

Kide Science® Correlation

for

Georgia Early Learning and Development Standards (GELDS)

3 and 4 year olds



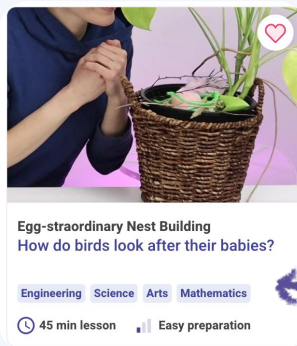
Kide Science: about us.



Our activities are story-based inquiries - creating playful scenarios in your classroom.

In every single lesson, children advance crucial scientific-process skills (also known as inquiry skills):

- ✓ Observation
- ✓ Classification
- ✓ Communication
- ✓ Measurement
- ✓ Predication
- ✓ Interpretation
- ✓ Conclusion



In addition to these scientific inquiry skills, each lesson supports many other skills, including technological, social-emotional, linguistic, mathematical and movement skills.

We really are cross-curricular.

See [our other standards documents](#) for more details.

How Kide Science supports the Georgia Early Learning and Development Standards (GELDS)



In this document we will:

1. Show you how our lessons support the GELDS' **guiding principles**
2. Show you how we align with each of the GELDS **individual standards***
3. Give you a list of **suggested Kide activities** which especially support the GELDS

**This document covers the standards for 3 & 4 year olds (36-48 months and 48-60 months)*




Something missing?


If you have other curriculum requirements, don't hesitate to contact us through info@kidescience.com

Georgia Early Learning and Development Standards (GELDS) Guiding Principles

Our goals and learning philosophy match with the following principles:

-  **1. Effective early education programs recognize the significance of the parental role and invite their participation.**

We agree. Many of our lessons include a home activity to guide and support parents in using our playful inquiry approach.

-  **2. Each child develops at an individual rate and has personal approaches to learning.**


Children develop at different paces with different strengths, and that's why our activities can be taught with different age groups. The open-ended play means that children often exceed their expected level of performance as their imagination takes them beyond what they already know.

As an added bonus, our lessons can be made more challenging by using our handy adaptation tips.


-  **3. Young children learn through developmentally appropriate play and social interaction.**

This principle resonates with our thinking the most! Play is key; it's essential for development and learning.

We use pretend play to boost the feeling of competence: when a child puts on a lab coat, they feel like a real scientist – a problem solver who can do anything. We embrace the power of a child's imagination, and use it to challenge thinking beyond what they already know. It develops their identity as a competent STEAM learner. Working alongside their fellow scientists, children learn that together, they are united in solving problems.


-  **4. Young children learn best when all aspects of development (physical, emotional and social; approaches to learning, language and literacy; and cognitive) are treated as interconnected.**

Our world is not divided into subject areas: that's why our lessons use a more holistic approach. Our inquiries are seldom about one subject area; we might combine movement with SEL; math with arts; or bringing all of the STEAM-subjects together.

 **5. Early learning experiences must support each child's family, community and culture.**

For every learning situation, a child brings their own individual experiences and personal background. They then use these experiences to make sense of new concepts. Of course, the challenge for a teacher is to acknowledge and value these different backgrounds. Luckily, as our lessons are play-based, all children can access the learning from their own point of view.

We also support this individuality through activity-specific adaptation tips: there to help the teacher differentiate the lesson.

 **6. Early childhood teachers play a powerful role in the education of young learners and deserve dignity and respect from the community at large.**

At Kide, we do not believe teachers are the font of all knowledge. But we do believe they hold the power to unlock children's problem solving. We encourage our teachers to dive into the play and become a facilitator - by asking questions, inspiring the children and questioning their processes. Our teachers model that *everyone* can play, imagine, test and find out.

 **7. Quality early learning experiences for children are guided by research-based knowledge and practice.**

Kide Science is rooted in research. In fact, we were founded upon it! Our very own Dr. Jenni Vartiainen created our pedagogy whilst studying at the University of Helsinki. And today, Jenni's current research still feeds into what we do.



SED Social and Emotional Development

| | | | |
|----------|----------------------------|-------------------------------------------|-------------|
| Strand 1 | Developing a Sense of Self | | |
| | SED1 SED1.3 SED1.4 | The child will develop self-awareness. | All lessons |
| | SED2 SED2.3 SED2.4 | The child will engage in self-expression. | |

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| Strand 2 | Self-Regulation | | |
| | SED3 SED3.3 SED3.4 | The child will begin to demonstrate self-control. | All lessons |

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|----------|----------------------------------------|---------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Strand 3 | Developing a sense of self with others | | |
| | SED4 SED4.3 SED4.4 | The child will develop relationships and social skills with adults. | All lessons Especially: Puppy Playtime Caring for A Pet Dog True Friends All 5 Pikkuli Lessons |
| | SED5 SED5.3 SED5.4 | The child will develop relationships and social skills with peers. | |



APL Approaches to Play and Learning

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|----------------------------------------|--------------------------|--------------------------------------------------------------------------------------|-------------|
| Strand 1 Initiative and Exploration | | | |
| | APL1 APL1.3 APL1.4 | The child will demonstrate initiative and self-direction. | All lessons |
| | APL2 APL2.3 APL2.4 | The child will demonstrate interest and curiosity. | |
| Strand 2 Attentiveness and Persistence | | | |
| | APL3 APL3.3 APL3.4 | The child will sustain attention to a specific activity and demonstrate persistence. | All lessons |
| Strand 3 Play | | | |
| | APL4 APL4.3 APL4.4 | The child will engage in a progression of imaginative play. | All lessons |
| | APL5 APL5.3 APL5.4 | The child will demonstrate a cooperative and flexible approach to play and learning. | |



CLL Communication, Language and Literacy

| Strand 1 | | Receptive Language | |
|----------|--------------------------|----------------------------------------------------------------------------------------------|-------------|
| | CLL1 CLL1.3 CLL1.4 | The child will listen to conversations and demonstrate comprehension. | All lessons |
| | CLL2 CLL2.3 CLL2.4 | The child will acquire vocabulary introduced in conversations, activities, stories or books. | |

| Strand 2 | | Expressive Language | |
|----------|--------------------------|-----------------------------------------------------------------------|-------------|
| | CLL3 CLL3.3 CLL3.4 | The child will use nonverbal communication for a variety of purposes. | All lessons |
| | CLL4 CLL4.3 CLL4.4 | The child will use increasingly complex spoken language. | |

| Strand 3 | | Early Reading | |
|----------|--------------------------|--------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| | CLL5 CLL5.3 CLL5.4 | The child will engage in a progression of imaginative play. | All lessons |
| | CLL6 CLL6.3 CLL6.4 | The child will demonstrate a cooperative and flexible approach to play and learning. | |
| | CLL7 CLL7.3 CLL7.4 | The child will demonstrate increasing knowledge of the alphabet. | As a shared read, children could be supported to practise reading foundations during the storytime. |
| | CLL8 CLL8.3 CLL8.4 | The child will demonstrate awareness of print concepts. | |

| Strand 4 | | Early Writing | |
|----------|--------------------------|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|
| | APL3 APL3.3 APL3.4 | The child will use writing for a variety of purposes. | Support this goal by filling in a learning journal after each session. Some of our adaptation tips also include writing. |

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CD Cognitive Development and General Knowledge MATH

| Strand 1 | | | |
|-------------------------------------------------------------------------------------|--------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Number and Quantity | | | |
|  | CD-MA1 CD-MA1.3 CD-MA1.4 | The child will organize, represent, and build knowledge of number and quantity. | Most lessons Number sense is developed throughout our sessions, Especially in: Lava Pond A Secret Friend Crab Walk Party Robot |
|  | CD-MA2 CD-MA2.3 CD-MA2.4 | The child will manipulate, compare, describe relationships, and solve problems using number and quantity. | |
| Strand 2 | | | |
| Measurement and Comparison | | | |
|  | CD-MA3 CD-MA3.3 CD-MA3.4 | The child will explore and communicate about distance, weight, length, height and time. | Many lessons Especially in: Growing Dino An Exact Science Measuring Children are encouraged to classify throughout many lessons. |
|  | CD-MA4 CD-MA4.3 CD-MA4.4 | The child will sort, seriate, classify and create patterns. | |
| Strand 3 | | | |
| Geometry and Spatial Thinking | | | |
|  | CD-MA5 CD-MA5.3 CD-MA5.4 | The child will explore, recognize and describe spatial relationships between objects. | Many lessons Planning an Escape Kindergarten of Shape Creatures A Secret Friend Egg-straordinary Nest Building |
|  | CD-MA6 CD-MA6.3 CD-MA6.4 | The child will explore, recognize and describe shapes and shape concepts. | |
| Strand 4 | | | |
| Mathematical Reasoning | | | |
|  | CD-MA7 CD-MA7.3 CD-MA7.4 | The child will use mathematical problem solving, reasoning, estimation and communication. | All lessons |



CD Cognitive Development and General Knowledge
SOCIAL STUDIES

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| Strand 1 | | Family |
| | CD-SS1 CD-SS1.3 CD-SS1.4 | The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity. |
| Strand 2 | | People and Community |
| | CD-SS2 CD-SS2.3 CD-SS2.4 | The child will demonstrate an understanding of his/her community and an emerging awareness of other's culture and ethnicity. |
| | CD-SS3 CD-SS3.3 CD-SS3.4 | The child will demonstrate an awareness of geography in his/her community. |
| Kide suggestions | | Planes Trains and Hot Air Balloons. Welcome to Supraland |
| | CD-SS4 CD-SS4.3 CD-SS4.4 | The child will demonstrate awareness of economics in his/her community. |

Supraland, where our stories are set, has no specific culture, religion or community, children can relate to the events in their own way. Currently, it is a fictional world with no currency... just yet!

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| Strand 3 | | History and Events |
| | CD-SS5 CD-SS5.3 CD-SS5.4 | The child will understand the passage of time and how events are related. |
| Kide suggestions | | Our stories are written in present tense, motivating children to solve problems in that very moment. One lesson which does refer to the past is Digging Dinosaurs In some experiments children can be encouraged to monitor changes over time e.g. From Seeds to Plant Secret Messages Operation Ice Rescue Hoseli's Instant Sorbet |



CD Cognitive Development and General Knowledge SCIENCE

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| Strand 1 | Scientific Skills and Methods | | |
| | CD-SC1 CD-SC1.3 CD-SC1.4 | The child will demonstrate scientific inquiry skills. | All lessons |

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| Strand 2 | Earth and Space | | |
| | CD-SC2 CD-SC2.3 CD-SC32.4 | The child will demonstrate knowledge related to the dynamic properties of earth and sky | |
| Kide Suggestions | all 10 lessons in Kelvin's Weather Adventure Space Adventure | | |

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| Strand 3 | Living Things | | |
| | CD-SC3 CD-SC3.3 CD-SC3.4 | The child will demonstrate knowledge related to living things and their environments | |
| Kide Suggestions | Habitat Hunting Egg-Stratordinary Nest Building What Makes a Living Thing? Breathing Leaves | | Hiding in Plain Sight Busy Bees Flowery Business |

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| Strand 4 | Physical Science | | |
| | CD-SC4 CD-SC4.3 CD-SC4.4 | The child will demonstrate knowledge related to physical science. | |
| Kide Suggestions | Operation Ice Rescue A Freezing Surprise Frantic Fall | | A Floaty Drink Mystical Magnets Friction on the Slopes |

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| Strand 5 | Interaction with Environment | | |
| | CD-SC5 CD-SC5.3 CD-SC5.4 | The child will demonstrate an awareness of and the need to protect his/her environment. | |
| Kide Suggestions | Breathing Leaves | | |



**CD Cognitive Development and General Knowledge
COGNITIVE PROCESSES**

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|----------|--------------------------------|------------------------------------------------------------|-------------|
| Strand 1 | Thinking Skills | | |
| | CD-CP1 CD-CP1.3 CD-CP1.4 | The child will demonstrate awareness of cause and effect. | All lessons |
| | CD-CP2 CD-CP2.3 CD-CP2.4 | The child will use prior knowledge to build new knowledge. | |
| Strand 2 | Problem Solving | | |
| | CD-CP3 CD-CP3.3 CD-CP3.4 | The child will demonstrate problem-solving skills. | All lessons |



**CD Cognitive Development and General Knowledge
CREATIVE DEVELOPMENT**

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| Strand 1 | | Creative Movement and Dance | |
| | CD-CR1 CD-CR1.3 CD-CR1.4 | The child will participate in dance to express creativity | |
| Kide Suggestions | | Whilst we don't have specific dance objectives, we do have expressive movement lessons. E.g. Stop and Go Lava Pond | |
| Strand 2 | | Visual Arts | |
| | CD-CR2 CD-CR2.3 CD-CR32.4 | The child will create and explore visual art forms to develop artistic expression | |
| Kide Suggestions | | Especially: Planes, Trains and Hot Air Balloons Spooky Shadows Winter Garden Habitat Hunting Great Inventors of the Secret Forest Fruity Surprise | |
| Strand 3 | | Music | |
| | CD-CR3 CD-CR3.3 CD-CR3.4 | The child will use his/her voice, instruments and objects to express creativity. | |
| Kide Suggestions | | Happy Heartbeat Make Some Music | |
| Strand 4 | | Drama | |
| | CD-CR4 CD-CR4.3 CD-CR4.4 | The child will use dramatic play to express creativity. | All lessons |