

Alive Studios Zoo Learning Experience™

GELDS 48–60 Months Whole-Child Crosswalk

Letters alive® • Math alive® • Learning alive™ • Student Journals • Rugs alive™ • Zoo Keeper Lesson Plans

Alignment to the Georgia Early Learning and Development Standards (GELDS) • 48–60 Months

Purpose and Scope

This crosswalk examines how Alive Studios Zoo learning resources align with the Georgia Early Learning and Development Standards (GELDS) for children 48–60 months. It reviews all GELDS standards across Physical Development and Motor Skills (PDM), Social and Emotional Development (SED), Approaches to Play and Learning (APL), Communication, Language, and Literacy (CLL), and Cognitive Development domains including Mathematics (CD-MA), Science (CD-SC), Social Studies (CD-SS), Creative Development (CD-CR), and Cognitive Processes (CD-CP).

Alive Studios is a supplemental, teacher-led learning experience, not a comprehensive core curriculum for every GELDS standard. The ratings distinguish standards with direct, repeated, observable instructional alignment from standards meaningfully supported through stories, discussion, movement, play, hands-on materials, and cross-curricular experiences.

STRONG	Direct, repeated, observable instructional alignment	
SUPPORTING	Meaningful support through routines, centers, discussion, movement, or cross-curricular use	

Executive Alignment Summary

GELDS Area	Overall Fit	Why
Communication, Language, and Literacy (CLL)	STRONG / SUPPORTING	Direct strength in listening, vocabulary, spoken language, print awareness, phonological awareness, emerging writing, and writing/drawing for varied purposes; alphabet knowledge is strongly supported but not every indicator is directly demonstrated.
Cognitive Development: Mathematics (CD-MA)	STRONG / SUPPORTING	Direct strength in number/quantity, sorting and patterns, spatial relationships, and shapes. Mathematical reasoning, measurement, pattern reasoning, and spatial-reasoning standards are strongly supported but not uniformly direct across every GELDS expectation.
Social and Emotional Development (SED)	STRONG / SUPPORTING	Direct strength in self-awareness and peer relationships, with meaningful support for self-expression, self-control, and relationships with adults through stories, discussion, routines, and collaborative activities.
Approaches to Play and Learning (APL)	STRONG / SUPPORTING	Direct strength in curiosity and persistence, with meaningful support for initiative, imaginative play, cooperation, and flexible participation through centers, exploration, stories, and partner/group activities.

GELDS Area	Overall Fit	Why
Physical Development and Motor Skills (PDM)	STRONG / SUPPORTING	Direct strength in body/spatial awareness, gross motor, and fine motor development, with meaningful support for health/safety, nutrition, and sensory exploration.
Cognitive Development: Science (CD-SC)	SUPPORTING	Animal, habitat, inquiry, environmental, earth/sky, and physical-science experiences provide meaningful cross-curricular science support, but the reviewed curriculum does not directly elicit the full range of GELDS science indicators.
Cognitive Development: Social Studies (CD-SS)	SUPPORTING	Family/relationship discussion, maps and habitats, technology, sequencing, and time concepts provide meaningful support. Culture, community geography, economics, and broader past/present/future expectations are not systematically developed.
Cognitive Development: Creative Development (CD-CR)	STRONG / SUPPORTING	Direct strength in creative movement/dance, with meaningful support for visual art, music, and dramatic play. Some GELDS expectations for art appreciation, instruments, and open-ended dramatic expression are not explicitly elicited.
Cognitive Development: Cognitive Processes (CD-CP)	STRONG / SUPPORTING	Direct strength in cause/effect and problem solving, with strong support for using prior knowledge to build new knowledge through prediction, review, journals, classification, and applied activities.

Complete GELDS Standards-Level Crosswalk — 48–60 Months

GELDS domain color key

PDM	SED	APL	CLL	Cognitive Development
-----	-----	-----	-----	-----------------------

Domain	GELDS Standard	Official Standard Statement	Fit	Alive Studios Evidence / Rationale
Physical Development and Motor Skills (PDM)	PDM1	The child will practice healthy and safe habits.	SUPPORTING	Alive Studios provides supporting opportunities for healthy and safe habits through selected Animal-a-Week health/food experiences, SEL stories addressing hygiene and appropriate behavior, and teacher-guided classroom routines. Health and safety are not a primary instructional strand, and some GELDS health/safety behaviors are not explicitly addressed.
Physical Development and Motor Skills (PDM)	PDM2	The child will participate in activities related to nutrition.	SUPPORTING	Animal-a-Week food and snack experiences and animal/farm food discussions provide opportunities to talk about food and nutrition. These experiences support nutrition-related learning but do not constitute a comprehensive nutrition sequence.

Physical Development and Motor Skills (PDM)	PDM3	The child will demonstrate an awareness of the body in space and child's relationship to objects in space.	STRONG	Movement activities, Math alive, Math Journals, and Rugs alive Plus give children repeated opportunities to demonstrate awareness of their bodies and objects in space. Children use and respond to concepts such as above/below, inside/outside, beside, between, left/right, and in front of/behind while moving, positioning themselves or AR animals, and completing spatial tasks.
Physical Development and Motor Skills (PDM)	PDM4	The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.	SUPPORTING	Alive Studios provides frequent multisensory experiences through visual AR and print, animal sounds and spoken language, physical materials, movement, writing, crafts, and selected food experiences. These experiences meaningfully support sensory exploration, although the curriculum does not consistently require children to demonstrate all of the specific GELDS sensory behaviors.
Physical Development and Motor Skills (PDM)	PDM5	The child will demonstrate gross motor skills.	STRONG	Songs, animal-movement activities, rug experiences, whole-body patterns, and kinesthetic literacy/math activities provide direct, observable opportunities for gross-motor movement. Children stand or sit on target letters, jump or move in response to sound prompts, move around the rug or classroom, act out animal movements, and coordinate whole-body actions with music and instructional prompts.
Physical Development and Motor Skills (PDM)	PDM6	The child will demonstrate fine motor skills.	STRONG	Letters alive and Math alive Journals provide repeated direct practice with tracing and independently forming uppercase/lowercase letters, numerals, and number words, along with drawing, coloring, circling, matching, and shape tracing. Children also manipulate Habitat Cards and use the tablet camera and AR controls, providing repeated fine-motor and hand-eye coordination practice.
Social and Emotional Development (SED)	SED1	The child will develop self-awareness.	STRONG	SEL stories and guided discussion give children repeated opportunities to identify and discuss feelings, strengths, preferences, and personal experiences. Additional curriculum activities provide opportunities for children to make and act on individual choices, supporting developing self-awareness and independence.
Social and Emotional Development (SED)	SED2	The child will engage in self-expression.	SUPPORTING	Children express ideas and experiences through conversation, prediction, retelling, drawing, writing, movement, music, crafts, and imaginative activities. These provide broad opportunities for self-expression, although not every GELDS self-expression

				indicator is explicitly elicited by the curriculum.
Social and Emotional Development (SED)	SED3	The child will begin to demonstrate self-control.	SUPPORTING	Teacher-led routines, group activities, stories, and shared materials provide repeated opportunities to practice following directions, waiting, turn-taking, persistence, and appropriate group participation. These experiences support developing self-control, while some specific GELDS self-regulation behaviors are not explicitly taught or elicited.
Social and Emotional Development (SED)	SED4	The child will develop relationships and social skills with adults.	SUPPORTING	Teacher-led whole- and small-group experiences require children to listen, respond, answer questions, participate in guided conversation, and seek assistance as needed. These interactions support positive relationships and social communication with familiar adults.
Social and Emotional Development (SED)	SED5	The child will develop relationships and social skills with peers.	STRONG	Partner and team activities, shared materials, turn-taking, peer conversation, collaborative tasks, and peer-photo experiences provide direct opportunities to communicate, cooperate, share roles, and interact positively with classmates. Rugs alive Plus activities add explicit practice with giving and following directions, teamwork, patience, sharing, and collaborative problem solving.
Approaches to Play and Learning (APL)	APL1	The child will demonstrate initiative and self-direction.	SUPPORTING	Centers, journals, photo hunts, AR exploration, and selected activities give children opportunities to make choices, initiate actions, explore materials, and complete tasks with increasing independence. These experiences support initiative and self-direction, although the curriculum does not directly elicit every GELDS indicator within the standard.
Approaches to Play and Learning (APL)	APL2	The child will demonstrate interest and curiosity.	STRONG	Animal discovery, habitat exploration, prediction questions, AR experiences, animal facts, and inquiry activities repeatedly invite children to observe, wonder, ask questions, investigate, and seek new information.
Approaches to Play and Learning (APL)	APL3	The child will sustain attention to a specific activity and demonstrate persistence.	STRONG	Structured instructional routines, journal tasks, rug challenges, matching activities, and repeated practice toward mastery give children concrete goals requiring sustained attention, continued effort, and task completion. Journal tracing, writing, matching, drawing, AR scanning, and check-and-revise experiences add repeated opportunities to persist with a task.
Approaches to Play and Learning (APL)	APL4	The child will engage in a progression of imaginative play.	SUPPORTING	Zoo animals, habitats, stories, movement, rug experiences, role-play, and block-center extensions provide meaningful

				opportunities for pretend and imaginative play. The materials support imaginative play but do not explicitly demonstrate the full GELDS expectation for increasingly elaborate, sustained play and distinguishing fantasy from reality.
Approaches to Play and Learning (APL)	APL5	The child will demonstrate a cooperative and flexible approach to play and learning.	SUPPORTING	Partner and team activities, turn-taking, shared materials, peer photography, and paired habitat activities provide repeated opportunities for cooperation and flexible participation. Rugs alive Plus specifically supports role-sharing as children use the tablet, handle Habitat Cards, give and follow directions, position AR animals, and work together to complete a task. Some GELDS cooperative-play behaviors are supported rather than explicitly required.
Communication, Language, and Literacy (CLL)	CLL1	The child will develop comprehension through listening to conversations, songs, stories, and books.	STRONG	Stories, songs, teacher-led instruction, discussion, and interactive activities provide repeated opportunities for children to listen attentively, follow spoken directions, respond appropriately, and demonstrate understanding of increasingly complex language.
Communication, Language, and Literacy (CLL)	CLL2	The child will acquire vocabulary introduced through conversations, songs, activities, stories, and books.	STRONG	Animal names, habitats, attributes, actions, animal sounds, stories, informational content, and instructional language explicitly introduce and repeatedly reinforce new vocabulary. Rugs alive Plus and the Animals and Habitats resource extend this vocabulary through animal characteristics, diet, adaptations, habitat, size, and other descriptive language.
Communication, Language, and Literacy (CLL)	CLL3	The child will use nonverbal communication for a variety of purposes.	SUPPORTING	Movement, gestures, pointing, physical responses, animal actions, and interactive activities provide meaningful opportunities for children to use and interpret nonverbal communication alongside spoken language.
Communication, Language, and Literacy (CLL)	CLL4	The child will use increasingly complex spoken language.	STRONG	Teacher-guided discussion and interactive activities repeatedly ask children to describe, explain, predict, compare, answer questions, retell information, and construct spoken responses. Rugs alive Plus partner activities create authentic reasons to give and follow directions, describe animals and locations, and tell stories about photographs with AR animals.
Communication, Language, and Literacy (CLL)	CLL5	The child will demonstrate print awareness and understand how print represents spoken language.	STRONG	Word and sentence work, journals, stories, and explicit print activities repeatedly connect spoken language with print and provide direct practice with print conventions. These experiences strongly support print awareness without implying that every individual print-awareness indicator is explicitly addressed.

Communication, Language, and Literacy (CLL)	CLL6	The child will acquire meaning from a variety of materials read with them.	STRONG	Rhyming SEL stories, informational animal content, read-aloud experiences, teacher questioning, discussion, recall, retelling, and comprehension activities provide repeated opportunities for children to engage with, understand, and respond to literary and informational text.
Communication, Language, and Literacy (CLL)	CLL7	The child will develop early phonological awareness and phonemic awareness.	STRONG	Alive Studios provides explicit, systematic phonological-awareness practice progressing from listening and rhyme through syllables, onset-rime, and phoneme-level blending, segmenting, and manipulation. Rugs alive Plus extends beginning-sound practice by asking children to identify the beginning sound in an animal name, connect that sound to its letter on the rug, and respond physically to sound prompts.
Communication, Language, and Literacy (CLL)	CLL8	The child will demonstrate increasing knowledge of the alphabet.	SUPPORTING	Letters alive provides extensive direct instruction and practice with uppercase and lowercase letters, letter names, letter sounds, animal mnemonics, letter formation, and applied beginning-sound activities. The Journals add systematic recognition and formation practice, while Rugs alive Plus connects each Zoo Crew animal to the beginning sound in its name and corresponding letter on the rug. This strongly supports alphabet knowledge; however, the reviewed materials do not directly demonstrate every GELDS alphabet-knowledge indicator.
Communication, Language, and Literacy (CLL)	CLL9	The child will demonstrate emerging writing skills.	STRONG	Letters alive Journals and related activities provide repeated direct opportunities for emerging writing: children trace and independently form uppercase/lowercase letters, complete words by adding a target letter, write words or names, draw and label ideas, and create short stories. Recording sheets and sentence/word work extend these early writing experiences.
Communication, Language, and Literacy (CLL)	CLL10	The child will use writing and drawing for a variety of purposes.	STRONG	Letters alive Journals and related recording activities give children repeated opportunities to use drawing and emerging writing for different purposes. Children add habitat details, respond visually to prompts, trace and write letters and words, draw and label ideas, complete word activities, and create short stories about characters, directly using writing and drawing to communicate meaning.
Cognitive Development: Mathematics (CD-MA)	CD-MA1	The child will organize, represent, and build knowledge of number and quantity.	STRONG	Math alive, 1-2-3 Boot Camp, and Math Journals provide repeated direct practice with numeral recognition, counting, one-to-one correspondence, number order, quantity, and multiple representations of number. The PreK Journal reinforces numbers 0-10 and the Kindergarten

				Journal extends to 0-20 through numerals, number words, objects, ten-frames, tallies, dot patterns, drawing specified quantities, and interactive quantity tasks.
Cognitive Development: Mathematics (CD-MA)	CD-MA2	The child will explore, compare, describe relationships, and solve problems using number and quantity.	STRONG	Children repeatedly count and compare quantities, match numbers to sets, determine more/less/equal, combine and separate quantities, and solve concrete number problems using visual, physical, and interactive representations. Math Journal tasks include identifying specified sets, representing quantities in ten-frames, drawing requested amounts, and feeding an AR animal a target number of objects.
Cognitive Development: Mathematics (CD-MA)	CD-MA3	The child will reason, estimate, and share solutions when solving problems with number and quantity.	SUPPORTING	Math activities provide opportunities to predict quantities, test answers, compare quantities and strategies, and respond to teacher questioning. These experiences strongly support mathematical reasoning, while explicit estimation and children's communication of how and why they reached a solution are not consistently required across the reviewed materials.
Cognitive Development: Mathematics (CD-MA)	CD-MA4	The child will explore and communicate about distance, weight, length, height and time.	SUPPORTING	Math alive includes direct experiences with measurable attributes, comparison, time/calendar concepts, sequencing, and measurement language. These provide meaningful measurement learning, although the reviewed curriculum does not consistently provide the full range of hands-on experiences with varied standard and nonstandard measurement tools represented in GELDS.
Cognitive Development: Mathematics (CD-MA)	CD-MA5	The child will reason, estimate, and share solutions when solving problems with measurement.	SUPPORTING	Measurement activities create opportunities to compare, predict, estimate, discuss results, and solve teacher-guided measurement problems. The curriculum supports measurement reasoning, but does not consistently require children to estimate, check the estimate, and explain their solution process.
Cognitive Development: Mathematics (CD-MA)	CD-MA6	The child will sort, put items in order (seriate), classify, and create patterns.	STRONG	Children directly sort and classify objects by attributes, put items in order, and identify, extend, and create repeating patterns using objects, pictures, shapes, sounds, and body movements. Rugs alive Plus adds opportunities to sort, count, tally, and graph animals by habitat or observable characteristics.
Cognitive Development: Mathematics (CD-MA)	CD-MA7	The child will reason, estimate, and share solutions when solving problems with patterns.	SUPPORTING	Pattern activities give children repeated opportunities to identify, extend, predict, and create patterns and to respond to questions about what comes next. They strongly support pattern reasoning, while explicit estimation and children's explanation of how or why a pattern works are not consistently elicited.

Cognitive Development: Mathematics (CD-MA)	CD-MA8	The child will explore, recognize and describe spatial relationships between objects.	STRONG	Math alive, Math Journals, and Rugs alive Plus provide repeated direct practice with spatial and positional relationships. Children use and respond to language such as above/below, over/under, inside/outside, beside, between, left/right, and in front of/behind while positioning objects, AR animals, themselves, and items drawn in journal tasks.
Cognitive Development: Mathematics (CD-MA)	CD-MA9	The child will reason, visualize, and share solutions when solving problems with spatial thinking.	SUPPORTING	Spatial activities require children to visualize position, manipulate objects and shapes, follow or give positional directions, and solve location and orientation tasks. Rugs alive Plus partner activities add purposeful use of positional language to place or find AR animals. These experiences strongly support spatial reasoning, while children's explicit communication of their reasoning and solution process is not consistently required.
Cognitive Development: Mathematics (CD-MA)	CD-MA10	The child will explore, recognize, and describe shapes.	STRONG	Math alive and the Math Journals provide explicit experiences with two- and three-dimensional shapes, including shape names, attributes, recognition, and real-world examples. The PreK Journal works with seven 2D shapes, while the Kindergarten Journal extends shape learning to five 3D shapes; children trace shapes, identify matching objects, and use the app for interactive shape activities.
Cognitive Development: Science (CD-SC)	CD-SC1	The child will demonstrate scientific inquiry skills.	SUPPORTING	Animal observations, prediction questions, classification, discussion, habitat matching, and check-and-revise experiences provide meaningful practice with early scientific inquiry. Rugs alive Plus adds a concrete classify-and-check task: children match a Habitat Card to an animal, scan the combination, and use the app response to check the relationship. These activities support observation, prediction, comparison, classification, and checking results, but do not explicitly elicit every GELDS scientific-inquiry behavior.
Cognitive Development: Science (CD-SC)	CD-SC2	The child will demonstrate knowledge related to the dynamic properties of earth and sky.	SUPPORTING	Animal habitats and selected environmental, weather, and calendar connections provide supporting exposure to earth/sky concepts. The reviewed curriculum does not systematically address the full range of GELDS earth-and-sky indicators.
Cognitive Development: Science (CD-SC)	CD-SC3	The child will demonstrate knowledge related to living things and their environments.	SUPPORTING	The 26 Zoo Crew animals, Animal-a-Week lessons, Rugs alive Plus Animals and Habitats resource, Habitat Cards, animal facts, and related activities provide extensive learning about animal characteristics, sounds, adaptations, food, behavior, needs, and environments.

				Children match animals to habitats and compare where and how animals live. This is a significant program strength, but the GELDS standard also includes life-science behaviors not directly addressed across the reviewed materials, including some living/nonliving and life-cycle expectations.
Cognitive Development: Science (CD-SC)	CD-SC4	The child will demonstrate knowledge related to physical science.	SUPPORTING	Sorting, observable properties, movement/position activities, materials, and cause-and-effect experiences provide meaningful physical-science connections. Physical science remains supporting rather than a comprehensive Alive Studios instructional strand.
Cognitive Development: Science (CD-SC)	CD-SC5	The child will demonstrate an awareness of and the need to protect his/her environment.	SUPPORTING	Habitat lessons introduce environmental problems and invite discussion of ways people can help protect environments. These provide meaningful environmental-awareness support, but the reviewed curriculum does not directly require children to participate in environmental-protection actions.
Cognitive Development: Social Studies (CD-SS)	CD-SS1	The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity.	SUPPORTING	SEL stories, relationship discussions, and family-connected activities provide meaningful opportunities to discuss family and familiar relationships. Culture and ethnicity are not explicitly developed as a systematic instructional sequence.
Cognitive Development: Social Studies (CD-SS)	CD-SS2	The child will demonstrate an understanding of his/her community and an emerging awareness of other's culture and ethnicity.	SUPPORTING	Classroom roles, cooperation, and selected discussions provide some support for understanding community. The reviewed curriculum does not explicitly teach the full GELDS expectations related to other cultures and ethnicity; animal habitats and geographic diversity should not be presented as evidence of children's understanding of human cultures.
Cognitive Development: Social Studies (CD-SS)	CD-SS3	The child will demonstrate an awareness of geography in his/her community.	SUPPORTING	Zoo maps, habitats, and positional/spatial activities support foundational map and location concepts. However, these experiences focus primarily on animals and habitats rather than explicitly requiring children to describe, represent, or explore geography in their own community.
Cognitive Development: Social Studies (CD-SS)	CD-SS4	The child will demonstrate an awareness of economics of his/her community.	SUPPORTING	Alive Studios does not provide a systematic economics sequence. Purposeful use of tablets, cameras, AR scanning, and related technology directly supports the technology component within this standard, while other economics indicators receive limited or supporting coverage.
Cognitive Development: Social Studies (CD-SS)	CD-SS5	The child will understand the passage of time and how events are related.	SUPPORTING	Calendar, sequencing, before/after language, story order, and lesson routines provide direct support for some temporal concepts. Broader GELDS expectations involving understanding and relating past,

				present, and future events are not explicitly developed across the curriculum.
Cognitive Development: Creative Development (CD-CR)	CD-CR1	The child will participate in dance to express creativity.	STRONG	Songs and animal-movement experiences provide direct opportunities for children to move creatively to music. The Zoo Crew Counting/Count to 100 animal movement song adds sustained participation in coordinated animal-inspired movements while counting, and Rugs alive Plus activities invite children to act out animal movements on and around the rug.
Cognitive Development: Creative Development (CD-CR)	CD-CR2	The child will create and explore visual art forms to develop artistic expression.	SUPPORTING	Animal crafts, drawing, coloring, habitat illustrations, hats, journals, and other creative recording activities provide frequent opportunities to create visual art. These experiences strongly support artistic expression, while the reviewed materials do not explicitly address all GELDS expectations involving children's discussion, comparison, or appreciation of art.
Cognitive Development: Creative Development (CD-CR)	CD-CR3	The child will use his/her voice, instruments, and objects to express creativity.	SUPPORTING	Songs, chants, rhyming language, animal sounds, body percussion, rhythmic patterns, and music-and-movement experiences provide repeated opportunities for vocal and musical expression. Rugs alive Plus also lets children hear and respond to the actual sounds made by the AR animals. The reviewed curriculum does not clearly provide direct child use of musical instruments as required within the GELDS standard.
Cognitive Development: Creative Development (CD-CR)	CD-CR4	The child will use dramatic play to express creativity.	SUPPORTING	Animal characters, stories, habitats, AR experiences, movement, role-play, and block-center extensions provide meaningful opportunities for imaginative and dramatic play. These experiences support dramatic expression, although the reviewed curriculum does not explicitly elicit every GELDS dramatic-play behavior, including some uses of voice/facial expression and open-ended expression of children's own thoughts and feelings.
Cognitive Development: Cognitive Processes (CD-CP)	CD-CP1	The child will demonstrate awareness of cause and effect.	STRONG	Interactive activities provide repeated, observable cause-and-effect experiences: children's actions trigger AR responses, animal sounds, letter/number/shape responses, mathematical outcomes, and immediate feedback. With Rugs alive Plus, matching and scanning a Habitat Card with an animal produces a confirming AR response; Journal Check/Help and scanning functions likewise let children act, observe a result, and adjust.
Cognitive Development: Cognitive Processes (CD-CP)	CD-CP2	The child will use prior knowledge to build new knowledge.	SUPPORTING	Circle Charts, prediction questions, cumulative review, habitat discussions, journals, and applied classroom activities

				repeatedly connect familiar knowledge to new contexts. These experiences strongly support transfer and prior-knowledge activation, while the curriculum does not consistently require children to explain explicitly how prior experiences or knowledge relate to new learning.
Cognitive Development: Cognitive Processes (CD-CP)	CD-CP3	The child will demonstrate problem solving skills.	STRONG	Math problems, literacy tasks, classification, habitat matching, journal challenges, and check-and-revise activities give children repeated opportunities to identify problems, select or test solutions, receive feedback, and revise their responses. Rugs alive Plus habitat matching and partner hide-and-seek/positional activities add collaborative problem-solving experiences.

Alignment Profile

Alive Studios demonstrates its strongest direct alignment in foundational literacy, selected mathematics concepts, cognitive processes, fine-motor/writing experiences, spatial awareness, and selected movement and learning behaviors. Additional GELDS standards are meaningfully supported through teacher-led discussion, play, movement, stories, hands-on materials, and cross-curricular experiences.

Across 53 GELDS standards reviewed: 23 Strong • 30 Supporting.

Primary Curriculum Evidence

Alignment ratings are grounded in the Alive Studios instructional materials reviewed for this crosswalk, including literacy and mathematics lesson plans and field guides, all 26 Alphabet Zoo SEL stories, Animal-a-Week lessons, Letters alive and Math alive Student Journals and app functionality, Rugs alive Plus with Habitat Cards, the Animals and Habitats resource and Teacher Activity Ideas, and Zoo Crew music/movement activities.

Sources Reviewed

- Georgia Department of Early Care and Learning (DECAL), Georgia Early Learning and Development Standards (GELDS), Standards and Indicators, 48–60 months.
- Alive Studios, 26 Rhyming SEL Stories.
- Alive Studios, Zoo Keeper ABC Boot Camp™.
- Alive Studios, Animal-a-Week™ lesson plans.
- Alive Studios, Math Legacy Lesson Plans.
- Alive Studios, Math alive® Field Guide.
- Alive Studios, Zoo Keeper 1,2,3 Boot Camp™.
- Alive Studios, Rugs alive Plus™ materials reviewed: Habitat Cards; Animals and Habitats resource; Teacher Activity Ideas.
- Alive Studios, Letters alive® and Math alive® Student Journals and documented app functionality.
- Alive Studios, Zoo Crew Alphabet Song and Zoo Crew Counting/Count to 100 animal movement song materials reviewed for this crosswalk.