

The InvestiGator Club®

Crosswalk with the Illinois Early Learning and Development Standards for Three- and Four-Year-Olds

Illinois Early Learning and Development Goals & Standards	Learning and Development Standards from The InvestiGator Club Inquiry-Based Preschool Curriculum	Supporting Practices, Policies, and Procedures
LANGUAGE ARTS		
<p>Goal 1 Demonstrate increasing competence in oral communication (listening and speaking).</p> <p>1.A Demonstrate understanding through age-appropriate responses.</p> <p>1.B Communicate effectively using language appropriate to the situation and audience.</p> <p>1.C Use language to convey information and ideas.</p> <p>1.D Speak using conventions of Standard English.</p> <p>1.E Use increasingly complex phrases, sentences, and vocabulary.</p>	<p>1.A</p> <ul style="list-style-type: none"> • Understand and follow directions • Ask and answer questions • Ask questions and comment on book information and events • Understand and use language to communicate • Use language to express routines and scripts <p>1.B</p> <ul style="list-style-type: none"> • Initiate and respond in conversations and discussions with peers and adults • Express thoughts, feelings, and ideas using language and gestures <p>1.C</p> <ul style="list-style-type: none"> • Tell a simple personal narrative • Share ideas and take turns listening and speaking 	<p>In The InvestiGator Club, you can find explicit lessons and menus of activity choices that allow children to demonstrate increasing competence in oral communication as they engage in purposeful inquiry. Children love to explore and investigate. At the core of The InvestiGator Club are investigations built around a specific life, earth, or physical science topic while integrating instruction across all content areas. Children accompany Dilly and her friends through a series of adventures that lead them to investigate and learn. It all begins with a story.</p> <p>For example: Under Construction is one of seven unit-long investigations. It begins with an interactive story presented as a Flapboard. (TG pp. 52-53)</p> <ul style="list-style-type: none"> • Children are prompted to lift the flaps, make predictions, and listen to the story read aloud. • They engage in extended conversations using

	<ul style="list-style-type: none"> • Discuss topics, ideas, and tasks <p>1.D</p> <ul style="list-style-type: none"> • Use appropriate language and style • Use age-appropriate grammar in conversations • Use words to indicate relative location <p>1.E</p> <ul style="list-style-type: none"> • Use increasingly complex and varied spoken vocabulary • Use increasingly complex phrases and sentences • Classify, compare, and contrast objects, events, and experiences • Identify common features in the home and school environment • Identify similarities and differences in personal and family characteristics 	<p>new vocabulary about the building site of a museum.</p> <ul style="list-style-type: none"> • They arrange their chairs as if they are on a bus and take an imaginary ride past a construction site on their way to school. They talk about what they might see along the way, learning names for new objects. • They ask questions such as <i>What's that? How does it work?</i>
<p>Goal 2 Demonstrate understanding and enjoyment of literature.</p> <p>2.A Demonstrate interest in stories and books.</p> <p>2.B Recognize key ideas and details in stories.</p> <p>2.C Recognize concepts of books.</p> <p>2.D Establish personal connections with books.</p>	<p>2.A</p> <ul style="list-style-type: none"> • Listen to and discuss books and poetry • Ask questions and comment on book information and events • Make predictions • Understand that illustrations carry meaning • Show interest in reading-related activities • Appreciate repetitive language patterns <p>2.B</p> <ul style="list-style-type: none"> • Ask questions and comment on book information and events • Retell and dictate stories • Identify story structure: characters, plot, events, resolution • Act out stories in dramatic play <p>2.C</p> <ul style="list-style-type: none"> • Understand how to handle and care for 	<p>Reading and telling stories open new worlds, providing gateways to exciting characters, settings, and experiences. In The InvestiGator Club, you can find Flapboards, Dilly and Friends Lapbooks, Bruno's Buzz Nonfiction Readers, Home and Back Books, and trade books. Every week, the teacher reads aloud many books—fiction or nonfiction--to the whole group.</p> <p>For example, Watch It Grow is another unit-long investigation. In Week 3 the teacher reads aloud the story <i>Dilly and Bruno Buzzbee</i>. (TG pp. 106-107)</p> <ul style="list-style-type: none"> • The teacher stimulates interest, saying: <i>Bruno has a surprise for you. She has the Bruno Puppet give each child a sunflower seed, and allows time for children to examine the seed.</i> • The teacher provides a purpose for listening: <i>Bruno gave Dilly a surprise just like yours. She</i>

	<p>books</p> <ul style="list-style-type: none"> • Understand how to read or view a book • Understand book features: title, author, illustrator • Listen to and discuss books and poetry • Appreciate repetitive language patterns <p>2.D</p> <ul style="list-style-type: none"> • Contribute personal experiences and prior knowledge during storybook reading • Classify, compare, and contrast objects, events, and experiences 	<p><i>wondered what kind of plants would grow from the seeds.</i></p> <ul style="list-style-type: none"> • As the teacher reads, she pauses to discuss the steps Dilly had to follow to get her surprise. • Children ask and answer questions about the story describing what happened, using both words and illustrations. • Children listen to the story again on tape. They share real life experiences in which they had to follow directions.
<p>Goal 3 Demonstrate interest in and understanding of informational text. 3.A Recognize key ideas and details in nonfiction text. 3.B Recognize features of nonfiction books.</p>	<p>3.A</p> <ul style="list-style-type: none"> • Ask questions and comment on book information and events • Gather and use information to ask and answer questions • Discuss topics, ideas, and tasks • Ask and answer questions about details in a nonfiction book • Retell detail(s) about main topic in a nonfiction book <p>3.B</p> <ul style="list-style-type: none"> • Classify, compare, and contrast objects, events, and experiences 	<p>At the core of The InvestiGator Club is inquiry-based science—all investigations are built around a specific life, earth, or physical science topic. Science is integrated into the curriculum every day. In particular, The InvestiGator Club includes:</p> <ul style="list-style-type: none"> • Literature-based science lessons. • Open-ended in-depth investigations that have children ask questions, form hypotheses, experiment, collect data, draw conclusions, and make meaning while they explore, discover, and play. <p>For example, Weather Watchers is the last unit-long Investigation of the year. In Week 4 of this Investigation, the teacher reads aloud Bruno Buzz’s Nonfiction Reader <i>What’s the Weather?</i> (TG pp. 122-123)</p> <ul style="list-style-type: none"> • The teacher reads aloud the text on the inside cover as children look at the page. • The teacher helps children ask and answer questions about details. • The teacher continues reading, pausing for children to describe the weather, tell how the boy is dressed, suggest what season it might be and

		<p>why they think so.</p> <ul style="list-style-type: none"> • After reading, the teacher uses the pictures to have children recall the facts about different kinds of weather and how weather is always changing.
<p>Goal 4 Demonstrate increasing awareness of and competence in emergent reading skills and abilities.</p> <p>4.A Demonstrate understanding of the organization and basic features of print.</p> <p>4.B Demonstrate an emerging knowledge and understanding of the alphabet.</p> <p>4.C Demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes).</p> <p>4.D Demonstrate emergent phonics and word-analysis skills.</p>	<p>4.A</p> <ul style="list-style-type: none"> • Understand how to read or view a book • Demonstrate awareness of concepts of print • Follow print as it is read aloud • Recognize a word as a unit of print • Recognize that letters are grouped to form words • Recognize that words are separated by spaces • Differentiate between letters and numbers <p>4.B</p> <ul style="list-style-type: none"> • Listen to and sing along with the alphabet song • Identify at least ten letters of the alphabet • Match and sort letters • Notice beginning letters in familiar words • Trace and write letters • Associate sounds with written words • Associate the names of letters with their shapes and sounds <p>4.C</p> <ul style="list-style-type: none"> • Listen to and recite familiar poems and chants • Recognize rhyme • Recognize matching sounds and rhymes in familiar words, games, songs, stories, finger plays, poems • Hear and discriminate separate syllables 	<p>The InvestiGator Club focuses on the four literacy domains recognized as critical for young children’s future reading success: oral language development, phonological awareness, vocabulary, and alphabet knowledge.</p> <p>In Everyday Literacy, the phonological awareness activities are carefully sequenced and repeated throughout the year—listening for sounds, rhyme, word awareness, syllable awareness, and phonemic awareness.</p> <p>Everyday Literacy also supports the development of alphabet knowledge with daily opportunities for letter recognition and names of letters and the sounds they make.</p> <p>For example, in week 1 of the Splash and Dig Investigation, teachers are provided a menu of Everyday Literacy activities to customize their teaching plans to meet children’s needs. (TG pp. 60-61)</p> <ul style="list-style-type: none"> • As children sing the song <i>Wading in the Water</i>, they listen for sounds at the beginning of <i>waded</i>, <i>water</i>, <i>wet</i> and suggest other words that begin with /w/. They identify words that rhyme with <i>wet</i>. • Children play a game using the Alphabet Flapboard and Magnetic Letters. They name two letters, identify the two objects shown, and then decide which letter stands for the beginning

	<p>in words</p> <ul style="list-style-type: none"> • Discriminate and identify sounds in spoken language • Show awareness of beginning sounds • Show awareness of ending sounds • Show awareness of separation of word sounds • Use sound substitution <p>4.D</p> <ul style="list-style-type: none"> • Identify own name and names of some friends • Associate pictures with their labels • Listen to and identify alliteration • Associate the names of letters with their shapes and sounds • Associate sounds with written words 	<p>sound in each object.</p> <ul style="list-style-type: none"> • The Dilly Puppet, a storybook character, introduces a new letter. She shows the Alphabet Card Ll. Children name words that begin with L. • The teacher uses masking tape to form a giant L and l on the floor. Children walk along the letters while repeating: <i>Little Lulu lights lamps.</i>
<p>Goal 5 Demonstrate increasing awareness of and competence in emergent writing skills and abilities.</p> <p>5.A Demonstrate growing interest and abilities in writing.</p> <p>5.B Use writing to represent ideas and information.</p> <p>5.C Use writing to research and share knowledge.</p>	<p>5.A</p> <ul style="list-style-type: none"> • Understand writing as a way of communicating • Experiment with writing tools and materials • Engage in written exploration • Progress in ability to write letters • Use a variety of input devices such as mouse and keyboard <p>5.B</p> <ul style="list-style-type: none"> • Represent stories and experiences through pictures and dictation • Use a variety of input devices such as mouse and keyboard <p>5.C</p> <ul style="list-style-type: none"> • Represent stories and experiences through pictures and dictation • Collect, describe, and record information 	<p>In The InvestiGator Club, writing opportunities are provided throughout the week in Learning Centers, through Small Group Instruction, and at Closing Circle Time.</p> <p>For example, in the Healthy You unit-long investigation, children share new learning about how the body works and how to keep it healthy through drawing, dictation, and writing.</p> <ul style="list-style-type: none"> • Learning Centers: There is a Center Card for the Writing Center. The teacher reads aloud the steps, provides materials children will need to draw a self-portrait, and asks children to write their names on their artwork. (TG p. 41) • Small Group Instruction: Children reflect on what they learned about taking care of their teeth. The teacher writes key words on the board (<i>teeth, brush, rinse, floss</i>), and then reads the list with

	<p>through discussions, drawings, maps, or charts</p> <ul style="list-style-type: none"> Recall factual information and share that information through drawing, dictation, or writing 	<p>children. The teacher distributes tooth-shaped paper and asks children to draw or write about how they keep their teeth healthy. Children share their finished work by reading the words and telling about the drawing. (TG pp. 62-63)</p> <ul style="list-style-type: none"> Closing Circle Time/Shared Writing: The teacher creates a web about healthy habits as children recall the information they have learned. Together they write a letter to Auntie Lu, an InvestiGator Club story character, sharing ideas for how to stay healthy. Children choose three healthy habits from the web they created. The teacher writes the letter, inviting children to write words they know. (TG pp. 90-91)
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MATHEMATICS

<p>Goal 6 Demonstrate and apply a knowledge and sense of numbers, including numeration and operations.</p> <p>6.A Demonstrate beginning understanding of numbers, number names, and numerals.</p> <p>6.B Add and subtract to create new numbers and begin to construct sets.</p> <p>6.C Begin to make reasonable estimates of numbers.</p> <p>6.D Compare quantities using appropriate vocabulary terms.</p>	<p>6.A</p> <ul style="list-style-type: none"> Count in sequence to ten and beyond Use one-to-one correspondence in counting objects Use one-to-one correspondence to match groups of objects Recognize groups of up to three (or more) objects without counting Understand abstract concepts of <i>some</i>, <i>all</i>, <i>none</i> <p>6.B</p> <ul style="list-style-type: none"> Combine, separate, and name “how many” objects Use numbers and counting to solve problems and determine quantity <p>6.C</p> <ul style="list-style-type: none"> Recognize groups of up to three (or more) 	<p>Let’s Investigate! is the eight-week introduction to the program that presents the characters, investigation techniques, and readiness concepts. At the end of Let’s Investigate! children are invited to join The InvestiGator Club. As members of the club, children join the characters, Dilly and her friends, as they explore and experiment and investigate the world around them.</p> <p>In Let’s Investigate! children engage in purposeful mathematical exploration and discovery through a variety of means: explicit lessons in number and operation, Flapboards (“Gone Investigating”) and math manipulatives and games.</p> <ul style="list-style-type: none"> In Week 8 during Small Group Instruction, children learn to count to ten with the JT Puppet. They listen to a Flapboard story called “Knock for
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	<p>objects without counting</p> <p>6.D</p> <ul style="list-style-type: none"> • Compare numbers of objects using appropriate terms 	<p>Numbers,” and then play a game, finding numerals and objects and counting them aloud together. The teacher introduces and reinforces math vocabulary: <i>count, number, one more</i>. (TG pp. 220-221)</p> <ul style="list-style-type: none"> • In the Math Learning Center, children do an activity called “Math Match.” The teacher creates three drawings of circles in a horizontal row: three circles, four circles, and five circles. She places the drawings on a table with three or four different counter sets. The teacher reads aloud the Center Card and asks children to use one-to-one correspondence in counting objects. (TG p. 44)
<p>Goal 7 Explore measurement of objects and quantities.</p> <p>7.A Measure objects and quantities using direct comparison methods and nonstandard units.</p> <p>7.B Begin to make estimates of measurements.</p> <p>7.C Explore tools used for measurement.</p>	<p>7.A</p> <ul style="list-style-type: none"> • Use standard and nonstandard measures for length and area of objects • Use time-associated language to categorize time intervals (e.g., “after lunch”) • Use increasingly complex and varied spoken vocabulary • Use vocabulary that describes and compares length, height, weight, capacity, and size • 7.B • Practice estimating in everyday play and everyday measurement problems • 7.C • Use standard measures for length and area of objects • Use simple tools and measuring devices to gather information 	<p>In The InvestiGator Club, math opportunities are provided throughout the week in Learning Centers, through Small Group, Independent Play, and Whole Group Instruction. Children engage in purposeful mathematical exploration and discovery of measurement, using a variety of standard and nonstandard measures.</p> <p>For example in the Watch It Grow investigation, children use standard and nonstandard units to measure objects.</p> <ul style="list-style-type: none"> • Whole Group Instruction/Choices: In the lesson “Bigger than a Tree?” children go outside to an area in which there are several trees in different stages of growth. The teacher models how to measure the girth of a tree by wrapping a roll of paper around the tree. She cuts the strip and uses a ruler or yardstick to measure the length of the paper strip, and then writes the measurement on the strip. She helps children measure the trunks of other trees, again writing the

		<p>measurement on the paper strips. Children stand beside the trees they measured and talk about which tree is the widest and which is the narrowest. (TG p. 69)</p> <ul style="list-style-type: none"> • Whole Group Instruction/Choices: In this lesson “Measuring Sunflowers” the teacher draws a large sunflower on chart paper and tapes it to the wall. She gives a pair of children two garden gloves and has children measure the sunflower to find out how many gloves tall it is. She asks children to complete the sentence <i>This sunflower is ___ gloves tall.</i> Children measure other parts of the plant—stem, leaves, petals. (TG p. 108) • Closing Circle Time/Choices: In this Math lesson “How Far Is It?” the teacher and children discuss ways a farmer might transport food from the farm to a store in the city. The teacher designates one area of the classroom as a farm and another area as a store. She asks children: “How far must the farmer travel to get to a store?” Children estimate the distance and record their predictions on chart paper. The teacher assists children as they use a tape measure to measure the actual distance. She asks children: “How many steps will it take to get from the farm to the city?” She records children’s predictions, and then invites a child to walk between the farm and the city while the class counts the steps aloud. (TG p. 133)
<p>Goal 8 Identify and describe common attributes, patterns, and relationships in objects. 8.A Explore objects and patterns. 8.B Describe and document patterns using symbols.</p>	<p>8.A</p> <ul style="list-style-type: none"> • Sort objects in a series according to one or two attributes • Compare several attributes based on one attribute • Recognize, duplicate, and extend patterns • Recognize patterns in the environment 	<p>In The InvestiGator Club, children engage in purposeful mathematical exploration and discovery. Children experience:</p> <ul style="list-style-type: none"> • Literature-based mathematics lessons that utilize trade books and unique Flapboard stories. • Explicit lessons in common attributes, patterns, and relationships in objects.

	<ul style="list-style-type: none"> • Imitate pattern sounds and physical movements <p>8.B</p> <ul style="list-style-type: none"> • Recognize, duplicate, and extend patterns • With adult assistance, represent a simple repeating pattern by verbally describing it or by modeling it with objects or actions 	<p>For example in Watch It Grow, children engage in mathematical experiences that are integrated into science investigations.</p> <ul style="list-style-type: none"> • In the Math Learning Center, children do an activity called “Sorting Seeds.” The teacher collects a variety of seeds of different sizes. She displays books with pictures of seeds and the plants they become. The children work independently to sort seeds by different attributes, including size. When the seeds are sorted, children match them to pictures in the books. (TG p.42) • In the Whole Group Math lesson, children match, sort and put objects in a series according to one or two attributes. To set the stage, the teacher cuts apple shapes in three different sizes from red and yellow construction paper. She asks children to follow these directions to manipulate the apples: 1) Hold up two apples that are the same size; 2) Put the red apples in a row from smallest to largest; 3) Sort the apples by color. The teacher continues to develop these concepts, reading aloud the story <i>Apple Farmer Annie</i>. She uses the illustrations to ask questions about sorting, matching, and organizing. (TG pp.86-87) <p>For example in Let's Investigate! children recognize, duplicate, and extend patterns.</p> <ul style="list-style-type: none"> • In Small Group/Choices, children participate in a People Patterns activity. The teacher seats the children in a pattern around a table alternating boys and girls. She models how to touch and tell the names of things to establish an AB pattern. She walks around the table and taps each child on the head as you say: “boy, girl, boy, girl.”
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		<p>Then children arrange themselves to extend this pattern and other AB patterns such as stand/sit, white shoes/brown shoes, or white shirt/blue shirt. (TG p. 113)</p>
<p>Goal 9 Explore concepts of geometry and spatial relations. 9.A Recognize, name, and match common shapes. 9.B Demonstrate an understanding of location and ordinal position, using appropriate vocabulary.</p>	<p>9.A</p> <ul style="list-style-type: none"> • Recognize, describe, and compare shapes • Name shapes and their parts and attributes • Use size and shape to compare and contrast shapes • Put together and take apart shapes • Employ reasoning strategies using geometric shapes <p>9.B</p> <ul style="list-style-type: none"> • Understand directionality • Understand order and position of objects • Understand directional and positional words • Use words to indicate relative location 	<p>In Let’s Investigate! a Whole Group Readiness lesson is provided each week to address the following concepts: Colors, Near and Far, Names and Addresses, Time, Left and Right, Direction and Position, Alike and Different, and Investigating Shapes.</p> <p>For example, explicit lessons that teach essential readiness skills related to concepts of geometry and spatial relations are provided.</p> <ul style="list-style-type: none"> • In Week 8, the teacher displays the “Gone Investigation” Flapboards as the Dilly Puppet says: “Shapes are everywhere! I see circles, triangles, rectangles, and squares.” Children identify the shapes on the Flapboards before going on a shape search around the school. Later they talk about the shapes they saw. The teacher says: “I saw a rectangle. We just walked through it. Did you see it to? What looks like a rectangle?” (door) (TG pp. 224-225) • In Week 2, children investigate the concepts of <i>near</i> and <i>far</i> with shadow play. The teacher turns on a light source and shows children how to hold their hand to make a duck shadow. She asks: “What do you think will happen when you hold your hand <i>near</i> the wall? <i>Far</i> away from the wall? Children make predictions, and then experiment to find out. (TG pp. 92-93) • In Week 6 to teach position words, the teacher sets up an obstacle course in the classroom, numbering the obstacles to show the order. The

		<p>Chuck Puppet describes each action children will do: “Crawl <i>under</i> the table; walk <i>around</i> the chair; jump <i>over</i> the rope; go <i>through</i> the tunnel; go <i>outside</i> the circle; crawl <i>inside</i> the hula hoop; walk <i>on</i> the balance beam. Children verbalize what they are doing as they move through the obstacle course. (TG pp.180-181)</p>
<p>Goal 10 Begin to make predictions and collect data information. 10.A Generate questions and processes for answering them. 10.B Organize and describe data and information. 10.C Determine, describe, and apply the probabilities of events.</p>	<p>10.A</p> <ul style="list-style-type: none"> • Observe and describe • Gather and use information to ask and answer questions <p>10.B</p> <ul style="list-style-type: none"> • Use real and pictorial graphs • Collect, describe, and record information through discussions, drawings, or charts • Classify, compare, and contrast objects • Use past experiences to predict, explain, and generalize <p>10.C</p> <ul style="list-style-type: none"> • Describe likelihood of events with appropriate vocabulary, such as “possible,” “impossible,” “always,” and “never” 	<p>In Let’s Investigate! children engage in hands-on inquiry-based learning, asking and answering questions, making predictions and collecting data information.</p> <p>For example, here are several investigative experiences that involve children in active exploration:</p> <ul style="list-style-type: none"> • In Week 5, children participate in a Whole Group investigation about Left and Right. The teacher asks: How many use a right hand to color? How many use a left hand? How many use both hands? The teacher creates a three-column graph showing pictures of a left hand, a right hand, and both hands. Children help record the data on a chart by placing stickers next to the drawings of a right hand, a left hand or both hands. Children compare the data to see which hand is used more. The teacher introduces and reinforces the vocabulary: <i>right, left, both</i>. (TG pp. 158-159) • In Week 4 Small Group/Choices, children become investigators to explore and gather information. The teacher explains that as investigators explore, they often draw, write, or place markers to gather information and remember what they find. She points out the shining sun, and asks: “Do you think the sun

		<p>shines in the same spot all day long?" The teacher draws a sun on a large self-stick note and asks a child to place the note on the spot where the sun is shining in the room. She repeats the activity throughout the day, adding new self-stick notes as the sun moves, and helps children describe the information they've gathered: "This morning the sun was shining near the chalkboard. Now it is shining on the art table." At the end of the day, the teacher asks: "How did we gather information about the sun today? Do you think the sun will move again?" (TG p. 135)</p>
<p>SCIENCE</p>		
<p>Goal 11 Demonstrate curiosity about the world and begin to use the practices of science and engineering to answer questions and solve problems. 11.A Develop beginning skills in the use of science and engineering practices, such as observing, asking questions, solving problems, and drawing conclusions.</p>	<p>11.A</p> <ul style="list-style-type: none"> • Observe and describe • Ask questions • Test observations, draw conclusions, and form generalizations • Use knowledge to solve problems • Participate in an investigation, think about it, and discuss what happened • Collect, describe, and record information through discussions, drawings, maps, or charts 	<p>In The InvestiGator Club, effective science learning in the preschool classroom involves physical involvement with the materials, time to investigate and manipulate the materials, and time to think about the results of the investigation. Each science investigation follows a research-based 4-step scientific process:</p> <ul style="list-style-type: none"> Step 1: Look and Ask Step 2: Try It and Try Again Step 3: Think About It Step 4: Make Meaning <p>Each investigation begins with a Flapboard story as an Investigation Launch. This is followed by an Investigation Station, an ongoing project that allows children to explore, experiment and apply knowledge.</p> <p>For example in Under Construction, children visit Investigation Station to plan and build a structure.</p>

		<ul style="list-style-type: none"> • The teacher poses a question to children: “What can you plan and build?” She records children’s ideas and invites them to visit the Investigation Station to plan and build. The teacher guides children to: <ol style="list-style-type: none"> 1) Draw a plan first. 2) Build the structure like the plan. Change the building plans and structures if needed. 3) Think through ideas and offer suggestions for solving problems. For example: “If your structure falls, think about using bigger materials at the bottom; If one side is too heavy, I wonder if you could balance the other side with a heavier material.” 4) Display all building plans and structures and talk about what they built and learned. The teacher asks: “What did you build? Does your structure look like your plan? Why or Why not? What was hard about building? What was easy? What do you want us to know about using tools? (TG pp. 54-55)
<p>Goal 12 Explore concepts and information about the physical, earth, and life sciences.</p> <p>12.A Understand that living things grow and change.</p> <p>12.B Understand that living things rely on the environment and/or others to live and grow.</p> <p>12.C Explore the physical properties of objects.</p> <p>12.D Explore concepts of force and motion.</p> <p>12.E Explore concepts and information related to the Earth, including ways to take care of our planet.</p>	<p>12.A</p> <ul style="list-style-type: none"> • Categorize a given thing as living or nonliving • Identify animals as living things • Identify plants as living things • Show an awareness of changes that occur in oneself and the environment <p>12.B</p> <ul style="list-style-type: none"> • Recognize that living things need water, food, and air • Understand and respect the body and the environment 	<p>Science is integrated into the curriculum every day. The InvestiGator Club includes:</p> <ul style="list-style-type: none"> • Standards-based science lessons that develop scientific skills and methods and scientific knowledge. • Literature-based science lessons. • Content connected to children’s real-life experiences. <p>For example, Finny, Feathery, Furry Friends is a unit-long investigation about animals.</p>

<p>12.F Explore changes related to the weather and seasons.</p>	<p>12.C</p> <ul style="list-style-type: none"> • Use senses, simple tools, and measuring devices to gather information • Understand changes in materials and cause-effect relationships • Identify what things are made of <p>12.D</p> <ul style="list-style-type: none"> • Describe the effects of forces in nature • Explore the effect of force on objects in and outside the early childhood environment • Observe, describe, and discuss the natural world • Describe properties of rocks, soil, and water • Observe changes in size, color, and position • Participate in discussions about simple ways to take care of the environment <p>12.F</p> <ul style="list-style-type: none"> • Observe changes in weather • Understand the concepts of time and temperature 	<ul style="list-style-type: none"> • In Week 2 Small Group/Choices, children observe, describe, and discuss the natural world. In the activity “Chicken Egg,” children pass around an egg and examine it with a hand lens, describing how the egg looks and feels. The teacher asks the question: “Do you see holes in the shell?” Then she places the egg into a clear glass of water and points out the air bubbles that form on the shell and rise to the surface. She explains that tiny holes in the shell let air pass through, and this makes it possible for a chick to get air as it grows inside. (TG pp. 85) • In Week 4 during Small Group instruction, the teacher reads aloud the Bruno Buzz Nonfiction Reader <i>The Fish Tank</i>. The teacher discusses the illustrations of a fish tank on the front and inside covers, and then asks children to listen to find out how Jill makes a home for her pet fish. As the teacher reads, she pauses for children to tell what the fish need to live, to name other living things, and to name nonliving things. (TG pp.122-123) <p>In Splash and Dig, children can engage in “Water Play” in the Sand and Water Learning Center.</p> <ul style="list-style-type: none"> • Children test properties of water by using different tools and toys in the water table. Children may observe ice cubes and how they change over time. Or, using kitchen utensils and measuring containers, children develop a deeper understanding of water by pouring, mixing, and measuring it. The teacher may suggest that children test the absorbing abilities of different items such as plastic, sponges, paper, and washcloths . She guides children to explain what they see happening as they experiment.. (TG 47)
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		<p>For example in Let's Investigate during Small Group/Science, the teacher sets the stage, displaying metal and nonmetal items. She talks about each item and the material it is made of. She says: "Things are made of different materials. Some of these materials are metal, plastic, wood, cloth, and paper." The teacher has children "Experiment with Magnets." She explains: "You are going to use magnets to see which objects will stick and which will not." She has children predict which objects they think will stick to the magnets. She asks children to test each one, and then sort the objects into two groups: objects that are metal and objects that are not metal. (TG pp.110-111)</p>
<p>Goal 13 Understand important connections and understandings in science and engineering. 13.A Understand rules to follow when investigating and exploring. 13.B Use tools and technology to assist with science and engineering investigations.</p>	<p>13.A</p> <ul style="list-style-type: none"> • Use tools safely and appropriately <p>13.B</p> <ul style="list-style-type: none"> • Manipulate materials with simple equipment • Use standard and nonstandard measures • Use various types of technology 	<p>In The InvestiGator Club, children engage in open-ended investigations that lead children through the scientific method at their level of development. They understand the rules to follow when investigating.</p> <p>For example in Healthy You, children will experiment with different forms of exercise and equipment as they find ways to give their hearts a good workout. They will learn about healthy habits and much more.</p> <ul style="list-style-type: none"> • The teacher asks children to put their hand over their heart to feel their heartbeat. She explains that with each beat the heart pumps blood to the rest of the body. She asks: "How can you hear your heartbeat?" She demonstrates how to use a stethoscope and lets children listen to the beat of the teacher's heart. <p>The teacher continues to explain that a good workout makes your heart beat fast. She posts this question: "Which activities make your heart beat fast?" and records children's ideas.</p>

		<p>The teacher sets stethoscopes and two or three pieces of equipment in the station. She invites children to visit the station throughout Healthy You to experiment with exercise and heartbeat. She says:</p> <ol style="list-style-type: none"> 1) Listen to your heartbeat. 2) Try an activity. 3) Then listen to your heartbeat again. <p>As children experiment, the teacher offers ideas that encourage problem solving: “Which do you think would make your heart beat faster, walking or running? Try both activities to find out. If you cannot feel your heart beat, listen with a stethoscope.”</p>
<p>SOCIAL STUDIES</p>		
<p>Goal 14 Understand some concepts related to citizenship.</p> <p>14.A Understand what it means to be a member of a group and community.</p> <p>14.B Understand the structures and functions of the political systems of Illinois, the United States, and other nations.</p> <p>14.C Understand ways groups make choices and decisions.</p> <p>14.D Understand the role that individuals can play in a group or community.</p> <p>14.E Understand United States foreign policy as it relates to other nations and international issues.</p> <p>14.F Understand the development of United States’ political ideas and traditions.</p>	<p>14.A</p> <ul style="list-style-type: none"> • Demonstrate awareness of rules • Identify and follow classroom rules • Cooperate with others in an activity • Share ideas and take turns listening and speaking <p>14.B</p> <ul style="list-style-type: none"> • <i>No Preschool Benchmarks</i> <p>14.C</p> <ul style="list-style-type: none"> • Participate in voting as a way of making choices • 14.D • Understand the role of a leader • Participate in jobs and contribute to the classroom 	<p>In The InvestiGator Club, teachers are provided with social studies content organized around a topic with many opportunities for investigation. Children learn a sense of civic responsibility through the exploration of units that study food, shelter, clothing, rules, communication, family living, and transportation.</p> <p>For example in Let’s Investigate!, children explore the concept of what it means to be a member of a group.</p> <ul style="list-style-type: none"> • During Opening Circle Time/Choices the teacher gets children excited about classroom jobs, and asks: “I need some busy bee helpers. Who wants to help?” She creates a chart with symbols and words to represent each job. She includes moveable name tags so that jobs can rotate each

	<p>14.E</p> <ul style="list-style-type: none"> • <i>No Preschool Benchmarks</i> <p>14.F</p> <ul style="list-style-type: none"> • <i>No Preschool Benchmarks</i> 	<p>day. Job name tags might include <i>door holder, weather reporter, daily news reporter, calendar helper, line leader, flag holder, plant helper, pet feeder, snack helper</i>. Children discuss each job and why it's important: "What should we do if someone who has a job is not here? What might happen if you forget to water the plants or feed the pets?" (TG p. 192)</p> <ul style="list-style-type: none"> • During Opening Circle Time/Choices children discuss what it means to be A Community of Learners. The teacher explains: "It's important to follow rules and be polite so all your friends can learn this year. Listen to these stories, let's help these children become good learners." The teacher tells these stories: <ol style="list-style-type: none"> 1) Jay and Ty are talking while Sara is in the Sharing Chair telling about her picture. What should Jay and Ty do instead? 2) Juhi and Brenda are upset because they both want to play with the same toy. What should they do? 3) Ty gives Meg a slice of his apple. What should Meg say to Ty? (TG p. 214) • During Closing Circle Time/Choices children brainstorm class safety rules and management rules you want to establish for your classroom. The teacher records their ideas on the Chuck Safety Poster. For example: <i>Keep hands quiet. Use nice words. Be kind. Take turns. Talk it over. Share. Walk inside. Be safe.</i> (TG p. 186)
<p>Goal 15 Explore economic systems and human interdependence. 15.A Explore roles in the economic system and workforce. 15.B Explore issues of limited resources in</p>	<p>15.A</p> <ul style="list-style-type: none"> • Describe people's jobs. • Understand roles, responsibilities, and services of community workers. <p>15.B</p>	<p>In The InvestiGator Club, children are introduced to the roles, responsibilities, and services of community workers across the seven unit-long investigations. For example: Under Construction addresses carpenters, plumbers, fire fighters, police officers,</p>

<p>the early childhood environment and world. 15.C Understand that scarcity necessitates choices by producers. 15.D Explore concepts about trade as an exchange of goods or services. 15.E Understand the impact of government policies and decisions on production and consumption in the economy.</p>	<ul style="list-style-type: none"> • <i>No Preschool Benchmarks</i> <p>15.C</p> <ul style="list-style-type: none"> • <i>No Preschool Benchmarks</i> <p>15.D</p> <ul style="list-style-type: none"> • Understand the role of the consumer. • Understand the difference between goods and services. <p>15.E</p> <ul style="list-style-type: none"> • <i>No Preschool Benchmarks</i> 	<p>sanitation workers; Finny, Feathery, Furry Friends introduces children to veterinarians and dog groomers; Watch It Grow addresses farmers and the jobs they do on the farm.</p> <ul style="list-style-type: none"> • In Under Construction Whole Group/Literacy, the teacher reads aloud the trade book <i>I Love Trucks!</i> She uses the picture glossary in the book to name each truck as children discuss what makes each truck special—what job it does, how it moves or what sound it makes. Children name some of the community workers, such as fire fighters, EMT, police officer, repair person, and sanitation worker, and tell what they do. After reading, children look back at the trucks in the book and discuss: Which trucks come to their neighborhood if there is an accident or a fire? Which truck cleans their street? Which truck might come if a car breaks down? (TG pp. 66-67) • In Small Group/Choices, children learn about plumbers. The children look at the pipes under a sink as cold water is turned on and touch the pipes to feel the movement of the water. They discover where the water started and where it goes. The teacher explains that a plumber is a person who installs and fixes water pipes and shows them the tools the plumber needs to do his job. Then children use PVC pipes and joints to play the role of the plumber. (TG p. 104) • In Watch It Grow during Closing Circle Time/Shared Writing, children talk about the trade book they just read, <i>Apple Farmer Annie</i>. The teacher asks children to imagine that they are farmers who grow, harvest, and sell fruits
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		and vegetables. They write a story about farmers who load a truck with products to sell at the farmer's market. (TG pp. 90-91)
<p>Goal 16 Develop an awareness of the self and his or her uniqueness and individuality.</p> <p>16.A Explore his or her self and personal history.</p> <p>16.B Understand the development of significant political events.</p> <p>16.C Understand the development of economic systems.</p> <p>16.D Understand Illinois, United States, and world social history.</p> <p>16.E Understand Illinois, United States, and world environmental history.</p>	<p>16.A</p> <ul style="list-style-type: none"> • Develop and express an awareness of self • Connect past events to current events • Categorize time intervals using words <p>16.B</p> <ul style="list-style-type: none"> • <i>No Preschool Benchmarks</i> <p>16.C</p> <ul style="list-style-type: none"> • <i>No Preschool Benchmarks</i> <p>16.D</p> <ul style="list-style-type: none"> • <i>No Preschool Benchmarks</i> <p>16.E</p> <ul style="list-style-type: none"> • <i>No Preschool Benchmarks</i> 	<p>Social Studies content often centers on self-development. In The InvestiGator Club, children are given opportunities to develop a basic awareness of self as an individual.</p> <p>For example in Healthy You, children make connections to their own experiences and express an awareness of self.</p> <ul style="list-style-type: none"> • In Week 3 during Opening Circle Time, the Chuck Puppet says: “ Whew! I wasn’t sure I would make it here today. I had so much to do this morning I had to brush my teeth and wash my face. Then I hurried to get dressed and eat a healthy breakfast. I used to need lots of help, but now I can do all those things myself.” The teacher asks: “What things can you do now that you could not do before? Which of the things you learned to do are you most proud of?” She invites children to tell their favorite stories about doing something new. (TG pp.96-97) • Morning meeting is a good time for children to greet and connect with one another through Daily Routines. The teacher can use Daily Routine Posters as visual aids. In this example, the teacher explains <i>yesterday, today, and tomorrow</i> and invites children to suggest activities for each. She discusses an ongoing project in terms of yesterday, today, and tomorrow. For example: <i>Yesterday we weighed ourselves. Today we measure how tall we are. Tomorrow we will make “Me Books.</i> (TG p. 28)

<p>Goal 17 Explore geography, the child's environment, and where people live, work, and play.</p> <p>17.A Explore environments and where people live.</p> <p>17.B Analyze and explain characteristics and interactions of the Earth's physical systems.</p> <p>17.C Understand relationships between geographic factors and society.</p> <p>17.D Understand the historical significance of geography.</p>	<p>17.A</p> <ul style="list-style-type: none"> Identify common features in the home and school environment Identify common features of the local landscape <p>17.B</p> <ul style="list-style-type: none"> <i>No Preschool Benchmarks</i> <p>17.C</p> <ul style="list-style-type: none"> <i>No Preschool Benchmarks</i> <p>17.D</p> <p><i>No Preschool Benchmarks</i></p>	<p>In Let's Investigate!, children explore where people live, work, and play. They begin to explore the geography of their home and school.</p> <ul style="list-style-type: none"> In Week 5 in Opening Circle Time, children go on a walking tour of the school to see the different areas, talk about the purpose of each place, and takes photographs. Later the teacher uses the photographs to create a picture map of the layout of the school on a bulletin board. She asks children: "Where do we go to learn each day? To play outdoors? To find a book? If we feel sick?" Children name the places and find them on the map. (TG p. 148) In Week 6 in Small Group instruction, children return to the Lapbook <i>Dilly and Chuck Wood</i>. They discuss Chuck's home and neighborhood (Chuck lives in a burrow in the country. His home is underground.) The teacher uses Oral Language Card 26 as a transition to discuss children's own neighborhood. Then she guides children to work together to create their neighborhood using blocks and other props. She prompts them with questions such as : "Who lives in that building? Where do people in this neighborhood shop? Where do they work? How is this like (different) where you live? (TG pp. 176-177) In Week 8 Small Group, children create a City/Country graph. They cut out magazine pictures showing life in the city and life in the country. The teacher makes a two-column graph on butcher paper, labeling one column <i>City</i> and the other <i>Country</i>. Children place pictures on the graph as they share their experiences in the city and in the country. (TG p. 223)
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<p>Goal 18 Explore people and families. 18.A Explore people, their similarities, and their differences. 18.B Develop an awareness of self within the context of family. 18.C Understand how social systems form and develop over time.</p>	<p>18.A</p> <ul style="list-style-type: none"> Identify similarities among people like himself/herself and classmates and people <p>18.B</p> <ul style="list-style-type: none"> Identify similarities and differences in personal and family characteristics Understand family needs, roles, and relationships Understand basic human needs for food, clothing, and shelter <p>18.C</p> <ul style="list-style-type: none"> <i>No Preschool Benchmarks</i> 	<p>In The InvestiGator Club children explore the similarities and differences in people to deepen their understanding of their social world and develop an understanding of basic human needs for food, clothing, and shelter.</p> <ul style="list-style-type: none"> In Healthy You during Small Group, children identify each person on Oral Language Card 1. Children discuss what makes each person different from the others. The teacher asks questions to help children understand that although all people are different, they are also alike in many ways. She helps children compare classmate by asking about physical attributes, likes and dislikes, and favorite activities. (TG p. 65) In Whole Group/Literacy instruction the teacher introduces the book <i>Good Thing You're Not an Octopus!</i> and then says: "Let's read the story to learn why it is good to be a person." After reading, the children look back at the last full spread in the book and talk about the boy's activities. The teacher asks children to explain how doing the things on these pages (dressing appropriately, riding in a car seat, eating lunch, taking a nap, taking a bath, brushing teeth) helps them stay healthy. She asks: "Tell me about a time when you complained about having to do one of these things. What will you say the next time someone asks you to get dressed, use the car seat, or take a bath?" (TG pp.66-67)
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PHYSICAL DEVELOPMENT AND HEALTH

Goal 19 Acquire movement skills and understand concepts needed to explore the environment, support learning, and engage in health-enhancing physical activity.
 19.A Demonstrate physical competency and control of large and small muscles.
 19.B Demonstrate awareness and coordination of body movements.
 19.C Demonstrate knowledge of rules and safety during activity.

- 19.A
- Explore moving in space
 - Show proficiency, control, and balance when moving
 - Develop eye-hand coordination
 - Develop pincer control
 - Use writing, drawing, and art tools
- 19.B
- Develop ability to reach, turn, twist, bend
 - Coordinate movements when playing
 - Develop strength, dexterity, and control using tools
- 19.C
- Follow basic health and safety rules
 - Use tools safely and appropriately

Young children are physical beings and motion is key to their needs for body development and locating themselves in space. The InvestiGator Club provides children with a variety of experiences to develop both gross motor and fine motor skills.

For example in **Healthy You**, children use their large and small muscles to engage in various activities.

- In Week 1 Opening Circle Time/Oral Language, the teacher displays Oral Language Cards 3 and 4. She helps children point to and name their body parts in the pictures: *head, back, arm, leg, face, eyes, ear, mouth, nose*. Then children perform an action song “The Hokey Pokey,” offering new body parts to shake all about. (TG p. 57)
- In Learning Centers/Science, children explore tasks that require the use of large and small muscle groups, such as doing push-ups or sit-ups, rolling a ball toward a target, cutting around a shape with scissors, and transferring toothpicks with tweezers. (TG p. 43)
- In Week 4 Opening Circle Time, children tell about times when they have enjoyed sitting around a bonfire or a fireplace. The teacher explains that fire is a good thing when it is under control, but fires can also cause harm. She displays the stove on

		<p>Oral language Card 34, some matches, and a lighter, and then guides children in a discussion of what these items are and why only adults should use them. The children learn a song to help them remember what to do in case of a fire. (TG pp. 116-117)</p>
<p>Goal 20 Develop habits for lifelong fitness. 20.A Achieve and maintain a health-enhancing level of physical fitness. 20.B Assess individual fitness levels. 20.C Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.</p>	<p>20.A</p> <ul style="list-style-type: none"> • Participate in games, outdoor play, and exercise • Increase in physical growth, strength, stamina, and flexibility <p>20.B</p> <ul style="list-style-type: none"> • <i>No Preschool Benchmarks</i> <p>20.C</p> <ul style="list-style-type: none"> • <i>No Preschool Benchmarks</i> 	<p>In The InvestiGator Club, children participate in various activities throughout all seven units to develop and maintain physical fitness.</p> <ul style="list-style-type: none"> • For example, in Week 2 of Healthy You during Opening Circle Time/Oral Language, children review body parts and then sing an action song that provides plenty of exercise for the heart, arms, legs, and lungs. As they sing “Head, Shoulders, Knees, and Toes,” the children touch the appropriate body part, moving faster and faster with each verse. (TG p. 76-77) • Every Investigation Teacher Guide has suggestions for Outdoor Play in the Daily Routines section. These suggestions come from Healthy You: <ol style="list-style-type: none"> 1) Play “Red Light, Green Light.” Children pretend to drive construction vehicles. The teacher announces “Start your engines!” and then, “Green light! Go!” After a few seconds, she shouts: “Red light! Stop!” Any “truck” that is still moving is out. The game continues until a truck reaches the end. 2) Children pretend to be dump trucks on the way to a construction site, using the playground equipment as hills (slide or mound), bridges (ramp), a narrow road

		<p>(a balance beam or rope), and a tunnel (crawling through a pipe).</p> <p>3) Using a playground balance beam, a length of rope, or a simple chalk line, children pretend to balance on a high construction beam. (TG p. 34)</p>
<p>Goal 21 Develop team-building skills by working with others through physical activity.</p> <p>21.A Demonstrate individual responsibility during group physical activities.</p> <p>21.B Demonstrate cooperative skills during structured group physical activity.</p>	<p>21.A</p> <ul style="list-style-type: none"> • Follow rules and routines <p>21.B</p> <ul style="list-style-type: none"> • Take turns in activities and interact effectively • Interact with peers by helping and sharing • Demonstrate ability to cooperate with others during group physical activities 	<p>In Under Construction, children are engaged in team-building skills during group physical activities.</p> <ul style="list-style-type: none"> • In Learning Centers/Social Studies, children engage in the activity “Building Plans.” The teacher places three sets of building plans in the center (as described on the back of the Center Card). She reads aloud the steps for building structures with wooden blocks to those children in the center. After children build all three structures, they may choose to use the same blocks to build new structures together or create their own building plans using other blocks. (TG p. 44) • As a Culminating Activity, children celebrate what they have learned during the Under Construction Investigation. The teacher presents a challenge: “Who can build the tallest tower?” She helps children form several teams, encouraging them to choose a group name such as the Bulldozers or the Hardhats. Using wooden or cardboard blocks, each team builds a tower. When the tower has been completed, children count the blocks. To make it official, the teacher uses a tape or ruler to measure and record the height of each tower. (TG 135)

<p>Goal 22 Understand principles of health promotion and the prevention and treatment of illness and injury.</p> <p>22.A Explain the basic principles of health promotion, illness prevention, treatment, and safety.</p> <p>22.B Describe and explain the factors that influence health among individuals, groups, and communities.</p> <p>22.C Explain how the environment can affect health.</p>	<p>22.A</p> <ul style="list-style-type: none"> • Know the role of health care provider • Follow rules of hygiene, nutrition, and personal care • Follow basic health and safety rules • Recognize the symbol for poison • Recognize safety around pets <p>22.B</p> <ul style="list-style-type: none"> • <i>No Preschool Benchmarks</i> <p>22.C</p> <ul style="list-style-type: none"> • <i>No Preschool Benchmarks</i> 	<p>In Healthy You, the simple practices of healthy living are introduced and maintained throughout the unit.</p> <ul style="list-style-type: none"> • For example, some of the Daily Routines help to Transition smoothly from one activity to another while reinforcing concepts and skills. One transition called “Seat Belts, Please!” is used during story time or other times when children should be seated quietly. The teacher asks children to pretend that they are sitting in a car seat. She asks children to reach around and fasten an imaginary seat belt, then put the seat belt snugly across their hips. The teacher discusses how seat belts keep them safe. Once everyone is strapped in, the teacher begins the story or activity. (TG p. 38) • In Small Group/Shared Writing, the teacher reminds children that the characters in City Square had a big problem—unhealthy teeth. Children use the “Healthy Hero” Flapboards to review important events and to remind them that brushing, flossing, and rinsing will help keep their teeth healthy, strong, and cavity-free. The teacher uses a set of hinged model teeth or her own to: <ol style="list-style-type: none"> 1) demonstrate how to brush the front, back, and eating surface of each tooth; 2) model how to floss and rinse. Children practice on the model or on their own teeth. (TG p. 62) • In Opening Circle Time/Choices children participate in the activity “Scrub and Rub.” The teacher talks with children about how
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		<p>clean hands help them stay healthy. She asks: "When should you wash your hands?" She takes children to a sink and models how to wet your hands, scrub them with soap, rinse them, and dry them. To help children remember the procedure, she teaches them a chant. She asks children to act out the motions as they recite it. ("Wet your hands. Add some soap. Scrub and scrub and scrub. Rinse your hands. Dry them off. Rub and rub and rub.") (TG p. 99)</p>
<p>Goal 23 Understand human body systems and factors that influence growth and development. 23.A Describe and explain the structure and functions of the human body systems and how they interrelate. 23.B Identify ways to keep the body healthy. 23.C Describe factors that affect growth and development.</p>	<p>23.A</p> <ul style="list-style-type: none"> • Develop awareness of name, location, and relationship of body parts <p>23.B</p> <ul style="list-style-type: none"> • Recognize and select healthy foods • Prepare healthy snacks • Understand the need for exercise and rest <p>23.C</p> <ul style="list-style-type: none"> • <i>No Preschool Benchmarks</i> 	<p>Throughout Healthy You, children engage in experiences that develop an understanding of the human body and ways to keep it healthy.</p> <ul style="list-style-type: none"> • In Week 1 Closing Circle Time/Shared Writing, the teacher sets the stage by inviting children to point to and name the different body parts on Oral Language Cards 3 and 4. Then she traces the outline of each child's body on large paper. The teacher encourages children to help her write letters and words to label each body part. Children point to and read the labels on their completed diagram and suggest tips about taking care of each body part. (TG 70-71) • In Week 4 Small Group/Science, the teacher sets the stage for reading aloud one of Bruno's Buzz Nonfiction Readers <i>My Five Senses</i>. She asks children to point to the boy's eyes, fingers, nose, and ears and tell which sense each body part is associated with. The teacher reads the

		<p>book aloud and pauses to ask children to name the fruits the boy is using for his snack. After reading, the teacher creates a two-column chart. The left column shows pictures of eyes, an ear, a hand, a mouth, and a nose. She asks children to name things they enjoy seeing, hearing, touching, tasting, and smelling and records their ideas in the right column. (TG pp. 122-123)</p> <ul style="list-style-type: none"> • In Week 2 Whole Group/Choices, children play Healthy Food Hopscotch. An outline of a large food pyramid is drawn on the floor or sidewalk with chalk. Pictures are drawn of appropriate foods in each space. The teacher talks with children about the food categories, explaining that the larger the box the more children should eat of that type of food. She invites children to hop across the pyramid and land in one space. Children name as many foods in that category as they can. (TG p. 88)
<p>Goal 24 Promote and enhance health and well-being through the use of effective communication and decision-making skills.</p> <p>24.A Demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.</p> <p>24.B Apply decision-making skills related to the protection and promotion of individual health.</p> <p>24.C Demonstrate skills essential to enhancing health and avoiding dangerous situations.</p>	<p>24.A</p> <ul style="list-style-type: none"> • Use compromise and discussion to resolve conflicts with peers • Understanding how actions affect others and accept the consequences of their actions <p>24.B</p> <ul style="list-style-type: none"> • <i>No Preschool Benchmarks</i> <p>24.C</p> <ul style="list-style-type: none"> • Interact with adults effectively • Participate in activities to learn to avoid dangerous 	<p>In Healthy You Week 3, the teacher reads aloud <i>Dilly and Manny Salamander</i>, one of the seven Dilly and Friends Lapbooks that help children develop social and emotional skills through the relationships they have with caregivers and peers. In this story the characters <i>Dilly</i> and <i>Manny</i> become role models so children can see how they too can work together and take turns. (TG 106-107)</p> <ul style="list-style-type: none"> • The teacher previews the story and asks: What are some of the things that Dilly and Manny do? Look at Dilly's face on page 13. How do you think she feels? Look at

		<p>Dilly's and Manny's faces on the last page. How do you think they feel now?"</p> <ul style="list-style-type: none"> • The teacher reads the book aloud and uses facial expressions and voice intonation to emphasize the emotions of the characters. She asks: "How many jump ropes were there? What did Manny decide to do so both of them could jump rope? Did the plan work? Why not? What happened next? then?" • After reading, the Dilly puppet asks questions: "Why was I sad at the park? How did we solve our problem? Do you take turns when you play with your friends? Tell me about it. Have you ever had a problem like the one Manny and I had? What did you do? The teacher encourages children to share their experiences taking turns.
THE ARTS		
<p>Goal 25 Gain exposure to and explore the arts. 25.A Investigate, begin to appreciate, and participate in the arts. 25.B Display an awareness of some distinct characteristics of the arts.</p>	<p>25.A</p> <ul style="list-style-type: none"> • Move and dance to music • Move in time to beat and rhythm • Participate in various musical activities • Appreciate different types of music • Experiment with musical instruments • Participate in dramatic play activities • Assume different roles in dramatic play situations • Use art media and materials • Plan and complete art projects <p>25.B</p> <ul style="list-style-type: none"> • Understand and share opinions about 	<p>In The InvestiGator Club, children engage in artistic play as they work with clay, create a collage, or paint a picture. They are learning about the properties of materials and the texture of objects. Children participate in active, meaningful experiences in music, drama, movement and dance. They listen to various styles of music and play musical instruments; they engage in dramatic play and take on the roles of a vet or dog groomer, a weatherperson, or a truck driver or act out a familiar story; they move and dance to the rhythm and tempo of music. These</p>

	<p>artistic products and experiences</p> <ul style="list-style-type: none"> • Respond to artistic creations or events 	<p>experiences allow children to express their feelings, bring life to their ideas, and develop imagination and creativity.</p> <p>For example:</p> <p>Movement and Dance: In Weather Watchers during Whole Group Choices, children listen to the music “Bad Weather Blues” and talk about whether the song is slow or fast, happy or sad. As children listen to the song again, they dance to show how the music makes them feel. (TG p. 68)</p> <p>Drama: In Finny, Feathery, and Furry Friends during Learning Centers/Blocks, children participate in the dramatic play activity “Build a Farm.” Children build farms that include places for animals. Children can share vehicles, toy animals, and other props as they act out farm life. The children dramatize and talk about working on a farm. (TG p. 48)</p> <p>Music: In Finny, Feathery, and Furry Friends during Whole Group Choices, the teacher displays a banjo and a guitar or pictures of them. She explains that musicians strum the strings or pluck them, pointing out the sounds made by the banjo and guitar as they listen to “Old MacDonald Had a Farm.” Children make their own stringed instrument by stretching rubber bands over the hole of a box and creating a bridge with a pencil. Young musicians strum and pluck as they play along to “Old MacDonald Had a Farm.” (TG p. 88)</p> <p>Visual Arts: In every Investigation, children are introduced to multicultural artworks and classic</p>
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		<p>fine art using the Art Prints. By masters such as VanGogh, Pena, Rockwell, and Cassat, the children learn about the artist and a specific element of art or design such as line, shape, color, texture, or symmetry and then express their creativity by creating artworks in a classroom Art Studio. (P. 68 in every TG)</p> <p>In Finny, Feathery, and Furry Friends during Whole Group Choices, the teacher uses the Great Auntie Lu Puppet to spark a discussion about paintbrushes and then saying: “Today instead of brushes you will use bird feathers to paint.” She demonstrates how to dip a feather in paint and dab it on paper and encourages children to experiment. When children have completed their feather paintings, they attach their feathers to their artwork and add them to a display. (TG p. 109)</p> <p>In Weather Watchers during Learning Centers/Social Studies, children create “Weather Collages” and respond to their creative work. On a cloudy or rainy day, children look at the sky and describe everything they see and hear. When children go to the Art Center, they choose from among the various materials to make a collage about the day’s weather. For example, they might use cotton balls to make clouds, foil to make puddles on a sidewalk and drops of paint to create raindrops. Children describe what they like about their artwork and what challenges they had. (TG p. 45)</p>
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<p>Goal 26 Understand that the arts can be used to communicate ideas and emotions.</p> <p>26.A Understand processes, traditional tools, and modern technologies used in the arts.</p> <p>26.B Understand ways to express meaning through the arts.</p>	<p>26.A</p> <ul style="list-style-type: none"> • <i>No Preschool Benchmarks</i> <p>26.B</p> <ul style="list-style-type: none"> • Create artworks • Create form and meaning using colors, textures, and shapes • Experiment with music concepts, volume, tempo, and sound • Experiment with musical instruments 	<p>Children have numerous opportunities to use the creative arts as a means for self-expression in every Investigation. In Splash and Dig, for example:</p> <ul style="list-style-type: none"> • Whole Group/Choices: Children engage in the art activity “Sculpt a Story Scene.” The teacher explains that a sculptor is an artist who creates shapes using clay and other materials. Children sculpt clay animals from the legend “How the Fly Saved the River” using tools such as a damp sponge, popsicle stick or plastic knife, as desired. When children have finished sculpting, they work together to paint the riverbank scenery for the legend. The finished products are used to reenact the Native American storytelling classic. (TG p. 129) • Whole Group/Choices: “Draw a Game” art activity. Using the Flapboards “Out to Sea” to spark a discussion about favorite outdoor games, children then share their ideas and feelings as they draw themselves playing a game. The teacher guides them to add details and color using their choice of colored pencils, crayons, markers, paint, or a combination of art media to make their picture expressive and unique. The teacher invites children to talk about their picture: “What do you like best about your picture?” (TG p. 109)
<p>Goal 27 Understand the role of the arts in civilizations, past and present.</p> <p>27.A Analyze how the arts function in history, society, and everyday life.</p>	<p>27.A</p> <ul style="list-style-type: none"> • <i>No Preschool Benchmarks</i> <p>27.B</p> <ul style="list-style-type: none"> • Explore artworks from the past to the 	<p>The InvestiGator Club uses a set of beautiful Art Prints to introduce children to artworks created by the masters. The Art Prints depict artworks across history from the ancient</p>

27.B Understand how the arts shape and reflect history, society, and everyday life.	present.	Egyptian <i>Hippopotamus</i> created in the 12 th dynasty to works of art from the 1800s and 1900s and modern artworks such as <i>My County In Winter</i> from 2005. Each Art Print and accompanying lessons capture a scene, story, and art style that reflect history, society, and everyday life from the past to the present. (TG page 68 in each Investigation)
ENGLISH LANGUAGE LEARNER HOME LANGUAGE DEVELOPMENT		
<p>Goal 28 Use the home language to communicate within and beyond the classroom.</p> <p>28.A Use the home language at age-appropriate levels for a variety of social and academic purposes.</p>	<p>28.A</p> <ul style="list-style-type: none"> • Develop and express an awareness of self, using the home language • Listen to and discuss books and poetry • Identify personal characteristics of families, using the home language • Understand similarities and respect differences among people • Use compromise and discussion to resolve conflicts with peers in the home language • Interact with peers by helping and sharing and through discussion in the home language • Interact with adults effectively in the home language 	<p>In The InvestiGator Club, children are encouraged to use their home language as they develop skills in listening to and speaking English.</p> <p>For example:</p> <ul style="list-style-type: none"> • Whole Group/Social and Emotional: The teacher reads the Lapbook <i>Dilly and JT</i>, asking children to listen to find out why JT is scared and how Dilly tries to help her brother. Children talk about how JT feels about the dark, what is happening, and how his sister tries to help. The teacher encourages children to use words in their home language to tell how JT solves his problem. (Finny, Feathery, Furry Friends TG pp. 106-107) • Opening Circle Time/Choices: “Getting to Know Manny.” The teacher says : “In the story <i>Dilly and Manny Salamander</i>, Dilly and Manny play together in the park. At the end of the story, how do Dilly and Manny show that they are good friends?”

		<p>She asks children to think of something they would like to play with Dilly and Manny. She gives each child a chance to whisper the action to the Dilly or Manny Puppet, and then acts it out for other children to guess. Children can use their home language to act out their idea. (Let's Investigate! TG p. 149)</p> <ul style="list-style-type: none"> • Opening Circle Time/Oral Language: The Dilly Puppet greets children: "Hi! My name is Cordelia Gator, but you can call me Dilly! What's your name?" Children respond: <i>Hi Dilly, my name is ____</i>. The puppet asks new questions, such as: <ul style="list-style-type: none"> "My little brother is JT. Do you have brothers or sisters?" "I'm seven years old, and I like to read books and discover new things. What do you like to do?" Children answer the questions about themselves in their home languages. (Let's Investigate! TG pp.54-55)
<p>Goal 29 Use the home language to make connections and reinforce knowledge and skills across academic and social areas. 29.A Use the home language to attain benchmarks across all the learning areas and to build upon and develop transferable language and literacy skills.</p>	<p>29.A</p> <ul style="list-style-type: none"> • Listen to culturally diverse stories • Listen to storybook reading or tapes • Contribute personal experiences and prior knowledge during storybook reading in the home language • Represent stories and experiences through pictures and dictation and in play • Know that the letters of the alphabet are a special category of visual graphics • Associate the names of letters with their shapes and sounds 	<p>The InvestiGator Club supports the use of a child's home language while also encouraging the learning of English. Teachers use the following components/strategies to enhance, adapt, and support the program for dual language learners.</p> <ul style="list-style-type: none"> • Specific ELL standards and accompanying lessons provide support for children who are dual language learners. • Every Investigation provides explicit instruction in oral language and vocabulary development. ELL-specific

	<ul style="list-style-type: none"> • ELL: Listen to and understand English • ELL: Develop a vocabulary of object names and English phrases • ELL: Begin to speak in English • ELL: Use new language sounds • ELL: Engage in nonverbal communication • ELL: Use single words and simple phrases to communicate meaning • ELL: Use new vocabulary and grammar in speech 	<p>suggestions in each Teacher Guide sidebar assist teachers to work with children in their home language as they transition to English. (See Let's Investigate! pp. 50, 56, 84, 88,124)</p> <ul style="list-style-type: none"> • Alphabet Knowledge: Alphabet Cards help young children learn the alphabet and develop important skills, such as letter order, letter recognition, letter matching, letter-sound matching, picture matching, sound identification. Children begin with the home language to name letters and identify pictures. (e.g., Let's Investigate!, TG pp. 108-109 • Texts: Dilly and Friends Lapbooks, Bruno's Buzz Nonfiction Readers, and Trade Books. • Texts: The teacher gathers books that reflect the languages of the children for the class library, highlighting some key words in the children's home language to introduce the story. The teacher encourages children to use their home language to comment and ask questions about a story. • Read Along CD and Lapbooks: Children may listen to Lapbooks in Spanish on the CD before a group introduction of the story to support language and comprehension. (Let's Investigate! TG pp. 54-55) • Vocabulary: The teacher uses Oral Language Cards for oral language development and vocabulary building as well as reinforcing basic concepts in math, art, science and social studies. Teachers use children's home language to introduce and reinforce word meaning then connect
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		<p>to English vocabulary. For example, the teacher uses Oral Language Card 26 to talk about features of a neighborhood. The children look at the photograph on the front of a neighborhood, and then look at the back. The teacher asks: “Do you see the same things in your neighborhood? Children discuss their neighborhood. (e.g., Let’s Investigate! pp. 176-177)</p>
<p>SOCIAL AND EMOTIONAL DEVELOPMENT</p>		
<p>Goal 30 Develop self-management skills to achieve school and life success and develop positive relationships with others. 30.A Identify and manage one’s emotions and behavior. 30.B Recognize own uniqueness and personal qualities. 30.C Demonstrate skills related to successful personal and school outcomes.</p>	<p>30.A</p> <ul style="list-style-type: none"> • Express feelings, needs, and opinions productively • Express thoughts, feelings, and ideas using language and gestures • Follow rules and routines • Use materials purposefully, safely, and respectfully • Understand how actions affect others and accept the consequences of their actions <p>30.B</p> <ul style="list-style-type: none"> • Develop and express an awareness of self • Demonstrate confidence in ability and pride in accomplishments • Develop a capacity for independent action and thought <p>30.C</p> <ul style="list-style-type: none"> • Approach tasks and activities with flexibility, imagination, and inventiveness • Make independent choices • Complete tasks, activities, projects, and experiences 	<p>The InvestiGator Club makes the most of daily opportunities to help children develop social and emotional skills through the relationships they have with caregivers and peers, including:</p> <ul style="list-style-type: none"> • Planned activities that use Dilly and her Friends Lapbooks and Puppets to explicitly teach key social and emotional skills. • Positive reinforcement of skills throughout the day. • Modeling of good behavior by teachers and other adults. • Opportunities for self-directed play and problem solving. <p>For example, in Under Construction, the teacher reads aloud <i>Dilly and Chuck Wood</i>. The characters become role models who use their ingenuity and problem-solving skills to figure out what to do. This allows children to see how they too can work together, support one another, and share.</p> <ul style="list-style-type: none"> • Children listen to the story to find out how

	<ul style="list-style-type: none"> • Maintain concentration over time • Set goals and develop and follow through on plans 	<p>Chuck and Dilly share. The teacher explains: “Remember that when you share, you let someone use something you have, or you give someone part of something you have.”</p> <ul style="list-style-type: none"> • After reading, the Chuck Puppet asks: “Why couldn’t I ride with Dilly? How did I solve the problem? What did Dilly and I share at the end of the story?” • The teacher invites children to talk about their experiences with sharing. “Have you shared with anyone today? What did you share? How does it make you feel when someone will not share with you?” (TG p. 106-107) <p>In the Building Social and Emotional Skills Activity Guide, children engage in the activity “Share-a-Toy Day.”</p> <ul style="list-style-type: none"> • Each child comes to circle time with a toy. As <i>Dilly and Chuck Wood</i> is read aloud, they discuss how Chuck shares his toy with Dilly. Then each Puppet tells what he or she likes to share, such as paints and brushes (Auntie Lu) and books (Dilly). • Children are reminded of the importance of taking care of everyone’s property. Then the toys are placed in the center and each child chooses ones to play with before returning it to the owner. Children talk about their feelings as they repeat the activity. (TG p.17)
<p>Goal 31 Use social-awareness and interpersonal skills to establish and maintain positive relationships.</p>	<p>31.A</p> <ul style="list-style-type: none"> • Respond sympathetically to peers • Express empathy or caring for others 	<p>In Weather Watchers, the teacher reads aloud <i>Dilly and Rosalita Sausalita</i>. In this adventure, Dilly and Rosalita reveal common</p>

<p>31.A Develop positive relationships with peers and adults.</p> <p>31.B Use communication and social skills to interact effectively with others.</p> <p>31.C Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<ul style="list-style-type: none"> • Interact with adults effectively • Develop friendships with peers <p>31.B</p> <ul style="list-style-type: none"> • Interact with peers by helping and sharing and through discussion • Cooperate with others in an activity <p>31.C</p> <ul style="list-style-type: none"> • Use compromise and discussion to resolve conflicts with peers • Take turns in activities and interact effectively 	<p>concerns and a range of feelings.</p> <ul style="list-style-type: none"> • As the teacher reads <i>Dilly and Rosalita Sausalita</i>, she emphasizes the words <i>confused, mad, silly, embarrassed, sad, upset</i> and <i>silly</i> to talk about how Dilly and Rosalita feel, why they feel this way, and how they use words, expressions, and gestures to show their feelings. • After reading, children share ideas and experiences when asked: “Why was Dilly embarrassed? Have you ever been embarrassed like Dilly? How did it feel? What did you do? What did you say? Show us how you look when you are embarrassed. Have you ever tried to help someone who was embarrassed? What did you say or do?” (TG pp. 106-107) <p>In the Building Social and Emotional Skills Activity Guide, children engage in the activity “I Know How You Feel.”</p> <ul style="list-style-type: none"> • The teacher uses Rosalita to present a situation using one child’s name. Then others say how they would feel in the same situation. Such as: <ul style="list-style-type: none"> If (name) loses her new toy, then she might feel ____. If (name) gets a new puppy, then he might feel ____. If (name) scrapes his elbow, then he might feel ____. • The teacher guides children to talk about ways they can tell how others feel and how sad feelings can be changed to good feelings. Children use the Rosalita Puppet to finish these sentences:
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		<p>If someone is hurt, then I can ____.</p> <p>If someone is afraid, then I can ____.</p> <p>If someone is crying, then I can ____.</p> <p>Each child chooses an idea and illustrates it. The teacher records the sentences below the illustrations, and posts them on the board as behavior reminders. (TG p. 21)</p>
<p>Goal 32 Demonstrate decision-making skills and behaviors in personal, school, and community contexts.</p> <p>32.A Begin to consider ethical, safety, and societal factors in making decisions.</p> <p>32.B Apply decision-making skills to deal responsibly with daily academic and social situations.</p> <p>32.C Contribute to the well-being of one's school and community.</p>	<p>32.A</p> <ul style="list-style-type: none"> • Follow rules and routines <p>32.B</p> <ul style="list-style-type: none"> • Solve problems through interactions with peers and adults <p>32.C</p> <ul style="list-style-type: none"> • Share ideas and take turns listening and speaking • Identify and follow classroom rules • Cooperate with others in an activity • Participate in jobs and contribute to the classroom • Examine a situation from another's perspective • Examine how actions affect the environment • Understand the role of a leader 	<p>In the Building Social and Emotional Skills Activity Guide, children engage in the activity "Make Things Right" to help them know how to change their actions when they break a rule. The Dilly Puppet says: "We all have rules to follow. Sometimes we break a rule because we forget or because we are in a hurry. If we fail to follow a rule, it's important to do our best to make things right again. Here are four things we can do if we break a rule.</p> <ol style="list-style-type: none"> 1. Stop. 2. Apologize if you've hurt someone. 3. Think of what to do instead. 4. Follow the rule." <p>The teacher selects an inappropriate action, such as starting a new activity before putting away the previous one, preparing a snack without hand washing, or grabbing a toy. She invites children to role-play how to "make things right." (TG p. 16)</p> <p>In Building Social and Emotional Skills Activity Guide, children engage in the activity "Talk About It" to learn how to find peaceful solutions to problems.</p> <ul style="list-style-type: none"> • With the Dilly and Rosalita Puppets in front of the Clubhouse Dramatic Play Scene,

		<p>Dilly says to Rosalita: “Even best friends like you and I have problems sometimes. Whenever we have a problem, we talk about it.” Rosalita replies: “Sometimes Dilly gives in, and sometimes I give in. Every problem has a different solution.”</p> <ul style="list-style-type: none"> • Children then use the Puppets to role-play solving the following problems: <ul style="list-style-type: none"> Dilly and Manny are hungry. There is one apple. Both want it. Chuck and JT search for seashells. Chuck finds four. JT can’t find any. Dilly and Rosalita are sorting rocks. Bruno wants to sort, too. • The teacher has children role-play positive outcomes to similar problems. (TG p. 18)
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