways to music along with adult.</li> </ul>	
<ul style="list-style-type: none"> <li>Child shakes the rattle harder and harder, delighting in the louder noise.</li> </ul>	
<ul style="list-style-type: none"> <li> <b>Shows a preference towards certain types of movements, music, and visual stimuli</b> </li> </ul>	
<ul style="list-style-type: none"> <li>Child attempts hand movements to finger plays and simple songs.</li> </ul>	
<ul style="list-style-type: none"> <li>Child claps their hands to start a game of patty-cake.</li> </ul>	
<ul style="list-style-type: none"> <li>Child prefers books with bright colors of people, animals and familiar objects.</li> </ul>	
<ul style="list-style-type: none"> <li>Child becomes calm and listens intently to a favorite tune.</li> </ul>	
<ul style="list-style-type: none"> <li>Child recognizes a favorite tune on the radio or stereo and dances along.</li> </ul>	
<ul style="list-style-type: none"> <li> <b>Explores the process of using a variety of artistic materials, music and movement</b> </li> </ul>	
<ul style="list-style-type: none"> <li>Child uses crayons, paintbrushes, markers, chalk, etc to mix colors and draw simple pictures.</li> </ul>	✓
<ul style="list-style-type: none"> <li>Child explores a variety of materials such as glue, colored rice, macaroni, glitter, cotton balls, etc. to create pictures.</li> </ul>	
<ul style="list-style-type: none"> <li>Child follows a rhythm and beat in music with a simple musical instrument such as a shaker, drum or triangle.</li> </ul>	
<ul style="list-style-type: none"> <li>Child participates in musical games such as the <i>Hokey Pokey</i>.</li> </ul>	
<ul style="list-style-type: none"> <li> <b>Expresses self (ideas, feelings, and thoughts) through a variety of artistic media, music and movement</b> </li> </ul>	
<ul style="list-style-type: none"> <li>Child tries new ideas with play dough, such as using toothpicks as candles for a birthday cake.</li> </ul>	
<ul style="list-style-type: none"> <li>Child expresses through movement and dancing what is felt and heard in various musical tempos and styles.</li> </ul>	
<ul style="list-style-type: none"> <li>Child progresses in abilities to create drawings, paintings, models and other art creations that are more detailed, creative, or realistic.</li> </ul>	✓
<ul style="list-style-type: none"> <li>Child participates in musical performances with others that include singing, dancing or the use of simple instruments.</li> </ul>	

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

## Developmental/Content Area: Approaches to Learning

Wisconsin Early Learning Standard	TeachSmart®
<b>C. Diversity in Learning</b>	
<b>1 Experiences a Variety of Routines, Practices and Languages</b>	
<ul style="list-style-type: none"> <li>• <b>Depends on adults to communicate about their routines, cultural preferences and learning styles</b></li> </ul>	
◦ Child may be fussy when a routine they have come to expect does not happen in all settings.	
◦ Child may become confused when caretakers have different practices in child rearing and varying expectations for child.	
◦ Child imitates and repeats the language most commonly heard in their family. (This may be a specific dialect or a blend of languages.)	
◦ Child may begin to learn to use simple sign language for “more”, “stop” and “sleep”.	
<ul style="list-style-type: none"> <li>• <b>Starts to notice differences in routines, practices and languages</b></li> </ul>	
◦ Child will become fussy if he/she does not have favorite blanket when it is nap time.	
◦ Child will not play in the sandbox because he/she is afraid to get clothes dirty.	
◦ Child may eat certain foods with fingers instead of using a utensil.	
◦ Child notices that someone is using a cane and wants to touch it.	
◦ Child hears someone using another language and tries to imitate it.	
<ul style="list-style-type: none"> <li>• <b>Asks questions of adults about the differences between various routines, practices and languages in a variety of settings</b></li> </ul>	
◦ Child wants to know why they need to take a nap when a friend does not.	
◦ Child asks why his/her hair is not braided like other children.	
◦ Child tries a new food and wants to know where and how the food is grown.	
◦ Child asks why someone needs to wear a hearing aid.	
<b>2 Learns Within the Context of His/Her Family and Culture</b>	
<ul style="list-style-type: none"> <li>• <b>Reflects their family, culture and community when engaged in play and learning</b></li> </ul>	
◦ Child plays with items that are familiar and similar to toys he/she is exposed to in their most common setting.	
◦ Child may imitate the mannerisms and behaviors of his/her family members.	
◦ Child has certain expectations of adults based upon his/her primary relationships.	✓



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

## Developmental/Content Area: Approaches to Learning

Wisconsin Early Learning Standard	TeachSmart®
<ul style="list-style-type: none"> <li>• <b>Starts to notice that other children and families do things differently</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child wants to use chopsticks to eat rice when they see a friend doing so.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child asks questions while listening to a story about hats from different cultures.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child wants to know why someone is wearing clothes that are different than what he/she wears.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Understands and accepts diversity in other children and families</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child requests song of a particular style or ethnic culture.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child requests a food prepared the way another family prepares it.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child talks positively about diverse experiences.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child seeks recognition for his/her individuality and uniqueness.</li> </ul>	
<b>3 Uses Various Styles of Learning Such as Visual/Spatial, Verbal/Linguistic, Bodily/Kinesthetic, Interpersonal and Intrapersonal</b>	
<ul style="list-style-type: none"> <li>• <b>Tends to have a preferred learning style</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child watches how a task is performed before attempting the task himself/herself (visual/spatial).</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child listens for clues to understand how to proceed (verbal/linguistic).</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child learns best when he/she is able to move about (bodily/kinesthetic).</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child prefers to learn new skills when by himself/herself (intrapersonal).</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child learns new skills more quickly when interacting with others (interpersonal).</li> </ul>	✓
<ul style="list-style-type: none"> <li>• <b>Explores other learning styles when introduced by an adult or peer</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child follows another child's example of how to dance which is not his/her usual preference.</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child who usually plays alone joins in a small group activity when invited by another child or adult.</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child tries to tie his/her shoe in a different way after watching another child.</li> </ul>	

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

## Developmental/Content Area: Approaches to Learning

Wisconsin Early Learning Standard	TeachSmart®
<ul style="list-style-type: none"> <li>• <b>Uses a variety of learning styles to meet their needs or achieve their goals</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child who does not usually engage in physical activities joins a new game of tag when invited by a friend.</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child who usually prefers verbal directions, uses a picture diagram to complete a task.</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child who is usually not comfortable handling sticky materials, uses “goop” to complete an art project.</li> </ul>	

## Developmental/Content Area: Cognition and General Knowledge

Wisconsin Early Learning Standard	TeachSmart®
<b>A. Exploration, Discovery and Problem Solving</b>	
<b>1 Uses Multi-Sensory Abilities to Process Information</b>	
<ul style="list-style-type: none"> <li>• <b>Uses senses to generalize and apply prior learning</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child uses a variety of ways to use crayons, markers, scissors and paper to create “works of art.”</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child uses tools to take things apart and attempts to put them back together the same way or invent new structures using the parts.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child compares smells saying “That smells good like my mother’s perfume.” or “That smells yucky like my grandpa’s barnyard.”</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child has preferences for sounds and music and asks adult “Will you play guitar music?” “I don’t like loud drum music.”</li> </ul>	
<b>2 Understands New Meanings as Memory Increases</b>	
<ul style="list-style-type: none"> <li>• <b>Observes and imitates sounds and movements</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child imitates waving bye-bye and playing peek-a-boo.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child picks up telephone and places it next to ear and starts to “babble/talk.”</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child pushes chair up to computer and pushes at the keys to “work” with adult.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child points to some body parts when asked, “Show me your head (nose, eyes, tummy, feet).”</li> </ul>	



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

## Developmental/Content Area: Cognition and General Knowledge

Wisconsin Early Learning Standard	TeachSmart®
<ul style="list-style-type: none"> <li>• <b>Understands that objects and people continue to exist when they are removed from the child’s immediate environment. (Object Permanence)</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child hides a toy car and later remembers and looks in the same location for the toy car.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ When the child sees his/her “blankie” under one bucket and then under another bucket, the child watches and can correctly locate the “blankie” in the second hiding place.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ When playing hide and seek with an adult the child can find the adult in the same hiding place used previously by the adult.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ When asked, “Where’s your coat?” the child looks for the coat.</li> </ul>	
<b>3 Applies Problem Solving Skills</b>	
<ul style="list-style-type: none"> <li>• <b>Makes statements and appropriately answers questions that require reasoning about objects, situations, or people</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child says, “She is sad.” the adult asks, “How you know the girl is sad.” The child answers, “She is crying.”</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child pushes the train around the track. When the child notices the track is broken, the child says, “Uh-oh, the train is going to fall off the track.”</li> </ul>	
<ul style="list-style-type: none"> <li>◦ The adult points to the doghouse and asks, “What would happen if I rolled the ball over there?” the child says, “The dog would chase it and chew it up.”</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Uses multiple strategies to solve problems</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child tries to tie shoe by self. After no success asks another child to help. After no success, asks an adult for assistance.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child attempts to shovel the snow off the sidewalk, when the child cannot make the shovel pick-up the snow, child uses a box to put the snow in and then realizes that the box is too heavy for him/her to carry off the sidewalk and then decides to ask his/her caregiver to use the snow blower to get the snow off the sidewalk.</li> </ul>	

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

## Developmental/Content Area: Cognition and General Knowledge

Wisconsin Early Learning Standard	TeachSmart®
<b>B. Mathematical Thinking</b>	
<b>1 Demonstrates Understanding of Numbers and Counting</b>	
<b>• Explores numbers and imitates counting</b>	
◦ Child plays with magnetic numbers on the refrigerator.	
◦ Child points to number “2” when reading a picture book with adult.	✓
◦ Child holds up 3 fingers when asked, “How old are you?”	✓
◦ Sings counting songs and participates in counting finger plays.	✓
◦ The adult counts 1, 2, 3 and the child repeats 1, 2, 3.	✓
<b>• Arranges sets of objects in one-to-one correspondence</b>	
◦ Child sets table so that everyone gets 1 plate and 1 napkin.	✓
◦ Child gives each friend 1 cookie.	✓
<b>• Can rote count and counts concrete objects to 5 and beyond</b>	
◦ Child counts 5 blocks in the block center.	✓
◦ Child fills in with the next number (4) when counting beads, “1, 2, 3...”	✓
◦ Child counts correctly while pointing to each object saying, “1, 2, 3, 4, and 5...”	✓
◦ Child counts 1, 2, 3, 4, 5 while going up the steps.	✓
◦ When the child sees 5 brown coins says, “There are 5 pennies.”	✓
<b>• Recognizes some numerals and associates number concepts with print materials in a meaningful way</b>	
◦ Child sees a 5 on a calendar and says, “That’s a 5.”	✓
◦ Child counts number of animals on the page of a picture book.	✓
◦ Child puts 5 flannel apples on the flannel tree that has the number 5 written under it.	✓
◦ When playing with rubber number puzzles, the child puts the correct piece with the number on it with the number of dots on the other puzzle piece.	✓

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

## Developmental/Content Area: Cognition and General Knowledge

Wisconsin Early Learning Standard	TeachSmart®
<b>• Names and writes some numerals</b>	
◦ Child writes “4” and says “I am 4.” (years old).	✓
◦ Child makes a 1 through 5 (or 10) number book after visiting an apple orchard, e.g., 1 apple (cut from paper), 2 apple prints, 3 apple seeds glued on, etc. the child writes the number on the page with the representation of that numeral.	✓
◦ Child writes numbers on tags and puts them on items for sale in the pretend “store area.”	✓
<b>• Counts with 1 to 1 correspondence up to 20 objects and can tell the number that comes next</b>	
◦ Child counts using objects such as cards, number cubes or dominoes that have familiar dot patterns.	✓
◦ When selecting 10 apples from a bag, the child takes out 6 apples and continues counting 7, 8, 9, and 10.	✓
◦ Child can count 3 sets of 5 bundles of sticks up to 15 (5, 10, 15) and then finishes counting the rest of the sticks by ones 16, 17, 18, 19, 20.	✓
◦ Child says, “I am 5, next year I will be 6.” “My sister is 9, next year she will be 10.”	✓
<b>• Names and can write number symbols 1 through 20 and beyond</b>	
◦ Child can name the numbers on a calendar.	✓
◦ Child points out numbers he/she knows: in the grocery store, shopping in other stores, noticing house numbers, street numbers, or fire numbers.	✓
◦ Child enjoys writing numbers while playing “store.” He/she writes the cost of each of the food items and puts the tag on the food or pretends to add the amount of the foods at the cash register.	✓
<b>• May rote count to 100 and may count to 100 by 5’s and 10’s</b>	
◦ Child tells family member, “I can count to 100, do you want to hear me?”	
◦ Child can count by 5’s using the numbers chart when 5’s are in blue, counts to 100 by saying 5, 10, 15, 20, etc. Child can do the same when counting by 10’s when the 10’s are in blue on the number chart by saying 10, 20, 30, etc.	
◦ Child can count to 100 by 5’s and 10’s without the use of a number chart.	

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

## Developmental/Content Area: Cognition and General Knowledge

Wisconsin Early Learning Standard	TeachSmart®
<b>2 Understands Number Operations and Relationships</b>	
<b>• Compares concrete quantities to determine which has more, less or the same</b>	
◦ At snack-time, the child uses number words saying, "I have the same number of pretzels you do," or "Everyone at snack has 2 crackers and 1 cup of juice," or "I have less juice in my cup, because I asked for just a little."	✓
◦ Child says, "I have more modeling clay."	
◦ Child equally distributes a set of objects into 2 or more smaller sets, e.g., shares 6 crackers with 3 friends equally.	✓
<b>• Recognizes that a set of objects remains the same amount if physically rearranged</b>	
◦ Child counts 3 blocks in a vertical line and 3 blocks in a horizontal line and recognizes that each row contains 3 blocks.	
◦ Child can group and regroup a given set in the context of daily activities and play, e.g., 5 blocks can be 2 blue and 3 green or 1 blue and 4 green blocks.	
◦ Child tells "how many" 3 is when looking at 3 objects in a row, or 3 objects diagonally placed or 3 object in a vertical row.	✓
◦ 5 raisins are in the child's hand and 5 raisins are spread on the table. Child knows that there are the same number of raisins in the hand as the raisins spread out on the table.	
<b>• Identifies "1 more" and "1 less"</b>	
◦ Child counts 2 groups of blocks and determines if 1 group has 1 more or less than the other group.	✓
◦ Child says, "I need 1 more mitten."	✓
<b>• Joins (combines) and separates groups of objects</b>	
◦ Child combines 2 sets of 3 objects and says, "Now there are 6."	✓
◦ Child discovers that 7 can be made up of 2 green cubes and 5 orange cubes or 3 orange cubes and 4 green cubes.	✓
◦ When shown a picture with 4 cookies and asked, "If your mom said you could share these cookies with a friend, mark how many cookies you could have." the child puts a mark on 2 cookies and says, "I could have only 2."	✓
◦ Solves single digit addition and subtraction problems verbally, e.g., $5+1=6$ or $5-4=1$ .	✓

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

## Developmental/Content Area: Cognition and General Knowledge

Wisconsin Early Learning Standard	TeachSmart®
<ul style="list-style-type: none"> <li>• <b>Recognizes that there are parts that make up a whole and recognizes “less than” a whole</b></li> </ul>	
◦ When having a snack the child says, “This is a little piece of the big apple.”	
◦ Child picks up a puzzle piece and says, “This piece belongs to the cat puzzle.”	
◦ When asked, “We have 1 small pizza and 2 people to eat it, what can we do?” the child says, “We can cut it in half.”	
◦ Child says, “I have half a peanut butter cookie and half a sugar cookie,” after breaking the 2 whole cookies in half and sharing 2 halves with a friend.	
<ul style="list-style-type: none"> <li>• <b>Estimates less words such as more than, less/fewer than, about, near, approximately and in between</b></li> </ul>	
◦ Child says, “I don’t think there are enough apples for all the kids.”	
◦ Child says, “I think there are about a hundred ants in this sand pile.”	
◦ Adult says, “How many children do you think could fit into the wagon?” Child says, “More than 2.” Adult says, “Let’s find out.”	
<b>3 Explores, Recognizes, and Describes Shapes and Spatial Relationships</b>	
<ul style="list-style-type: none"> <li>• <b>Explores shapes and spatial relationships</b></li> </ul>	
◦ Child puts a small ball in a container.	
◦ Child fits some shapes into a ball with corresponding cutout shapes.	
◦ Child completes simple puzzles (pieces fit separate spaces).	
◦ Child plays inside a cardboard box or a small child’s playhouse and brings other objects and materials that fit inside the space.	

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

## Developmental/Content Area: Cognition and General Knowledge

Wisconsin Early Learning Standard	TeachSmart®
<ul style="list-style-type: none"> <li>• <b>Recognizes basic shapes</b></li> </ul>	
◦ Child can point to a circle, square, and triangle and put correct shape in matching space.	✓
◦ When shapes are overlapping, the child can find individual shapes of circles, triangles, and squares.	✓
◦ Child makes pictures with magnetic shapes.	✓
◦ Child draws or paints shapes on paper and names the shape. Child says, "This is a heart shape."	✓
◦ Child identifies and names shapes that are unseen enclosed in a "touch box." the child describes the shape by touching and feeling it and then takes it out to sort it.	✓
◦ Child sorts different triangle and square shapes noticing that, "All triangles have 3 sides and corners, some are tall and thin, some are short and fat," and says, "A rectangle has 2 short sides and 2 long sides."	✓
<ul style="list-style-type: none"> <li>• <b>Assembles puzzles of at least 15 intersecting pieces (5-10 at age 3; 15 at age 4; 25 at age 5)</b></li> </ul>	
◦ Child can put simple puzzles together where each shape goes into one slot, e.g., house shape, ball shape, progressing to more difficult puzzles with interlocking pieces.	
◦ When given a puzzle, the child can independently put together correctly a 5-10 piece puzzle increasing to 15-25 piece puzzles.	
◦ While putting the puzzle together, the child chooses a puzzle piece and after placing it chooses another explaining, "This piece will fit with these two other pieces."	
<b>4 Uses the Attributes of Objects for Comparison and Patterning</b>	
<ul style="list-style-type: none"> <li>• <b>Categorizes objects based on physical or functional similarity</b></li> </ul>	
◦ Child calls both roses and petunias "flowers."	✓
◦ Child identifies adults as "big people."	✓
◦ Child places all "blue blocks" together in one place.	✓
◦ Child puts all the "big buttons" together saying, "They're all around."	✓
◦ Child arranges leaves, sticks, and stones in separate piles.	✓
◦ Child recognizes that all the tables in the room are "rectangles."	✓
◦ Child refers to a yellow circle as "the sun" when making a drawing or picture.	✓

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

## Developmental/Content Area: Cognition and General Knowledge

Wisconsin Early Learning Standard	TeachSmart®
<b>• Matches objects</b>	
◦ Child matches colors. Matches red bead to a picture of a red bead.	✓
◦ Child decides (when cleaning up) where the wooden block goes on the shelf by matching the shape of the block to the paper shape on the shelf.	✓
◦ Child says “same” when he/she picks up a car that looks like the car in the book the adult is reading to him/her.	✓
<b>• Sorts and/or describes objects by one or more attributes or characteristics</b>	
◦ The child can name and discriminate differences in color and shapes by making a necklace with all yellow beads or sorting the squares from the circles.	✓
◦ Child says, “That’s a big blue circle and this is a little yellow square.”	✓
◦ Child places pennies in one cup and dimes in another cup and says, “These (dimes) are shiny silver and these (pennies) are brown.”	
◦ Child sorts buttons, beads, or pegs into egg cartons, with each compartment holding a different color or size.	
◦ Child sorts six stones into three buckets by color and next sorts them into three buckets according to size. Sorts sticks by size, e.g., long or short.	
◦ Child sorts clothes and describes why the clothing is in a certain pile, e.g., “These are all my socks and these are dad’s socks.”	✓
<b>• Uses positional and comparative words to demonstrate understanding direction and location, e.g., on-top, below, bottom, over, under, above, on, and next to</b>	
◦ When observing the shell on the science table, the child describes it as “very big” or standing next to a classmate says, “You’re taller than me.”	
◦ When playing games and asked to line up first, middle, or last, the child goes to the specified place in line.	✓
◦ Child uses distance words like near/far, in front, behind, beside, e.g., the child walks over to a friend and asks, “Can I sit beside you?”	✓
◦ On a flannel board, the child places flannel pieces in a variety of positions, e.g., the child places a tree behind the sandbox, a flag next to it.	✓

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

## Developmental/Content Area: Cognition and General Knowledge

Wisconsin Early Learning Standard	TeachSmart®
<b>• Recognizes, duplicates, extends simple patterns and creates original patterns</b>	
◦ Using a peg board or beads for stringing, the child completes a row of pegs alternating orange and blue pegs and makes a necklace by stringing small beads of different shapes, e.g., ball bead, square bead, ball bead, square bead.	✓
◦ Child finds sticks and leaves outside and wants to make a pattern like the adult who has made a pattern of one stick and one leaf, one stick and one leaf, etc.	✓
◦ Child cuts strips to make a paper chain and makes a pattern of green, blue, red, purple then green, blue, red, purple, etc.	✓
◦ When given shape crackers at snack, the child makes a circle, square, circle, square pattern on the table.	✓
◦ Child echo claps a pattern modeled for him/her, two claps and a stomp and then the child creates his/her own pattern (clap, stomp, clap, and stomp).	✓
<b>• Locates which out of 5 objects does not belong in same class or category</b>	
◦ Child knows that one of the objects is not a food.	✓
◦ Child takes the giraffe out of the bin filled with four farm animals.	
◦ When shown a picture of four children and one adult and asked, "Which one is not the same?", the child points to the adult and tells why the adult is not the same as the four children, e.g., the adult is older or the adult is bigger.	
<b>• Matches at least 6 items according to class or category</b>	
◦ When given models of a person, a toy car, and an apple, the child can match 9 assorted. Pictures as he/she puts them into categories and says, "All of these are people, all of these are toys, and these are all foods."	✓
◦ Child can match all of his/her clothes by color.	✓
<b>• Matches groups having equal numbers of objects up to 10</b>	
◦ When provided number puzzles, the child matches the number to the set of dots.	
◦ Child can match all the cards in a card deck with numbers of dots on them, e.g., all cards with 4 dots.	
◦ Child says, "I have 10 pennies so I can buy 10 pieces of candy (candy costs 1 cent per piece).	
◦ Child says, "There are enough chairs (5) for each of us (5 children) to have a chair."	

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

## Developmental/Content Area: Cognition and General Knowledge

Wisconsin Early Learning Standard	TeachSmart®
<b>5 Understands the Concept of Measurement</b>	
<ul style="list-style-type: none"> <li>• <b>Recognizes objects can be measured by height, length, and weight</b></li> </ul>	
◦ The child measures the table, a window, and the height of another child, using small connecting cubes.	✓
◦ When making paper chains at the table, the child says, "Mine is longer than yours," as he/she compares with a friend to see if it is longer.	✓
◦ Child says, "Rocks are heavier," when using the balance scale to weigh rocks and blocks, then tries to balance the rocks with more blocks.	
<ul style="list-style-type: none"> <li>• <b>Determines more, less, many, and few</b></li> </ul>	
◦ Child says, "I put many spoons of sand in this cup," while using a measuring spoon to fill cups at the sand table.	
◦ Child asks a friend, "Are there more people that live at your house than at my house?"	✓
◦ Child says, "I have a few gold fish."	✓
<ul style="list-style-type: none"> <li>• <b>Compares and orders by size</b></li> </ul>	
◦ Child says, "Daddy is taller than me."	✓
◦ Child stacks nesting rings by size.	✓
◦ Child says, "My ball is bigger than yours."	✓
◦ Child measures the strings to see who has the longest string or compares play dough snakes to see which one is longer.	✓
◦ Child puts five crayons on the table from shortest to longest.	✓
<ul style="list-style-type: none"> <li>• <b>Categorizes and sequences time intervals and uses language associated with time in everyday situations</b></li> </ul>	
◦ Child says, "In the morning we get up. At night it gets dark."	
◦ Child says, "After lunch we go outside."	
◦ Child says, "I watch Mickey Mouse on Saturday."	

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

## Developmental/Content Area: Cognition and General Knowledge

Wisconsin Early Learning Standard	TeachSmart®
<b>• Identifies coins and understands their value</b>	
◦ Child examines both sides of coins using a magnifying glass.	
◦ Child matches and sorts coins by size or denomination.	
◦ Child identifies penny and nickel.	
◦ Child identifies penny and nickel, recognizing that coins have different values by matching five pennies to one nickel.	
◦ Child knows that a nickel is worth more than a penny.	
◦ Child uses coins to give change when playing in the play store or play post office.	
◦ Child pays for an item at the store by counting his/her money and giving correct amount of change.	
<b>• Uses tools to explore measuring (non-standard units)</b>	
◦ Child pretends to measure the length of a road made of blocks with a tape measure.	
◦ Child uses cups, bowls, and spoons to measure in the sand table, e.g., tries to see how many cups of sand fit into the bowl.	
◦ Child places objects on each side of a balance scale, manipulating objects to alter the balance and using words such as heavy, light, and equal.	
◦ Child measures a piece of carpet using blocks and says, "The carpet is 10 blocks long." Or, builds a road with blocks and says, "The road is 7 blocks long."	✓
◦ Child measures using a string or paper strip to compare the length of two objects.	✓
◦ Child uses teddy bears to measure the side of a table and says, "This is 5 teddy bears long."	✓
◦ Child places objects on each side of the balance scale and says, "This side is more."	

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

## Developmental/Content Area: Cognition and General Knowledge

Wisconsin Early Learning Standard	TeachSmart®
<ul style="list-style-type: none"> <li>• <b>Categorizes sequences time intervals in everyday situations, and demonstrates an awareness of time related to a clock</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child says, "My birthday is in summer."</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child says, "At nighttime it gets dark." Adult asks, "What time is it then?" and the child responds, "It is midnight."</li> </ul>	
<ul style="list-style-type: none"> <li>◦ When looking at the clock, child says, "The big hand is on the 12 and the little hand is on the 5; dad is coming home."</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child says, "When both hands of the clock are on the 12, it will be time for lunch."</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child relates time to his/her daily activities, e.g., the child says, "My mom is picking me up this afternoon."</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child asks, "Is the trip to the apple orchard this week?" Child then looks at the calendar, counts the days to the picture of apple (put on the calendar to show it is the day of the field trip to the apple orchard) saying, "Is it in 4 days?"</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child says, "My birthday is in May, and I will be 6 years old."</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Explores, compares and describes length, weight or volume using standard measures</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child says, "I need to get the ruler to measure how tall my building is. Oh, it is 10 inches tall."</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child asks adult to measure how tall he/she is on the "Growth Chart" in his/her room.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child says, "I wonder if this pumpkin weighs as much as dad's bowling ball? Let's get the scale." the bowling ball weighs 12 pounds and the pumpkin weighs 8 pounds. The adult says, "Which is heavier and weighs more?" the child says, "The bowling ball weighs more."</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child uses measuring cups to measure ingredients for the cake that he/she and an adult are making.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child guesses (estimates) how many cups of water can fit in his/her tall plastic drink container.</li> </ul>	
<b>6 Collects, Describes, and Records Information Using All Senses</b>	
<ul style="list-style-type: none"> <li>• <b>Draws and describes pictures of objects and actions from memory</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child draws a picture of a butterfly and describes the butterfly to an adult or friend.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child paints a picture of a family vacation or field trip. Child describes the picture he/she has drawn.</li> </ul>	✓

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

## Developmental/Content Area: Cognition and General Knowledge

Wisconsin Early Learning Standard	TeachSmart®
<ul style="list-style-type: none"> <li>• <b>Describes and records information through a variety of means, including discussion, drawings, maps, graphs, and charts</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Outside the window is a large thermometer. Each day the child marks on a chart if the temperature rises (went up) or falls (goes down).</li> </ul>	
<ul style="list-style-type: none"> <li>◦ By the gerbil's cage, there is a chart with different pictures and words of the foods the gerbil can eat (seeds, apple, and carrot). When the child feeds the gerbil, he/she makes a check next to the food given to the gerbil.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ After collecting leaves, the child lays the leaves in rows by their shape or color telling why they were put in different groups. On a graph sheet, the child records by coloring in a square for each leaf in the column that represents its color starting at the bottom of the graph, e.g., the first column has 5 squares colored yellow to represent the 5 yellow leaves collected.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child says, "I made a map of the road to take from my house to my friend Jimmy's house."</li> </ul>	✓
<b>C. Scientific Thinking</b>	
<b>1 Uses Observation to Gather Information</b>	
<ul style="list-style-type: none"> <li>• <b>Purposefully seeks information through observation to satisfy curiosity or need for answers</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child asks many questions as he/she finds frogs in the pond, worms in the garden, and bugs in the woods.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child uses magnets to see what "sticks" and "what doesn't stick."</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child asks, "Why is it cold when it snows and hot when it is time to go to beach at the park?"</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child wants to plant his/her own garden when the adult is planting in the garden.</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child asks many questions as he/she watches and helps the adult cook.</li> </ul>	
<ul style="list-style-type: none"> <li>• <b>Discriminates properties of nature, using a variety of senses (part to whole, living/non-living, weather, etc.)</b></li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child says, "The rose is the only flower in our garden that smells."</li> </ul>	
<ul style="list-style-type: none"> <li>◦ Child draws pictures of all of the animals he/she saw at the zoo and wants an adult to put the name of the animal under each picture.</li> </ul>	✓
<ul style="list-style-type: none"> <li>◦ Child has an insect container/collector and wants to use it to collect different kinds of insects.</li> </ul>	

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

## Developmental/Content Area: Cognition and General Knowledge

Wisconsin Early Learning Standard	TeachSmart®
<ul style="list-style-type: none"><li>Child asks, "Why do trees have pine cones? What are all these picky pieces on the cone?"</li></ul>	
<ul style="list-style-type: none"><li>Child uses a bottle to collect water from a shallow pond and asks, "Why is the water so dirty?"</li></ul>	



800.624.7968  
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