







	<p>TG pp.96-97 Opening Circle: Oral Language  TG p.129 Art: Healthy Food Prints  <b>Splash and Dig</b>  TG pp.134-135 Culminating Activity:  Investigation Celebration  <b>Watch It Grow</b>  TG p.48 Blocks: Local Crops  TG pp.66-67 Whole Group: Literacy  TG p.104 Social Studies: Plan a Town  TG p.133 Science: Grocery Match</p>
<p>PK.AL.SR.6 Persist in solving a problem or question, with adult prompting.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Dilly and Friends Read Along CD  Dilly’s Music and Movement CD  Dilly and Friends Puppets  Lapbook: <i>It’s My Turn</i>  8 Q G H U Flip Books: Wilding X F  Plans  ) L Q Q \ ) H) DFWH A S G W  “To Be a Bee”</p>	<p><b>Let’s Investigate!</b>  TG pp.234-235 Family Investigation Night:  Scavenger Hunt  <b>Under Construction</b>  TG p.118 Oral Language: Push and Pull TG  p.119 Oral Language: Wheels  <b>Healthy You</b> U U \  TG pp.106-107 Whole Group: Social and  Emotional  <b>Finny, Feathery, Furry Friends</b>  TG pp.134-135 Investigation Celebration  <b>Splash and Dig</b>  TG p.104 Science: Fresh or Salt?  TG pp.122-123 Small Group: Science  TG pp.136-137 Family Investigation Night:  Build a Boat  <b>Weather Watchers</b>  TG pp.136-137 Family Investigation Night:  Kites  <b>Building Social and Emotional Skills Guide</b>  TG p.16 Social and Emotional: Solve a  Problem  TG p.30 Social and Emotional: We Can  Compromise  TG p.38 Social and Emotional: Ramp It Up</p>
<p>PK.AL.SR.7 Reflect and plan a logical series of steps to accomplish a task, such as writing a message, completing a puzzle, drawing a picture, or building a block structure.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Bruno’s Buzz Nonfiction Reader: <i>Build a Doghouse!</i>  Bruno’s Buzz Nonfiction Reader: <i>Mud Pies</i>  Bruno Buzz Mail Poster  Dilly and Friends Puppets  Oral Language Cards  Dilly’s Music and Movement CD</p>	<p><b>Let’s Investigate!</b>  TG pp.78-79 Investigation: Investigation Station  TG pp.234-235 Family Investigation Night:  Scavenger Hunt  <b>Under Construction</b>  TG p.125 Science: Reared a Story  TG pp.136-137 Family Investigation Night:  Wagon Wash  <b>Splash and Dig</b></p>

	<p>TG pp.54-55 Investigation: Investigation Station  TG p.84 Social Studies: Ocean in a Bottle  TG pp.90-91 Closing Circle: Shared Writing  Weather Watchers  TG pp.76-77 Opening Circle: Oral Language  <b>Watch It Grow</b>  TG pp.88 Literacy: Write a Recipe  TG pp.110-111 Closing Circle: Shared Writing</p>
<p>Critical Thinking: Actively inquire and reflect about new ideas and activities.</p>	
<p>PK.AL.CT. 8 Seek additional clarity to further own knowledge (e.g., asks what, how, why, when, where, and/or what if).</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Dilly and Friends Puppets  Lapbook: <i>Adventure in Circle Forest</i>  Watch It Grow Flapboards: “The Droopy Cactus”</p>	<p><b>Let’s Investigate!</b>  TG p.105 Getting to know Auntie Lu  TG p.215 Literacy: The Curiosity in You  <b>Under Construction</b>  TG p.30 Daily Routines: Bee Mail  TG p.79 Oral Language: Where Do We Live?  <b>Watch It Grow</b>  TG pp.52-53 Investigation: Investigation Launch  TG p.78 Oral Language: Who’s Got the Seed?  TG p.118 Oral Language: It’s in the Bag!</p>
<p>PK.AL.CT.9 Demonstrate an awareness of connection between prior and new knowledge.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Trade Book: <i>Growing Vegetable Soup</i>  JT Puppet  Splash and Dig Flapboards: “Out to Sea”  Math Flap Fillers: “How Many?”  Bruno’s Buzz Nonfiction Reader: <i>Mud Pies</i></p>	<p><b>Watch It Grow</b>  TG pp.54-55 Investigation: Investigation Station  TG pp.66-67 Whole Group: Literacy  TG pp.136-137 Family Investigation Night: Planting Party  <b>Splash and Dig</b>  TG pp.52-53 Investigation: Investigation Launch  TG pp.102-103 Small Group: Math  TG p.25 Science: Reread a Muddy Story  <b>Finny, Feathery, Furry Friends</b>  TG pp.54-55 Investigation: Investigation Station</p>
<p>PK.AL.CT.10 Identify a problem and attempt multiple ways to solve it, with or without assistance.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Dilly and Friends Puppets  Bruno Bee Mail Poster  Lapbook: <i>It’s My Turn</i>  Dilly and Friends Read Along CD  Rosalita’s Dance Party Precoding Game</p>	<p><b>Let’s Investigate!</b>  TG p.139 Math: Match a Snack  TG p.171 Oral Language: The Handy Person in You  TG pp.202-203 Readiness: Alike and Different  <b>Under Construction</b>  TG pp.136-137 Family Investigation Night: Wagon Wash  <b>Healthy You</b></p>

	<p>TG pp.54-55 Investigation: Investigation Station  TG pp.106-107 Whole Group: Social and Emotional  <b>Finny, Feathery, Furry Friends</b>  TG p.124 Social and Emotional: Overcoming Fears  <b>Splash and Dig</b>  TG pp.54-55 Investigation: Investigation Station  <b>Investigate Math Activity Guide</b>  TG p.7 Math: Can You Build It?  TG p.10 Math: Apple Baskets  <b>STEAM and Literacy Challenge Activity Guide</b>  TG p.8 Science: The Water Cycle  TG p.63 Science: Saving Water  <b>Building Social and Emotional Skills Guide</b>  TG p.10 Social and Emotional: Dilly and Chuck Wood  TG p.18 Social and Emotional: Talk About It  TG p.18 Social and Emotional: Changes, Changes  TG p.25 Social and Emotional: What Do You Want?  TG p.29 Social and Emotional: Turtle Talk  <b>Dilly's Tree House Activity Guide/Rosalita Sausalita</b>  TG pp.6-7 Technology: Rosalita's Dance Party</p>
Communication: Actively engage in conversations with adults and peers.	
PK.AL.CO.11 Ask and respond to questions with peers and adults in individual and group activities.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Dilly's Music and Movement CD  Theme Song Poster  Lapbook: <i>Adventure in Circle Forest</i>  Lapbook: <i>Mystery in the Garden</i>  Dilly and Friends Puppets  Art Print: <i>Fourth Grade Class</i>  Manny Weather Poster  Bruno Bee Mail Poster  Watch It Grow Flapboards: "The Droopy Cactus"</p>	<p><b>Let's Investigate!</b>  TG pp.70-71 Closing Circle Time: Shared Writing  TG pp.78-79 Investigation: Investigation Station  TG p.105 Literacy: Getting to Know Auntie Lu  TG p.60 Fine Art: Art of Today  TG pp.98-199 Small Group: Science  TG p.215 Literacy: The Curiosity in You  <b>Under Construction</b>  TG p.30 Daily Routines: Bee Mail  TG p.79 Oral Language: Where Do We Live?  <b>Watch It Grow</b>  TG pp.52-53 Investigation: Investigation Launch  TG p.78 Oral Language: Who's Got the Seed?  TG p.118 Oral Language: It's in the Bag!</p>
AL.PK.CO.12 Seek assistance and/or information when needed to complete a task.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Dilly and Friends Puppets	<b>Under Construction</b>

<p>Lapbook: <i>Superhero to the Rescue</i></p>	<p>TG pp.106-107 Whole Group: Social and Emotional  TG p.124 Social and Emotional: May I Please?  <b>Healthy You</b>  TG p.124 Social and Emotional: Be Prepared!  <b>Finny, Feathery, Furry, Friends</b>  TG p.47 Sand and Water: Water or Land? TG pp.136-137 Family Investigation Night: Feather Feeders  <b>Building Social and Emotional Skills Guide</b>  TG p.21 Social and Emotional: You Can Ask Me  TG p.25 Social and Emotional: What Do You Want?  TG p.31 Social and Emotional: Helping Others</p>
<p>Collaboration: Actively engage in learning with other people.</p>	
<p>PK.AL.CB13 Engage in play-based, student-directed activities with a peer or peers (e.g., dramatic play, block building, symbolic play in recess) for at least 15 consecutive minutes, at multiple times throughout the year.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Lapbook: <i>Trouble at Triangle Beach</i>  Lapbook: <i>JT's Spooky Creepy Room</i>  Lapbook: <i>The Silly Dilly Dance</i>  Dilly and Friends Puppets  Chuck Safety Poster  Finny, Feathery, Furry Friends Flapboards: "To Be a Bee"  Dilly's Music and Movement CD</p>	<p><b>Let's Investigate!</b>  TG p.37 Daily Routines: Social and Emotional Development  TG p.39 Daily Routines: Establish Good Table Manners  TG p.72 Closing Circle Time: Back to School: My Space, Your Space  TG p.135 Social Studies: How We Change Over Time  TG p.186 Back to School: Classroom Rules  <b>Under Construction</b>  TG p.47 Learning Centers: Sand Construction  TG p.72 Oral Language: Pass a Hardhat  <b>Healthy You</b>  TG p.98 Oral Language: How Am I Feeling?  TG pp.106–107 Whole Group: Social and Emotional  TG p.124 Social/Emotional: Be Prepared!  <b>Finny, Feathery, Furry Friends</b>  TG p.65 Social/Emotional: Show You Care  TG pp.106–107 Whole Group: Social and Emotional  <b>Splash and Dig</b>  TG p.65 Social and Emotional: Puppet Play  TG p.69 Math: Seaworthy Shapes  TG pp.106–107 Whole Group: Social and Emotional</p>

	<p><b>Watch It Grow</b>  TG p.39 Daily Routines: Move Like the Trees  TG p.65 Social and Emotional: Thank-You Leaf Bouquet</p>
<p>PK.AL.CB.14 Demonstrate a willingness to collaborate with others to solve a problem.</p>	
<p><b>The InvestiGator Club Components</b></p> <p>Lapbook: <i>JT's Spooky Creepy Room</i>  Lapbook: <i>Trouble at Triangle Beach</i>  Dilly Puppet  Great Auntie Lu Puppet  Chuck Safety Poster  Dilly's Music and Movement CD</p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p><b>Let's Investigate!</b>  TG p.37 Daily Routines: Social and Emotional Development  TG p.39 Daily Routines: Establish Good Table Manners  TG p.72 Closing Circle Time: Back to School: My Space, Your Space  TG p.135 Social Studies: How We Change Over Time  TG p.186 Back to School: Classroom Rules</p> <p><b>Under Construction</b>  TG p.47 Learning Centers: Sand Construction  TG p.72 Oral Language: Pass a Hardhat</p> <p><b>Healthy You</b>  TG p.98 Oral Language: How Am I Feeling?  TG pp.106–107 Whole Group: Social and Emotional  TG p.124 Social/Emotional: Be Prepared!</p> <p><b>Finny, Feathery, Furry Friends</b>  TG p.65 Social/Emotional: Show You Care  TG pp.106–107 Whole Group: Social and Emotional</p> <p><b>Splash and Dig</b>  TG p.65 Social and Emotional: Puppet Play  TG p.69 Math: Seaworthy Shapes  TG pp.106–107 Whole Group: Social and Emotional</p>

**Social and Personal Competencies (PK.SPC)**

<p><b>Self-Awareness: Demonstrate an awareness of emotions, personal qualities and interests, personal abilities, and sense of personal responsibility.</b></p>	
<p>PK.SPC.SA.1 Express feelings, needs, opinions, and desires in a way which is appropriate to the situation.</p>	
<p><b>The InvestiGator Club Components</b></p> <p>Dilly and Friends Puppets  Lapbook: <i>Superhero to the Rescue</i></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p><b>Let's Investigate!</b></p>



<p>Lapbook: <i>The Silly Dilly Dance</i>  <i>The Snowy Day</i>  Dilly and Friends Read Along CD  Oral Language Card 6  Outdoor Creative Play and Learning Cards</p>	<p>TG p 209 Oral Language: The “Big Kid” in You  <b>Under Construction</b>  TG p.35 Daily Routines: Social and Emotional Development  TG pp.106-107 Whole Group: Social and Emotional  TG p.124 Social and Emotional: May I Please?  <b>Weather Watchers</b>  TG p.65 Social and Emotional: Feel It, Show It, Say It  TG pp.106-107 Whole Group: Social and Emotional  TG p.124 Social and Emotional: The Picnic Is Canceled  <b>Healthy You</b>  TG p.98 Social and Emotional: How Am I Feeling?  <b>Building Social and Emotional Skills Guide</b>  TG p.10 Social and Emotional: Dilly and Rosalita Sausalita  TG p.14 Social and Emotional: Tell Us How You Feel  TG p.17 Social and Emotional: Show How You Feel  TG p.18 Social and Emotional: Talk About It  TG p.19 Social and Emotional: Take Turns  TG p.25 Social and Emotional: Stay Calm!  TG p.26 Social and Emotional: Let’s Help Dilly  TG p.29 Social and Emotional: Turtle Talk  TG p 31 Social and Emotional: Tall Like a Tower  TG p.32 Social and Emotional: Don’t Leave!  TG p.32 Social and Emotional: Showing Respect  TG p.39 Social and Emotional: Obstacle Course</p>
<p>PK.SPC.SA.2 Appropriately name types of emotions (e.g., happy, sad, frustrated) and associate them with different facial expressions, words, and behaviors.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Chuck Puppet  Rosalita Puppet  Lapbook: <i>The Silly Dilly Dance</i>  Lapbook: <i>Superhero to the Rescue</i>  <i>The Snowy Day</i>  Dilly and Friends Read Along CD  Oral Language Card 6</p>	<p><b>Under Construction</b>  TG pp.106-107 Whole Group: Social and Emotional  <b>Weather Watchers</b>  TG p.65 Social and Emotional: Feel It, Show It, Say It  TG p.69 Literacy: Reread a Snowy Story</p>

	<p>TG pp.106-107 Whole Group: Social and Emotional</p> <p>TG pp.110-111 Closing Circle Time: Shared Writing</p> <p>TG p.124 Social and Emotional: The Picnic Is Canceled</p> <p><b>Healthy You</b></p> <p>TG p.98 Social and Emotional: How Am I Feeling?</p> <p><b>Building Social and Emotional Skills Guide</b></p> <p>TG p.10 Social and Emotional: Dilly and Rosalita Sausalita</p> <p>TG p.10 Social and Emotional: Dilly and Manny Salamander</p> <p>TG p.14 Social and Emotional: Tell Us How You Feel</p> <p>TG p.17 Social and Emotional: Show How You Feel</p> <p>TG p.21 Social and Emotional: Know How You Feel</p> <p>TG p.25 Social and Emotional: What Do You Want?</p> <p>TG p.33 Social and Emotional: Move Your Muscles</p> <p>TG p.33 Social and Emotional: Don't Stress</p>
<p>PK.SPC.SA.3 Describe self using several different identifying characteristics and/or unique qualities (e.g., abilities, interests, gender, culture).</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Dilly and Friends Puppets</p> <p>Lapbook: <i>Mystery in the Garden</i></p> <p>Oral Language Cards</p> <p>Dramatic Play Scenes</p> <p>Dilly and Friends Stickers</p>	<p><b>Let's Investigate!</b></p> <p>TG p.113 Social Studies: Special Me, Special You</p> <p>TG p.116 Social Studies: The One and Only You!</p> <p>TG p.138 Social Studies: We Grow and Change</p> <p>TG p.187 Social and Emotional: The Superhero in You</p> <p>TG p.209 Oral Language: The "Big Kid" in You</p> <p><b>Under Construction</b></p> <p>TG p.38 Transitions: Who Is It?</p> <p><b>Healthy You</b></p> <p>TG p.38 Transitions: What Are You Wearing?</p> <p>TG p.69 Literacy: Octopus Story</p> <p>TG pp.96-97 Opening Circle: Oral Language</p> <p>TG p.98 Oral Language: How Am I Feeling?</p> <p><b>Building Social and Emotional Skills Guide</b></p> <p>TG p.12 Social and Emotional: It's Okay to Be Me</p>

	<p>TG p.13 Social and Emotional: If I Could Do Anything</p> <p>TG p.13 Social and Emotional: You're Fabulous!</p> <p>TG p.19 Social and Emotional: Let's Be Friends</p> <p>TG p.24 Social and Emotional: Friends Have a Lot in Common</p>
<p>PK.SPC.SA.4 Develop a basic awareness of self as an individual, self within the context of family, and self within the context of community.</p>	
<p><b>The InvestiGator Club Components</b></p> <p>Dilly and Friends Puppets <i>Mystery in the Garden</i></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p><b>Let's Investigate</b></p> <p>TG p.113 Social and Emotional: Special Me, Special You</p> <p>TG p.116 Social Studies: The One and Only You!</p> <p>TG p.138 Social Studies: We Grow and Change</p> <p>TG p.187 Social and Emotional: The Superhero in You</p> <p>TG p.209 Oral Language: The "Big Kid" in You</p> <p><b>Healthy You</b></p> <p>TG pp.96-97 Opening Circle: Oral Language</p> <p><b>Building Social and Emotional Skills Guide</b></p> <p>TG p.12 Social and Emotional: It's Okay to Be Me</p> <p>TG p.22 Social and Emotional: Same and Different</p> <p>TG p.22 Social and Emotional: I Can Think for Myself</p> <p>TG p.28 Social and Emotional: A Different Perspective</p>
<p>PK.SPC.SA.5 Display sense of accomplishment, contentment, and acknowledgement when completing a task or solving a problem.</p>	
<p><b>The InvestiGator Club Components</b></p> <p>Lapbook: <i>It's My Turn</i></p> <p>Manny Puppet</p> <p>Flapboards: "Gone Investigating"</p> <p>Clubhouse Attendance Poster</p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p><b>Let's Investigate</b></p> <p>TG p.120 Oral Language: Sharing Chair</p> <p>TG p.142 Oral Language: Sharing Chair</p> <p>TG pp.162-163 Closing Circle Time: Shared Writing</p> <p>TG p.164 Oral Language: Sharing Chair</p> <p>TG p.186 Oral Language: Sharing Chair</p> <p>TG p.208 Oral Language: Sharing Chair</p> <p>TG p.209 The "Big Kid" in You</p> <p>TG pp.232-233 Culminating Activity: Investigation Celebration</p> <p><b>Healthy You</b></p>

	<p>TG pp.54-55 Investigation: Investigation Station</p> <p>TG p.72 Oral Language: Sharing Chair</p> <p>TG p.92 Oral Language: Sharing Chair</p> <p>TG pp.106-107 Whole Group: Social and Emotional</p> <p>TG p.112 Oral Language: Sharing Chair</p> <p>TG p.132 Oral Language: Sharing Chair</p> <p>TG pp.134-135 Culminating Activity: Investigation Celebration</p>
<p>PK.SPC.SA.6 Seek and accept guidance from primary caregivers, teachers, and other familiar adults.</p>	
<p><b>The InvestiGator Club Components</b></p> <p>Dilly and Friends Puppets</p> <p>Lapbook: <i>Mystery in the Garden</i></p> <p>Outdoor Creative Play and Learning Card 11</p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p><b>Building Social and Emotional Skills Guide</b></p> <p>TG p.21 Social and Emotional: You Can Ask Me</p> <p>TG p.23 Social and Emotional: I Did It!</p> <p>TG p.25 Social and Emotional: What Do You Want?</p> <p>TG p.31 Social and Emotional: Helping Others</p> <p>TG p.37 Social and Emotional: Hula Hoops in a Row</p> <p><b>Healthy You</b></p> <p>TG p.118 Oral Language: Red Light, Green Light</p> <p>TG pp.136-137 Family Investigation Night: Trail Mix</p> <p><b>Watch It Grow</b></p> <p>TG pp.136-137 Family Investigation Night: Build a Boat</p> <p><b>Watch It Grow</b></p> <p>TG pp.136-137 Family Investigation Night: Planting Party</p>
<p>PK.SPC.SA.7 Demonstrate an understanding of rules through actions and conversations.</p>	
<p><b>The InvestiGator Club Components</b></p> <p>Daily Routine Posters</p> <p>Dilly and Friends Lapbooks</p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p>Daily Routine activities in each Investigation help children develop an awareness of rules (see TG pp.28–31). Health activities talk about rules of hygiene (see TG p.36). Also:</p> <p><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>TG p.214 Opening Circle Time: Back to School: A Community of Learners</p> <p><b>Healthy You</b></p> <p>TG p.45 Learning Centers: Food Prints</p>

	<p>TG p.49 Learning Centers: Grocery Store</p> <p><b>Finny, Feathery, Furry Friends</b></p> <p>TG p.104 Social Studies: Bunch of Wild Animals!</p>
<p>PK.SPC.SA.8 Use materials purposefully, safely, and respectfully as set by group rules.</p>	
<p><b>The InvestiGator Club Components</b></p> <p>Chuck Safety Poster</p> <p>Flapboards: "Healthy Hero"</p> <p>Oral Language Cards 28</p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p><b>Let's Investigate</b></p> <p>TG p.31 Daily Routines: Safety</p> <p>TG p.45 Science: Science Stuff</p> <p>TG p.45 Science: Safe Scientists</p> <p>TG p.49 Sand and Water: Exploring Water</p> <p>TG p.78 Investigation: Investigation Station</p> <p>TG p.57 Health: Be Healthy Like Manny</p> <p><b>Healthy You</b></p> <p>TG p.29 Daily Routines: Safety</p> <p>TG p.36 Health: Nothing in Your Mouth</p> <p>TG p.38 Transitions: The Clean Up Song</p> <p>TG p.45 Art: Food Prints</p> <p>TG p.54 Investigation: Investigation Station</p> <p>TG p.62 Small Group: Early Writing</p> <p>TG p.98 Oral Language: Care for Cuts</p>
<p><b>Self-Management: Understand and use strategies for managing emotions and behaviors constructively.</b></p>	
<p>PK.SPC.SM.1 Express feelings, needs, opinions, and desires and begin to identify casual relationships.</p>	
<p><b>The InvestiGator Club Components</b></p> <p>Dilly and Friends Puppets</p> <p>Dilly and Friends Stickers</p> <p>Lapbook: <i>Superhero to the Rescue</i></p> <p>Lapbook: <i>The Silly Dilly Dance</i></p> <p>Lapbook: <i>Mystery in the Garden</i></p> <p>Lapbook: <i>Rosalita Sausalita</i></p> <p><i>The Snowy Day</i></p> <p>Dilly and Friends Read Along CD</p> <p>Oral Language Cards</p> <p>Outdoor Creative Play and Learning Card 3</p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p><b>Building Social and Emotional Skills Guide</b></p> <p>TG p.16 Social and Emotional: Make Things Right</p> <p>TG p.19 Social and Emotional: Let's Be Friends</p> <p>TG p.25 Social and Emotional: What Do You Want?</p> <p>TG p.26 Social and Emotional: Let's Help Dilly</p> <p>TG p.27 Social and Emotional: We Say Thank You</p> <p>TG p.30 Social and Emotional: I'm Sorry</p> <p>TG p.35 Social and Emotional: Bubble Shapes</p> <p><b>Let's Investigate</b></p> <p>TG p.209 The "Big Kid" in You</p> <p><b>Under Construction</b></p> <p>TG p.35 Daily Routines: Social and Emotional Development</p> <p>TG pp.106-107 Whole Group: Social and Emotional</p>

	<p>TG p.124 Social and Emotional: May I Please?</p> <p><b>Weather Watchers</b></p> <p>TG p.65 Social and Emotional: Feel It, Show It, Say It</p> <p>TG pp.106-107 Whole Group: Social and Emotional</p> <p>TG p.124 Social and Emotional: The Picnic Is Canceled</p>
<p>PK.SPC.SM.2 Demonstrate ability to modify behavior in different situations using multiple problem-solving strategies (e.g., trade, take turns, share, wait) with or without adult guidance and support.</p>	
<p><b>The InvestiGator Club Components</b></p> <p>Lapbook: <i>Superhero to the Rescue</i></p> <p>Lapbook: <i>It's My Turn</i></p> <p>Dilly and Friends Read Along CD</p> <p>Dilly's Music and Movement CD</p> <p>Flapboards: "To Be a Bee"</p> <p>Clubhouse Attendance Poster</p> <p>Flapboards: "Building Plans"</p> <p>Dilly and Friends Puppets</p> <p>Clubhouse Attendance Poster</p> <p>Dramatic Play Scene</p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p><b>Building Social and Emotional Skills Guide</b></p> <p>TG p.17 Social and Emotional: Share-a-Toy Day</p> <p>TG p.18 Social and Emotional: Talk About It</p> <p>TG p.18 Social and Emotional: Changes, Changes</p> <p>TG p.19 Social and Emotional: Take Turns</p> <p>TG p.25 Social and Emotional: Stay Calm!</p> <p>TG p.26 Social and Emotional: Play an Animal Game</p> <p>TG p.29 Social and Emotional: Hello and Goodbye</p> <p>TG p.29 Social and Emotional: Turtle Talk</p> <p>TG p.30 Social and Emotional: We Can Compromise</p> <p>TG p.31 Social and Emotional: Tall Like a Tower</p> <p><b>Healthy You</b></p> <p>TG pp.106-107 Whole Group: Social and Emotional</p> <p>TG p.108 Music and Movement: Dance to the Music</p> <p>TG p.119 Oral Language: Animal Safety</p> <p><b>Finny, Feathery, Furry Friends</b></p> <p>TG pp.134-135 Investigation Celebration</p> <p><b>Under Construction</b></p> <p>TG pp.134-135 Investigation Celebration</p> <p><b>Splash and Dig</b></p> <p>TG p.69 Seaworthy Shapes</p> <p>TG p.108 Connecting Blocks</p>
<p><b>Social Awareness: Demonstrate awareness and consideration of other people's emotions, perspectives, and social cues.</b></p>	
<p>PK.SPC.SCA.1 Show empathy and caring for others.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>

<p>Flapboards: "To Be a Bee"  Dilly and Friends Puppets  Lapbook: <i>JT's Spooky Creepy Room</i>  Lapbook: <i>Adventure in Circle Forest</i>  Lapbook: <i>Superhero to the Rescue</i>  Dilly and Friends Read Along CD</p>	<p><b>Building Social and Emotional Skills Guide</b>  TG p.20 Social and Emotional: I Can Help!  TG p.20 Social and Emotional: Superheroes  TG p.21 Social and Emotional: I Know How You Feel  TG p.30 Social and Emotional: I'm Sorry!  TG p.31 Social and Emotional: Helping Others  <b>Under Construction</b>  TG pp 106-107 Whole Group: Social and Emotional  <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 Overcoming Fears  <b>Watch It Grow</b>  TG p.35 Social and Emotional Development</p>
<p>PK.SPC.SCA.2 Demonstrate an understanding of how personal choices impact others.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Dilly and Friends Puppets  Dilly and Friends Read Along CD  Lapbook: <i>It's My Turn!</i>  Lapbook: <i>Trouble at Triangle Beach</i></p>	<p><b>Healthy You</b>  TG pp.106-107 Whole Group: Social and Emotional  <b>Watch It Grow</b>  TG p.35 Quick Minutes: Social and Emotional Development  <b>Building Social and Emotional Skills Guide</b>  TG p.9 Social and Emotional: Dilly and Great Auntie Lu  TG p.10 Social and Emotional: Dilly and Manny Salamander  TG p.16 Social and Emotional: Make Things Right  TG p.30 Social and Emotional: We Can Compromise  TG p.30 Social and Emotional: I'm Sorry!  TG p.31 Social and Emotional: Tall Like a Tower  TG p.32 Social and Emotional: Showing Respect</p>
<p><b>Relationship Skills: Use positive communication skills to interact effectively with others.</b></p>	
<p>PK.SPC.RS.1 Seek assistance and/or information when needed to complete a task.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Dramatic Play Scenes  Dilly and Friends Stickers  Dilly and Friends Puppets</p>	<p><b>Building Social and Emotional Skills Guide</b></p>

<p>Dilly and Friends Read Along CD  Lapbook: <i>Trouble at Tringale Beach</i>  Lapbook: <i>Superhero to the Rescue</i>  Lapbook: <i>It's My Turn</i>  Outdoor Creative Play and Learning Card 10</p>	<p>TG p.13 Social and Emotional: You're Fabulous!  TG p.14 Social and Emotional: Be a Good Listener  TG p.16 Social and Emotional: Make Things Right  TG p.17 Social and Emotional: Share-a-Toy Day  TG p.19 Social and Emotional: Let's Be Friends  TG p.21 Social and Emotional: I Know How You Feel  TG p.21 Social and Emotional: You Can Ask Me  TG p.27 Social and Emotional: We Say Thank You  TG p.30 Social and Emotional: I'm Sorry!  TG p.31 Social and Emotional: Helping Others  TG p.32 Social and Emotional: Showing Respect  TG p.37 Social and Emotional: Hula Hoops in a Row  <b>Under Construction</b>  TG pp.106-107 Whole Group: Social and Emotional  TG p.124 Social and Emotional: May I Please?  <b>Finny, Feathery, Furry, Friends</b>  TG p.47 Sand and Water: Water or Land?  TG pp.136-137 Family Investigation Night: Feather Feeders</p>
<p>PK.SPC.RS.2 Interact and develop positive relationships with significant adults (e.g., primary caregivers, teachers, and other familiar adults).</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Dilly and Friends Puppets  Lapbook: <i>Trouble at Triangle Beach</i>  Dilly and Friends Read Along CD</p>	<p><b>Building Social and Emotional Skills Guide</b>  TG p.21 Social and Emotional: You Can Ask Me  TG p.31 Social and Emotional: Helping Others  <b>Let's Investigate</b>  TG p.104 Back to School: Getting to Know the Teacher  TG p.120 Back to School: Teacher News  <b>Watch It Grow</b>  TG p.65 Social and Emotional: Thank-You Leaf Bouquet  TG pp.136-137 Family Investigation Night: Planting Party  <b>Splash and Dig</b></p>



	<p>TG p.65 Social and Emotional: Puppet Play  TG pp.106-107 Whole Group: Social and Emotional  TG pp.112 Oral Language: I'm a Good Listener</p>
<p>PK.SPC.RS.3 Initiate play and interact positively with another child or children.</p>	
<p><b>The InvestiGator Club Components</b></p> <p>Outdoor Creative Play and Learning Cards  <i>JT's Spooky Creepy Room</i>  Dilly and Friends Read Along CD  JT Puppet  Bruno Puppet  Chuck Puppet  <i>Superhero to the Rescue</i></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p><b>Building Social and Emotional Skills Guide</b>  TG p.19 Let's Be Friends  TG p.34 Marching Band  TG p.34 Sidewalk Art  TG p.35 Bubble Shapes  TG p.35 Let's Be Frogs!  TG p.35 Click Clack, Down the Track  TG p.36 A Beach Ball Kind of Day  TG p.37 Dig for Buried Treasure  TG p.37 Chariot Races  TG p.38 Hen, Chicks, Hen  TG p.39 Three Pigs on the Playground</p> <p><b>Healthy You</b>  TG p.105 Rubber Band Shapes</p> <p><b>Let's Investigate</b>  TG pp.80-81 Opening Circle Time: Oral Language  TG p.135 How We Change Over Time  TG p.208 Busy Bees</p> <p><b>Under Construction</b>  TG pp.106-107 Whole Group: Social and Emotional</p>
<p>PK.SPC.RS.4 Develop friendship skills (e.g., help, share, take turns, give compliments) with increasing ease and comfort to sustain interaction by cooperating, helping, and suggesting new ideas for play.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p><b>Let's Investigate</b>  TG p.56 Getting to Know Each Other  TG p.82 Name Song  TG p.98 Mirror Me</p> <p><b>Weather Watchers</b>  TG p.41 Board Names and Stories  TG pp.134-135 Investigation Celebration</p> <p><b>Building Social and Emotional Skills Guide</b>  TG p.8 Dilly and the InvestiGator Club  TG p.11 Dilly and Bruno Buzzbee  TG p.12 Dilly Hide and Seek  TG p.16 Make Thing Right  TG p.19 Let's Be Friends  TG p.19 Take Turns</p>

	TG P.26 Play an Animal Game TG p.32 Showing Respect
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## English Language Arts

<b>Reading Standards Key Ideas and Details – Standard #1 R.KID.1 Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>	
PK.RI.KID.1 With modeling, prompting, and support, ask and answer questions about informational text	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Trade Books Leveled Readers Watch It Grow Learning Center Card: "Books About Plants" Bruno's Buzz: <i>The Shopping List</i> Bruno's Buzz: <i>Mud Pies</i> Bruno Bee Mail Poster Bruno's Buzz: The Fish Tank Bruno's Buzz: Build a Doghouse! Bruno's Buzz: <i>My Five Senses</i> Bruno's Buzz: <i>What's the Weather</i> Oral Language Card 44	<b>Watch it Grow</b> TG p.40 Learning Centers: Books About Plants TG pp.122-123 Small Group: Science TG p.125 Reread a Shopping Story <b>Splash and Dig</b> TG pp.122-123 Small Group: Science <b>Finny, Feathery, Furry Friends</b> TG pp.122-123 Small Group: Science <b>Under Construction</b> TG p.122-123 Small Group: Science TG pp.86-87 Whole Group: Math <b>Healthy You</b> TG pp.122-123 Small Group: Science <b>Weather Watchers</b> TG pp.122-123 Small Group: Science <b>STEAM and Literacy Challenge Guide</b> TG p.30 Literacy: Leveled Readers TG p.45 Literacy: Leveled Readers TG p.58 Literacy: Sequence of Events TG p.59 Literacy: Leveled Readers TG p.70 Literacy: Leveled Readers
PK.RL.KID.1 With modeling, prompting, and support, ask, and answer questions about text read aloud.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Investigation Flapboards and Flap Fillers Bruno's Buzz Nonfiction Readers Trade Books Lapbooks	Learning Centers Reading Center activities motivate children to pretend-read and seek out reading-related activities (see TG p.40). Also: <b>Let's Investigate!</b> TG p.42 Learning Centers: Reading Practice and Picture Dictionary TG p.112 Literacy: Favorite Books TG pp.76-77 Investigation Launch <b>Under Construction</b> TG pp.66-67 Whole Group: Literacy TG pp.106-107 Whole Group: Social

	<p>and Emotional  TG pp.74-75 Whole Group: Math  TG pp.126-127 Whole Group  Storytelling Classics  <b>Healthy You</b>  TG pp.82–83 Small Group: Literacy  TG p.85 Literacy: Reread a Story  TG pp.126-127 Whole Group:  Storytelling Classics  <b>Watch It Grow</b>  TG p.85 Literacy: Reread a Robot Story  TG pp.122–123 Small Group: Science  TG p.125 Literacy: Reread a Shopping Story</p>
<p><b>Reading Standards Key Ideas and Details – Standard #2 R.KID.2 Determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas.</b></p>	
<p>PK.RI.KID.2 With prompting and support, orally identify a main topic and retell details of texts, discussions, and activities.</p>	
<p><b>The InvestiGator Club Components</b></p> <p>Flapboards and Flap Fillers: “Silly Seasons”  Great Auntie Lu Puppet  “The Wind and the Sun” Story Scene  <i>Growing Vegetable Soup</i>  Bruno’s Buzz: <i>The Shopping List</i>  Leveled Readers</p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p><b>Let’s Investigate</b>  TG p.105 Literacy: The Storyteller in You  TG p.117 Literacy: Storytelling Necklaces  <b>Under Construction</b>  TG pp.54-55 Investigation: Investigation Station  TG p.129 Art: We Are Illustrators  <b>Watch it Grow</b>  TG pp.66-67 Whole Group: Literacy  TG 82-83 Small Group: Literacy  TG pp.86-87 Whole Group: Math  TG pp.122-123 Small Group: Science  <b>Weather Watchers</b>  TG p.40 Reading: News at Friendly Farm  TG pp.52-53 Investigation: Investigation Launch  TG pp.126-127 Whole Group: Storytelling Classics  <b>STEAM and Literacy Challenge Guide</b>  TG p.25 Literacy: Leveled Readers  TG p.30 Literacy: Leveled Readers  TG p.34 Literacy: Sharing Feelings  TG p.25 Literacy: Leveled Readers  TG p.58 Literacy: Sequence of Events  TG p.59 Literacy: Leveled Readers  TG p.73 Literacy: Leveled Readers</p>
<p>PK.RL.KID.2 With prompting and support, orally retell familiar stories including details.</p>	
<p><b>The InvestiGator Club Components</b></p> <p><i>Millions of Snowflakes</i>  <i>Snow</i>  Classic Tale: “Stone Soup”</p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p><b>Healthy You</b>  TG p.129 Literacy: Retell a Classic  <b>Under Construction</b></p>

<p>Flapboards: “Building Plans”  Dilly and Friends Puppets  “The Three Little Pigs” Story Scene  Classic Tale: Three Little Pigs”  Classic Tale: “Johnny Appleseed”</p>	<p>TG p.40 Act Out a Story  TG pp.129 Retell A Classic  <b>Watch it Grow</b>  TG p.129 Retell a Classic  <b>Weather Watchers</b>  TG pp.66-67 Whole Group: Literacy  TG p.89 Literacy: Reread a Number Story  TG p.129 Retell a Classic  <b>STEAM and Literacy Challenge Guide</b>  TG p.39 Literacy: Act Out the Story  TG p.79 Literacy: Your Turn Your Words  TG p.119 Literacy: Power Play</p>
<p><b>Reading Standards Key Ideas and Details – Standard #3 R.KID.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b></p>	
<p>PK.RI.KID.3 With prompting and support, orally identify the connection between information in a text to personal experience or other text.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Bruno’s Buzz Nonfiction Reader: <i>The Shopping List</i>  Bruno’s Buzz Nonfiction Reader: <i>Mud Pies</i>  Bruno’s Buzz Nonfiction Reader: The Fish Tank  Bruno’s Buzz Nonfiction Reader: <i>Build a Doghouse!</i>  Bruno’s Buzz Nonfiction Reader: <i>My Five Senses</i>  Bruno’s Buzz Nonfiction Reader: <i>What’s the Weather</i>  Oral Bruno Bee Mail Poster  <i>The Shape of Things</i>  Watch It Grow Learning Center Card: "Books About Plants"  Oral Language Cards 44, 55, 59</p>	<p><b>Watch it Grow</b>  TG p.40 Learning Centers: Books About Plants  TG pp.56-57 Opening Circle Time  TG pp.122-123 Small Group: Science  TG p.125 Reread a Shopping Story  <b>Splash and Dig</b>  TG pp.122-123 Small Group: Science  <b>Finny, Feathery, Furry Friends</b>  TG pp.122-123 Small Group: Science  <b>Under Construction</b>  TG p.122-123 Small Group: Science  TG pp.86-87 Whole Group: Math  <b>Healthy You</b>  TG pp.122-123 Small Group: Science  <b>Weather Watchers</b>  TG pp.122-123 Small Group: Science  <b>STEAM and Literacy Challenge Guide</b>  TG p.99 Literacy: Folk Tales  TG p.117 Literacy: Book Review</p>
<p>PK.RL.KID.3 With prompting and support, orally identify characters, settings, and events from a familiar story.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p><i>Millions of Snowflakes</i>  <i>The Snowy Day</i>  Storytelling Classics: “Stone Soup”  Lapbook: <i>Superhero to the Rescue</i>  Bruno’s Buzz Nonfiction Reader: <i>Build a Doghouse!</i>  <i>Goodnight, Goodnight, Construction Site</i>  <i>The Shape of Things</i>  Lapbook: <i>Dilly’s Alphabet Show</i>  Classic Tale: <i>The Three Little Pigs</i></p>	<p><b>Healthy You</b>  TG p.129 Literacy: Retell a Classic  <b>Under Construction</b>  TG p.40 Reading: Act Out a Story  TG p.40 Reading: Let’s Read!  TG pp.52-53 Investigation: Investigation Launch  TG pp.126-127 Whole Group: Storytelling Classics  <b>Watch it Grow</b></p>

<p>Flapboards: “Building Plans”          Flapboards: “The Droopy Cactus”          Dilly and Friends Puppets          Leveled Readers</p>	<p>TG pp.52-53 Investigation: Investigation Launch          TG pp.82-83 Small Group: Literacy          TG p.109 Literacy: Reread a Sunflower Story  <b>Weather Watchers</b>          TG pp.66-67 Whole Group: Literacy          TG p.89 Literacy: Reread a Number Story  <b>STEAM and Literacy Challenge Guide</b>          TG p.7 Literacy: Order at the Museum          TG p.10 Literacy: Leveled Readers          TG p.25 Literacy: Leveled Readers          TG p.27 Literacy: Poetry Pox          TG p.34 Literacy: Leveled Readers          TG p.50 Literacy: Reread a Duck Story          TG p.92 Literacy: Summarizing          TG p.114 Literacy: Leveled Readers</p>
<p><b>Reading Standards Craft and Structure – Standard #4 R.CS.4 Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone</b></p>	
<p>PK.RI.CS.4 With prompting and support, answer questions about the meaning of words and phrases in a text relevant to pre-K topic or subject area.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Trade Books          Rosalita Word poster          Oral Language Cards 44, 46, 49          Art Print: <i>Los Pescados Peña</i>          Listen to Your World CD</p>	<p><b>STEAM and Literacy Challenge Guide</b>          TG p.15 Literacy: Words to Know          TG p.37 Literacy: Five Senses          TG p.90 Literacy: Apple Farmer Annie Vocabulary  <b>Let’s Investigate</b>          TG p.31 Daily Routines: Word of the Week  <b>Under Construction</b>          TG pp 52-53 Investigation: Investigation Station          TG pp 66-67 Whole Group: Literacy          TG pp 106-107 Whole Group: Social and Emotional  <b>Finny, Feathery, Furry Friends</b>          TG p.58 Oral Language: What Is It?          TG p.59 Oral Language: Pet the Pet          TG p.72 Oral Language: Hold the Pet          TG p.73 Oral Language: Jump or Jiggle          TG p.78 Listening: Name the Animals          TG p.78 Oral Language: What Does It Come From?          TG pp.96-97 Opening Circle Time: Oral Language          TG p.99 Oral Language: For the Birds          TG p.99 Listening: A Bear Story  <b>Watch it Grow</b>          TG pp 52-53 Investigation: Investigation Launch</p>

	TG pp 66-67 Whole Group: Literacy
PK.RL.CS.4 With prompting and support, respond to questions about the meaning of unknown words in a story.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Trade Books	<b>STEAM and Literacy Challenge Guide</b> TG p.15 Literacy: Words to Know TG p.37 Literacy: Five Senses TG p.78 Literacy: Get the Word TG p.117 Literacy: Weather Word Web <b>Healthy You</b> TG pp 52-53 Investigation: Investigation Launch TG pp.66-67 Whole Group: Literacy <b>Finny, Feathery, Furry Friends</b> TG pp.66-67 Whole Group Literacy TG pp 106-107 Whole Group: Social and Emotional TG pp 122-123 Small Group: Science <b>Finny, Feathery, Furry Friends</b> TG pp.66-67 Whole Group Literacy <b>Weather Watchers</b> TG pp 86-87 Whole Group: Math TG p.125 Science: Reread a Weather Story
<b>Reading Standards Craft and Structure – Standard #5 R.CS.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b>	
PK.RI.CS.5 Recognize various text features	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Reading Learning Center Card: Books About Plants Investigation Flapboards and Flap Fillers Bruno’s Buzz Nonfiction Readers Trade Books	Reading Center activities motivate children to pretend-read and seek out reading-related activities (see TG p.40). Also: <b>STEAM and Literacy Challenge Guide</b> TG p.30 Literacy: Leveled Readers TG p.44 Literacy: Leveled Readers TG p.55 Literacy: Leveled Readers TG p.64 Literacy: Leveled Readers TG p.85 Literacy: Leveled Readers TG p.95 Literacy: Leveled Readers TG p.110 Literacy: Leveled Readers <b>Let’s Investigate!</b> TG p.71 Closing Circle Time: Shared Writing TG p.97 Closing Circle Time: Shared Writing TG p.119 Closing Circle Time: Shared Writing <b>Under Construction</b> TG p.40 Learning Centers: Let’s Read!

	<p><b>Watch It Grow</b> TG p.40 Learning Centers: Books About Plants</p> <p><b>Weather Watchers</b> TG p.40 Learning Centers: Read and Talk</p>
PK.RL.CS.5 Recognize common text types	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Trade Books Leveled Readers Investigation Flapboards and Flap Fillers Bruno’s Buzz Nonfiction Readers Reading Learning Center Card: Books About Plants</p>	<p>Reading Center activities motivate children to pretend-read and seek out reading-related activities (see TG p.40). Also: <b>STEAM and Literacy Challenge Guide</b> TG p.30 Literacy: Leveled Readers TG p.44 Literacy: Leveled Readers TG p.55 Literacy: Leveled Readers TG p.64 Literacy: Leveled Readers TG p.85 Literacy: Leveled Readers TG p.95 Literacy: Leveled Readers TG p.110 Literacy: Leveled Readers <b>Let’s Investigate!</b> TG p.71 Closing Circle Time: Shared Writing TG p.97 Closing Circle Time: Shared Writing TG p.119 Closing Circle Time: Shared Writing <b>Under Construction</b> TG p.40 Learning Centers: Let’s Read! <b>Watch It Grow</b> TG p.40 Learning Centers: Books About Plants</p>
<b>Reading Standards Craft and Structure – Standard #6 R.CS.6 Assess how point of view or purpose shapes the content and style of a text.</b>	
PK.RI.CS.6 With prompting and support, answer questions about who is presenting ideas or information in a text.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Leveled Readers Lapbook: <i>Trouble at Triangle Beach</i> Bruno’s Buzz Nonfiction Reader: <i>Mud Pies</i></p>	<p><b>STEAM and Literacy Challenge Guide</b> TG p.30 Literacy: Leveled Readers TG p.64 Literacy: Leveled Readers TG p.77 Writing: Mud Pie Poem</p>
PK.RL.CS.6 With prompting and support, answer questions about who is telling a story.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
	<p><b>STEAM and Literacy Challenge Guide</b> TG p.35 Literacy: Leveled Readers TG p.54 Literacy: Who Is Telling the</p>

	<p>Story?  <b>Building Social and Emotional Skills Guide</b>  TG p.9 Dilly and Great Auntie Lu</p>
<p><b>Reading Standards Integration of Knowledge and Ideas – Standard #7 R.IKI.7 Assess how point of view or purpose shapes the content and style of a text.</b></p>	
<p>PK.RI.IKI.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Oral Language Cards  Bruno’s Buzz Nonfiction Reader: <i>The Shopping List</i>  Bruno’s Buzz Nonfiction Readers <i>Mud Pies</i>  Bruno Bee Mail Poster  Bruno’s Buzz Nonfiction Reader: <i>The Fish Tank</i>  Bruno’s Buzz Nonfiction Reader: Build a Doghouse!  Bruno’s Buzz Nonfiction Reader: <i>My Five Senses</i>  Bruno’s Buzz Nonfiction Reader: <i>What’s the Weather</i>  <i>The Shape of Things</i></p>	<p><b>Under Construction</b>  TG p.122-123 Small Group: Science  TG pp.86-87 Whole Group: Math  <b>Healthy You</b>  TG pp.122-123 Small Group: Science  <b>Finny, Feathery, Furry Friends</b>  TG pp.122-123 Small Group: Science  <b>Splash and Dig</b>  TG pp.122-123 Small Group: Science  <b>Watch it Grow</b>  TG pp.56-57 Opening Circle Time  TG pp.122-123 Small Group: Science  TG p.125 Reread a Shopping Story  <b>Weather Watchers</b>  TG pp.122-123 Small Group: Science</p>
<p>PK.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Flapboards: “Gone Investigating”  Lapbook: <i>Adventure in Circle Forest</i>  Lapbook: <i>JT’s Spooky Creepy Room</i>  Dilly and Friends Read Along CD  <i>Growing Vegetable Soup</i>  Dilly and Friends Puppets</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  TG p.91 Literacy: Electronic Stories  <b>Under Construction</b>  TG p.69 Literacy: Reread a Story  <b>Watch it Grow</b>  TG pp.66-67 Whole Group: Literacy</p>
<p><b>Reading Standards Integration of Knowledge and Ideas – Standard #9 R.IKI.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.</b></p>	
<p>PK.RI.IKI.9 With prompting and support, orally identify basic similarities and differences between two texts on the same topic</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Leveled Readers</p>	<p><b>STEAM and Literacy Challenge Guide</b>  TG p.59 Literacy: Bug Books  TG p.99 Literacy: Folk Tales  TG p.118 Literacy: Animals Sleep</p>



PK.RL.IK1.9 With prompting and support, orally compare and contrast the experiences of characters in a story to personal experience or to the experiences of characters in another, familiar story.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Trade Books Flapboards: Healthy Hero” Flap Filler: “Poetry Pox” Lapbook: <i>Trouble at Triangle Beach</i> Lapbook: <i>The Silly Dilly Dance</i> Lapbook: <i>It’s My Turn</i> Lapbook: <i>Mystery in the Garden</i> Dilly and Friends Puppets Dilly and Friends Read Along CD	<b>STEAM and Literacy Challenge Guide</b> TG p.25 Literacy: Octopus Story TG p.34 Literacy: Sharing Feelings TG p.73 Literacy: Listen! TG p.99 Literacy: Folk Tales <b>Building Social and Emotional Skill Guide</b> TG p.10 Social and Emotional: Dilly and Rosalita Sausalita TG p.10 Social and Emotional: Dilly and Manny Salamander TG p.11 Social and Emotional: Dilly and Bruno Buzzbee <b>Under Construction</b> TG pp 106-107 Whole Group: Social and Emotional <b>Healthy You</b> TG pp 106-107 Whole Group: Social and Emotional <b>Finny, Feathery, Furry Friends</b> TG pp 106-107 Whole Group: Social and Emotional Splash and Dig TG pp.52-53 Investigation: Investigation Station
<b>Reading Standards Range of Reading and Level of Text Complexity – Standard #10</b> <b>Read and comprehend complex literary and informational texts independently and proficiently.</b>	
PK.RI.RRTC.10 Listen and respond to informational texts of appropriate complexity for pre-K	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Leveled Readers Lapbook: <i>It’s My Turn</i> Bruno’s Buzz Nonfiction Reader: <i>The Shopping List</i> Bruno’s Buzz: Nonfiction Reader <i>Mud Pies</i> Bruno Bee Mail Poster Bruno’s Buzz Nonfiction Reader: <i>The Fish Tank</i> Bruno’s Buzz Nonfiction Reader: <i>Build a Doghouse!</i> <i>The Shape of Things</i> Bruno’s Buzz Nonfiction Reader: <i>My Five Senses</i> Bruno’s Buzz Nonfiction Reader: <i>What’s the Weather?</i>	<b>STEAM and Literacy Challenge Guide</b> TG p.25 Literacy: Leveled Readers TG p.30 Literacy: Leveled Readers TG p.35 Literacy: Leveled Readers TG p.45 Literacy: Leveled Readers TG p.59 Literacy: Leveled Readers TG p.64 Literacy: Leveled Readers TG p.70 Literacy: Leveled Readers TG p.85 Literacy: Leveled Readers TG p.110 Literacy: Leveled Readers <b>Watch it Grow</b> TG pp.56-57 Opening Circle Time TG pp.122-123 Small Group: Science TG p.125 Reread a Shopping Story <b>Splash and Dig</b> TG pp.122-123 Small Group: Science <b>Finny, Feathery, Furry Friends</b>

	<p>TG pp.122-123 Small Group: Science  <b>Under Construction</b>  TG p.122-123 Small Group: Science  TG pp.86-87 Whole Group: Math  <b>Healthy You</b>  TG pp.122-123 Small Group: Science  <b>Weather Watchers</b>  TG pp.122-123 Small Group: Science</p>
<p>PK.RL.RRTC.10 Listen and respond to stories and poems of appropriate complexity for pre-K.</p>	
<p><b>The InvestiGator Club Components</b></p> <p><i>Commotion in the Ocean</i>  <i>I Love Trucks!</i>  <i>The Shape of Things</i>  Classic Tale: “Stone Soup”  Classic Tale: <i>The Three Little Pigs</i>  Lapbook: <i>Superhero to the Rescue</i>  Lapbook: <i>Dilly’s Alphabet Show</i>  Bruno Buzz Nonfiction Reader: <i>Build a Doghouse!</i>  Dilly and Friends Puppets  Flapboards: “The Droopy Cactus”  Flapboards: “Healthy Hero”  Flap Fillers: “Poetry Pox”  Flapboards: “Building Plans”</p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p><b>Healthy You</b>  TG pp.52-53 Investigation: Investigation Station  TG p.59 Listening: Teddy Bear  TG pp 66-67 Whole Group: Literacy  TG pp.87-88 Whole Group: Math  TG pp.102-103 Small Group: Math  TG pp.106-107 Whole Group: Social and Emotional  TG pp.126-127 Whole Group: Storytelling Classics  <b>Under Construction</b>  TG p.40 Reading: Act Out a Story  TG pp.52-53 Investigation: Investigation Launch  TG pp 122-123 Small Group: Science  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  TG p.99 Oral Language: Planting Rhyme  TG p.109 Literacy: Chuck, Chuck, and Away  <b>Weather Watchers</b>  TG pp.66-67 Whole Group: Literacy  TG p.78 Oral Language: “Our Snowman”  <b>STEAM and Literacy Challenge</b>  TG p.27 Literacy: Poetry Pox  TG p.34 Literacy: Sharing Feelings  TG p.63 Literacy: Critter Categories</p>
<p><b>Foundational Literacy Standards Print Concepts – Standard #1 FL.PC.1 Demonstrate understanding of the organization and basic features of print.</b></p>	
<p>PK.FL.PC.1 Demonstrate understanding of the organization and basic features of print.</p>	
<p><b>The InvestiGator Club Components</b></p> <p>Leveled Readers  Daily Routine Posters  Dilly and Friends Puppets</p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p><b>STEAM and Literacy Challenge Guide</b>  TG p.25 Literacy: Leveled Readers  TG p.30 Literacy: Leveled Readers</p>

<p>Lapbook: <i>Trouble at Triangle Beach</i>  Lapbook: <i>The Silly Dilly Dance</i>  Lapbook: <i>It's My Turn</i>  Dilly and Friends Read Along CD</p>	<p>TG p.45 Literacy: Leveled Readers  TG p.64 Literacy: Leveled Readers  TG p.85 Literacy: Leveled Readers  TG p.85 Literacy: Leveled Readers  TG p.110 Literacy: Leveled Readers  <b>Let's Investigate</b>  TG p.95 Reading Everywhere  TG pp.102-103 Opening Circle: Oral Language  TG p.112 Literacy: Favorite Books  TG pp.124-125 Opening Circle: Oral Language  TG p.134 Literacy: Books Have Parts  TG p.139 Literacy: Have a Book Parade!  TG p.161 Literacy: Teach Manny to Read  <b>Splash and Dig</b>  TG pp 66-67 Whole Group: Literacy  <b>Weather Watchers</b>  TG pp 66-67 Whole Group: Literacy</p>
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a. Handle books appropriately, right-side-up and turning pages one at a time, front to back.

<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Dilly and Friends Puppets  Lapbook: <i>Trouble at Triangle Beach</i>  Lapbook: <i>The Silly Dilly Dance</i>  Lapbook: <i>It's My Turn</i>  <i>The Snowy Day</i>  Dilly and Friends Read Along CD</p>	<p><b>Let's Investigate</b>  TG pp.102-103 Opening Circle Time  TG pp.124-125 Opening Circle Time  TG p.134 Books Have Parts  TG p.139 Have a Book Parade!  TG p.112 Favorite Books  TG p.161 Teach Manny to Read  <b>Finny, Feathery, Furry Friends</b>  TG p.40 Reading: Storytelling Time  TG p.65 Literacy: Book Knowledge  <b>Weather Watchers</b>  TG pp.66-67 Whole Group: Literacy</p>

b. Recognize that spoken words can be written and read.

<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Daily Routine Posters  <i>Commotion in the Ocean</i></p>	<p><i>Daily Routine Posters</i> provide rich opportunities for transposing language into print and reading it together. See pages 28-31 in each Investigation Teacher Guide for corresponding activities. Also, see:  <b>Let's Investigate</b>  TG pp 184-185 Closing Circle: Shared Writing  TG p.201 Literacy: Follow That Print  TG p.205 Literacy: Tracking Print  TG pp 206-207 Closing Circle: Shared Writing  TG pp.228-229 Closing Circle: Share Writing  <b>Splash and Dig</b></p>

	TG p.65 Whole Group: Literacy TG p.88 Literacy: Ocean Word Match <b>STEAM and Literacy Challenge</b> TG p.35 Literacy Leveled Readers
c. With guidance and support, understand that words are made up of alphabet letters.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Alphabet Flapboards and Flap Fillers Magnetic Foam Letters Lapbook: <i>Dilly's Alphabet Show</i> Dilly's Alphabet Cards Alphabet Song Poster Dilly's Music and Movement CD	Each week of each Investigation contains Alphabet Knowledge lessons (see TG pp.61, 81, 101, 121). Also: <b>Let's Investigate!</b> TG p.34 Daily Routines: Letters TG p.47 Learning Center: Painting Pals TG pp.60-61 Small Group: Literacy TG pp.86–87 Everyday Literacy: Alphabet Knowledge TG pp.108–109 Everyday Literacy: Alphabet Knowledge TG pp.130–131 Everyday Literacy: Alphabet Knowledge TG pp.152–153 Everyday Literacy: Alphabet Knowledge TG pp.174–175 Everyday Literacy: Alphabet Knowledge TG pp.196–197 Everyday Literacy: Alphabet Knowledge TG pp.218–219 Everyday Literacy: Alphabet Knowledge <b>Healthy You</b> TG p.32 Daily Routines: Letters TG p.40 Reading: The Hungry Dinosaur TG p.61 "Management" sidebar <b>Weather Watchers</b> TG p.32 Daily Routines: Letters TG p.41 Reading: Felt Board Games TG p.61 Alphabet Knowledge: Raindrop Letters
d. Recognize familiar uppercase letters and some of the most common lowercase letters.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Alphabet Flapboards and Flap Fillers Magnetic Foam Letters Lapbook: <i>Dilly's Alphabet Show</i> Picture Book Dilly's Alphabet Cards Alphabet Song Poster Dilly's Music and Movement CD	Each week of each Investigation contains Alphabet Knowledge lessons (see TG pp.61, 81, 101, 121). Also: <b>Let's Investigate!</b> TG p.34 Daily Routines: Letters TG p.47 Learning Center: Painting Pals TG pp.60-61 Small Group: Literacy TG pp.86–87 Everyday Literacy: Alphabet Knowledge TG pp.108–109 Everyday Literacy: Alphabet Knowledge TG pp.130–131 Everyday Literacy: Alphabet Knowledge TG pp.152–153 Everyday Literacy:

	<p>Alphabet Knowledge  TG pp.174–175 Everyday Literacy:  Alphabet Knowledge  TG pp.196–197 Everyday Literacy:  Alphabet Knowledge  TG pp.218–219 Everyday Literacy:  Alphabet Knowledge</p> <p><b>Healthy You</b>  TG p.32 Daily Routines: Letters  TG p.40 Reading: The Hungry Dinosaur  TG p.61 “Management” sidebar</p> <p><b>Weather Watchers</b>  TG p.32 Daily Routines: Letters  TG p.41 Writing: Felt Board Games  TG p.61 Alphabet Knowledge: Raindrop Letters</p>
e. Distinguish between pictures and words.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Oral Language Cards  Bruno’s Buzz Nonfiction Reader: <i>The Shopping List</i>  Bruno’s Buzz Nonfiction Reader: <i>Mud Pies</i>  Bruno Bee Mail Poster  Bruno’s Buzz Nonfiction Reader: The Fish Tank  Bruno’s Buzz Nonfiction Reader: Build a Doghouse!  Bruno’s Buzz Nonfiction Reader: <i>My Five Senses</i>  Bruno’s Buzz Nonfiction Reader: <i>What’s the Weather</i>  <i>The Shape of Things</i></p>	<p><b>Watch it Grow</b>  TG pp.56-57 Opening Circle: Oral Language  TG pp.122-123 Small Group: Science  TG p.125 Science: Reread a Shopping Story</p> <p><b>Splash and Dig</b>  TG pp.122-123 Small Group: Science</p> <p><b>Finny, Feathery, Furry Friends</b>  TG pp.122-123 Small Group: Science</p> <p><b>Under Construction</b>  TG p.122-123 Small Group: Science  TG pp.86-87 Whole Group: Math</p> <p><b>Healthy You</b>  TG pp.122-123 Small Group: Science</p> <p><b>Weather Watchers</b>  TG pp.122-123 Small Group: Science</p>
<b>Foundational Literacy Standards Phonological Awareness – Standard #2 FL.PA.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</b>	
PK.FL.PA.2 Demonstrate increasing understanding of spoken words, syllables, and sounds (phonemes) through oral language and with guidance and support.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
	<p>Each week of each Investigation contains Phonological Awareness lessons (see TG pp.60, 80, 100, 120).  Also:  <b>Let’s Investigate!</b>  TG pp.106–107 Everyday Literacy: Phonological Awareness</p> <p><b>Under Construction</b>  TG p.60 Phonological Awareness: Clap Words  TG p.80 Phonological Awareness: How Many Words?  TG p.100 Phonological Awareness: Tool Words Clap-Along</p>

	<p>TG p.120 Phonological Awareness: Listen and Clap  <b>Weather Watchers</b>  TG pp.56-57, Oral Language: “The Storm”  TG p. 60 Phonological Awareness: Listen and Count Sounds  TG pp.65 “Literacy: We Watch Weather  <b>STEAM and Literacy Challenge</b>  TG p.1 Phonemic Awareness: Sounds and Syllables  TG p.6 Phonemic Awareness: Foreman Foxtrot’s Syllable Play  TG p.21 Phonemic Awareness: Nose and Toes</p>
a. Recognize and discriminate rhyming words in spoken language.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Flapboards: “Building Plans”  Literacy Flap Fillers: “At the Museum”  Dilly’s Music and Movement CD  Dilly and Friends Puppets</p>	<p><b>Under Construction</b>  TG p.60 Phonological Awareness: Rock and Rhyme  TG p.80 Phonological Awareness: “Skip to My Lou”  TG pp.82-83 Small Group: Literacy  TG p.85 Literacy: Reread a Story  TG p.100 Phonological Awareness: Which Ones Rhyme?  TG p.120 Phonological Awareness: Which Ones Rhyme?  <b>Healthy You</b>  TG p.40 Reading: The Body Song  TG p.60 Phonological Awareness: Nose and Toes  TG p.60 Phonological Awareness: Use the Clues  TG p.80 Phonological Awareness: Manny’s Breakfast  TG p.80 Phonological Awareness: My Favorite Healthy Food  TG pp.82-83 Small Group: Literacy  TG p.85 Literacy: Reread a Story  TG p.92 Phonological Awareness: Where’s the Fox?  TG p.100 Phonological Awareness: Healthy Habit Rhymes  TG p.120 Phonological Awareness: Make a Match</p>
b. Begin to pronounce and identify syllables in familiar words and words in a sentence.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Oral Language Cards 46, 47	<b>Finny, Feathery, Furry Friends</b>

	<p>TG p.60 Phonological Awareness: Clap Words</p> <p>TG p.80 Phonological Awareness: Syllable Stack Up</p> <p>TG p.100 Phonological Awareness: One, Two, Three, Four</p> <p>TG p.120 Phonological Awareness: Syllable Sing-Along</p> <p><b>Under Construction</b></p> <p>TG p.60 Phonological Awareness: Clap Words</p> <p>TG p.80 Phonological Awareness: How Many Words?</p> <p>TG p.100 Phonological Awareness: Tool Words Clap-Along</p> <p>TG p.120 Phonological Awareness: Listen and Clap</p> <p><b>Watch It Grow</b></p> <p>TG p.80 Phonological Awareness: Tap for Syllables</p> <p>TG p.100 Phonological Awareness: Vanishing Syllables</p> <p>TG p.120 Phonological Awareness: Finish the Word</p>
c. Begin to blend and segment onsets and rimes of single-syllable spoken words.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Bruno Puppet</p> <p>Oral Language Cards</p>	<p><b>Weather Watchers</b></p> <p>TG p.60 Phonological Awareness: Listen and Count Sounds</p> <p>TG p.60 Phonological Awareness: Substitute Sounds</p> <p>TG p.80 Phonological Awareness: How Many Sounds Do You Hear?</p> <p>TG p.80 Phonological Awareness: Silly Sound Substitution</p> <p>TG p.100 Phonological Awareness: Spin, Find, and Say</p> <p>TG p.100 Phonological Awareness: One Sun</p> <p>TG p.120 Phonological Awareness: Sound Bounce</p> <p>TG p.120 Phonological Awareness: Leaf Game</p>
d. Begin to isolate and pronounce the initial, final, and/or medial vowel sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Bruno Puppet</p> <p>Oral Language Cards 61, 63, 64, 46, 47, 48, 49</p>	<p><b>Finny, Feathery, Furry Friends</b></p> <p>TG p.60 Phonological Awareness: Beginning Sounds</p> <p>TG p.80 Phonological Awareness: Listen for Beginning Sounds</p>

	<p>TG p.100 Phonological Awareness: Listen for the Beginning Sound  TG p.120 Phonological Awareness: Beginning Sound Match  <b>Watch It Grow</b>  TG p.100 Phonological Awareness: Finish the Word  <b>Weather Watchers</b>  TG p.60 Phonological Awareness: Listen and Count Sounds  TG p.60 Phonological Awareness: Substitute Sounds  TG p.80 Phonological Awareness: How Many Sounds Do You Hear?  TG p.80 Phonological Awareness: Silly Sound Substitution  TG p.100 Phonological Awareness: Spin, Find, and Say  TG p.100 Phonological Awareness: One Sun  TG p.120 Phonological Awareness: Sound Bounce  TG p.120 Phonological Awareness: Leaf Game</p>
<p>e. Identify whether or not two words begin or end with the same sound.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Chuck Puppet  Bruno Puppet  Oral Language Cards 44, 46, 48, 49  Flapboards: "To Be a Bee"  "Collecting the Collection"</p>	<p><b>Healthy You</b>  TG p.40 Reading: The Hungry Dinosaur  TG p.65 Literacy: Where Does It Go?  <b>Watch It Grow</b>  TG p.80 Phonological Awareness: Ending Sounds  <b>Let's Investigate</b>  TG pp.172-173 Everyday Literacy: Phonological Awareness:  TG pp.194-195 Everyday Literacy: Phonological Awareness  <b>Finny, Feathery, Furry Friends</b>  TG p.60 Phonological Awareness: Beginning Sounds  TG p.80 Phonological Awareness: Listen for Beginning Sounds  TG pp.82-83 Small Group: Literacy  TG p.85 Literacy: Reread a Story  TG p.100 Phonological Awareness: Listen for the Beginning Sound  TG p.120 Phonological Awareness: Beginning Sound Match</p>
<p>Foundational Literacy Standards  <b>Phonics and Word Recognition –</b></p>	



<b>Standard #3 FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</b>	
PK.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guides (TG)</b>
Alphabet Flapboards and Flap Fillers Magnetic Foam Letters <i>Dilly's Alphabet Show</i> Picture Book Dilly's Alphabet Cards Alphabet Song Poster Dilly's Music and Movement CD Leveled Readers	Each week of each Investigation contains Alphabet Knowledge lessons (see TG pp.61, 81, 101, 121). Also: Let's Investigate! TG p.34 Daily Routines: Letters TG p.47 Learning Center: Painting Pals TG pp.60-61 Small Group: Literacy TG pp.86–87 Everyday Literacy: <b>Let's Investigate</b> Alphabet Knowledge TG pp.108–109 Everyday Literacy: Alphabet Knowledge TG pp.130–131 Everyday Literacy: Alphabet Knowledge TG pp.152–153 Everyday Literacy: Alphabet Knowledge TG pp.174–175 Everyday Literacy: Alphabet Knowledge TG pp.196–197 Everyday Literacy: Alphabet Knowledge TG pp.218–219 Everyday Literacy: Alphabet Knowledge <b>Healthy You</b> TG p.32 Daily Routines: Letters TG p.40 Learning Center: The Hungry Dinosaur TG p.61 "Management" sidebar <b>Weather Watchers</b> TG p.32 Daily Routines: Letters TG p.41 Writing: Felt Board Games TG p.61 Alphabet Knowledge: Raindrop Letters <b>STEAM and Literacy Challenge Guide</b> TG p.95 Literacy: Leveled Readers
a. Begin to demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for familiar consonants.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
	Alphabet Knowledge TG pp.108–109 Everyday Literacy: Alphabet Knowledge TG pp.130–131 Everyday Literacy: Alphabet Knowledge TG pp.152–153 Everyday Literacy: Alphabet Knowledge TG pp.174–175 Everyday Literacy: Alphabet Knowledge

	<p>TG pp.196–197 Everyday Literacy: Alphabet Knowledge</p> <p>TG pp.218–219 Everyday Literacy: Alphabet Knowledge</p> <p>Healthy You</p> <p>TG p.32 Daily Routines: Letters</p> <p>TG p.40 Learning Center: The Hungry Dinosaur</p> <p>TG p.61 “Management” sidebar</p> <p><b>Weather Watchers</b></p> <p>TG p.32 Daily Routines: Letters</p> <p>TG p.41 Learning Center: Felt Board Games</p> <p>TG p.61 Alphabet Knowledge: Raindrop Letters</p>
<p>b. Recognize high-frequency words by sight, including own name and other familiar words in the environment</p>	
<p><b>The InvestiGator Club Components</b></p> <p>Lapbook: <i>It’s My Turn</i></p> <p>Lapbook: <i>JT’s Spooky Creepy Room</i></p> <p>Lapbook: <i>Trouble at Triangle Beach</i></p> <p>Lapbook: <i>Mystery in the Garden</i></p> <p>Dilly and Friends Puppets</p> <p>Dilly and Friends Read Along CD</p> <p><i>The Birthday Pet</i></p> <p><i>Apple Farmer Annie</i></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p><b>Let’s Investigate</b></p> <p>TG pp.70-71 Opening Circle Time: Shared Writing</p> <p>TG pp.146-147 Opening Circle Time: Oral Language</p> <p>TG p.201 Follow That Print</p> <p><b>Healthy You</b></p> <p>TG pp.110-111 Closing Circle Time</p> <p><b>Under Construction</b></p> <p>TG pp.110-111 Closing Circle Time: Shared Writing</p> <p><b>Finny, Feathery, Furry Friends</b></p> <p>TG pp.66-67 Whole Group: Literacy</p> <p>TG pp.110-111 Closing Circle Time: Shared Writing</p> <p><b>Splash and Dig</b></p> <p>TG pp.110-111 Closing Circle Time: Shared Writing</p> <p><b>Watch It Grow</b></p> <p>TG p.89 Literacy: Reread an Apple Story</p> <p><b>Dilly’s Tree House Guide/Dilly gator</b></p> <p>TG p.11 Literacy: That’s My Name!</p>
<p>c. Begin to decode regularly spelled CVC words.</p>	
<p><b>The InvestiGator Club Components</b></p> <p>Magnetic Foam Letters</p> <p>Oral Language Cards</p> <p>Lapbook: <i>JT’s Spooky Creepy Room</i></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p><b>STEAM and Literacy Challenge Guide</b></p> <p>TG p.12 Phonics: Final <i>S</i></p> <p>TG p.17 Phonics: Final <i>P</i></p> <p>TG p.32 Phonics: Final <i>D</i></p> <p>TG p.42 Phonics: Blend Short <i>A</i> and <i>E</i> Words</p> <p>TG p.54 Literacy: Decoding</p> <p>TG p.57 Phonics: Blend with Initial <i>Y</i></p> <p>TG p.82 Phonics: Short <i>I</i> and Final <i>T</i></p>

<b>Foundational Literacy Standards</b> <b>Word Composition –</b> <b>Standard #4 FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly</b>	
PK.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Leveled Readers	<b>STEAM and Literacy Challenge Guide</b> TG p.2 Phonics: Final <i>M</i> TG p.6 Phonics: Final <i>F</i> TG p.12 Phonics: Final <i>S</i> TG p.17 Phonics: Final <i>P</i> TG p.21 Phonics: Final <i>N</i> TG p.32 Phonics: Final <i>D</i> TG p.37 Phonics: Final <i>V</i> TG p.42 Phonics: Blend Short <i>A</i> and <i>E</i> Words TG p.48 Phonics: Initial Blend <i>Ci</i> TG p.51 Phonics: Initial Blend <i>Sn</i> TG p.54 Literacy: Decoding TG p.57 Phonics: Blend with Initial <i>Y</i> TG p.61 Phonics: Final <i>L</i> TG p.66 Phonics: Short <i>O</i> Rimes TG p.71 Phonics: Final <i>R</i> TG p.77 Phonics: Final <i>Z</i> TG p.82 Phonics: Short <i>I</i> and Final <i>T</i> TG p.95 Literacy: Leveled Readers TG p.106 Phonics: Letter <i>Uu</i> TG p.111 Phonics: Final <i>G</i>
a. Begin to recognize the difference between upper and lowercase letters.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Alphabet Flapboards and Flap Fillers Magnetic Foam Letters <i>Dilly's Alphabet Show</i> Picture Book Dilly's Alphabet Cards Alphabet Song Poster Dilly's Music and Movement CD	Each week of each Investigation contains Alphabet Knowledge lessons (see TG pp.61, 81, 101, 121). Also: <b>Let's Investigate!</b> TG p.34 Daily Routines: Letters TG p.47 Learning Center: Painting Pals TG pp.60-61 Small Group: Literacy TG pp.86–87 Everyday Literacy: Alphabet Knowledge TG pp.108–109 Everyday Literacy: Alphabet Knowledge TG pp.130–131 Everyday Literacy: Alphabet Knowledge TG pp.152–153 Everyday Literacy: Alphabet Knowledge TG pp.174–175 Everyday Literacy: Alphabet Knowledge TG pp.196–197 Everyday Literacy: Alphabet Knowledge TG pp.218–219 Everyday Literacy: Alphabet Knowledge

	<p><b>Healthy You</b>  TG p.32 Daily Routines: Letters  TG p.40 Learning Center: The Hungry Dinosaur  TG p.61 “Management” sidebar</p> <p><b>Weather Watchers</b>  TG p.32 Daily Routines: Letters  TG p.41 Learning Center: Felt Board Games  TG p.61 Alphabet Knowledge: Raindrop Letters</p>
<p>b. Begin to print the distinctive features of letter forms (circle, line, diagonal, crossed lines, etc.).</p>	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Lapbook: <i>Mystery in the Garden</i>  Flapboard: “Out to Sea”  Flapboards: “The Droopy Cactus”  Dilly and Friends Puppets</p>	<p><b>Let’s Investigate</b>  TG pp.206-207 Closing Circle Time: Shared Writing  TG p.43 Shared Writing: Writing Practice</p> <p><b>Under Construction</b>  TG p.61 Alphabet Knowledge: The Letter <i>Mm</i>  TG p.81 Alphabet Knowledge: The Letter <i>Ff</i>  TG p.101 Alphabet Knowledge: The Letter <i>Ss</i>  TG p.121 Alphabet Knowledge: The Letter <i>Pp</i></p> <p><b>Splash and Dig</b>  TG pp.62-63 Small Group: Early Writing  TG p.61 Alphabet Knowledge: The Letter <i>Ll</i>  TG pp.62-63 Small Group: Early Writing  TG p.81 Alphabet Knowledge: The Letter <i>Oo</i>  TG p.101 Alphabet Knowledge: The Letter <i>Rr</i>  TG p.121 Alphabet Knowledge: The Letter <i>Zz</i></p> <p><b>Watch It Grow</b>  TG pp.62-63 Small Group: Early Writing  TG p.61 Alphabet Knowledge: The Letters <i>li</i> and <i>Tt</i>  TG p.81 The Letter <i>Bb</i>  TG p.101 Alphabet Knowledge: The Letter <i>Jj</i>  TG p.121 Alphabet Knowledge: The Letter <i>Qq</i></p> <p><b>Weather Watchers</b>  TG pp.70-71 Closing Circle Time: Shared Writing  TG pp.90-91 Closing Circle Time: Shared Writing</p>
<p><b>Foundational Literacy Standards Fluency – Standard #5 FL.F.5 Read with sufficient accuracy and fluency to support comprehension.</b></p>	
<p>PK.F.5 Interact with text to support comprehension.</p>	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Bruno’s Buzz Nonfiction Readers  Leveled Readers</p>	<p><b>Healthy You</b>  TG p.125 Literacy: Reread a Senses Story</p> <p><b>Finny, Feather, Furry Friends</b>  TG pp.122-123 Small Group: Science</p>

	<p>TG p.125 Literacy: Reread a Fish Story  <b>Splash and Dig</b>  TG pp.122-123 Small Group: Science  <b>Watch It Grow</b>  TG p.125 Literacy: Reread a Shopping Story  Weather Watchers  TG pp.122-123 Small Group: Science  <b>STEAM and Literacy Challenge Guide</b>  TG p.14 Literacy: Leveled Readers  TG p.45 Literacy: Leveled Readers  TG p.59 Literacy: Leveled Readers  TG p.85 Literacy: Leveled Readers  TG p.105 Literacy: Leveled Readers  TG p.114 Literacy: Leveled Readers  <b>Dilly’s Tree House Guide/Chuck Wood</b>  TG p.8 Literacy: Chuck Saves the Day</p>
a. Use illustrations to retell story events in familiar picture books	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Flapboards  Literacy Flap Fillers</p>	<p><b>Let’s Investigate</b>  TG pp.154-155 Small Group: Literacy  <b>Watch It Grow</b>  TG pp.82-83 Small Group: Literacy  TG pp.126-127 Whole Group: Storytelling Classics  TG p.129 Literacy: Retell a Classic  <b>Weather Watchers</b>  TG pp.124-125 Science: Reread a Weather Story  TG pp.126-127 Whole Group: Storytelling Classics  <b>Splash and Dig</b>  TG pp.82-83 Small Group: Literacy  <b>Finny, Feathery, Furry Friends</b>  TG pp.82-83 Small Group: Literacy  TG pp.126-127 Whole Group: Storytelling Classics  <b>Healthy You</b>  TG pp.82-83 Small Group: Literacy</p>
<b>Foundational Literacy Standards Sentence Composition – Standard #6 FL.SC.6</b>	
<b>Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</b>	
PK.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking, and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult modeling, guidance, and support.	
a. With modeling or verbal prompts, orally produce complete sentences.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Oral Language Cards</p>	<p><b>Splash and Dig</b>  TG p.132 Oral Language: In My Yard  <b>Watch It Grow</b></p>

	<p>TG p.78 Oral Language: Who's Got the Seed?</p> <p><b>Weather Watchers</b></p> <p>TG p.59 Oral Language: Rainy-Day Walk</p> <p>TG p.72 Oral Language: Pass the Rain Hat</p> <p>TG p.79 Oral Language: What Is the Sun?</p> <p>TG p.93 Oral Language: If I Could</p> <p>TG p.93 Oral Language: Weather Report</p> <p>TG pp.96-97 Opening Circle Time: Oral Language</p> <p>TG p.99 Oral Language: A Windy-Day Story</p> <p>TG p.119 Oral Language: Season Chair</p>
<p>b. Follow one-to-one correspondence between voice and print when writing a sentence or sentence fragment, or when rereading a dictated sentence</p>	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Flapboards: "Silly Seasons"</p> <p>Flapboards: "To Be a Bee"</p> <p>Bruno's Buzz Nonfiction Readers</p> <p>Oral Language Cards</p> <p>Trade Books</p> <p>Dilly and Friends Puppets</p>	<p><b>Let's Investigate</b></p> <p>TG pp 70-71 Closing Circle: Shared Writing</p> <p><b>Under Construction</b></p> <p>TG pp 70-71 Closing Circle: Shared Writing</p> <p>TG pp 130-131 Closing Circle: Shared Writing</p> <p><b>Healthy You</b></p> <p>TG pp 70-71 Closing Circle: Shared Writing</p> <p>TG pp 110-111 Closing Circle: Shared Writing</p> <p><b>Finny, Feathery, Furry Friends</b></p> <p>TG pp 70-71 Closing Circle: Shared Writing</p> <p>TG pp 110-111 Closing Circle: Shared Writing</p> <p><b>Splash and Dig</b></p> <p>TG pp 66-67 Whole Group: Literacy</p> <p><b>Weather Watchers</b></p> <p>TG pp 70-71 Closing Circle: Shared Writing</p> <p>TG pp 130-131 Closing Circle: Shared Writing</p> <p><b>Dilly's Tree House Guide/ JT Gator</b></p> <p>TG p.3 Big Sister, Little Brother</p>
<p>c. Use frequently occurring nouns and verbs when speaking and in shared language activities.</p>	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
	<p><b>Under Construction</b></p> <p>TG pp 56-57 Opening Circle: Oral Language</p> <p>TG pp 76-77 Opening Circle: Oral Language</p> <p>TG pp 96-97 Opening Circle: Oral Language</p> <p><b>Healthy You</b></p> <p>TG pp.76-77 Opening Circle: Oral Language</p> <p>TG p.92 Oral Language: Sharing Chair</p> <p>TG pp.96-97 Opening Circle: Oral Language</p> <p>TG p 98 Oral Language: How Am I Feeling?</p> <p>TG p.99 Oral Language: Dressing Up</p>

	<p>TG p.99 Oral Language: Scrub and Rub  <b>Splash and Dig</b>  TG p.72 Oral Language: Ocean Friends  TG pp.76-77 Opening Circle: Oral Language  <b>Watch It Grow</b>  TG pp 56-57 Opening Circle: Oral Language  <b>Weather Watchers</b>  TG p.59 Oral Language: Rainy-Day Walk  TG pp 130-131 Closing Circle: Shared Writing</p>
d. Form regular plural nouns when speaking and in shared language activities.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Dilly and Friends Puppets	<p><b>Let's Investigate</b>  TG pp 176-177 Small Group: Social Studies  TG pp.212-213 Opening Circle: Oral Language  <b>Healthy You</b>  TG p.59 Oral Language: Statues  TG pp.90-91 Closing Circle: Shared Writing  TG pp.96-97 Opening Circle: Oral Language  TG p.99 Oral Language: Scrub and Rub  TG p.112 Oral Language: Sharing Chair  TG p.113 Oral Language: I Can Do It!  TG pp 116-117 Opening Circle: Oral Language  <b>Finny, Feathery, Furry Friends</b>  TG p.73 Oral Language: Jump or Jiggle  <b>Splash and Dig</b>  TG pp.76-77 Opening Circle: Oral Language  TG p.119 Oral Language: Wet and Dry  <b>Watch It Grow</b>  TG pp 76-77 Opening Circle: Oral Language</p>
e. Understand and use question words (interrogatives) when speaking and in shared language activities.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Classic Tale: Stone Soup”	<p><b>Let's Investigate</b>  TG p.105 Oral Language: Getting to Know Auntie Lu  <b>Healthy You</b>  TG pp 110-111 Closing Circle: Shared Writing  TG p 129 Literacy: Retell a Classic  <b>Finny, Feathery, Furry Friends</b>  TG p.73 Oral Language: Ask the Farmer  TG p.118 Oral Language: Grasshoppers  TG p.113 Social Studies: Special Me, Special You  TG pp.220-221 Small Group: Math  <b>Splash and Dig</b>  TG p.79 Oral Language: Questions, Please!</p>

	TG p.113 Dramatic Play: All Kinds of Doctors
f. With prompting and support, use the most frequently occurring prepositions when speaking and in shared language activities.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Lapbook: <i>Superhero to the Rescue</i> Lapbook: <i>JT's Spooky, Creep Room</i> JT Puppet Dilly and Friends Read Along CD	<b>Let's Investigate</b> TG p. 87 Social and Emotional: The Superhero in You TG p.104 Back to School: Getting to Know the Teacher TG pp.168-169 Opening Circle: Oral Language <b>Finny, Feathery, Furry Friends</b> TG pp 110-111 Closing Circle: Shared Writing TG p.119 Oral Language: Classroom Nature Walk TG p.131 Closing Circle: Shared Writing
g. With prompting and support, produce and expand complete sentences in shared language activities.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Oral Language Cards Bruno Puppet Lapbook: <i>Mystery in the Garden</i> Dilly and Friends Read Along CD	<b>Finny, Feathery, Furry Friends</b> TG p.119 Oral Language: In the Garden TG pp. 96-97 Opening Circle: Oral Language TG p. 113 Oral Language: If I Lived in a Forest <b>Watch It Grow</b> TG p. 59 Oral Language: Tell About Pictures TG pp. 106-107 Whole Group: Social and Emotional
h. Begin to recognize that name begins with a capital letter	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Lapbook: <i>Dilly's Alphabet Show</i> Center Card: "That's My Name!"	<b>Under Construction</b> TG p.41 That's My Name! TG p.61 Alphabet Knowledge: The Letter <i>Mm</i> TG p.81 Alphabet Knowledge: The Letter <i>Ff</i> TG p.101 Alphabet Knowledge: The Letter <i>Ss</i> <b>Healthy You</b> TG p.81 Alphabet Knowledge: The Letter <i>Aa</i> TG p.101 Alphabet Knowledge: The Letter <i>Dd</i> <b>Watch It Grow</b> TG p.61 Alphabet Knowledge: The Letters <i>li and Tt</i> TG p.81 Alphabet Knowledge: The Letter <i>Bb</i> Weather Watchers TG p.101 Alphabet Knowledge: The Letter <i>Gg</i> Weather Watchers TG p.61 Alphabet Knowledge: The Letter <i>Ww</i>
<b>Foundational Literacy Standards Vocabulary Acquisition – Standard #7 FL.VA.7</b>	
<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases</b>	



<b>by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>	
PK.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on pre-k conversations, reading, and content. (1) Identify new meanings for familiar words and apply them accurately. (2) Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<i>Commotion in the Ocean</i> <i>One-Dog Canoe</i>	<b>Under Construction</b> TG p 104 Social Studies: Plumbers TG p.133 Oral Language: Say It with Signs <b>Splash and Dig</b> TG pp.66-67 Whole Group: Literacy TG pp 86-87 Whole Group: Math <b>Finny, Feathery, Furry Friends</b> TG pp 76-77 Opening Circle: Oral Language TG pp 102-103 Small Group: Math <b>Watch It Grow</b> TG pp 56-57 Opening Circle: Oral Language <b>Weather Watchers</b> TG pp 52-53 Investigation: Investigation Launch
PK.FL.VA.7b With guidance and support from adults, explore word relationships and nuances in word meanings. (1) Sort common objects into categories to gain a sense of the concepts the categories represent. (2) Demonstrate understanding of frequently occurring verbs and adjectives. (3) Make real-life connections between words and their use. (4) Distinguish shades of meaning among familiar verbs describing the same general action. (i.e., jog/sprint)	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Bruno Puppet Lapbook <i>Mystery in the Garden</i>	<b>Let's Investigate</b> TG pp 102-103 Opening Circle: Oral Language TG pp 146-147 Opening Circle: Oral Language TG pp.206-207 Closing Circle Time: Shared Writing TG pp.158-159 Readiness: Left and Right <b>Under Construction</b> TG pp.62-63 Small Group: Early Writing TG pp.106-107 Whole Group: Social and Emotional <b>Healthy You</b> TG pp.52-53 Investigation: Investigation Launch TG p.58 Oral Language: Chuck Says <b>Finny, Feathery, Furry Friends</b> TG pp.52-53 Investigation: Investigation Launch TG pp.62-63 Small Group: Early Writing TG pp.66-67 Whole Group: Literacy TG pp 76-77 Opening Circle: Oral Language

	<p>TG pp 116-117 Opening Circle: Oral Language  <b>Watch It Grow</b>  TG pp.52-53 Investigation: Investigation Launch  TG pp 102-103 Small Group: Math  <b>Weather Watchers</b>  TG pp 52-53 Investigation: Investigation Launch</p>
<p>PK.FL.VA.7c Use words and phrases acquired through conversations, being read to, and responding to texts.</p>	
<p><b>The InvestiGator Club Components</b></p> <p>Dilly and Friends Puppets  Lapbook: <i>Mystery in the Garden</i>  Lapbook: <i>Adventure in Circle Forest</i>  Dilly’s Music and Movement CD  Theme Song Poster</p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p><b>Let’s Investigate</b>  TG p.73 Early Writing: Our New Friend, Dilly  TG pp.80-81 Opening Circle: Oral Language  TG pp.102-103 Opening Circle: Oral Language  TG pp.124-125 Opening Circle: Oral Language  TG p.142 Oral Language: Sharing Chair  <b>Under Construction</b>  TG pp.56-57 Opening Circle: Oral Language  TG p.58 Oral Language: Steam Shovel  TG p.59 Oral Language: Off to Work  TG p.92 Oral Language: House Talk  TG p.113 Oral Language: Character Puppets  <b>Splash and Dig</b>  TG p.72 Oral Language: Sharing Chair  TG p.72 Oral Language: Ocean Friends  TG p.79 Oral Language: Questions, Please!  TG p.98 Oral Language: Off to the Lake  <b>Watch It Grow</b>  TG p.58 Oral Language: Explore a Rain Forest  TG pp 76-77 Opening Circle: Oral Language  TG p.99 Oral Language: All About Soil  TG pp.116-117 Opening Circle: Oral Language</p>
<p><b>Writing Standards Text Types and Protocol – Standard #1 W.TTP.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b></p>	
<p>PK.W.TTP.1 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to express a preference, opinion, or idea about a specific topic or text.</p>	
<p><b>The InvestiGator Club Components</b></p> <p>Lapbook: <i>Mystery in the Garden</i>  Lapbook: <i>Adventure in Circle Forest</i>  Dilly’s Music and Movement CD  Dilly and Friends Puppets</p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p><b>Let’s Investigate</b>  TG pp.70-71 Closing Circle Time: Shared Writing  TG pp.96-97 Closing Circle Time: Shared Writing</p>

	<p>TG p.117 Storytelling Necklaces  TG pp.118-119 Closing Circle Time: Shared Writing  TG pp.162-163 Closing Circle Time: Shared Writing  TG pp.184-185 Closing Circle Time: Shared Writing  TG pp.206-207 Closing Circle Time: Shared Writing  <b>Under Construction</b>  TG pp.70-71 Closing Circle Time: Shared Writing  TG pp.90-91 Closing Circle Time: Shared Writing  TG pp.110-111 Closing Circle Time: Shared Writing  TG pp.130-131 Closing Circle Time: Shared Writing  TG p.133 Write Away</p>
<p><b>Writing Standards Text Types and Protocol – Standard #2 W.TTP.2 Write information/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p>	
<p>PK.W.TTP.2 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to explain information about a familiar topic or informational text.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Dilly and Friends Puppets  Dilly’s Music and Movement CD  Oral Language Cards  Flapboards “Building Plans”  Lapbook: <i>Mystery in the Garden</i>  Lapbook: <i>Adventure in Circle Forest</i></p>	<p><b>Let’s Investigate</b>  TG pp.70-71 Closing Circle Time: Shared Writing  TG pp.96-97 Closing Circle Time: Shared Writing  TG p.117 Storytelling Necklaces  TG pp.118-119 Closing Circle Time: Shared Writing  TG pp.162-163 Closing Circle Time: Shared Writing  TG pp.184-185 Closing Circle Time: Shared Writing  TG pp.206-207 Closing Circle Time: Shared Writing  <b>Under Construction</b>  TG pp.57 Opening Circle Time: Oral Language, Make Connections  TG pp.70-71 Closing Circle Time: Shared Writing  TG pp.90-91 Closing Circle Time: Shared Writing  TG pp.110-111 Closing Circle Time: Shared Writing</p>

	TG pp.130-131 Closing Circle Time: Shared Writing TG p.133 Shared Writing: Write Away
<b>Writing Standards Text Types and Protocol – Standard #3 W.TTP.3 Write narratives to develop real or imagined experiences or events using effective techniques, well chosen details, and well-structured event sequences.</b>	
PK.W.TTP.3 With modeling, prompting, and support, use a combination of drawing, dictating, and/or emergent writing to narrate a single event.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Flapboards and Flap Fillers Trade Books	<b>Let’s Investigate</b> TG pp.184-185 Closing Circle: Shared Writing <b>Finny, Feathery, Furry Friends</b> TG pp 90-91 Closing Circle: Shared Writing <b>Splash and Dig</b> TG pp.62-63 Small Group: Early Writing <b>Watch It Grow</b> TG pp 90-91 Closing Circle: Shared Writing <b>Weather Watchers</b> TG p.105 Shared Writing: Write a Story <b>Dilly’s Tree House Guide/Chuck Wood</b> TG p.11 I Pretend <b>STEAM and Literacy Challenge Guide</b> TG p.2 Writing: Write About Helping TG p.50 Writing: I Went to Old MacDonald’s Farm TG p.55 Writing: Scary! TG p.60 Writing: Shared Fable TG p.62 Writing: I Like to Sail TG p.85 Writing: A Plant Story
<b>Writing Standards Production and Distribution of Writing – Standard #4 W.PDW.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>	
PK.W.PDW.4 With modeling, guidance, and support, produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Flapboards: “Out to Sea” Dilly and Friends Puppets <i>One-Dog Canoe</i> <i>Growing Vegetable Soup</i> Lapbook: <i>Trouble at Triangle Beach</i> Dilly’s Music and Movement CD	<b>Under Construction</b> TG pp.57 Opening Circle: Oral Language, Make Connections TG pp.70-71 Closing Circle: Shared Writing TG pp.90-91 Closing Circle: Shared Writing <b>Finny, Feathery, Furry Friends</b> TG pp.62-63 Small Group: Early Writing TG pp 90-91 Closing Circle: Shared Writing TG pp.110-111 Closing Circle: Writing TG pp 130-131 Closing Circle: Writing <b>Splash and Dig</b> TG p.41 Writing: Fun with Water TG pp.62-63 Small Group: Early Writing

	<p>TG pp 90-91 Closing Circle: Shared Writing  TG pp.110-111 Closing Circle: Writing  TG pp 130-131 Closing Circle: Writing  <b>Watch It Grow</b>  TG p.41 Writing: Greetings from the Garden  TG pp.70-71 Closing Circle: Shared Writing</p>
<p><b>Writing Standards Production and Distribution of Writing – Standard #5 W.PDW.5</b>  <b>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach</b></p>	
<p>PK.W.PDW.5 With guidance and support from adults, respond to questions and suggestions from others and add details to strengthen drawing, dictating and/or emergent writing as needed.</p>	
<p><b>The InvestiGator Club Components</b></p> <p>Lapbook: <i>Mystery in the Garden</i>  Flapboards: “The Droopy Cactus”  Flapboards: “Silly Seasons”  Oral Language Cards  <i>Growing Vegetable Soup</i>  <i>The Snowy Day</i>  <i>One-Dog Canoe</i></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p><b>STEAM and Literacy Challenge Guide</b>  TG p.15 Writing: Revise a Character Sketch  TG p.20 Writing: Recipe for Nuts and Bolts  TG p.25 Writing: My Body, My Senses  TG p.30 Writing: Snack Attack  TG p.35 Writing: Alone and Together  TG p.60 Writing: Informational Text  TG p.77 Writing: Mud Pie Poem  TG p.80 Writing: Dear River Critters  TG p.86 Writing: My Favorite Vegetable  <b>Splash and Dig</b>  TG pp 90-91 Closing Circle: Shared Writing  <b>Watch It Grow</b>  TG pp 110-111 Closing Circle: Shared Writing  TG pp 130-131 Closing Circle: Shared Writing  <b>Weather Watchers</b>  TG pp 70-71 Closing Circle: Shared Writing  TG pp 90-91 Closing Circle: Shared Writing</p>
<p><b>Writing Standards</b>  <b>Research to Build and Present Knowledge –</b>  <b>Standard #7 W.RBPK.7 Conduct short but more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.</b></p>	
<p>PK.W.PDW.7 With modeling, guidance, and support, participate in shared research and writing projects, such as reading a number of books by a favorite author and expressing opinions about them.</p>	
<p><b>The InvestiGator Club Components</b></p> <p>Lapbook: <i>Mystery in the Garden</i>  Lapbook: <i>JT’s Spooky, Creepy Room</i> Oral  Language Cards 28 and 36  Flapboards: “Building Plans”  Bruno puppet</p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p><b>Let’s Investigate</b>  TG pp.206-207 Closing Circle Time: Shared Writing  <b>Under Construction</b>  TG p.57 Opening Circle Time: Oral  Language, Make Connections  <b>STEAM and Literacy Challenge Guide</b></p>

	TG p.13 Writing: Describing Words TG p 40 Writing: Healthy Food Menu TG p.55 Writing: Spooky Creepy Book
<b>Writing Standards</b> <b>Research to Build and Present Knowledge –</b> <b>Standard #8 W.RBPK.8 Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</b>	
PK.W.RBPK.8 With modeling, guidance, and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Science Learning Center Cards JT Days Poster Oral Language Card 50 Flapboards: “To Be a Bee”	Each Investigation Station (see TG pp.54–55) asks children to use tools as part of their investigating. Also: <b>Let’s Investigate!</b> TG p.49 Learning Centers: Exploring Water TG pp.66–67 Whole Group: Readiness: Colors TG p.135 Science: Investigators Try and Record TG pp.136–137 Whole Group: Readiness: Time TG pp.234–235 Family Investigation Night: Scavenger Hunt <b>Under Construction</b> TG p.47 Learning Centers: Sand Construction TG pp.54–55 Investigation: Investigation Station TG p.104 Science: Rocks Rock! <b>Healthy You</b> TG p.47 Learning Centers: Soup du Jour TG pp.54–55 Investigation: Investigation Station <b>Splash and Dig</b> TG p.47 Learning Centers: Water Play <b>Finny, Furry, Feathery Friends</b> TG p.43 Learning Center: Animal Homes Learning Center: Living and Nonliving TG p.54 Investigation Station TG p.118 Oral Language: Spiders Oral Language: Grasshoppers TG p.119 Oral Language: Classroom Nature Walk
<b>Writing Standards</b> <b>Range of Writing –</b>	

<b>Standard #10 W.RW.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>	
PK.W.RBPK.10 With modeling, guidance, and support from adults, engage routinely in drawing, dictating, and emergent writing activities for a range of tasks, purposes, and audiences.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Lapbook: <i>Mystery in the Garden</i> Lapbook: <i>Adventure in Circle Forest</i> Dilly's Music and Movement CD Dilly and Friends Puppets Oral Language Cards 28 and 36 Flapboards "Building Plans"	<b>Let's Investigate</b> TG pp.70-71 Closing Circle Time: Shared Writing TG pp.96-97 Closing Circle Time: Shared Writing TG p.117 Storytelling Necklaces TG pp.118-119 Closing Circle Time: Shared Writing TG pp.162-163 Closing Circle Time: Shared Writing TG pp.184-185 Closing Circle Time: Shared Writing TG pp.206-207 Closing Circle Time: Shared Writing <b>Under Construction</b> TG pp.57 Opening Circle Time: Oral Language, Make Connections TG pp.70-71 Closing Circle Time: Shared Writing TG pp.90-91 Closing Circle Time: Shared Writing TG pp.110-111 Closing Circle Time: Shared Writing TG pp.130-131 Closing Circle Time: Shared Writing TG p.133 Write Away
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration –</b> <b>Standard #1 SL.CC.1 Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</b>	
PK.SL.CC.1 Participate with varied peers and adults in collaborative conversations across activities throughout the day.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Oral Language cards 44, 49	<b>Finny, Feathery, Furry Friends</b> TG pp 54-55 Investigation: Investigation Station TG p.56-57 Opening Circle: Oral Language TG p.64 Science: Gathering Pet Data TG p.72 Oral Language: Hold the Pet TG p.73 Oral Language: Jump or Jiggle TG p.78 Oral Language: Name the Animals

	<p>TG p.78 Oral Language: What Does It Come From?  TG pp.96-97 Opening Circle: Oral Language  TG p.99 Oral Language: For the Birds  TG p.99 Oral Language: A Bear Story  TG pp 106-107 Whole Group: Social and Emotional  <b>Healthy You</b>  TG pp.90-91 Closing Circle: Shared Writing  TG pp.96-97 Opening Circle: Oral Language  TG p 113: Health: I Can Do It!  <b>Splash and Dig</b>  TG p.98 Oral Language: Off to the Lake  TG pp.116-117 Opening Circle: Oral Language</p>
<p>a. Demonstrate appropriate conversational interactions including taking turns, listening, speaking, answering questions, and wait time.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Lapbook: <i>Adventure in Circle Forest</i>  Dilly’s Music and Movement CD  Listen to Your World CD  Alphabet Song Poster  Theme Song Poster  Splash and Dig Flapboards and Flap Fillers  Watch It Grow Flapboards and Flap Fillers  Oral Language Cards</p>	<p><b>Let’s Investigate!</b>  TG p.30 Daily Routines: Birthdays  TG pp.60–61 Everyday Literacy: Alphabet Knowledge  TG p.105 Oral Language: Getting to Know Auntie Lu  TG pp.212–213 Opening Circle Time: Oral Language  TG p.215 Literacy: The Curiosity in You  <b>Under Construction</b>  TG p.78 Oral Language: Room Riddles  TG p.79 Oral Language: Where Do We Live?  TG p.79 Oral Language: Do You See It?  TG p.98 Listening: Tool Talk  <b>Healthy You</b>  TG p.72 Oral Language: Quiz Show  TG p.104 Science: Clues to Healthy Habits  <b>Finny, Feathery, Furry Friends</b>  TG p.59 Oral Language: Pet Talk  TG p.98 Listening: “The Squirrel”  <b>Splash and Dig</b>  TG p.79 Oral Language: Questions, Please!  <b>Watch It Grow</b>  TG pp.52–53 Investigation: Investigation Launch  TG p.78 Oral Language: Who’s Got the Seed?  TG p.118 Oral Language: It’s in the Bag!</p>



<b>Speaking and Listening Standards Comprehension and Collaboration – Standard #2</b>	
<b>SL.CC.2 Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats</b>	
PK.SL.CC.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details or by retelling, acting out, or representing key details through work in centers.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Investigation Flapboards and Flap Fillers Bruno’s Buzz Nonfiction Readers Trade Books Watch It Grow Learning Center Card: "Books About Plants" Flapboards: “Gone Investigating”	Learning Centers Reading Center activities motivate children to pretend-read and seek out reading-related activities (see TG p.40). Also: <b>Let’s Investigate!</b> TG p.42 Learning Centers: Reading Practice and Picture Dictionary TG p.112 Literacy: Favorite Books TG pp.76-77 Investigation Launch <b>Under Construction</b> TG p.40 Learning Center: Let’s Read! <b>Healthy You</b> TG pp.82–83 Small Group: Literacy TG p.85 Literacy: Reread a Story <b>Watch It Grow</b> TG p.40 Learning Centers: Books About Plants TG p.85 Literacy: Reread a Robot Story TG p.105 Literacy: Reread a Sorting Story TG pp.122–123 Small Group: Science TG p.125 Literacy: Reread a Shopping Story
<b>Speaking and Listening Standards Comprehension and Collaboration – Standard #3</b>	
<b>SL.CC.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.</b>	
PK.SL.CC.3 With prompting and support, ask and answer questions about what a speaker says in order to seek help, get information, or clarify something that is not understood.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Watch It Grow Learning Center Card: "Books About Plants" Bruno’s Buzz Nonfiction Reader: <i>The Shopping List</i> Bruno’s Buzz Nonfiction Reader: <i>Mud Pies</i> Bruno Bee Mail Poster Bruno’s Buzz Nonfiction Reader: <i>The Fish Tank</i> Bruno’s Buzz Nonfiction Reader: <i>Build a Doghouse!</i> Bruno’s Buzz Nonfiction Reader: <i>My Five Senses</i> Bruno’s Buzz Nonfiction Reader: <i>What’s the Weather</i> <i>The Shape of Things</i>	<b>Watch it Grow</b> TG p.40 Learning Centers: Books About Plants TG pp.122-123 Small Group: Science TG p.125 Reread a Shopping Story <b>Splash and Dig</b> TG pp.122-123 Small Group: Science <b>Finny, Feathery, Furry Friends</b> TG pp.122-123 Small Group: Science <b>Under Construction</b> TG p.122-123 Small Group: Science TG pp.86-87 Whole Group: Math <b>Healthy You</b> TG pp.122-123 Small Group: Science <b>Weather Watchers</b>

	TG pp.122-123 Small Group: Science
<b>Speaking and Listening Standards Presentation of Knowledge and Ideas – Standard #4</b>	
<b>SL.PKI.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</b>	
PK.SL.PKI.4 Describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Lapbook: <i>Trouble at Triangle Beach</i> Lapbook: <i>Superhero to the Rescue</i> Dilly and Friends Puppets Dilly and Friends Read Along CD Flapboards: “Gone Investigating” Classic Tale: “Stone Soup” Flapboards: “To Be a Bee”	<b>Let’s Investigate</b> TG p.105 Literacy: The Storyteller in You TG pp.118-119 Closing Circle: Shared Writing TG pp.168-169 Opening Circle: Oral Language TG pp.184-185 Closing Circle: Shared Writing TG p.223 Literacy: Sequence of Events TG p.227 Literacy: Sequence of Events <b>Healthy You</b> TG p 78 Oral Language: Carrots TG p.99 Oral Language: Care for Cuts TG p.99 Oral Language: Dressing Up TG p 99 Oral Language: Scrub and Rub TG p.129 Literacy: Retell a Classic <b>Finny, Feathery, Furry Friends</b> TG p.59 Oral Language: Pet Talk TG pp.62-63 Small Group: Early Writing TG p.78 Listening: Name the Animals TG p.98 Oral Language: Binoculars
<b>Speaking and Listening Standards Presentation of Knowledge and Ideas – Standard #5</b>	
<b>SL.PKI.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b>	
PK.SL.PKI.5 Create representations and extensions of experiences or stories through writing, drawing, and open-ended materials in centers, and discuss them with others.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Lapbook: <i>Superhero to the Rescue</i> Oral Language Card 26 Center Card “Block Town”	<b>Let’s Investigate</b> TG pp.176-177 Small Group: Social Studies <b>Under Construction</b> TG p.40 Reading: Act Out a Story TG p.48 Blocks: Block Town TG pp.54-55 Investigation: Investigation Station TG p.89 Art: Shapely Home TG pp.54-55 Investigation: Investigation Station <b>Finny, Feathery, Furry Friends</b> TG pp 54-55 Investigation: Investigation Station TG pp 56-57 Opening Circle: Oral Language

	TG pp 90-91 Closing Circle: Shared Writing <b>Dilly’s Tree House Guide/Chuck Wood</b> TG p.4 My Own Map
<b>Speaking and Listening Standards Presentation of Knowledge and Ideas – Standard #6 SL.PKI.6 Adapt speech to a variety of contents and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>	
PK.SL.PKI.6 With modeling, guidance, and support, express thoughts, feelings, and ideas through speaking.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
	<p><b>Let’s Investigate</b> TG p.98 Closing Circle Time: Sharing Chair TG p.105 Oral Language: Getting to Know Auntie Lu TG pp.124-125 Opening Circle: Oral Language</p> <p><b>Finny, Feathery, Furry Friends</b> TG pp 54-55 Investigation: Investigation Station TG p.113 Oral Language: If I Lived in a Forest</p> <p><b>Splash and Dig</b> TG p.79 Oral Language: Questions, Please! TG p.132: Oral Language: In My Yard</p> <p><b>Watch It Grow</b> TG pp 54-55 Investigation: Investigation Station TG p.78 Oral Language: Who’s Got the Seed?</p> <p><b>Weather Watchers</b> TG p.92 Oral Language: We Remember TG p.93: Oral Language: If I Could TG p.99 Oral Language: A Windy-Day Story</p> <p><b>Building Social and Emotional Skills</b> TG p.14 Tell Us About It TG p.18 Talk About It TG p.19 Let’s Be Friends</p>

**Mathematics**

<b>Counting and Cardinality (CC): Standard A Know number names and the counting sequence.</b>	
PK.CC.A.1 Count forward from 1 to 30.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Math and Sorting Board Foam Numbers	<b>Healthy You</b> TG p.64 Math: The Number 3

<p>Counting Strips  Learning Center Cards  Trade Books: <i>More, Fewer, Less; One-Dog Canoe; Snow</i>  Learning Center Card: "Math Match"  Splash and Dig Flapboards and Flap Fillers</p>	<p>TG p.69 Math: Hide and Seek  TG p.124 Math: The Number 4  <b>Finny, Feathery, Furry Friends</b>  TG p.42 Learning Centers: How Many Dogs?  TG p.84 Math: The Number 5  <b>Splash and Dig</b>  TG p.42 Learning Centers: Math: Fish Ponds  TG pp.86–87 Whole Group: Math  TG p.89 Math: Reread <i>One-Dog Canoe</i>  <b>Watch It Grow</b>  TG p.64 Math: The Number 8  TG p.124 Math: The Number 9  <b>Weather Watchers</b>  TG p.84 Math: We Know 10  TG p.86–87 Whole Group: Math  <b>Investigate Math Guide</b>  TG p.24 Train Game  TG p.27 Estimation Station  TG p.30 Tail Mix Match  TG p.37 Balloon Toss Game  TG p.40 Plant Seeds</p>
<p>PK.CC.A.3 Begin to print the distinctive features of numerals. (circle, line, diagonal, crossed lines, etc.)</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Foam Numbers  Pet Counters</p>	<p><b>Under Construction</b>  TG p.64 Math: The Number 1  TG p.124 Math: The Number 2  <b>Healthy You</b>  TG p.64 Math: The Number 3  TG p.124 Math: The Number 4  <b>Finny, Feathery, Furry Friends</b>  TG p.84 Math: The Number 5  TG p.124 Math: The Number 2  <b>Splash and Dig</b>  TG p.124 Math: The Number 7  <b>Watch It Grow</b>  TG p.64 Math: The Number 8  TG p.124 Math: The Number 9  <b>Weather Watchers</b>  TG p.84 Math: We Know 10</p>
<p>PK.CC.A.4 Begin to name numerals 0-10</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Math and Sorting Board  Foam Numbers  Counting Strips  Learning Center Cards  Trade Books: <i>More, Fewer, Less; One-</i></p>	<p><b>Let's Investigate!</b>  TG p.44 Learning Centers: Math Match  TG p.91 Small Group: Math: One to One  TG pp.106–107 Everyday Literacy:</p>

<p><i>Dog Canoe; Snow</i>  Let's Investigate! Learning Center Card:  "Math Match"  Splash and Dig Flapboards and Flap Fillers</p>	Phonological Awareness 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 TG p.124 Math: The Number 4 <b>Finny, Feathery, Furry Friends</b> TG p.42 Learning Centers: How Many Dogs? TG p.84 Math: The Number 5 <b>Splash and Dig</b> TG p.42 Learning Centers: Math: Fish Ponds TG pp.86–87 Whole Group: Math TG p.89 Math: Reread <i>One-Dog Canoe</i> <b>Watch It Grow</b> TG p.64 Math: The Number 8 TG p.124 Math: The Number 9 <b>Weather Watchers</b> TG p.84 Math: We Know 10 TG p.86–87 Whole Group: Math TG p.37 Snacks: Trail Mix
<b>Counting and Cardinality (CC): Standard B Count to tell the number of objects.</b>	
PK.CC.B.4 Understand the relationship between numbers and quantities; connect counting to cardinality.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p><i>One-Dog Canoe</i>  Flapboards: "Out to Sea"  "How Many?" Teacher Guide, pages 158-161  Math Flap Fillers: "How Many?"</p>	<b>Let's Investigate!</b> TG p.44 Learning Centers: Math Match TG p.91 Small Group: Math: One to One TG pp.106–107 Everyday Literacy: Phonological Awareness 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 TG p.124 Math: The Number 4 <b>Finny, Feathery, Furry Friends</b> TG p.42 Learning Centers: How Many Dogs? TG p.84 Math: The Number 5 <b>Splash and Dig</b> TG p.42 Learning Centers: Math: Fish Ponds TG pp.86–87 Whole Group: Math TG p.89 Math: Reread <i>One-Dog Canoe</i> <b>Watch It Grow</b> TG p.64 Math: The Number 8 TG p.124 Math: The Number 9 <b>Weather Watchers</b>

	TG p.84 Math: We Know 10 TG p.86–87 Whole Group: Math
a. When counting objects, say the number names in the standard order, using one-to-one correspondence	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Math and Sorting Board Foam Numbers Counting Strips Learning Center Cards Trade Books: <i>More, Fewer, Less; One-Dog Canoe; Snow</i> Let's Investigate! Learning Center Card: "Math Match" Splash and Dig Flapboards and Flap Fillers	<b>Investigate Math Activity Guide</b> TG p 12 Match the Counters <b>Let's Investigate!</b> TG p.44 Learning Centers: Math Match TG p.91 Small Group: Math: One to One TG p 156 Math: More or Less TG p.161 Math: A Living Graph <b>Healthy You</b> TG p.124 Math: The Number 4 <b>Finny, Feathery, Furry Friends</b> TG p.42 Learning Centers: How Many Dogs? TG p.84 Math: The Number 5 <b>Splash and Dig</b> TG p.42 Learning Centers: Math: Fish Ponds TG pp.86–87 Whole Group: Math TG p.89 Math: Reread <i>One-Dog Canoe</i> <b>Watch It Grow</b> TG p.64 Math: The Number 8 TG p.124 Math: The Number 9 <b>Weather Watchers</b> TG p.84 Math: We Know 10 TG p.86–87 Whole Group: Math
b. Understand that the last number name said tells the number of objects counted.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Math and Sorting Board Foam Numbers Counting Strips Learning Center Cards Splash and Dig Flapboards and Flap Fillers	<b>Let's Investigate!</b> TG p.44 Learning Centers: Math Match 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 TG p.124 Math: The Number 4 <b>Finny, Feathery, Furry Friends</b> TG p.42 Math: How Many Dogs? TG p.84 Math: The Number 5 <b>Splash and Dig</b> TG p.42 Math: Fish Ponds TG pp.86–87 Whole Group: Math TG p.89 Math: Reread <i>One-Dog Canoe</i> <b>Watch It Grow</b>

	<p>TG p.64 Math: The Number 8  TG p.124 Math: The Number 9  <b>Weather Watchers</b>  TG p.84 Math: We Know 10  TG p.86–87 Whole Group: Math  TG p.37 Snacks: Trail Mix</p>
c. Recognize that one more object added to a group of objects changes the quantity.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Flapboards: Silly Seasons”  “Count with Me,” Teacher Guide pp 158-161  Math Flap Fillers “Count with Me”</p>	<p><b>Watch it Grow</b>  TG p.124 Math: The Number 9  <b>Weather Watchers</b>  TG p.42 How Much Do They Cost?  TG pp.102-103 Small Group: Math  TG p.105 Literacy: Reread “Count with Me”  TG p.108 Math: Puzzlers</p>
PK.CC.B.5 Understand that a number represents a corresponding quantity.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Math and Sorting Board  Foam Numbers  Counting Strips  Learning Center Cards  Trade Books: <i>More, Fewer, Less;</i>  <i>One-Dog Canoe; Snow</i>  Let’s Investigate! Learning Center  Card: "Math Match"  Splash and Dig Flapboards and Flap Fillers</p>	<p><b>Let’s Investigate!</b>  TG p.44 Learning Centers: Math  Match TG p.91 Small Group: Math:  One to One  TG pp.106–107 Everyday Literacy:  Phonological Awareness  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  TG p.124 Math: The Number 4  <b>Finny, Feathery, Furry Friends</b>  TG p.42 Learning Centers: How Many  Dogs?  TG p.84 Math: The Number 5  <b>Splash and Dig</b>  TG p.42 Learning Centers: Math: Fish  Ponds  TG pp.86–87 Whole Group: Math  TG p.89 Math: Reread <i>One-Dog  Canoe</i>  <b>Watch It Grow</b>  TG p.64 Math: The Number 8  TG p.124 Math: The Number 9  <b>Weather Watchers</b>  TG p.84 Math: We Know 10  TG p.86–87 Whole Group: Math  TG p.37 Snacks: Trail Mix  <b>Investigate Math Activity Guide</b>  p.12 Math: Match the Counters  p.15 Math: The Number or Not?</p>
a. Subitize quantities up to 5 (i.e., the ability to look at a quantity and say the quantity [1-5] quickly, just by looking).	

<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Math and Sorting Board Foam Numbers Counting Strips Learning Center Cards Trade Books: <i>More, Fewer, Less; One-Dog Canoe; Snow</i> Let's Investigate! Learning Center Card: "Math Match" Splash and Dig Flapboards and Flap Fillers	<b>Let's Investigate!</b> TG p.44 Learning Centers: Math Match TG p.91 Small Group: Math: One to One TG pp.106–107 Everyday Literacy: Phonological Awareness 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 TG p.124 Math: The Number 4 <b>Finny, Feathery, Furry Friends</b> TG p.42 Learning Centers: How Many Dogs? TG p.84 Math: The Number 5 <b>Splash and Dig</b> TG p.42 Learning Centers: Math: Fish Ponds TG pp.86–87 Whole Group: Math TG p.89 Math: Reread <i>One-Dog Canoe</i> <b>Watch It Grow</b> TG p.64 Math: The Number 8 TG p.124 Math: The Number 9 <b>Weather Watchers</b> TG p.84 Math: We Know 10 TG p.86–87 Whole Group: Math TG p.37 Snacks: Trail Mix

b. Given a number from 1-10, count out that many objects.

<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Math and Sorting Board Foam Numbers Counting Strips Learning Center Cards Trade Books: <i>More, Fewer, Less; One-Dog Canoe; Snow</i> Let's Investigate! Learning Center Card: "Math Match" Splash and Dig Flapboards and Flap Fillers	<b>Let's Investigate!</b> TG p.44 Learning Centers: Math Match TG p.91 Small Group: Math: One to One TG pp.106–107 Everyday Literacy: Phonological Awareness 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 TG p.124 Math: The Number 4 <b>Finny, Feathery, Furry Friends</b> TG p.42 Learning Centers: How Many Dogs? TG p.84 Math: The Number 5 <b>Splash and Dig</b> TG p.42 Learning Centers: Math: Fish Ponds TG pp.86–87 Whole Group: Math TG p.89 Math: Reread <i>One-Dog Canoe</i> <b>Watch It Grow</b>



	<p>TG p.64 Math: The Number 8  TG p.124 Math: The Number 9  <b>Weather Watchers</b>  TG p.84 Math: We Know 10  TG p.86–87 Whole Group: Math  TG p.37 Snacks: Trail Mix</p>
<p>c. With guidance and support, count to answer “how many?” questions about as many as 10 things arranged in a line, a rectangular array, or a circle</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Math and Sorting Board  Foam Numbers  Counting Strips  Learning Center Cards  Trade Books: <i>More, Fewer, Less; One-Dog Canoe; Snow</i>  Let’s Investigate! Learning Center Card: "Math Match"  Splash and Dig Flapboards and Flap Fillers</p>	<p><b>Let’s Investigate!</b>  TG p.44 Learning Centers: Math Match  TG p.91 Small Group: Math: One to One  TG pp.106–107 Everyday Literacy: Phonological Awareness  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  TG p.124 Math: The Number 4  <b>Finny, Feathery, Furry Friends</b>  TG p.42 Learning Centers: How Many Dogs?  TG p.84 Math: The Number 5  <b>Splash and Dig</b>  TG p.42 Learning Centers: Math: Fish Ponds  TG pp.86–87 Whole Group: Math  TG p.89 Math: Reread <i>One-Dog Canoe</i>  <b>Watch It Grow</b>  TG p.64 Math: The Number 8  TG p.124 Math: The Number 9  <b>Weather Watchers</b>  TG p.84 Math: We Know 10  TG p.86–87 Whole Group: Math  TG p.37 Snacks: Trail Mix</p>
<p>d. With guidance and support, count to answer “how many?” questions about as many as 5 things in a scattered configuration.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Math and Sorting Board  Foam Numbers  Counting Strips  Learning Center Cards  Trade Books: <i>More, Fewer, Less; One-Dog Canoe; Snow</i>  Let’s Investigate! Learning Center Card: "Math Match"  Splash and Dig Flapboards and Flap Fillers</p>	<p><b>Let’s Investigate!</b>  TG p.44 Learning Centers: Math Match  TG p.91 Small Group: Math: One to One  TG pp.106–107 Everyday Literacy: Phonological Awareness  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  TG p.124 Math: The Number 4  <b>Finny, Feathery, Furry Friends</b></p>

	<p>TG p.42 Learning Centers: How Many Dogs?  TG p.84 Math: The Number 5  <b>Splash and Dig</b>  TG p.42 Learning Centers: Math: Fish Ponds  TG pp.86–87 Whole Group: Math  TG p.89 Math: Reread <i>One-Dog Canoe</i>  <b>Watch It Grow</b>  TG p.64 Math: The Number 8  TG p.124 Math: The Number 9  <b>Weather Watchers</b>  TG p.84 Math: We Know 10  TG p.86–87 Whole Group: Math  TG p.37 Snacks: Trail Mix</p>
Counting and Cardinality (CC): Standard C Compare numbers.	
PK.CC.C.6 Use comparative language, such as more/less than or equal to, to compare and describe collections of objects	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Trade Book: <i>More, Fewer, Less</i>	<p><b>Let's Investigate</b>  TG p.156 More or Less?  TG p.161 A Living Graph  TG p.179 From Small to Large  TG p.183 Cut to Size  <b>Healthy You</b>  TG p.69 Hide and Seek  TG p.86 Whole Group: Math  TG p.89 More or Fewer?  TG p.133 More or Less?  <b>Investigate Math Activity Guide</b>  TG p.8 Fill the Space  TG p.14 Make a Snake  <b>Dilly's Tree House/Dilly Gator</b>  TG p.8 Nature Walk</p>
Operations and Algebraic Thinking (OA): Standard A Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from	
PK.OA.A.1 With guidance and support, begin to represent addition and subtraction with objects, fingers, mental images, drawings, sounds, acting out situations, verbal explanations, expressions, or equations.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Flapboards: "Silly Seasons"  "Count with Me," Teacher Guide pp 158-161  Math Flap Fillers "Count with Me"</p>	<p><b>Investigate Math Activity Guide</b>  TG p.9 Math: Count and Combine  TG p.14 Math: How Many Crackers?  TG p.31 Math: Chuck's Hardware Store  TG p.39 Math: Math Ball  TG p.43 Math: Roll the Dice!  <b>Watch it Grow</b>  TG pp.96-97 Opening Circle Time  TG p.124 Math: The Number 9  <b>Weather Watchers</b></p>

	TG p.42 How Much Do They Cost? TG pp.102-103 Small Group: Math TG p.105 Literacy: Reread “Count with Me” TG p.108 Math: Puzzlers
PK.OA.A.2 With guidance and support, begin to solve addition and subtraction word problems, and add and subtract within 5 (e.g., by using objects or drawings to represent the problem).	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
One-Dog Canoe Pet Counters Linking Cubes	<b>Splash and Dig</b> TG p.89 Math: Reread <i>One-Dog Canoe</i> <b>Weather Watchers</b> TG pp 102-103 Small Group: Math <b>Investigate Math Activity Guide</b> TG p.9 Math: Count and Combine TG p.14 Math: How Many Crackers? TG p.16 Math: Hop Along Frog TG p.17 Math: Hot Potato TG p.19 Math: One Elephant TG p.21 Math: Sandbox Sets <b>More InvestiGator Club Math Activities</b> TG p.5 Math: Edible Sets TG p.5 Math: Eraser Fun TG p.6 Math: Fair-Weather Snacks TG p.7 Math: Fishy Snacks TG p.8 Math: Hot Potato TG p.15 Math: Rhyming Stories TG p.23 Math: Ten Tall Flowers
PK.OA.A.3 Compose and decompose numbers to 5, in more than one way, by using objects or drawings.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Pet Counters Foam Dice	<b>Investigate Math Activity Guide</b> TG p.9 Math: Count and Combine TG p.13 Math: Five Speckled Frogs TG p.14 Math: How Many Crackers? TG p.16 Math: Hop Along Frog TG p.17 Math: Hot Potato TG p.19 Math: One Elephant TG p.21 Math: Sandbox Sets TG p.21 Math: Old MacDonald’s Math TG p.41 Math: Roll the Dice!
PK.OA.A.4 Show through use of concrete objects or drawing, the number needed to make up to 5 when added to any given number from 0-5.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
	<b>STEAM and Literacy Challenge</b> TG p.22 Math: Making 3 TG p.28 Math: Three More TG p.39 Math: Making 4 TG p.57 Math: Making 5
<b>Measurement and Data (MD): Standard A Describe and compare measurable attributes.</b>	
PK.MD.A.1 Describe measurable attributes of a single object, such as length, width, height.	

<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Center Card “Produce Stand” Measuring Bugs Strip MathLink Cubes Measuring Stick Strip Measuring Tape	<b>Let’s Investigate</b> TG p.183 Math: Cut to Size <b>Watch it Grow</b> TG p.49 Math: Produce Stand TG pp.54-55 Investigation: Investigation Station TG p.69 Math: Bigger than a Tree? TG p.108 Math: Measuring Sunflowers TG p.133 Math: How Far Is It? <b>Investigate Math Activity Guide</b> TG p.11 Math: How High? TG p.17 Math: Bug Babies TG p.19 Math: Caterpillar Math TG p. 23 Math: Measuring Height TG p. 39 Math: Kangaroo Hop TG p. 43 Math: Measure It
PK.MD.A.2 Compare the attributes of two or more concrete objects and use words to define attributes of the objects (i.e. heavier/lighter, longer/shorter, etc.).	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<i>Mystery in the Garden</i> Dilly Puppet Dilly’s Alphabet Cards Center Card: “Float or Sink?” Center Card: “Sorting Seeds” <i>Apple Farmer Annie</i> Flapboards: “The Droopy Cactus” “Rosalita Sorts,” Teacher Guide pages 158-161 Math Flap Fillers: “Rosalita Sorts”	<b>Let’s Investigate</b> TG p.183 Cut to Size TG p.201 Long and Short TG p.205 Long and Short Worms <b>Weather Watchers</b> TG p.92 We Remember <b>Splash and Dig</b> TG p.43 Float or Sink? <b>Watch it Grow</b> TG p.42 Sorting Seeds TG pp.86-87 Whole Group Math TG pp.102-103 Small Group Math <b>Investigate Math Activity Guide</b> TG p.10 Apple Baskets TG p.20 Which Necklace Has More? TG p.20 Measuring Cardboard Tubes
<b>Measurement and Data (MD): Standard B Work with money.</b>	
PK.MD.B.3 Begin to recognize familiar currency and its purpose.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Center Card: “Produce Stand” Leveled Reader: <i>Money</i>	<b>Under Construction</b> TG p.49 Dramatic Play: Hardware Store <b>Finny, Furry, Feathery Friends</b> TG p.44 Social Studies: Tools of the Trade Sort? TG p.84 Social Studies: Shopping List? <b>Weather Watchers</b> TG p.42 Math: How Much Do They Cost? <b>Watch It Grow</b> TG p.49 Dramatic Play: Produce Stand

	TG p.132: Dramatic Play: Farm to Store Role Play <b>Investigate Math Activity Guide</b> TG p.44 Math: Nickels and Pennies
<b>Measurement and Data (MD): Standard C Classify objects and count the number of objects in each category.</b>	
PK.MD.C.4 Sort a collection of objects into given categories using more than one attribute	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Math and Sorting Board Foam Numbers Counting Strips Trade Books: Apple Farmer Annie, More, Fewer, Less Bruno’s Buzz Nonfiction Reader: The Shopping List Finny, Feathery, Furry Friends Center Card: “Animal Names” Watch It Grow Center Card: “Sorting Seeds” Weather Watchers Center Card: “Sequence Game”	<b>Let’s Investigate!</b> TG p.65 Math: Color Sorting Sacks TG p.200 Readiness: Alike and Different and Math: Long and Short <b>Under Construction</b> TG p.42 Math: Sorting <b>Finny, Feathery, Furry Friends</b> TG p.40 Reading: Animal Names TG p.69 Math: Color, Size, Shape <b>Watch It Grow</b> TG p.42 Math: Sorting Seeds TG pp.86–87 Whole Group: Math TG pp.102–103 Small Group: Math TG p.104 Science: Where Does It Go? <b>Investigate Math Activity Guide</b> TG p.6 Math: Sort It Out TG p.12 Math: Color Sorting TG p.41 Math: Sandbox Math
<b>Geometry: Standard A Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</b>	
PK.G.A.1 Begin to use relative position words in appropriate context, such as above, below, beside and between.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
JT Puppet	<b>Let’s Investigate!</b> TG p.44 Math: Guess My Direction TG p.90 Readiness: JT’s Near or Far TG p.156 Readiness: Left and Right TG p.165 Gross Motor Skills: Exercise Like Manny TG p.178 Small Group: Readiness: Opposites TG pp.180–181 Readiness: Direction and Position <b>Investigate Math Activity Guide</b> TG p.27 Math: Leap Frog TG p.28 Math: Map the Room TG p.38 Math: Obstacle Course <b>Dilly’s Tree House Guide/Dilly Gator</b> TG p.6 Social Studies: Build a Clubhouse
PK.G.A.2 Correctly name some two-dimensional shapes.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Let’s Investigate! Flapboards and Flap	<b>Let’s Investigate!</b>

<p>Fillers Trade Book: <i>The Shape of Things</i> Oral Language Card 18 Tangrams</p>	<p>TG p.44 Math: Guess My Direction TG p.165 Gross Motor Skills: Exercise Like Manny TG p.178 Small Group: Readiness: Opposites TG 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 pp.86–87 Whole Group: Math <b>Healthy You</b> TG p.42 Math: Geoboards TG pp.102–103 Small Group: Math TG p.105 Math: Rubber Band Shapes TG p.109 Art: Shape People <b>Investigate Math Activity Guide</b> TG p.9 Math: Tangram Animals TG p.33 Time for Tangrams TG p.9. 33-36 Math: Tangram Puzzles TG p.41 Math: Musical Shapes</p>
<p>PK.G.A.3 Begin to explore shapes as two-dimensional or three dimensional.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Trade Book: <i>The Shape of Things</i> Tangrams</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 pp.86–87 Whole Group: Math <b>Healthy You</b> TG p.42 Learning Centers: Geoboards TG pp.102–103 Small Group: Math TG p.105 Math: Rubber Band Shapes TG p.109 Art: Shape People <b>Investigate Math Activity Guide</b> TG p.5 Math: Marshmallow Math TG p.5 Math: Bubble Shapes TG p.9 Math: Tangram Animals TG p.10 Math: 3-D Roll TG p.22 3-D Art Prints TG p.23 Math: The 3-D Song</p>
<p>PK.G.A.4 Begin to describe objects in the environment using names of shapes.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Trade Book <i>The Shape of Things</i></p>	<p><b>Let’s Investigate!</b> TG p.222 Readiness: Basic Shapes TG pp.224–225 Readiness:</p>

	<p>Investigating Shapes  <b>Under Construction</b>  TG pp.86–87 Whole Group: Math  <b>Healthy You</b>  TG p.42 Learning Centers: Geoboards  TG pp.102–103 Small Group: Math  TG p.105 Math: Rubber Band Shapes  TG p.109 Art: Shape People</p>
<b>Geometry: Standard B Analyze, compare, create, and compose shapes</b>	
PK.G.B.4 Describe similarities and differences between two-dimensional shapes.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Trade Book <i>The Shape of Things</i> Tangrams	<p><b>Let's Investigate!</b>  TG p.222 Readiness: Basic Shapes  TG pp.224–225 Readiness:  Investigating Shapes  <b>Under Construction</b>  TG pp.86–87 Whole Group: Math  <b>Healthy You</b>  TG p.42 Learning Centers: Geoboards  TG pp.102–103 Small Group: Math  TG p.105 Math: Rubber Band Shapes  TG p.109 Art: Shape People  <b>Investigate Math Activity Guide</b>  TG p.5 Math: Marshmallow Math  TG p.9 Math: Tangram Animals</p>
PK.G.B.5 Model shapes in the world by building and drawing shapes.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Trade Book <i>The Shape of Things</i> Tangrams	<p><b>Let's Investigate!</b>  TG p.222 Readiness: Basic Shapes  TG pp.224–225 Readiness:  Investigating Shapes  <b>Under Construction</b>  TG pp.86–87 Whole Group: Math  <b>Healthy You</b>  TG p.42 Learning Centers: Geoboards  TG pp.102–103 Small Group: Math  TG p.105 Math: Rubber Band Shapes  TG p.109 Art: Shape People  <b>Investigate Math Activity Guide</b>  TG p.5 Math: Marshmallow Math  TG p.7 Math: Can You Build It?  TG p.9 Math: Tangram Animals  TG p.22 Math: 3-D Art Prints  TG p.33 Math: Time for Tangrams</p>
PK.G.B.6 Begin to recognize smaller shapes within a larger shape, including that some shapes can be put together to make a new shape.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Trade Book <i>The Shape of Things</i>	<b>Let's Investigate!</b>

Tangrams	TG p.222 Readiness: Basic Shapes TG pp.224–225 Readiness: Investigating Shapes <b>Under Construction</b> TG pp.86–87 Whole Group: Math <b>Healthy You</b> TG p.42 Math: Geoboards TG pp.102–103 Small Group: Math TG p.105 Math: Rubber Band Shapes TG p.109 Art: Shape People <b>Investigate Math Activity Guide</b> TG p.9 Tangram Animals TG p.33 Time for Tangrams TG pp.33-36 Tangram Puzzles
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## Science

<b>Physical Science: Matter and its interactions.</b>	
PK.PS1.01a. Describe and categorize objects based on their observable properties.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Center Card: “Animal Names” Center Card: “Sorting Seeds”	<b>Let’s Investigate!</b> TG p.90 Science: Investigators Look TG pp.92-93 Readiness: Near and Far TG pp.224-225 Readiness: Investigating Shapes <b>Under Construction</b> TG p.42 Learning Centers: Sorting TG p.43 Learning Centers: That’s a Match TG p.64 Science: Observe and Compare TG p.104 Science: Rocks Rock! <b>Finny, Feathery, Furry Friends</b> TG p.33 Quick Minutes: Science TG p.43 Learning Centers: Animal Homes TG p.118 Oral Language: Spiders <b>Watch It Grow</b> TG p.42 Math: Sorting Seeds TG p.43 Science: Peek at a Pocket TG pp.86–87 Whole Group: Math TG p.98 Oral Language: Guess My Category TG p.99 Oral Language: All About Soil TG p.104 Science: Where Does It Go?
b. Demonstrate an awareness that matter exist in different states (i.e., solid and liquid) and that matter changes as a result of changes in its environment.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Learning Center Cards <i>The Snowy Day</i>	<b>Splash and Dig</b> TG p.37 Snacks: Frozen Juice Treats TG p.44 Social Studies: Cause and Effect TG p.59 Oral Language: Changing Water TG p.119 Oral Language: Wet and Dry



	<p>TG pp.134-135 Culminating Activity: Investigation Celebration</p> <p><b>Weather Watchers</b></p> <p>TG p.43 Science: Sequence Game</p> <p>TG p.59 Oral Language: Make a Cloud</p> <p>TG pp.66-67 Whole Group: Literacy</p> <p>TG p.78 Oral Language: “Our Snowman”</p> <p><b>STEAM and Literacy Challenge Guide</b></p> <p>TG p.8 Science: The Water Cycle</p>
<p>c. Observe, predict, and describe how objects move using common motion related vocabulary (e.g., straight, fast/slow, up/down, zigzag).</p>	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Trade Book: <i>Goodnight, Goodnight, Construction Site</i></p>	<p><b>Under Construction</b></p> <p>TG p.43 Science: Go! Go! Go!</p> <p>TG p.64 Science: Observe and Compare</p> <p>TG pp.66-67 Whole Group: Literacy</p> <p>TG p.68 Music: Let’s Dance</p> <p>TG p.73 Music: “The Backhoe Song”</p> <p>TG p.118 Oral Language: Push and Pull</p> <p>TG p.119 Oral Language: Wheels</p> <p><b>Healthy You</b></p> <p>TG p.73 Movement: Jump and Jive</p> <p><b>Splash and Dig</b></p> <p>TG p.48 Blocks: Water Maze</p> <p><b>Finny, Feathery, Furry Friends</b></p> <p>TG p.39 Transitions: How Shall I Move?</p> <p>TG pp.56-57 Opening Circle: Oral Language</p> <p><b>STEAM and Literacy Challenge Guide</b></p> <p>TG p.1 Technology: How Does a Crane Work?</p> <p>TG p.3 Science: Move It!</p>
<p>d. Observe, predict, and describe how objects can be combined, stacked, or arranged to create a new object.</p>	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Chuck Puppet</p> <p>MathLink Cubes</p>	<p><b>Splash and Dig</b></p> <p>TG p.48 Blocks: Water Maze</p> <p>TG p.108 Connecting Blocks</p> <p>TG pp.107-108 Family Investigation Night: Build a Boat</p> <p><b>Finny, Feathery, Furry Friends</b></p> <p>TG p.88 Music: Make Instruments</p> <p>TG p.133 Oral Language: Making a Home</p> <p><b>Weather Watchers</b></p> <p>TG p.42 Can You Make This?</p> <p>TG p.45 Weather Collage</p> <p>TG p.69 Snowy Shapes</p> <p>TG p.108 Math: Puzzlers</p>
<p><b>Life Science: From molecules to organisms: structures and processes</b></p>	
<p>PK.LSI.01 a. Identify common attributes of familiar living things.</p>	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>

<p>Oral Language Cards 24, 48 Lapbook: <i>The Birthday Pet</i> Bruno's Buzz Nonfiction Reader: <i>The Fish Tank</i> Dilly's Music and Movement CD Flapboards: "The Droopy Cactus"</p>	<p><b>Healthy You</b> TG pp 54-55 Investigation: Investigation Station TG p.85 Science: Animal Exercises TG pp.90-91 Closing Circle: Shared Writing <b>Finny, Feathery, Furry Friends</b> TG p.43 Science: Animal Homes TG p.43 Science: Living and Nonliving TG p.54-55 Investigation: Investigation Station TG pp.66-67 Whole Group: Literacy TG pp.122-123 Small Group: Science TG p.125 Science: Reread a Story <b>Watch It Grow</b> TG pp.52-53 Investigation: Investigation Launch TG p.54-55 Investigation: Investigation Station TG p.68 Music: "Watch It Grow Cha Cha"</p>
<p>b. Recognize differences between living organisms and non-living materials.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Oral Language Card 24 Oral Language Card 48 Center Card: "Animal Habitats" Lapbook: <i>The Birthday Pet</i> Bruno's Buzz Nonfiction Reader: <i>The Fish Tank</i></p>	<p><b>Healthy You</b> TG p.64 Science: What's Inside Me? TG p.85 Science: Animal Exercises <b>Finny, Feathery, Furry Friends</b> TG p.43 Science: Living and Nonliving TG p.47 Sand and Water: Animals Habitats TG p.47 Sand or Water: Water or Land? TG p.59 Oral Language: Pet Talk TG pp.66-67 Whole Group: Literacy TG p.104 Science: A Closer Look at Frogs TG pp.122-123 Small Group: Science TG p.125 Science: Reread a Story TG p.132 Oral Language: Wiggleworm</p>
<p>c. Recognize and describe the function of the five senses of humans.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Oral Language Cards 5 and 41 Flapboards: "Healthy Hero" Bruno's Buzz Nonfiction Reader: <i>My Five Senses</i> Center Card: "Your Sense of Touch"</p>	<p><b>Healthy You</b> TG p.43 Science: Your Sense of Touch TG p.58 Oral Language: Your Senses TG p.72 Oral Language: Quiz Show TG p.78 Oral Language: Veggies TG p.78 Oral Language: Nutritious Food TG p.84 Social Studies: Food Around the World TG pp.122-123 Small Group: Science TG p.125 Literacy: Reread a Senses Story</p>
<p><b>Earth Science: Earth systems.</b></p>	
<p>PK.ESS2.01a. Investigate and identify a variety of Earth materials by their observable properties (e.g. soil, rocks, sand, water).</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>

<p>Center Card: "Mountains"  Center Card: "Water Maze"  Bruno Bee Mail Poster  Bruno's Buzz Nonfiction Reader: <i>Mud Pies</i>  JT Puppet</p>	<p><b>Let's Investigate</b>  TG p.90 Science: Investigators Look  <b>Under Construction</b>  TG p.104 Science: Rocks Rock!  <b>Splash and Dig</b>  TG pp 54-55 Investigation: Investigation Station  TG p.47 Sand and Water: Mountains  TG p.48 Blocks: Water Maze  TG pp.54-55 Investigation: Investigation Station  TG p.59 Oral Language: Changing Water  TG p.104 Science: Fresh or Salt?  TG pp.122-123 Small Group: Science  TG p.125 Literacy: Reread a Muddy Story  <b>Watch it Grow</b>  TG pp 54-55 Investigation: Investigation Station  TG p.99 Oral Language: All About Soil  TG pp.136-137 Planting Party</p>
<p>b. Observe and discuss changes in weather and seasons using common weather-related vocabulary (e.g., rain, sun, snow, wind, spring, summer, fall/autumn, winter, etc.).</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Manny Weather Poster  Flapboards: "Silly Seasons"  Bruno's Buzz: What's the Weather?  <i>The Snowy Day</i></p>	<p><b>Weather Watchers</b>  TG p.30 Daily Routines: Weather  TG p.43 Science: Season Sort  TG p.48 Blocks: Strong Winds  TG pp 52-53 Investigation: Investigation Launch  TG pp.54-55 Investigation: Investigation Station  TG p.59 Oral Language: Rainy-Day Walk  TG p.59 Oral Language: Make a Cloud  TG pp 62-63 Early Writing: Write About Seasons  TG pp 66-67 Literacy: <i>The Snowy Day</i>  TG p.85 Small Group: Sun and Shadows  TG pp.116-117 Oral Language: "The Seasons"  TG p.118 Oral Language: Summer Sounds  TG p.122-123 Small Group: Science  TG p.125 Science: Reread a Weather Story</p>
<p><b>Earth Science: Earth and human activity.</b></p>	
<p>PK.ESS3.01a. Observe, describe, and compare the habitats of plants and animals.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Center Card: "Animal Habitats"  Bruno's Buzz Nonfiction Reader: <i>The Fish Tank</i>  <i>Apple Farmer Annie</i>  Lapbook: <i>Mystery in the Garden</i></p>	<p><b>Finny, Feathery, Furry, Friends</b>  TG p.43 Science: Animal Homes  TG p.47 Sand and Water: Animal Habitats  TG p.47 Sand and Water: Water or Land?  TG p.104 Science: A Closer Look at Frogs</p>

<p>Bruno Puppet Dilly and Friends Read Along CD</p>	<p>TG p.113 Oral Language: If I Lived in a Forest  TG p.119 Oral Language: In the Garden  TG pp.122-123: Small Group: Science  TG p.125 Science: Reread a Story  TG p.133 Oral Language: Making a Home  <b>Watch It Grow</b>  TG p.47 Sand and Water: Make a Garden  TG p.58 Oral Language: Explore a Rain Forest  TG p.73 Social and Emotional: Plant a Tree  TG p.78 Oral Language: In the Garden  TG pp.86-87 Whole Group Math  TG p.99 Oral Language: All About Soil  TG pp.107-107 Whole Group: Social and Emotional</p>
<p>b. Observe and discuss how humans and animals respond to changes in weather.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Manny Weather Poster  Flapboards: "Silly Seasons"  Bruno's Buzz Nonfiction Reader: <i>What's the Weather?</i></p>	<p><b>Weather Watchers</b>  TG p.30 Daily Routines: Weather  TG p.43 Science: Season Sort  TG pp.54-55 Investigation: Investigation Station  TG p.58 Oral Language: Wonderful Water  TG pp.62-63 Small Group: Early Writing  TG pp.116-117 Opening Circle: Oral Language  TG p.119 Listening: Seasons Game  TG p.122-123 Small Group: Science  TG p.125 Science: Reread a Weather Story</p>
<p>c. Explore ways that humans use water and materials/resources from the Earth (e.g., water to drink, wood to make blocks, soil to grow food, bricks to make homes, plants to make food, etc.).</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Dilly and Friends Puppets  Oral Language Cards 33, 44  Bruno's Buzz Nonfiction Reader: <i>Build a Doghouse!</i>  <i>Growing Vegetable Soup</i></p>	<p><b>Under Construction</b>  TG p.79 Oral Language: Where Do We Live?  TG p.118 Oral Language: What Am I  TG pp.122-123 Small Group: Science  <b>Splash and Dig</b>  TG p.33 Quick Minutes: Science  TG p.36 Health: Let's Clean House  TG p.36 Health: Drink Your Water!  TG p.58 Oral Language: Splish, Splash  <b>Watch It Grow</b>  TG p.43 Science: What We Get From Plants  TG p.44 Social Studies: From Farm to Market  TG p.48 Blocks: Building with Plants  TG p.58 Oral Language: From the Forest  TG p.65 Literacy: Uses for Trees  TG p.69 Literacy: Reread a Soup Story</p>

	TG pp.70-71 Closing Circle: Shared Writing
<b>Engineering, Technology and Science: Engineering design.</b>	
PK.ETS1.01a. Use senses to gather, explore, and interpret information.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Bruno’s Buzz Nonfiction Readers Manny Weather Poster Oral language Cards 33, 44	<b>Let’s Investigate</b> TG pp.78–79 Investigation: Investigation Station TG pp.110–111 Small Group: Science TG pp.198–199 Small Group: Science <b>Under Construction</b> TG pp.54–55 Investigation: Investigation Station TG p.79 Oral Language: Where Do We Live? TG p.118 Oral Language: What Am I? TG pp.122–123 Small Group: Science <b>Finny, Feathery, Furry Friends</b> TG pp.136–137 Family Investigation Night: Feathery Feeders <b>Watch It Grow</b> TG p.99 Oral Language: All About Soil <b>Weather Watchers</b> TG p.44 Social Studies: Weather Watching
b. Record and organize data using graphs, charts, science journals, etc., to communicate conclusions regarding experiments and explorations.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<i>Good Thing You’re Not an Octopus</i>	<b>Under Construction</b> TG pp.54–55 Investigation: Investigation Station TG p.85 Science: Gather Water Data TG p.226 Science: InvestiGators Record <b>Healthy You</b> TG pp.54–55 Investigation: Investigation Station TG pp.66–67 Whole Group: Literacy <b>Finny, Feathery, Furry Friends</b> TG pp.54–55 Investigation: Investigation Station <b>Splash and Dig</b> TG p.43 Science: Sink or Float TG p.43 Science: Moving Water with a Sponge TG p.47 Sand and Water: Mountains TG pp 54-55 Investigation: Investigation Station TG p.64 Science: Gathering Water Data TG p.70-71 Closing Circle: Shared Writing TG pp.140-147 Family Involvement: <i>Water and Sand</i> Book and Journal <b>Watch It Grow</b>

	<p>TG p 44 Social Studies: Weather Watching  TG pp.54–55 Investigation: Investigation Station  <b>Weather Watchers</b>  TG pp.54–55 Investigation: Investigation Station  <b>STEAM and Literacy Challenge Guide</b>  TG p.8 Science: The Water Cycle  TG p.52 Science: Visiting Frogs  TG o. 103 Science: Daily Chart</p>
c. Make predictions based on observations and	prior explorations.
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<i>Good Thing You're Not an Octopus</i>	<p><b>Under Construction</b>  TG pp.54–55 Investigation: Investigation Station  <b>Healthy You</b>  TG pp.66–67 Whole Group: Literacy  <b>Watch It Grow</b>  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.47 Sand and Water: Mountains  TG pp.54–55 Investigation: Investigation Station  <b>Weather Watchers</b>  TG pp.54–55 Investigation: Investigation Station  <b>STEAM and Literacy Challenge Guide</b>  TG p.89 Science: What's So Cool About Drinking Water?</p>
<b>Engineering, Technology and Science: Links among engineering, technology, science, and society.</b>	
PK.ETS2.01a. Recognize that tools have specific characteristics that determine their use.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Science Learning Center Cards  JT Days Poster</p>	<p>Each Investigation Station (see TG pp.54–55) asks children to use tools as part of their investigating. Also:  <b>Let's Investigate!</b>  TG p.49 Dramatic Play: Exploring Water  TG pp.66–67 Readiness: Colors  TG p.135 Science: Investigators Try and Record  TG pp.136–137 Readiness: Time  TG pp.234–235 Family Investigation Night: Scavenger Hunt</p>

	<p><b>Under Construction</b>  TG p.47 Sand and Water: Sand Construction  TG pp.54–55 Investigation: Investigation Station  TG p.104 Science: Rocks Rock!</p> <p><b>Healthy You</b>  TG p.47 Sand and Water: Soup du Jour  TG pp.54–55 Investigation: Investigation Station</p> <p><b>Splash and Dig</b>  TG p.47 Sand and Water: Water Play</p>
b. Explore familiar environments through the use of simple tools.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Science Learning Center Cards JT Days Poster	Each Investigation Station (see TG pp.54–55) asks children to use tools as part of their investigating. Also: <b>Let’s Investigate!</b> TG p.49 Dramatic Play: Exploring Water TG pp.66–67 Whole Group: Readiness: Colors TG p.135 Science: Investigators Try and Record TG pp.136–137 Whole Group: Readiness: Time TG pp.234–235 Family Investigation Night: Scavenger Hunt <b>Under Construction</b> TG p.47 Sand and Water: Sand Construction TG pp.54–55 Investigation: Investigation Station TG p.104 Science: Rocks Rock! <b>Healthy You</b> TG p.47 Sand and Water: Soup du Jour TG pp.54–55 Investigation: Investigation Station <b>Splash and Dig</b> TG p.47 Learning Centers: Water Play

## Social Studies

<b>Culture Students will explore different traditions, customs, and cultures within their families, schools, and communities</b>	
PK.01 In conversation describe familiar people, places, things, and events, with reference to a student’s home and school.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Bruno’s Buzz Nonfiction Reader: <i>Build a Doghouse!</i>	<b>Let’s Investigate</b> TG p.46 Social Studies: Families

<p>Leveled Reader: <i>We Are a Rainbow</i>  Leveled Reader: <i>All Kinds of Kids</i></p>	<p>TG p.51 Dramatic Play: Props and Costumes  TG p.57 Oral Language: I Belong  TG p.65 Family Roles and Traditions  TG p.68 Social Studies: Family Matters  TG p.112 Readiness: Know Your Address  <b>Under Construction</b>  TG p.49 Playground Builders  TG p.79 Oral Language: Where Do We Live?  TG p.122-123 Small Group: Science  <b>Weather Watchers</b>  TG p.45 Art: Night Pictures  <b>Building Social and Emotional Skills Guide</b>  TG p.12 Social and Emotional: It's Okay to Be Me  <b>STEAM and Literacy Challenge Guide</b>  TG p.79 Social Studies: Ojibwa Home  TG p.119 Social Studies: India  Leveled Reader: <i>We Are a Rainbow</i>  Leveled Reader: <i>All Kinds of Kids</i>  <b>Research and Professional Guide</b>  TG pp.225-230 Diversity: Language and Cultural Diversity in the Classroom  TG pp.231-232 Diversity: English Language Learners  TG pp.233-240 Diversity: English Language Learning for the Spanish-Speaking Child</p>
<p>PK.02 Begin to recognize similarities and differences between family customs and cultures.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Oral Language Card 44  Bruno's Buzz Nonfiction Reader: <i>Build a Doghouse!</i>  Leveled Readers</p>	<p><b>Let's Investigate</b>  TG p.46 Social Studies: Families  TG p.65 Social Studies: Family Roles and Traditions  TG p.68 Social Studies: Family Matters  TG p.94 Fine Art: Art Across Cultures  Social Studies: Travel with JT  <b>Under Construction</b>  TG p.122-123 Small Group: Science  <b>Healthy You</b>  TG p.84 Social Studies: Food Around the World  <b>Research and Professional Guide</b>  TG pp.225-230 Diversity: Language and Cultural Diversity in the Classroom  TG pp.231-232 Diversity: English Language Learners  TG pp.233-240 Diversity: English Language Learning for the Spanish-Speaking Child  <b>STEAM and Literacy Challenge Guide</b>  Leveled Reader: <i>We Are a Rainbow</i>  Leveled Reader: <i>Chinese New Year</i></p>



<b>Economics</b> Students will identify basic wants and needs, the ways families produce, consume, and exchange goods and services in their communities, and the work people do in order to spend and save money	
PK.03 Begin to distinguish between wants and needs.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Oral Language Card, 9, 45 <i>Good Thing You're Not an Octopus!</i>	<b>Let's Investigate!</b> TG p.157 Social Studies: We Have Needs TG p.160 Social Studies: We Know What We Need <b>Healthy You</b> TG pp.66-67 Whole Group: Literacy TG p.104 Social Studies: Clothes and Climate TG p.89 Art: Shapely Homes <b>Watch It Grow</b> TG p.49 Dramatic Play: Produce Stand TG pp.116-117 Opening Circle: Oral Language TG p.132 Dramatic Play: Farm to Store Role Play <b>Weather Watchers</b> TG p.42 Math: How Much Do They Cost?
PK.04 Identify how the basic human needs of food, clothing, shelter and transportation are met.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Oral Language Cards <i>Good Thing You're Not an Octopus!</i> Leveled Readers	<b>Let's Investigate!</b> TG p.157 Social Studies: We Have Needs TG p.160 Social Studies: We Know What We Need <b>Under Construction</b> TG p.48 Blocks: Mega-Block Houses TG p.69 Math: One Truck TG p.79 Oral Language: Where Do We Live? TG p.92 Oral Language: House Talk <b>Healthy You</b> TG p.48 Blocks: Drive-Through Restaurant TG pp.66-67 Whole Group: Literacy TG p. 78 Oral Language: Veggies TG p.78 Oral Language: Nutritious Food TG p.104 Social Studies: Clothes and Climate
PK.05 Recognize money and its uses.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Leveled Readers	<b>Under Construction</b> TG p.49 Dramatic Play: Hardware Store

	<p>TG p.84 Social Studies: Community Workers</p> <p><b>Healthy You</b></p> <p>TG p.49 Dramatic Play: Grocery Store</p> <p><b>Weather Watchers</b></p> <p>TG p.42 How Much Do They Cost?</p> <p><b>Finny, Furry, Feathery Friends</b></p> <p>TG p.84 Social Studies: Shopping List</p> <p><b>Watch It Grow</b></p> <p>TG p.49 Dramatic Play: Produce Stand</p> <p>TG pp.116-117 Opening Circle: Oral Language</p> <p>TG p.132 Dramatic Play: Farm to Store Role Play</p> <p><b>STEAM and Literacy Challenge</b></p> <p>Literacy: Leveled Reader <i>Money</i></p>
<p>PK.06 Identify different types of jobs, including work done in the home, school, and community.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Dilly’s Music and Movement CD</p> <p>Center Card: “Weather Watching”</p> <p><i>I Love Trucks!</i></p> <p>Leveled Reader: <i>Firefighters</i></p> <p>Leveled Reader: <i>Where Is the Astronaut?</i></p>	<p><b>Let’s Investigate!</b></p> <p>TG p.51 Dramatic Play: Props and Costumes</p> <p>TG p.104 Oral Language: Getting to Know the Teacher</p> <p>TG p.121 Back to School: School Helpers</p> <p>TG p.142 Back to School: Helper Chart</p> <p>TG p.201 Social Studies: What’s My Job?</p> <p><b>Under Construction</b></p> <p>TG p.44 Social Studies: Who Uses What?</p> <p>TG p.59 Oral Language: Off to Work</p> <p>TG p.84 Social Studies: Community Workers</p> <p>TG p.104 Social Studies: Plumbers</p> <p>TG pp.116-117 Opening Circle: Oral Language</p> <p><b>Healthy You</b></p> <p>TG p.44 Social Studies: Doctor’s Office</p> <p>TG p.49 Dramatic Play: Grocery Store</p> <p>TG p.62-63 Small Group: Dentist</p> <p>TG p 118 Oral Language: Read Light, Green Light</p> <p><b>Watch It Grow</b></p> <p>TG p.119 Oral Language: Jobs on the Farm</p> <p>TG p.132 Dramatic Play: Farm to Store Role Play</p> <p><b>Weather Watchers</b></p>

	<p>TG p.44 Weather Watching  TG pp 122-123 Small Group: Science  <b>STEAM and Literacy Challenge Guide</b>  TG p.96 Writing: A Farmer's Life for Me  Leveled Reader: <i>Firefighters</i>  Leveled Reader: <i>Where Is the Astronaut?</i></p>
<p>PK.07 Give examples of how people exchange goods and use money to acquire wants and needs.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p><b>Let's Investigate</b>  TG p.201 Social Studies: What's My Job?</p> <p><b>Under Construction</b>  TG p.49 Dramatic Play: Hardware Store  TG p.84 Social Studies: Community Workers</p> <p><b>Healthy You</b>  TG p.49 Dramatic Play: Grocery Store</p> <p><b>Finny, Furry, Feathery Friends</b>  TG p.84 Social Studies: Shopping List</p> <p><b>Weather Watchers</b>  TG p.42 Math: How Much Do They Cost?</p> <p><b>Watch It Grow</b>  TG p.44 Social Studies: From Farm to Market</p> <p><b>Watch It Grow</b>  TG p.49 Dramatic Play: Produce Stand  TG pp.116-117 Opening Circle: Oral Language  TG p.132 Dramatic Play: Farm to Store Role Play</p>
<p><b>Geography</b>  <b>Students will demonstrate an understanding of the concept of location, what maps and globes represent, and their geographical location.</b></p>	
<p>PK.08 Use directions such as up, down, in front and behind.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p><b>Let's Investigate</b>  TG p.44 Math: Guess My Direction  TG pp.92-93 Readiness: Near and Far  TG p.156 Readiness: Left and Right  TG pp.158-159 Readiness: Left and Right  TG p.178 Readiness Opposites  TG pp.180-181 Readiness: Direction and Position  TG p.187 Listening: Chuck Says  TG p.68 Music: Let's Dance</p> <p><b>Healthy You</b>  TG p.32 Quick Minutes: Music  TG p.32 Quick Minutes: Letters  Finny, Feathery, Furry Friends</p>

	<p><b>Investigate Math Activity Guide</b>  TG p.27 Leap Frog  <b>STEAM and Literacy Challenge</b>  TG p.107 Science: Compass Rose</p>
<p>PK.09 Identify what a map represents.</p>	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Dilly and Friends Puppets  Oral Language Cards  Leveled Reader: <i>Maps</i></p>	<p><b>Investigate Math Activity Guide</b>  TG p.28 Social Studies: Map the Room  TG p.148 Back to School: School Tour  <b>Under Construction</b>  TG p.48 Blocks: Block Town  <b>Finny, Feathery, Furry Friends</b>  TG pp.96-97 Opening Circle: Oral Language  <b>Splash and Dig</b>  TG pp.96-97 Opening Circle: Oral Language  <b>Weather Watchers</b>  TG p.49 Dramatic Play: A Chance of Snow  TG pp.122-123 Small Group: Science  TG p.125 Science: reread a Weather Story  <b>Dilly’s Tree House Guide/Chuck Wood</b>  TG p.4 Social Studies: My Own Map  <b>STEAM and Literacy Challenge</b>  TG p.46 Social Studies: Farm Map</p>
<p>PK.10 Understand the reasons for roads and cities, and how they are used to organize locations within a city.</p>	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Leveled Reader: <i>Maps</i></p>	<p><b>Let’s Investigate</b>  TG pp 176-177 Small Group: Social Studies  <b>Under Construction</b>  TG p.48 Blocks: Block Town  TG p.44 Social Studies: Farm to Market  <b>Dilly’s Tree House/Manny Salamander</b>  TG p.10 Social Studies: City Planning  <b>STEAM and Literacy Challenge</b>  Leveled Reader: <i>Maps</i></p>
<p>Government and Civics  Students will learn the foundations of good citizenship, including civic responsibilities and patriotism, through the rules by which they live, the authority figures within their community and the United States, and national symbols.</p>	
<p>PK.11 Give examples of people who are authority figures.</p>	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
	<p><b>Under Construction</b>  TG p.44 Social Studies: Who Uses What?  TG p.59 Oral Language: Off to Work  TG pp.66-67 Whole Group: Literacy  TG p.84 Social Studies: Community Workers  <b>Let’s Investigate</b>  TG p. 126 Back to School: School Helpers  TG p. 201 Social Studies: What’s My Job?  <b>STEAM and Literacy Challenge</b></p>

	<p>TG p.125 Social Studies: Who Leads the School?</p> <p>TG p.125 Social Studies: Follow the Leader</p> <p>TG p.126 Literacy: Library of Leaders</p>
<p>PK.12 Recognize shapes found on flags and identify the American flag.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p><b>STEAM and Literacy Challenge</b></p> <p>TG p.121 Social Studies: United States Flag</p> <p>TG p.121 Music: “You’re a Grand Old Flag”</p> <p>TG p.122 Social Studies: Pledge of Allegiance</p> <p>TG p.122 Social Studies: The Red, White, and Blue</p> <p>TG p.122 Social Studies: Flags of Different Countries</p> <p>TG p.123 Literacy: Patriotic Reading Roundup</p> <p>TG p.123 Social Studies: Flag Day Parade</p>
<p>PK.13 Begin to recognize the name and role of the current President of the United States.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p><b>STEAM and Literacy Challenge</b></p> <p>TG p.124 Social Studies: Who Is the President?</p> <p>TG p.124 Social Studies: Classroom President</p> <p>TG p.125_Literacy: If I Were President</p> <p>TG p.123 Literacy: Patriotic Reading Roundup</p> <p>TG p.123 Social Studies: Flag Day Parade</p> <p>TG p.124 Social Studies: Who is the President?</p> <p>TG p.124 Social Studies: Classroom President</p>
<p>PK.14 Identify roles of authority figures at home, in school, and in the community, including parents, school principals, volunteers, police officers, fire and rescue workers, mayor, governor, and president.</p>	
<p><b>The InvestiGator Club Components</b></p> <p><i>I Love Trucks!</i></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p><b>STEAM and Literacy Challenge</b></p> <p>TG p.125 Social Studies: Who Leads the School?</p> <p>TG p.125 Social Studies: Follow the Leader</p> <p>TG p.126 Literacy: Library of Leaders</p> <p>TG p.124 Social Studies: Classroom President</p> <p><b>Under Construction</b></p> <p>TG p.44 Social Studies: Who Uses What?</p> <p>TG p.59 Oral Language: Off to Work</p> <p>TG pp.66-67 Whole Group: Literacy</p> <p>TG p.84 Social Studies: Community Workers</p>

	<b>Let's Investigate</b> TG p.201 Social Studies: What's My Job?
PK.15 Identify the need for rules.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Daily Routine Posters Dilly and Friends Lapbooks	Daily Routine activities in each Investigation help children develop an awareness of rules (see TG pp.28–31). Health activities talk about rules of hygiene (see TG p.36). Also: <b>Let's Investigate!</b> TG p.157 Science: Be Healthy Like Manny TG p.186 Back to School: Classroom Rules TG p.208 Back to School: Busy Bees TG p.214 Back to School: A Community of Learners <b>Healthy You</b> TG p.38 Health: Rub a Dub Dub TG p.45 Learning Centers: Food Prints TG p.49 Learning Centers: Grocery Store <b>Finny, Feathery, Furry Friends</b> TG p.104 Social Studies: Bunch of Wild Animals!
<b>History</b> <b>Students will understand the chronological organization of history and the importance of holidays.</b>	
PK.17 Begin to understand the use of words and phrases about time, including: morning, afternoon, night, today, tomorrow, and yesterday	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
JT Days Poster Flapboards	<b>Let's Investigate!</b> TG p.30 Days in Review TG p.134 Readiness: Yesterday, Today, and Tomorrow TG p.135 Social Studies: How We Change Over Time TG p.227 Literacy: Sequence of Events <b>Under Construction</b> TG p.28 Daily Routines: Days in Review <b>Weather Watchers</b> TG p.28 Daily Routines: Days in Review TG p.43 Science: Sequence Game TG p.84 Social Studies: Morning, Afternoon, Evening <b>Finny, Furry, Feathery Friends</b> TG p.28 Daily Routines: Days in Review <b>Healthy You</b> TG p.28 Daily Routines: Days in Review

## Creative Arts

<b>Visual Arts</b> <b>Express self and represent what he/she knows, thinks, believes, and feels through visual arts</b>	
PK.CA.1. Experiment with a variety of mediums and art materials for tactile experience and exploration.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Center Card: "Initial Prints" Art Print: <i>Hippopotamus</i> Art Print: <i>Fourth Grade Class</i> Great Auntie Lu Puppet Lapbook: <i>Mystery in the Garden</i>	<b>Let's Investigate</b> TG p.47 Art: Painting Pals TG p.47 Art: Initial Prints TG p.138 Fine Art: Art from Long Ago TG p.160 Fine Art: Art of Today TG p.182 Art: Art Media TG p.204 Art: Art Tools <b>Under Construction</b> TG p.45 Art: Tire Track Prints TG p.109 Sponge Print Patterns TG p.129 Art: We Are Illustrators <b>Finny, Feathery, Furry Friends</b> TG p.45 Art: Animal Puppets TG p.45 Art: Clay Animals TG p.89 Art: Farm Animal Sculpture TG p.109 Art: Feather Painting TG p.129 Art: Wiggleworm Art <b>Watch It Grow</b> TG p.45 Art: Nature Collage TG p.45 Art: Crayon Rubbings TG p.89 Art: Seed Picture Frames TG p.129 Art: Apple Prints
PK.CA.2 Create artistic works with intent and purpose using varying tools, texture, color, and technique.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Fine Art Prints: <i>Bridge Tower, Los Pescados Peña, Children Playing on a Beach, Sunflowers, My Country in Winter</i>	<b>Under Construction</b> TG p.45 Art: Building with Boxes TG p.45 Art: Tire Track Prints TG p.109 Sponge Print Patterns <b>Under Construction</b> TG p.68 Fine Art: <i>Bridge Tower</i> <b>Finny, Feathery, Furry Friends</b> TG p.68 Fine Art: <i>Los Pescados Peña</i> <b>Splash and Dig</b> TG p.68 Fine Art: <i>Children Playing on a Beach</i> TG p.89 Art: Crayon Resist TG p. 129 Art: Sculpt a Story Scene <b>Watch It Grow</b> TG p.68 Fine Art: <i>Sunflowers</i>

	<p><b>Weather Watchers</b>  TG p.68 Fine Art: <i>My Country in Winter</i>  09 Art: Bubble Paintings  29 Art: Four Seasons Mobile</p>
<p>PK.CA.3 Present and respond to visual art created by self and others.</p>	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Art Learning Center Cards  Great Auntie Lu Art Poster  Fine Art Prints</p>	<p>See Art Learning Center suggestions in each Teacher Guide (see TG p.45).  Also:  <b>Let's Investigate!</b>  TG p.138 Fine Art: Art from Long Ago  TG p.160 Fine Art: Art of Today  <b>Under Construction</b>  TG p.109 Art: Sponge Print Patterns  <b>Finny, Feathery, Furry Friends</b>  TG p.89 Art: Farm Animals Sculpture  <b>Splash and Dig</b>  TG p.68 Fine Art: <i>Children Playing on a Beach</i>  TG p.109 Art: Draw a Game  <b>Watch It Grow</b>  TG p.68 Fine Art: <i>Sunflowers</i>  TG p.109 Fine Art: Living or Not?  <b>Weather Watchers</b>  TG p.89 Art: Sun Prints  TG p.109 Art: Bubble Paintings  TG p.29 Daily Routines: Featured Artist</p>
<p><b>Music</b>  <b>Express self by engaging in musical activities</b></p>	
<p>PK.CA.4. Engage in music activities having different moods, tempos, and rhythms by listening, singing or performing.</p>	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Dilly's Music and Movement CD  Listen to Your World CD  Let's Investigate! Flapboards and Flap Fillers  Oral Language Cards</p>	<p><b>Let's Investigate!</b>  TG p.56 Music: "The More We Get Together"  TG p.82 Music: "Gone Investigating"  TG p.148 Music: Songs with Rhymes  TG p.214 Music: "The InvestiGator Club Theme Song"  <b>Under Construction</b>  TG p.68 Music: Let's Dance  TG p.88 Music and Movement: Rhythm  TG p.128 Music: Little Pigs Sing-Along  <b>Healthy You</b>  TG p.68 Music: "Tooth Time March"  TG p.88 Music: Make Instruments  TG p.128 Music: Bumble Buzz  <b>Splash and Dig</b>  TG p.73 Music: The Water Song  TG p.108 Music: Feel the Beat</p>



	<p><b>Finny, Feathery, Furry Friends</b>  TG p.108 Music: “The Bear Went Over the Mountain”</p> <p><b>Watch It Grow</b>  TG p.88 Music: Shake It Cha Cha  TG p.128 Music and Movement: Johnny Appleseed Dance</p> <p><b>Weather Watchers</b>  TG p.128: Music: Spring Rain Shower</p>
<p>PK.CA.5. Create and perform sound using voice, traditional instruments and/or non-traditional instruments</p>	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Dilly’s Music and Movement CD  Flapboards: “Gone Investigating”  Manny Puppet  <i>Adventure in Circle Forest</i></p>	<p><b>Let’s Investigate</b>  TG p.56 Music: “The More We Get Together”  TG p.82 Music: “Gone Investigating”  TG p.148 Music: Songs with Rhymes  TG p.214 Music: “InvestiGator Club Theme Song”</p> <p><b>Under Construction</b>  TG p.73 Music: “The Backhoe Song”  TG p.88 Music and Movement: Rhythm  TG p 108 Music:Carpenter’s Rhythm  TG p.128 Music: Little Pigs Sing-Along</p> <p><b>Finny, Feathery, Furry Friends</b>  TG p.88 Music: Make Instruments  TG p.128 Bumblebee Buzz</p> <p><b>Weather Watchers</b>  TG p.108 Music: Musical Weather  TG p.88 Music and Movement: Shake It Cha Cha</p>
<p><b>Creative Movement &amp; Dance</b></p>	
<p>PK.CA.6. Respond to feelings through dance or creative movement.</p>	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Dilly’s Music and Movement CD</p>	<p><b>Let’s Investigate!</b>  TG p.126 Music: Music Long Ago  TG p.143 Gross Motor Skills: The Dancer in You  TG p.143 Dramatic Play: Rosalita's Fancy Footwork  TG p.192 Music: All Kinds of Music  TG p.214 Music: Music: "The InvestiGator Club Theme Song"  TG p.231 Oral Language: The InvestiGator in You</p> <p><b>Healthy You</b>  TG pp.76–77 Opening Circle Time: Oral Language</p> <p><b>Finny, Feathery, Furry Friends</b></p>

	<p>TG p.38 Daily Routines: Musical Animals  <b>Splash and Dig</b>  TG p.68 Music: "Earth and Water Hula"  TG p.73 Music: The Water Song  TG p.93 Music and Movement: Sea Limbo  <b>Watch It Grow</b>  TG p.68 Music: "Watch It Grow Cha Cha"  <b>Weather Watchers</b>  TG p.68 Music: "Bad Weather Blues"  TG p.88 Music and Movement: Rhythm of the Rain</p>
<p>PK.CA.7. Perform different characteristics to movements in spontaneous and imaginative ways (e.g., sway, twist, wavy, use of 'props').</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Dilly and Friends Music and Movement CD</p>	<p><b>Let's Investigate!</b>  TG p.126 Music: Music Long Ago  TG p.143 Gross Motor Skills: The Dancer in You  TG p.143 Dramatic Play: Rosalita's Fancy Footwork  TG p.192 Music: All Kinds of Music  TG p.214 Music: Music: "The InvestiGator Club Theme Song"  TG p.231 Oral Language: The InvestiGator in You  <b>Healthy You</b>  TG pp.76–77 Opening Circle Time: Oral Language  <b>Finny, Feathery, Furry Friends</b>  TG p.38 Daily Routines: Musical Animals  <b>Splash and Dig</b>  TG p.68 Music: "Earth and Water Hula"  TG p.73 Music: The Water Song  TG p.93 Music and Movement: Sea Limbo  <b>Watch It Grow</b>  TG p.68 Music: "Watch It Grow Cha Cha"  <b>Weather Watchers</b>  TG p.68 Music: "Bad Weather Blues"  TG p.88 Music and Movement: Rhythm of the Rain</p>
<p>Theatre / Dramatic Play</p>	
<p>PK.CA.8. Participate in a variety of dramatic play activities (teacher guided or child initiated) to represent fantasy and real life experiences.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
<p>Lapbook: <i>Adventure in Circle Forest</i>  Dilly's Music and Movement CD</p>	<p><b>Let's Investigate!</b>  TG p.51 Dramatic Play: Puppets  TG p.73 Dramatic Play: The Imagination in You</p>

	<p>TG p.95 Literacy: Reading Everywhere  TG p.143 Dramatic Play: Rosalita's Fancy Footwork  TG p.215 Dramatic Play: Be an InvestiGator  <b>Under Construction</b>  TG pp.56–57 Opening Circle Time: Oral Language  <b>Healthy You</b>  TG p.44: Social Studies: Doctor's Office  TG p.49 Dramatic Play: Your Heart Beats  <b>Finny, Feathery, Furry Friends</b>  TG p.49 Dramatic Play: Act Out Animals  TG p.49 Dramatic Play: At the Vets  <b>Splash and Dig</b>  TG p.48 Blocks: Boat Builders  TG p.49 Dramatic Play: Beach Outing  TG p.79 Oral Language: A Walk on the Beach  TG p.119 Listening: Listen and Act  <b>Watch It Grow</b>  TG p.48 Blocks: Local Crops  TG p.49 Dramatic Play: Rain Forest Day  <b>Weather Watchers</b>  TG p.48 Blocks: Build a Castle</p>
PK.CA.9. Respond and react to theatre and drama presentations.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Classic Tale: "How the Fly Saved the River"  Lapbook: <i>Mystery in the Garden</i></p>	<p><b>Let's Investigate</b>  TG p.105 Literacy: The Storyteller in You  <b>Under Construction</b>  TG p.40 Reading: Act Out a Story  TG p.109 Literacy: Chuck, Chuck, and Away  TG p.113 Oral Language: Character Puppets  <b>Healthy You</b>  TG p.105 Literacy: Act Out a Story  <b>Finny, Feathery, Furry Friends</b>  TG p, 125 Literacy: Little Miss Muffet  <b>Splash and Dig</b>  TG p.129 Literacy: Retell a Classic  <b>Watch It Grow</b>  TG p.109 Literacy: Reread a Sunflower Story  <b>Weather Watcher</b>  TG p.109 Literacy: Friends Like Rosalita</p>
<b>Cultural Differences</b>	
PK.CA.10. Participate in artistic activities (music, visual art, theatre, and dance) representing different cultures.	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Fine Art Print: <i>Hippopotamus</i> (Egypt)  Fine Art Print: <i>Fourth Grade Class</i> (Africa)</p>	<p><b>Let's Investigate</b>  TG p.94 Fine Art: Art Across Cultures</p>

<p>Fine Art Print: <i>Children at the Beach</i> (U.S.)          Fine Art Print: <i>Los Pescados Peña</i> (Native American)          Fine Art Print: <i>Sunflowers</i> (Netherlands)          Fine Art Print: <i>My Country Is Winter</i> (Canada)          Fine Art Print: <i>The Bedroom at Arles</i> (Netherlands)          Fine Art Print: <i>Bridge Tower</i> (U.S.)          Dilly's Music and Movement CD</p>	<p>TG p.116 Fine Art: Talking About Art          TG p.123 Fine Art: Art From Long Ago  <b>Under Construction</b>          TG p.68 Fine Art: <i>Bridge Tower</i>  <b>Healthy You</b>          TG p.68 Fine Art: <i>The Bedroom at Arles</i>  <b>Finny, Feathery, Furry Friends</b>          TG p.68 Fine Art: <i>Los Pescados Peña</i>  <b>Splash and Dig</b>          TG p.68 Music: "Earth and Water Hula"          TG p.68 Fine Art: <i>Children at the Beach</i>  <b>Watch It Grow</b>          TG p.68 Music: "Watch It Grow Cha Cha"          TG p.68 Fine Art: <i>Sunflowers</i>  <b>Weather Watchers</b>          TG p.68 Music: "Bad Weather Blues"          TG p.68 Fine Art: <i>My Country Is Winter</i></p>
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## Physical Development

<p><b>Sensorimotor</b>  <b>Use senses to assist &amp; guide learning; using sensory information to plan &amp; carry out movements</b></p>	
<p>PK.PD.1. Compare/contrast and describe different sights, smells, sounds, tastes, and textures found in the environment</p>	
<p><b>The InvestiGator Club Components</b></p> <p>Oral Language Cards 5, 41          Flapboards: "Healthy Hero"          Bruno's Buzz Nonfiction Reader: <i>My Five Senses</i></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p> <p><b>Let's Investigate</b>          TG pp.234-235 Family Investigation Night: Scavenger Hunt  <b>Under Construction</b>          TG p.43 Science: That's a Match  <b>Healthy You</b>          TGT p.37 Snacks: Trying New Foods          TG p.37 Snacks: Feast for the Senses!          TG p.43 Science: Sense of Touch          TG pp.54-55 Investigation: Investigation Station          TG p.58 Oral Language: Your Senses          TG p.72 Oral Language: Quiz Show          TG p.78 Oral Language: Veggies          TG pp.122-123 Small Group: Science          TG p.125 Literacy: Reread a Senses Story  <b>Finny, Feathery, Furry Friends</b>          TG p.36 Health: Keen Senses for Crossing  <b>Splash and Dig</b>          TG p.125 Science: Reread a Muddy Story</p>
<p>PK.PD.2. Demonstrate awareness of spatial boundaries and the ability to work and move within them.</p>	
<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>

<p>Dilly's Music and Movement CD</p>	<p><b>Building Social and Emotional Skills Guide</b>  TG p.12 Social and Emotional: Dilly Hide and Seek  TG p.37 Social and Emotional: Dig for Buried Treasure  <b>Let's Investigate</b>  TG p.72 Back to School: My Space, Your Space  TG p.82 Back to School: Name Song  TG p.230 Back to school: Personal Space  <b>Splash and Dig</b>  TG p.93 Music and Movement: Sea Limbo  TG p.128 Math: Bounce and Count  <b>Watch It Grow</b>  TG p.39 Transitions: Move Like the Trees  TG p.73 Movement: Squirrel in a Tree  TG p.93 Music and Movement: Hot Potato  TG p.113 Oral Language: Picture Match Relay  <b>Weather Watchers</b>  TG p.39 Transitions: Weather Walking</p>
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**Gross Motor**

**Demonstrate coordination and control of large muscles**

PK.PD.3. Develop body strength, balance, flexibility, and stamina to move self through space in a variety of ways (e.g., running, jumping, skipping).

<p><b>The InvestiGator Club Components</b></p>	<p><b>The InvestiGator Club Teacher Guide (TG)</b></p>
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<p>Dilly's Music and Movement CD</p>	<p><b>Let's Investigate!</b>  TG p.36 Quick Minutes: Gross Motor Skills  TG p.143 Gross Motor: Dancer in You  TG p.149 Gross Motor: The Athlete in You  TG p.165 Gross Motor: Exercise Like Manny  <b>Under Construction</b>  TG p.34 Quick Minutes: Gross Motor Skills  TG p.39 Daily Routines: Giant Steps  <b>Finny, Feathery, Furry Friends</b>  TG p.34 Quick Minutes: Gross Motor Skills  TG p.34 Quick Minutes: Outdoor Play  TG p.39: Transitions: The Ants Go Marching  <b>Healthy You</b>  TG p.34 Quick Minutes: Outdoor Play  TG p.36 Health: Daily Stretches  TG p.73 Movement: Jump and Jive  TG p.85 Science: Animal Exercises  <b>Watch It Grow</b></p>
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	TG p.34 Quick Minutes: Outdoor Play TG p.73 Movement: Squirrel in a Tree
PK.PD.4. Explore a variety of equipment and activities which enhance gross motor development and coordinate movements with upper and/or lower body (e.g., balls, slides, locomotive toys, and assistive technology).	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
	<p><b>Let's Investigate!</b> TG p.34 Quick Minutes: Letters TG p.36 Quick Minutes: Gross Motor Skills</p> <p><b>Under Construction</b> TG p.34 Quick Minutes: Outdoor Play</p> <p><b>Healthy You</b> TG p.43 Science: What Can Muscles Do? TG pp 54-55 Investigation: Investigation Station</p> <p><b>Splash and Dig</b> TG p.34 Quick Minutes: Gross Motor Skills TG p.34 Quick Minutes: Outdoor Play TG p.73 Music: The Water Song TG p.128 Math: Bounce and Count</p> <p><b>Weather Watchers</b> TG p.124 Math: The Numbers 0 to 10</p>
Fine Motor Demonstrate eye-hand coordination and dexterity needed to manipulate objects	
PK.PD.5. Experiment with handheld tools to develop strength, control, and dexterity of small muscles (e.g., paintbrushes, crayons, markers, lacing, clay, etc.).	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
Learning Center Card "Building Plans" Math and Sorting Board Foam Numbers and Counting Strips	<p><b>Let's Investigate!</b> TG p.39 Daily Routines: Establish Good Table Manners TG p.43 Writing: Writing Practice TG p.45 Science: Science Stuff TG p.45 Science: Safe Scientist TG p.47 Art: Painting Pals TG p.47 Art: Initial Prints TG p.48 Technology: Computer Parts TG p.49 Sand and Water: Exploring Water TG p.49 Sand and Water: Exploring Sands TG p.160 Social Studies: We Know What We Need TG p.183 Math: Cut to Size</p> <p><b>Under Construction</b> TG p.42 Learning Centers: Build a Pattern TG p.42 Learning Centers: Dump Trucks</p>

	<p>TG 104 Science: Rocks Rock!  <b>Finny, Feathery, Furry Friends</b>  TG p.48 Learning Centers: Build a Farm  <b>Splash and Dig</b>  TG p.64 Math: The Number 8  <b>Watch It Grow</b>  TG p.124 Social and Emotional: Kabob Crew  <b>Weather Watchers</b>  TG p.129 Art: Four Seasons Mobile</p>
<p>PK.PD.6. Explore and engage in activities which enhance hand-eye coordination (e.g., building with blocks, creating with clay, putting puzzles together, and using other manipulatives)</p>	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Learning Center Card “Building Plans”  Math and Sorting Board  Foam Numbers and Counting Strips</p>	<p><b>Let’s Investigate!</b>  TG p.39 Daily Routines: Establish Good Table Manners  TG p.47 Art: Painting Pals  TG p.160 Social Studies: We Know What We Need  TG p.183 Literacy: Puzzles  <b>Under Construction</b>  TG p.42 Learning Centers: Build a Pattern  TG p.42 Learning Centers: Dump Trucks  TG p.44 Learning Centers: Building Plans  <b>Finny, Feathery, Furry Friends</b>  TG p.42 Math: Part and Whole Puzzles  TG p.45 Art: Clay Animals  TG p.48 Learning Centers: Build a Farm  <b>Splash and Dig</b>  TG p.47 Sand and Water: Water Play  TG p.129 Art: Sculpt a Story Scene  <b>Watch It Grow</b>  TG p.124 Social and Emotional: Kabob Crew  <b>Weather Watchers</b>  TG p.129 Art: Four Seasons Mobile</p>
<b>Personal Health &amp; Safety</b>	
<p>PK.PD.7. Demonstrate personal care and hygiene skills.</p>	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Flapboards: “Healthy Hero”  Oral Language Card 7</p>	<p><b>Let’s Investigate</b>  TG p.38 Establish Hand-Washing and Tooth Care Routines  TG p.39 Establish Set-Up/Cleanup Routines  TG p.39 Establish Good Table Manners</p>

	<p><b>Healthy You</b>  TG p.37 Snacks: Edible Finger Paint  TG pp.62-63 Small Group: Early Writing  TG p.99 Oral Language: Scrub and Rub  TG p.104 Social Studies; Clothes and Climate  TG p.113 Oral Language: I Can Do It!  TG p.119 Oral Language: Healthy Starts  <b>Finny, Feathery, Furry, Friends</b>  TG p.36 Health: Food Wash  <b>Watch It Grow</b>  TG p.47 Sand and Water: Vegetable Stew</p>
<p>PK.PD.8. Demonstrate awareness and understanding of healthy habits (e.g., sufficient rest, nutritious foods, exercise).</p>	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>
<p>Manny Puppet  Flapboards: "Healthy Hero"  Oral Language Card 28, 41</p>	<p><b>Let's Investigate</b>  TG p.39 Establish Set-Up/Cleanup Routines  TG p.73 Dramatic Play: The Imagination in You  TG p.139 Math: Match a Snack  TG p.157 Science: Be Healthy Like Manny  TG p.165 Gross Motor Skills: Exercise Like Manny  <b>Healthy You</b>  TG p.36 Health: Nothing in Your Mouth  TG p.36 Health: Daily Stretches  TG p.37 Snacks: Trying New Foods  TG p.37 Snacks: Feast for the Senses!  TG p.78 Oral Language: Veggies  TG p.78 Oral Language: Nutritious Food  TG p.88 Movement: Healthy Food Hopscotch  TG p.88 Literacy: Make a Menu  TG pp.136-137 Family Investigation Night: Trail Mix</p>
<p>PK.PD.9. Demonstrate awareness and understanding of safety rules.</p>	
<b>The InvestiGator Club Components</b>	<b>The InvestiGator Club Teacher Guide (TG)</b>



<p>Daily Routine Posters Dilly and Friends Lapbooks</p>	<p>Daily Routine activities in each Investigation help children develop an awareness of rules (see TG page 29). Also: <b>Let's Investigate!</b> TG p.186 Back to School: Classroom Rules <b>Healthy You</b> TG p.36 Health: Nothing in Your Mouth TG p.38 Transitions: Seat Belts, Please! TG p.45 Learning Centers: Food Prints TG p.49 Learning Centers: Grocery Store TG pp.116-117 Opening Circle: Oral Language TG p.118 Oral Language: Everyday Safety TG p.118 Oral Language: Red Light, Green Light TG p.119 Oral Language: Animal Safety TG p.125 Literacy: Safety Signs TG p.132 Health: Stop, Drop, Roll <b>Finny, Feathery, Furry Friends</b> TG p.36 Health: Keen Senses for Crossing TG p.104 Social Studies: Bunch of Wild Animals!</p>
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