

The InvestiGator Club™ Prekindergarten Learning System and The Creative Curriculum®



Teachers who are already using *The Creative Curriculum*® will find it easy to integrate *The InvestiGator Club*™ into their existing schedules and lesson plans because both programs are based on developmentally appropriate practices and the latest research in how children learn.

Framework, Road Map The differences between the two programs might be summed up by describing *The Creative Curriculum*® as a framework and *The InvestiGator Club* as a road map. A teacher using *The Creative Curriculum*® has a valuable reference tool that covers most aspects of her teaching experience. She will find the same information in *The InvestiGator Club*, but it is arranged differently: by specific themes, or Investigations. This means that the authors have already done the weekly planning, correlating, and paperwork for teachers!

Objectives Within Investigations By wrapping early childhood objectives within specific Investigations, and supplying detailed planners for each Investigation, *The InvestiGator Club* guides a teacher along a path of critical learning objectives. When she has completed an Investigation, she can be assured that she has introduced and reviewed the objectives and goals for that Investigation, not once or twice, but several times. By the end of the year, every national objective for early childhood has been introduced and systematically reviewed in a variety of contexts, including stories, oral language activities, small-group instruction, and structured games and explorations.

Similarities Between the Programs The chart on the next page aligns teaching essentials common to both programs.

ALIGNMENT CHART

Teaching Essentials	<i>The Creative Curriculum</i> [®] Framework	<i>The InvestiGator Club</i> [™] Road Map
goals for children	national standards for early childhood	national standards for early childhood
room setup	detailed diagrams and descriptions	diagrams and explanations in the Teacher Resource Guide
weekly planning	suggestions for different teaching styles	4 flexible planning guides for each Investigation with explicit instructions and activity choices in the Teacher Guide and on the Assessment Record and Lesson Planner Software
daily schedule	generic schedules for half-day and all-day	generic schedules for half-day and all-day teachers use software to customize lesson plans
theme-based activities	ideas for connecting content	theme-based activities to provide a context and build on children's interests
classroom rules and discipline	chapters summarizing recent research	professional development materials in the Teacher Resource Guide
centers	why, where, how, when	detailed guides for weekly center setups and specific Investigation- and content-related activities supported by Center Cards
social-emotional growth	its importance in school success, general strategies	activities guided by specific social-emotional objectives, using stories, discussions, role play, and specific components: Dilly and Friends Lapbooks and Little Books Dilly and Friends Doll Puppets Theme Song Poster Dilly and Friends Read Along CD
oral language development	why, where, how, when	daily activities using stories, rhymes, discussions and a variety of components: Dilly and Friends Doll Puppets Dilly's Music and Movement CD Oral Language Cards Daily Routine Posters vocabulary development in Flapboards, literature, and eFlapboards Learning Software
literacy	what to teach and ways to present it	daily activities guided by specific literacy objectives and a variety of components: <i>Dilly's Alphabet Show</i> Picture Book Alphabet Flapboard Alphabet Flap Fillers Magnetic Foam Letters Dilly's Alphabet Cards

ALIGNMENT CHART (CONTINUED)

Teaching Essentials	<i>The Creative Curriculum</i> [®] Framework	<i>The InvestiGator Club</i> [™] Road Map
literacy (<i>continued</i>)	what to teach and ways to present it	Alphabet Song Poster Flapboards/Literacy Flap Fillers Trade Books Bruno’s Buzz Nonfiction Readers Listen to Your World CD literacy stories on eFlapboards Learning Software
math	what to teach and ways to present it	daily activities guided by specific math objectives and a variety of components: Magnetic Math Board Magnetic Counting Strips Magnetic Foam Numbers Flapboards/Math Flap Fillers Math Trade Book math stories on eFlapboards Learning Software
science	suggestions for teachable moments	weekly activities and long-term science investigations guided by specific science objectives and a variety of components: Bruno’s Buzz Nonfiction Readers Investigation Flapboards Investigation Trade Books Dilly and Friends Doll Puppets
creative arts	ideas for connecting content	weekly activities guided by specific art, drama, and music objectives and a variety of components: Dilly’s Music and Movement CD Art Prints
discovery and projects	why, where, how, when	Specific Investigation-related suggestions
family involvement	ways to build bridges and why	materials for strengthening home/school ties with specific components: Family Welcome Guide Family Letters Family Investigation Night Home and Back Activities Parents page on the web site Assessment Record and Lesson Planner Software Assessment and Intervention System
assessment	overview of types, latest research	authentic and performance assessment suggestions in the Teacher Guides facilitated in the Assessment Record and Lesson Planner Software Assessment and Intervention System
classroom management	overview with sample approaches	software, record-keeping forms, specific suggestions and tips in the Teacher Guides

Correlation

The InvestiGator Club™ and The Creative Curriculum®

The following page references are examples of teaching in The InvestiGator Club Teacher Guides that align to The Creative Curriculum®. The correlation is intended to illustrate the system's *approach* to these objectives, not the comprehensiveness of the program.

LI = Let's Investigate!

UC = Under Construction

HY = Healthy You

FF = Finny, Feathery, Furry Friends

SD = Splash and Dig

WG = Watch It Grow

WW = Weather Watchers

SOCIAL/EMOTIONAL DEVELOPMENT

<i>The InvestiGator Club™</i>	
Sense of Self	
1. Approaches tasks and activities with flexibility, imagination, and inventiveness	LI 47, 49, 72-73; HY 96-97; FF 38, 45, 92, 112; SD 39, 45, 56-57; WG 48-49, 118-119; WW 54-55, 118-119
2. Interacts with adults effectively	LI 38-39, UC 28; HY 84; FF 136-137; SD 65, 106-107, 112; WG 136-137; WW 38-39, 70-71
3. Develops and expresses an awareness of self	LI 30-31, 36-37, 46-47, 72, 112-115; UC 38, 134-135; HY 40-41; FF 39, 46-49; WW 76-77
4. Expresses feelings, needs, and opinions productively	LI 68-69, 112-113; UC 29, 68, 129; HY 48-49; SD 33; WW 63, 65, 104
Responsibility for Self and Others	
5. Develops a capacity for independent action and thought	LI 48-51, 104-105; HY 54-55, 64-65, 86-87; FF 46, 49; SD 124, 132; WW 41, 43, 44, 46, 48
6. Takes responsibility for own well-being	LI 30-31, 36, 38-39; UC 35; HY 48-49, 54-55, 62-63, 90-91; SD 29, 36; WW 36
7. Uses materials purposefully, safely, and respectfully	LI 78-79, 104-105; HY 54-55; FF 49; SD 47, 88, 113, 128; WG 54-55; WW 36
8. Follows routines	LI 32-33, 38-41, 186, 208, 214; UC 29, 36; HY 29, 45, 49, 89, 108; WW 38, 82-83, 126-127
9. Identifies and follows classroom rules	LI 38-41; UC 29, 34-35; HY 48-49; FF 36; WW 54-55
Prosocial Behavior	
10. Develops friendships with peers	LI 56, 160, 232-233; UC 38, 39, 44, 72; FF 134-135; WW 65, 106-107
11. Responds sympathetically to peers	LI 94-95; FF 65, 106-107, 124; WG 36; WW 65, 110-111
12. Takes turns in activities and interacts effectively	LI 36, 112-113; HY 72-73, 78-79; FF 134-135; SD 69, 108; WW 90-91
13. Uses compromise and discussion to resolve conflicts with peers	LI 36, 37; UC 106-107; FF 106-107; SD 104, 118

PHYSICAL DEVELOPMENT

<i>The InvestiGator Club™</i>	
Gross Motor	
14. Explores moving in space	LI 36, 56, 82, 126, 143, 149, 165, 192; UC 68, 73, 134–135; HY 39, 76–77; FF 32, 38–39, 57; SD 32, 34, 49, 77, 128
15. Shows proficiency, control, and balance while moving	LI 82, 126, 192; UC 39, 88, 128; HY 54–55; FF 32–33, 34, 38–39; SD 79, 128
16. Develops climbing skills	LI 36, 149; HY 34; FF 34; SD 34
17. Develops skills with wheeled toys	UC 136–137; HY 34
18. Participates in games, outdoor play, and exercise	LI 36, 56, 143, 148, 149, 165; UC 36, 77, 88; HY 34, 73; FF 128; SD 34, 59, 108–109
Fine Motor	
19. Develops strength, dexterity, and control using tools	LI 48, 78–79, 231; UC 42, 44, 45, 89; HY 42–43, 68; FF 36–37, 42, 44, 84; SD 42, 84, 136–137
20. Develops hand-eye coordination	LI 47, 50–51, 163, 226; UC 42, 47, 54–55, 134–135; FF 45, 48, 84; SD 32, 40, 42, 54–55
21. Uses writing, drawing, and art tools	LI 43, 47, 138, 140–141, 162–163; UC 41, 129, 130–131; HY 62–63; FF 41; SD 40, 45, 56, 62–63, 89, 110–111

COGNITIVE DEVELOPMENT

The InvestiGator Club™

Learning and Problem Solving

22. Observes properties of objects, processes, and changes	LI 45, 46, 49, 110–111, 158–159, 182, 234–235; HY 30, 43, 44; SD 34, 47, 54–55, 108, 136–137; WG 54–55, 62–63, 85
23. Approaches tasks and activities with flexibility, imagination, and inventiveness	LI 47, 49, 72–73; HY 96–97; FF 38, 45, 92, 112; SD 39, 45, 56–57; WG 48–49, 118–119; WW 54–55, 118–119
24. Completes tasks, activities, projects, and experiences	LI 41, 64, 135; UC 48, 54–55; HY 31, 96–97, 129; FF 41, 54–55, 136–137; SD 40–41, 47, 48; WG 45, 48, 93, 133
25. Understands cause-and-effect relationships	UC 37, 125; HY 37; SD 44, 84, 104; WW 47, 48, 124, 126–127
26. Solves problems through active exploration and interaction with peers and adults	LI 78–79, 179, 234–235; UC 54–55; HY 106–107; FF 54–55, 136–137; WW 48, 136–137

Logical Thinking

27. Classifies objects, events, and experiences	LI 200, 202–203, 223, 224–225; UC 44; HY 44, 93; SD 43, 44; WW 36, 44, 92, 128
28. Compares several objects based on one attribute; uses standard and nonstandard measures	LI 150, 156, 158–159, 200; UC 135; FF 29, 43, 66–67, 69, 136–137; WG 42, 49, 54–55, 69, 98, 108, 133
29. Puts objects in a series according to one or two attributes	LI 180–181, 200; WG 86–87; WW 33
30. Recognizes, duplicates, and extends patterns	LI 113, 117; UC 42, 89, 102–103, 105
31. Categorizes time intervals using words	LI 134, 136–137, 223; HY 28; WW 28, 43
32. Uses words to indicate relative location	LI 44, 60–61, 90, 158–159, 180–181, 187, 234–235
33. Uses one-to-one correspondence in counting and matching objects	LI 44, 91, 95, 107; SD 105; WW 42, 64, 84
34. Associates number concepts, vocabulary, quantities, and written numerals	LI 44, 69, 91, 220–221, 227; UC 64, 69, 84, 124, 128; FF 33, 42, 86–87; SD 42, 43, 64, 86–87, 89, 99, 102–103; WW 33, 42, 84, 102–103, 105

Representation and Symbolic Thinking

35. Assumes different roles in dramatic play situations	LI 51, 73; UC 134–135; HY 44, 48, 49; SD 49, 77, 79, 93, 98; WG 134–135
36. Uses materials in dramatic play situations	LI 51, 95; HY 38, 132; FF 48, 49, 79, 134–135; SD 49, 93; WG 47, 48, 49, 134–135
37. Participates in dramatic play, art, storytelling, and music activities	LI 51, 73; UC 56–57; HY 38; FF 32, 34, 38–39, 45, 66–67, 68, 79, 89; WG 45, 46, 72, 77, 97, 109, 128

LANGUAGE DEVELOPMENT

The InvestiGator Club™

Listening and Speaking

38. Discriminates and identifies sounds in spoken language

LI 106–107, 150–151, 172–173, 187, 216–217; UC 35, 60, 80, 100, 120; FF 60, 80, 82–83, 100, 120; WW 35, 60, 80, 100, 120

39. Uses increasingly complex and varied speaking vocabulary

LI 104, 127, 201, 212–213, 215; UC 31, 52, 56, 116, 122; HY 31, 52, 56, 62, 66, 86, 102, 116–117; SD 76, 96, 116; WG 52, 56, 66, 82, 122

40. Understands and follows directions

LI 33, 154–155, 156, 170, 187; HY 37, 59, 73, 134–135; SD 109, 119, 136–137; WG 106–107, 134–135

41. Answers questions

LI 105, 215; UC 30, 56–57, 72, 113; HY 72, 132; SD 30, 79, 105

42. Asks questions

LI 76–77, 146–147; HY 72; SD 79, 105; WW 44, 79

43. Initiates in conversations and discussions with peers and adults

LI 31, 72, 105, 112, 149, 193; FF 28, 52–53, 54–55, 136–137; WG 28, 30, 43, 78, 118, 132

Reading and Writing

44. Shows interest in reading-related activities

LI 57, 62–63, 69, 95, 112; UC 40, 52–53; HY 41, 78, 81, 82–83, 85, 93, 126–127, 129; SD 66–67, 86–87, 113, 120; WG 40, 85, 105, 122–123, 125

45. Demonstrates awareness of concepts of print

LI 62–63, 69, 134, 161; HY 28, 29, 30, 46, 125; FF 40, 65, 70–71, 130–131; WW 40, 66–67, 69, 122–123

46. Identifies at least ten letters of the alphabet

LI 34, 86–87, 218–219; UC 32, 81, 121; FF 31, 40, 61, 81, 101, 121; WG 61, 81, 101, 121

47. Associates sounds with written words

UC 41, 81, 110–111, 121; HY 40, 61, 65, 70–71; SD 61, 81, 101, 121; WG 38, 40, 61, 81, 101, 121

48. Listens to and understands stories, songs, finger plays, poems

LI 42, 60–61, 91, 102–103, 146–147, 154–155, 164; FF 40, 52–53, 66–67, 126–127; WW 46, 57, 68, 73, 86–87, 89, 106–107, 109, 122–123, 125

49. Understands writing as a way of communicating

LI 43, 96–97, 117, 162–163, 228–229; HY 41, 62–63, 90–91, 130–131, 136–137; WG 41, 62–63, 70–71, 110–111

50. Progresses in ability to write letters and words

LI 206–207; UC 41, 62–63, 90–91, 110–111; SD 61, 81, 101, 121; WG 41, 65, 88, 90–91, 110–111, 130–131