

Prekindergarten Learning System



The InvestiGator Club®

Prekindergarten Learning System

Implementation Facilitator Guide

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Welcome to the InvestiGator Club® Prekindergarten Learning System!

As you guide teachers through the InvestiGator Club® training, you will help them understand the curriculum's foundational principles, features, and components.

Outcomes

Teachers will:

1. Understand the structure, lesson planning, and resources that support critical literacy skills and mathematical thinking.
2. Model inquiry-based learning to motivate children to explore, solve problems, ask questions, and initiate meaningful conversations with peers and adults.
3. Practice Science of Reading strategies and principles to effectively develop vocabulary, phonological, and phonemic awareness.
4. Differentiate instruction to teach to children's strengths and adapt strategies to accommodate learning differences.
5. Build essential life skills, such as resiliency, attention, listening, and patience.
6. Plan for Centers, Daily Routines, Transitions, Shared Writing, Assessment, Outdoor Play, and Celebrations.
7. Invite families into their children's learning experiences with Dilly's Tree House™ Family Engagement program for at-home learning alongside the InvestiGator Club.

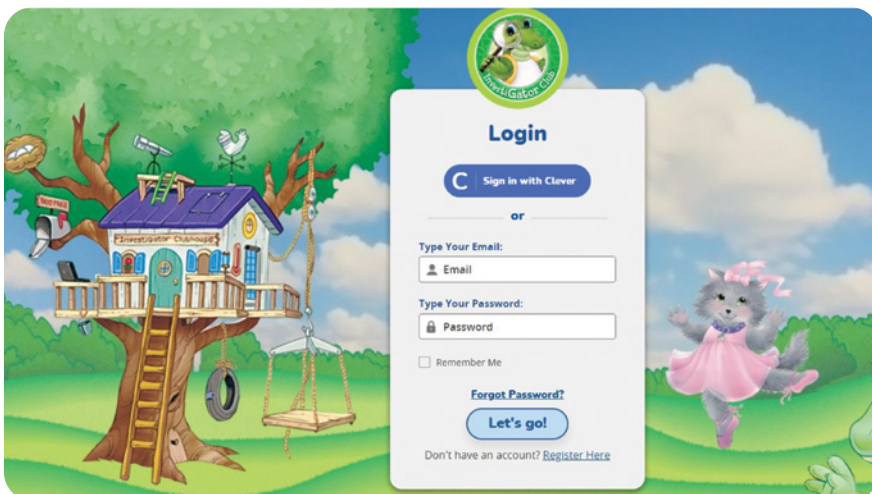
Everybody will be ready to read, write, sing, and dance with the InvestiGators™. Spark curiosity and a love of reading every day.

Have a Dilly of a Day!

♥ Jo and Beth



Ongoing Professional Learning in The InvestiGator Club®



Following is a list of Professional Learning resources that can be found on the Digital Platform.

PROGRAM OPTION: Professional Development

- Implementation Training Video
- Pre-K Training Slides
- Research and Professional Guide
- Webinars
- Modeling Videos: Inclusion, Literacy, Phonological Awareness, Science, Shared Writing, Small Groups, Sing and Dance, Kids and Characters, Meet the InvestiGators™
- Scope and Sequence
- ECERS-R Correlation
- Monitoring Tool for Fidelity
- Interactive Flapboard™ Demo

PROGRAM OPTION: Prekindergarten Learning System

- Teacher Guides
- Alternate 300-hour full Prekindergarten curriculum
- Assessment and Intervention System

PROGRAM OPTION: Dilly's Tree House Family Engagement (English and Spanish)

- Dilly's Tree House™ Guides
- Journals

Get Started

This Facilitator Guide and the Pre-K Training Slides may be used in either virtual or in-person trainings.

To access and **download** the slides, sign into the Digital Platform with the credentials provided and follow this navigation:

1. Choose a Program: Professional Development
2. Implementation
3. Pre-K Training Slides

Spend some smile-worthy time on the Meet the InvestiGators™ pages at www.investigatorklub.com. Here you can watch a video introduction of the characters, view Dilly's Photo Album, explore Gator County, and sing and dance to the InvestiGator songs.

A typical training will take about two hours but can easily be extended to provide more depth or to include breakouts and interactive activities. The training can be customized to various group sizes, time requirements, and goals of the participants.

For face-to-face trainings, the curriculum and resources should be available for participants to explore and use to deepen their understanding and practice planning and implementing lessons and activities.

Following the Implementation Training Outline on the next page is an Overview of the curriculum and Teacher Guide. Participants can use the print or digital **Under Construction Teacher Guide** pages 8-23 to follow along as you preview these pages. The features will be expanded as you deliver the full training. The Overview will help participants feel confident from beginning to end.

If you are training for a 300-hour summer school program, you will need the same components, slides, and resources, but you will also want to present the InvestiGator Club® 300-hour Plan, which can be found in the Prekindergarten Learning System on the Digital Platform.

On training day, you will also need basic supplies, such as paper, pencils, markers, sticky notes, tape, scissors. Sign in to the Digital Platform and Teacher Portal prior to the training.

Ready, set, go!

Give us a buzz: customer.service@robert-lestie.com, 773-935-8358

Implementation Training Outline

Introductions and Agenda

Family of Early Learning Resources

Authors, Advisors, Contributors

Research and Foundational Documents

It all Begins with a Story

Social and Emotional Lapbooks

Science of Reading with InvestiGators™ COMICS

The Value of Characters

Meet the InvestiGators™

InvestiGator Club® Program Structure

Welcoming All Children

Teaching to Strengths

Building Social and Emotional Skills

Teacher Guide Roadmap

Investigations and Weekly Topics

Think Like a Scientist with Investigations

STEAM and Literacy Challenge

Let's Investigate! Introduction and Readiness Guide

Comprehensive Teacher Guide Tour

Family Engagement in the Teacher Guide

Dilly's Tree House™ Family Engagement System

Formative Assessment and Intervention System

Teacher Portal and Digital Platform

Overview

The Power of Investigations

The InvestiGator Club® builds upon children's natural curiosity about the world and their place in it. "Purposeful inquiry" awakens the scientist and explorer in every child. Children learn to use their senses, ask questions, and find answers in a supportive, print-rich environment.

Investigations promote deeper exploration and understanding of big ideas. Children are engaged in the process of learning and discovery using the same steps as real scientists.

- **Look and ask.** Observe and look closely; sort and organize materials; ask questions.
- **Try it and try again.** Predict and hypothesize; experiment, test, and explore to test ideas and predictions.
- **Think about it.** Record results; communicate findings.
- **Make meaning.** Apply the information to a large experience.



Children use all their senses to learn about their world—seeing, touching, smelling, listening, and tasting. Promoting inquiry and discovery allows children to take the lead and use all their special energies for learning. In doing so, children develop a healthy self-esteem and begin to understand all the important contributions they make each day as they learn and grow.

The Power of Story

Everyone loves a good story, and that is where this yearlong curriculum begins—with a story. A group of delightful characters, the InvestiGators, have formed a club to solve mysteries, tackle tough problems, and investigate their world. The InvestiGator Club transforms traditional story time into a dynamic learning experience that stresses:

- Active participation by children as they help tell the story.
- Prediction opportunities with instant feedback.
- Problem solving and reasoning.
- Vocabulary development.
- Empathy for familiar characters.

The Value of Characters

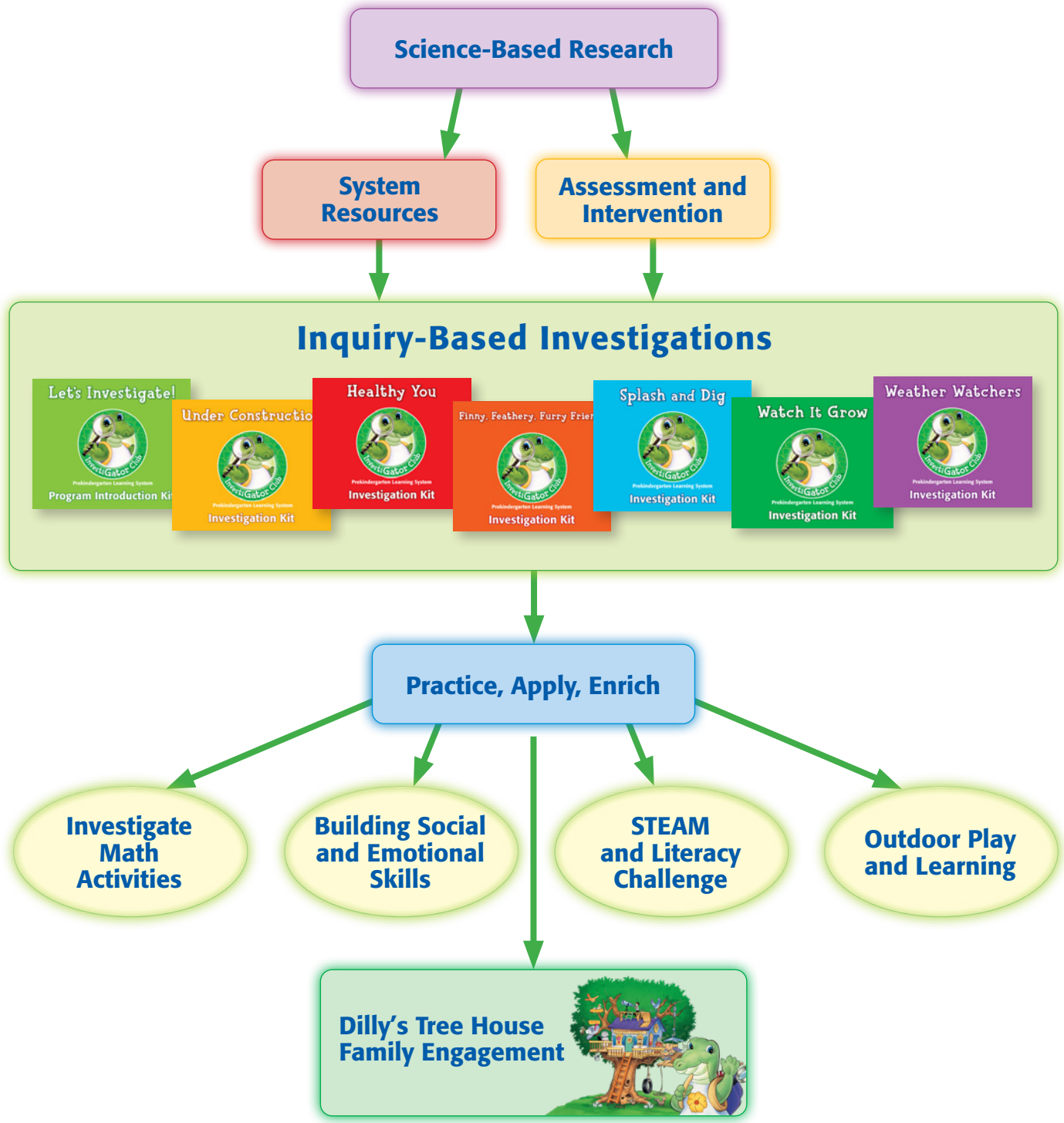
Just as children have questions about themselves and their world, so do the characters in The InvestiGator Club. As children tell and retell stories about the characters, they come to know and care about them. Children will quickly relate to the important life lessons that the characters explore all year long: *Don't give up, believe in yourself, look out for friends.* With all the surprises around the corner and mysteries to solve, it's good to have the comfort and security of old friends!



Characters are used to help children:

- Talk about and practice important social and emotional skills, such as kindness, taking turns, and overcoming fears.
- Recall details about story settings and characters to comprehend new stories.
- Use prior knowledge to make predictions and solve problems.
- Find common ground between the InvestiGators' world and their own.

System Organization



Instructional Format and Strategies

Each Teacher Guide is a detailed roadmap for an Investigation that integrates learning within a flexible structure. All Teacher Guides include Investigation and weekly planners, differentiation and classroom management tips, observational assessment, and family engagement resources in English and Spanish.



Teacher Guide Structure

Week 1

- Investigation Launch: Teacher-Directed Flapboard Lesson
- Investigation Station: Project, Child-Initiated Investigation

Weeks 1–4

- Opening Circle Time Explicit Lessons and Choices (Oral Language)
- Everyday Literacy: Phonological Awareness
- Everyday Literacy: Alphabet Knowledge
- Small Group Explicit Lessons and Choices
- Whole Group Explicit Lessons and Choices
- Closing Circle Time Explicit Lessons and Choices (Shared Writing)
- Daily Routines, Transitions, and Quick Minutes
- Ten Learning Centers for Child-Initiated Learning

Week 4 Special Features

- Investigation Celebration
- Family Investigation Night

Investigations and Themes

Every inquiry-based investigation balances active child-centered learning through play with intentional teacher-directed instruction. Investigation topics integrate learning in ten domains by exploring weekly themes focused on children's real-world experiences and prior knowledge.



1. Let's Investigate! Program Introduction

The eight-week introduction presents characters, investigation techniques, and readiness concepts through literature and hands-on activities. The following six regular Investigations are four weeks each.

2. Under Construction

- ✓ Let's Build
- ✓ Homes
- ✓ Tools and Helpers
- ✓ Builders at Work

5. Splash and Dig

- ✓ Fun with Water
- ✓ Oceans and Beaches
- ✓ Lakes and Shores
- ✓ Rivers and Wetlands

3. Healthy You

- ✓ Body and Senses
- ✓ Food and Exercise
- ✓ I Can Do It!
- ✓ Safety and Health

6. Watch It Grow

- ✓ Trees
- ✓ Fruits and Veggies
- ✓ Flowers
- ✓ To Market, To Market

4. Finny, Feathery, Furry Friends

- ✓ Pets
- ✓ Farm Animals
- ✓ Wild Animals
- ✓ Creepy Crawlies

7. Weather Watchers

- ✓ Rain and Snow
- ✓ Sun and Clouds
- ✓ In the Sky
- ✓ Seasons

Online Investigations (four weeks each)

Marvelous Me, Wheels and Wings, Wonderful Water, Sensational Seasons

Your Schedule, Your Way

Prekindergarten classrooms are as unique and diverse as the teachers and children they hold. Classes can meet two, three, or five days a week. Some programs are full-day and others are half-day. The InvestiGator Club recognizes these differences. Flexibility and choice are built into each Investigation, allowing teachers to choose the lessons and activities that best fit their schedules.

Sample Whole-Day Schedule

8:00–8:15	Arrival and Transition
8:15–8:40	Opening Circle Time
8:40–9:00	Everyday Literacy
9:00–9:40	Learning Centers/Free Play
9:40–10:00	Small Group Instruction
10:00–10:20	Clean Up and Snacks
10:20–10:40	Whole Group Activity
10:40–11:00	Small Group Instruction
11:00–11:30	Indoor/Outdoor Play
11:30–12:15	Clean Up, Lunch, and Transition
12:15–1:30	Storytime, Rest Period
1:30–1:45	Whole Group Activity
1:45–2:30	Learning Centers/Free Play
2:30–2:45	Closing Circle Time
2:45	Dismissal

Sample Half-Day Schedule

8:00–8:15	Arrival/Transition
8:15–8:30	Opening Circle Time
8:30–8:45	Everyday Literacy
8:45–9:30	Learning Centers/Free Play
9:30–9:40	Clean Up and Transition
9:40–10:00	Small Group Instruction
10:00–10:20	Snack and Bathroom Break
10:20–10:40	Whole Group Activity
10:40–11:10	Indoor/Outdoor Play
11:10–11:20	Clean Up and Transition
11:20–11:30	Closing Circle Time
11:30	Dismissal



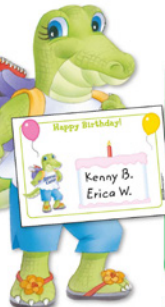
Teacher Guide Tour

Daily Routines

Every Teacher Guide includes several pages of Daily Routines created specifically for that Investigation. Songs and finger plays, riddles, and snack time ideas help you pack high-quality learning into your day.

Daily Routines

Start Your Day



Morning meeting is a good time for children to greet and connect with one another through daily routines. Use the Daily Routine Posters as visual aids. An example of each poster follows.

Birthdays

- Use the **Dilly Birthday Poster** to announce children's birthdays.
- Ask the **Dilly Puppet** to lead children in singing "Happy Birthday" to each child on his or her birthday.
- Announce the birthdays of staff members: *Happy birthday, Miss Lee!*
- Buildings and other structures have birthdays too. Add photographs to the poster as you celebrate these birthdays: White House March 7, Brooklyn Bridge May 24, Statue of Liberty October 28.

Objectives

- Initiate and respond in conversations and discussions with peers and adults.
- Show awareness of print in various settings.

Materials

- Dilly Birthday Poster**
- Dilly Puppet**

Days in Review

- Invite children to suggest ideas for the blanks. Review with them that yesterday was the day before today and tomorrow is the day that comes after today.
- Display a calendar and talk about yesterday, today, and tomorrow. Fill in the blanks on the poster as children watch. For example:
Yesterday was Monday. Today is Tuesday. Tomorrow is Wednesday.

Objectives

- Connect past events to current events.
- Categorize time intervals using words.
- Identify common events and routines.

Materials

- IT Days Poster**

Start Your Day

Featured Artist

- Cut drawing paper so it will fit the empty space on the poster when you display children's work.
- If the featured artist is not yet writing his or her name, have name tags available to tape next to the picture.
- Celebrate a master artist such as Clem O. Coleman. Display a picture of the artist and share some of his artwork. See the **Art Prints** for more ideas.
- Display pictures of everyday items that have colorful patterns, such as carpeting, flooring, wallpaper, fabric-covered furniture, bedding, curtains, and clothing.

Objectives

- Listen to and understand conversations.
- Understand and share experiences about artistic products and experiences.

Materials

- Great Auntie Lu Art Poster**
- Children's artworks
- Art Prints**
- Photo of Clem O. Coleman** (optional)
- Everyday items with patterns

Safety

- Record safety tips related to building and construction, such as these:
Remember to wear safety goggles.
Take the top block off first.
Stand on a chair to build higher than you can reach.
- Feature a bicycle safety tip, such as: *Always wear a helmet.*
- Write a playground safety tip, such as: *Do not run in front of the swings.*
- Before taking children outside, ask them to recall the tip.

Objectives

- Follow basic health and safety rules.
- Show awareness of print in various settings.

Materials

- Chuck Safety Poster**

Transitions

Open, Shut Them

Sing or say this simple rhyme to help children quiet down:

Open, shut them, open, shut them. (Open and close fingers.)
Give a little clap.
Open, shut them, open, shut them.
Put them in your lap.

Objectives

- Participate in tasks and activities.
- Listen to and understand finger plays.

Giant Steps

As children move from one activity to another, have them walk using:

<i>tiny baby steps</i>	<i>heavy elephant steps</i>
<i>giant dinosaur steps</i>	<i>quiet roller skating tips</i>
<i>slow turtle steps</i>	<i>fast horse steps</i>

Objectives

- Explore moving in space.
- Show proficiency, control, and balance when moving.

Sing from Here to There

As children line up to go to the playground, lead them in singing the following words to the tune "Heigh Ho":

Heigh ho, heigh ho, it's out to play we go.
To run and jump and slide and swing.
Heigh ho, heigh ho.

As you walk faster, increase the beat of the song. As you slow down, make the beat slower.

Objectives

- Cooperate with others in an activity.
- Move in time to beat and rhythm.

Teach important concepts that get children talking and moving.

Transitions are tricky! Here are some fresh new ideas for success.

Management
Allow sufficient time for transitions and make sure children know what you expect them to do.

Differentiation
Inclusion If a child has difficulty letting go of a Learning Center activity to move on to another, let the child take something as reassurance that he or she may return later.

Choose from among these activities to help transition smoothly while reinforcing concepts and skills.

Rocks

Have fidgety children stand up and say this chant with you.

We are rocks in a concrete truck. Then down the chute we go so fast.
We wiggle and giggle until we are muck. To spread around and dry at last.

Children should wiggle and jump like they are in a concrete mixer and end up lying quietly on the floor.

Objective

- Explore moving in space.

Who Is It?
To excite children one at a time, give clues to describe the child. I'm thinking of a girl who has brown eyes. She likes to build houses in the Blocks Center. Her tooth fell out at lunch yesterday. Who is it? When the child guesses, he or she may be excused.

Objectives

- Develop and express an awareness of self.
- Listen for different purposes.

Give Yourself a Hug
To help children make the transition from play time to circle time, quietly sing this song to the tune of "Row, Row, Row Your Boat."

Clap, clap, clap your hands. Put your hands together.
Then give yourself a hug. And sit down on the rug.

Objectives

- Cooperate with others in an activity.
- Participate in various musical activities.

Preview page 7

38 Daily Routines

Under Construction 39

Learning Centers

There's nothing ordinary about the center ideas in The InvestiGator Club. 140 center activities address key prekindergarten curriculum standards throughout the program.

Learning Centers

Reading

Choose from any of the activities on pages 40–49 to set up as Learning Centers. Remember to introduce the centers before having children work independently.

ELL

Assign a bilingual or English-speaking buddy to a new ELL child to help with understanding directions.

Management

As you find books related to Under Construction, add them to the Reading Center. If children bring books from home, label them before adding them.

Let's Read!

As children come to the Reading Center, they can each pick out a favorite book and take turns pretend-reading to each other. Children also can draw a picture about a book character, scene, or event.

Objectives

- Show interest in reading-related activities.
- Identify characters and events.

Materials

- *Superhero to the Rescue; Build a Doghouse!; Goodnight, Goodnight, Construction Site; The Shape of Things; Dilly's Alphabet Show; and The Three Little Pigs*
- drawing paper
- crayons and markers

Act Out a Story

Have children act out or retell the story "Building Plans." They can retell the story using the stick puppets, or act out the story using props, such as a toolbox, a hardhat, and "plans" for the Foreman Foxtro actor to use.

Objectives

- Retell and dictate stories.
- Ask questions and comment on information and events from a book.
- Act out stories in dramatic play.

Materials

- *Dilly and Friends Puppets*
- props (toolbox, hardhat, building plans)

Writing

That's My Name!

When children come to the Writing Center, they will discover a box filled with magnetic letters their name cards, and cookie sheets. Display the **Center Card** as you explain to children how to make and trace their names using the letters and a cookie sheet. Some children may want to use the letters to form the names of their classmates.

Objectives

- Trace and write letters.
- Recognize that letters are grouped to form words.

Materials

- Center Card: "That's My Name!"
- box filled with magnetic letters
- name cards
- cookie sheets

While You Were Out

Invite children to use toy telephones, message pads, pencils, and their imaginations to practice making phone calls and writing while-you-were-out messages for Foreman Foxtro, Great Auntie Lu, Dilly Gator, or Chuck Wood. As the child makes a call, his or her partner answers the phone and takes the message.

Long ago, when people wanted to talk, they had to meet face to face. Ask: **How do you talk to people you know who are far away?** (telephone)

Objectives

- Progress in ability to write letters.
- Use a variety of forms of writing.
- Understand how technology affects life.

Materials

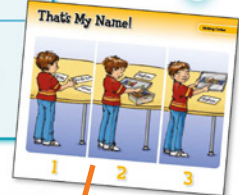
- toy telephones
- pencils
- message pads

Assessment

Note children who can create their names without looking at a name card.

Differentiation

Inclusion If a child has difficulty grasping a pencil, try pushing it through an empty spool or wrapping a thick elastic band around its base.



Ring Ring
Ring Ring


Center suggestions often build on previous stories, Investigations, or other activities.

3-step pictorial directions foster independence.



Investigation Launch

Every Investigation Launch begins with a curiosity-sparking Interactive Flapboard experience. Each lesson is designed to promote critical thinking, participation, and peer interaction.



Assessment

Do children make reasonable predictions about what will happen next in the story? Use **Assessment Card 19** to assess this skill and to implement intervention strategies.

IEP Note
 Record names and modifications.

Investigation

Investigation Launch

Objectives


- Contribute personal experiences and prior knowledge during storybook reading.
- Make predictions.
- Identify characters and events.

Materials


- Investigation Flapboard: "Building Plans"

Tell the Story


Present Flapboards 1 to 4, following the directions on the story script. Provide ample time for children to look at the illustrations, talk about them, and make predictions. Then point out important objects on each Flapboard and introduce the vocabulary words. If possible, invite different children to open each flap as you read and talk about each part of the story.




Flapboard 1



Flapboard 2



Flapboard 3



Flapboard 4

Begin the Investigation

Guide children to the Investigation Station on pages 54–55. Explain that throughout the Investigation, children will learn about building and building plans. They will have many chances to use tools and building materials, just like Foreman Foxtrot did. While they investigate building, they also learn about numbers, letters, patterns, and how things move.

Set the Stage

As children come to the circle, ask: **Who would like to become an InvestiGator?** Remind children that InvestiGators like to listen, explore, make discoveries, and learn new things.

Invite children to share their experiences with building.

- Have you ever built a fort or a tall tower?
- What did you use to build it?

Tell children they will hear a story called "Building Plans." It is about workers who build things. In this story, something goes wrong that causes some very funny things to happen.

Get Started

Display Flapboard 1. Ask:

- What characters are in this story? (Dilly, JT, Manny, Rosalita, Chuck, Bruno)
- Where do you think their investigation begins?

Say: When we listen to this story, we will find out where the InvestiGators are and what goes wrong.

Vocabulary Words

building plans	plano de edificio	construction	construcción
crane	grúa	dump truck	camión de volteo
mixer	mezcladora	whistle	silbato

52 Investigation

Under Construction 53

Engaging stories invite prediction, discussion, and repeated reading.

“Flapboarding promotes ‘mindful learning,’ creating an environment where real learning can take place.”

Vocabulary is highlighted in English and Spanish.

Judi Coffey—CEO, Robert-Leslie Publishing

Preview page 9

Investigation Station

After launching, children are introduced to the Investigation Station, a scientific exploration that invites children to ask questions, experiment, and connect ideas to real life.

Investigation

Investigation Station

Introduce this project after presenting "Building Plans" on pages 52–53. This ongoing project lets children explore, experiment, and apply knowledge throughout Under Construction.

Research

Current research states that young children "in every domain of science should have the opportunity to use scientific inquiry and develop the ability to think and act in ways associated with inquiry."

Objectives

- Test observations, draw conclusions, and form generalizations.
- Use senses, tools, and measuring devices to gather information.
- Observe and discuss properties of objects, materials, and organisms.
- Create representations of home, school, and community.

Materials

- model "building plan"
- building blocks
- chart and drawing paper
- building supplies (PVC pipes and joints, wood scraps, glue, safety tools and goggles, measuring tapes, recycled materials)

Investigation Station

Look and Ask


Display a simple drawing of a block structure. Say:

- **This is a building plan that I drew.**
- **Now I'll use the plan to build a structure.**

Build a block tower according to your plan. Explain that anything you build can be called a structure.

Post this question: *What can you plan and build?* Read it aloud, and record children's ideas. Invite children to visit this station to plan and build.

- Draw a plan first.
- Then build a structure like your plan.
- Change your building plans and your structures if needed.



Think About It

At the end of Under Construction, display all building plans and structures. Let children share what they built and learned.

- What did you build?
- Does your structure look like your plan? Why or why not?
- What was hard about building? What was easy?
- What do you want us to know about using tools?

Safety

Be sure to have an adult supervise the Investigation Station so materials are handled safely.

Management

You might have parent "experts" such as construction workers, plumbers, or architects visit the classroom and take turns supervising.

Try It and Try Again

Invite children to visit the Investigation Station throughout Under Construction. As children work, offer ideas that encourage them to solve problems. For example:

- If your structure falls, think about using bigger materials at the bottom.
- If one side is too heavy, try to balance the other side with a heavier material.
- If your structure has too many parts, make it simpler.

Make Meaning

Read back the data you recorded. Then guide children to draw real-world conclusions from their data.

- Think about real construction sites. What should workers have to build a structure? (the right tools and materials, good plans)
- What should workers do to build a good structure? (use materials that are the right size, shape, and weight; go back and change plans if necessary)

Discuss children's ideas and invite them to share the ideas with family members when they bring home their structures.

For the Project-Oriented Classroom

Go on a neighborhood walk. Listen as children talk about buildings. What interests them most? Do they notice a certain home, bridge, or fountain? Use children's areas of interest to build and plan one giant class structure rather than individual structures.

Assessment

Collect evidence of children's progress over a period of time. Periodically, take photographs of each child's structure and record anecdotal notes of their responses to questions such as: *What are you building? What did you notice about...? What happens when...?*

Each Investigation is supported by relevant research.

Open-ended yet structured activities encourage purposeful exploration extending over several weeks.

Project-Oriented Learning is alive and well in The InvestiGator Club!

Opening Circle Time

The first minutes of class set the tone for the rest of the day. That's why The InvestiGator Club is full of fun, child-centered ideas for this important time, including original songs, finger plays, and rhymes. Oral language is what we do!

Model Lesson

Opening Circle Time

Oral Language

Choose from this explicit lesson or from any of the choices on pages 98–99 as Opening Circle Time activities to begin each day.

Objectives

- Listen to and understand songs.
- Use complex and varied spoken vocabulary.

Materials

- toolbox
- assorted tools or pictures of tools
- Oral Language Card 37

Set the Stage

Display a toolbox. Let children examine the toolbox without opening it. Explain:

- This is a toolbox. It holds tools. A tool is something that carpenters, plumbers, painters, electricians, and other household workers use to do their jobs.
- Do you think Foreman Foxtrot has tools? What tools might be in his toolbox? (hammer, screwdriver, wrench, saw)
- What kinds of tools do you use? How do you use them?

Get Started

Tell children they will learn a song called "The Carpenter's Tools." Ask:

- What does a carpenter do? Explain that a carpenter is a worker who builds and fixes things made of wood.
- Who can name some tools a carpenter uses? (hammer, saw, drill, plane, level, tape measure)

Open the tool box to show the tools. Have children name them. Explain that they will sing about these tools and act out how the carpenter uses them.

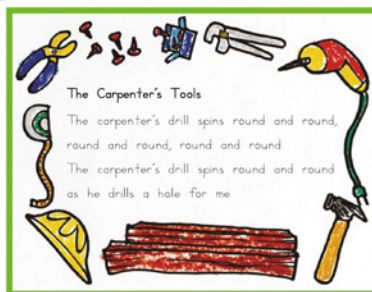
Vocabulary Words

carpenter	carpintero	drill	taladro
hammer	martillo	pliers	pinzas
screwdriver	destornillador	tape measure	cinta métrica

Sing the Song

Write the words to "The Carpenter's Tools" on chart paper. Sing the song to the tune of "The Mulberry Bush," pantomiming a hand drill by grasping the imaginary knob with one hand and moving the handle in a circle with the other hand. Invite children to join in. Then add verses with new tools:

1. The carpenter's tape measures wood.
2. The carpenter's saw goes forward and back.
3. The carpenter's hammer goes tap, tap, tap.
4. The carpenter's pliers grab and bend.



Make Connections

Tell children that they will learn more about tools and the workers who use them. Say: We are also going to read about an InvestiGator who is very handy with tools. Can you guess who it is? (Chuck Woody)

Oral Language

Differentiation

Inclusion If a child has difficulty with a movement, give him or her time to practice or create a similar movement.

Assessment

Did children participate by singing and acting out the song? Record progress as anecdotal notes and place them in the child's portfolio.

Children use new vocabulary as they sing and act out a song.

Discussion questions tap children's prior knowledge and introduce new vocabulary words.

Connections help children relate concepts across content areas.

96 Opening Circle Time

Teacher Choices

Choice menus help you add variety to your weekly lesson plans.

Opening Circle Time

Choices

Listening: Tool Talk

Display a toolbox. Use the Chuck Puppet to begin a discussion about tools: Hi everyone! I'm Chuck Wood. I love toolboxes! A toolbox holds tools. Do you want to see what's inside my toolbox? Have Chuck take out the tools and ask children to name and demonstrate how to use them. Then play a clue game.

- Out of sight of children, place one tool in the toolbox.
- Have Chuck say this rhyme as you gently shake the toolbox: I have a toolbox. Something's inside. Shake it and listen. What did I hide?
- Have Chuck give clues about the tool until one child identifies it. For example: This tool has teeth. It cuts wood. (saw)

Objectives

- Listen to and understand conversations.
- Identify objects in the environment.

Materials

- toolbox with tools (hammer, tape measure, hand sander, drill, screwdriver)
- Chuck Puppet

Oral Language: Let's Paint

Put on a painter's cap and remove each prop or picture from a box. Say: I am a household worker. Look at my tools. Can you guess what I am? (painter) Have children name the items and talk about how a painter uses them. Then invite children to pantomime painting a wall.

- I pry open the can of paint.
- I stir the paint really well.
- I pour some paint into the tray.
- I put the roller in the tray and roll it back and forth in the paint.
- Now what do I do? Who can show us how?

Objectives

- Initiate and respond in conversations and discussions with adults.
- Develop awareness of jobs.

Materials

- painting supplies or pictures (painter's cap, paint can, paint can opener, paint stirrer, paint tray, paint roller)



Oral Language: Let's Talk About Patterns

Tell children that today they will make a pattern. Distribute hammer cutouts to create a pattern, such as green, yellow, green, yellow. Starting with one child and going around the circle, have each child hold up his or her hammer and say the color. Then have children say the pattern together as you point to each child's hammer. Display pictures of everyday items with two-color patterns, and have children name the colors that repeat. Have children look at their own clothing. Ask: Are you wearing anything with a pattern? Tell us about it.

Objectives

- Listen to and understand conversations.
- Recognize patterns in the environment.

Materials

- green and yellow construction-paper hammer cutouts
- pictures of everyday items with two-color patterns



Oral Language: "Chuck Says"

Have the Chuck Puppet tell children about his tool belt and some of his special tools. Then pass around some real tools. As children examine the tools and explore how they work, talk about which household helper might use them. For example: A plumber might use a wrench to fix a faucet on a sink.

Then have Chuck and children play a game. As Chuck gives directions, such as turn the screw, sand the wood, paint the wall, and tighten the pipe, have children pantomime the actions.

Objective

- Listen to and understand conversations.

Materials

- Chuck Puppet
- assorted tools (screwdriver, screw set in a block of wood, hand sander and a block of wood, pliers and wire, roller and paint tray, wrench and a pipe)



Differentiation

Inclusion If a child has difficulty with movements and gestures, invite the child to lead the game of "Chuck Says."

Assessment

Note if children are able to focus on conversations and interact with words and gestures, or if additional practice is necessary. Use Assessment Card 1 to assess this skill and to implement intervention strategies.

98 Opening Circle Time

Under Construction 99

The InvestiGator Club focuses on the four literacy domains recognized as critical for young children's future reading success: oral language development, phonological awareness, vocabulary, and alphabet knowledge. Other important skills and concepts, such as written expression, print awareness, and motivation to read, are regularly addressed.

- Phonological awareness activities are loaded with child appeal.

Engage children with Dilly and Friends Lapbooks, Alphabet Cards, games, songs, posters, and more!

- Assess children's alphabet and letter knowledge with point-of-use assessment.

Carefully
sequenced
phonological
awareness activities
are repeated all
year long.

Small Group

Explicit lessons for foundational skills and content areas are grounded in the latest scientific evidence regarding child development and best practices.

Model Lesson

Small Group

Math

Choose from this explicit lesson or any of the choices on pages 104–105 as small group activities.



Objectives

- Recognize, duplicate, and extend patterns.
- Identify color patterns.
- Recognize, describe, and compare shapes.
- Name shapes and their parts and attributes.

Materials

- Math Flipboard: "Laundry Day"
- shirt or tie with two-color pattern

Set the Stage

Put on an oversized shirt or tie with an obvious two-color pattern. Invite children to describe the pattern. Ask: **Are you wearing anything with a pattern? Tell us about it.**

Get Started

Explain that you are going to read a story called "Laundry Day." In this story, the InvestiGator Club gets a Bee Mail from Foreman Foxrot saying, "Come quickly! Foreman Foxrot needs their help again. Someone who likes patterns is washing and drying clothes at the construction site! Say: **Will the InvestiGator Club discover who it is? Let's find out.**

Vocabulary Words

colors colors
pattern pattern
trail trail

lines rectos
periscope periscopio
tumbling dar volteretas

Tell the Story

As you read, ask children to think about the different kinds of patterns that the InvestiGators see as they try to discover who is doing laundry at the construction site. Tell the story in your own words, or use the script. Talk about the story and the patterns:

- **Why does Foreman Foxrot send a Bee Mail to the InvestiGators?** (He needs help finding out who is doing laundry at City Square Construction Site.)
 - **What does Foreman Foxrot show the InvestiGators when they first get to the construction site?** (basket of clothes)
 - **What do you notice about the clothes?** (They all have patterns.)
- Talk about the patterns on each Flipboard. Have children extend each pattern by asking them to tell what comes next.

Make Connections

Look at ZipZip Zebra. How can you tell that he likes patterns? (His body has a pattern; He made a pattern with the marbles; Everything in his laundry basket has patterns.)

Ask children to draw pictures to show favorite patterned objects. Display the pictures in the room.

Math

Research

According to the NCTM, "Recognizing, describing, extending, and translating patterns encourage children to think in terms of algebraic problem solving."



Check Up

- While you tell the story and practice the skill, note the following:
- ☐ Does the child readily recognize and describe patterns with colors, shapes, and lines?
 - ☐ Does the child extend patterns after additional practice?
 - ☐ Does the child need more time with the concept?

After the lesson, record notes about each child's progress on the **Anecdotal Notes Form** and place it in his or her portfolio.

Key vocabulary words are listed in English and Spanish.

Questions help teachers quickly assess children's understanding.

Teacher Choices

Small Group

Choices

Management

Invite an electrician to visit the class and tell about his or her job and the materials it requires.

For 3-year-olds

Have younger children describe their rock in their own words rather than answer questions about it.



Social Studies: Plumbers

Look at the pipes under a sink. Then turn the cold water on, letting children touch the pipes to feel the movement of the water.

- **Where did the water start?** (faucet)
 - **Where will the water go?** (through the pipes, through the wall or floor, and out of the building)
- Tell children that a plumber is a person who installs and fixes water pipes. Talk about what plumbers need to do their job. (pipes, joints, pipe cutters, wrenches.) Then set out PVC pipes and joints and let children play the role of plumber. (Or you may cut strips of white paper and let children glue them together to resemble piping.)

Objective

- Understand roles, responsibilities, and services of community workers.

Materials

- PVC pipes and joints (or strips of white paper and glue)

Science: Rocks Rock!

Have the JT Puppet display a box of rocks, saying: **There's a lot of digging going on at the construction site. Here are some rocks that I dug up there.** Have JT invite children to choose a rock to examine. Provide hand lenses for a close look.

- **Feel your rock. Is it bumpy or rough? Is it smooth?**
- **Look at your rock. What color is it? Is it shiny? Is it dull? Is it flat? Is it round?**

Have children draw a picture of their rock. As they work, have them dictate words about color, size, shape, and texture.

Objectives

- Use senses, tools, and measuring devices to gather information.
- Collect, describe, and record information through drawings.

Materials

- JT Puppet
- rocks of different colors, sizes, shapes, and textures
- hand lenses (optional)
- drawing paper and crayons

Literacy: Letter Hokey Pokey

Place a self-stick note with Ss on each child's right hand. Place a self-stick note with Ff on each child's left hand. Then have children sing and dance this version of "The Hokey Pokey."

Put your S hand in.
Put your S hand out.
Put your S hand in, and shake it all about.
Do the Hokey Pokey and turn yourself around.
That's what it's all about.

Repeat for Ff. Send children to find examples of the letters S, s, F, f, and f on charts, posters, or bulletin boards in the room. Have them take the matching self-stick note and place it below the letter in the room.

Objectives

- Show awareness of print in various settings.
- Match and sort letters.

Materials

- small self-stick notes

Literacy: Reread "Laundry Day"

Have the Manny Puppet make an AB pattern with red and blue squares and then say: **Look what I made! It's a pattern. The colors repeat in order—red square, blue square, red square, blue square—just like ZipZip's shirts on the crane in "Laundry Day."** Let's read the story again. Then you will make patterns too. As you read the story, pause for children to describe the patterns on the Flipboards. Then have them use manipulatives to make patterns. Encourage children to tell about their patterns.

Objectives

- Recognize, duplicate, and extend patterns.
- Identify color patterns.

Materials

- Manny Puppet
- Math Flipboard: "Laundry Day"
- cubes, blocks, shapes, buttons, and paper strips of different colors

Choices

Differentiation

Tactile For children who learn by touching, trace the letters with glue and sprinkle sand over them.

Safety

Demonstrate how to carry scissors, pointed edge down.

Assessment

Notice children who are able to extend a simple AB pattern and children who need more practice. Take photos or make anecdotal notes of children's work and place them in children's portfolios.

Choices allow you to select the activities that best meet your program needs and the interests of the children in your classroom.

Whole Group

Whole Group lessons provide modeled instruction that brings children together to participate in a shared writing or reading experience, engage in interactive math learning, and explore content areas and social-emotional concepts.

Model Lesson

Literature is revisited many times for a variety of purposes.

Tips are provided for different learning styles within the group.

Objectives match domains and standards you need to teach.

Give English learners the best possible head start on learning.

Whole Group

Social and Emotional

Choose from this explicit lesson or from any of the choices on pages 108–109 as whole group activities.

Objectives

- Interact with peers by helping and sharing and through discussion.
- Listen to and understand stories.
- Express feelings, needs, and opinions productively.

Materials

- Chuck Puppet
- Superhero to the Rescue

Set the Stage

As children gather for story time, have the Chuck Puppet say:

- Isn't it fun to do things with friends?
- When my friends and I get together, we share things like toys and tools and snacks. Do you and your friends share too?
- What are some things that you share?

Get Started

Display the lapbook, reminding children that they have listened to the story once before. Flip through the book, asking children to share what they remember about *Superhero to the Rescue*. Explain that when they listen to the story this time, they should think about how Chuck and Dilly share. Remember that when you share, you let someone use something you have, or you give someone part of something you have.

Vocabulary Words

- | | | | |
|----------|-----------|----------|---------|
| glued | pegged | hammered | mortar |
| measured | medida | sawed | cortado |
| share | compartir | workshop | taller |

Read the Story

Point to the first word on page 2. Explain that this is where you will begin to read. Continue to track print as you read the story aloud. Allow time for children to look at the illustrations, talk about them, and make comments or ask questions about what you read. Use vocabulary words to talk about what is happening.

Make Connections

After reading the story, have Chuck Wood ask questions such as these:

- What did Dilly invite me to do at the beginning of the story? (go for a ride in the car)
- Why couldn't I ride with Dilly? (You didn't fit.)
- How did I solve the problem? (cut with a sidecar.)
- What did I use? (crate, measuring tape, hammer, saw)
- What did Dilly and I share at the end of the story? (a ride in the car and superhero capes)

Encourage children to talk about their experiences with sharing. Ask: Have you shared with anyone today? Has anyone shared with you? How does it make you feel when someone will not share with you?



Social and Emotional

Differentiation

Inclusion if a child has difficulty answering questions, use the corresponding illustrations as prompts.

IEP Note

Record names and modifications.

106 Whole Group

Teacher Choices

Additional Whole Group lesson choices provide options for every day of the week.

Whole Group

Choices

Music: Carpenter's Rhythm

Put on a hardhat and grab a hammer. Tell children that you are a carpenter. Hammer out a pattern, such as:

- tap, bang, tap, bang,
tap, tap, pause, tap, tap, pause

Have children tap along using their fist and an open palm. Then let children choose rhythm instruments and have them join in with other rhythmic patterns.

Objectives

- Participate in various musical activities.
- Recognize patterns in the environment.

Materials

- hardhat (optional)
- hammer
- rhythm instruments

Math: Make and Extend Patterns

In advance, make simple two-color and two-shape pattern cards. Display a two-color pattern card and ask children to name the pattern. Demonstrate how to use manipulatives to copy and extend the pattern.

Ask children to count off around the circle from one to five. Organize children into groups by their number. Give each group a pattern card and corresponding manipulatives to copy and extend the pattern. When each group has completed the pattern, have them trade cards with another group. As you observe each group, encourage children to name the pattern.

Objective

- Recognize, duplicate, and extend patterns.

Materials

- tagboard strips with simple color and shape patterns
- construction-paper shapes, blocks, cubes, beads, buttons

Art: Sponge Print Patterns

Ask children to tell about patterns they see in the room. Explain that designers and artists make patterns by repeating lines, shapes, and colors.

Provide sponge shapes, paint, and T-shirt cutouts. Demonstrate how to dip a sponge in paint and gently press it on a cutout to make a print. Hang the completed T-shirts on a clothesline as ZipZip did in "Laundry Day." Invite children to talk about the patterns they made.

Objective

- Use art media and materials.

Materials

- sponge shapes
- paint
- paper T-shirt cutouts
- smocks



Literacy: Chuck, Chuck, and Away

Reread *Superhero to the Rescue*. Ask children to look at the illustrations and talk about what the characters are doing. Also have them look at the characters' expressions to identify how they are feeling. Show pages 2–3. Point out that even though the story does not say it, the illustrations show that Chuck is glad to see Dilly. Ask what makes them think so. (Chuck is smiling. Dilly is waving.)

Have children:

- act out the story using cardboard boxes and other props.
- mimic Chuck's signature phrase: "Chuck, Chuck, and away!"

Objectives

- Understand that illustrations carry meaning but cannot be read.
- Act out stories in dramatic play.

Materials

- Superhero to the Rescue*
- cardboard boxes and other props

Choices

Management

Clip a clothesline to each sponge shape to make it easier for children to dip the sponge in paint and make print patterns.

Assessment

Note children who contribute ideas that represent clear AB patterns and children who do not contribute ideas or suggest AB patterns. Record your observations as anecdotal notes.

108 Whole Group

Under Construction 109

Closing Circle Time

The end of the day is an important time for helping children connect the day's new learning to prior experiences. Explicit Shared Writing lessons in each week's Closing Circle Time focus on the writing process through a variety of developmentally appropriate practices and activities.

Model Lesson

Children learn print concepts and "share the pen" in Shared Writing lessons.

Model questions and procedures set the stage for a successful writing experience.

Children work with a variety of writing forms, including charts, letters, and stories.

Closing Circle Time

Shared Writing

Choose from this explicit lesson or from any of the choices on pages 112–113 as Closing Circle Time activities to end each day.

Objectives

- Represent stories and experiences through dictation.
- Progress in ability to write letters.
- Identify some high-frequency words.

Materials

- Superhero to the Rescue
- chart paper
- markers and crayons
- Bruno Puppet

Set the Stage

Display pages 14–15 of *Superhero to the Rescue*. Have children name the two characters. Ask:

- What are Dilly and Chuck sharing? (a car)
- What do we do when we share? (We let others use something we have; We give others part of something we have.)
- What are some things that you share in class? (Possible responses: blocks, crayons, snacks, books, scissors, paintbrushes)

Get Started

Tell children that they will help you write a letter to Dilly and Chuck about sharing. Explain that they will have a chance to talk about how they share and then tell about it in the letter.



Write a Letter

Begin a letter to Chuck and Dilly on chart paper. Write *Dear Dilly and Chuck, We like to share too! Say each word aloud as you write it.*

- Then call on children to dictate sentences about things they share. Say each word aloud as you write it.
- Point out how you leave space between words.
- Point to the word *a*. Explain: *A is both a letter and a word.* Invite children to write the word *a* in the rest of the letter.
- Encourage children to write their own names on the letter.
- Children could draw pictures of the things they shared.

Make Connections

Fold the letter and put it in a large envelope or tube. Have a volunteer give the letter to the Bruno Puppet and ask him to please deliver it to Dilly Gator and Chuck Wood. Perhaps Dilly and Chuck will write back!



Shared Writing

Differentiation

Inclusion If a child has difficulty writing his or her name, offer hand-over-hand assistance.

IEP Note

Record names and modifications.

Assessment

Did children participate in the shared writing activity? Record your observations as anecdotal notes.

Teacher Choices

Children close every day with Sharing Chair and other oral language activities.

Closing Circle Time

Choices



Management

Display the letter the class wrote on pages 110–111 to help children recall examples of ways they share.

Assessment

Note if children are reluctant to talk about their own personal experiences with sharing. Record your observations as anecdotal notes.

Oral Language: Sharing Chair

Invite children to gather around the Sharing Chair. Ask: *What do you want to tell us about what you've learned?* Have children take turns sharing a project, song, artwork, or reflection. For example, children might:

- show their T-shirt sponge print patterns.
- clap the words in a sentence about tools.
- role-play a painter or other household helper.
- sing and act out "The Carpenter's Tools."
- describe a favorite part in *Superhero to the Rescue*.

Objectives

- Participate in tasks and activities.
- Make independent choices.

Materials

- decorated chair

Oral Language: Medallion Day

In advance, make a special medallion for children to wear in recognition of sharing. Talk about why sharing is important. Call on different children to tell how they feel when a friend shares with them or when they share with a friend. Ask: *How does it feel when someone refuses to share with you?* Explore and practice things to do if friends won't share. Have children take turns wearing the medallion as they tell about a time they shared during the day or week.

Objective

- Use compromise and discussion to resolve conflicts with peers.

Materials

- medallion to recognize sharing



Oral Language: If I Were a Tool

Invite children to sit in a circle. Place a toolbox filled with tools in the center. Take a tape measure from the toolbox, and say: *If I were a tape measure, I'd measure the wall. If you were a tool, which one would you be and what would you do?* Have children take turns choosing a tool and telling what job they would do. Record their responses on chart paper.

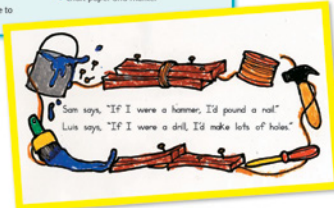
Invite children to draw a picture of the tool next to their response on the chart.

Objectives

- Initiate and respond in conversations and discussions with adults.
- Understand and use language to communicate.

Materials

- toolbox and tools
- chart paper and marker



Choices

ELL

If a child is hesitant about speaking but wants to participate in "If I Were a Tool," suggest using gestures and movement to show which tool he or she would be.

Oral Language: Character Puppets

In advance, prepare stick puppets using a paper plate with a craft stick glued to the back. Meet with children and talk about the characters they have met. Include those from *Superhero to the Rescue* and "Laundry Day" as well as household workers (plumber, electrician, carpenter). Ask children to decorate the puppet to resemble a character. Then have them retell the stories or act out jobs with the puppets.

Objectives

- Understand and use language to communicate.
- Act out stories in dramatic play.


Materials

- paper plates
- crayons or markers
- craft sticks
- tape



Investigation Celebration

At the end of each Investigation, celebrate with a special day that includes cooperative projects, dancing and singing, and a simple ceremony to acknowledge each child's participation and accomplishments.



Investigation Celebration

Celebrate what children have learned during the Under Construction Investigation with this special celebration.

Objectives

- Cooperate with others in an activity.
- Take turns in activities and interact effectively.
- Demonstrate confidence in ability and pride in accomplishments.

Materials

- Investigation Flapboard: "Building Plans"
- butcher paper, tape measure, markers
- children's artworks
- coffee can shakers
- Dilly's Music and Movement Songs and Guide
- wooden or cardboard blocks
- Under Construction Investigation Patch, Teacher Guide page 162
- Clubhouse Attendance Poster

Set the Stage

Get ready to celebrate! Set up a display area. Here are some suggestions to try:

- Display one of the "Building Plans" Flapboards. Then have children pick their best building projects to add to the display.
- On butcher paper, draw a fence like the one around City Square Construction Site. Don't forget to add the Under Construction sign. Then help children hang their favorite artworks along the fence.
- Hang an "Under Construction Celebration" banner.
- Display photos you took of children during the Investigation.

Build Tall Towers

Calling all builders! Who can build the tallest tower? During the celebration, help children form several teams. Encourage them to choose a group name such as Foreman Foxtrot's Friends, the City Square Builders, the Hardhats, and the Bulldozers.

Using wooden or cardboard blocks, have each team in turn build a tower. When the tower has been completed, have children count the blocks.

To make it official, use a tape or ruler to measure and record the height of each tower. Tell teams to build with caution because if the tower tumbles, that's it!

Get Started

Invite your young builders to practice and perform the "Under Construction Dance." Here are some ideas to try:


- Have one child play Foreman Foxtrot and another play Manny. Give each a hardhat and have them lead the dance.
- Have children form three groups—dump trucks, jackhammer workers, and long neck cranes. As one group dances, the other two can clap to the beat.
- Put a handful of nuts and bolts in several empty coffee cans. Put the lids back on to make shakers. Children can shake, shake, shake to the beat.

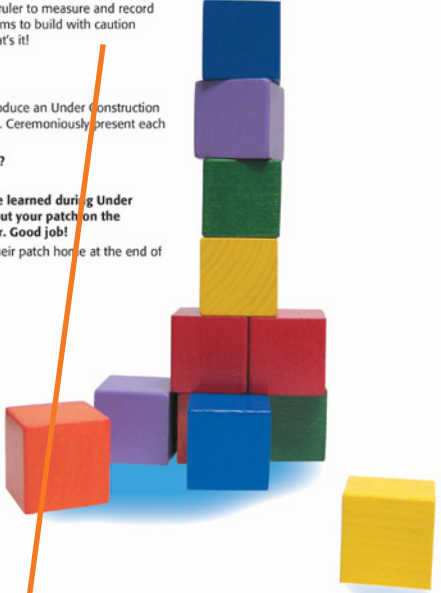
Make Connections

To wrap up the celebration, reproduce an Under Construction Investigation Patch for each child. Ceremoniously present each patch. Say:

- Whose name is on this patch?
- Please step forward.
- To celebrate all that you have learned during Under Construction, you may now put your patch on the Clubhouse Attendance Poster. Good job!

Tell children that they will take their patch home at the end of the day.





134 Culminating Activity

Under Construction 135

Every Investigation ends with activities to celebrate learning.

Celebrate children's progress in child-friendly ways for a fun and memorable day.

Hands-on problem solving and play give children the time and encouragement to apply their learning.

“ If it's worth learning, it's worth celebrating. Celebrations cement learning! ”

Quantum Teaching: Orchestrating Student Success

Preview page 16