

# The InvestiGator Club®

## Alignment to the New York State PreK Foundation for the Common Core

The following references are examples of lessons in The InvestiGator Club® Prekindergarten Learning System that align with the 2014 NY State PreK Foundation for Common Core. The alignment is intended to illustrate the system’s approach to these standards, not the comprehensiveness of the program.

### DOMAIN 1: APPROACHES TO LEARNING

<b>Strand: Engagement</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>1. Actively and confidently engages in play as a means of exploration and learning.</p> <p>a) Interacts with a variety of materials through play.</p> <p>b) Participates in multiple play activities with same material.</p> <p>c) Engages in pretend and imaginative play – testing theories, acting out imagination.</p> <p>d) Self-selects play activity and demonstrates spontaneity.</p> <p>e) Uses “trial and error” method to figure out a task, problem, etc.</p> <p>f) Demonstrates awareness of connections between prior and new knowledge.</p>	<p>a) <b>Let’s Investigate!</b>            TG p. 45 Learning Centers: Science Stuff            TG p. 45 Learning Centers: Safe Scientists  <b>Healthy You</b>            TG p. 47 Learning Centers: Animal Habitats            TG p. 47 Learning Centers: Water or Land?</p> <p>b) <b>Let’s Investigate</b>            TG p. 143 Dramatic Play: Rosalita’s Fancy Footwork  <b>Under Construction</b>            TG p. 47 Learning Centers: Dump Trucks            TG p. 47 Learning Centers: Sand Construction  <b>Healthy You</b>            TG p. 105 Literacy: Act Out a Story</p> <p>c) <b>Let’s Investigate</b> TG p. 143 Dramatic Play: Rosalita’s Fancy Footwork  <b>Watch It Grow</b>            TG p. 48 Learning Center: Building with Plants</p> <p>d) <b>Let’s Investigate!</b>            TG p. 45 Learning Center: Science Stuff            TG p. 47 Learning Center: Painting Pals            TG p. 50 Blocks Learning Center: Exploring Blocks</p> <p>e) <b>Under Construction</b>            TG p. 119 Oral Language: Wheels            TG p. 118 Oral Language: Push and Pull  <b>Splash and Dig</b>            TG p. 104 Science: Fresh or Salt?</p>

	<p><b>Weather Watchers</b> TG pp. 136–137 Family Investigation Night: Kites</p> <p>f) <b>Healthy You</b> TG p. 49 Learning Centers: Your Heart Beats</p> <p><b>Weather Watchers</b> TG pp. 56–57 Opening Circle Time: Oral Language</p>
<p>2. Actively engages in problem solving.</p> <p>a) Identifies a problem and tries to solve it independently.</p> <p>b) Attempts multiple ways to solve a problem.</p> <p>c) Communicates more than one solution to a problem.</p> <p>d) Engages with peers and adults to solve problems.</p>	<p>a) <b>Under Construction</b> TG pp. 106-107 Whole Group: Social and Emotional</p> <p><b>Splash and Dig</b> TG pp. 122–123 Small Group: Science</p> <p>b) <b>Under Construction</b> TG p. 118 Oral Language: Push and Pull TG p. 119 Oral Language: Wheels</p> <p><b>Splash and Dig</b> TG pp. 54-55 Investigation: Investigation Station</p> <p>c) <b>Weather Watchers</b> TG pp. 136–137 Family Investigation Night: Kites <b>Watch It Grow</b> TG p. 48 Learning Centers: Building with Plants <b>Splash and Dig</b> TG pp. 134-135 Culminating Activity: Investigation Celebration</p> <p>d) <b>Let's Investigate!</b> TG pp. 202–203 Whole Group: Readiness: Alike and Different TG pp. 136-137 Family Investigation Night: Wagon Wash <b>Healthy You</b> TG pp. 106–107 Whole Group: Social and Emotional <b>Weather Watchers</b> TG pp. 136–137 Family Investigation Night: Kites <b>Splash and Dig</b> TG pp. 54-55 Investigation: Investigation Station TG p. 104 Science: Fresh or Salt? TG pp. 136-137 Family Investigation Night: Build a Boat</p>

<b>STRAND: Creativity and Imagination</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>3. Approaches tasks, activities and problems with creativity, imagination and/or willingness to try new experiences or activities.</p> <p>a) Chooses materials/props and uses novel ways to represent ideas, characters, and objects.</p> <p>b) Identifies additional materials to complete</p>	<p>a) <b>Finny, Feathery, Furry Friends</b> TG pp. 136-137 Family Investigation Night: Feathery Feeders <b>Watch It Grow</b> TG p. 104 Social Studies: Plan a Town TG p. 108 Music and Movement: Water Music <b>Finny, Feathery, Furry Friends</b> TG p. 47 Learning Centers: Animal Habitats</p>

<p>a task.</p> <p>c) Experiments to further his/her knowledge.</p> <p>d) Seeks additional clarity to further his/her knowledge.</p> <p>e) Seeks out connections, relations and assistance from peers and adults to complete a task.</p> <p>f) Communicates more than one solution to a problem.</p>	<p>b) <b>Splash and Dig</b> TG p. 7 Learning Centers: Water Play</p> <p>c) <b>Let's Investigate!</b> TG p. 139 Math: Match a Snack</p> <p><b>Under Construction</b> TG p. 47 Learning Centers: Sand Construction</p> <p><b>Healthy You</b> TG pp. 110-111 Closing Circle Time: Shared Writing</p> <p><b>Weather Watchers</b> TG p. 45 Learning Center: Weather Collage</p> <p>d) <b>Splash and Dig</b> TG p. p. 136-137 Family Investigation Night: Build a Boat</p> <p>e) <b>Finny, Feathery, Furry Friends</b> TG p. 47 Learning Centers: Animal Habitats TG pp. 136–137 Family Investigation Night: Feathery Feeders</p> <p>f) <b>Splash and Dig</b> TG pp. 54-55 Investigation: Investigation Station</p> <p><b>Weather Watchers</b> TG p. 47 Learning Center: Oceans and Weather TG p. 93 Oral Language: Weather Report</p>
<b>STRAND: Curiosity and Initiative</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>4. Exhibits curiosity, interest, and willingness in learning new things and having new experiences.</p> <p>a) Asks questions using who, what, how, why, when, where, what if.</p> <p>b) Expresses an interest in learning about and discussing a growing range of ideas.</p> <p>c) Actively explores how things in the world work.</p> <p>d) Investigates areas of interest.</p> <p>e) Takes objects and materials apart and attempts to reassemble them (e.g., puzzles, models, nuts and bolts).</p> <p>f) Seeks out activities and materials that support his/her curiosity.</p> <p>g) Willingly engages in new experiences and activities.</p>	<p>a) <b>Under Construction</b> TG pp. 136-137 Family Investigation Night: Wagon Wash</p> <p><b>Finny, Feathery, Furry Friends</b> TG pp. 54-55 Investigation: Investigation Station</p> <p>b) <b>Let's Investigate</b> TG pp. 66-67 Whole Group: Readiness: Colors TG p. 215 Literacy: The Curiosity in You</p> <p><b>Splash and Dig</b> TG p. 118 Oral Language: Follow the River</p> <p>c) <b>Weather Watchers</b> TG p. 47 Learning Center: Oceans and Weather</p> <p>d) <b>Let's Investigate</b> TG p. 49 Learning Centers: Exploring Water TG p. 49 Learning Centers: Exploring Sand TG p. 171 Oral Language: The Handy Person in You</p> <p><b>Watch It Grow</b> TG p. 98 Oral Language: If Flowers Could Talk</p> <p><b>Healthy You</b> TG p. 49 Learning Centers: Your Heart Beats</p> <p>e) <b>Under Construction</b> TG pp. 54-55 Investigation: Investigation</p>

	Station TG p. 125 Science: Reread a Story f) <b>Splash and Dig</b> TG p. 43 Learning Centers: Float or Sink? TG p. 43 Learning Centers: Moving Water With a Sponge g) <b>Let's Investigate</b> TG p. 49 Learning Centers: Exploring Water TG p. 49 Learning Centers: Exploring Sand <b>Healthy You</b> TG pp. 136-137 Family Investigation Night: Trail Mix <b>Finny, Feathery, Furry Friends</b> TG p. 38 Daily Routines: Like an Animal
<b>STRAND: Persistence</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
5. Demonstrates persistence. a) Maintains focus on a task. b) Seeks assistance when the next step seems unclear or appears too difficult. c) Modifies strategies used to complete a task.	a) <b>Let's Investigate!</b> TG p. 135 Science: Investigators Try and Record TG pp. 234-235 Family Investigation Night: Scavenger Hunt <b>Healthy You</b> TG p. 129 Art: Healthy Food Prints <b>Watch It Grow</b> TG pp. 66–67 Whole Group: Literacy b) <b>Under Construction</b> TG p. 46 Learning Centers: CD Corner <b>Finny, Feathery, Furry Friends</b> TG p. 47 Learning Centers: Water or Land? <b>Watch It Grow</b> TG p. 48 Learning Centers: Local Crops c) <b>Under Construction</b> TG p. 43 Learning Centers: Go! Go! Go! TG p. 135 Culminating Activity: Investigation Celebration: Build Tall Towers <b>Splash and Dig</b> TG pp. 134–135 Culminating Activity: Investigation Celebration

## DOMAIN 2: PHYSICAL DEVELOPMENT AND HEALTH

<b>Strand: Physical Development</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
1. Uses senses to assist and guide learning. a) Identifies sights, smells, sounds, tastes and textures. b) Compares and contrasts different sights, smells, sounds, tastes, and textures. c) Uses descriptive words to discuss sights,	a) <b>Let's Investigate!</b> TG p. 135 Science: Investigators Try and Record <b>Healthy You</b> TG p. 43 Learning Centers: Your Sense of Touch TG p. 58 Oral Language: Your Senses

<p>smells, sounds, tastes, and textures.</p>	<p>TG p. 104 Science: Clues to Healthy Habits  b) <b>Let's Investigate!</b>  TG p. 135 Science: Investigators Try and Record  TG pp. 234–235 Family Investigation Night: Scavenger Hunt Under Construction  <b>Splash and Dig</b> TG p. 47 Learning Centers: Water Play  c) <b>Healthy You</b>  TG 54–55 Investigation: Investigation Station  TG pp. 122–123 Small Group: Science</p>
<p>2. Uses sensory information to plan and carry out movements.</p> <p>a) Demonstrates appropriate body awareness when moving in different spaces.  b) Exhibits appropriate body movements when carrying out a task.  c) Demonstrates awareness of spatial boundaries and the ability to work within them.</p>	<p>a) <b>Let's Investigate!</b>  TG p. 126 Music: Music Long Ago  <b>Watch It Grow</b>  TG p. 73 Movement: Squirrel in a Tree  TG p. 93 Music and Movement: Hot Potato  b) <b>Let's Investigate</b>  TG p. 143 Dramatic Play: Rosalita's Fancy Footwork  <b>Splash and Dig</b>  TG p. 128 Math: Bounce and Count  <b>Weather Watchers</b>  TG p. 120 Everyday Literacy: Sound Bounce  TG p. 124 Math: The Numbers 0 to 10  c) <b>Finny, Feathery, Furry Friends</b>  TG 108 Music: "The Bear Went Over the Mountain"  <b>Watch It Grow</b>  TG p. 113 Oral Language: Picture Match Relay  <b>Splash and Dig</b>  TG p. 93 Music and Movement: Sea Limbo  <b>Under Construction</b>  TG p. 39 Daily Routines: Giant Steps</p>
<p>3. Demonstrates coordination and control of large muscles.</p> <p>a) Displays an upright posture when standing or seated.  b) Maintains balance during sitting, standing, and movement activities.  c) Runs, jumps, walks in a straight line, and hops on one foot.  d) Climbs stairs using alternating feet.  e) Puts on age appropriate clothing items, such as shirts, jackets, pants, shoes, etc.</p>	<p>Each Investigation contains a Gross Motor Skills Daily Routine that provides ideas and activities for games and other types of play that improve large muscle skills. (See Investigation Teacher Guides p. 34). Also:</p> <p>a) <b>Let's Investigate!</b> TG p. 73 Dramatic Play: The Imagination in You  <b>Weather Watchers</b>  TG p. 39 Daily Routines: Weather Walking  <b>Watch It Grow</b>  TG p. 34 Daily Routines: Outdoor Play  b) <b>Watch It Grow</b>  TG p. 128 Music and Movement: Music and Movement: Johnny Appleseed Dance  <b>Weather Watchers</b>  TG p. 34 Daily Routines: Outdoor Play  c) <b>Let's Investigate!</b> TG p. 73 Dramatic Play: The Imagination in You  <b>Healthy You</b>  TG p. 43 Learning Centers: What Can My</p>

	<p>Muscles Do  TG p. 88 Movement: Healthy Food Hopscotch  <b>Weather Watchers</b>  TG p. 124 Math: the Numbers 0 to 10  d) <b>Let's Investigate!</b> TG p. 73 Dramatic Play:  The Imagination in You  <b>Healthy You</b>  TG p. 73 Closing Circle Time: Movement:  Jump and Jive  e) <b>Healthy You</b>  TG p. 99 Oral Language: Dressing Up</p>
<p>4. Combines a sequence of large motor skills with and without the use of equipment.</p> <p>a) Navigates age appropriate playground equipment.  b) Peddles a tricycle.  c) Throws, catches or kicks a large, light-weight ball (8" - 10").  d) Participates in a series of large motor movements or activities such as, dancing, follow the leader, or Simon Says.</p>	<p>Each Investigation contains a Gross Motor Skills Daily Routine that provides ideas and activities for games and other types of play that improve large muscle skills. (See Investigation Teacher Guides p. 34). Also:</p> <p>a) <b>Finny, Feathery, Furry Friends</b>  TG p. 34 Daily Routines: Outdoor Play  <b>Splash and Dig</b>  TG p. 34 Daily Routines: Outdoor Play  <b>Let's Investigate</b>  TG p. 36 Daily Routines: Outdoor Play  b) <b>Under Construction</b>  TG p. 36 Health: Stop Signs  c) <b>Splash and Dig</b>  TG p. 128 Math: Bounce and Count  d) <b>Let's Investigate!</b>  TG p. 149 Gross Motor: The Athlete in You  TG p. 165 Gross Motor: Exercise Like Manny  <b>Healthy You</b>  TG p. 79 Oral Language: Play Time  TG p. 34 Daily Routines: Outdoor Play</p>
<p>5. Demonstrates eye-hand coordination and dexterity needed to manipulate objects.</p> <p>a) Uses pincher grasp (index finger and thumb).  b) Demonstrates ability to engage in finger plays.  c) Uses materials such as pencils, paintbrushes, eating utensils and blunt scissors effectively.  d) Manipulates small objects with ease (fits objects into holes, strings wooden beads, stacks mini blocks, uses geo boards, etc.).  e) Uses buttons, zippers, snaps, and hook and loop tape successfully.</p>	<p>a) <b>Let's Investigate!</b>  TG p. 160 Social Studies: We Need to Know  <b>Healthy You</b>  TG p. 43 Learning Centers: What My Muscles Can Do  <b>Weather Watchers</b> TG p. 129 Art: Four Seasons  Mobile  <b>Splash and Dig</b>  TG p. 42 Learning Centers: Puzzle Builders  TG pp. 76-77 Opening Circle Time: Oral Language  b) <b>Finny, Feathery, Furry Friends</b>  TG p. 32 Daily Routines: Music  TG p. 39 Transitions: Day at the Beach  TG p. 109 Art: Feather Painting  TG pp. 116-117 Opening Circle Time: Oral Language  c) <b>Let's Investigate</b>  TG p. 183 Math: Cut to Size</p>

	<p><b>Under Construction</b> TG p. 84 Math: The Number 1</p> <p><b>Watch It Grow</b> TG p. 64 Math: The Number 8 TG p. 41 Learning Centers: Alphabet Book</p> <p>d) <b>Let's Investigate!</b> TG p. 50 Learning Centers: Blocks</p> <p><b>Under Construction</b> TG p. 48 Learning Centers: Blocks</p> <p><b>Health You</b> TG p. 42 Learning Centers: Geoboards</p> <p>e) <b>Healthy You</b> TG p. 99 Oral Language: Dressing Up</p>
<b>Strand: Physical Fitness</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>6. Engages in a variety of physical fitness activities.</p> <p>a) Engages in large motor activities (e.g., marching, hopping, running, jumping, dancing) in increasingly longer periods of time as skill and endurance develops.</p> <p>b) Explores, practices, and performs skill sets: throwing, pushing, pulling, catching, balancing, etc.</p> <p>c) Participates in activities designed to strengthen major muscle groups.</p> <p>d) Participates in activities to promote balance and flexibility.</p>	<p>Each Investigation contains an Outdoor Play Daily Routine that provides ideas and activities for games and other types of outdoor play. (See Investigation Teacher Guides p. 34). Also:</p> <p>a) <b>Healthy You</b> TG pp. 54–55 Investigation: Investigation Station TG p. 79 Oral Language: Play Time</p> <p>b) <b>Under Construction</b> TG p. 34 Daily Routines: Outdoor Play <b>Weather Watchers</b> TG p. 124 Math: The Numbers 1 to 10</p> <p>c) <b>Healthy You</b> TG p. 36 Daily Routines: Daily Stretches TG p. 85 Science: Animal Exercises</p> <p>d) <b>Finny, Feathery, Furry Friends</b> TG p. 108 Music: "The Bear Went Over the Mountain" <b>Watch It Grow</b> TG p. 128 Music and Movement: Johnny Appleseed Dance</p>
<b>Strand: Health and Well-Being</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>7. Demonstrates personal care and hygiene skills.</p> <p>a) Demonstrates growing independence in using personal hygiene skills (e.g., washing hands, brushing teeth, toileting, etc.)</p> <p>b) Exhibits self-help skills when dressing, cleaning up, participating in meals, etc.</p> <p>c) Recognizes and communicates when experiencing symptoms of illness.</p>	<p>a) <b>Let's Investigate!</b> TG p. 38 Daily Routines: Establish Toilet Routines TG p. 38 Daily Routines: Establish Hand-Washing and Tooth Care Routines</p> <p><b>Healthy You</b> TG pp. 62–63 Small Group: Early Writing TG p. 99 Oral Language: Scrub and Rub</p> <p>b) <b>Weather Watchers</b> TG p. 36 Daily Routines: Fastening Practice</p> <p><b>Healthy You</b> TG p. 113 Oral Language: I Can Do It!</p>

	<p>c) <b>Healthy You</b>  TG 113 Closing Circle Time: Dramatic Play:  All Kinds of Doctors</p>
<p>8. Demonstrates awareness and understanding of healthy habits.</p> <p>a) Recognizes the importance of good nutrition, water, rest and sleep in order to be healthy.</p> <p>b) Talks about food choices in relationship to allergies and overall health.</p> <p>c) Relates healthy behaviors to good personal health (milk for strong bones, spinach for strong muscles).</p> <p>d) Describes the role of doctors, dentists and other health care workers in keeping him/herself healthy.</p>	<p>Each Investigation contains a Health Daily Routine (Investigation Teacher Guides p. 36) and Safety Daily Routine (Investigation Teacher Guides p. 29) that provide ideas and activities for communicating health and safety rules, and helping children learn to follow health and safety rules. Also:</p> <p>a) <b>Splash and Dig</b> TG p. 36 Daily Routines:  Drink Your Water!  <b>Healthy You</b>  TG p. 37 Daily Routines: Trying New Foods  TG p. 78 Oral Language: Veggies</p> <p>b) <b>Healthy You</b>  TG p. 37 Daily Routines: Trying New Foods  TG p. 78 Oral Language: Nutritious Food  TG p. 79 Oral Language: Let's Go Shopping!  <b>Finny, Feathery, Furry Friends</b>  TG p. 37 Daily Routines: Birds' Nests  TG p. 37 Daily Routines: Who Eats This?</p> <p>c) <b>Healthy You</b>  TG p. 99 Oral Language: Scrub and Rub  TG pp. 90-91 Closing Circle Time: Shared Writing  <b>Let's Investigate!</b>  TG p. 157 Social Studies: Be Healthy Like Manny</p> <p>d) <b>Healthy You</b>  TG p. 44 Learning Centers: Doctor's Office  TG p. 49 Dramatic Play: Your Heart Beats  TG pp. 62-63 Small Group: Early Writing  TG 113 Closing Circle Time: Dramatic Play:  All Kinds of Doctors</p>
<b>Strand: Health and Safety</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>9. Demonstrates awareness and understanding of safety rules.</p> <p>a) Verbalizes and demonstrates safety rules such as holding an adult's hand when walking on sidewalks or near a street.</p> <p>b) Communicates to peers and adults when observing unsafe behavior (e.g., Tommy is throwing rocks).</p> <p>c) Understands that some practices could be unsafe (e.g., playing with matches, playing near a busy street, not wearing a bike helmet).</p> <p>d) Demonstrates knowledge of bus safety (e.g., crosses in front of the bus after the</p>	<p>Each Investigation contains a Health Daily Routine (Investigation Teacher Guides p. 36) and Safety Daily Routine (Investigation Teacher Guides p. 29) that provide ideas and activities for communicating health and safety rules, and helping children learn to follow health and safety rules. Also:</p> <p>a) <b>Healthy You</b>  TG p. 118 Oral Language: Everyday Safety  TG p. 124 Social and Emotional: Be Prepared  <b>Finny, Feathery, Furry Friends</b>  TG 36 Daily Routines: Keen Senses for Crossing</p> <p>c) <b>Healthy You</b>  TG p. 38 Daily Routines: Seat Belts, Please!</p>



<p>driver signals, wears seatbelt).</p> <p>e) Participates in fire evacuation drills, understands what the alarm bell is and the need to go to a safe location, etc.</p> <p>f) Explains how to get help in emergency situations.</p>	<p>d) <b>Healthy You</b> TG p. 125 Small Group: Literacy: Safety Signs</p> <p>e) <b>Healthy You</b> TG pp. 116–117 Opening Circle Time: Oral Language TG p. 132 Health: Stop, Drop, Roll <b>Let's Investigate!</b> TG p. 170 Back to School: Fire Safety</p> <p>f) <b>Healthy You</b> TG p. 124 Social and Emotional: Be Prepared!</p>
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### DOMAIN 3: SOCIAL AND EMOTIONAL DEVELOPMENT

<b>Strand: Self Concept and Self Awareness</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>1. Recognizes himself/herself as a unique individual having his/her own abilities, characteristics, feelings and interests.</p> <p>a) Describes himself/herself using several different characteristics.</p> <p>b) Identifies self as being part of a family and identifies being connected to at least one significant adult.</p> <p>c) Demonstrates knowledge of his/her own uniqueness (talent, interests, preferences, gender, culture, etc.).</p> <p>d) Exhibits self-confidence by attempting new tasks independent of prompting or reinforcement.</p> <p>e) Compares and/or contrasts self to others (e.g., physical characteristics, preferences, feelings, abilities).</p> <p>f) Identifies the range of feelings he/she experiences, and that his/her feelings may change over time, as the environment changes, and in response to the behavior of others.</p> <p>g) Displays accomplishment, contentment, and acknowledgement when completing a task or solving a problem by himself/herself (e.g., wants to show a peer or adult).</p>	<p>a) <b>Let's Investigate!</b> TG p. 113 Social Studies: Special Me, Special You TG p. 138 Social Studies: We Grow and Change</p> <p>b) <b>Weather Watchers</b> TG pp. 136-137 Family Investigation Night: Kites <b>Under Construction</b> TG pp.136-137 Family Investigation Night: Wagon Wash</p> <p>c) <b>Let's Investigate!</b> TG p. 116 Social Studies: The One and Only You</p> <p>d) <b>Let's Investigate!</b> TG pp. 162–163 Closing Circle: Shared Writing</p> <p>e) <b>Let's Investigate!</b> TG Daily Routines: Social and Emotional Development</p> <p>f) <b>Under Construction</b> TG pp. 106–107 Whole Group: Social and Emotional <b>Healthy You</b> TG p. 124 Social and Emotional: Be Prepared! <b>Weather Watchers</b> TG p. 65 Social and Emotional: Feel It, Show It, Say It TG pp. 110–111 Closing Circle: Shared Writing</p> <p>g) <b>Let's Investigate!</b> TG p. 209 Oral Language: The “Big Kid” in You <b>Healthy You</b> TG pp. 96–97 Opening Circle Time: Oral Language</p>

<b>Strand: Self Regulation</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>2. Regulates his/her responses to needs, feelings and events.</p> <p>a) Expresses feelings, needs, opinions and desires in a way that is appropriate to the situation.</p> <p>b) Appropriately names types of emotions (e.g., frustrated, happy, excited, sad) and associates them with different facial expressions, words and behaviors.</p> <p>c) Demonstrates an ability to independently modify his/her behavior in different situations.</p>	<p>a) <b>Under Construction</b> TG p. 35 Daily Routines: Social and Emotional Development <b>Healthy You</b> TG p. 98 Oral Language: How Am I Feeling? <b>Weather Watchers</b> TG p. 69 Literacy: Reread a Snowy Story</p> <p>b) <b>Under Construction</b> TG pp. 106–107 Whole Group: Social and Emotional TG p. 124 Social and Emotional: Be Prepared! <b>Weather Watchers</b> TG p. 65 Social and Emotional: Feel It, Show It, Say It</p> <p>c) <b>Splash and Dig</b> TG p. 65 Social and Emotional: Puppet Play <b>Weather Watchers</b> TG p. 124 Social and Emotional: The Picnic is Cancelled</p>
<b>Strand: Relationships with Others</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>3. Demonstrates and continues to develop positive relationships with significant adults (primary caregivers, teachers and other familiar adults).</p> <p>a) Interacts with significant adults.</p> <p>b) Seeks guidance from primary caregivers, teachers and other familiar adults.</p> <p>c) Transitions into unfamiliar setting with the assistance of familiar adults.</p>	<p>a) <b>Watch It Grow</b> TG p. 65 Social and Emotional: Thank-You Leaf Bouquet</p> <p>b) <b>Watch It Grow</b> TG pp. 136–137 Family Investigation Night: Planting Party</p> <p>c) <b>Let's Investigate</b> TG pp. 158-159 Readiness: Left and Right TG pp. 234-235 Family Investigation Night: Scavenger Hunt</p>
<p>4. Develops positive relationships with their peers.</p> <p>a) Approaches children already engaged in play.</p> <p>b) Interacts with other children (e.g., in play, conversation, etc.).</p> <p>c) Shares materials and toys with other children.</p> <p>d) Sustains interactions by cooperating, helping, and suggesting new ideas for play.</p> <p>e) Develops close friendship with one or more peers.</p> <p>f) Offers support to another child or shows concern when a peer seems distressed.</p>	<p>a) <b>Let's Investigate!</b> TG p. 104 Music: Make Your Own Music TG p. 105 Literacy: The Storyteller in You</p> <p>b) <b>Let's Investigate!</b> TG p. 56 Back to School: Getting to Know Each Other TG p. 98 Back to School: Mirror Me <b>Splash and Dig</b> TG p. 68 Math: Seaworthy Shapes</p> <p>c) <b>Under Construction</b> TG pp. 106–107 Whole Group: Social and Emotional</p> <p>d) <b>Healthy You</b> TG p. 105 Math: Rubber Band Shapes TG pp. 106-107 Whole Group: Social and Emotional</p> <p>e) <b>Weather Watchers</b> TG p. 109 Literacy: Friends Like Rosalita</p>

	<p>TG pp. 134–135 Culminating Activity: Investigation Celebration</p> <p>f) <b>Finny, Feathery, Furry Friends</b>  TG p. 65 Social and Emotional: Show You Care  TG pp. 106–107 Whole Group: Social and Emotional  TG p. 124 Social and Emotional: Overcoming Fears</p>
<p>5. Demonstrates pro-social problem solving skills in social interactions.</p> <p>a) Seeks input from others about a problem.  b) Uses multiple pro-social strategies to resolve conflicts (e.g., trade, take turns, problem solve).  c) Uses and accepts compromise, with assistance.</p>	<p>a) <b>Under Construction</b>  TG p. 35 Daily Routines: Social and Emotional Development  TG pp. 106–107 Whole Group: Social and Emotional</p> <p>b) <b>Under Construction</b>  TG p. 65 Social and Emotional: Play a Sharing Game  TG p. 112 Oral Language: Medallion Day  <b>Splash and Dig</b>  TG p. 35 Daily Routines: Social and Emotional Development</p> <p>c) <b>Let's Investigate!</b>  TG pp. 80-81 Opening Circle Time: Oral Language</p>
<b>Strand: Adaptability</b>	
<b>NY State PreK Foundations for Common Core</b>	The InvestiGator Club® Guides
<p>6. Understands and follows routines and rules.</p> <p>a) Displays an understanding of the purpose of rules.  b) Engages easily in routine activities (e.g., story time, snack time, circle time).  c) Uses materials purposefully, safely and respectfully as set by group rules.  d) With assistance, understands that breaking rules have a consequence.  e) Applies rules in new, but similar situations.  f) Demonstrates the ability to create new rules for different situations.</p>	<p>a) <b>Let's Investigate!</b>  TG p. 186 Back to School: Classroom Rules  TG p. 39 Daily Routines: Establish Set-Up/Clean-Up Routines</p> <p>b) <b>Let's Investigate!</b>  TG p. 208 Back to School: Busy Bees</p> <p>c) <b>Watch It Grow</b> TG pp. 106–107 Whole Group: Social and Emotional</p> <p>d) <b>Healthy You</b>  TG pp. 116-117 Opening Circle Time: Oral Language  TG 119 p. Oral Language: Animal Safety</p> <p>e) <b>Let's Investigate!</b>  TG p. 214 Back to School: A Community of Learners</p> <p>f) <b>Healthy You</b>  TG p. 125 Literacy: Safety Signs  <b>Under Construction</b>  TG p. 65 Social and Emotional: Play a Sharing Game</p>
<p>7. Adapts to change.</p> <p>a) Easily separates himself/herself from parent or caregiver.  b) Transitions with minimal support between routine activities and new/unexpected</p>	<p>a) <b>Let's Investigate!</b>  TG p. 56 Back to School: Getting to Know Each Other  TG p. 72 Back to School: My Space, Your Space</p> <p>b) <b>Let's Investigate!</b></p>

<p>occurrences.</p> <p>c) Adjusts behavior as appropriate for different settings and /or events.</p> <p>d) Uses multiple adaptive strategies to cope with change (e.g., seeking social support from and adult or peer, taking deep breaths, engaging in another activity).</p>	<p>TG p. 41 Daily Routines: Quiet, Please!</p> <p>TG p. 37 Daily Routines: Social and Emotional Development</p> <p>TG p. 214 Back to School: A Community of Learners</p> <p><b>Watch It Grow</b></p> <p>TG p. 39 Daily Routines: To Market</p> <p>c) <b>Let's Investigate!</b></p> <p>TG p. 186 Back to School: Classroom Rules</p> <p>TG p. 208 Back to School: Busy Bees</p> <p><b>Splash and Dig</b></p> <p>TG p. 35 Daily Routines: Social and Emotional Development</p> <p>d) <b>Let's Investigate!</b></p> <p>TG p. 230 Back to School: Personal Space</p>
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## DOMAIN 4: COMMUNICATION, LANGUAGE AND LITERACY

<b>Strand: Motivation</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>1. Demonstrate that they are motivated to communicate.</p> <p>a) Participates in small or large group activities for storytelling, singing or finger plays.</p> <p>b) Asks questions.</p> <p>c) Listens attentively for a variety of purposes (e.g., for enjoyment; to gain information; to perform a task; to learn what happened; to follow directions).</p> <p>d) Initiates conversations, both verbally and nonverbally, about things around them.</p> <p>e) Nods or gives nonverbal cues that he is understanding.</p> <p>f) Maintains eye contact when trying to interact with a peer or adult.</p> <p>g) Makes choices about how to communicate the ideas he wants to share (e.g., gestures, scribbles, sign language, speaking).</p>	<p>a) <b>Let's Investigate!</b></p> <p>TG pp. 54-55 Opening Circle Time: Oral Language (<i>Dilly and the InvestiGator Club</i>)</p> <p>TG p. 105 Oral Language: Getting to Know Auntie Lu</p> <p>TG p. 215 Literacy: The Curiosity in You</p> <p><b>Healthy You</b></p> <p>TG pp. 76-77 Opening Circle Time: Oral Language</p> <p>b) <b>Finny, Feathery, Furry Friends</b></p> <p>TG p. 129 Literacy: Retell a Classic</p> <p><b>Splash and Dig</b></p> <p>TG pp. 136-137 Family Investigation Night: Build a Boat</p> <p>c) <b>Under Construction</b></p> <p>TG p. 98 Listening: Tool Talk</p> <p><b>Healthy You</b></p> <p>TG pp. 66-67 Whole Group: Literacy</p> <p>d) <b>Splash and Dig</b></p> <p>TG p. 43 Learning Centers/Science: Moving Water with a Sponge</p> <p>TG p. 73 Closing Circle Time/Listening: Water</p> <p>e) <b>Splash and Dig</b></p> <p>TG pp. 70-71 Closing Circle Time: Shared Writing</p> <p>TG p. 73 Closing Circle Time/Listening: Water Sounds</p> <p>f) <b>Finny, Feathery, Furry Friends</b></p> <p>TG pp.126-127 Whole Group: Storytelling Classics</p>

	<p>g) <b>Under Construction</b>  TG p. 72 Oral Language: Sharing Chair  TG p. 72 Oral Language: Pass a Hardhat  <b>Healthy You</b>  TG pp. 62-63 Small Group: Early Writing  <b>Finny, Feathery, Furry Friends</b>  TG pp.126-127 Whole Group: Storytelling Classics  TG p. 129 Literacy: Retell a Classic  <b>Splash and Dig</b>  TG pp. 70-71 Closing Circle Time: Shared Writing</p>
<b>Strand: Background Knowledge</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>2. Demonstrates he/she is building background knowledge.</p> <p>a) Asks questions related to a particular item, event or experience.</p> <p>b) Correctly identifies meanings of words in read alouds, in conversation, and in the descriptions of everyday items in the world around them.</p> <p>c) Uses new vocabulary correctly.</p> <p>d) Makes comparisons to words and concepts already known.</p>	<p>a) <b>Let’s Investigate!</b>  TG pp. 92-93 Whole Group/Readiness: Near and Far  TG p. 105 Literacy: The Storyteller in You  TG pp. 145-147 Opening Circle Time: Oral Language  TG pp. 201-202 Whole Group: Readiness: Alike and Different  <b>Weather Watchers</b>  TG pp. 54-55 Investigation Station  TG pp. 56-57 Opening Circle Time: Oral Language</p> <p>b) <b>Under Construction</b>  TG pp. 54-55 Investigation Station  TG pp. 76-77 Opening Circle Time: Oral Language  TG pp. 96-97 Opening Circle Time: Oral Language  <b>Watch It Grow</b>  TG pp. 76-77 Opening Circle Time: Oral Language  TG p. 99 Oral Language: All About Soil</p> <p>c) <b>Splash and Dig</b>  TG pp. 66-67 Whole Group: Literacy  TG pp. 96-97 Opening Circle Time: Oral Language  <b>Healthy You</b>  TG pp. 122-123 Small Group: Science  TG p. 125 Literacy: Reread a Senses Story  <b>Finny, Feathery, Furry Friends</b>  TG pp. 54-55 Investigation Station</p> <p>d) <b>Under Construction</b>  TG pp. 122-123 Small Group: Science  <b>Finny, Feathery, Furry Friends</b>  TG pp. 62-63 Small Group: Early Writing  TG 66-67 Whole Group: Literacy  <b>Watch It Grow</b>  TG pp. 56-57 Opening Circle: Oral Language</p>

<b>Strand: Viewing</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>3. Demonstrates that he/she understand what they observe.</p> <p>a) Uses vocabulary relevant to observations.</p> <p>b) Identifies emotions by observing faces in pictures and faces of peers and adults.</p> <p>c) Asks questions related to visual text and observations.</p> <p>d) Makes inferences and draws conclusions based on information from visual text.</p> <p>e) Begins to identify relevant and irrelevant information, pictures, and symbols related to a familiar topic.</p>	<p>a) <b>Weather Watchers</b> TG p. 46 Learning Centers: Record Weather Patterns <b>Finny, Feathery, Furry Friends</b> TG 52–53 Investigation: Investigation Station <b>Watch It Grow</b> TG pp. 116–117 Opening Circle Time: Oral Language</p> <p>b) <b>Healthy You</b> TG pp. 66–67 Whole Group: Literacy TG pp. 106–107 Whole Group: Social and Emotional</p> <p>c) <b>Let's Investigate!</b> TG p. 91 Literacy: Electronic Stories <b>Healthy You</b> TG p. 46 Learning Centers: eFlapboards Fun</p> <p>d) <b>Weather Watchers</b> TG p. 125 Science: Reread a Story <b>Finny, Feathery, Furry Friends</b> TG p. 46 Learning Centers: Computer Fun</p> <p>e) <b>Let's Investigate</b> TG p. 223 Literacy: Sequence of Events <b>Under Construction</b> TG 52–53 Investigation: Investigation Launch <b>Splash and Dig</b> TG pp. 66–67 Whole Group: Literacy</p>
<b>Strand: Representing</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>4. Demonstrates his/her ability to express ideas using a variety of methods.</p> <p>a) Uses facial expressions, body language, gestures, and sign language to express ideas.</p> <p>b) Uses existing objects to represent desired or imagined objects in play or other purposeful way (e.g., plastic banana for a telephone).</p> <p>c) Uses visual media to represent an actual experience.</p> <p>d) Reviews and reflects on his/her own representations.</p> <p>e) Writes and draws spontaneously to communicate meaning with peers or adults during play.</p>	<p>a) <b>Let's Investigate!</b> TG p. 73 Dramatic Play: The Imagination in You TG p. 43 Learning Centers: Writing Role Play</p> <p>b) <b>Let's Investigate</b> TG p. 143 Dramatic Play: Rosalita's Fancy Footwork <b>Under Construction</b> TG p. 44 Learning Centers: Building Plan</p> <p>c) <b>Splash and Dig</b> TG p. 49 Learning Centers: Beach Outing <b>Finny, Feathery, Furry Friends</b> TG pp. 70–71 Closing Circle Time: Shared Writing</p> <p>d) <b>Let's Investigate</b> TG pp. 176–177 Small Group: Social Studies <b>Splash and Dig</b> TG pp. 70-17 Closing Circle: Shared Writing <b>Healthy You</b> TG pp. 86-87 Whole Group: Math</p>

	<p><b>Finny, Feathery, Furry Friends</b>  TG pp. 134-135 Culminating Activity: Investigation Celebration</p> <p>e) <b>Under Construction</b>  TG pp. 70–71 Closing Circle: Shared Writing</p> <p><b>Let’s Investigate</b>  TG p. 46 Learning Centers:: Families</p>
<b>Strand: Vocabulary</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>5. Demonstrates a growing receptive vocabulary.</p> <p>a) Understands and follows spoken directions.</p> <p>b) Identifies pictures related to words (show me the white dog).</p> <p>c) Responds/reacts to questions/comments indicating he understands meaning (e.g., body language, gestures, facial expressions, and words).</p> <p>d) Identifies meanings of words used in read-alouds, in conversation and in descriptions of everyday items in the world around him.</p>	<p>a) <b>Let’s Investigate!</b>  TG pp. 234-235 Family Investigation Night: Scavenger Hunt</p> <p><b>Weather Watchers</b>  TG p. 41 Learning Centers: Writing: Weather Book</p> <p>b) <b>Let’s Investigate!</b>  TG pp. 176-177 Small Group: Social Studies</p> <p><b>Under Construction</b>  TG p. 69 Literacy: Reread a Story</p> <p>c) <b>Under Construction</b>  TG pp. 56-57 Opening Circle Time: Oral Language</p> <p><b>Healthy You</b>  TG pp. 76-77 Opening Circle Time: Oral Language</p> <p><b>Weather Watchers</b>  TG pp. 106-107 Whole Group: Social and Emotional</p> <p>d) <b>Under Construction</b>  TG pp. 96–97 Opening Circle : Oral Language</p> <p><b>Healthy You</b>  TG pp. 122-123 Small Group: Science</p>
<p>6. Demonstrates a growing expressive vocabulary.</p> <p>a) Uses facial expressions, body language, gestures, and sign language to engage in reciprocal conversation.</p> <p>b) Uses more complex words in conversation.</p> <p>c) Makes use of new and rare words introduced by adults or peers.</p> <p>d) Correctly names picture when asked, “What is this?”</p> <p>e) Begins to use appropriate volume and speed so spoken message is understood.</p> <p>f) Initiates conversations about a book, situation, event or print in the environment.</p>	<p>a) <b>Splash and Dig</b>  TG pp. 56-57 Opening Circle : Oral Language</p> <p>b) <b>Weather Watchers</b>  TG pp. 56-57 Opening Circle: Oral Language</p> <p>c) <b>Weather Watchers</b>  TG pp. 52-53 Investigation: Investigation Launch</p> <p>TG p. 99 Oral Language: Windy Words</p> <p><b>Splash and Dig</b>  TG pp. 56-57 Opening Circle: Oral Language</p> <p>d) <b>Watch It Grow</b>  TG pp. 76-77 Opening Circle: Oral Language</p> <p>TG pp. 116-117 Opening Circle: Oral Language</p> <p><b>Finny, Feathery, Furry Friends</b>  TG pp. 56–57 Opening Circle : Oral Language</p> <p>TG p. 59 Oral Language: Pet the Pet</p> <p>e) <b>Healthy You</b>  TG p. 41 Learning Centers: Look at Me!</p> <p>TG p. 129 Literacy: Retell a Classic</p>

	f) <b>Finny, Feathery, Furry Friends</b> TG pp. 66-67 Whole Group: Literacy TG pp. 86-87 Whole Group: Literacy
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**PART B: ENGLISH LANGUAGE ARTS AND LITERACY**  
**Reading Standards for Literature**

<b>Strand: Key Ideas and Details</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
1. With prompting and support, ask and answer about detail(s) in a text.	<p><b>Let's Investigate!</b> TG pp. 76–77 Investigation: Investigation Launch TG pp. 146–147 Opening Circle Time: Oral Language</p> <p><b>Under Construction</b> TG p. 40 Learning Centers: Act Out a Story TG pp. 66–67 Whole Group: Literacy</p> <p><b>Healthy You</b> TG pp. 106–107 Whole Group: Social and Emotional</p> <p><b>Splash and Dig</b> TG pp. 66–67 Whole Group: Literacy</p>
2. With prompting and support, retell familiar stories.	<p><b>Let's Investigate!</b> TG p. 105 Literacy: The Storyteller in You TG pp. 168–169 Opening Circle Time: Oral Language TG p. 223 Literacy: Sequence of Events</p> <p><b>Splash and Dig</b> TG pp. 62–63 Small Group: Early Writing TG pp. 82–83 Small Group: Literacy</p> <p><b>Watch It Grow</b> TG pp. 82–83 Small Group: Literacy TG p. 129 Literacy: Retell a Classic</p>
3. With prompting and support, ask and answer questions about characters and major events in a story.	<p><b>Let's Investigate!</b> TG pp. 76–77 Investigation: Investigation Launch TG pp. 146–147 Opening Circle Time: Oral Language</p> <p><b>Under Construction</b> TG p. 40 Learning Centers: Act Out a Story TG pp. 66–67 Whole Group: Literacy</p> <p><b>Healthy You</b> TG pp. 106–107 Whole Group: Social and Emotional</p> <p><b>Splash and Dig</b> TG pp. 66–67 Whole Group: Literacy</p> <p><b>Watch It Grow</b> TG p. 89 Literacy: Reread an Apple Story</p>



<b>Strand: Craft and Structure</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).	<p><b>Let's Investigate!</b>  TG pp. 146–147 Opening Circle Time: Oral Language  TG p. 201 Social Studies: What's My Job? Under Construction  TG pp. 56–57 Opening Circle Time: Oral Language  TG p. 69 Oral Language: Reread a Story  TG pp. 96–97 Opening Circle Time: Oral Language  <b>Healthy You</b> TG pp. 76–77 Opening Circle Time: Oral Language  <b>Finny, Feathery, Furry Friends</b>  TG p. 118 Oral Language: Grasshoppers  TG p. 119 Oral Language: Classroom Nature Walk  <b>Splash and Dig</b>  TG pp. 96–97 Opening Circle Time: Oral Language  TG pp. 110–111 Closing Circle Time: Shared Writing  <b>Watch It Grow</b>  TG p. 89 Literacy: Reread an Apple Story  TG pp. 116–117 Opening Circle Time: Oral Language  <b>Weather Watchers</b>  TG pp. 52–53 Investigation: Investigation Launch  TG pp. 56–57 Opening Circle Time: Oral Language  TG p. 98 Oral Language: "Boom, Bang!"  TG p. 133 Oral Language: Listen and Guess</p>
5. Students interact with a variety of common types of texts (e.g., storybooks, poems, songs).	<p><b>Let's Investigate!</b>  TG pp. 102–103 Opening Circle Time: Oral Language  TG pp. 128–129 Everyday Literacy: Phonological Awareness  TG p. 171 Oral Language: Getting to Know Chuck  TG p. 193 Oral Language: The Facts in You  <b>Under Construction</b>  TG p. 58 Oral Language: Steam Shovel  TG p. 69 Literacy: Reread a Story  <b>Healthy You</b> TG pp. 66–67 Whole Group: Literacy  <b>Finny, Feathery, Furry Friends</b>  TG pp. 122–123  Small Group: Science  <b>Splash and Dig</b>  TG p. 120 Everyday Literacy: Jack and Jill  TG pp. 126–127 Whole Group: Storytelling</p>

	<p>Classics  <b>Watch It Grow</b>  TG p. 125 Science: Reread a Shopping Story  <b>Weather Watchers</b>  TG p. 89 Literacy: Reread a Number Story</p>
6. With prompting and support, can describe the role of an author and illustrator.	<p><b>Let's Investigate!</b>  TG pp. 102–103 Opening Circle Time: Oral Language  TG pp. 124–125 Opening Circle Time: Oral Language  TG p. 134 Literacy: Books Have Parts  TG p. 139 Literacy: Have a Book Parade  <b>Under Construction</b>  TG p. 69 Literacy: Reread a Story  TG p. 109 Literacy: Chuck, Chuck, and Away  <b>Finny, Feathery, Furry Friends</b>  TG p. 40 Learning Centers: Storytelling Time  TG p. 65 Literacy: Book Knowledge  <b>Weather Watchers</b>  TG pp. 66–67 Whole Group: Literacy</p>
<b>Strand: Integration and Knowledge of Ideas</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
7. With prompting and support, students will engage in a picture walk to make connections between self, illustrations, and the story.	<p><b>Let's Investigate!</b>  TG pp. 62–63 Small Group: Literacy  TG pp. 168–169 Opening Circle Time: Oral Language  <b>Under Construction</b>  TG p. 69 Literacy: Reread a Story  TG p. 109 literacy: Chuck, Chuck, and Away  <b>Finny, Feathery, Furry Friends</b>  TG pp. 62–63 Small Group: Early Writing  <b>Splash and Dig</b>  TG pp. 70–71 Closing Circle Time: Shared Writing  TG p. 124 Social and Emotional: Water Winners</p>
8. Not applicable to literature.	NA
9. With prompting and support, students will compare and contrast two stories relating to the same topic.  a) With prompting and support, students will make cultural connections to text and self.	<p><b>Under Construction</b>  TG pp. 126–127 Whole Group: Storytelling Classics  TG p. 129 Literacy: Retell a Classic  <b>Healthy You</b>  TG pp. 126–127 Whole Group: Storytelling Classics  <b>Finny, Feathery, Furry Friends</b>  TG pp. 126–127  Whole Group: Storytelling Classics  <b>Splash and Dig</b>  TG pp. 126–127 Whole Group: Storytelling Classics  TG p. 129 Literacy: Retell a Classic  <b>Watch It Grow</b>  TG pp. 126–127 Whole Group: Storytelling</p>

	<p>Classics  <b>Weather Watchers</b>  TG pp. 126–127 Whole Group: Storytelling  Classics</p>
<b>Strand: Range of Reading and Level of Text Complexity</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>10. Actively engage in group reading activities with purpose and understanding.</p>	<p><b>Let's Investigate!</b>  TG pp. 62–63 Small Group: Literacy  TG pp. 212–213 Opening Circle Time: Oral Language  <b>Under Construction</b>  TG p. 40 Learning Centers: Let's Read!  TG pp. 66–67 Whole Group: Literacy  <b>Healthy You</b>  TG pp. 66–67 Whole Group: Literacy  TG pp. 106–107 Whole Group: Social and Emotional  <b>Finny, Feathery, Furry Friends</b> TG pp. 66–67  Whole Group: Literacy  <b>Splash and Dig</b>  TG pp. 66–67 Whole Group: Literacy  TG pp. 86–87 Whole Group: Math  <b>Watch It Grow</b>  TG pp. 52–53 Investigation: Investigation Launch  TG pp. 66–67 Whole Group: Literacy  TG pp. 82–83 Small Group: Literacy  <b>Weather Watchers</b>  TG pp. 66–67 Whole Group: Literacy  TG pp. 106–107 Whole Group: Social and Emotional</p>
<b>Strand: Responding to Literature</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>1. With prompting and support, make connections between self, text, and the world around them (text, media, social interaction).</p>	<p><b>Let's Investigate!</b>  TG pp. 168–169 Opening Circle Time: Oral Language  TG pp. 190–191 Opening Circle Time: Oral Language  <b>Under Construction</b>  TG pp. 52–53 Investigation: Investigation Launch  <b>Finny, Feathery, Furry Friends</b>  TG pp. 52–53 Investigation: Investigation Launch  TG p. 89 Literacy: Reread a Duck Story  <b>Splash and Dig</b>  TG pp. 102–103 Small Group: Math  <b>Watch It Grow</b>  TG pp. 106–107 Whole Group: Social and Emotional  <b>Weather Watchers</b>  TG pp. 66–67 Whole Group: Literacy</p>

## Reading Standards for Informational Text

<b>Strand: Keys Ideas and Details</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
1. With prompting and support, ask and answer questions about details in a text.	<p><b>Let's Investigate!</b>            TG pp. 76–77 Investigation: Investigation Launch            TG pp. 198–199 Small Group: Science</p> <p><b>Under Construction</b>            TG pp. 122–123 Small Group: Science</p> <p><b>Healthy You</b>            TG pp. 86–87 Whole Group: Math            TG pp. 122–123 Small Group: Science</p> <p><b>Finny, Feathery, Furry Friends</b>            TG pp. 86–87 Whole Group: Math            TG pp. 122–123 Small Group: Science</p> <p><b>Splash and Dig</b>            TG pp. 86–87 Whole Group: Math            TG pp. 122–123 Small Group: Science</p> <p><b>Watch It Grow</b>            TG pp. 86–87 Whole Group: Math            TG pp. 122–123 Small Group: Science</p> <p><b>Weather Watchers</b>            TG pp. 86–87 Whole Group: Math            TG pp. 102–103 Small Group: Math</p>
2. With prompting and support, retell detail(s) in a text.	<p><b>Let's Investigate!</b>            TG pp. 76–77 Investigation: Investigation Launch            TG pp. 198–199 Small Group: Science</p> <p><b>Under Construction</b>            TG pp. 122–123 Small Group: Science</p> <p><b>Healthy You</b> TG pp. 122–123 Small Group: Science</p> <p><b>Finny, Feathery, Furry Friends</b>            TG pp. 86–87 Whole Group: Math            TG pp. 122–123 Small Group: Science</p> <p><b>Splash and Dig</b>            TG pp. 122–123 Small Group :Science</p> <p><b>Watch It Grow</b>            TG pp. 86–87 Whole Group: Math            TG pp. 122–123 Small Group: Science</p> <p><b>Weather Watchers</b>            TG pp. 86–87 Whole Group: Math            TG pp. 102–103 Small Group: Math</p>
3. With prompting and support, describe the connection between two events or pieces of information in a text.	<p><b>Under Construction</b>            TG pp. 122–123 Small Group: Science</p> <p><b>Healthy You</b>            TG pp. 86–87 Whole Group: Math</p> <p><b>Finny, Feathery, Furry Friends</b>            TG pp. 86–87 Whole Group: Math</p> <p><b>Splash and Dig</b>            TG pp. 86–87 Whole Group: Math            TG pp. 122–123 Small Group: Science</p>

	<p><b>Watch It Grow</b> TG pp. 122–123 Small Group: Science</p> <p><b>Weather Watchers</b> TG pp. 86–87 Whole Group: Math TG pp. 102–103 Small Group: Math TG pp. 122–123 Small Group: Science</p>
<b>Strand: Craft and Structure</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
4. Exhibit curiosity and interest in learning new vocabulary (e.g., ask questions about unfamiliar vocabulary).	<p><b>Let's Investigate!</b> TG pp. 146–147 Opening Circle Time: Oral Language TG p. 201 Social Studies: What's My Job?</p> <p><b>Under Construction</b> TG pp. 56–57 Opening Circle Time: Oral Language TG p. 69 Oral Language: Reread a Story TG pp. 96–97 Opening Circle Time: Oral Language</p> <p><b>Healthy You</b> TG pp. 76–77 Opening Circle Time: Oral Language</p> <p><b>Finny, Feathery, Furry Friends</b> TG p. 118 Oral Language: Grasshoppers TG p. 119 Oral Language: Classroom Nature Walk</p> <p><b>Splash and Dig</b> TG pp. 96–97 Opening Circle Time: Oral Language TG pp. 110–111 Closing Circle Time: Shared Writing</p> <p><b>Watch It Grow</b> TG p. 89 Literacy: Reread an Apple Story TG pp. 116–117 Opening Circle Time: Oral Language</p> <p><b>Weather Watchers</b> TG pp. 52–53 Investigation: Investigation Launch TG pp. 56–57 Opening Circle Time: Oral Language TG p. 98 Oral Language: "Boom, Bang!" TG p. 133 Oral Language: Listen and Guess</p>
5. Identify the front cover, back cover; displays correct orientation of book, page turning skills.	<p><b>Let's Investigate!</b> TG p. 112 Literacy: Favorite Books TG p. 134 Literacy: Books Have Parts TG p. 139 Literacy: Have a Book Parade! TG p. 161 Literacy: Teach Manny to Read</p> <p><b>Finny, Feathery, Furry Friends</b> TG p. 40 Learning Centers: Storytelling Time TG p. 65 Literacy: Book Knowledge</p> <p><b>Weather Watchers</b> TG p. 40 Learning Centers: Read and Talk TG p. 69 Literacy: Reread a Snowy Story</p>

<p>6. With prompting and support, can describe the role of an author and illustrator.</p>	<p><b>Let's Investigate!</b>  TG pp. 102–103 Opening Circle Time: Oral Language  TG pp. 124–125 Opening Circle Time: Oral Language  TG p. 134 Literacy: Books Have Parts  TG p. 139 Literacy: Have a Book Parade  <b>Under Construction</b>  TG p. 69 Literacy: Reread a Story  TG p. 109 Literacy: Chuck, Chuck, and Away  <b>Finny, Feathery, Furry Friends</b>  TG p. 40 Learning Centers: Storytelling Time  TG p. 65 Literacy: Book Knowledge  <b>Weather Watchers</b>  TG pp. 66–67 Whole Group: Literacy</p>
<p><b>Strand: Integration and Knowledge</b></p>	
<p><b>NY State PreK Foundations for Common Core</b></p>	<p><b>The InvestiGator Club® Guides</b></p>
<p>7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).</p>	<p><b>Let's Investigate!</b>  TG pp. 62–63 Small Group: Literacy  TG pp. 76–77 Investigation: Investigation Launch  TG pp. 80–81 Opening Circle Time: Oral Language  TG p. 193 Oral Language: The Facts in You  <b>Under Construction</b>  TG pp. 66–67 Whole Group: Literacy  TG p. 69 Literacy: Reread a Story  <b>Splash and Dig</b>  TG p. 30 Daily Routines: Weather</p>
<p>8. Not applicable to prekindergarten.</p>	
<p>9. With prompting and support, identify basic similarities and differences between two texts on the same topic (e.g., illustrations, descriptions or procedures).</p>	<p><b>Watch It Grow</b>  TG pp. 66-67 Whole Group: Literacy  TG p. 78 Oral Language: In the Garden  TG pp. 86-87 Whole Group: Math  TG p. 88 Literacy: Write a Recipe  <b>Under Construction</b>  TG p. 86-87 Whole Group: Literacy  TG p. 122-123 Small Group: Science  TG p. 126-127 Whole Group: Storytelling Classics</p>
<p><b>Strand: Range of Reading and Level of Text Complexity</b></p>	
<p><b>NY State PreK Foundations for Common Core</b></p>	<p><b>The InvestiGator Club® Guides</b></p>
<p>10. With prompting and support, actively engage in group reading activities with purpose and understanding.</p>	<p><b>Let's Investigate!</b>  TG pp. 62–63 Small Group: Literacy  TG pp. 212–213 Opening Circle Time: Oral Language  <b>Under Construction</b>  TG p. 40 Learning Centers: Let's Read!  TG pp. 66–67 Whole Group: Literacy  <b>Healthy You</b>  TG pp. 66–67 Whole Group: Literacy  TG pp. 106–107 Whole Group: Social and</p>

	<p>Emotional</p> <p><b>Finny, Feathery, Furry Friends</b> TG pp. 66–67 Whole Group: Literacy</p> <p><b>Splash and Dig</b> TG pp. 66–67 Whole Group: Literacy TG pp. 86–87 Whole Group: Math</p> <p><b>Watch It Grow</b> TG pp. 52–53 Investigation: Investigation Launch TG pp. 66–67 Whole Group: Literacy TG pp. 82–83 Small Group: Literacy</p> <p><b>Weather Watchers</b> TG pp. 66–67 Whole Group: Literacy TG pp. 106–107 Whole Group: Social and Emotional</p>
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## Reading Standards: Foundational Skills

<b>Strand: Print Concepts</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a) Follow words from left to right, top to bottom, and page by page.</p> <p>b) Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c) Understand that words are separated by spaces in print.</p> <p>d) Recognize and name some upper /lowercase letters of the alphabet, especially those in own name.</p> <p>e) Recognize that letters are grouped to form words.</p> <p>f) Differentiate letters from numerals.</p>	<p>a) <b>Let's Investigate!</b> TG p. 201 Literacy: Follow That Print TG p. 205 Literacy: Tracking Print <b>Healthy You</b> TG p. 109 Literacy: Read and Follow</p> <p>b) <b>Let's Investigate!</b> TG p. 179 Literacy: Find a Word TG p. 183 Literacy: Word Puzzles <b>Under Construction</b> TG p. 41 Learning Centers: That's My Name! <b>Splash and Dig</b> TG p. 65 Literacy: Digging the Alphabet TG p. 88 Literacy: Ocean Word Match</p> <p>c) <b>Let's Investigate!</b> TG p. 201 Literacy: Follow That Print <b>Watch It Grow</b> TG p. 69 Literacy: Reread a Soup Story TG p. 89 Literacy: Reread an Apple Story TG pp. 110–111 Closing Circle Time: Shared Writing</p> <p>d) <b>Let's Investigate!</b> TG pp. 108–109 Everyday Literacy: Alphabet Knowledge <b>Under Construction</b> TG p. 41 Learning Center: That's My Name <b>Healthy You</b> TG p. 121 Everyday Literacy: What Do I See?</p> <p>e) <b>Let's Investigate!</b> TG p. 201 Literacy: Follow That Print TG p. 205 Literacy: Tracking Print <b>Splash and Dig</b> TG pp. 130–131 Closing Circle</p>

	<p>Time: Shared Writing</p> <p>f) <b>Under Construction</b>  TG p. 121 Everyday Literacy: Letter or Number?</p> <p><b>Healthy You</b>  TG p. 93 Literacy: Matching Pairs</p>
<b>Strand: Phonological Awareness</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>2. Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes).</p> <p>a) Engage in language play (e.g., alliterative language, rhyming, sound patterns).</p> <p>b) Recognize and match words that rhyme.</p> <p>c) Demonstrate awareness of relationship between sounds and letters.</p> <p>d) With support and prompting, isolate and pronounce the initial sounds in words.</p>	<p>a) <b>Let's Investigate!</b>  TG pp. 150–151 Everyday Literacy: Phonological Awareness</p> <p><b>Healthy You</b>  TG p. 93 Phonological Awareness: Where's the Fox?</p> <p><b>Splash and Dig</b>  TG p. 59 Oral Language: "A Sailor Went to Sea"  TG p. 69 Oral Language: Read Poetry</p> <p><b>Weather Watchers</b> TG p. 81 Everyday Literacy: Letter or Number?</p> <p><b>More InvestiGator Club Songs, Chants, Rhymes, and Games</b> (online component)</p> <p><b>More InvestiGator Club Phonological Awareness Activities</b> (online component)</p> <p>b) <b>Let's Investigate!</b>  TG pp. 128–129 Everyday Literacy: Phonological Awareness</p> <p><b>Under Construction</b> TG p. 120 Everyday Literacy: Which Ones Rhyme?</p> <p><b>Healthy You</b>  TG p. 60 Everyday Literacy: Nose and Toes  TG p. 85 Literacy: Reread a Story</p> <p><b>Splash and Dig</b>  TG p. 60 Everyday Literacy: Loading the Ship  TG p. 100 Everyday Literacy: A Walk by the Lake</p> <p>c) <b>Watch It Grow</b>  TG p. 61 Everyday Literacy: Alphabet Play</p> <p><b>Weather Watchers</b>  TG pp. 82–83 Small Group: Literacy  TG p. 85 Literacy: Look Again  TG p. 101 Everyday Literacy: ABC Time</p> <p>d) <b>Let's Investigate!</b>  TG pp. 172–173 Everyday Literacy: Phonological Awareness</p> <p><b>Finny, Feathery, Furry Friends</b>  TG pp. 82–83 Small Group: Literacy  TG p. 100 Everyday Literacy: Listen for the Beginning Sound</p> <p><b>Splash and Dig</b>  TG p. 88 Literacy: Ocean Word Match</p>



<b>Strand: Phonics and Word Recognition</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>3. Demonstrate emergent phonics and word analysis skills.</p> <p>a) With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants.</p> <p>b) Recognizes own name and common signs and labels in the environment.</p>	<p>a) <b>Let's Investigate!</b>  TG pp. 106–107 Everyday Literacy: Phonological Awareness  TG pp. 172-173 Everyday Literacy: Phonological Awareness  <b>Healthy You</b>  TG p. 61 Everyday Literacy: The Letter Nn  TG p. 101 Everyday Literacy: The Letter Dd  <b>Splash and Dig</b> TG p. 61 Everyday Literacy: The Letter Ll  <b>Watch It Grow</b> TG p. 121 Everyday Literacy: The Letter Qq  <b>Finny, Feathery, Furry Friends</b>  TG p. 35 Daily Routines: Phonological Awareness  TG p. 80 Everyday Literacy: Phonological Awareness: Listening for Beginning Sounds  TG p. 120 Everyday Literacy: Phonological Awareness: Beginning Sound Match  <b>Under Construction</b>  TG p. 61 Everyday Literacy: The Letter Mm  <b>Weather Watchers</b>  TG p. 60 Everyday Literacy: Phonological Awareness: Substitute Sounds</p> <p>b) <b>Let's Investigate!</b>  TG pp. 86–87 Everyday Literacy: Alphabet Knowledge  TG pp. 174–175 Everyday Literacy: Alphabet Knowledge  <b>Under Construction</b>  TG p. 31 Daily Routines: Attendance  TG p. 41 Learning Centers: That's My Name  <b>Weather Watchers</b>  TG p. 61 Everyday Literacy: Raindrop Letters  <b>Healthy You</b>  TG p. 125 Literacy: Safety Signs</p>
<b>Strand: Fluency</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>4. Displays emergent reading behaviors with purpose and understanding (e.g., pretend reading).</p>	<p><b>Let's Investigate!</b>  TG p. 95 Literacy: Reading Everywhere  <b>Under Construction</b>  TG pp. 66–67 Whole Group: Literacy  <b>Healthy You</b>  TG p. 69 Literacy: Octopus Story  <b>Finny, Feathery, Furry Friends</b>  TG pp. 66–67 Whole Group: Literacy  TG pp. 86–87 Whole Group: Math  <b>Splash and Dig</b>  TG pp. 66–67 Whole Group: Literacy</p>

	TG pp. 122–123 Small Group: Science <b>Watch It Grow</b> TG p. 89 Literacy: Reread an Apple Story
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## Writing Standards

<b>Strand: Text Types and Purposes</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
1. With prompting and support, use a combination of drawing, dictating, or writing to express an opinion about a book or topic (e.g., I like.... because...)	<p><b>The InvestiGator Club</b> provides numerous opportunities for children to explore different forms of writing, whether through Shared Writing (“sharing the pen”) or through Early Writing activities in which they use a combination of drawing, dictating, and writing. In addition, children participate in Writing Learning Centers in which they explore early writing skills. For example:</p> <p><b>Under Construction</b> TG pp. 62-62 Small Group: Early Writing TG pp. 70–71 Closing Circle Time: Shared Writing TG pp. 130–131 Closing Circle Time: Shared Writing</p> <p><b>Healthy You</b> TG pp. 90–91 Closing Circle Time: Shared Writing TG pp. 126–127 Whole Group: Storytelling Classics</p> <p><b>Finny, Feathery, Furry Friends</b> TG pp. 62–63 Small Group: Early Writing TG pp. 110–111 Closing Circle Time: Shared Writing</p> <p><b>Splash and Dig</b> TG p. 124 Social and Emotional: Water Winners TG pp. 130–131 Closing Circle Time: Shared Writing</p> <p><b>Watch It Grow</b> TG p. 41 Learning Centers: Greetings from the Garden</p> <p><b>Weather Watchers</b> TG pp. 90–91 Closing Circle: Shared Writing TG p. 105 Literacy: Write a Story</p>
2. With prompting and support, use a combination of drawing, dictating, or writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<p><b>The InvestiGator Club</b> provides numerous opportunities for children to explore different forms of writing, whether through Shared Writing (“sharing the pen”) or through Early Writing activities in which they use a combination of drawing, dictating, and writing. In addition, children participate in Writing Learning Centers in which they explore early writing skills. For example:</p>

	<p><b>Let's Investigate!</b> TG pp. 118–119 Closing Circle Time: Shared Writing</p> <p><b>Under Construction</b> TG pp. 62–63 Small Group: Early Writing TG pp. 110–111 Closing Circle Time: Shared Writing</p> <p><b>Healthy You</b> TG pp. 90–91 Closing Circle Time: Shared Writing TG pp. 130–131 Closing Circle Time: Shared Writing</p> <p><b>Finny, Feathery, Furry Friends</b> TG p. 41 Learning Centers: Writing: What Do Animals Need? TG pp. 62–63 Small Group: Early Writing</p> <p><b>Splash and Dig</b> TG pp. 90–91 Closing Circle Time: Shared Writing</p> <p><b>Watch It Grow</b> TG pp. 62–63 Small Group: Early Writing TG pp. 110–111 Closing Circle Time: Shared Writing TG pp. 130–131 Closing Circle Time: Shared Writing</p> <p><b>Weather Watchers</b> TG pp. 90–91 Closing Circle Time: Shared Writing TG pp. 110–111 Closing Circle Time: Shared Writing</p>
<p>3. With prompting and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.</p>	<p><b>Let's Investigate!</b> TG pp. 184–185 Closing Circle Time: Shared Writing</p> <p><b>Healthy You</b> TG pp. 110–111 Closing Circle Time: Shared Writing TG pp. 130–131 Closing Circle Time: Shared Writing</p> <p><b>Finny, Feathery, Furry Friends</b> TG pp. 90–91 Closing Circle Time: Shared Writing TG pp. 110–111 Closing Circle Time: Shared Writing</p> <p><b>Splash and Dig</b> TG pp. 62–63 Small Group: Early Writing TG pp. 70–71 Closing Circle Time: Shared Writing</p> <p><b>Watch It Grow</b> TG pp. 90–91 Closing Circle Time: Shared Writing</p> <p><b>Weather Watchers</b> TG pp. 110–111 Closing Circle Time: Shared Writing</p>

<b>Strand: Production and Distribution of Writing</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
4. Not applicable to prekindergarten.	NA
5. With guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.	<p><b>Let's Investigate!</b> TG pp. 184–185 Closing Circle Time: Shared Writing</p> <p><b>Healthy You</b> TG pp. 130–131 Closing Circle Time: Shared Writing</p> <p><b>Finny, Feathery, Furry Friends</b> TG pp. 90–91 Closing Circle Time: Shared Writing</p> <p>TG pp. 110–111 Closing Circle Time: Shared Writing</p> <p><b>Splash and Dig</b> TG pp. 62–63 Small Group: Early Writing TG pp. 70–71 Closing Circle Time: Shared Writing</p> <p><b>Watch It Grow</b> TG pp. 90–91 Closing Circle Time: Shared Writing TG pp. 110–111 Closing Circle Time: Shared Writing</p> <p><b>Weather Watchers</b> TG pp. 110–111 Closing Circle Time: Shared Writing</p>
6. With guidance and support, explore a variety of digital tools to produce and publish writing; collaborate with peers.	<p><b>Let's Investigate!</b> TG pp. 140–141 Closing Circle Time: Shared Writing</p> <p><b>Healthy You</b> TG p. 46 Learning Centers: Your Name in Print</p> <p><b>Splash and Dig</b> TG p. 46 Learning Centers: Letters I Know</p>
<b>Strand: Research to Build and Present Knowledge</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
7. With guidance and support, participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<p><b>Let's Investigate!</b> TG pp. 118–119 Closing Circle Time: Shared Writing TG pp. 162–163 Closing Circle Time: Shared Writing</p> <p><b>Healthy You</b> TG pp. 90–91 Closing Circle Time: Shared Writing TG pp. 130–131 Closing Circle Time: Shared Writing</p> <p><b>Finny, Feathery, Furry Friends</b> TG pp. 110–111 Closing Circle Time: Shared Writing</p> <p><b>Watch It Grow</b> TG pp. 62–63 Small Group: Early Writing TG pp. 90–91 Closing Circle Time: Shared</p>

	<p>Writing  <b>Weather Watchers</b>  TG pp. 62–63 Small Group: Early Writing  TG p. 105 Literacy: Write a Story  TG pp. 130–131 Closing Circle Time: Shared Writing  TG p. 133 Literacy: A New Story</p>
8. With guidance and support, recall information from experiences or gather information from provided sources to answer a question.	<p><b>Let's Investigate!</b>  TG pp. 168–169 Opening Circle Time: Oral Language  TG pp. 190–191 Opening Circle Time: Oral Language  <b>Under Construction</b> TG pp. 52–53 Investigation: Investigation Launch  <b>Finny, Feathery, Furry Friends</b> TG p. 89  Literacy: Reread a Duck Story  <b>Splash and Dig</b> TG p. 125 Science: Reread a Muddy Story  <b>Watch It Grow</b> TG pp. 82–83 Small Group: Literacy</p>
9. Not applicable to prekindergarten	NA
<b>Strand: Range of Writing</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
10. Not applicable to prekindergarten.	NA
<b>Strand: Responding to Literature</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with prompting and support as needed.	<p><b>Let's Investigate!</b>  TG pp. 118–119 Closing Circle: Shared Writing  TG pp. 184–185 Closing Circle: Shared Writing  <b>Under Construction</b>  TG pp. 130–131 Closing Circle: Shared Writing  <b>Healthy You</b>  TG pp. 110–111 Closing Circle: Shared Writing  TG pp. 130–131 Closing Circle: Shared Writing  <b>Finny, Feathery, Furry Friends</b>  TG pp. 110–111  Closing Circle Time: Shared Writing  <b>Splash and Dig</b>  TG pp. 70–71 Closing Circle: Shared Writing  TG p. 129 Art: Sculpt a Story Scene  <b>Watch It Grow</b>  TG pp. 90–91 Closing Circle: Shared Writing  <b>Weather Watchers</b>  TG pp. 70–71 Closing Circle: Shared Writing</p>

## Speaking and Listening Standards

<b>Strand: Comprehension and Collaboration</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>1. With guidance and support, participate in collaborative conversations with diverse partners about <i>pre-kindergarten topics and texts</i> with peers and adults in small and large groups.</p> <p>a) Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b) Engage in extended conversations.</p> <p>c) Communicate with individuals from different cultural backgrounds.</p>	<p>a) <b>Let's Investigate!</b>            TG pp. 54–55 Opening Circle: Oral Language            TG p. 134 Readiness: Yesterday, Today, Tomorrow            TG pp. 232–233 Culminating Activity: Investigation Celebration  <b>Under Construction</b>            TG p. 72 Oral Language: Pass a Hardhat  <b>Healthy You</b>            TG p. 78 Oral Language: Veggies            TG p. 118 Oral Language: Everyday Safety</p> <p>b) <b>Let's Investigate!</b>            TG pp. 212–213 Opening Circle Time: Oral Language            TG p. 215 Literacy: The Curiosity in You Under Construction            TG pp. 76–77 Opening Circle Time: Oral Language            TG p. 98 Listening: Tool Talk  <b>Splash and Dig</b>            TG pp. 54–55 Opening Circle: Oral Language            TG p. 79 Oral Language: A Walk on the Beach</p> <p>c) <b>Healthy You</b>            TG p. 84 Social Studies: Food Around the World  <b>Weather Watchers</b>            TG pp. 126–127 Whole Group: Storytelling Classics</p>
<p>2. With guidance and support, confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p><b>Let's Investigate!</b>            TG pp. 76–77 Investigation: Investigation Launch            TG pp. 146–147 Opening Circle Time: Oral Language  <b>Under Construction</b>            TG pp. 66–67 Whole Group: Literacy  <b>Healthy You</b>            TG pp. 106–107 Whole Group: Social and Emotional  <b>Finny, Feathery, Furry Friends</b>            TG pp. 126–127            Whole Group: Storytelling Classics  <b>Splash and Dig</b>            TG pp. 66–67 Whole Group: Literacy  <b>Watch It Grow</b>            TG pp. 52–53 Investigation: Investigation Launch  <b>Weather Watchers</b>            TG pp. 52–53 Investigation: Investigation Launch</p>

<p>3. With guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><b>Let's Investigate!</b>  TG p. 105 oral Language: Getting to Know Auntie Lu  TG p. 215 literacy: The Curiosity in You  <b>Under Construction</b>  TG p. 73 Oral Language: Where Do We Live?  <b>Healthy You</b>  TG p. 72 Oral Language: Quiz Show  <b>Finny, Feathery, Furry Friends</b>  TG p. 59 Oral Language: Pet Talk  TG p. 93 Science: Hidden Pictures  <b>Splash and Dig</b>  TG p. 79 Oral Language: Question, Please!  TG p. 105 Literacy: Reread "How Many"  <b>Watch It Grow</b>  TG p. 78 Oral Language: Who's Got the Seed?  TG p. 118 Oral Language: It's in the Bag!  <b>Weather Watchers</b>  TG p. 113 Science: Will It Move?  TG p. 118 Oral Language: Summer Sounds</p>
<b>Strand: Presentation of Knowledge and Ideas</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p><b>Let's Investigate!</b>  TG p. 83 Oral Language: Getting to Know Dilly and JT Gator  TG p. 135 Social Studies: How we Change Over Time  TG p. 201 Social Studies: What's My Job?  <b>Under Construction</b>  TG p. 47 Learning Centers: Dump Trucks  TG p. 59 Oral Language: What Do You See?  TG p. 79 Oral Language: Where Do We Live?  TG p. 104 Social Studies: Plumbers  TG pp. 122–123 Small Group: Science  <b>Healthy You</b>  TG p. 65 Social and Emotional: Alike and Different  <b>Finny, Feathery, Furry Friends</b>  TG p. 58 Oral Language: What Is It?  TG p. 104 Science: A Closer Look at Frogs  TG p. 118 Oral language: Spiders  <b>Watch It Grow</b>  TG p. 99 Oral Language: All About Soil  <b>Weather Watchers</b>  TG p. 78 Oral Language: Cloud Watching</p>
<p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p><b>Under Construction</b>  TG p. 89 Art: Shapely Homes  TG p. 92 Oral Language: House Talk  TG pp. 122–123 Small Group: Science  <b>Healthy You</b>  TG pp. 110–111 Closing Circle Time: Shared Writing</p>

	<p><b>Finny, Feathery, Furry Friends</b>  TG p. 45 Learning Centers: Clay Animals  TG p. 89 Art: Farm Animal Sculpture  <b>Watch It Grow</b>  TG p. 45 Learning Centers: Nature Collage  TG p. 79 Oral Language: Old MacDonald's Crops  <b>Weather Watchers</b>  TG p. 41 Learning Centers: Weather Book  TG p. 45 Learning Centers: Weather Collage</p>
<p>6. Demonstrate an emergent ability to express thoughts, feelings and ideas.</p>	<p><b>Let's Investigate!</b>  TG p. 104 Back to School: Getting to Know Teacher  TG p. 127 Oral Language: Getting to Know Rosalita  TG p. 171 Oral Language: The Handy Person in You  <b>Under Construction</b>  TG p. 72 Oral Language: Pass a Hardhat  TG p. 98 Oral Language: Let's Paint  TG pp. 106–107 Whole Group: Social and Emotional  TG p. 113 Oral Language: If I Were a Tool  TG pp. 116–117 Opening Circle Time: Oral Language  <b>Healthy You</b>  TG p. 98 Oral Language: How Am I Feeling?  TG p. 99 Oral Language: Dressing Up  <b>Splash and Dig</b>  TG pp. 106–107 Whole Group: Social and Emotional  TG pp. 116–117 Opening Circle Time: Oral Language  TG p. 118 Oral Language: Follow the River  <b>Watch It Grow</b>  TG p. 78 Oral Language: In the Garden  TG p. 118 Oral Language: It's in the Bag!  TG p. 132 Oral Language: Sharing Chair  <b>Weather Watchers</b>  TG p. 65 Social and Emotional: Feel It, Show It, Say It  TG p. 69 Literacy: Reread a Snowy Story  TG pp. 106–107 Whole Group: Social and Emotional  TG pp. 110–111 Closing Circle Time: Shared Writing</p>



## Language Standards

<b>Strand: Conventions of Standards English</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a) Print some upper- and lower-case letters.(e.g., letters in their name).</li> <li>b) Use frequently occurring nouns and verbs (orally).</li> <li>c) With guidance and support, form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>d) Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>e) In speech, use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>f) With guidance and support, produce and expand complete sentences in shared language activities.</li> </ul>	<ul style="list-style-type: none"> <li>a) <b>Let's Investigate!</b> TG pp. 206–207 Closing Circle Time: Shared Writing <b>Under Construction</b> TG p. 41 Learning Centers: That's My Name TG p. 62–63 Small Group: Early Writing <b>Splash and Dig</b> TG p. 62–63 Small Group: Early Writing TG pp. 70–71 Closing Circle Time: Shared Writing TG pp. 90–91 Closing Circle Time: Shared Writing</li> <li>b) <b>Let's Investigate!</b> TG p. 105 Oral Language: The Storyteller in You <b>Under Construction</b> TG pp. 56–57 Opening Circle Time: Oral Language</li> <li>c) <b>Let's Investigate!</b> TG p. 149 Dramatic Play: Getting to Know Manny <b>Under Construction</b> TG p. 72 Oral Language: Sharing Chair</li> <li>d) <b>Let's Investigate!</b> TG p. 171 Oral Language: Getting to Know Chuck <b>Under Construction</b> TG p. 113 Oral Language: Character Puppets <b>Splash and Dig</b> TG pp. 76–77 Opening Circle Time: Oral Language</li> <li>e) <b>Let's Investigate!</b> TG p. 193 Oral Language: Getting to Know Bruno <b>Healthy You</b> TG p. 59 Oral Language: Statues <b>Splash and Dig</b> TG p. 119 Oral Language: Wet and Dry</li> <li>f) <b>Let's Investigate!</b> TG p. 209 Oral Language: Bee Mail Delivery <b>Finny, Feathery, Furry Friends</b> TG p. 59 Oral Language: Pet the Pet</li> </ul>
<p>2. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a) Capitalize the first letter in their name.</li> <li>b) Attempt to write a letter or letters to</li> </ul>	<ul style="list-style-type: none"> <li>a) <b>Let's Investigate!</b> TG pp. 228–229 Closing Circle Time: Shared Writing <b>Under Construction</b> TG p. 41 Learning Centers: That's My Name TG pp. 110–111 Closing Circle Time: Shared</li> </ul>

<p>represent a word.</p> <p>c) With guidance and support, attempt to spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p>Writing</p> <p><b>Healthy You</b>  TG p. 41 Learning Centers: Look At Me!  TG p. 41 Learning Centers: Your Name in Print  <b>Finny, Feathery, Furry Friends</b>  TG pp. 90–91 Closing Circle Time: Shared Writing</p> <p><b>Weather Watchers</b>  TG pp. 110–111 Closing Circle Time: Shared Writing</p> <p>b) <b>Under Construction</b>  TG 62–63 Small Group: Early Writing</p> <p><b>Healthy You</b>  TG pp. 90–91 Closing Circle Time: Shared Writing</p> <p><b>Finny, Feathery, Furry Friends</b>  TG p. 41  Learning Centers: What Do Animals Need?</p> <p><b>Splash and Dig</b>  TG pp. 90–91 Closing Circle Time: Shared Writing</p> <p><b>Watch It Grow</b>  TG pp. 70–71 Closing Circle Time: Shared Writing</p> <p><b>Weather Watchers</b>  TG pp. 70–71 Closing Circle Time: Shared Writing</p> <p>c) <b>Healthy You</b>  TG pp. 110–111 Closing Circle Time: Shared Writing</p> <p><b>Finny, Feathery, Furry Friends</b>  TG pp. 110–111 Closing Circle Time: Shared Writing</p> <p><b>Splash and Dig</b>  TG p. 41 Learning Centers: Water Everywhere  TG pp. 70–71 Closing Circle Time: Shared Writing</p> <p><b>Watch It Grow</b>  TG pp. 90–91 Closing Circle Time: Shared Writing  TG pp. 110–111 Closing Circle Time: Shared Writing</p>
<p><b>Strand: Knowledge of Language</b></p>	
<p><b>NY State PreK Foundations for Common Core</b></p>	<p><b>The InvestiGator Club® Guides</b></p>
<p>3. Use knowledge of language and how language functions in different contexts.</p>	<p><b>Let's Investigate!</b>  TG p. 105 Oral Language: Getting to Know Auntie Lu  TG p. 149 Dramatic Play: Getting to Know Manny  TG p. 109 Oral Language: The "Big Kid" in You  TG p. 231 Oral Language: The InvestiGator in You</p> <p><b>Under Construction</b>  TG p. 59 Oral Language: What Do You See?  TG pp. 56–57 Opening Circle Time: Oral</p>

	<p>Language</p> <p><b>Healthy You</b>  TG p. 73 Movement: Jump and Jive  TG p. 79 Oral Language: Play Time  Finny, Feathery, Furry Friends  TG p. 59 Oral Language: Pet the Pet  TG pp. 96–97 Opening Circle Time: Oral Language</p> <p><b>Splash and Dig</b>  TG p. 109 Literacy: Really Listen  TG p. 98 Oral Language: If I Could Be . . .</p> <p><b>Watch It Grow</b>  TG pp. 76–77 Opening Circle Time: Oral Language</p>
<b>Strand: Vocabulary Acquisition and Use</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>pre-kindergarten reading and content</i>.</p> <p>a) Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p>	<p><b>Under Construction</b>  TG pp. 96–97 Opening Circle Time: Oral Language  TG p. 69 Literacy: Reread a Story</p> <p><b>Healthy You</b>  TG pp. 76–77 Opening Circle Time: Oral Language  TG p. 113 Dramatic Play: All Kinds of Doctors</p> <p><b>Finny, Feathery, Furry Friends</b>  TG p. 73 Oral Language: Jump or Jiggle  TG pp. 96–97 Opening Circle Time: Oral Language  TG p. 99 Oral Language: For the Birds</p> <p><b>Watch It Grow</b>  TG pp. 116–117 Opening Circle Time: Oral Language</p> <p><b>Weather Watchers</b>  TG pp. 56–57 Opening Circle Time: Oral Language  TG p. 73 Oral Language: Add One More</p>
<p>5. With guidance and support, explore word relationships and nuances in word meanings.</p> <p>a) Sort common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent.</p> <p>b) Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (e.g., up, down, stop, go, in, out).</p> <p>c) Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>d) Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting</p>	<p><b>a) Let's Investigate!</b>  TG p. 65 Math: Color Sorting Sacks  TG p. 200 Math: Long and Short</p> <p><b>Healthy You</b>  TG p. 101 Everyday Literacy: The Letter Dd</p> <p><b>b) Let's Investigate!</b>  TG pp. 60–61 Everyday Literacy: Alphabet Knowledge  TG p. 44 Learning Centers: Guess My Direction</p> <p><b>c) Let's Investigate!</b>  TG p. 160 Social Studies: What We Need to Know  TG p. 223 Social Studies: City and County Graph</p>

<p>out the meanings.</p>	<p><b>Under Construction</b>  TG p. 49 Learning Centers:  Playground Builders  <b>Finny, Feathery, Furry Friends</b>  TG pp. 66–67  Whole Group: Literacy  d) <b>Let's Investigate!</b>  TG p. 192 Music: All Kinds of Music  <b>Under Construction</b>  TG p. 39 Daily Routines: Giant Steps</p>
<p>6. With prompting and support, use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><b>Let's Investigate!</b> TG p. 201 Social Studies:  What's My Job?  <b>Under Construction</b>  TG pp. 56–57 Opening Circle Time: Oral Language  TG p. 69 Literacy: Reread a Story  TG pp. 96–97 Opening Circle Time: Oral Language  <b>Healthy You</b>  TG pp. 56–57 Opening Circle Time: Oral Language  TG pp. 76–77 Opening Circle Time: Oral Language  TG p. 78 Oral Language: Nutritious Foods  TG p. 113 Oral Language: I Can Do It!  <b>Finny, Feathery, Furry Friends</b>  TG pp. 56–57 Opening Circle Time: Oral Language  TG p. 59 Oral Language: What Is it?  TG p. 99 Oral Language: For the Birds  TG p. 118 Oral Language: Grasshoppers  <b>Splash and Dig</b> TG pp. 96–97 Opening Circle Time: Oral Language  <b>Watch It Grow</b>  TG p. 113 Oral Language: Picture Match Relay  TG pp. 116–117 Opening Circle Time: Oral Language  TG p. 119 Oral Language: Dirt Detectives  TG pp. 134–135 Culminating Activity: Investigation Celebration  <b>Weather Watchers</b>  TG pp. 52–53 Investigation: Investigation Launch  TG pp. 56–57 Opening Circle Time: Oral Language  TG p. 72 Oral Language: Add One More  TG p. 98 Oral Language: "Boom, Bang!"</p>

## DOMAIN 5: COGNITION AND KNOWLEDGE OF THE WORLD

### Mathematics

<b>Strand: Mathematical Practices</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
a. Make sense of problems and persevere in solving them.	<p><b>Let's Investigate!</b> TG pp. 220-221 Small Group: Math</p> <p><b>Splash and Dig</b> TG p. 89 Math: Reread <i>One Dog Canoe</i> TG p. 105 Literacy: Reread "How Many?" TG pp. 102-103 Small Group: Math</p> <p><b>Weather Watchers</b> TG pp. 102-103 Small Group: Math TG p. 128 Math: 0 to 10 Floor Graph TG pp. 90-91 Closing Circle Time: Shared Writing</p>
b. Reason abstractly and quantitatively.	<p><b>Finny, Feathery, Furry Friends</b> TG pp. 86-87 Whole Group: Math</p> <p><b>Let's Investigate!</b> TG pp. 224-225 Readiness: Investigation Shapes</p> <p><b>Under Construction</b> TG pp. 86-87 Whole Group: Math TG p. 89 Literacy: Reread a Shape Story</p>
c. Construct viable arguments and critique the reasoning of others.	<p><b>Under Construction</b> TG pp. 136-137 Family Investigation Night: Wagon Wash</p> <p><b>Weather Watchers</b> TG pp. 54-55 Investigation: Investigation Station TG pp. 136-137 Family Investigation Night: Kites</p> <p><b>Splash and Dig</b> TG pp. 54-55 Investigation: Investigation Station</p>
d. Model with mathematics.	<p><b>Splash and Dig</b> TG p. 64 Math: The Number 6 TG pp. 86-87 Whole Group: Math TG p. 89 Math: Reread One-Dog Canoe</p> <p><b>Weather Watchers</b> TG pp. 86-87 Whole Group: Math TG pp. 90-91 Closing Circle Time: Shared Writing TG pp. 102-103 Small Group: Math</p> <p><b>Watch It Grow</b> TG pp. 90-91 Closing Circle Time: Shared Writing</p>
e. Use appropriate tools strategically.	<p><b>Healthy You</b> TG p. 42 Learning Centers: Math: Geoboards TG pp. 102-103 Small Group: Math</p> <p><b>Splash and Dig</b> TG p. 42 Learning Centers: Math: Puzzle Builders TG p. 69 Math: Seaworthy Shapes</p>

	<p><b>Under Construction</b>  TG pp. 54-55 Investigation: Investigation Station  TG p. 85 Science: Gather Water Data  TG p. 89 Art: Shapely Homes</p> <p><b>Watch It Grow</b>  TG pp. 54-55 Investigation: Investigation Station  TG p. 69 Math: Bigger Than a Tree?</p>
f. Attend to precision.	<p><b>Watch It Grow</b>  TG p. 49 Learning Centers: Produce Stand  TG p. 108 Math: Measuring Sunflowers  TG p. 133 Math: How Far Is It?</p> <p><b>Weather Watchers</b>  TG p. 28 Daily Routines: Days in Review  TG p. 43 Learning Centers: Sequence Game  TG p. 84 Social Studies: Morning, Afternoon, Evening</p> <p><b>Let's Investigate!</b>  TG pp. Small Group: Science  TG pp. 158-159 Readiness: Left and Right</p>
g. Look for and make use of structure.	<p><b>Let's Investigate!</b>  TG p. 178 Math: From Small to Large  TG p. 222 Readiness: Basic Shapes  TG pp. 224-225 Readiness: Investigating Shapes</p> <p><b>Healthy You</b>  TG pp. 102-103 Small Group: Math  TG p. 109 Art: Shape People  TG p. 112 Math: Shape Walk</p> <p><b>Under Construction</b>  TG pp. 86-87 Whole Group: Math  TG p. 89 Literacy: Reread a Shape Story  TG pp. 102-103 Small Group: Math  TG p. 105 Literacy: Reread "Laundry Day"  TG p. 108 Math: Make and Extend Patterns</p> <p><b>Watch It Grow</b>  TG pp. 86-87 Whole Group: Math  TG p. 89 Art: See Picture Frames  TG 102-103 Small Group: Math  TG p. 104 Science: Where Does I Go?  TG p. 105 Literacy: Reread a Sorting Story</p>
h. Look for and express regularity in repeated reasoning.	<p><b>Watch It Grow</b>  TG p. 42 Learning Centers: Sorting Seeds  TG p. 43 Learning Centers: Peek at a Pocket  TG pp. 86-87 Whole Group: Math  TG pp. 102-103 Small Group: Math  TG p. 124 Math: The Number 9</p>
<b>Overview</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p><b>Counting and Cardinality</b></p> <ul style="list-style-type: none"> <li>Know number names and the count sequence.</li> <li>Count to tell the number of objects.</li> </ul>	<p><b>Let's Investigate!</b>  TG pp. 220-221 Small Group: Math  TG p. 227 Math: Knock Again</p> <p><b>Splash and Dig</b>  TG p. 102-103 Small Group: Math</p>

<ul style="list-style-type: none"> <li>Compare numbers.</li> </ul>	TG p. 105 Literacy: Reread “How Many?” <b>Healthy You</b> TG pp. 86-87 Whole Group: Math TG p. 89 Whole Group: Art: More or Fewer? <b>More InvestiGator Club Math Activities</b> (online component)
<b>Operations and Algebraic Thinking</b> <ul style="list-style-type: none"> <li>Understand addition as adding to, and understand subtraction as taking from.</li> <li>Understand simple patterns.</li> </ul>	<b>Splash and Dig</b> TG pp. 86-87 Whole Group: Math TG p. 89 Math: Reread <i>One Dog Canoe</i> <b>Under Construction</b> TG p. 42 Learning Centers: Build a Pattern TG p. 99 Oral Language: Let’s Talk About Patterns <b>More InvestiGator Club Math Activities</b> (online component)
<b>Measurement and Data</b> <ul style="list-style-type: none"> <li>Describe and compare measurable attributes.</li> <li>Sort objects and count the number of objects in each category.</li> </ul>	<b>Healthy You</b> TG pp. 136-137 Family Investigation Night: Trail Mix <b>Under Construction</b> TG p.43 Learning Centers: Go! Go! Go! <b>Watch It Grow</b> TG pp. 86-87 Whole Group: Math TG pp. 102-103 Small Group: Math <b>More InvestiGator Club Math Activities</b> (online component)
<b>Geometry</b>	
<ul style="list-style-type: none"> <li>Identify and describe shapes (squares, circles, triangles, rectangles).</li> <li>Analyze, compare, and sort objects.</li> </ul>	<b>Let’s Investigate!</b> TG pp. 224-225 Readiness: Investigating Shapes <b>Healthy You</b> TG pp. 102-103 Small Group: Math <b>Under Construction</b> TG p. 86-87 Whole Group: Math <b>More InvestiGator Club Math Activities</b> (online component)

<b>Strand: Counting and Cardinality</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<b>Know number names and the count sequence</b> 1. Count to 20.	<b>Let’s Investigate!</b> TG p. 35 Daily Routines: Numbers TG p. 137 Readiness: Time TG pp. 220-221 Small Group: Math TG p. 227 Math: Knock Again <b>Under Construction</b> TG p. 33 Daily Routines: Numbers <b>Healthy You</b> TG p. 33 Daily Routines: Numbers <b>Splash and Dig</b> TG pp. 86-87 Whole Group: Math TG pp. 102-103 Small Group: Math TG p. 105 Literacy: Reread “How Many?” <b>Weather Watchers</b> TG pp. 102-103 Small Group: Math

<p>2. Represent a number of objects with a written numeral 0 – 5 (with 0 representing a count of no objects).</p>	<p><b>Under Construction</b>  TG p. 64 Math: The Number 1  TG p. 69 Math: One Truck  TG p. 124 Math: The Number 2  <b>Healthy You</b>  TG p. 124 Math: The Number 3  TG p. 124 Math: The Number 4  <b>Finny, Feathery, Furry Friends</b>  TG p. 84 Small Group: Math: The Number 5  <b>Splash and Dig</b>  TG p. 42 Learning Centers: Fish Ponds  TG p. 85 Math: The Number 6  <b>Watch It Grow</b>  TG pp. 90-91 Closing Circle Time: Shared Writing</p>
<p><b>Count to Tell the Number of Objects</b></p> <p>3. Understand the relationship between numbers and quantities to 10; connect counting to cardinality.</p> <p>a) When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>b) Understand that the last number name said tells the number of objects counted. The number of objects is the same.</p> <p>c) Regardless of their arrangement or the order in which they were counted.</p> <p>d) Understand that each successive number name refers to a quantity that is one larger.</p>	<p>a) <b>Let’s Investigate!</b>  TG p. 35 Daily Routines: Numbers  TG p. 44 Learning Centers: Math  TG p. 91 Small Group: Math: One to One  TG p. 161 Math: A Living Graph  <b>Healthy You</b>  TG p. 64 Math: The Number 3  TG p. 69 Math: Hide and Seek  <b>Finny, Feathery, Furry Friends</b> TG p. 42 Learning Centers: How Many Dogs?  <b>Watch It Grow</b>  TG p. 64 Math: The Number 8  TG p. 124 Math: The Number 9</p> <p>b) <b>Let’s Investigate!</b>  TG p. 220-221 Small Group: Math  <b>Healthy You</b>  TG p. 33 Daily Routines, Numbers  <b>Watch It Grow</b>  TG p. 124 Small Group: The Number 9</p> <p>c) <b>Let’s Investigate!</b>  TG p. 220-221 Small Group: Math  <b>Healthy You</b>  TG p. 33 Daily Routines, Numbers  <b>Watch It Grow</b>  TG p. 124 Small Group: The Number 9</p> <p>d) <b>Let’s Investigate!</b>  TG p. 35 Daily Routines: Numbers  TG p. 220-221 Small Group: Math  <b>Under Construction</b>  TG p. 33 Daily Routines: Numbers  <b>Healthy You</b>  TG p. 64 Math: The Number 3  TG p. 69 Math: Hide and Seek  <b>Splash and Dig</b>  TG pp. 86-87 Whole Group: Math  TG p. 102-103 Small Group: Math  TG p. 105 Literacy: Reread “How Many?”</p>



	<p><b>Weather Watchers</b> TG p. 42 Learning Centers: Math: How Much Do They Cost? <b>Backpack Books</b> (online component) p.4 Matt’s Toolbox Math: Counting at Work <b>Backpack Books</b> (online component) p. 5 Healthy Me: Math: Countdown to Clean Hands <b>More Club Songs, Chants, Rhymes, and Games</b> (online component) p. 64 Seven InvestiGators</p>
4. Count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as any as 5 things in a scattered configuration; given a number from 1 – 10, count out that many objects.	<p><b>Let’s Investigate!</b> TG p. 35 Daily Routines: Numbers TG p. 69 Math: All Sorts of Colors <b>Splash and Dig</b> TG p. 84 Math: We Dig 6 TG p. 102-103 Small Group: Math <b>Weather Watchers</b> TG 42 Learning Centers: How Much Do They Cost? <b>More Club Songs, Chants, Rhymes, and Games</b> (online component) p. 64 Seven InvestiGators p. 48 Mix a Pancake</p>
<p><b>Compare Numbers</b></p> <p>5. Identify whether the number of objects in one group is more, less, greater than, fewer, and/or equal to the number of objects in another group, e.g., by using matching and counting strategies (up to 5 objects).</p>	<p><b>Let’s Investigate!</b> TG p. 156 Small Group: Math: More or Less TG p. 161 Whole Group: Math: A Living Graph <b>Healthy You</b> TG p. 69 Math: Hide and Seek TG pp. 86-87 Whole Group: Math TG p. 89 Whole Group: Art: More or Fewer? <b>Finny, Feather, Furry Friends</b> TG pp. 86-87 Whole Group: Math <b>InvestiGator Club Math Activities</b> (online component) Block Snakes, Coin Purses, Squirrels in a Tree</p>
6. Identify “first” and “last” related to order or position.	<p><b>Let’s Investigate!</b> TG pp. 60-61 Alphabet Knowledge TG p. 108 Alphabet Knowledge TG pp. 180-181 Readiness: Direction and Position TG pp. 185 Closing Circle Time: Shared Writing</p>
<b>Strand: Operations and Algebraic Thinking</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p><b>Understand addition as adding to, and understand subtraction as taking from.</b></p> <p>1. Demonstrate an understanding of addition and subtraction by using objects, fingers, and responding to practical situations (e.g., if we have 3 apples and add 2 more, how many apples do we have all together?).</p>	<p><b>Splash and Dig</b> TG pp. 86-87 Whole Group: Math TG p. 89 Math: Reread <i>One Dog Canoe</i> <b>Finny, Feathery, and Furry Friends</b> TG pp. 86-87 Whole Group: Math <b>Watch It Grow</b> TG pp. 96-97 Opening Circle Time: Oral Language</p>

	<p><b>Weather Watchers</b>  TG pp. 102-103 Small Group: Math  TG p. 105 Literacy: Reread “Count With Me”  TG p. 128 Math: 0 to 10 Floor Graph</p>
<p><b>Understand simple patterns.</b>  2. Duplicate and extend (e.g., what comes next?) simple patterns using concrete objects.</p>	<p><b>Let’s Investigate!</b>  TG p. 113 Math: People Patterns  TG p. 117 Math: Clap, Pat, Clap, Pat  <b>Under Construction</b>  TG p. 42 Learning Centers: Build a Pattern  TG p. 99 Oral Language: Let’s Talk About Patterns  TG p. 105 Literacy: Reread “Laundry Day”  TG p. 108 Math: Make and Extend Patterns</p>
<b>Strand: Measurement and Data</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p><b>Describe and compare measurable attributes.</b>  1. Identify measurable attributes of objects, such as length, and weight. Describe them using correct vocabulary (e.g., small, big, short, tall, empty, full, heavy, and light).</p>	<p><b>Let’s Investigate!</b>  TG p.183 Math: Cut to Size  TG p. 200 Math: Long and Short  TG. p.205 Math: Long and Short Worms  <b>Under Construction</b>  TG p.43 Learning Centers: Go! Go! Go!  <b>Watch It Grow</b>  TG p. 69 Whole Group: Math: Bigger Than a Tree?  TG p. 108 Whole Group: Math: Measuring Sunflowers  TG p. 133 Closing Circle Time: Math: How Far Is It?  <b>Backpack Books</b> (online component)  Maggie Investigates Math: Lighter than a Seashell?  <b>Backpack Books</b> (online component)  Healthy Me, Math: Weighing In  <b>More Songs, Chants, Rhymes, and Games</b>  (online component) p. 36 “Jack and Jill”</p>
<p><b>Sort objects and count the number of objects in each category.</b>  2. Sort objects into categories; count the numbers of objects in each category (limit category counts to be less than or equal to 10).</p>	<p><b>Let’s Investigate!</b>  TG p. 65 Math: Color Sorting Sacks  TG p. 200 Math: Long and Short  TG p. 200 Readiness: Alike and Different  TG pp. 202-203 Readiness: Alike and Different  <b>Under Construction</b>  TG p. 42 Learning Centers: Sorting  <b>Finny, Feathery, Furry Friends</b>  TG p. 125 Science: Reread a Story  <b>Watch It Grow</b>  TG p. 42 Learning Centers: Sorting Seeds  TG pp. 86-87 Whole Group: Math  TG pp. 102-103 Small Group: Math  TG p. 104 Science: Where Does It Go?</p>

<b>Strand: Geometry</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p><b>Identify and describe shapes (squares, circles, triangles, rectangles).</b>            1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as top, bottom, up, down, in front of, behind, over, under, and next to.</p>	<p><b>Let's Investigate!</b>            TG p. 44 Learning Centers Math: Guess My Direction            TG p. 178 Small Group: Readiness: Opposites            TB pp. 180-181 Readiness: Direction and Position            TG p. 187 Listening: Chuck Says            TG p. 222 Readiness: Basic Shapes            TG pp. 224-225 Readiness: Investigating Shapes  <b>Under Construction</b>            TG p. 86-87 Whole Group: Math  <b>Healthy You</b>            TG pp. 102-103 Small Group: Math  <b>Songs, Chants, Rhymes, and Games</b> (online component)            p. 30 "I Spy;"            p. 76 Twinkle, Twinkle Little Star"</p>
<p>2. Correctly name shapes regardless of size.</p>	<p><b>Let's Investigate!</b>            TG p. 222 Readiness: Basic Shapes  <b>Under Construction</b>            TG p. 89 Art: Shapely Homes  <b>Healthy You</b>            TG p. 109 Art: Shape People            TG p. 105 Math: Rubber Band Shapes            TG p. 112 Closing Circle Time: Shape Walk  <b>Splash and Dig</b>            TG p. 69 Math: Seaworthy Shapes            TG p. 108 Math: Connecting Blocks  <b>Weather Watchers</b>            TG p. 69 Math: Snowy Shapes  <b>Backpack Books</b> (online component) p. 5 Water and Sand: Math: Sandcastle Shapes</p>
<p><b>Analyze, compare, and sort objects.</b>            1. Analyze, compare, and sort two- and three-dimensional shapes and objects, in different sizes, using informal language to describe their similarities, differences, and other attributes (e.g., color, size, and shape).</p>	<p><b>Let's Investigate!</b>            TG p. 222 Readiness: Basic Shapes            TG pp. 224-225 Readiness: Investigating Shapes  <b>Under Construction</b>            TG p. 86-87 Whole Group: Math  <b>Healthy You</b>            TG p. 42 Learning Centers: Geoboards            TG pp. 102-103 Small Group: Math            TG p. 109 Art: Shape People            TG p. 105 Math: Rubber Band Shapes  <b>Splash and Dig</b>            TG p. 108 Math: Connecting Blocks  <b>Weather Watchers</b>            TG p. 42 Learning Centers: Can You Make This?  <b>Songs, Chants, Rhymes, and Games</b> (online component)            p. 30 "I Spy;"            p. 76 Twinkle, Twinkle Little Star"</p>

<p>2. Create and build shapes from components (e.g., sticks and clay balls).</p>	<p><b>Let's Investigate!</b> TG pp. 224-225 Readiness: Investigating Shapes  <b>Under Construction</b> TG p. 89 Art: Shapely Homes  <b>Healthy You</b>  TG p. 42 Learning Centers: Geoboards  TG p. 105 Math: Rubber Band Shapes  TG p. 109 Whole Group: Art: Shape People  <b>Splash and Dig</b>  TG p. 69 Math: Seaworthy Shapes  TG p. 108 Math: Connecting Blocks  <b>Weather Watchers</b>  TG p. 45 Learning Centers: Weather Collage  TG p. 69 Math: Snowy Shapes</p>
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## Science

<b>Strand: Scientific Thinking</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>1. Asks questions and makes predictions based on observations and manipulation of things and events in the environment.</p> <ul style="list-style-type: none"> <li>a) Uses senses to gather, explore, and interpret information.</li> <li>b) Manipulates and observes objects in his or her surroundings to develop conclusions.</li> <li>c) Make Observations and describes changes in objects, living things, and natural events in the environment.</li> <li>d) Organizes his or her observations of objects and events by identifying, classifying, etc.</li> <li>e) Asks “why,” “how,” and “what if” questions and seeks answers through experimentation.</li> <li>f) Makes predictions based on background knowledge, previous scientific experiences, and observations of objects and events in the world.</li> </ul>	<ul style="list-style-type: none"> <li>a) <b>Let's Investigate!</b>  TG pp. 66–67 Whole Group: Readiness: Colors  TG pp. 78–79 Investigation: Investigation Station  TG p. 135 Science: InvestiGators Try and Record  TG p. 179 Science: Loud and Quiet Sounds  <b>Under Construction</b>  TG pp. 54–55 Investigation: Investigation Station  TG p. 104 Science: Rocks Rock!  <b>Healthy You</b>  TG p. 43 Learning Centers: Your Sense of Touch  TG pp. 54–55 Investigation: Investigation Station  TG p. 64 Science: Gathering Pet Data  <b>Splash and Dig</b>  TG pp. 54–55 Investigation: Investigation Station  TG p. 43 Learning Centers: Float or Sink?  <b>Watch It Grow</b>  TG pp. 54-55 Opening Circle Time: Oral Language  <b>Weather Watchers</b>  TG pp. 54–55 Investigation: Investigation Station</li> <li>b) <b>Let's Investigate!</b>  TG pp. 66–67 Whole Group: Readiness: Colors  TG pp. 78–79 Investigation: Investigation Station  TG p. 135 Science: InvestiGators Try and Record</li> </ul>

	<p>TG p. 179 Science: Loud and Quiet Sounds  <b>Under Construction</b>  TG pp. 54–55 Investigation: Investigation Station  TG p. 104 Science: Rocks Rock!  <b>Healthy You</b>  TG pp. 54–55 Investigation: Investigation Station  <b>Splash and Dig</b>  TG pp. 54–55 Investigation: Investigation Station  TG p. 43 Learning Centers: Float or Sink?  <b>Watch It Grow</b>  TG pp. 54-55 Opening Circle Time: Oral Language  <b>Weather Watchers</b>  TG pp. 54–55 Investigation: Investigation Station</p> <p>c) <b>Let's Investigate!</b>  TG pp. 66–67 Whole Group: Readiness: Colors  TG pp. 78–79 Investigation: Investigation Station  TG p. 135 Science: InvestiGators Try and Record  TG p. 179 Science: Loud and Quiet Sounds  <b>Under Construction</b>  TG pp. 54–55 Investigation: Investigation Station  TG p. 104 Science: Rocks Rock!  <b>Healthy You</b>  TG pp. 54–55 Investigation: Investigation Station  <b>Splash and Dig</b>  TG pp. 54–55 Investigation: Investigation Station  TG p. 43 Learning Centers: Float or Sink?  <b>Watch It Grow</b>  TG pp. 54-55 Opening Circle Time: Oral Language  <b>Weather Watchers</b>  TG pp. 54–55 Investigation: Investigation Station  TG p. 104 Science: Make Lightning</p> <p>d) <b>Let's Investigate!</b>  TG pp. 66–67 Whole Group: Readiness: Colors  TG pp. 78–79 Investigation: Investigation Station  TG p. 135 Science: InvestiGators Try and Record  TG p. 179 Science: Loud and Quiet Sounds  TG pp. 198-199 Small Group: Science  <b>Under Construction</b>  TG pp. 54–55 Investigation: Investigation</p>
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	<p>Station  TG p. 104 Science: Rocks Rock!  <b>Healthy You</b>  TG pp. 54–55 Investigation: Investigation Station  TG p. 64 Science: Gathering Pet Data  <b>Splash and Dig</b>  TG pp. 54–55 Investigation: Investigation Station  TG p. 43 Learning Centers: Float or Sink?  <b>Watch It Grow</b>  TG pp. 54-55 Opening Circle: Oral Language  <b>Weather Watchers</b>  TG pp. 54–55 Investigation: Investigation Station</p> <p>e) <b>Let's Investigate!</b>  TG pp. 66–67 Whole Group: Readiness: Colors  TG pp. 78–79 Investigation: Investigation Station  TG p. 135 Science: InvestiGators Try and Record  TG p. 179 Science: Loud and Quiet Sounds  <b>Under Construction</b>  TG pp. 54–55 Investigation: Investigation Station  TG p. 104 Science: Rocks Rock!  <b>Healthy You</b>  TG pp. 54–55 Investigation: Investigation Station  <b>Splash and Dig</b>  TG pp. 54–55 Investigation: Investigation Station  TG p. 43 Learning Centers: Float or Sink?  <b>Watch It Grow</b>  TG pp. 54-55 Opening Circle: Oral Language  <b>Weather Watchers</b>  TG pp. 54–55 Investigation: Investigation Station</p> <p>f) <b>Let's Investigate!</b>  TG pp. 66–67 Whole Group: Readiness: Colors  TG pp. 78–79 Investigation: Investigation Station  TG p. 135 Science: InvestiGators Try and Record  TG p. 179 Science: Loud and Quiet Sounds  TG pp. 198-199 Small Group: Science  <b>Under Construction</b>  TG pp. 54–55 Investigation: Investigation Station  TG p. 104 Science: Rocks Rock!  <b>Healthy You</b>  TG pp. 54–55 Investigation: Investigation Station</p>
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	<p><b>Splash and Dig</b>  TG pp. 54–55 Investigation: Investigation Station  TG p. 43 Learning Centers: Float or Sink?  TG pp. 136-137 Family Investigation Night: Build a Boat</p> <p><b>Watch It Grow</b>  TG pp. 54-55 Opening Circle Time: Oral Language</p> <p><b>Weather Watchers</b>  TG pp. 54–55 Investigation: Investigation Station</p>
<p>2. Tests predictions through exploration and experimentation.</p> <p>a) Gives oral, written or graphic explanations of what he/she wants to learn.</p> <p>b) Uses a variety of tools and materials to test predictions through active experimentation and investigation.</p> <p>c) Replicates or changes the experimental approach.</p> <p>d) Records and organizes data using graphs, charts, science journals, or other means of recording.</p>	<p>a) <b>Let's Investigate!</b>  TG pp. 66–67 Whole Group: Readiness: Colors  TG pp. 78–79 Investigation: Investigation Station  TG p. 135 Science: InvestiGators Try and Record  TG p. 179 Science: Loud and Quiet Sounds</p> <p><b>Under Construction</b>  TG pp. 54–55 Investigation: Investigation Station</p> <p><b>Healthy You</b>  TG pp. 54–55 Investigation: Investigation Station</p> <p><b>Finny, Feathery, Furry Friends</b>  TG p. 64 Science: Gathering Pet Data</p> <p><b>Splash and Dig</b>  TG p. 43 Learning Centers: Float or Sink?</p> <p><b>Weather Watchers</b>  TG pp. 54–55 Investigation: Investigation Station</p> <p>b) <b>Let's Investigate!</b>  TG pp. 66–67 Whole Group: Readiness: Colors  TG pp. 78–79 Investigation: Investigation Station  TG p. 135 Science: InvestiGators Try and Record  TG p. 179 Science: Loud and Quiet Sounds</p> <p><b>Under Construction</b>  TG pp. 54–55 Investigation: Investigation Station</p> <p><b>Healthy You</b>  TG pp. 54–55 Investigation: Investigation Station</p> <p><b>Splash and Dig</b>  TG p. 43 Learning Centers: Float or Sink?</p> <p><b>Weather Watchers</b>  TG pp. 54–55 Investigation: Investigation Station</p> <p>c) <b>Let's Investigate!</b>  TG pp. 66–67 Whole Group: Readiness: Colors  TG pp. 78–79 Investigation: Investigation Station</p>

	<p>Station  TG p. 179 Science: Loud and Quiet Sounds  <b>Under Construction</b> TG pp. 54–55  Investigation: Investigation Station  <b>Healthy You</b> TG pp. 54–55 Investigation:  Investigation Station  <b>Weather Watchers</b> TG pp. 54–55  Investigation: Investigation Station  d) <b>Let's Investigate!</b>  TG pp. 66–67 Whole Group: Readiness: Colors  TG pp. 78–79 Investigation: Investigation  Station  TG p. 135 Science: InvestiGators Try and  Record  TG p. 179 Science: Loud and Quiet Sounds  TG pp. 198-199 Small Group: Science  <b>Under Construction</b>  TG pp. 54–55 Investigation: Investigation  Station  <b>Healthy You</b>  TG pp. 54–55 Investigation: Investigation  Station  <b>Finny, Feathery, Furry Friends</b>  TG p. 64 Science: Gathering Pet Data  <b>Splash and Dig</b>  TG p. 43 Learning Centers: Float or Sink?  <b>Weather Watchers</b>  TG pp. 54–55 Investigation: Investigation  Station</p>
<p>3. Generates explanations and communicates conclusions regarding experiments and explorations.</p> <ul style="list-style-type: none"> <li>a) Compares and contrasts attributes of objects, living things, and events in the environment to organize what they have learned.</li> <li>b) Identifies cause and effect relationships.</li> <li>c) Verifies predictions by explaining “how” and “why.”</li> <li>d) Makes age appropriate, logical conclusions about investigations.</li> <li>e) Shares ideas about objects, living things and other natural events in the environments through words, pictures, and other representation.</li> </ul>	<p>a) <b>Let's Investigate!</b>  TG pp. 78–79 Investigation: Investigation  Station  TG p. 226 Science: InvestiGators Record  <b>Under Construction</b>  TG p. 43 Learning Centers: Go! Go! Go!  TG pp. 54–55 Investigation: Investigation  Station  <b>Finny, Feathery, Furry Friends</b>  TG pp. 54–55  Investigation: Investigation Station  <b>Splash and Dig</b>  TG p. 43 Learning Centers: Float or Sink?  TG p. 48 Learning Centers: Water Maze  TG pp. 122–123 Small Group: Science  <b>Watch It Grow</b>  TG pp. 54–55 Investigation: Investigation  Station  <b>Weather Watchers</b>  TG pp. 54–55 Investigation: Investigation  Station  TG p. 104 Science: Make Lightning  b) <b>Let's Investigate!</b>  TG p. 226 Science: InvestiGators Record</p>



	<p><b>Under Construction</b>  TG p. 43 Learning Centers: Go! Go! Go!  TG pp. 54–55 Investigation: Investigation Station</p> <p><b>Finny, Feathery, Furry Friends</b> TG pp. 54–55  Investigation: Investigation Station</p> <p><b>Splash and Dig</b>  TG p. 43 Learning Centers: Float or Sink?  TG p. 48 Learning Centers: Water Maze  TG pp. 122–123 Small Group: Science</p> <p><b>Watch It Grow</b>  TG pp. 54–55 Investigation: Investigation Station</p> <p><b>Weather Watchers</b>  TG pp. 54–55 Investigation: Investigation Station  TG p. 104 Science: Make Lightning</p> <p>c) <b>Let's Investigate!</b>  TG p. 135 Science: InvestiGators Try and Record  TG p. 226 Science: InvestiGators Record</p> <p><b>Under Construction</b>  TG p. 43 Learning Centers: Go! Go! Go!  TG pp. 54–55 Investigation: Investigation Station</p> <p><b>Finny, Feathery, Furry Friends</b>  TG pp. 54–55  Investigation: Investigation Station</p> <p><b>Splash and Dig</b>  TG p. 43 Learning Centers: Float or Sink?  TG p. 48 Learning Centers: Water Maze  TG pp. 122–123 Small Group: Science</p> <p><b>Watch It Grow</b>  TG pp. 54–55 Investigation: Investigation Station</p> <p><b>Weather Watchers</b>  TG pp. 54–55 Investigation: Investigation Station  TG p. 104 Science: Make Lightning</p> <p>d) <b>Let's Investigate!</b>  TG pp. 78–79 Investigation: Investigation Station  TG p. 135 Science: InvestiGators Try and Record  TG p. 226 Science: InvestiGators Record  TG pp. 234–235 Family Investigation Night: Scavenger Hunt</p> <p><b>Under Construction</b>  TG p. 43 Learning Centers: Go! Go! Go!  TG pp. 54–55 Investigation: Investigation Station</p> <p><b>Finny, Feathery, Furry Friends</b>  TG pp. 54–55 Investigation: Investigation Station</p>
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	<p>Station</p> <p><b>Splash and Dig</b>  TG p. 43 Learning Centers: Float or Sink?  TG p. 48 Learning Centers: Water Maze  TG pp. 122–123 Small Group: Science</p> <p><b>Watch It Grow</b>  TG pp. 54–55 Investigation: Investigation Station  TG p. 93 Science: Fruit Salad Survey</p> <p><b>Weather Watchers</b>  TG pp. 54–55 Investigation: Investigation Station  TG p. 104 Science: Make Lightning</p> <p>e) <b>Let's Investigate!</b>  TG pp. 78–79 Investigation: Investigation Station  TG p. 135 Science: InvestiGators Try and Record  TG p. 226 Science: InvestiGators Record  TG pp. 234–235 Family Investigation Night: Scavenger Hunt</p> <p><b>Under Construction</b>  TG p. 43 Learning Centers: Go! Go! Go!  TG pp. 54–55 Investigation: Investigation Station</p> <p><b>Finny, Feathery, Furry Friends</b>  TG pp. 54–55 Investigation: Investigation Station</p> <p><b>Splash and Dig</b>  TG p. 43 Learning Centers: Float or Sink?  TG p. 48 Learning Centers: Water Maze  TG pp. 122–123 Small Group: Science</p> <p><b>Watch It Grow</b>  TG pp. 54–55 Investigation: Investigation Station  TG p. 93 Science: Fruit Salad Survey</p> <p><b>Weather Watchers</b>  TG pp. 54–55 Investigation: Investigation Station  TG p. 104 Science: Make Lightning</p>
<b>Strand: Earth and Space</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>4. Observes and describes characteristics of earth and space.</p> <p>a) Investigates and identifies properties of soil, rocks, and minerals.</p> <p>b) Investigates and identifies physical properties and characteristics of water (solid, liquid, and gas).</p> <p>c) Makes simple observations of the characteristics and movements of sun,</p>	<p>a) <b>Watch It Grow</b>  TG p. 99 Oral Language: All About Soil  TG p. 119 Oral Language: Dirt Detectives</p> <p><b>Splash and Dig</b>  TG pp. 122-123 Small Group: Science  TG p. 125 Science: Reread a Muddy Story</p> <p>b) <b>Splash and Dig</b>  TG p. 43 Learning Centers: Float or Sink?  TG p. 43 Learning Centers: Moving Water With a Sponge</p>

<p>moon, stars, and clouds.</p> <p>d) Observes and discusses changes in weather and seasons using common weather related vocabulary (e.g., rainy, sunny, snowy, windy, cloudy, etc.).</p> <p>e) Expresses ways the environment provides natural resources that are needed by people (e.g., wood for lumber to build shelter, water for drinking).</p> <p>f) Demonstrates ways that each person is responsible for protecting our planet (e.g., recycling plastic, glass, and cardboard, reusing a plastic container sandwich box, mending clothing rather than throwing away, etc.).</p>	<p>TG p. 47 Learning Centers: Water Play  TG pp. 56-57 Opening Circle: Oral Language  TG p. 135 Investigation Celebration: Race With Ice Cubes</p> <p>c) <b>Let's Investigate!</b>  TG p. 135 Science: InvestiGators Try and Record  <b>Weather Watchers</b>  TG p. 78 Oral Language: Cloud Watching  TG p. 79 Oral Language: "The Sun"  TG p. 79 Oral Language: What Is the Sun?  TG p. 85 Science: Sun and Shadows</p> <p>d) <b>Weather Watchers</b>  TG p. 30 Daily Routines: Weather  TG p. 44 Learning Centers: Weather Watching  TG pp. 54–55 Investigation: Investigation Station  TG p. 98 Oral Language: Tornado in a Jar  TG pp. 116–117 Opening Circle Time: Oral Language  TG pp. 122–123 Small Group: Science</p> <p>e) <b>Watch It Grow</b>  TG p. 43 Learning Center: What We Get from Plants  <b>Splash and Dig</b>  TG pp. 56-57 Opening Circle: Oral Language</p> <p>f) <b>Splash and Dig</b>  TG p. 33 Daily Routines: Science  TG p. 64 Science: Gathering Water Data  TG p. 44 Learning Centers: Let's Recycle  TG pp. 116-117 Opening Circle Oral Language  <b>Sensational Seasons Online Investigation</b>  Part 4 Save the Earth, p. 7</p>
<b>Strand: Living Things</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>5. Observes and describes characteristics of living things.</p> <p>a) Observes and discusses similarities, differences, and categories of plants and animals.</p> <p>b) Identifies things as living or non-living based on characteristics, such as breathes, moves by itself, grows.</p> <p>c) Explains why plants and animals need water and food.</p> <p>d) Observes and discusses similarities, differences, and categories of plants and animals.</p> <p>e) Identifies things as living or non-living based on characteristics, such as breathes, moves by itself, grow.</p>	<p>a) <b>Healthy You</b>  TG p. 85 Science: Animal Exercises  <b>Finny, Feathery, Furry Friends</b>  TG pp. 54-55 Investigation: Investigation Station</p> <p>b) <b>Finny, Feathery, Furry Friends</b>  TG p. 43 Learning Centers: Living and Nonliving  TG pp. 122–123 Small Group: Science  TG p. 125 Science: Reread a Story  <b>Watch It Grow</b>  TG p. 104 Science: Where Does It Go?</p> <p>c) <b>Watch It Grow</b>  TG p. 85 Science: In Living Color  TG pp. 54-55 Investigation Station  TG pp. 136-137 Family Investigation Night: Planting Party</p>

- f) Explains why plants and animals need water and food. (repetition of c)
- g) Describes simple life cycles of plants and animals.
- h) Describes and identifies the different structures of familiar plants and animals. (Plants have stems, roots, leaves, animals have eyes, mouths, ears, etc.)
- i) Recognizes that plants and animals have some characteristics of their “parents.”
- j) Observes, describes, and compares the habitats of plants and animals.
- k) Observes, records, and explains how plants and animals respond to changes in the environment and changes in seasons.

- Finny, Feathery, Furry Friends**  
TG p. 41 Learning Centers: What Do Animals Need?
- d) **Finny, Feathery, Furry Friends**  
TG pp. 66–67 Whole Group: Literacy  
**Watch It Grow**  
TG p. 48 Learning Centers: Local Crops
- e) **Finny, Feathery, Furry Friends**  
TG p. 43 Learning Centers: Living and Nonliving  
TG pp. 122–123 Small Group: Science  
TG p. 125 Science: Reread a Story  
**Watch It Grow**  
TG p. 104 Science: Where Does It Go?
- f) **Watch It Grow**  
TG p. 85 Science: In Living Color  
TG pp. 54-55 Investigation Station  
TG pp. 136-137 Family Investigation Night: Planting Party  
**Finny, Feathery, Furry Friends**  
TG p. 41 Learning Centers: What Do Animals Need?
- g) **Finny, Feathery, Furry Friends**  
TG p. 104 Science: A Closer Look at Frogs
- h) **Watch It Grow**  
TG p. 105 Literacy: Plant Anatomy  
TG pp. 130-131 Closing Circle: Shared Writing  
**Healthy You**  
TG pp. 54-55 Investigation: Investigation Station  
TG pp. 56-57 Opening Circle: Oral Language  
TG pp. 122-123 Small Group: Science
- i) **Finny, Feathery, Furry Friends**  
TG p. 85 Science: Chicken Egg  
TG p. 104 Science: A Closer Look at Frogs
- j) **Let's Investigate!**  
TG p. 157 Social Studies: We Have Needs  
**Finny, Feathery, Furry Friends**  
TG p. 47 Learning Centers: Animal Habitats  
TG p. 85 Science: Chicken Egg  
TG pp. 122–123 Small Group: Science  
**Watch It Grow**  
TG p. 49 Learning Centers: Rain Forest Day
- k) **Weather Watchers**  
TG pp. 54-55 Investigation: Investigation Station  
TG pp. 62-63 Small Group: Early Writing  
TG pp. 66-67 Whole Group: Literacy  
**Watch It Grow**  
TG p. 73 Closing Circle Time: Plant a Tree  
TG pp. 126-127 Whole Group: Storytelling Classics: Johnny Appleseed  
TG p. 129 Literacy: Retell a Classic

<b>Strand: Physical Properties</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>6. Acquires knowledge about the physical properties of the world.</p> <p>a) Describes, compares, and categorizes objects based on their properties.</p> <p>b) Uses senses to explore different environments (classroom, playground, field trips).</p> <p>c) Recognizes and describes the effect of his/her own actions on objects.</p> <p>d) Describes tools and their specific functions (e.g., hammer for pounding nails).</p> <p>e) Uses a variety of tools to explore the world and learn how things work (such as magnifiers and balance scales).</p> <p>f) Investigates common interactions between matter and energy (butter melting in cooking activities; cream turning to butter; peanuts becoming peanut butter, etc.)</p> <p>g) Describes and compares the effects of common forces (pushes and pulls) on objects, such as those caused by gravity, magnetism, and mechanical forces.</p> <p>h) Explores and discusses simple chemical reactions with teacher assistance (e.g., baking soda and water, mixing oil and water).</p>	<p>a) <b>Under Construction</b>  TG p. 118 Oral Language: What Am I?  TG p. 64 Science: Observe and Compare</p> <p>b) <b>Let's Investigate</b>  TG pp. 179 Science: Loud and Quiet Sounds  TG p. 182 Science: Listening to Sounds  <b>Splash and Dig</b>  TG p. 47 Learning Centers: Water Play  <b>Watch It Grow</b> TG p. 99 Oral Language: All About Soil</p> <p>c) <b>Under Construction</b>  TG pp. 54-55 Investigation: Investigation Station  TG pp. 136-137 Family Investigation Night: Wagon Wash  <b>Splash and Dig</b>  TG pp. 136–137 Family Investigation Night: Build a Boat</p> <p>d) <b>Under Construction</b>  TG pp. 96-97 Opening Circle Time: Oral Language  TG pp. 122–123 Small Group: Science  TG p. 125 Science: Reread a Story  <b>Healthy You</b>  TG pp. 54–55 Investigation: Investigation Station</p> <p>e) <b>Under Construction</b>  TG pp. 96-97 Opening Circle Time: Oral Language  TG pp. 122–123 Small Group: Science  TG p. 125 Science: Reread a Story  <b>Weather Watchers</b>  TG p. 64 Science: Make A Rainbow</p> <p>f) <b>Splash and Dig</b>  TG pp. 134-135 Investigation Celebration  TG pp. 66-67 Whole Group: Literacy  <b>Splash and Dig</b>  TG p. 37 Snacks: Frozen Juice Treats</p> <p>g) <b>Under Construction</b>  TG p. 43 Learning Centers: Go! Go! Go!  TG p. 118 Oral Language: Push and Pull  TG p. 119 Oral Language: Wheels  <b>Let's Investigate</b>  TG pp. 110-111 Small Group: Science  <b>Splash and Dig</b>  TG p. 47 Learning Centers: Mountains</p> <p>h) <b>Splash and Dig</b>  TG p. 104 Science: Fresh or Salt</p>

## Social Studies

<b>Strand: Geography</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>1. Develops a basic awareness of self as an individual, self within the context of family, and self within the context of community.</p> <p>a) Identifies him/herself by using characteristics such as gender, ethnicity, race, religion, language and culture.</p> <p>b) Describes how each person is unique and important.</p> <p>c) Identifies family members, family characteristics and functions.</p> <p>d) Identifies as a member of a family.</p> <p>e) States how families are similar and different.</p> <p>f) Describes his own community and/or cultural group.</p> <p>g) Describes how people within a community are alike and different (e.g., eat different foods, wear different clothing, speak different languages).</p> <p>h) Recognizes some community workers and describes what they do.</p>	<p>a) <b>Let's Investigate!</b>            TG p. 112 Readiness: Know Your Address            TG p. 113 Social Studies: Special Me, Special            TG pp. 114–115 Readiness: Names and Address You TG p. 138 Social Studies: We Grow and Change            TG pp. 158-159 Readiness: Left and Right</p> <p>b) <b>Let's Investigate!</b>            TG p. 116 Social Studies: The One and Only You</p> <p>c) <b>Weather Watchers</b>            TG pp. 136-137 Family Investigation Night: Kites  <b>Under Construction</b>            TG pp.136-137 Family Investigation Night: Wagon Wash</p> <p>d) <b>Let's Investigate!</b>            TG p. 65 Social Studies: Family Roles and Traditions  <b>Under Construction</b>            TG pp. 122-123 Small Group: Science            TG pp. 136-137 Family Investigation Night: Wagon Wash</p> <p>e) <b>Let's Investigate!</b>            TG p. 88-89 Small Group: Social Studies</p> <p>f) <b>Let's Investigate!</b>            TG pp. 176–177 Small Group: Social Studies  <b>Under Construction</b>            TG p. 48 Learning Centers: Block Town</p> <p>g) <b>Let's Investigate!</b>            TG pp. 202-203 Readiness: Alike and Different  <b>Under Construction</b>            TG p. 44 Learning Centers: Who Uses What?  <b>Watch It Grow</b>            TG pp 116-117 Opening Circle Time: Oral Language            TG p. 119 Oral Language: Jobs on the Farm</p> <p>h) <b>Let's Investigate!</b>            TG p. 201 Social Studies: What's My Job?  <b>Under Construction</b>            TG pp. 66–67 Whole Group: Literacy            TG p. 84 Social Studies: Community Workers</p>
<p>2. Demonstrates awareness and appreciation of their own culture and other cultures.</p> <p>a) Talks about and/or shows items related to his/her family and cultural traditions to others.</p>	<p>a) <b>Let's Investigate!</b>            TG p. 57 Oral Language: I Belong            TG pp. 88–89 Small Group: Social Studies            TG p. 94 Social Studies: Hello, Around the World            TG p. 99 Social Studies: Travel with JT</p>

<ul style="list-style-type: none"> <li>b) Questions why and/or how people are similar/different.</li> <li>c) Describes some of the holidays, dances, foods, costumes and special events, related to his/her own culture.</li> <li>d) Demonstrates an understanding of similarities and differences between and among individual people and families.</li> </ul>	<ul style="list-style-type: none"> <li>b) <b>Healthy You</b> TG p. 44 Learning Centers: Same and Different Game <b>Let's Investigate!</b> TG pp. 80-81 Opening Circle: Oral Language TG pp. 202-203 Readiness: Alike and Different</li> <li>c) <b>Healthy You</b> TG p. 84 Social Studies: Food Around the World <b>Let's Investigate</b> TG p. Social Studies: Family Roles and Traditions</li> <li>d) <b>Let's Investigate!</b> TG p. 46 Learning Centers: Families TG p. 94 Fine Art: Art Across Cultures <b>Finny, Feathery, Furry Friends</b> TG p. 65 Social and Emotional: Show You Care <b>Weather Watchers</b> TG p. 69 Literacy: Reread a Snowy Story TG p. 109 Literacy: Friends Like Rosalita</li> </ul>
<p>3. Demonstrates knowledge of the relationship between people, places, and regions.</p> <ul style="list-style-type: none"> <li>a) Identifies features of own home and familiar places.</li> <li>b) Names the street, neighborhood, city or and town where he/she lives.</li> <li>c) Uses words that indicate direction, position and relative distance.</li> <li>d) Describes topographical features of familiar places (hill, river, roads, mountains, etc.).</li> <li>e) Creates representations of topographical features in art work, and/or while playing with blocks, sand or other materials.</li> <li>f) Is aware of his/her surroundings.</li> </ul>	<ul style="list-style-type: none"> <li>a) <b>Let's Investigate</b> TG pp. 176-177 Small Group: Social Studies</li> <li>b) <b>Let's Investigate!</b> TG p. 112 Readiness: Know Your Address TG pp. 114–115 Whole Group: Readiness: Names and Address</li> <li>c) <b>Let's Investigate!</b> TG pp. 180-181 Readiness: Direction and Position TG pp. 176–177 Small Group: Social Studies <b>Under Construction</b> TG pp. 56–57 Opening Circle Time: Oral Language</li> <li>d) <b>Let's Investigate!</b> TG p. 223 Social Studies: City and Country Graph <b>Splash and Dig</b> TG pp. 96–97 Opening Circle Time: Oral Language</li> <li>e) <b>Splash and Dig</b> TG p. 99 Oral Language: Lakes and Oceans <b>Under Construction</b> TG p. 48 Learning Centers: Block Town</li> <li>f) <b>Let's Investigate</b> TG p. 148 Opening Circle Time: Back to School: School Tour</li> </ul>
<b>Strand: History</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>4. Develops an understanding of how people and things change over time and how to relate past events to their present and future activities.</p>	<p>Each Investigation contains a Days in Review Daily Routine that provides an opportunity for children to connect past events to current events and recognize time intervals. (See Investigation TG p. 28). Also:</p>

<ul style="list-style-type: none"> <li>a) Identifies routines and common occurrences in his/her life.</li> <li>b) Identifies changes over time in him/herself, his/her families, and in his/her wider community.</li> <li>c) Retells important events in sequential order.</li> <li>d) Demonstrates interest in current events that relate to family, culture, and community.</li> <li>e) Uses words and phrases that differentiate between events that happen in the past, present and future, e.g., uses phrases like “when I was a baby...” or “before I moved to my new house.”</li> </ul>	<ul style="list-style-type: none"> <li>a) <b>Finny, Feathery, Furry Friends</b> TG p. 44 Learning Centers: Daily Pet Care TG p. 109 Literacy: Reread a Bedtime Story</li> <li>b) <b>Let's Investigate!</b> TG p. 135 Social Studies: How We Change Over Time TG p. 138 Social Studies: We Grow and Change</li> <li>c) <b>Weather Watchers</b> TG p. 43 Learning Centers: Sequence Game TG p. 84 Social Studies: Morning, Afternoon, Evening</li> <li>d) <b>Weather Watchers</b> TG p. 40 Learning Centers: News at Friendly Farm TG p. 44 Social Studies: Weather Watching</li> <li>e) <b>Let's Investigate!</b> TG pp. 136–137 Whole Group: Readiness: Time</li> </ul>
<b>Strand: Civics, Citizenship and Government</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>5. Demonstrate an understanding of roles, rights, and responsibilities.</p> <ul style="list-style-type: none"> <li>a) Recognizes that all children and adults have roles, rights, and responsibilities at home, school, in the classroom and in the community.</li> <li>b) Expresses that rules are for everyone.</li> <li>c) Identifies rules that protect him/herself and others.</li> <li>d) Explains that rules affect children and adults.</li> <li>e) Describes possible consequences when rules are not followed.</li> </ul>	<ul style="list-style-type: none"> <li>a) <b>Let's Investigate!</b> TG p. 39 Daily Routines: Establish Set-Up/Clean-Up Routines TG p. 142 Back to School: Helper Chart TG p. 186 Back to School: Classroom Rules TG p. 214 Back to School: A Community of Learners <b>Under Construction</b> TG p. 84 Social Studies: Community Workers <b>Watch It Grow</b> TG p. 84 Social Studies: Robby's Job Chart</li> <li>b) <b>Healthy You</b> TG p. 45 Learning Centers: Food Prints</li> <li>c) <b>Finny, Feathery, Furry Friends</b> TG p. 104 Social Studies: Bunch of Wild Animals</li> <li>d) <b>Healthy You</b> TG p. 118 Oral Language: Everyday Safety TG p. 124 Social and Emotional: Be Prepared</li> <li>e) <b>Healthy You</b> TG 116-117 Opening Circle: Oral Language TG p. 119 Oral Language: Animal Safety TG 119 p. Oral Language: Animal Safety</li> </ul>
<p>6. Begins to learn the basic civic and democratic principles.</p> <ul style="list-style-type: none"> <li>a) Participates in making group rules and/or rules for daily routines and transitions.</li> <li>b) Follows rules and may remind others of the rules.</li> <li>c) Applies the skills of communication,</li> </ul>	<p>Each Investigation contains Transitions Daily Routines that provides an opportunity for children to transition smoothly from one activity to another while reinforcing concepts and skills. (See Investigation TG pp. 38–39). Also:</p> <ul style="list-style-type: none"> <li>a) <b>Let's Investigate!</b> TG p. 51 Learning Centers: Props and Costumes</li> </ul>



<p>cooperation, respect and empathy with others.</p> <p>d) Demonstrates preferences and choices by participating when the class votes to make simple decisions.</p>	<p>TG p. 142 Back to School: Helper Chart  TG p. 214 Back to School: A Community of Learners</p> <p>b) <b>Healthy You</b>  TG p. 45 Learning Centers: Food Prints  TG p. 49 Learning Centers: Grocery Store  TG p. 89 Literacy: Reread a Math Story  TG p. 108 Math: Manny, May I?  <b>Finny, Feathery, Furry Friends</b>  TG p. 104 Social Studies: Bunch of Wild Animals</p> <p>c) <b>Finny, Feathery, Furry Friends</b>  TG p. 65 Social and Emotional: Show You Care  TG pp. 106–107 Whole Group: Social and Emotional  TG p. 124 Social and Emotional: Overcoming Fears</p> <p><b>Splash and Dig</b>  TG p. 133 Listening: River Statues</p> <p><b>Watch It Grow</b>  TG p. 124 Social and Emotional: Kabob Crew</p> <p>d) <b>Watch It Grow</b>  TG p. 93 Science: Fruit Salad Survey  TG pp. 122-123 Small Group: Science</p>
<b>Strand: Economics</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>7. Develops a basic understanding of economic concepts within a community.</p> <p>a) Demonstrates an understanding that money is needed to exchange for some goods and services.</p> <p>b) Demonstrates understanding that money comes in different forms, i.e., coins and paper money.</p> <p>c) Recognizes the roles/contributions of community workers as they produce goods/ services that people need.</p> <p>d) Recognizes that goods and services may be purchased using different forms of payment, (e.g., coins, paper money, checks, electronic payment, credit cards).</p>	<p>a) <b>Watch It Grow</b>  TG p. 49 Learning Centers: Produce Stand  TG pp. 116–117 Opening Circle Time: Oral Language  TG p. 124 Math: The Number 9</p> <p>b) <b>Weather Watchers</b>  TG p. 42 Learning Centers: How Much Do They Cost?</p> <p>c) <b>Let's Investigate!</b>  TG p. 51 Learning Centers: Props and Costumes  TG p. 201 Social Studies: What's My Job?  <b>Watch It Grow</b>  TG p. 132 Dramatic Play: Farm to Store  <b>Healthy You</b>  TG p. 44 Learning Centers: Doctor's Office  TG p. 48 Learning Centers: Drive-Through Restaurant  TG p. 49 Learning Centers: Grocery Store  <b>Under Construction</b>  TG p. 49 Learning Centers: Hardware Store</p>

<b>Strand: Career Development</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>8. Demonstrates interest and awareness about a wide variety of careers and work environments.</p> <p>a) Asks questions about and shows an interest in the jobs of his/her family members and/or “community helpers.”</p> <p>b) Recognizes that people depend on “community helpers” to provide goods and services.</p> <p>c) Identifies the tools and equipment that correspond to various roles and jobs.</p> <p>d) Takes on the role of a “community helper”, e.g., dramatic play or in acting out a story or song.</p> <p>e) Indicates an interest in a future career by making statements like, “I want to be a fire fighter when I grow up.”</p> <p>f) Talks about a parent’s, a relative’s or a neighbor’s job.</p>	<p>a) <b>Let’s Investigate!</b> TG p. 201 Social Studies: What’s My Job <b>Finny, Feathery, Furry Friends</b> TG p. 84 Social Studies: Shopping List</p> <p>b) <b>Healthy You</b> TG p. 44 Learning Centers: Doctor’s Office TG p. 48 Learning Centers: Drive-Through Restaurant TG p. 49 Learning Centers: Grocery Store TG p. 113 Dramatic Play: All Kinds of Doctors</p> <p>c) <b>Under Construction</b> TG p. 84 Social Studies: Community Workers TG p. 104 Social Studies: Plumbers <b>Let’s Investigate!</b> TG p. 99 Music: The Musician in You</p> <p>d) <b>Watch It Grow</b> TG p. 49 Learning Centers: Produce Stand TG p. 48 Learning Centers: Local Crops TG 119 Oral Language: Jobs on the Farm TG p. 124 Social and Emotional: Kabob Crew <b>Weather Watchers</b> TG p. 40 Learning Center: Friendly Farm</p> <p>e) <b>Weather Watchers</b> TG p. 93 Oral Language: Weather Report <b>Let’s Investigate</b> TG p. 83 Social Studies: The Traveler in You</p> <p>f) <b>Healthy You</b> TG p. 113 Dramatic Play: All Kinds of Doctors <b>Watch It Grow</b> TG 119 Oral Language: Jobs on the Farm <b>Let’s Investigate!</b> TG p. 31 Daily Routines: Featured Artist</p>

## The Arts

<b>Strand: Visual Arts</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>1. Expresses oneself and represents what he/she knows, think, believes and feels through visual arts.</p> <p>a) Experiments with a variety of mediums and methods of using art materials (such as using a big brush to paint broad strokes, combining colors, etc.).</p> <p>b) Shows an interest in what can be created with tools, texture, color and technique.</p> <p>c) Uses materials to build and create</p>	<p>a) <b>Finny, Feathery, Furry Friends</b> TG p. 109 Art: Feather Painting <b>Watch It Grow</b> TG p. 89 Art: Seed Picture Frames</p> <p>b) <b>Let’s Investigate!</b> TG p. 49 Learning Centers: Exploring Blocks TG p. 204 Art: Art Tools TG p. 205 Math: Long and Short Worms</p> <p>c) <b>Under Construction</b> TG p. 48 Learning Centers: Block Town TG p. 89 Art: Shapely Homes</p>

<p>“pieces” that represent another item (blocks become a castle; clay becomes a snake).</p> <p>d) Chooses materials and subjects with intent and purpose.</p> <p>e) Paints, draws and constructs models based on observations.</p>	<p><b>Finny, Furry, Feathery Friends</b> TG p. 48 Learning Centers: Build a Farm</p> <p>d) <b>Splash and Dig</b> TG p. 68 Fine Art: Children Playing at the Beach</p> <p>TG p. 129 Art: Sculpt a Story Scene</p> <p><b>Weather Watchers</b> TG p. 109 Art: Bubble Paintings</p> <p>e) <b>Weather Watchers</b> TG p. 68 Fine Art: My Country is Winter</p> <p>TG p. 109 Art: Bubble Paintings</p> <p><b>Watch It Grow</b> TG p. 68 Fine Art: Sunflowers</p> <p>TG p. 89 Art: Seed Picture Frames</p>
<p>2. Responds and reacts to visual arts created by themselves and others.</p> <p>a) Expresses an interest in drawings, sculptures, models, paintings, and art creations of others.</p> <p>b) Identifies similarities and differences among samples of visual art.</p> <p>c) Shares opinions about visual arts, creations, and experiences.</p>	<p>Each Investigation contains a Featured Artist Daily Routine that provides an opportunity to display and discuss artwork created by the children. (See Investigation TG p. 31). Also:</p> <p>a) <b>Let's Investigate!</b> TG p. 68 Art: Art Clues</p> <p><b>Finny, Feathery, Furry Friends</b> TG p. 89 Art: Farm Animal Sculpture</p> <p><b>Splash and Dig</b> TG p. 68 Fine Art: Children Playing on the Beach</p> <p><b>Weather Watchers</b> TG p. 45 Learning Centers: Weather Collage</p> <p>b) <b>Let's Investigate!</b> TG p. 94 Fine Art: Art Across Cultures</p> <p>TG p. 116 Fine Art: Talking About Art</p> <p>TG p. 138 Fine Art: Art from Long Ago</p> <p>c) <b>Let's Investigate!</b> TG p. 68 Art: Art Clues</p> <p><b>Under Construction</b> TG p. 129 Art: We Are Illustrators</p> <p><b>Healthy You</b> TG p. 68 Fine Art: Optometrist</p> <p><b>Finny, Feathery, Furry Friends</b> TG p. 68 Fine Art: Los Pescados Peña</p> <p>TG p. 89 Art: Farm Animal Sculpture</p>
<p><b>Strand: Music</b></p>	
<p><b>NY State PreK Foundations for Common Core</b></p>	<p><b>The InvestiGator Club® Guides</b></p>
<p>3. Expresses oneself by engaging in musical activities.</p> <p>a) Participates with increasing interest and enjoyment in a variety of music activities including listening to music, singing songs, performing finger plays, and experimenting with various musical instruments.</p> <p>b) Enjoys singing, making up silly and</p>	<p>a) <b>Let's Investigate!</b> TG p. 82 Back to School: Name Song</p> <p>TG p. 214 Music: "InvestiGator Club Theme Song"</p> <p><b>Watch It Grow</b> TG p. 68 Music: "Watch It Grow Cha Cha"</p> <p>b) <b>Healthy You</b> TG p. 128 Music: Sing About Vegetables</p> <p><b>Splash and Dig</b> TG p. 73 Music: The Water Song</p>

<p>rhyming verses, imitating rhythmic patterns, and using music to tell stories and express feelings.</p> <p>c) Engages in music activities having different moods, tempos, and rhythms.</p> <p>d) Uses and explores traditional and non-traditional sound sources including those that are electronic.</p> <p>e) Creates sounds using traditional instruments (bells, drums, recorders, etc) and nontraditional instruments (tin cans, oatmeal boxes, containers filled with water).</p>	<p>c) <b>Let's Investigate!</b>  TG p. 104 Music: Make Your Own Music  <b>Under Construction</b>  TG p. 88 Music and Movement: Rhythm  TG p. 93 Oral Language: The House Song  <b>Weather Watchers</b>  TG p. 68 Music: "Bad Weather Blues"</p> <p>d) <b>Splash and Dig</b>  TG p. 108 Music: Feel the Beat</p> <p>e) <b>Splash and Dig</b>  TG p. 88 Music: Shake It Cha Cha  <b>Weather Watchers</b>  TG p. 88 Music and Movement: Rhythm of the Rain  TG p. 128 Music: Spring Rain Showers  <b>Finny, Feathery, Furry Friends</b>  TG p. 88 Music: Make Instruments</p>
<p>4. Responds and reacts during musical activities.</p> <p>a) Observes a variety of musical performances, both vocal and instrumental.</p> <p>b) Moves and keeps rhythm to different kinds of music.</p> <p>c) Reacts to music through oral, written or visual expression.</p> <p>d) Compares and contrasts different samples of music.</p> <p>e) Expresses his/her preference for certain kinds of music.</p> <p>f) Repeats, responds and/or reacts to lyrics and/or melodies.</p>	<p>a) <b>Finny, Feathery, Furry Friends</b>  TG p. 32 Daily Routines: Music  <b>Let's Investigate!</b>  TG p. 126 Music: Music Long Ago</p> <p>b) <b>Let's Investigate!</b>  TG p. 126 Music: Music Long Ago  TG p. 214 Music: "InvestiGator Club Theme Song"  <b>Under Construction</b> TG p. 68 Music: Let's Dance  <b>Weather Watchers</b>  TG p. 128 Music: Spring Rain Shower  <b>Splash and Dig</b>  TG p. 128 Music: Music that Rocks</p> <p>c) <b>Let's Investigate!</b>  TG p. 99 Music: The Musician in You</p> <p>d) <b>Let's Investigate!</b>  TG p. 192 Music: All Kinds of Music</p> <p>e) <b>Let's Investigate!</b>  TG p. 99 Music: The Musician in You</p> <p>f) <b>Splash and Dig</b>  TG p. 88 Music and Movement: Instruments  <b>Finny, Feathery, Furry Friends</b>  TG pp. 76-77 Opening Circle: Oral Language  <b>Dilly's Music and Movement CD</b></p>
<p><b>Strand: Theatre/Dramatic Play</b></p>	
<p><b>NY State PreK Foundations for Common Core</b></p>	<p><b>The InvestiGator Club® Guides</b></p>
<p>5. Participates in a variety of dramatic play activities to represent fantasy and real life experiences.</p> <p>a) Represents fantasy, real-life, imagination, and literature through dramatic play.</p> <p>b) Assumes the role of something or someone else and attempts to speak in</p>	<p>a) <b>Let's Investigate!</b>  TG p. 51 Learning Centers: Props and Costumes  TG p. 143 Dramatic Play: Rosalita's Fancy Footwork  <b>Finny, Furry, Feathery Friends</b>  TG p. 49 Learning Centers: At the Vet's</p>

<p>the appropriate manner and tone.</p> <p>c) Participates in teacher-guided and/or spontaneous dramatic play activities such as acting out a story.</p> <p>d) Uses basic props, and costume pieces to establish time, setting, and character.</p>	<p>b) <b>Under Construction</b>  TG p. 49 Learning Centers: Hardware Store  <b>Healthy You</b>  TG p. 49 Learning Centers: Grocery Store  <b>Weather Watchers</b>  TG p. 49 Learning Centers: A Chance of Snow  <b>Weather Watchers</b>  TG p. 49 Learning Centers: Airplane Ride</p> <p>c) <b>Let's Investigate!</b>  TG p. 215 Dramatic Play: Be and InvestiGator  <b>Splash and Dig</b>  TG p. 49 Learning Centers: Beach Outing</p> <p>d) <b>Under Construction</b>  TG pp. 56–57 Opening Circle: Oral Language  <b>Watch It Grow</b>  TG pp. 66-67 Whole Group: Literacy  <b>Healthy You</b>  TG p. 113 Dramatic Play: All Kinds of Doctors  <b>Watch It Grow</b>  TG p. 49 Learning Centers: Produce Stand</p>
<p>6. Responds and reacts to theater and drama presentations.</p> <p>a) Demonstrates age-appropriate behavior when observing theatre and drama.</p> <p>b) Expresses his/her feelings about theatrical or dramatic productions or experiences through oral, written or visual expressions.</p>	<p>a) <b>Healthy You</b>  TG p. 105 Literacy: Act Out a Story</p> <p>b) <b>Let's Investigate!</b>  TG p. 73 Dramatic Play: The Imagination in You  <b>Watch It Grow</b>  TG p. 109 Literacy: Reread a Sunflower Story  <b>Splash and Dig</b>  TG pp. 126-127 Whole Group: Storytelling Classics  TG p. 129 Literacy: Retell a Classic</p>
<b>Strand: Dance/Creative Movement</b>	
<b>NY State PreK Foundations for Common Core</b>	<b>The InvestiGator Club® Guides</b>
<p>7. Expresses what he/she knows, thinks, feels and believes through dance and creative movement</p> <p>a) Demonstrates concepts (feelings, directions, words, ideas, etc.) through creative movement.</p> <p>b) Uses movement to interpret or imitate feelings, animals, and such things as plants growing, or a rainstorm.</p> <p>c) Uses creativity using his/her body (dance, march, hop, jump, sway, clap, snap, stomp, twist, turn, etc.).</p> <p>d) Uses creative movement props such as crepe paper, streamers, hoops, and scarves to create special movements and dances.</p> <p>e) Demonstrates a wide variety of movements and positions.</p> <p>f) Learns simple, repetitive dance steps and routines.</p>	<p>a) <b>Let's Investigate!</b>  TG p. 126 Music: Music Long Ago  TG p. 192 Music: All Kinds of Music  <b>Healthy You</b>  TG p. 93 Music: "Tooth Time March"</p> <p>b) <b>Splash and Dig</b>  TG p. 68 Music: "Earth and Water Hula"  <b>Finny, Feathery, Furry Friends</b>  TG p. 68 Whole Group: Music</p> <p>c) <b>Let's Investigate</b>  TG p. 143 Gross Motor: The Dancer in You  <b>Healthy You</b>  TG pp. 76–77 Opening Circle : Oral Language</p> <p>d) <b>Healthy You</b>  TG p. 108 Movement: Dance to the Music  <b>Finny, Feathery, Furry Friends</b>  TG p. 68 Whole Group: Music</p> <p>e) <b>Splash and Dig</b>  TG p. 93 Music And Movement: Sea Limbo  <b>Weather Watchers</b></p>

<p>g) Moves in spontaneous and imaginative ways to music, songs, rhythm, and silence.</p>	<p>TG p. 73 Music: "Walking in the Snow"  <b>f) Weather Watchers</b>  TG p. 68 Music: "Bad Weather Blues"  <b>Healthy You</b>  TG p. 93 Music and Movement: "Tooth Time March"  <b>g) Watch It Grow</b>  TG p. 88 Movement: Shake It Cha Cha</p>
<p>8. Responds and reacts to dance and creative movement.</p> <p>a) Imitates parts of dance or movement activity that he/she enjoys.  b) Compares and contrasts different forms of dance.  c) Demonstrates age appropriate audience behavior when observing dance and creative movement productions.  d) Describes interpretations and reactions to dance and movement experience (e.g., drawing a picture, acting it out, retelling a story).</p>	<p>a) <b>Let's Investigate!</b>  TG p. 143 Gross Motor: The Dancer in You  <b>Weather Watchers</b>  TG p. 73 Music: "Walking in the Snow"  <b>Splash and Dig</b>  TG p. 93 Music And Movement: Sea Limbo  b) <b>Weather Watchers</b>  TG p. 68 Music: "Bad Weather Blues"  c) <b>Let's Investigate!</b>  TG p. 143 Gross Motor Skills: The Dancer in You  d) <b>Let's Investigate!</b>  TG p. 192 Music: All Kinds of Music  <b>Splash and Dig</b>  TG p. 68 Music: "Earth and Water Hula"  <b>Healthy You</b>  TG p. 93 Music and Movement: "Tooth Time March"  TG p. 108 Movement: Dance to the Music</p>
<p><b>Strand: Cultural Differences</b></p>	
<p><b>NY State PreK Foundations for Common Core</b></p>	<p><b>The InvestiGator Club® Guides</b></p>
<p>9. Expresses an understanding of artistic difference among cultures.</p> <p>a) Compares his/her artistic creations with those from other cultures.  b) Describes similarities and differences in dance and creative movements from other cultures.  c) Distinguishes between different sounds of music and types of instruments from other cultures.  d) Discusses dances and dramatizations from various cultures.</p>	<p>a) <b>Let's Investigate!</b>  TG p. 94 Fine Art: Art Across Cultures  b) <b>Weather Watchers</b>  TG p. 68 Music: "Bad Weather Blues"  c) <b>Splash and Dig</b>  TG p. 88 Music and Movement: Instruments  d) <b>Healthy You</b>  TG pp. 126–127 Whole Group: Storytelling Classics  <b>Under Construction</b> TG pp. 126–127 Whole Group: Storytelling Classics</p>

## Technology

<p><b>Strand: Foundations to Technology</b></p>	
<p><b>NY State PreK Foundations for Common Core</b></p>	<p><b>The InvestiGator Club® Guides</b></p>
<p>1. Describes types of materials and how they're used.</p> <p>a) Discusses or describes characteristics of</p>	<p>a) <b>Let's Investigate!</b>  TG pp. 110–111 Small Group: Science  <b>Splash and Dig</b>  TG p. 43 Learning Centers: Float or Sink?</p>

<p>materials in the environment.</p> <p>b) Explains some uses for materials, e.g., wood, fur, plastic.</p> <p>c) Creates structures with various materials to determine which do/don't work to achieve the desired purpose, (e.g., glue, tape; paper, cardboard, foam, plastic, wood; straws, spools).</p>	<p><b>Watch It Grow</b> TG p. 99 Oral Language: All About Soil</p> <p>b) <b>Under Construction</b> TG p. 118 Oral Language: What Am I? TG pp. 122–123 Small Group: Science</p> <p>c) <b>Under Construction</b> TG pp. 54–55 Investigation Station</p> <p><b>Splash and Dig</b> TG pp. 136–137 Family Investigation Night: Build a Boat</p>
<p>2. Explores and uses various types of tools appropriately</p> <p>a) Identifies the functions of certain tools (e.g., cell phone, pulley, hammer, hearing aid, and microwave).</p> <p>b) Follows simple directions for appropriate use of tools and demonstrates how they are used (e.g., computer, hammer, digital media or simple machine).</p> <p>c) Describes and uses a variety of tools independently or with assistance (e.g., scissors, nut and bolt, incline plane, or lever).</p> <p>d) Uses common tools to create simple objects or structures.</p> <p>e) Invents and/or constructs simple objects or structures using common tools and materials in a safe manner (e.g., wood, glue, rulers, sandpaper, hammer, etc.).</p>	<p>a) <b>Healthy You</b> TG pp. 54–55 Investigation: Investigation Station</p> <p>b) <b>Watch It Grow</b> TG pp. 106–107 Whole Group: Social and Emotional</p> <p>c) <b>Under Construction</b> TG pp. 54–55 Investigation Station</p> <p><b>Healthy You</b> TG p. 47 Learning Centers: Soup du Jour</p> <p><b>Splash and Dig</b> TG p. 47 Learning Centers: Water Play</p> <p>d) <b>Watch It Grow</b> TG p. 44 Learning Centers: Tools of the Trade</p> <p><b>Splash and Dig</b> TG pp. 136-137 Family Investigation Night: Build a Boat</p> <p>e) <b>Finny, Feathery, Furry Friends</b> TG pp. 136-136 Family Investigation Night: Feathery Feeders</p> <p><b>Weather Watchers</b> TG pp. 136-137 Family Investigation Night: Kites</p>
<p>3. Expresses an understanding of how technology affects them in daily life, and how it can be used to solve problems.</p> <p>a) Identifies examples of technology used in daily life (e.g., telephone, computers, car).</p> <p>b) Describes how technology can make finding information, completing tasks and solving problems faster and easier.</p> <p>c) Identifies examples of how technology affects the environment, including home and school environments.</p>	<p>a) <b>Let's Investigate!</b> TG p. 48 Learning Centers: Media Time</p> <p><b>Under Construction</b> TG p. 41 Learning Center: While You Were Out TG p. 46 Learning Centers: Technology: CD Corner</p> <p>TG p. 46 Learning Centers: Technology: Karaoke Kid</p> <p><b>Healthy You</b> TG p. 46 Learning Centers: Your Name in Print</p> <p>b) <b>Weather Watchers</b> TG p. 46 Learning Centers: Record Weather Stories TG pp. 122–123 Small Group: Science</p> <p>c) <b>Splash and Dig</b> TG p. 46 Learning Centers: eFlapbords by the Water</p> <p><b>Watch It Grow</b> TG p. 46 Learning Centers: Watch It Grow Clips</p>

	TG p. 46 Learning Centers: Letters I Know
<b>Strand: Using Technology</b>	
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<p>4. Understands the operation of technology systems.</p> <p>a) Uses input and output devices to successfully operate technology systems (e.g., keyboard, monitor, printer, vending machine).</p> <p>b) Begins using appropriate vocabulary when describing the nature and operation of a technological system (e.g., pedal power moves a bicycle, gas moves a car, batteries operate a toy).</p> <p>c) Gives examples of how technological systems are used (e.g., internet, cameras, cell phones).</p>	<p>a) <b>Let's Investigate!</b> TG p. 48 Learning Centers: Computer Parts <b>Finny, Furry, Feathery Friends</b> TG pp. 106–107 Whole Group: Social and Emotional <b>Watch It Grow</b> TG p. 46 Learning Center: Watch It Grow Clips</p> <p>b) <b>Under Construction</b> TG p. 46 Learning Center: CD Corner <b>Healthy You</b> TG p. 46 Learning Center: eFlapboard Fun TG p. 46 Learning Center: Your Name in Print <b>Splash and Dig</b> TG p. 46 Learning Center: eFlapboards by the Water</p> <p>c) <b>Weather Watchers</b> TG p. 46 Learning Center: Spring Pictures</p>
<p>5. Uses the knowledge of technology to increase learning.</p> <p>a) Uses computer to write, draw and explore concepts.</p> <p>b) Learns basic skills by using age appropriate computer programs.</p> <p>c) Uses technology tools independently (e.g., instructional media games, digital cameras).</p>	<p>a) <b>Let's Investigate!</b> TG p. 48 Learning Centers: Media Time <b>Under Construction</b> TG p. 46 Learning Centers: CD Corner <b>Healthy You</b> TG p. 46 Learning Centers: eFlapboard Fun <b>Finny, Furry, Feathery Friends</b> TG p. 46 Learning Centers: Record Animal Songs <b>Splash and Dig</b> TG p. 46 Learning Centers: eFlapboards by the Water <b>Weather Watchers</b> TG p. 46 Learning Centers: Record Weather Stories</p> <p>b) <b>Let's Investigate!</b> TG p. 48 Learning Centers: Computer Parts TG p. 91 Literacy: Electronic Stories <b>Healthy You</b> TG p. 46 Learning Centers: Your Name in Print <b>Finny, Furry, Feathery Friends</b> TG p. 46 Learning Centers: Computer Fun</p> <p>c) <b>Finny, Furry, Feathery Friends</b> TG pp. 106–107 Whole Group: Social and Emotional <b>Watch It Grow</b> TG p. 46 Learning Centers: Move to the Rhythm <b>Weather Watchers</b> TG p. 46 Learning Centers: Spring Pictures</p>