

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

## Developmental / Content Area: Literacy

Georgia Early Learning Standard	TeachSmart® Learning System
<b>LD 1. Children will develop skills in listening for the purpose of comprehension.</b>	✓
LD 1 a – Listens and follows spoken directions. <ul style="list-style-type: none"> <li>• Follows directions such as, “Hang up your jacket and come to the group area.”</li> <li>• Repeats an instruction to a friend.</li> </ul>	All Activities
LD 1 b – Responds to questions. <ul style="list-style-type: none"> <li>• Answers questions from familiar adults and peers.</li> <li>• Responds to questions during casual conversation.</li> </ul>	All Activities
LD 1 c – Listens to recordings and shows understanding through body language or by interacting appropriately. <ul style="list-style-type: none"> <li>• Sings along with songs on tape.</li> <li>• Turns pages of books.</li> </ul>	Living Books
LD 1 d – Listens to stories read aloud and shows understanding through body language or by interacting appropriately. <ul style="list-style-type: none"> <li>• Leans forward or smiles as books are read during group time.</li> <li>• Repeats the rhyme in a repetitive book.</li> </ul>	Living Books
LD 1 e – Begins to distinguish fact from fiction in a read aloud text. <ul style="list-style-type: none"> <li>• Tells whether story is real or make-believe.</li> </ul>	I Can Tell A Story
LD 1 f – Makes predictions from pictures and titles. <ul style="list-style-type: none"> <li>• Predicts what happens next in a picture walk using picture clues or title of a book.</li> </ul>	Living Books
LD 1 g – Uses pictures or symbols to identify concepts. <ul style="list-style-type: none"> <li>• Tells what comes next in a pictorial schedule.</li> </ul>	Daily Routines
LD 1 h – Becomes increasingly familiar with the structure of stories (characters, events, plot, resolution of story) <ul style="list-style-type: none"> <li>• Retells the main events in a story.</li> <li>• Discusses the characters in a story.</li> <li>• Uses illustrations to predict printed text such as saying, “Goldilocks is running away!”</li> </ul>	Living Books, I Can Tell A Story, I Can Pretend
<b>LD 2. Children will learn to discriminate the sounds of language (phonological awareness)</b>	
LD 2 a – Differentiates sounds that are the same and different. <ul style="list-style-type: none"> <li>• Recognizes that “Mark” and “Matt” begin with the same sound.</li> <li>• Identifies common environmental sounds or animal sounds.</li> </ul>	I Can Hear the First Sounds in Words
LD 2 b – Repeats rhymes, poems and finger plays. <ul style="list-style-type: none"> <li>• Repeats rhymes such as “Humpty Dumpty”.</li> <li>• Repeats finger plays and poems such as “Itsy Bitsy Spider”.</li> </ul>	I Can Rhyme
LD 2 c – Recognizes the same beginning sounds in different words (alliteration) <ul style="list-style-type: none"> <li>• Plays with repetitive sounds such as snakes slither or the big blue ball bounces.</li> </ul>	I Can Hear the First Sounds in Words



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LD 2 d – Shows growing ability to hear and discriminate separate syllables in words. <ul style="list-style-type: none"> <li>• Claps hands for syllables in names or other familiar words.</li> </ul>	I Can Break Words Apart, I Can Hear Parts of Words
LD 2 e – Creates and invents words by substituting one sound for another. <ul style="list-style-type: none"> <li>• Sings the “Name Game” or “Willoughby Woo” and substitutes different beginning sounds for names.</li> </ul>	
<b>LD 3. Children will develop an understanding of new vocabulary introduced in conversations, activities, stories or books.</b>	✓
LD 3 a – Increases vocabulary through everyday communication. <ul style="list-style-type: none"> <li>• Participates in “Daily Message / Daily News”.</li> <li>• Expresses ideas heard in stories.</li> </ul>	Daily Routines
LD 3 b – Uses new vocabulary words correctly within the context of play or other classroom experiences. <ul style="list-style-type: none"> <li>• After discussing community helpers, child says, “I want to be a veterinarian and take care of animals.”</li> <li>• Creates a story for a wordless picture book.</li> </ul>	Guess the Picture and Talk About It
LD 3 c – Connects new vocabulary with prior educational experience. <ul style="list-style-type: none"> <li>• Helps create a language experience chart after participating in a field trip.</li> </ul>	Make it Your Own
<b>LD 4. Children will develop and expand expressive language skills (speaking).</b>	✓
LD 4 a – Uses language for a variety of purposes. <ul style="list-style-type: none"> <li>• Uses language to express needs, feelings or preferences.</li> <li>• Uses different voices for characters in a story.</li> </ul>	I Can Tell a Story
LD 4 b – Engages in conversations with adults and children. <ul style="list-style-type: none"> <li>• Asks and answers questions for information and to solve problems.</li> <li>• Tells personal narrative.</li> <li>• Engages in turn-taking conversations.</li> </ul>	All Activities
LD 4 c – Uses complete sentences of increasing length in conversation. <ul style="list-style-type: none"> <li>• Uses descriptive words.</li> <li>• Expands on ideas.</li> </ul>	I Can Tell A Story, I Can Pretend, Guess the Picture and Talk About It
LD 4 d – Uses language to pretend or create. <ul style="list-style-type: none"> <li>• Pretends with words or actions.</li> <li>• Tells real or make-believe stories.</li> </ul>	Guess the Picture and Talk About It, I Can Pretend, I Can Tell a Story
<b>LD 5. Children will begin to develop age-appropriate strategies that will assist in reading.</b>	
LD 5 a – Demonstrates an interest in books or stories. <ul style="list-style-type: none"> <li>• Chooses to look at books independently.</li> <li>• Requests that books be read.</li> </ul>	
LD 5 b – Discusses books or stories read aloud. <ul style="list-style-type: none"> <li>• Asks questions about a story or illustration.</li> <li>• Adds personal information to a story.</li> </ul>	Living Books



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LD 5 c – Exhibits book-handling skills. <ul style="list-style-type: none"> <li>Looks at books appropriately, left to right, top to bottom, turning one page at a time, front to back of book.</li> </ul>	
LD 5 d – Associates symbols with objects, concepts and functions. <ul style="list-style-type: none"> <li>Recognizes familiar logos.</li> <li>Checks class job chart to find out whose job it is to wash the tables after snack.</li> <li>Uses labels in a classroom to put away materials.</li> </ul>	Daily Routines
LD 5 e – Recognizes that print represents spoken words. <ul style="list-style-type: none"> <li>Sees a word in the environment and asks the teacher about the word.</li> </ul>	I Can Make a Letter Wall
LD 5 f – Dramatizes, tells and retells poems and stories. <ul style="list-style-type: none"> <li>Uses puppets or flannel board to retell a story.</li> <li>Tells a story to friends.</li> </ul>	I Can Pretend
LD 5 g – Identifies some individual letters of the alphabet. <ul style="list-style-type: none"> <li>Identifies letters when using alphabet play dough cutters.</li> <li>Identifies letters in name or in the environment.</li> </ul>	What Is a Letter?, I Spy a Letter, How Are We Alike?, Where is My Mother?, I Can Find Letters in Words, It is Fun To Write My Name, I Can Unpuzzle my Name
LD 5 h – Shares books and engages in pretend-reading with other children. <ul style="list-style-type: none"> <li>Shares a book with another child at the library center.</li> </ul>	
LD 5 i – Recognizes books as a source of information. <ul style="list-style-type: none"> <li>Asks the teacher to read a book about the classroom pet.</li> <li>Sees a fire truck outside and selects a book about fire trucks.</li> </ul>	
LD 5 j – Connects information and events in books to real-life experiences. <ul style="list-style-type: none"> <li>When reading a book about a dog, talks about the pet at home.</li> </ul>	
LD 5 k – Participates in oral reading activities. <ul style="list-style-type: none"> <li>Participates in oral reading activities (morning message, rebus story, experience story).</li> </ul>	Daily Routines
LD 5 l – Recognizes that sentences are composed of separate words. <ul style="list-style-type: none"> <li>Counts words in a sentence using a big book read aloud.</li> <li>Counts words in sentences during the morning message.</li> </ul>	How Many Words Do You Hear?
LD 5 m – Uses pictures or symbols to identify concepts. <ul style="list-style-type: none"> <li>Tells what comes next in a pictorial schedule.</li> </ul>	Daily Routines
<b>LD 6 Children will begin to develop age-appropriate writing skills.</b>	✓
LD 6 a – Experiments with a variety of writing tools, materials and surfaces. <ul style="list-style-type: none"> <li>Draws or writes using pencils, markers, crayons, paint, shaving cream.</li> <li>Draws or writes on paper, cardboard, chalkboard, dry-erase board.</li> </ul>	I Can Write Words, It is Fun to Write My Name, I Can Unpuzzle My Name, I Can Write Words, Free Play



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LD 6 b – Uses scribbles, shapes, pictures and letters, or other forms of writing.	
<b>Stages of writing</b> <ul style="list-style-type: none"> <li>• Pictures.</li> <li>• Scribbles (Squiggle lines and shapes).</li> <li>• Letter-like forms.</li> <li>• Copies letters / words from the environment.</li> <li>• Uses letters to represent sounds in words.</li> <li>• Labels objects in drawings.</li> <li>• Connects words to form sentences.</li> <li>• Creates a story with beginning, middle, and end.</li> </ul>	I Can Write Words, It Is Fun to Write My Name, I Can Unpuzzle My Name, I Can Write Words, Free Play, Words Are Fun to Write
LD 6 c – Understands that print is used to communicate ideas and information (writing for a purpose). <ul style="list-style-type: none"> <li>• Writes list in the dramatic play area.</li> <li>• Makes signs in the block center.</li> <li>• Writes messages for friends or adults.</li> <li>• Writes name on work to show ownership.</li> </ul>	Free Play, I Can Write Words, I Can Make a Letter Wall (Extension), Words Are Fun to Write, I Can Hear and Write Letters
LD 6 d – Begins to dictate words, phrases, and sentences to an adult recording on paper. <ul style="list-style-type: none"> <li>• Tells an adult a story to record.</li> <li>• Identifies objects in drawing / painting for adult to record.</li> </ul>	I Can Tell a Story, I Can Pretend, Guess a Picture and Talk About It
LD 6 e – Uses left-to-right patterns. <ul style="list-style-type: none"> <li>• Uses tracking when reading and writing the morning message and stories.</li> </ul>	Living Books, Daily Routines

## Developmental / Content Area: Mathematics Development (MD)

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<b>MD 1 Children will begin to develop an understanding of numbers.</b>	
MD 1 a – Counts by rote. <ul style="list-style-type: none"> <li>• Counts in finger plays or rhymes.</li> <li>• Sings a counting song.</li> </ul>	I Can Count When I Move Objects, I Can Listen and Count, I Like to Count
MD 1 b – Arranges sets of objects in one-to-one correspondence. <ul style="list-style-type: none"> <li>• Matches blocks with animals.</li> <li>• Places a spoon on each plate at the table.</li> </ul>	I Know What a Number Stands For
MD 1 c – Counts objects using on-to-one correspondence. <ul style="list-style-type: none"> <li>• Counts manipulatives.</li> <li>• Counts the number of children present.</li> </ul>	I Can Count When I Move Objects, I Like to Count, I Know What a Number Stands For



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MD 1 d – Compares sets of objects using language. <ul style="list-style-type: none"> <li>Identifies “more than, less than or same” when comparing two groups.</li> <li>Explains that all of the long sticks are in one box and all the short sticks are in another box.</li> </ul>	I Can See How Many Are In A Set?
MD 1 e – Begins to understand concept of part and whole using real objects. <ul style="list-style-type: none"> <li>Recognizes the difference between a whole apple and part of an apple.</li> </ul>	
MD 1 f – Begins to identify ordinal numbers. <ul style="list-style-type: none"> <li>Lines objects on table and points to first in line and the last in line.</li> <li>Standing in line and says, “I am first, and you are second.”</li> </ul>	Who’s First, Who’s Last? (first, second, third, fourth, fifth)
MD 1 g – Associates numeral name with set of objects <ul style="list-style-type: none"> <li>Counts four objects and says, “I have four bears.”</li> </ul>	I Know What a Number Stands For, I Can See How Many Are in A Set
MD 1 h – Begins to understand the concept of currency as a means of exchange. <ul style="list-style-type: none"> <li>Sorts coins during a small group activity.</li> <li>Uses play money to purchase items from a pretend classroom store.</li> </ul>	
MD 1 i - Begins to understand the concept of estimation. <ul style="list-style-type: none"> <li>Estimate the number of marbles in a jar.</li> <li>Estimates how many steps it will take to get to the playground.</li> <li>Estimates how many cups of water it will take to fill a pitcher.</li> </ul>	
MD 1 j – Begins to recognize numbers. <ul style="list-style-type: none"> <li>Says, “I see the number 2,” while pointing to the morning message board.</li> <li>Matches the correct number of counters to the number cars and says, “Here is the number 4.”</li> </ul>	What is a Numeral? What is an Object?, How Are We Alike
<b>MD 2 Children will create and duplicate simple patterns</b>	
MD 2 a – Copies a pattern using sounds or physical movements. <ul style="list-style-type: none"> <li>Snaps, claps, stomps a rhythmic pattern.</li> </ul>	I Can Sort, I Can Make Patterns
MD 2 b – Recognizes and reproduces simple patterns of objects. <ul style="list-style-type: none"> <li>Creates patterns using manipulatives, blocks or other objects in the classroom.</li> </ul>	I Can Make Patterns
MD 2 c – Reproduces and extends a pattern using objects. <ul style="list-style-type: none"> <li>Sees the pattern in a string of beads and determines which bead is needed to continue the pattern.</li> </ul>	I Can Make a Pattern
MD 2 d – Independently creates patterns using objects. <ul style="list-style-type: none"> <li>Creates patterns using manipulatives, blocks, or other objects in the classroom.</li> </ul>	
MD 2 e – Spontaneously recognizes and identifies patterns in the environment. <ul style="list-style-type: none"> <li>Recognizes patterns in rugs, cloths, daily schedule.</li> <li>Recognizes repeated phrases in stories.</li> </ul>	
<b>MD 3 Children will sort and classify objects.</b>	
MD 3 a – Matches like objects. <ul style="list-style-type: none"> <li>Places all of the dinosaurs together.</li> </ul>	I Can Sort



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MD 3 b – Sorts objects using one characteristic <ul style="list-style-type: none"> <li>Places all of the red blocks together and all of the green blocks together.</li> <li>Places the big animals in one group and small animals in another group.</li> <li>Sorts all of the pennies, nickels, and dimes into the appropriate groups.</li> </ul>	I Can Sort
MD 3 c – Classifies objects using more than one characteristic. <ul style="list-style-type: none"> <li>Makes a grouping of red triangles, green triangles, red squares, and green squares (sorted by color and shape)</li> </ul>	I Can Sort, I Can Match Shapes
MD 3 d – Sorts and classifies objects using self-selected criteria. <ul style="list-style-type: none"> <li>Sorts through a box of buttons and makes up rules for organization.</li> </ul>	I Can Sort
MD 3 e – Explains sorting or classifying strategy. <ul style="list-style-type: none"> <li>Sorts items and says, “I put all of the big animals together.”</li> </ul>	I Can Sort
MD 3 f – Participates in creating and using real and pictorial graphs or other simple representations of data. <ul style="list-style-type: none"> <li>Helps to create a graph of types of shoes worn in the classroom by placing shoes on a floor graph.</li> <li>Helps to create a chart of favorite foods by placing name or symbol under the correct column.</li> </ul>	I Can Record Information
<b>MD 4 Children will develop a sense of space and an understanding of basic geometric shapes.</b>	
MD 4 a – Recognizes, describes, and compares basic geometric shapes. <ul style="list-style-type: none"> <li>During group time says, “I am sitting on a square.”</li> <li>Notes that the classroom door is a rectangle.</li> <li>Using unit blocks, notices that a square has four sides and a triangle has three sides.</li> </ul>	I Can See Shapes Everywhere
MD 4 b – Uses classroom materials to create shapes. <ul style="list-style-type: none"> <li>Combines unit blocks to make shapes.</li> <li>Forms shapes using play dough.</li> </ul>	
MD 4 c – Uses language to indicate where things are in space: positions, directions, distances, order. <ul style="list-style-type: none"> <li>Uses positional words such as over, under, behind during play.</li> <li>Places an object inside and outside, behind and in front, under and above, beside and on a box on a table.</li> </ul>	I Know My Place Words
<b>MD 5 Children will learn how to use a variety of non-standard and standard means of measurement.</b>	
MD 5 a – Associates and describes the passage of time with actual events. <ul style="list-style-type: none"> <li>Notes that snack time is after outdoor time.</li> <li>Remarks that yesterday was special because of the trip to the library.</li> <li>Recalls daily schedule.</li> <li>Uses words to describe time intervals such as, yesterday, today, and tomorrow.</li> </ul>	Daily Routines



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MD 5 b – Uses mathematical language to describe experiences involving measurement. <ul style="list-style-type: none"> <li>• Uses comparison terms, such as, “My block is longer than your” (heavy / light, big / little, tall / short)</li> </ul>	Which is Tallest, Shortest, Longest?
MD 5 c – Measures the passage of time using non-standard or standard measures. <ul style="list-style-type: none"> <li>• Uses the sand timer to measure time at the computer.</li> </ul>	
MD 5 d – Measures the length of objects using non-standard or standard measures. <ul style="list-style-type: none"> <li>• Uses links to measure the length of a table.</li> <li>• Uses hands, feet, or string to measure length.</li> <li>• Uses a ruler to measure the length of a clock.</li> </ul>	I Know How to Measure
MD 5 e – Measures the volume (capacity) of objects using non-standard or standard measures. <ul style="list-style-type: none"> <li>• Uses a cup or plastic container to measure the water in the sensory table.</li> <li>• Uses measuring cups to measure ingredients for a recipe.</li> </ul>	
MD 5 f – Measures and compares the weight of objects using non-standard or standard measures. <ul style="list-style-type: none"> <li>• Holds a block in each hand and identifies which is heaviest.</li> <li>• Uses balance scale to compare weight of small blocks and plastic cubes.</li> </ul>	
MD 5 g – Orders two or more objects by size (seriation). <ul style="list-style-type: none"> <li>• Uses blocks of three different sizes and places in order of size-small, medium, large.</li> <li>• Arranges four rods from shortest to longest.</li> </ul>	I Know How to Measure

## Developmental / Content Area: Science Development (SD)

Georgia Early Learning Standard	TeachSmart® Learning System
<b>SD 1 Children will use processes of science to actively explore and increase understanding of the environment.</b>	
SD 1 a – Asks questions about objects, organisms, or events in environment. <ul style="list-style-type: none"> <li>• Notes the different ways that insects can move.</li> <li>• Inspects a bird’s nest and wonders how it was constructed.</li> <li>• Sees a rainbow and asks how it was formed.</li> </ul>	Guess the Picture and Talk About It, Compare and Contrast (Living/ Nonliving)
SD 1 b – Uses senses to observe, classify, and learn about objects. <ul style="list-style-type: none"> <li>• Identifies scent containers by sense of smell.</li> <li>• Identifies objects in a “feely” bag by touch.</li> <li>• Separates objects by texture.</li> </ul>	
SD 1 c – Uses language to describe observation <ul style="list-style-type: none"> <li>• Notes that the hamster is small, furry, and soft.</li> <li>• Notes that the turtle moves slowly, and the hamster moves quickly.</li> </ul>	Guess the Picture and Talk About It



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## Developmental / Content Area: Science Development (SD)

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SD 1 d – Uses simple equipment to experiment, observe, and increase understanding. <ul style="list-style-type: none"><li>• Uses magnet wands to identify magnetic items in center.</li><li>• Looks through prism and says, “I can see a rainbow.”</li></ul>	
SD 1 e – Records observations through dictating to an adult, drawing pictures, or using other forms of writing. <ul style="list-style-type: none"><li>• Draws pictures documenting result of an experiment using magnets.</li><li>• Keeps a pictorial log of plant growth.</li></ul>	Guess the Picture and Talk About It, Free Play
SD 1 f – Predicts what will happen next based on previous experience. <ul style="list-style-type: none"><li>• After planting a seed, says “We planted seeds at our house and grew flowers.”</li></ul>	
<b>SD 2 Children will acquire scientific knowledge related to life science.</b>	
SD 2 a – Observes, explores, and describes a wide variety of animals and plants. <ul style="list-style-type: none"><li>• Uses picture cards and matches animals and their offspring.</li><li>• Describes the different types of leaves on the trees on the playground.</li><li>• Sorts animals according to skin coverings (feathers, fur, and scales)</li></ul>	Guess the Picture and Talk About It
SD 2 b – Recognizes there are basic requirements for all common life forms. <ul style="list-style-type: none"><li>• Takes care of familiar plants and animals in the classroom.</li></ul>	
SD 2 c – Observes, explores, and describes a variety of living and non-living objects. <ul style="list-style-type: none"><li>• Makes collections of non-living objects such as rocks and buttons.</li></ul>	Compare and Contrast (Living/ Nonliving)
SD 2 d – Understands that plants and animals have varying life cycles. <ul style="list-style-type: none"><li>• Observes life cycle of insects or amphibians.</li><li>• Reads books about life cycles such as <i>The Very Hungry Caterpillar</i>.</li></ul>	
SD 2 e – Participates in activities related to preserving the environment. <ul style="list-style-type: none"><li>• Places scrap paper in the classroom recycling bin.</li><li>• Assists in planting a tree.</li></ul>	
<b>SD 3 Children will acquire scientific knowledge related to physical science.</b>	
SD 3 a – Investigates and describes the states of matter. <ul style="list-style-type: none"><li>• Observes ice melting.</li><li>• Describes the difference between liquid and solid objects.</li></ul>	
SD 3 b – Describes objects by their physical properties. <ul style="list-style-type: none"><li>• Describes the difference between the wet sand and the dry sand.</li><li>• Describes how water flows through a tube in the sensory table.</li></ul>	
SD 3 c – Explores simple machines. <ul style="list-style-type: none"><li>• Creates a ramp for cars in the block center.</li></ul>	
SD 3 d – Investigates different types / speeds of motion. <ul style="list-style-type: none"><li>• Plays follow the leader with different types of motion.</li><li>• Rolls objects on various ramps in the block center.</li><li>• Comments, “My car goes faster than Johnny’s truck.”</li></ul>	



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## Developmental / Content Area: Science Development (SD)

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<b>SD 4 Children will acquire scientific knowledge related to earth science.</b>	✓
SD 4 a – Investigates, compares, and contrasts seasonal changes in the immediate environment. <ul style="list-style-type: none"> <li>Notes that it is necessary to wear jackets in the winter, because it is cold outside.</li> <li>Draws a picture of the weather outside.</li> </ul>	Compare and Contrast (hot/cold), Daily Routines (calendar)
SD 4 b – Discovers through observations that weather can change from day to day. <ul style="list-style-type: none"> <li>Graphs daily weather.</li> <li>Reads outside thermometer and records observations in a weather journal.</li> </ul>	Daily Routines (calendar)
SD 4 c – Participates in activities to explore the earth (rocks, soil, air) and sky (clouds, sun, moon, stars). <ul style="list-style-type: none"> <li>Listens to stories about the earth and sky such as Good Night Moon, In the Tall Tall Grass, It Looked Like Split Milk.</li> <li>Observes and draws pictures of clouds.</li> <li>Observes and draws pictures of shadows at varying times of the day.</li> <li>Collects rocks and classifies by size, color, shape, texture.</li> <li>Classify objects according to those seen in the day sky and those seen in the night sky.</li> </ul>	I Can Tell a Story (Space, Desert, Flying Objects)

## Developmental / Content Area: Social Studies Development (SS)

Georgia Early Learning Standard	TeachSmart® Learning System
<b>SS 1 – Children will develop an appreciation of his / her role as a member of the family, the classroom, and the community.</b>	✓
SS 1 a – Begins to understand family structures and roles. <ul style="list-style-type: none"> <li>Identifies different family structures.</li> <li>Looks at photographs of classmates’ families</li> <li>Reads stories about different family structures.</li> <li>Participates in dramatic play in “home” setting, using dress-up clothes.</li> </ul>	I Can Tell A Story, I Can Draw My Family, I Can Draw Myself
SS 1 b – Participates in classroom jobs and contributes to the classroom community. <ul style="list-style-type: none"> <li>Feeds fish, picks up paper off the floor, passes out napkins during snack, helps during clean-up time.</li> <li>Describes and identifies necessary classroom jobs (ex: cleaning tables, feeding class pets).</li> </ul>	I Can Make a Map
SS 1 c – Becomes aware of the roles, responsibilities and services provided by community workers. <ul style="list-style-type: none"> <li>Pretends to be a store salesperson or mail carrier (or other community worker) during dramatic play.</li> <li>Identifies community workers by the uniform worn or the equipment used.</li> <li>Completes the community worker puzzle and describes the various jobs.</li> </ul>	Guess the Picture and Talk About It, I Can Tell a Story, I Can Pretend



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

## Developmental / Content Area: Science Development (SD)

Georgia Early Learning Standard	TeachSmart® Learning System
SS 1 d – Becomes aware of family and community celebrations and events. <ul style="list-style-type: none"> <li>• Describes family celebrations (birthdays, family gatherings, holidays).</li> <li>• Participates in community events (parades, festivals, fairs, picnics).</li> </ul>	Daily Routines
<b>SS 2 Children will develop a respect for differences in people.</b>	
SS 2 a – Identifies similarities and differences among people. <ul style="list-style-type: none"> <li>• Recognizes that classmates have hair, but it can be different colors, lengths, and textures.</li> <li>• Uses multicultural dolls / books / materials. Materials should represent differing ethnicity, culture, ages, ability, and gender.</li> </ul>	I Can Draw Myself
SS 2 b – Demonstrates an emerging awareness and respect for culture and ethnicity. <ul style="list-style-type: none"> <li>• Learns some words of other languages.</li> <li>• Tastes a snack that a classmate from another culture brings to school.</li> </ul>	Compare Contrast-Nutrition, Concentration
SS 2 c – Demonstrates emerging awareness and respect for abilities. <ul style="list-style-type: none"> <li>• Reads a story about a child with a disability.</li> <li>• Includes children with disabilities in play / conversation.</li> </ul>	
<b>SS 3 Children will express beginning geographic thinking.</b>	
SS 3 a – Identifies common features in the home and school environment. <ul style="list-style-type: none"> <li>• Describes what is seen on the way to school.</li> <li>• After touring the school, draws a picture about what was seen.</li> </ul>	
SS 3 b – Creates simple representations of home, school, or community. <ul style="list-style-type: none"> <li>• Builds a familiar street with blocks.</li> <li>• Draws a simple map of classroom or school.</li> <li>• Drives toy cards on roads made from blocks or uses blue paper to represent water.</li> </ul>	
SS 3 c – Uses and responds to words to indicate directionality, position, and size. <ul style="list-style-type: none"> <li>• Identifies objects that are near and far.</li> <li>• Talks about the largest (smallest) building in the city.</li> <li>• Identifies buildings that are close to or far from the school.</li> </ul>	
SS 3 d – Develops awareness of the community, city, and state in which he / she lives. <ul style="list-style-type: none"> <li>• Takes a walking field trip to explore the local community.</li> <li>• Identifies the name of the city and state in which he /she lives.</li> <li>• Becomes familiar with community and state landmarks (city hall, police stations, grocery store, museums, capital).</li> </ul>	
SS 3 e – Recognizes characteristics of other geographic regions and cultures. <ul style="list-style-type: none"> <li>• Explores the characteristics of arctic animals.</li> <li>• Reads a story about life in the rain forest.</li> </ul>	



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

## Developmental / Content Area: CREATIVE DEVELOPMENT (CD)

Georgia Early Learning Standard	TeachSmart® Learning System
<b>CD 1 Children will explore and use a variety of materials to develop artistic expression.</b>	✓
CD 1 a – Experiments with a variety of materials and activities for sensory experience and exploration. <ul style="list-style-type: none"> <li>• Uses markers, paint, crayons, modeling clay, collage materials, play dough.</li> </ul>	Digital Pens, Tennis Ball, Pen Gallery in software
CD 1 b – Uses materials to create original work and for self-expression. <ul style="list-style-type: none"> <li>• Uses collage materials to create a picture.</li> <li>• Creates a sculpture using clay.</li> </ul>	Free Play (Doodle Corner)
CD 1 c – Shares details about personal creations (paintings, drawings, 3-D sculptures, block structures) <ul style="list-style-type: none"> <li>• Explains painting or drawing to another person.</li> <li>• Creates an airplane with materials and tells teacher how each part makes it work.</li> </ul>	Free Play (Doodle Corner)
CD 1 d – Expresses interest in and shows appreciation for the creative work of others. <ul style="list-style-type: none"> <li>• Watches classmates perform puppet show or a dance they have created.</li> <li>• Comments with enthusiasm on the construction, art work, or writing that classmates have created.</li> <li>• Shows interest in illustrations in books or pieces of art work in the environment.</li> </ul>	Free Play (Doodle Corner)
<b>CD 2 Children will participate in music and movement activities</b>	
CD 2 a – Uses music and movement to express thoughts, feelings, and energy. <ul style="list-style-type: none"> <li>• Uses props to respond with expression to music of various tempos.</li> <li>• Interprets emotions through music.</li> <li>• Develops movements that express concepts (feelings, directions, words, ideas).</li> </ul>	
CD 2 b – Participates in group singing or other musical activities. <ul style="list-style-type: none"> <li>• Sings a song with the group during circle time.</li> <li>• Plays the classroom musical instruments.</li> </ul>	
CD 2 c – Participates in creative movement and dance. <ul style="list-style-type: none"> <li>• Creates a movement that responds to the beat of a record.</li> <li>• Exhibits a variety of ways to move (forward, backward, sideways)</li> <li>• Shows creativity in movement (marching, hopping, jumping, snapping, twisting, dancing, swaying, stomping, turning).</li> </ul>	
CD 2 d – Explores various music types, musical instruments, and music from various cultures. <ul style="list-style-type: none"> <li>• Uses headphones to listen to classical music.</li> <li>• Uses maracas as a musical prop during music and movement.</li> <li>• Uses materials to create a musical instrument.</li> </ul>	



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

## Developmental / Content Area: CREATIVE DEVELOPMENT (CD)

Georgia Early Learning Standard	TeachSmart® Learning System
<b>CD 3 Children will use drama to express individuality</b>	
CD 3 a – Participates in dramatic play to express feelings, dramatize stories, reenact real-life roles and experiences. <ul style="list-style-type: none"> <li>• Puts on the firearm’s hat and pretends to put out a fire.</li> <li>• Uses a note pad to take a restaurant order in the home living area.</li> <li>• Pretends to be a waiter and serves food to friends sitting at the pretend restaurant table.</li> </ul>	I Can Pretend
CD 3 b – Recreates a story or poem through drama. <ul style="list-style-type: none"> <li>• Uses props to retell the story of <i>The Three Little Pigs</i>.</li> <li>• Pretends to be “Jack Be Nimble” and jumps over a block representing a candlestick.</li> </ul>	I Can Tell a Story
CD 3 c – Participates in activities using symbolic materials and gestures to represent real objects and situations. <ul style="list-style-type: none"> <li>• Uses a block to represent a telephone.</li> <li>• Claps hands to represent thunder.</li> <li>• Uses a scarf to symbolize the wind blowing.</li> </ul>	

## Developmental / Content Area: SOCIAL AND EMOTIONAL DEVELOPMENT (SE)

Georgia Early Learning Standard	TeachSmart® Learning System
<b>SE 1 Children will develop confidence and positive self-awareness.</b>	✓
SE 1 a – Demonstrates knowledge of personal information. <ul style="list-style-type: none"> <li>• Describes self using several basic characteristics (gender, name, age).</li> <li>• Says name when asked or sings name in song.</li> </ul>	I Can Draw Myself
SE 1 b – Recognizes self as a unique individual and becomes aware of the uniqueness of others. <ul style="list-style-type: none"> <li>• States, “I have brown eyes, Mary has blue eyes.”</li> <li>• Says, “My hair is short, and my friend has long hair.”</li> </ul>	I Can Draw Myself
SE 1 c – Demonstrates confidence in his / her range of abilities and expresses pride in accomplishments. <ul style="list-style-type: none"> <li>• Says, “Watch me. I can do it by myself.”</li> </ul>	All Activities
SE 1 d – Develops personal preferences. <ul style="list-style-type: none"> <li>• Makes choices during independent activities.</li> <li>• Chooses a favorite color, food, song, etc.</li> </ul>	Compare and Contrast (Wants/ Needs, You Are What You Eat)



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

## Developmental / Content Area: SOCIAL AND EMOTIONAL DEVELOPMENT (SE)

Georgia Early Learning Standard	TeachSmart® Learning System
<b>SE 2 Children will develop curiosity, initiative, self-direction and persistence.</b>	✓
SE 2 a – Shows interest in learning new concepts and trying new experiences. <ul style="list-style-type: none"> <li>• Investigates and experiments with materials.</li> <li>• Asks questions about the people in the classroom environment.</li> </ul>	All Activities
SE 2 b – Initiates interaction with others. <ul style="list-style-type: none"> <li>• Introduces himself to a new classmate.</li> <li>• Invites other children to join play.</li> </ul>	All Activities
SE 2 c – Demonstrates self-direction in use of materials. <ul style="list-style-type: none"> <li>• Chooses learning activities.</li> <li>• Chooses to use the writing center to make a card for a friend.</li> <li>• Becomes involved with classroom materials without teacher prompting.</li> </ul>	All Activities
SE 2 d – Develops independence during activities, routines, play. <ul style="list-style-type: none"> <li>• Selects additional materials to complete a project.</li> <li>• Hangs up book bag / jacket upon arrival to school.</li> </ul>	All Activities
SE 2 e – Sustains attention to a task or activity appropriate for age. <ul style="list-style-type: none"> <li>• Builds an extensive block structure.</li> <li>• Completes a challenging puzzle.</li> </ul>	All Activities
<b>SE 3 Children will increase the capacity for self-control.</b>	✓
SE 3 a – Helps to establish classroom rules and routines. <ul style="list-style-type: none"> <li>• Provides ideas to make the classroom run smoothly.</li> <li>• Discusses rules for being safe outdoors.</li> </ul>	All Activities
SE 3 b – Follows rules and routines within the learning environment. <ul style="list-style-type: none"> <li>• Remembers to follow simple rules such as walking in the hallways.</li> <li>• Participates in simple non-competitive games.</li> </ul>	Daily Routines
SE 3 c – Uses classroom materials purposefully and respectfully. <ul style="list-style-type: none"> <li>• Uses materials and equipment without breaking or destroying the items.</li> <li>• Puts materials back into the assigned spaces.</li> </ul>	All Activities
SE 3 d – Manages transitions and adapts to changes in routine. <ul style="list-style-type: none"> <li>• Moves smoothly from one routine to another.</li> <li>• Understands and follows daily schedule.</li> </ul>	Daily Routines-Schedule
SE 3 e – Expresses feelings through appropriate gestures, actions and language. <ul style="list-style-type: none"> <li>• Identifies common emotions such as:</li> <li>• “I am happy,” or “That made me sad.”</li> <li>• Uses words to express frustration rather than hitting another child.</li> </ul>	All Activities

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## Developmental / Content Area: SOCIAL AND EMOTIONAL DEVELOPMENT (SE)

Georgia Early Learning Standard	TeachSmart® Learning System
<b>SE 4 Children will develop interpersonal and social skills for relating with other members of the learning community.</b>	✓
SE 4 a – Interacts appropriately with peers and familiar adults. <ul style="list-style-type: none"> <li>Follows suggestions given by a friend concerning their play.</li> <li>Greets the teacher or other adults when arriving at school.</li> </ul>	All Activities
SE 4 b – Begins to recognize the needs and rights of others. <ul style="list-style-type: none"> <li>Gives assistance to peers who are trying to solve a problem such as zipping coats or tying shoes.</li> <li>Responds appropriately to a friend when he / she says, “No”.</li> <li>Respects personal space and belongings of others.</li> </ul>	All Activities
SE 4 c – Shows empathy and understanding to others. <ul style="list-style-type: none"> <li>Is concerned and wants to help when a classmate falls.</li> <li>Helps a classmate pick up spilled toys.</li> <li>Carries something for a child who is unable to do so.</li> </ul>	All Activities
SE 4 d – Participates successfully as a member of a group. <ul style="list-style-type: none"> <li>Cooperates with other children during dramatic play or in building block structures.</li> <li>Works with other children to complete a project.</li> <li>Develops friendships with peers.</li> </ul>	All Activities
SE 4 e – Participates in resolving conflicts and disagreements with others. <ul style="list-style-type: none"> <li>Settles a dispute with another child through negotiation.</li> <li>Takes turns without pushing or other conflict.</li> <li>Seeks help from a teacher when needed.</li> </ul>	All Activities

## Developmental / Content Area: HEALTH AND PHYSICAL DEVELOPMENT (HPD)

Georgia Early Learning Standard	TeachSmart® Learning System
<b>HPD 1 Children will participate in a variety of gross-motor activities to develop control, balance, strength and coordination</b>	
HPD 1 a – Develops coordination and balance. <ul style="list-style-type: none"> <li>Carries a glass of water across the room without spilling it.</li> <li>Peddles and steers a tricycle.</li> <li>Walks on balance beam.</li> <li>Balances on one foot.</li> </ul>	



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## Developmental / Content Area: HEALTH AND PHYSICAL DEVELOPMENT (HPD)

Georgia Early Learning Standard	TeachSmart® Learning System
<p>HPD 1 b – Coordinates movement to perform tasks.</p> <ul style="list-style-type: none"> <li>• Walks, gallops, jumps and runs in rhythm to simple tunes and music patterns.</li> <li>• Climbs a slide ladder using arms and feet.</li> <li>• Moves body into position to catch or kick a ball.</li> <li>• Builds strength and stamina in movement activities.</li> </ul>	
<p>HPD 1 c – Participates in a variety of indoor and outdoor activities that increase strength, endurance, and flexibility.</p> <ul style="list-style-type: none"> <li>• Uses outdoor large motor equipment daily.</li> </ul>	
<p><b>HPD 2 Children will participate in activities that foster fine motor development.</b></p>	
<p>HPD 2 a – Performs fine-motor tasks that require small-muscle strength and control.</p> <ul style="list-style-type: none"> <li>• Tears a piece of tape off a roll of tape.</li> <li>• Uses paper punch or stapler.</li> <li>• Works with play dough.</li> <li>• Uses writing tools.</li> </ul>	All Activities
<p>HPD 2 b – Uses eye-hand coordination to perform fine-motor tasks.</p> <ul style="list-style-type: none"> <li>• Puts together puzzles.</li> <li>• Strings beads or puts pegs into boards.</li> </ul>	All Activities
<p>HPD 2 c – Exhibits manual coordination.</p> <ul style="list-style-type: none"> <li>• Uses scissors and art materials.</li> <li>• Uses hands and fingers to act out finger plays and songs.</li> <li>• Begins to practice self-help skills in zipping and buttoning.</li> </ul>	
<p><b>HPD 3 Children understand healthy and safe living practices.</b></p>	
<p>HPD 3 a – Participates in activities related to health and personal care routine.</p> <ul style="list-style-type: none"> <li>• Washes hands after toileting / before eating.</li> <li>• Dramatizes health care professional roles.</li> <li>• Uses the tooth model to demonstrate how to properly brush teeth.</li> </ul>	
<p>HPD 3 b – Participates in activities related to nutrition.</p> <ul style="list-style-type: none"> <li>• Identifies healthy foods.</li> <li>• Sorts the plastic food in the dramatic play area into groups of fruits and vegetables.</li> </ul>	Compare and Contrast (Healthy Food/Unhealthy Foods), Daily Questions, You Are What You Eat
<p>HPD 3 c – Discusses and utilizes appropriate safety procedures.</p> <ul style="list-style-type: none"> <li>• Knows to call 911 in an emergency.</li> <li>• Discusses safety rules for playground.</li> <li>• Participates in activities to learn to avoid dangerous situations.</li> </ul>	