

The InvestiGator Club™

Correlation to Chicago Public Schools Early Literacy Framework

The following references are examples of components and teaching in The InvestiGator Club that align to the **Chicago Public Schools Early Literacy Framework**. The correlation is intended to illustrate the system's approach to these standards, not the comprehensiveness of the program.

STATE GOAL 1: Read with understanding and fluency.

Learning Standard A: Apply word analysis and vocabulary skills to comprehend selections.	
1.A.ECa Understand that pictures and symbols have meaning and that print carries a message.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Dilly and Friends Lapbooks and Little Books Oral Language Cards <i>Dilly's Alphabet Show</i> Alphabet Flapboards and Flap Fillers Investigation Flapboards and Flap Fillers Trade Books Bruno's Buzz Nonfiction Readers	Let's Investigate! TG pp. 62–63 Small Group: Literacy Under Construction TG p. 109 Literacy: Chuck, Chuck, and Away Healthy You TG p. 125 Literacy: Safety Signs
1.A.ECb Understand that reading progresses from left to right and top to bottom.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Dilly and Friends Lapbooks and Little Books Trade Books Bruno's Buzz Nonfiction Readers	Let's Investigate! TG pp. 102–103 Opening Circle Time: Oral Language: Read the Story Healthy You TG p. 125 Literacy: Reread a Senses Story Finny, Feathery, Furry Friends p. 40 Learning Centers: Storytelling Time Splash and Dig TG pp. 66–67 Whole Group Literacy
1.A.ECc Identify labels and signs in the environment.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Oral Language Card 28 Under Construction Flapboards and Flap Fillers	Under Construction TG pp. 56–57 Opening Circle Time: Oral Language Healthy You TG p. 125 Literacy: Safety Signs Watch It Grow TG p. 30 Daily Routines: Weather

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1.A.ECd Identify some letters, including those in own name.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Magnetic Foam Letters <i>Dilly's Alphabet Show</i> Dilly's Alphabet Cards Let's Investigate! Center Card: "Initial Prints" Under Construction Center Card: "That's My Name!" Healthy You Center Card: "Your Name in Print"	Healthy You TG p. 121 Everyday Literacy: What Do I See? Splash and Dig TG p. 31 Daily Routines: Attendance Weather Watchers TG p. 61 Everyday Literacy: Raindrop Letters

1.A.ECe Make some letter-sound matches.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Dilly's Alphabet Cards <i>Dilly's Alphabet Show</i> Magnetic Foam Letters Alphabet Flapboard and Flap Fillers Alphabet Song Poster Let's Investigate! Center Card: "Initial Prints"	Under Construction TG p. 121 Everyday Literacy: The Letter <i>Pp</i> Healthy You TG p. 120 Everyday Literacy: What's the Word? Finny, Feathery, Furry Friends TG p. 80 Everyday Literacy: Listen for Beginning Sounds

Learning Standard B: Apply reading strategies to improve understanding and fluency.	
1.B.ECa Predict what will happen next using pictures and content for guides.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Dilly and Friends Lapbooks and Little Books Investigation Flapboards and Flap Fillers	Let's Investigate! TG pp. 168–169 Opening Circle Time: Oral Language Under Construction TG pp. 52–53 Investigation Launch Finny, Feathery, Furry Friends TG pp. 52–53 Investigation Launch

1.B.ECb Begin to develop phonological awareness by participating in rhyming activities.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
	Let's Investigate! TG pp. 128–129 Everyday Literacy: Phonological Awareness Under Construction TG p. 60 Everyday Literacy: Rock and Rhyme Splash and Dig TG p. 80 Everyday Literacy: Rub-a-Dub-Dub

1.B.ECc Recognize separable and repeating sounds in spoken language.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Dilly and Friends Read Along CD	Splash and Dig TG p. 60 Everyday Literacy: Wading in the Water Weather Watchers TG p. 60 Everyday Literacy: Listen and Count Sounds TG p. 120 Everyday Literacy: Sound Bounce

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Learning Standard C: Comprehend a broad range of reading materials.	
1.C.ECa Retell information from a story.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Trade Books Bruno's Buzz Nonfiction Readers Investigation Flapboards and Flap Fillers Dilly and Friends Lapbooks and Little Books	Healthy You TG p. 129 Literacy: Retell a Classic Splash and Dig TG pp. 86–87 Whole Group: Math: Make Connections Watch It Grow TG p. 69 Literacy: Reread a Soup Story TG pp. 82–83 Small Group: Literacy

1.C.ECb Respond to simple questions about reading material.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Dilly and Friends Doll Puppets Investigation Flapboards and Flap Fillers Trade Books Bruno's Buzz Nonfiction Readers Dilly and Friends Lapbooks and Little Books	Healthy You TG pp. 106–107 Social and Emotional: Read the Story Finny, Feathery, Furry Friends TG pp. 126–127 Whole Group: Storytelling Classics Watch It Grow TG pp. 106–107 Whole Group: Social and Emotional

1.C.ECc Demonstrate understanding of literal meaning of stories by making comments.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Investigation Flapboards and Flap Fillers Trade Books Bruno's Buzz Nonfiction Readers Dilly and Friends Lapbooks and Little Books	Let's Investigate! TG pp. 80–81 Opening Circle Time: Oral Language Healthy You TG pp. 106–107 Whole Group: Social and Emotional: Make Connections Finny, Feathery, Furry Friends TG p. 69 Literacy: Reread a Story Splash and Dig TG pp. 66–67 Whole Group: Literacy: Make Connections

STATE GOAL 2: Read and understand literature representative of various societies, eras and ideas.

Learning Standard A: Understand how literary elements and techniques are used to convey meaning.	
2.A.EC Understand that different text forms, such as magazines, notes, lists, letters, and story books, are used for different purposes.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Dilly and Friends Doll Puppets Investigation Flapboards and Flap Fillers Trade Books Bruno's Buzz Nonfiction Readers Dilly and Friends Lapbooks and Little Books Dilly and Friends Read Along CD Let's Investigate! Center Card: "Media Time" Watch It Grow Center Card: "Books About Plants"	Let's Investigate! TG pp. 190–191 Opening Circle Time: Oral Language Under Construction TG p. 41 Learning Centers: While You Were Out Healthy You TG pp. 86–87 Whole Group: Math

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Learning Standard B: Read and interpret a variety of literary works.	
2.B.EC Show independent interest in reading-related activities.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Investigation Flapboards and Flap Fillers Trade Books Bruno’s Buzz Nonfiction Readers Dilly and Friends Lapbooks and Little Books Dilly and Friends Read Along CD eFlapboards Learning Software	Splash and Dig TG p. 40 Learning Centers: Let’s Read! and Flannel Board Stories Watch It Grow TG p. 40 Learning Centers: Books About Plants

STATE GOAL 3: Write to communicate for a variety of purposes.

Learning Standard A: Use correct grammar, spelling, punctuation, capitalization and structure.	
3.A.EC Use scribbles, approximations of letters, or known letters to represent written language.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Splash and Dig Center Card: “Water Everywhere”	Let’s Investigate! TG p. 73 Early Writing: Our New Friend Dilly Under Construction TG pp. 62–63 Small Group: Early Writing Splash and Dig TG p. 41 Learning Centers: Water Everywhere Watch It Grow TG p. 125 Literacy: Shopping Lists

Learning Standard B: Compose well-organized and coherent writing for specific purposes and audiences.	
3.B.EC Dictate stories and experiences.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Dilly and Friends Doll Puppets Investigation Flapboards and Flap Fillers	Let’s Investigate! TG pp. 140–141 Closing Circle Time: Shared Writing Under Construction TG pp. 70–71 Closing Circle Time: Shared Writing Finny, Feathery, Furry Friends TG pp. 62–63 Small Group: Early Writing

Learning Standard C: Communicate ideas in writing to accomplish a variety of purposes.	
3.C.EC Use drawing and writing skills to convey meaning and information.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Investigation Flapboards and Flap Fillers Healthy You Center Card: “Look at Me!” Splash and Dig Center Card: “Float or Sink?” Weather Watchers Center Cards: “Weather Book,” “Weather Watching”	Let’s Investigate! TG pp. 162–163 Closing Circle Time: Shared Writing Healthy You TG p. 41 Learning Centers: Me Books TG pp. 126–127 Whole Group: Storytelling Classics Finny, Feathery, Furry Friends TG pp. 70–71 Closing Circle Time: Shared Writing

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STATE GOAL 4: Listen and speak effectively in a variety of situations.

Learning Standard A: Listen effectively in formal and informal situations.	
4.A.EC Listen with understanding and respond to directions and conversations.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Daily Routine Posters Investigation Flapboards and Flap Fillers <i>Dilly and Bruno Buzzbee</i> Lapbook and Little Book <i>Dilly and Great Auntie Lu</i> Lapbook and Little Book Dilly and Friends Read Along CD	Let's Investigate! TG p. 39 Daily Routines: Establish Set-Up/Clean-Up Routines TG p. 49 Learning Centers: Exploring Water and Exploring Sand Healthy You TG p. 59 Listening: Teddy Bear Watch It Grow TG p. 36 Daily Routines: Fresh Food Wash

Learning Standard B: Speak effectively using language appropriate to the situation and audience.	
4.B.EC Communicate needs, ideas and thoughts.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Dilly and Friends Doll Puppets <i>Dilly and the InvestiGator Club</i> Lapbook and Little Book <i>Dilly and Great Auntie Lu</i> Lapbook and Little Book Dilly and Friends Read Along CD Investigation Flapboards and Flap Fillers	Healthy You TG p. 124 Social and Emotional: Be Prepared! Finny, Feathery, Furry Friends TG p. 89 Literacy: Reread a Duck Story Splash and Dig TG pp. 106–107 Whole Group: Social and Emotional Weather Watchers TG p. 65 Choices: Social and Emotional: Feel It, Show It, Say It

STATE GOAL 5: Use the language arts to acquire, assess and communicate information.

Learning Standard A: Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.	
5.A.EC Seek answers to questions through active exploration.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Center Cards	Healthy You TG p. 43 Learning Centers: Your Sense of Touch Finny, Feathery, Furry Friends TG p. 105 Choices: Literacy: Bird Feeders Weather Watchers TG p. 47 Learning Centers: Oceans and Weather

Learning Standard B: Analyze and evaluate information acquired from various sources.	
5.B.EC Relate prior knowledge to new information.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Dilly and Friends Doll Puppets Trade Books: <i>I Love Trucks!</i> , <i>Pretend You're a Cat</i> Investigation Flapboards and Flap Fillers	Under Construction TG p. 66–67 Whole Group: Literacy Finny, Feathery, Furry Friends TG pp. 66–67 Whole Group: Literacy Splash and Dig TG pp. 52–53 Investigation Launch

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Learning Standard C: Apply acquired information, concepts and ideas to communicate in a variety of formats.	
5.C.EC Communicate information with others.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Dilly and Friends Doll Puppets <i>Dilly and JT Gator</i> Lapbook and Little Book Dilly and Friends Read Along CD Trade Book: <i>One-Dog Canoe</i> Investigation Flapboards and Flap Fillers Weather Watchers Center Cards: “Weather Book,” “Weather Watching”	Let’s Investigate! TG pp. 80–81 Opening Circle Time: Oral Language Finny, Feathery, Furry Friends TG pp. 54–55 Investigation Station Splash and Dig TG pp. 86–87 Whole Group: Math

STATE GOAL 28: Use the target language to communicate within and beyond the classroom setting.

28.A.EC Maintain the native language for use in a variety of purposes.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Dilly and Friends Lapbooks and Little Books in Spanish Dilly and Friends Read Along CD eFlapboards Learning Software Rosalita Word Poster Family Welcome Guide in Spanish Family Investigation Night Invitation in Spanish (see TG p. 139 in each Investigation) Home and Back Family Letter and Activity in Spanish (see TG pp. 144–147 in each Investigation)	Each Investigation contains a Word of the Week Daily Routine that allows children to make word connections in English and Spanish and to help maintain their native languages for a variety of purposes (see TG p. 31).

STATE GOAL 30: Use the target language to make connections and reinforce knowledge and skills across academic, vocational and technical disciplines.

30.A.EC Use and maintain the native language in order to build upon and develop transferable language and literacy skills.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Dilly and Friends Lapbooks and Little Books in Spanish Dilly and Friends Read Along CD Rosalita Word Poster eFlapboards Learning Software Family Welcome Guide in Spanish Family Investigation Night Invitation in Spanish (see TG p. 139 in each Investigation) Home and Back Family Letter and Activity in Spanish (see TG pp. 144–147 in each Investigation)	Each Investigation contains a Word of the Week Daily Routine that allows children to make word connections in English and Spanish and to help maintain their native languages for a variety of purposes (see TG p. 31).

The InvestiGator Club™

Correlation to Chicago Public Schools Early Mathematics Framework

The following references are examples of components and teaching in The InvestiGator Club that align to the **Chicago Public Schools Early Mathematics Framework**. The correlation is intended to illustrate the system's approach to these standards, not the comprehensiveness of the program.

STATE GOAL 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.

Learning Standard A: Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.

6.A.ECa Use concepts that include number recognition, counting and one-to-one correspondence.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Magnetic Math Board Magnetic Foam Numbers Magnetic Counting Strips Trade Book: <i>Millions of Snowflakes</i> Let's Investigate! Flapboards and Flap Fillers Let's Investigate! Center Card: "Math Match" Finny, Feathery, Furry Friends Center Card: "How Many Dogs?"	Let's Investigate! TG pp. 220–221 Small Group: Math Under Construction TG p. 33 Daily Routines: Numbers Splash and Dig TG p. 42 Learning Centers: Fish Ponds Weather Watchers TG pp. 86–87 Whole Group: Math TG p. 124 Math: The Numbers 0 to 10

6.A.ECb Count with understanding and recognize "how many" sets of objects.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Magnetic Math Board Magnetic Foam Numbers Magnetic Counting Strips Trade Books: <i>Little Quack</i> , <i>Apple Farmer Annie</i> Let's Investigate! Center Card: "Math Match" Finny, Feathery, Furry Friends Center Card: "How Many Dogs?"	Under Construction TG p. 84 Small Group: Math: The Number 1 TG p. 124 Small Group: Math: The Number 2 Healthy You TG p. 128 Math: Stories for 1, 2, 3, 4 Watch It Grow TG p. 42 Learning Centers: Counting Tulips

The InvestiGator Club and Chicago Public Schools Correlation: Early Mathematics Framework

Learning Standard B: Investigate, represent, and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.

6.B.EC Solve simple mathematical problems.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Magnetic Math Board Magnetic Foam Numbers Magnetic Counting Strips Trade Book: <i>Little Quack</i> Bruno's Buzz Nonfiction Reader: <i>Build a Doghouse!</i> Finny, Feathery, Furry Friends Center Card: "How Many Dogs?" Watch It Grow Center Card: "Produce Stand"	Healthy You TG p. 33 Daily Routines: Numbers Finny, Feathery, Furry Friends TG pp. 86–87 Whole Group: Math Splash and Dig TG pp. 102–103 Small Group: Math: Make Connections Watch It Grow TG p. 33 Daily Routines: Numbers

Learning Standard C: Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.

6.C.ECa Explore quantity and number.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Magnetic Math Board Magnetic Foam Numbers Magnetic Counting Strips Trade Books: <i>Little Quack</i> , <i>Apple Farmer Annie</i> Finny, Feathery, Furry Friends Center Card: "How Many Dogs?"	Under Construction TG p. 128 Math: How Many? Finny, Feathery, Furry Friends TG p. 33 Daily Routines: Numbers Watch It Grow TG p. 133 Math: How Far Is It?

6.C.ECb Connect numbers to quantities they represent using physical models and representations.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Magnetic Math Board Magnetic Foam Numbers Magnetic Counting Strips Trade Books: <i>Little Quack</i> , <i>Apple Farmer Annie</i> , <i>One-Dog Canoe</i> Finny, Feathery, Furry Friends Center Card: "How Many Dogs?" Watch It Grow Center Card: "Produce Stand"	Finny, Feathery, Furry Friends TG p. 64 Math: The Number 5 Watch It Grow TG p. 64 Math: The Number 8 Weather Watchers TG p. 64 Math: The Number 10 TG p. 84 Math: We Know 10

Learning Standard D: Solve problems using comparison of quantities, ratios, proportions and percents.

6.D.EC Make comparisons of quantities.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Magnetic Math Board Magnetic Foam Numbers Magnetic Counting Strips Finny, Feathery, Furry Friends Center Card: "How Many Dogs?"	Let's Investigate! TG p. 156 Small Group: Math: More or Less TG p. 161 Math: A Living Graph Finny, Feathery, Furry Friends TG p. 93 Math: If You Were an Animal TG p. 112 Math: Favorite Wild Animals

The InvestiGator Club and Chicago Public Schools Correlation: Early Mathematics Framework

STATE GOAL 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.

Learning Standard A: Measure and compare quantities using appropriate units, instruments and methods.

7.A.ECa Demonstrate a beginning understanding of measurement using non-standard units and measurement words.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
<i>Dilly and Bruno Buzzbee</i> Lapbook and Little Book Bruno's Buzz Nonfiction Reader: <i>Build a Doghouse!</i> Finny, Feathery, Furry Friends Flapboards and Flap Fillers	Let's Investigate! TG p. 205 Math: Long and Short Worms Finny, Feathery, Furry Friends TG p. 69 Math: Color, Size, Shape Watch It Grow TG p. 69 Math: Bigger than a Tree?

7.A.ECb Construct a sense of time through participation in daily activities.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
JT Days Poster Dilly Birthday Poster Oral Language Card 61	Let's Investigate! TG p. 134 Readiness: Yesterday, Today, Tomorrow TG pp. 136–137 Whole Group: Readiness: Time Watch It Grow TG p. 28 Daily Routines: Birthdays and Days in Review Weather Watchers TG p. 84 Social Studies: Morning, Afternoon, Evening

Learning Standard B: Estimate measurements and determine acceptable levels of accuracy.

7.B.EC Show understanding of and use comparative words.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Trade Books: <i>More, Fewer, Less, The Shape of Things</i> Bruno's Buzz Nonfiction Reader: <i>Build a Doghouse!</i> Under Construction Center Card: "Build a Pattern"	Let's Investigate! TG p. 200 Math: Long and Short TG pp. 180–181 Whole Group: Readiness: Direction and Position TG p. 183 Math: Cut to Size Finny, Feathery, Furry Friends TG p. 42 Learning Centers: Part and Whole Watch It Grow TG p. 69 Math: Bigger than a Tree?

Learning Standard C: Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.

7.C.EC Incorporate estimating and measuring activities into play.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Bruno's Buzz Nonfiction Reader: <i>Build a Doghouse!</i> Weather Watchers Center Card: "Weather Watching"	Under Construction TG pp. 134–135 Investigation Celebration Healthy You TG pp. 54–55 Investigation Station Splash and Dig TG p. 47 Learning Centers: Water Play

The InvestiGator Club and Chicago Public Schools Correlation: Early Mathematics Framework

STATE GOAL 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.

Learning Standard A: Describe numerical relationships using variables and patterns.	
8.A.EC Sort and classify objects by a variety of properties.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Magnetic Math Board Magnetic Foam Numbers Magnetic Counting Strips Trade Book: <i>Apple Farmer Annie</i> Watch It Grow Center Card: "Sorting Seeds"	Let's Investigate! TG p. 65 Math: Color Sorting Sacks TG p. 113 Math: People Patterns Under Construction TG p. 42 Learning Centers: Sorting Healthy You TG p. 42 Learning Centers: Geoboards Watch It Grow TG pp. 86–87 Whole Group: Math

Learning Standard B: Interpret and describe numerical relationships using tables, graphs and symbols.	
8.B.ECa Recognize, duplicate and extend simple patterns, such as sequences of sounds, shapes and colors.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Magnetic Math Board Magnetic Foam Numbers Magnetic Counting Strips Under Construction Center Card: "Build a Pattern" Under Construction Reproducible: "Pattern Cards" (TG p. 163)	Let's Investigate! TG p. 117 Math: Clap, Pat, Clap, Pat Under Construction TG p. 42 Learning Centers: Build a Pattern Healthy You TG pp. 56–57 Opening Circle Time: Oral Language TG p. 73 Music: Healthy Hero Song Weather Watchers TG p. 42 Learning Centers: Can You Make This?

8.B.ECb Begin to order objects in series or rows.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Magnetic Math Board Magnetic Foam Numbers Magnetic Counting Strips Trade Book: <i>Apple Farmer Annie</i> Watch It Grow Center Card: "Sorting Seeds"	Let's Investigate! TG p. 178 Math: From Small to Large Watch It Grow TG pp. 86–87 Whole Group: Math TG p. 124 Math: The Number 9

Learning Standard C: Solve problems using systems of numbers and their properties.	
8.C.EC Participate in situations that involve addition and subtraction using manipulatives.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Magnetic Math Board Magnetic Foam Numbers Magnetic Counting Strips Trade Book: <i>Little Quack</i> Watch It Grow Center Card: "Produce Stand"	Finny, Feathery, Furry Friends TG p. 37 Daily Routines: Animal Crackers TG pp. 86–87 Whole Group: Math Healthy You TG p. 33 Daily Routines: Numbers Splash and Dig TG pp. 102–103 Small Group: Math: Make Connections Watch It Grow TG p. 33 Daily Routines: Numbers Weather Watchers TG p. 103 Small Group: Math: Make Connections

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Learning Standard D: Use algebraic concepts and procedures to represent and solve problems.	
8.D.EC Describe qualitative change, such as measuring to see who is growing taller.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
<i>Dilly and Bruno Buzzbee</i> Lapbook and Little Book Splash and Dig Center Card: “Cause and Effect” Weather Watchers Center Card: “Weather Watching”	Let’s Investigate! TG pp. 92–93 Whole Group: Readiness: Play with Shadows and Make Connections TG p. 135 Social Studies: How We Change Over Time TG p. 205 Math: Long and Short Worms Under Construction TG pp. 54–55 Investigation Station Healthy You TG p. 48 Learning Centers: We Are So Different!

STATE GOAL 9: Use geometric methods to analyze, categorize, and draw conclusions about points, lines, planes and space.

Learning Standard A: Demonstrate and apply geometric concepts involving points, lines, planes and space.	
9.A.EC Recognize geometric shapes and structures in the environment.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Trade Book: <i>The Shape of Things</i> Healthy You Flapboards and Flap Fillers	Under Construction TG pp. 86–87 Whole Group: Math Healthy You TG pp. 102–103 Small Group: Math Weather Watchers TG p. 69 Math: Snowy Shapes

Learning Standard B: Identify, describe, classify and compare relationships using points, lines, planes and solids.	
9.B.EC Find and name locations with simple words, such as “near.”	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Trade Book: <i>Little Quack</i>	Let’s Investigate! TG pp. 180–181 Whole Group: Readiness: Direction and Position TG p. 187 Listening: Chuck Says Finny, Feathery, Furry Friends TG pp. 86–87 Whole Group: Math

STATE GOAL 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

Learning Standard A: Organize, describe and make predictions from existing data.	
10.A.ECa Represent data using concrete objects, pictures, and graphs.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Magnetic Math Board Magnetic Foam Numbers Magnetic Counting Strips Finny, Feathery, Furry Friends Center Card: “How Many Dogs?” Weather Watchers Center Card: “Weather Watching”	Finny, Feathery, Furry Friends TG p. 93 Math: If You Were an Animal TG p. 112 Math: Favorite Wild Animals Weather Watchers TG pp. 90–91 Closing Circle Time: Shared Writing TG p. 128 Math: 0 to 10 Floor Graph

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10.A.ECb Make predictions about what will happen next.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Investigation Flapboards and Flap Fillers Let's Investigate! Center Card: "Build a Pattern" Splash and Dig Center Cards: "Cause and Effect", "Float or Sink?" Weather Watchers Center Card: "Weather Watching"	Let's Investigate! TG p. 35 Daily Routines: Numbers Healthy You TG p. 33 Daily Routines: Numbers Splash and Dig TG p. 133 Dramatic Play: What Comes Next?

Learning Standard B: Formulate questions, design data collection methods, gather and analyze data and communicate findings.	
10.B.EC Gather data about themselves and their surroundings.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Healthy You Flapboards and Flap Fillers Healthy You Center Card: "Look at Me!"	Under Construction TG p. 85 Science: Gather Water Data Finny, Feathery, Furry Friends TG p. 39 Daily Routines: How Shall I Move? TG p. 93 Math: If You Were an Animal

The InvestiGator Club™

Correlation to Chicago Public Schools Think Theme: Insects

The following references are examples of components and teaching in The InvestiGator Club that align to the **Chicago Public Schools Think Theme: Insects**. The correlation is intended to illustrate the system’s approach to these standards, not the comprehensiveness of the program.

State Goal 11: Have a working knowledge of the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

Chicago Academic Standard A: Understand that science involves asking and answering questions and comparing experimental results to what is already known.

3. Read and discuss science-related materials from a variety of sources.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Trade Book: <i>Commotion in the Ocean</i> Bruno’s Buzz Nonfiction Readers: <i>My Five Senses</i> , <i>Mud Pies</i> Watch It Grow Center Card: “Books About Plants”	Let’s Investigate! TG pp. 198–199 Small Group: Science Healthy You TG pp. 122–123 Small Group: Science Finny, Feathery, Furry Friends TG p. 47 Learning Centers: Animal Habitats Splash and Dig TG pp. 66–67 Whole Group: Literacy Watch It Grow TG p. 40 Learning Centers: Books About Plants TG p. 58 Oral Language: Explore a Rain Forest Weather Watchers TG p. 40 Learning Centers: Read and Talk

Chicago Academic Standard B: Design and conduct simple scientific investigations in which observations are made, data are gathered and organized, and reasonable conclusions are drawn.

1. Select and use instruments to collect, organize, and present data related to a scientific investigation (thermometers, timers, magnifiers, balances, microscopes, calculators, and computers).

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Bruno’s Buzz Nonfiction Reader: <i>Build a Doghouse!</i> Under Construction Flapboards and Flap Fillers Healthy You Center Card: “Your Heart Beats” Splash and Dig Center Card: “Float or Sink?”	Let’s Investigate! TG p. 45 Learning Centers: Science Stuff TG pp. 78–79 Investigation Station TG p. 135 Science: Investigators Try and Record TG pp. 136–137 Whole Group: Readiness Under Construction TG p. 104 Science: Rocks Rock! Healthy You TG pp. 54–55 Investigation Station Weather Watchers TG p. 54–55 Investigation Station

The InvestiGator Club and Chicago Public Schools Correlation: Think Theme: Insects

2. Gather data from investigation by applying a variety of scientific skills (e.g., measurement, reading, recording methods).

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Bruno's Buzz Nonfiction Readers: <i>Build a Doghouse!</i> , <i>My Five Senses</i> , <i>Mud Pies</i> Under Construction Flapboards and Flap Fillers Under Construction Center Card: "Building Plans" Healthy You Flapboards and Flap Fillers Healthy You Center Card: "Your Heart Beats" Splash and Dig Center Card: "Float or Sink?"	Let's Investigate! TG pp. 78–79 Investigation Station TG p. 135 Science: Investigators Try and Record Under Construction TG p. 85 Science: Gather Water Data Healthy You TG pp. 54–55 Investigation Station Weather Watchers TG pp. 54–55 Investigation Station

3. Organize observations and measurements into charts and graphs and communicate conclusions orally and in writing.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Trade Book: <i>Apple Farmer Annie</i> Healthy You Center Card: "Look at Me!" Finny, Feathery, Furry Friends Center Card: "How Many Dogs?" Splash and Dig Center Card: "Cause and Effect" Watch It Grow Center Card: "Sorting Seeds" Weather Watchers Center Cards: "Weather Book," "Weather Watching"	Let's Investigate! TG p. 64 Science: Gathering Reading Data TG pp. 78–79 Investigation Station TG p. 135 Science: Investigators Try and Record Under Construction TG p. 85 Science: Gather Water Data Healthy You TG pp. 54–55 Investigation Station Weather Watchers TG pp. 54–55 Investigation Station

4. Use data based on observations from guided experiments to construct reasonable and accurate explanations.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Bruno's Buzz Nonfiction Readers: <i>My Five Senses</i> , <i>What's the Weather?</i> Under Construction Center Card: "Build a Pattern" Healthy You Center Card: "Your Sense of Touch" Splash and Dig Center Card: "Float or Sink?" Weather Watchers Center Card: "Weather Watching"	Let's Investigate! TG p. 64 Science: Gathering Reading Data TG p. 179 Science: Loud and Quiet Sounds Under Construction TG p. 125 Science: Reread a Story Splash and Dig TG p. 85 Science: Rubber Blubber Gloves Weather Watchers TG p. 85 Science: Sun and Shadows

5. Compare observations of individual and group results.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Healthy You Center Cards: "Look at Me!," "Your Sense of Touch" Weather Watchers Center Cards: "Weather Book," "Weather Watching," "Strong Winds"	Let's Investigate! TG p. 64 Science: Gathering Reading Data Splash and Dig TG p. 64 Science: Gathering Water Data Weather Watchers TG p. 41 Learning Centers: Weather Book TG p. 44 Learning Centers: Weather Watching

The InvestiGator Club and Chicago Public Schools Correlation: Think Theme: Insects

Chicago Academic Standard C: Understand and apply the concepts, principles, and processes of technological design.	
1. Plan and construct simple physical structures to solve specific technological challenges (e.g., blocks to build bridges, towers from drinking straws).	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Bruno’s Buzz Nonfiction Reader: <i>Build a Doghouse!</i> Let’s Investigate! Center Card: “Build a Tree House” Under Construction Center Cards: “Building Plans,” “Block Town” Splash and Dig Center Card: “Mountains” Watch It Grow Center Card: “Produce Stand”	Let’s Investigate! TG pp. 176–177 Small Group: Social Studies: Build a Neighborhood Under Construction TG p. 47 Learning Centers: Sand Construction TG p. 48 Learning Centers: Block Town Healthy You TG p. 48 Learning Centers: Drive-Through Restaurant Splash and Dig TG p. 48 Learning Centers: Boat Builders Weather Watchers TG p. 48 Learning Centers: Build a Castle

State Goal 12: Have a working knowledge of the fundamental concepts and principles of the life, physical, and earth/space sciences and their connections.

Chicago Academic Standard A: Compare and describe life cycles, basic needs, characteristics, and component parts of organisms.	
1. Compare living things to non-living things; classify living things as plants or animals.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Art Prints Trade Book: <i>Pretend You’re a Cat</i> Listen to Your World CD Finny, Feathery, Furry Friends Center Card: “Clay Animals” Watch It Grow Center Card: “Nature Collage”	Let’s Investigate! TG pp. 198–199 Small Group: Science: Investigate Ants and Food Healthy You TG p. 67 Whole Group: Literacy: Make Connections Finny, Feathery, Furry Friends TG p. 43 Learning Centers: Living and Nonliving TG pp. 122–123 Small Group: Science Watch It Grow TG p. 105 Literacy: Plant Anatomy TG p. 109 Fine Art: Living or Not?

2. Describe stages in the life cycles of plants, insects, and vertebrates (e.g., bean plant, butterfly, frog).	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Trade Book: <i>Growing Vegetable Soup</i> Bruno’s Buzz Nonfiction Reader: <i>The Fish Tank</i> Finny, Feathery, Furry Friends Flapboards and Flap Fillers Finny, Feathery, Furry Friends Reproducible: “Frog Life Cycle” (TG p. 163) Watch It Grow Center Cards: “Books About Plants”	Finny, Feathery, Furry Friends TG p. 33 Daily Routines: Science TG pp. 96–97 Opening Circle Time: Oral Language TG p. 104 Science: A Closer Look at Frogs Watch It Grow TG p. 33 Daily Routines: Science TG p. 65 Literacy: Uses for Trees TG p. 98 Oral Language: If Flowers Could Talk

The InvestiGator Club and Chicago Public Schools Correlation: Think Theme: Insects

3. Describe basic needs characteristics of living things (e.g., food, water, air, shelter, space).	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Trade Book: <i>Apple Farmer Annie</i> Healthy You Flapboards and Flap Fillers Finny, Feathery, Furry Friends Center Card: “At the Vet’s” Watch It Grow Center Cards: “Books About Plants,” “Make a Garden”	Let’s Investigate! TG pp. 198–199 Small Group: Science: Investigate Ants and Food Healthy You TG pp. 66–67 Whole Group: Literacy TG p. 78 Oral Language: Nutritious Food Finny, Feathery, Furry Friends TG p. 41 Learning Centers: What Do Animals Need? TG p. 44 Learning Centers: Daily Pet Care TG p. 47 Learning Centers: Animal Habitats TG p. 49 Learning Centers: At the Vet’s TG pp. 122–123 Small Group: Science

Chicago Academic Standard B: Understand effects of organisms on the environment and some features that help them survive and reproduce after a change in their environment.	
1. Describe ways that offspring are much like their parents and one another.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Oral Language Cards 46, 47 Finny, Feathery, Furry Friends Flapboards and Flap Fillers Finny, Feathery, Furry Friends Center Cards: “Animal Names,” “Clay Animals” Watch It Grow Flapboards and Flap Fillers	Finny, Feathery, Furry Friends TG p. 85 Science: Chicken Egg TG p. 88 Literacy: Cows and Calves TG p. 104 Science: A Closer Look at Frogs Watch It Grow TG p. 46 Learning Centers: Watch It Grow Clips

2. Identify differences in appearance among individuals of the same population or group (e.g., hair color, eye color, height, hair texture).	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Oral Language Card 1 Healthy You Center Card: “Look at Me!” Finny, Feathery, Furry Friends Flapboards and Flap Fillers Finny, Feathery, Furry Friends Center Card: “Clay Animals”	Let’s Investigate! TG p. 161 Math: A Living Graph Healthy You TG p. 65 Social and Emotional: Alike and Different Watch It Grow TG p. 105 Literacy: Reread a Sorting Story

3. Identify factors that affect animal and plant growth and reproduction (e.g., food, water, sunlight, fertile soil).	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Trade Books: <i>Pretend You’re a Cat</i> , <i>Commotion in the Ocean</i> , <i>Growing Vegetable Soup</i> Bruno’s Buzz Nonfiction Reader: <i>The Fish Tank</i> Finny, Feathery, Furry Friends Center Cards: “Animal Habitats,” “At the Vet’s” Watch It Grow Center Cards: “Make a Garden,” “Books About Plants”	Healthy You TG p. 49 Learning Centers: Grocery Store Finny, Feathery, Furry Friends TG p. 41 Learning Centers: What Do Animals Need? TG p. 47 Learning Centers: Animal Habitats and Water or Land? Watch It Grow TG p. 85 Science: In Living Color

The InvestiGator Club and Chicago Public Schools Correlation: Think Theme: Insects

4. Compare plant and animal adaptations to the changing seasons (e.g., dropping leaves, migration, growing thicker coats).

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Watch It Grow Center Card: "Books About Plants" Weather Watchers Flapboards and Flap Fillers Weather Watchers Center Card: "Spring Pictures"	Finny, Feathery, Furry Friends TG p. 99 Oral Language: For the Birds Watch It Grow TG pp. 56–57 Opening Circle Time: Oral Language TG p. 59 Oral Language: Tell About Pictures Weather Watchers TG pp. 116–117 Opening Circle Time: Oral Language

5. Describe relationships among various organisms in their environment (e.g., predator/prey, parasite/host, food chains and webs).

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Trade Book: <i>Commotion in the Ocean</i> Bruno's Buzz Nonfiction Reader: <i>The Fish Tank</i> Oral Language Card 50 Healthy You Flapboards and Flap Fillers Finny, Feathery, Furry Friends Flapboards and Flap Fillers Finny, Feathery, Furry Friends Center Card: "Animal Habitats" Watch It Grow Flapboards and Flap Fillers	Finny, Feathery, Furry Friends TG p. 118 Oral Language: Spiders and Grasshoppers Splash and Dig TG pp. 66–67 Whole Group: Literacy Watch It Grow TG pp. 116–117 Opening Circle Time: Oral Language TG pp. 122–123 Small Group: Science

6. Describe food webs in selected ecosystems (e.g., forest, desert, ocean).

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Trade Books: <i>Commotion in the Ocean</i> , <i>Apple Farmer Annie</i> , <i>Growing Vegetable Soup</i> Bruno's Buzz Nonfiction Reader: <i>The Shopping List</i> Finny, Feathery, Furry Friends Flapboards and Flap Fillers Splash and Dig Flapboards and Flap Fillers Watch It Grow Flapboards and Flap Fillers	Finny, Feathery, Furry Friends TG p. 88 Literacy: Cows and Calves TG p. 118 Oral Language: Spiders TG p. 119 Oral Language: In the Garden TG pp. 122–123 Small Group: Science Splash and Dig TG pp. 66–67 Whole Group: Literacy Watch It Grow TG pp. 116–117 Opening Circle Time: Oral Language TG pp. 122–123 Small Group: Science

The InvestiGator Club and Chicago Public Schools Correlation: Think Theme: Insects

State Goal 16: Understand and analyze events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Chicago Academic Standard C: Explain and demonstrate the use of the tools of social science inquiry (e.g., documents, letters, textbooks, photos) used to investigate the past and locate events in time.	
1. Identify various reference sources (e.g., dictionary, encyclopedia, atlas) that can be used to access information.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Let's Investigate! Center Cards: "Media Time," "Picture Dictionary" Under Construction Flapboards and Flap Fillers Watch It Grow Center Card: "Books About Plants"	Let's Investigate! TG p. 90 Science: Investigators Look Finny, Feathery, Furry Friends TG p. 40 Learning Centers: Storytelling Time TG p. 47 Learning Centers: Animal Habitats TG p. 49 Learning Centers: At the Vet's Watch It Grow TG p. 40 Learning Centers: Books About Plants Weather Watchers TG p. 40 Learning Centers: Read and Talk

State Goal 17: Demonstrate a knowledge of world geography, as well as an understanding of the effects of geography on society, with an emphasis on the United States.

Chicago Academic Standard C: Explain the relationship between the physical (e.g., climate, landform, resources) and human characteristics (e.g., settlements, population, language) of places and describe how they have changed over time.	
1. Identify the physical features in the local area and compare them to those in pictures of other places.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Under Construction Center Cards: "Block Town," "Building Plans"	Let's Investigate! TG p. 112 Readiness: Know Your Address TG pp. 114–115 Whole Group: Readiness: Names and Addresses TG pp. 176–177 Small Group: Social Studies Under Construction TG pp. 56–57 Opening Circle Time: Oral Language Splash and Dig TG p. 100 Everyday Literacy: A Walk by the Lake Watch It Grow TG p. 48 Learning Centers: Local Crops

The InvestiGator Club and Chicago Public Schools Correlation: Think Theme: Insects

Chicago Academic Standard E: Explain the physical processes that shape the patterns of Earth’s surface.	
1. Identify the basic components of Earth’s physical systems (air, water, plants, animals, soils, rocks).	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Bruno’s Buzz Nonfiction Reader: <i>The Fish Tank, Mud Pies</i> Splash and Dig Flapboards and Flap Fillers Watch It Grow Flapboards and Flap Fillers Watch It Grow Center Card: “Books About Plants” Weather Watchers Flapboards and Flap Fillers	Under Construction TG p. 47 Learning Centers: Sand Construction TG p. 104 Science: Rocks Rock! Finny, Feathery, Furry Friends TG p. 43 Learning Centers: Living and Nonliving TG p. 47 Learning Centers: Water or Land? Watch It Grow TG p. 99 Oral Language: All About Soil Weather Watchers TG p. 47 Learning Centers: Oceans and Weather and Raindrops

2. Describe local environmental features and relate them to the physical system of which they are a part (rain as a part of the water cycle).	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Bruno’s Buzz Nonfiction Reader: <i>The Fish Tank</i> Oral Language Cards 46, 53 Healthy You Flapboards and Flap Fillers Finny, Feathery, Furry Friends Flapboards and Flap Fillers Splash and Dig Flapboards and Flap Fillers Splash and Dig Center Card: “Water Everywhere” Watch It Grow Flapboards and Flap Fillers Watch It Grow Center Card: “Books About Plants” Weather Watchers Flapboards and Flap Fillers	Finny, Feathery, Furry Friends TG p. 47 Learning Centers: Water or Land? TG p. 78 Oral Language: What Does It Come From? Splash and Dig TG p. 78 Oral Language: Ocean Clues TG p. 98 Oral Language: Off to the Lake Watch It Grow TG p. 99 Oral Language: All About Soil Weather Watchers TG p. 47 Learning Centers: Raindrops TG pp. 56–57 Opening Circle Time: Oral Language TG pp. 96–97 Opening Circle Time: Oral Language

State Goal 18: Understand, analyze, and compare social systems, with an emphasis on the United States.

Chicago Academic Standard B: Define the roles of individuals and groups, such as family and community, who affect everyday life.	
1. Identify and explain some of the ways families function within the neighborhood and the local community.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Bruno’s Buzz Nonfiction Reader: <i>Build a Doghouse!</i> Oral Language Card 26	Let’s Investigate! TG p. 46 Learning Centers: Families TG p. 65 Social Studies: Family Roles and Traditions TG p. 68 Social Studies: Family Matters TG pp. 176–177 Small Group: Social Studies Finny, Feathery, Furry Friends TG pp. 106–107 Whole Group: Social and Emotional Weather Watchers TG p. 45 Learning Centers: Night Pictures

The InvestiGator Club™

Correlation to Chicago Public Schools Think Theme: Magnets

The following references are examples of components and teaching in The InvestiGator Club that align to the **Chicago Public Schools Think Theme: Magnets**. The correlation is intended to illustrate the system’s approach to these standards, not the comprehensiveness of the program.

State Goal 11: Have a working knowledge of the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

Chicago Academic Standard A: Understand that science involves asking and answering questions and comparing experimental results to what is already known.	
1. Conduct simple experiments and observations and explain what was discovered.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Bruno’s Buzz Nonfiction Readers: <i>My Five Senses</i> , <i>The Fish Tank</i> , <i>Mud Pies</i> Healthy You Center Cards: “Your Sense of Touch,” “Your Heart Beats” Splash and Dig Center Cards: “Water Everywhere,” “Float or Sink?,” “Cause and Effect” Weather Watchers Center Card: “Strong Winds”	Let’s Investigate! TG pp. 110–111 Small Group: Science: Experiment with Magnets TG p. 179 Science: Loud and Quiet Sounds Healthy You TG p. 64 Science: What’s Inside Me? TG pp. 122–123 Small Group: Science Splash and Dig TG p. 43 Learning Centers: Float or Sink? TG p. 43 Learning Centers: Moving Water with a Sponge Weather Watchers TG p. 64 Science: Make a Rainbow TG p. 113 Science: Will It Move?
2. Demonstrate how repeated observations improve confidence in results.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Bruno’s Buzz Nonfiction Reader: <i>What’s the Weather?</i> Let’s Investigate! Flapboards and Flap Fillers Under Construction Flapboards and Flap Fillers Healthy You Center Card: “Your Heart Beats” Weather Watchers Center Card: “Weather Watching”	Let’s Investigate! TG pp. 110–111 Small Group: Science TG p. 135 Science: Investigators Try and Record Under Construction TG p. 43 Learning Centers: Go! Go! Go! Finny, Feathery, Furry Friends TG pp. 136–137 Family Investigation Night: Try It and Try It Again Splash and Dig TG p. 43 Learning Centers: Moving Water with a Sponge

The InvestiGator Club and Chicago Public Schools Correlation: Think Theme: Magnets

3. Read and discuss science-related materials from a variety of sources.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Trade Book: <i>Commotion in the Ocean</i> Bruno's Buzz Nonfiction Readers: <i>My Five Senses</i> , <i>Mud Pies</i> Watch It Grow Center Card: "Books About Plants"	Let's Investigate! TG pp. 198–199 Small Group: Science Healthy You TG pp. 122–123 Small Group: Science Finny, Feathery, Furry Friends TG p. 47 Learning Centers: Animal Habitats Splash and Dig TG pp. 66–67 Whole Group: Literacy Watch It Grow TG p. 40 Learning Centers: Books About Plants TG p. 58 Oral Language: Explore a Rain Forest Weather Watchers TG p. 40 Learning Centers: Read and Talk

Chicago Academic Standard B: Design and conduct simple scientific investigations in which observations are made, data are gathered and organized, and reasonable conclusions are drawn.

1. Ask questions and formulate hypotheses about objects, events, and organisms that can be tested through scientific investigation.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Investigation Flapboards and Flap Fillers Bruno's Buzz Nonfiction Reader: <i>Mud Pies</i> Healthy You Center Cards: "Your Sense of Touch," "Your Heart Beats" Finny, Feathery, Furry Friends Center Cards: "Animal Habitats," "At the Vet's" Splash and Dig Center Cards: "Float or Sink?," "Cause and Effect" Weather Watchers Center Cards: "Weather Watching," "Strong Wind"	Let's Investigate! TG p. 64 Science: Gathering Reading Data TG pp. 110–111 Small Group: Science: Experiment with Magnets Healthy You TG pp. 122–123 Small Group: Science Finny, Feathery, Furry Friends TG p. 33 Daily Routines: Science TG p. 58 Oral Language: What Is It?

2. Observe and describe changes in terms of starting conditions, type of change, and ending conditions, using words, diagrams, or graphs (e.g., melting ice cubes, germinating seeds, burning candles).

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Investigation Flapboards and Flap Fillers Splash and Dig Center Card: "Cause and Effect" Weather Watchers Center Card: "Weather Watching"	Let's Investigate! TG p. 135 Science: Investigators Try and Record Under Construction TG pp. 54–55 Investigation Station Healthy You TG p. 47 Learning Centers: What Your Hands Can Do Finny, Feathery, Furry Friends TG pp. 136–137 Family Night Investigation Splash and Dig TG p. 85 Science: Rubber Blubber Gloves

The InvestiGator Club and Chicago Public Schools Correlation: Think Theme: Magnets

3. Select and use instruments to collect, organize, and present data related to a scientific investigation (thermometers, timers, magnifiers, balances, microscopes, calculators, and computers).

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Bruno's Buzz Nonfiction Reader: <i>Build a Doghouse!</i> Under Construction Flapboards and Flap Fillers Healthy You Center Card: "Your Heart Beats" Splash and Dig Center Card: "Float or Sink?"	Let's Investigate! TG p. 45 Learning Centers: Science Stuff TG pp. 78–79 Investigation Station TG p. 135 Science: Investigators Try and Record TG pp. 136–137 Whole Group: Readiness: Time Under Construction TG p. 104 Science: Rocks Rock! Healthy You TG pp. 54–55 Investigation Station Weather Watchers TG pp. 54–55 Investigation Station

4. Gather data from investigation by applying a variety of scientific skills (e.g., measurement, reading, recording methods).

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Bruno's Buzz Nonfiction Readers: <i>Build a Doghouse!</i> , <i>My Five Senses</i> , <i>Mud Pies</i> Under Construction Flapboards and Flap Fillers Under Construction Center Card: "Building Plans" Healthy You Flapboards and Flap Fillers Healthy You Center Card: "Your Heart Beats" Splash and Dig Center Card: "Float or Sink?"	Let's Investigate! TG pp. 78–79 Investigation Station TG p. 135 Science: Investigators Try and Record Under Construction TG p. 85 Science: Gather Water Data Healthy You TG pp. 54–55 Investigation Station Weather Watchers TG pp. 54–55 Investigation Station

5. Organize observations and measurements into charts and graphs and communicate conclusions orally and in writing.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Trade Book: <i>Apple Farmer Annie</i> Healthy You Center Card: "Look at Me!" Finny, Feathery, Furry Friends Center Card: "How Many Dogs?" Splash and Dig Center Card: "Cause and Effect" Watch It Grow Center Card: "Sorting Seeds" Weather Watchers Center Cards: "Weather Book," "Weather Watching"	Let's Investigate! TG p. 64 Science: Gathering Reading Data TG pp. 78–79 Investigation Station TG p. 135 Science: Investigators Try and Record Under Construction TG p. 85 Science: Gather Water Data Healthy You TG pp. 54–55 Investigation Station Weather Watchers TG pp. 54–55 Investigation Station

The InvestiGator Club and Chicago Public Schools Correlation: Think Theme: Magnets

6. Use data based on observations from guided experiments to construct reasonable and accurate explanations.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Bruno's Buzz Nonfiction Readers: <i>My Five Senses</i> , <i>What's the Weather?</i> Under Construction Center Card: "Build a Pattern" Healthy You Center Card: "Your Sense of Touch" Splash and Dig Center Card: "Float or Sink?" Weather Watchers Center Card: "Weather Watching"	Let's Investigate! TG p. 64 Science: Gathering Reading Data TG p. 179 Science: Loud and Quiet Sounds Under Construction TG p. 125 Science: Reread a Story Splash and Dig TG p. 85 Science: Rubber Blubber Gloves Weather Watchers TG p. 85 Science: Sun and Shadows

7. Compare observations of individual and group results.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Weather Watchers Center Cards: "Weather Book," "Weather Watching," "Strong Winds"	Let's Investigate! TG p. 64 Science: Gathering Reading Data Under Construction TG p. 85 Science: Gather Water Data Splash and Dig TG p. 64 Science: Gathering Water Data Weather Watchers TG p. 41 Learning Centers: Weather Book TG p. 44 Learning Centers: Weather Watching

Chicago Academic Standard C: Understand and apply the concepts, principles, and processes of technological design.

1. Plan and construct simple physical structures to solve specific technological challenges (e.g., blocks to build bridges, towers from drinking straws).

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Bruno's Buzz Nonfiction Reader: <i>Build a Doghouse!</i> Let's Investigate! Center Card: "Build a Tree House" Under Construction Center Cards: "Building Plans," "Block Town" Splash and Dig Center Card: "Mountains" Watch It Grow Center Card: "Produce Stand"	Let's Investigate! TG pp. 176–177 Small Group: Social Studies Under Construction TG p. 47 Learning Centers: Sand Construction TG p. 48 Learning Centers: Block Town Healthy You TG p. 48 Learning Centers: Drive-Through Restaurant Splash and Dig TG p. 48 Learning Centers: Boat Builders Weather Watchers TG p. 48 Learning Centers: Build a Castle

The InvestiGator Club and Chicago Public Schools Correlation: Think Theme: Magnets

State Goal 12: Have a working knowledge of the fundamental concepts and principles of the life, physical, and earth/space sciences and their connections.

Chicago Academic Standard C: Describe and compare the properties and interactions of matter and energy.	
2. Examine, describe, classify, and compare large-scale physical properties of matter (e.g., size, shape, color, texture, odor flexibility, state of matter).	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Under Construction Flapboards and Flap Fillers Splash and Dig Flapboards and Flap Fillers	Under Construction TG p. 64 Science: Observe and Compare TG p. 104 Science: Rocks Rock! Healthy You TG p. 58 Oral Language: Your Senses TG pp. 122–123 Small Group: Science Watch It Grow TG pp. 102–103 Small Group: Math

Chicago Academic Standard D: Investigate, explain, and demonstrate characteristics of forces and motion.	
1. Compare and contrast an action and reaction in the behavior of objects.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Let’s Investigate! Flapboards and Flap Fillers Under Construction Flapboards and Flap Fillers Splash and Dig Center Cards: “Cause and Effect,” “Water Maze”	Let’s Investigate! TG pp. 110–111 Small Group: Science: Experiment with Magnets Splash and Dig TG p. 44 Learning Centers: Cause and Effect Weather Watchers TG p. 48 Learning Centers: Strong Winds TG pp. 96–97 Opening Circle Time: Oral Language

2. Describe how push or pull may affect the motion of objects.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Magnetic Foam Letters Magnetic Foam Numbers Splash and Dig Center Cards: “Water Maze”	Let’s Investigate! TG pp. 110–111 Small Group: Science: Experiment with Magnets Under Construction TG p. 118 Oral Language: Push and Pull Splash and Dig TG p. 44 Learning Centers: Cause and Effect Weather Watchers TG p. 48 Learning Centers: Strong Winds TG pp. 96–97 Opening Circle Time: Oral Language

3. Compare forces using various tools.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Let’s Investigate! Flapboards and Flap Fillers Under Construction Flapboards and Flap Fillers	Let’s Investigate! TG pp. 110–111 Small Group: Science: Experiment with Magnets

The InvestiGator Club™

Correlation to Chicago Public Schools Think Theme: Plants

The following references are examples of components and teaching in The InvestiGator Club that align to the **Chicago Public Schools Think Theme: Plants**. The correlation is intended to illustrate the system’s approach to these standards, not the comprehensiveness of the program.

State Goal 11: Have a working knowledge of the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

Chicago Academic Standard A: Understand that science involves asking and answering questions and comparing experimental results to what is already known.

1. Conduct simple experiments and observations and explain what was discovered.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Bruno’s Buzz Nonfiction Readers: <i>My Five Senses</i> , <i>The Fish Tank</i> , <i>Mud Pies</i> Healthy You Center Cards: “Your Sense of Touch,” “Your Heart Beats” Splash and Dig Center Cards: “Water Everywhere,” “Float or Sink?,” “Cause and Effect” Weather Watchers Center Card: “Strong Winds”	Let’s Investigate! TG pp. 110–111 Small Group: Science: Experiment with Magnets TG p. 179 Science: Loud and Quiet Sounds Healthy You TG p. 64 Science: What’s Inside Me? TG pp. 122–123 Small Group: Science Splash and Dig TG p. 43 Learning Centers: Float or Sink? TG p. 43 Learning Centers: Moving Water with a Sponge Weather Watchers TG p. 64 Science: Make a Rainbow TG p. 113 Science: Will It Move?

2. Read and discuss science-related materials from a variety of sources.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Trade Book: <i>Commotion in the Ocean</i> Bruno’s Buzz Nonfiction Readers: <i>My Five Senses</i> , <i>Mud Pies</i> Watch It Grow Center Card: “Books About Plants”	Let’s Investigate! TG pp. 198–199 Small Group: Science Healthy You TG pp. 122–123 Small Group: Science Finny, Feathery, Furry Friends TG p. 47 Learning Centers: Animal Habitats Splash and Dig TG pp. 66–67 Whole Group: Literacy Watch It Grow TG p. 40 Learning Centers: Books About Plants TG p. 58 Oral Language: Explore a Rain Forest Weather Watchers TG p. 40 Learning Centers: Read and Talk

The InvestiGator Club and Chicago Public Schools Correlation: Think Theme: Plants

Chicago Academic Standard B: Design and conduct simple scientific investigations in which observations are made, data are gathered and organized, and reasonable conclusions are drawn.

1. Ask questions and formulate hypotheses about objects, events, and organisms that can be tested through scientific investigation.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Investigation Flapboards and Flap Fillers Bruno's Buzz Nonfiction Reader: <i>Mud Pies</i> Healthy You Center Cards: "Your Sense of Touch," "Your Heart Beats" Finny, Feathery, Furry Friends Center Cards: "Animal Habitats," "At the Vet's" Splash and Dig Center Cards: "Float or Sink?," "Cause and Effect" Weather Watchers Center Cards: "Weather Watching," "Strong Winds"	Let's Investigate! TG p. 64 Science: Gathering Reading Data TG pp. 110–111 Small Group: Science: Experiment with Magnets Healthy You TG pp. 122–123 Small Group: Science Finny, Feathery, Furry Friends TG p. 33 Daily Routines: Science TG p. 58 Oral Language: What Is It?

2. Observe and describe changes in terms of starting conditions, type of change, and ending conditions, using words, diagrams, or graphs (e.g., melting ice cubes, germinating seeds, burning candles).

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Investigation Flapboards and Flap Fillers Splash and Dig Center Card: "Cause and Effect" Weather Watchers Center Card: "Weather Watching"	Let's Investigate! TG p. 135 Science: Investigators Try and Record Under Construction TG pp. 54–55 Investigation Station Healthy You TG p. 47 Learning Centers: What Your Hands Can Do Finny, Feathery, Furry Friends TG pp. 136–137 Family Night Investigation Splash and Dig TG p. 85 Science: Rubber Blubber Gloves

3. Select and use instruments to collect, organize, and present data related to a scientific investigation (thermometers, timers, magnifiers, balances, microscopes, calculators, and computers).

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Bruno's Buzz Nonfiction Reader: <i>Build a Doghouse!</i> Under Construction Flapboards and Flap Fillers Healthy You Center Card: "Your Heart Beats" Splash and Dig Center Card: "Float or Sink?"	Let's Investigate! TG p. 45 Learning Centers: Science Stuff TG pp. 78–79 Investigation Station TG p. 135 Science: Investigators Try and Record TG pp. 136–137 Whole Group: Readiness Under Construction TG p. 104 Science: Rocks Rock! Healthy You TG pp. 54–55 Investigation Station Weather Watchers TG pp. 54–55 Investigation Station

The InvestiGator Club and Chicago Public Schools Correlation: Think Theme: Plants

4. Gather data from investigation by applying a variety of scientific skills (e.g., measurement, reading, recording methods).

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Bruno's Buzz Nonfiction Readers: <i>Build a Doghouse!</i> , <i>My Five Senses</i> , <i>Mud Pies</i> Under Construction Flapboards and Flap Fillers Under Construction Center Card: "Building Plans" Healthy You Flapboards and Flap Fillers Healthy You Center Card: "Your Heart Beats" Finny, Feathery, Furry Friends Center Card: "Animal Habitats" Splash and Dig Center Card: "Float or Sink?"	Let's Investigate! TG pp. 78–79 Investigation Station TG p. 135 Science: Investigators Try and Record Under Construction TG p. 85 Science: Gather Water Data Healthy You TG pp. 54–55 Investigation Station Weather Watchers TG pp. 54–55 Investigation Station

5. Organize observations and measurements into charts and graphs and communicate conclusions orally and in writing.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Trade Book: <i>Apple Farmer Annie</i> Healthy You Center Card: "Look at Me!" Finny, Feathery, Furry Friends Center Card: "How Many Dogs?" Splash and Dig Center Card: "Cause and Effect" Watch It Grow Center Card: "Sorting Seeds" Weather Watchers Center Cards: "Weather Book," "Weather Watching"	Let's Investigate! TG p. 64 Science: Gathering Reading Data TG pp. 78–79 Investigation Station TG p. 135 Science: Investigators Try and Record Under Construction TG p. 85 Science: Gather Water Data Healthy You TG pp. 54–55 Investigation Station Weather Watchers TG pp. 54–55 Investigation Station

6. Use data based on observations from guided experiments to construct reasonable and accurate explanations.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Bruno's Buzz Nonfiction Readers: <i>My Five Senses</i> , <i>What's the Weather?</i> Under Construction Center Card: "Build a Pattern" Healthy You Center Card: "Your Sense of Touch" Splash and Dig Center Card: "Float or Sink?" Weather Watchers Center Card: "Weather Watching"	Let's Investigate! TG p. 64 Science: Gathering Reading Data TG p. 179 Science: Loud and Quiet Sounds Under Construction TG p. 125 Science: Reread a Story Splash and Dig TG p. 85 Science: Rubber Blubber Gloves Weather Watchers TG p. 85 Science: Sun and Shadows

The InvestiGator Club and Chicago Public Schools Correlation: Think Theme: Plants

7. Compare observations of individual and group results.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Healthy You Center Cards: “Look at Me!” “Your Sense of Touch” Weather Watchers Center Cards: “Weather Book,” “Weather Watching,” “Strong Winds”	Let’s Investigate! TG p. 64 Science: Gathering Reading Data Under Construction TG p. 85 Science: Gather Water Data Splash and Dig TG p. 64 Science: Gathering Water Data Weather Watchers TG p. 41 Learning Centers: Weather Book TG p. 44 Learning Centers: Weather Watching

State Goal 12: Have a working knowledge of the fundamental concepts and principles of the life, physical, and earth/space sciences and their connections.

Chicago Academic Standard A: Compare and describe life cycles, basic needs, characteristics, and component parts of organisms.	
1. Compare living things to non-living things; classify living things as plants or animals.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Watch It Grow Center Card: “Books About Plants”	Let’s Investigate! TG pp. 198–199 Small Group: Science: Investigate Ants and Food Healthy You TG p. 67 Whole Group: Literacy: Make Connections Finny, Feathery, Furry Friends TG p. 43 Learning Centers: Living and Nonliving TG pp. 122–123 Small Group: Science Watch It Grow TG p. 105 Literacy: Plant Anatomy TG p. 109 Fine Art: Living or Not?

2. Describe stages in the life cycles of plants, insects, and vertebrates (e.g., bean plant, butterfly, frog).	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Trade Book: <i>Growing Vegetable Soup</i> Bruno’s Buzz Nonfiction Reader: <i>The Fish Tank</i> Finny, Feathery, Furry Friends Flapboards and Flap Fillers Finny, Feathery, Furry Friends Reproducible: “Frog Life Cycle” (TG p. 163) Watch It Grow Center Cards: “Books About Plants”	Finny, Feathery, Furry Friends TG p. 33 Daily Routines: Science TG pp. 96–97 Opening Circle Time: Oral Language TG p. 104 Science: A Closer Look at Frogs Watch It Grow TG p. 33 Daily Routines: Science TG p. 65 Literacy: Uses for Trees TG p. 98 Oral Language: If Flowers Could Talk

The InvestiGator Club and Chicago Public Schools Correlation: Think Theme: Plants

3. Describe basic needs characteristics of living things (e.g., food, water, air, shelter, space).	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Trade Book: <i>Apple Farmer Annie</i> Healthy You Flapboards and Flap Fillers Finny, Feathery, Furry Friends Center Card: “At the Vet’s” Watch It Grow Center Cards: “Books About Plants,” “Make a Garden”	Let’s Investigate! TG pp. 198–199 Small Group: Science: Investigate Ants and Food Healthy You TG pp. 66–67 Whole Group: Literacy TG p. 78 Oral Language: Nutritious Food Finny, Feathery, Furry Friends TG p. 41 Learning Centers: What Do Animals Need? TG p. 44 Learning Centers: Daily Pet Care TG p. 47 Learning Centers: Animal Habitats TG p. 49 Learning Centers: At the Vet’s TG pp. 122–123 Small Group: Science

Chicago Academic Standard B: Understand effects of organisms on the environment and some features that help them survive and reproduce after a change in their environment.	
1. Describe ways that offspring are much like their parents and one another.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Oral Language Cards 46, 47 Finny, Feathery, Furry Friends Flapboards and Flap Fillers Finny, Feathery, Furry Friends Center Cards: “Animal Names,” “Clay Animals” Watch It Grow Flapboards and Flap Fillers	Finny, Feathery, Furry Friends TG p. 85 Science: Chicken Egg TG p. 88 Literacy: Cows and Calves TG p. 104 Science: A Closer Look at Frogs Watch It Grow TG p. 46 Learning Centers: Watch It Grow Clips

2. Identify differences in appearance among individuals of the same population or group (e.g., hair color, eye color, height, hair texture).	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Oral Language Card 1 Healthy You Center Card: “Look at Me!” Finny, Feathery, Furry Friends Flapboards and Flap Fillers Finny, Feathery, Furry Friends Center Card: “Clay Animals”	Let’s Investigate! TG p. 161 Math: A Living Graph Healthy You TG p. 65 Social and Emotional: Alike and Different Watch It Grow TG p. 105 Literacy: Reread a Sorting Story

3. Identify factors that affect animal and plant growth and reproduction (e.g., food, water, sunlight, fertile soil).	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Trade Books: <i>Pretend You’re a Cat</i> , <i>Commotion in the Ocean</i> , <i>Growing Vegetable Soup</i> Healthy You Flapboards and Flap Fillers Finny, Feathery, Furry Friends Center Cards: “Animal Habitats,” “At the Vet’s” Watch It Grow Center Cards: “Make a Garden,” “Books About Plants” Dilly’s Music and Movement CD: “Watch It Grow Cha Cha”	Healthy You TG p. 49 Learning Centers: Grocery Store TG p. 78 Oral Language: Nutritious Food Finny, Feathery, Furry Friends TG p. 41 Learning Centers: What Do Animals Need? TG p. 47 Learning Centers: Animal Habitats and Water or Land? Watch It Grow TG pp. 54–55 Investigation Station

The InvestiGator Club and Chicago Public Schools Correlation: Think Theme: Plants

4. Compare plant and animal adaptations to the changing seasons (e.g., dropping leaves, migration, growing thicker coats).	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Watch It Grow Center Card: “Books About Plants” Weather Watchers Flapboards and Flap Fillers Weather Watchers Center Card: “Spring Pictures”	Finny, Feathery, Furry Friends TG p. 99 Oral Language: For the Birds Watch It Grow TG pp. 56–57 Opening Circle Time: Oral Language TG p. 59 Oral Language: Tell About Pictures Weather Watchers TG pp. 116–117 Opening Circle Time: Oral Language

5. Describe relationships among various organisms in their environment (e.g., predator/prey, parasite/host, food chains and webs).	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Trade Book: <i>Commotion in the Ocean</i> Bruno’s Buzz Nonfiction Reader: <i>The Fish Tank</i> Oral Language Card 50 Healthy You Flapboards and Flap Fillers Finny, Feathery, Furry Friends Flapboards and Flap Fillers Finny, Feathery, Furry Friends Center Card: “Animal Habitats” Watch It Grow Flapboards and Flap Fillers	Finny, Feathery, Furry Friends TG p. 118 Oral Language: Spiders and Grasshoppers TG p. 119 Oral Language: Classroom Nature Walk Splash and Dig TG pp. 66–67 Whole Group: Literacy Watch It Grow TG pp. 116–117 Opening Circle Time: Oral Language TG pp. 122–123 Small Group: Science

6. Describe food webs in selected ecosystems (e.g., forest, desert, ocean).	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Trade Books: <i>Commotion in the Ocean</i> , <i>Apple Farmer Annie</i> , <i>Growing Vegetable Soup</i> Bruno’s Buzz Nonfiction Reader: <i>The Shopping List</i> Finny, Feathery, Furry Friends Flapboards and Flap Fillers Splash and Dig Flapboards and Flap Fillers Watch It Grow Flapboards and Flap Fillers	Finny, Feathery, Furry Friends TG p. 88 Literacy: Cows and Calves TG p. 118 Oral Language: Spiders TG p. 119 Oral Language: In the Garden TG pp. 122–123 Small Group: Science Splash and Dig TG pp. 66–67 Whole Group: Literacy Watch It Grow TG pp. 116–117 Opening Circle Time: Oral Language TG pp. 122–123 Small Group: Science

Chicago Academic Standard E: Investigate, describe and compare properties of earth’s basic materials (water, air, rock), and the natural processes that change the earth’s surface.	
1. Identify major sources and uses of water.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Trade Book: <i>Commotion in the Ocean</i> Bruno’s Buzz Nonfiction Readers: <i>The Fish Tank</i> , <i>Mud Pies</i> Oral Language Card 51 Splash and Dig Flapboards and Flap Fillers Splash and Dig Center Cards: “Water Everywhere”	Finny, Feathery, Furry Friends TG p. 47 Learning Centers: Water or Land? TG pp. 122–123 Small Group: Science Splash and Dig TG p. 33 Daily Routines: Science TG p. 36 Daily Routines: Drink Your Water! TG p. 41 Learning Centers: Water Everywhere TG p. 58 Oral Language: Splish, Splash TG p. 104 Social Studies: Drinking Water

The InvestiGator Club and Chicago Public Schools Correlation: Think Theme: Plants

State Goal 13: As a result of their schooling, students will have a working knowledge of the relationships among science, technology, and society in historical and contemporary contexts.

Chicago Academic Standard A: Identify and describe major technological changes and their effects on people, tools, and nature.	
3. Distinguish between natural objects and objects made by humans.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Art Prints Listen to Your World CD Trade Books: <i>I Love Trucks!</i> Watch It Grow Center Cards: “Nature Collage,” “Books About Plants”	Under Construction TG p. 47 Learning Centers: Dump Trucks Finny, Feathery, Furry Friends TG p. 43 Learning Centers: Living and Nonliving Watch It Grow TG p. 104 Science: Where Does It Go?

State Goal 15: Understand, analyze, and compare economic systems, with an emphasis on the United States.

Chicago Academic Standard B: Illustrate how the availability and use of natural, human, and capital resources affect the quality of life and the natural environment.	
1. Describe the differences among human resources, natural resources (e.g., water, soil, wood), and capital resources (e.g., machines, tools) used to produce different goods or services.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Trade Books: <i>I Love Trucks!</i> , <i>Growing Vegetable Soup</i> Bruno’s Buzz Nonfiction Readers: <i>Build a Doghouse!</i> , <i>The Fish Tank</i> , <i>The Shopping List</i> Oral Language Cards 41, 46, 51 Under Construction Flapboards and Flap Fillers Healthy You Flapboards and Flap Fillers Finny, Feathery, Furry Friends Center Card: “Animal Habitats” Watch It Grow Center Cards: “Make a Garden,” “Produce Stand”	Finny, Feathery, Furry Friends TG p. 43 Learning Centers: Living and Nonliving TG p. 78 Oral Language: What Does It Come From? TG p. 88 Literacy: Cows and Calves Splash and Dig TG p. 58 Oral Language: Splish, Splash TG p. 104 Social Studies: Drinking Water Under Construction TG p. 47 Learning Centers: Dump Trucks Watch It Grow TG pp. 116–117 Opening Circle Time: Oral Language

The InvestiGator Club and Chicago Public Schools Correlation: Think Theme: Plants

State Goal 17: Demonstrate a knowledge of word geography, as well as an understanding of the effects of geography on society, with an emphasis on the United States.

Chicago Academic Standard B: Use maps, globes, graphs, photographs, other geographic tools, and technology to acquire, process, and report information about Chicago and other places and regions in the United States.

2. Explain why commonplace things are located where they are (e.g., plants on the windowsill, crosswalk near the school, teacher’s desk in the classroom).

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Art Print: <i>Fourth Grade Class</i> Let’s Investigate! Flapboards and Flap Fillers Under Construction Flapboards and Flap Fillers	Let’s Investigate! TG p. 148 Back to School: School Tour Finny, Feathery, Furry Friends TG p. 44 Learning Centers: Daily Pet Care TG p. 105 Literacy: Bird Feeders

Chicago Academic Standard D: Describe the relationship between human activity and the natural environment (e.g., natural disasters, pollution, proper use of resources).

1. Explain how people depend on the environment.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
<i>Dilly and Bruno Buzzbee</i> Lapbook and Little Book Trade Books: <i>Apple Farmer Annie</i> , <i>Growing Vegetable Soup</i> Healthy You Flapboards and Flap Fillers Finny, Feathery, Furry Friends Flapboards and Flap Fillers Splash and Dig Flapboards and Flap Fillers Watch It Grow Flapboards and Flap Fillers Watch It Grow Center Cards: “Produce Stand,” “Make a Garden”	Healthy You TG p. 78 Oral Language: Nutritious Foods TG p. 79 Oral Language: Let’s Go Shopping Finny, Feathery, Furry Friends TG p. 88 Literacy: Cows and Calves Splash and Dig TG p. 33 Daily Routines: Science TG p. 44 Learning Centers: Let’s Recycle TG pp. 126–127 Whole Group: Storytelling Classics Watch It Grow TG p. 44 Learning Centers: From Farm to Market TG pp. 126–127 Whole Group: Storytelling Classics

2. Distinguish between renewable and non-renewable resources.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
<i>Dilly and Bruno Buzzbee</i> Lapbook and Little Book Trade Books: <i>Apple Farmer Annie</i> , <i>Growing Vegetable Soup</i> Watch It Grow Flapboards and Flap Fillers	Finny, Feathery, Furry Friends TG p. 43 Learning Centers: Living and Nonliving TG p. 88 Literacy: Cows and Calves Splash and Dig TG p. 44 Learning Centers: Let’s Recycle Watch It Grow TG pp. 126–127 Whole Group: Storytelling Classics

The InvestiGator Club and Chicago Public Schools Correlation: Think Theme: Plants

Chicago Academic Standard E: Explain the physical processes that shape the patterns of the Earth's surface.	
1. Identify the basic components of Earth's physical systems (air, water, plants, animals, soils, rocks).	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Bruno's Buzz Nonfiction Readers: <i>The Fish Tank, Mud Pies</i> Splash and Dig Flapboards and Flap Fillers Watch It Grow Flapboards and Flap Fillers Watch It Grow Center Card: "Books About Plants" Weather Watchers Flapboards and Flap Fillers	Under Construction TG p. 47 Learning Centers: Sand Construction TG p. 104 Science: Rocks Rock! Finny, Feathery, Furry Friends TG p. 43 Learning Centers: Living and Nonliving TG p. 47 Learning Centers: Water or Land? Watch It Grow TG p. 99 Oral Language: All About Soil Weather Watchers TG p. 47 Learning Centers: Oceans and Weather and Raindrops

2. Describe local environmental features and relate them to the physical system of which they are a part (rain as a part of the water cycle).	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Bruno's Buzz Nonfiction Reader: <i>The Fish Tank</i> Oral Language Cards 46, 53 Healthy You Flapboards and Flap Fillers Finny, Feathery, Furry Friends Flapboards and Flap Fillers Splash and Dig Flapboards and Flap Fillers Splash and Dig Center Card: "Water Everywhere" Watch It Grow Flapboards and Flap Fillers Watch It Grow Center Card: "Books About Plants" Weather Watchers Flapboards and Flap Fillers	Finny, Feathery, Furry Friends TG p. 47 Learning Centers: Water or Land? TG p. 78 Oral Language: What Does It Come From? Splash and Dig TG p. 78 Oral Language: Ocean Clues TG p. 98 Oral Language: Off to the Lake Watch It Grow TG p. 99 Oral Language: All About Soil Weather Watchers TG p. 47 Learning Centers: Raindrops TG pp. 56–57 Opening Circle Time: Oral Language TG pp. 96–97 Opening Circle Time: Oral Language

The InvestiGator Club™

Correlation to Chicago Public Schools Think Theme: Simple Machines

The following references are examples of components and teaching in The InvestiGator Club that align to the **Chicago Public Schools Think Theme: Simple Machines**. The correlation is intended to illustrate the system's approach to these standards, not the comprehensiveness of the program.

State Goal 11: Have a working knowledge of the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

Chicago Academic Standard A: Understand that science involves asking and answering questions and comparing experimental results to what is already known.	
1. Conduct simple experiments and observations and explain what was discovered.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Bruno's Buzz Nonfiction Readers: <i>My Five Senses</i> , <i>The Fish Tank</i> , <i>Mud Pies</i> Healthy You Center Cards: "Your Sense of Touch," "Your Heart Beats" Splash and Dig Center Cards: "Water Everywhere," "Float or Sink?," "Cause and Effect" Weather Watchers Center Card: "Strong Winds"	Let's Investigate! TG pp. 110–111 Small Group: Science: Experiment with Magnets TG p. 179 Science: Loud and Quiet Sounds Healthy You TG p. 64 Science: What's Inside Me? TG pp. 122–123 Small Group: Science Splash and Dig TG p. 43 Learning Centers: Float or Sink? TG p. 43 Learning Centers: Moving Water with a Sponge Weather Watchers TG p. 64 Science: Make a Rainbow TG p. 113 Science: Will It Move?
2. Demonstrate how repeated observations improve confidence in results.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Bruno's Buzz Nonfiction Reader: <i>What's the Weather?</i> Let's Investigate! Flapboards and Flap Fillers Under Construction Flapboards and Flap Fillers Healthy You Center Card: "Your Heart Beats" Weather Watchers Center Card: "Weather Watching"	Let's Investigate! TG pp. 110–111 Small Group: Science TG p. 135 Science: Investigators Try and Record Under Construction TG p. 43 Learning Centers: Go! Go! Go! Finny, Feathery, Furry Friends TG pp. 136–137 Family Investigation Night: Try It and Try It Again Splash and Dig TG p. 43 Learning Centers: Moving Water with a Sponge

The InvestiGator Club and Chicago Public Schools Correlation: Think Theme: Simple Machines

3. Read and discuss science-related materials from a variety of sources.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Trade Book: <i>Commotion in the Ocean</i> Bruno's Buzz Nonfiction Readers: <i>My Five Senses</i> , <i>Mud Pies</i> Let's Investigate! Center Cards: "Media Time," "Picture Dictionary" Watch It Grow Center Card: "Books About Plants"	Let's Investigate! TG pp. 198–199 Small Group: Science Healthy You TG pp. 122–123 Small Group: Science Finny, Feathery, Furry Friends TG p. 47 Learning Centers: Animal Habitats Splash and Dig TG pp. 66–67 Whole Group: Literacy Watch It Grow TG p. 40 Learning Centers: Books About Plants TG p. 58 Oral Language: Explore a Rain Forest Weather Watchers TG p. 40 Learning Centers: Read and Talk

Chicago Academic Standard B: Design and conduct simple scientific investigations in which observations are made, data are gathered and organized, and reasonable conclusions are drawn.

1. Ask questions and formulate hypotheses about objects, events, and organisms that can be tested through scientific investigation.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Investigation Flapboards and Flap Fillers Bruno's Buzz Nonfiction Reader: <i>Mud Pies</i> Healthy You Center Cards: "Your Sense of Touch," "Your Heart Beats" Finny, Feathery, Furry Friends Center Cards: "Animal Habitats," "At the Vet's" Splash and Dig Center Cards: "Float or Sink?," "Cause and Effect" Weather Watchers Center Cards: "Weather Watching," "Strong Winds"	Let's Investigate! TG p. 64 Science: Gathering Reading Data TG pp. 110–111 Small Group: Science: Experiment with Magnets Healthy You TG pp. 122–123 Small Group: Science Finny, Feathery, Furry Friends TG p. 33 Daily Routines: Science TG p. 58 Oral Language: What Is It?

2. Observe and describe changes in terms of starting conditions, type of change, and ending conditions, using words, diagrams, or graphs (e.g., melting ice cubes, germinating seeds, burning candles).

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Investigation Flapboards and Flap Fillers Splash and Dig Center Card: "Cause and Effect" Weather Watchers Center Card: "Weather Watching"	Let's Investigate! TG p. 135 Science: Investigators Try and Record Under Construction TG pp. 54–55 Investigation Station Healthy You TG p. 47 Learning Centers: What Your Hands Can Do Finny, Feathery, Furry Friends TG pp. 136–137 Family Night Investigation Splash and Dig TG p. 85 Science: Rubber Blubber Gloves

The InvestiGator Club and Chicago Public Schools Correlation: Think Theme: Simple Machines

3. Select and use instruments to collect, organize, and present data related to a scientific investigation (thermometers, timers, magnifiers, balances, microscopes, calculators, and computers).

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Bruno's Buzz Nonfiction Reader: <i>Build a Doghouse!</i> Under Construction Flapboards and Flap Fillers Healthy You Center Card: "Your Heart Beats" Splash and Dig Center Card: "Float or Sink?"	Let's Investigate! TG p. 45 Learning Centers: Science Stuff TG pp. 78–79 Investigation Station TG p. 135 Science: Investigators Try and Record TG pp. 136–137 Whole Group: Readiness Under Construction TG p. 104 Science: Rocks Rock! Healthy You TG pp. 54–55 Investigation Station Weather Watchers TG pp. 54–55 Investigation Station

4. Organize observations and measurements into charts and graphs and communicate conclusions orally and in writing.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Trade Book: <i>Apple Farmer Annie</i> Healthy You Center Card: "Look at Me!" Finny, Feathery, Furry Friends Center Card: "How Many Dogs?" Splash and Dig Center Card: "Cause and Effect" Watch It Grow Center Card: "Sorting Seeds" Weather Watchers Center Cards: "Weather Book," "Weather Watching"	Let's Investigate! TG p. 64 Science: Gathering Reading Data TG pp. 78–79 Investigation Station TG p. 135 Science: Investigators Try and Record Under Construction TG p. 85 Science: Gather Water Data Healthy You TG pp. 54–55 Investigation Station Weather Watchers TG pp. 54–55 Investigation Station

6. Use data based on observations from guided experiments to construct reasonable and accurate explanations.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Bruno's Buzz Nonfiction Readers: <i>My Five Senses</i> , <i>What's the Weather?</i> Oral Language Card 61 Under Construction Center Card: "Build a Pattern" Healthy You Center Card: "Your Sense of Touch" Splash and Dig Center Card: "Float or Sink?" Weather Watchers Center Card: "Weather Watching"	Let's Investigate! TG p. 64 Science: Gathering Reading Data TG p. 179 Science: Loud and Quiet Sounds Under Construction TG p. 125 Science: Reread a Story Splash and Dig TG p. 85 Science: Rubber Blubber Gloves Weather Watchers TG p. 85 Science: Sun and Shadows

7. Compare observations of individual and group results.

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Healthy You Center Cards: "Look at Me!," "Your Sense of Touch" Splash and Dig Center Card: "Cause and Effect" Weather Watchers Center Cards: "Weather Book," "Weather Watching," "Strong Winds"	Let's Investigate! TG p. 64 Science: Gathering Reading Data Under Construction TG p. 85 Science: Gather Water Data Weather Watchers TG p. 41 Learning Centers: Weather Book TG p. 44 Learning Centers: Weather Watching

The InvestiGator Club and Chicago Public Schools Correlation: Think Theme: Simple Machines

Chicago Academic Standard C: Understand and apply the concepts, principles, and processes of technological design.	
2. Use appropriate vocabulary to describe scientific phenomena and instrumentation.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Investigation Flapboards and Flap Fillers Center Cards Oral Language Cards Bruno’s Buzz Nonfiction Readers	Let’s Investigate! TG p. 45 Learning Centers: Science Stuff TG pp. 78–79 Investigation Station TG pp. 234–235 Family Investigation Night: Scavenger Hunt Under Construction TG p. 104 Science: Rocks Rock! Splash and Dig TG p. 43 Learning Centers: Float or Sink? TG p. 104 Science: Fresh or Salt?

3. Plan and construct simple physical structures to solve specific technological challenges (e.g., blocks to build bridges, towers from drinking straws).	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Let’s Investigate! Center Card: “Build a Tree House” Under Construction Flapboards and Flap Fillers Under Construction Center Cards: “Building Plans,” “Block Town” Finny, Feathery, Furry Friends Center Card: “Animal Habitats” Splash and Dig Center Card: “Mountains” Watch It Grow Center Card: “Produce Stand”	Let’s Investigate! TG p. 50 Learning Centers: Build a Tree House Under Construction TG p. 48 Learning Centers: Mega-Block House TG pp. 122–123 Small Group: Science TG pp. 136–137 Family Investigation Night: Wagon Wash Healthy You TG p. 48 Learning Centers: Drive-Through Restaurant

State Goal 12: Have a working knowledge of the fundamental concepts and principles of the life, physical, and earth/space sciences and their connections.

Chicago Academic Standard D: Investigate, explain, and demonstrate characteristics of forces and motion.	
1. Compare and contrast an action and reaction in the behavior of objects.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Magnetic Foam Letters Magnetic Foam Numbers Let’s Investigate! Flapboards and Flap Fillers Under Construction Flapboards and Flap Fillers Splash and Dig Center Cards: “Cause and Effect,” “Water Maze”	Let’s Investigate! TG pp. 110–111 Small Group: Science: Experiment with Magnets Splash and Dig TG p. 44 Learning Centers: Cause and Effect Weather Watchers TG p. 48 Learning Centers: Strong Winds TG pp. 96–97 Opening Circle Time: Oral Language

The InvestiGator Club and Chicago Public Schools Correlation: Think Theme: Simple Machines

2. Describe how push or pull may affect the motion of objects.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Magnetic Foam Letters Magnetic Foam Numbers Splash and Dig Center Cards: "Water Maze"	Let's Investigate! TG pp. 110–111 Small Group: Science: Experiment with Magnets Under Construction TG p. 118 Oral Language: Push and Pull Splash and Dig TG p. 44 Learning Centers: Cause and Effect Weather Watchers TG p. 48 Learning Centers: Strong Winds TG pp. 96–97 Opening Circle Time: Oral Language

3. Compare forces using various tools.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Let's Investigate! Flapboards and Flap Fillers Under Construction Flapboards and Flap Fillers	Let's Investigate! TG pp. 110–111 Small Group: Science: Experiment with Magnets

State Goal 13: As a result of their schooling, students will have a working knowledge of the relationships among science, technology, and society in historical and contemporary contexts.

Chicago Academic Standard A: Identify and describe major technological changes and their effects on people, tools, and nature.	
2. List and categorize simple machines that make work easier.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Trade Book: <i>I Love Trucks!</i> Oral Language Cards 57 Under Construction Flapboards and Flap Fillers	Let's Investigate! TG p. 45 Learning Centers: Science Stuff Under Construction TG p. 47 Learning Centers: Dump Trucks TG p. 64 Science: Observe and Compare Watch It Grow TG p. 119 Oral Language: Jobs on the Farm

Chicago Academic Standard D: Follow basic safety rules.	
1. Explain the need for order, cleanliness, and safe practices during an experiment.	
The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Chuck Safety Poster Let's Investigate! Flapboards and Flap Fillers Healthy You Flapboards and Flap Fillers	Let's Investigate! TG p. 45 Learning Centers: Safe Scientists Under Construction TG p. 29 Daily Routines: Safety Finny, Feathery, Furry Friends TG p. 36 Daily Routines: Food Wash Splash and Dig TG p. 36 Daily Routines: Let's Clean House

The InvestiGator Club and Chicago Public Schools Correlation: Think Theme: Simple Machines

2. Describe safety hazards associated with laboratory investigations (e.g., no tasting of any chemicals).

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Chuck Safety Poster Oral Language Card 28 Let's Investigate! Flapboards and Flap Fillers Under Construction Flapboards and Flap Fillers Healthy You Flapboards and Flap Fillers	Let's Investigate! TG p. 45 Learning Centers: Safe Scientists Under Construction TG p. 29 Daily Routines: Safety Healthy You TG p. 36 Daily Routines: Nothing in Your Mouth Watch It Grow TG p. 29 Daily Routines: Safety

State Goal 16: Understand and analyze events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

Chicago Academic Standard A: Analyze the historical development of communities in the Midwest and the United States (e.g., settlement, statehood, wars, technological developments).

1. Describe events using categories of time (e.g., yesterday, today, tomorrow, long ago).

The InvestiGator Club Components	The InvestiGator Club Teacher Guide (TG)
Clubhouse Attendance Poster JT Days Poster Dilly Birthday Poster Manny Weather Poster Bruno's Buzz Nonfiction Reader: <i>What's the Weather?</i> Weather Watchers Flapboards and Flap Fillers	Each Investigation contains Daily Routines focused on reviewing past events and discussing upcoming events (see TG p. 28). Also: Let's Investigate! TG pp. 136–137 Whole Group: Readiness: Time Weather Watchers TG p. 43 Learning Centers: Season Sort TG pp. 66–67 Whole Group: Literacy TG p. 84 Social Studies: Morning, Afternoon, Evening TG p. 125 Science: Reread a Weather Story