

The InvestiGator Club®

Inquiry-Based Early Learning

Alignment to the Delaware Early Learning Foundations: Preschool

The following references are examples of components and teaching in The InvestiGator Club Inquiry-Based Learning System® that align to Delaware Early Learning Foundations: Preschool. The correlation is intended to illustrate the system's approach to these standards, not the comprehensiveness of the program.

SOCIAL EMOTIONAL DEVELOPMENT

SUB-DOMAIN To support children's preparation for kindergarten, families and programs will provide children the opportunity to:

Self-Concept Focuses on how the child feels about him/her self and views him/her self as a learner

	The InvestiGator Club Teacher Guide (TG)
SE31 Be with adults who are consistent, responsive, and caring	<p>Each Dilly and Friends Lapbook explores a specific social and emotional skill necessary for Pre-K children to achieve success in the classroom and beyond. Explicit lessons in which these books are read aloud also provide children with opportunities to develop relationships with adults who are responsive, caring, and consistent. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Whole Group, Readiness: Left and Right, pp. 158–159. [Summary: With adult support and guidance, children participate in an Investigation, think about it, and discuss what happened.] Let's Investigate! Family Investigation Night, Scavenger Hunt, pp. 234–235. [Summary: With adult support and guidance, children use their knowledge to solve problems.] Watch It Grow, Small Group, Social and Emotional: Thank-You Leaf Bouquet, p. 65; Family Investigation Night, Planting Party, pp. 136–137. [Summary: Children interact with adults who help them plan and plant their planters as part of Family Investigation Night.]

Self-Concept Focuses on how the child feels about him/her self and views him/her self as a learner

	The InvestiGator Club Teacher Guide (TG)
SE32 Make meaningful choices and experience the outcomes of those choices in a safe and supportive environment	<p>Each Investigation creates a safe and supportive learning environment in which children can make choices and experience the outcomes of those choices. For example:</p> <ol style="list-style-type: none"> Under Construction, Whole Group, Social and Emotional, <i>Dilly and Chuck Wood</i>, pp. 106–107. [Summary: Children understand how

	<p>story characters make choices and experience the outcomes of those choices; children share their own experiences of solving problems.]</p> <p>2. Healthy You, Small Group, Math: Rubber Band Shapes, p. 105; Whole Group, Social and Emotional, <i>Dilly and Manny Salamander</i>, pp. 106–107. [Summary: Children solve problems through active exploration and interactions with peers and adults.]</p>
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Self-Concept Focuses on how the child feels about him/her self and views him/her self as a learner	
	The InvestiGator Club Teacher Guide (TG)
SE33 Participate in activities that are challenging but within their reach	<p>The InvestiGator Club provides children with opportunities to participate in Investigations that are challenging but within their reach. Children collect, describe, and record information through discussion, drawings, and shared writing. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Closing Circle Time, Shared Writing, pp. 162–163. [Summary: Children demonstrate confidence in ability and pride in accomplishments.] Finny, Feathery, Furry Friends, Investigation, Investigation Station, pp. 54–55. [Summary: Children explore, experiment, and apply knowledge as part of their investigation on worms.]

Self-Concept Focuses on how the child feels about him/her self and views him/her self as a learner	
	The InvestiGator Club Teacher Guide (TG)
SE34 Assume a role in determining how they will learn	<p>The InvestiGator Club provides children with opportunities to participate in Investigations that allow them to explore, discover, and apply what they have learned. For example:</p> <ol style="list-style-type: none"> Watch It Grow, Investigation, Investigation Station, pp. 54–55. [Summary: Children experiment with exercise and heartbeat. They use their senses, tools, and measuring devices to gather information, test observations, and draw conclusions.]

Self-Concept Focuses on how the child feels about him/her self and views him/her self as a learner	
	The InvestiGator Club Teacher Guide (TG)
SE35 Participate in meaningful responsibilities	<p>The InvestiGator Club provides children with Daily Routines that promote children to participate in meaningful responsibilities. For example:</p> <ol style="list-style-type: none"> Under Construction, Small Group, Social and Emotional: Play a Sharing Game, p. 65; Closing Circle Time, Oral Language: Medallion Day, p. 112. [Summary: Children use compromise and discussion to resolve conflicts with peers.] Splash and Dig, Daily Routines, Social and Emotional Development, p. 35. [Summary: Children work with and manage classroom materials independently.]

Self-Concept Focuses on how the child feels about him/her self and views him/her self as a learner	
	The InvestiGator Club Teacher Guide (TG)
SE36 Explore and participate in activities and materials designed to build understanding of individual characteristics and of diversity in culture, family structure, ability, language, age and gender in non-stereotypical ways	<p>The InvestiGator Club provides children with opportunities to participate in activities that allow them to develop an understanding of themselves, their families, and others. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Small Group, Social Studies: Special Me, Special You, p. 113; Whole Group, Social Studies: The One and Only You! p. 116; Whole Group, Social Studies: We Grow and Change, p. 138. [Summary: Children develop an awareness of self; they understand similarities and respect differences among people.] Weather Watchers, Family Investigation Night, Kites, pp. 136–137. [Summary: Children solve problems through active exploration and interactions with family members as they design, draw a plan, and make a kite.] Splash and Dig, Family Investigation Night, Build a Boat, pp. 136–137. [Summary: Children participate in an Investigation with family members as they plan and build their boats.]

Self-Concept Focuses on how the child feels about him/her self and views him/her self as a learner	
	The InvestiGator Club Teacher Guide (TG)
SE37 Be a part of the classroom community so that each child feels accepted and gains a sense of belonging	<p>The InvestiGator Club develops a learning community in which all children feel accepted and have a sense of belonging as they explore and discover answers to questions. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Opening Circle Time, Back to School: Getting to Know Each Other, p. 56; Closing Circle Time, Back to School: Mirror Me, p. 98; Family Investigation Night, Scavenger Hunt, pp. 234–235. [Summary: Children develop friendships with peers and interact with adults; together they use their investigative skills on a scavenger hunt.] Under Construction, Whole Group, Social and Emotional, <i>Dilly and Chuck Wood</i>, pp. 106–107. [Summary: Children interact with peers by helping and sharing and through discussion.] Healthy You, Small Group, Math: Rubber Band Shapes, p. 105; Whole Group, Social and Emotional, <i>Dilly and Manny Salamander</i>, pp. 106–107. [Summary: Children solve problems through interactions with peers.]

SUB-DOMAIN To support children's preparation for kindergarten, families and programs will provide children the opportunity to:	
Self-Regulation Targets the child's ability to adjust his/her emotions and to focus his/her attention	
	The InvestiGator Club Teacher Guide (TG)
SE38 Recognize, label and express a range of	Each Investigation provides children with

<p>feelings and needs appropriately (Ex: happy, sad, frustrated, angry, fearful, etc.)</p>	<p>opportunities to understand the range of feelings that they experience throughout the day. For example:</p> <ol style="list-style-type: none"> Weather Watchers, Small Group, Social and Emotional: Feel It, Show It, Say It, p. 65; Whole Group, Literacy: Reread a Snowy Story, p. 69; Whole Group, Social and Emotional, <i>Dilly and Rosalita Sausalita</i>, pp. 106–107. [Summary: Children recognize and express thoughts and feelings appropriate to the situation.] Under Construction, Whole Group, Social and Emotional, <i>Dilly and Chuck Wood</i>, pp. 106–107. [Summary: Children interact with peers by helping and sharing and through discussion.] Healthy You, Small Group, Social and Emotional: Be Prepared! p. 124. [Summary: Children express feelings, needs, and opinions about what to do in an emergency.]
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Self-Regulation Targets the child’s ability to adjust his/her emotions and to focus his/her attention	
The InvestiGator Club Teacher Guide (TG)	
<p>SE39 Begin to understand that feelings are separate from actions and that it is acceptable to have a range of feelings (Ex: from frustrated to really mad)</p>	<p>Each Investigation provides children with opportunities to understand the range of feelings that they experience throughout the day. For example:</p> <ol style="list-style-type: none"> Weather Watchers, Closing Circle Time, Shared Writing, pp. 110–111. [Summary: Children express thoughts and feelings using language and gestures.] Under Construction, Whole Group, Social and Emotional, <i>Dilly and Chuck Wood</i>, pp. 106–107. [Summary: Children express their feelings, needs, and opinions in a way that is acceptable.] Healthy You, Opening Circle Time, Oral Language: How Am I Feeling? p. 98. [Summary: Children express thoughts, feelings, and ideas on facial expressions and what they might mean.]

Self-Regulation Targets the child’s ability to adjust his/her emotions and to focus his/her attention	
The InvestiGator Club Teacher Guide (TG)	
<p>SE40 Express feelings through play and artistic representation</p>	<p>The InvestiGator Club provides children with opportunities to understand and express feelings through creative expression. For example:</p> <ol style="list-style-type: none"> Under Construction, Daily Routines, Social and Emotional Development, p. 35; Small Group, Social and Emotional: May I Please? p. 124. [Summary: Children express feelings through play.] Finny, Feathery, Furry Friends, Opening Circle Time, Oral Language, pp. 76–77; Whole Group, Music and Movement: Make Instruments, p. 88. [Summary: Children express their feelings through musical

	instruments and responding to different types of music.]
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Self-Regulation Targets the child’s ability to adjust his/her emotions and to focus his/her attention	
	The InvestiGator Club Teacher Guide (TG)
SE41 Begin to understand that actions have consequences	<p>The InvestiGator Club provides children with numerous opportunities to express thoughts, feelings, and ideas in response to actions and their consequences. For example:</p> <ol style="list-style-type: none"> 1. Healthy You, Opening Circle Time, Oral Language, pp. 116–117; Oral Language: Animal Safety, p. 119. [Summary: Children learn what to do in an emergency and how to stay safe.] 2. Splash and Dig, Small Group, Social and Emotional: Puppet Play, p. 65. [Summary: Children learn how their actions affect others and how to accept the consequences of their actions.] 3. Weather Watchers, Small Group, Social and Emotional: The Picnic Is Canceled, p. 124. [Summary: Children express their feelings when an event is canceled; they express ideas about what they can do instead.]

Self-Regulation Targets the child’s ability to adjust his/her emotions and to focus his/her attention	
	The InvestiGator Club Teacher Guide (TG)
SE42 Follow simple rules and routines with minimal help	<p>Each Investigation provides children with opportunities to follow simple rules and routines with some adult support. For example:</p> <ol style="list-style-type: none"> 1. Let’s Investigate! Daily Routines, Snacks: Establish Set-Up/Cleanup Routines, p. 39; Closing Circle Time, Back to School: Classroom Rules, p. 186; Closing Circle Time, Back to School: Busy Bees, p. 208; Opening Circle Time, Back to School: A Community of Learners, p. 214. [Summary: Children follow rules and routines throughout the day.] 2. Healthy You, Daily Routines, Safety, p. 29; Whole Group, Math: Manny, May I? p. 108; Small Group, Literacy: Safety Signs, p. 125. [Summary: Children understand the importance of paying attention to safety signs and following the rules of a game.]

Self-Regulation Targets the child’s ability to adjust his/her emotions and to focus his/her attention	
	The InvestiGator Club Teacher Guide (TG)
SE43 Experience logical and natural consequences	<p>Each Investigation provides children with opportunities to explore how their actions have natural consequences on others. For example:</p> <ol style="list-style-type: none"> 1. Finny, Feathery, Furry Friends, Whole Group, Social and Emotional, <i>Dilly and JT Gator</i>, pp. 106–107. [Summary: Children discuss how story characters express caring and empathy for others; they follow story events to learn how characters actions have

	<p>natural consequences.]</p> <p>2. Healthy You, Opening Circle Time, Oral Language, pp. 116–117; Oral Language: Animal Safety, p. 119. [Summary: Children experience the consequences of a specific event, such as an unfamiliar animal approaching them.]</p>
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Self-Regulation Targets the child’s ability to adjust his/her emotions and to focus his/her attention	
	The InvestiGator Club Teacher Guide (TG)
SE44 Complete activities that he/she has started	<p>The InvestiGator Club provides children with opportunities to participate in an Investigation and solve problems through active exploration. For example:</p> <ol style="list-style-type: none"> 1. Under Construction, Family Investigation Night, Wagon Wash, pp. 136–137. [Summary: Children have planned and built structures throughout this Investigation. In Family Investigation Night, everyone works together to build a wagon wash structure.] 2. Watch It Grow, Investigation, Investigation Station, pp. 54–55. [Summary: Children collect, describe, and record information and answer the question <i>What do plants need to grow?</i> They record data and review their observation logs daily.]

Self-Regulation Targets the child’s ability to adjust his/her emotions and to focus his/her attention	
	The InvestiGator Club Teacher Guide (TG)
SE45 Use materials purposefully, safely, and respectfully	<p>The InvestiGator Club provides children with opportunities to use a variety of materials safely and purposefully in their Investigations. For example:</p> <ol style="list-style-type: none"> 1. Watch It Grow, Whole Group, Social and Emotional, <i>Dilly and Bruno Buzzbee</i>, pp. 106–107. [Summary: Children learn what to do to make seeds grow while listening to the story. They learn what tools are needed to make plants grow.] 2. Under Construction, Learning Centers, Sand and Water: Sand Construction, p. 47. [Summary: Children manipulate materials with simple equipment and use them safely and purposefully.]

Self-Regulation Targets the child’s ability to adjust his/her emotions and to focus his/her attention	
	The InvestiGator Club Teacher Guide (TG)
SE46 Attempt to solve problems in a positive manner	<p>Each Investigation provides children with numerous opportunities to learn to respect themselves and others every day with simple activities. For example:</p> <ol style="list-style-type: none"> 1. Let’s Investigate! Closing Circle Time, Back to School: Personal Space, p. 230. [Summary: Children develop a sense of personal space.] 2. Under Construction, Daily Routines: Social and Emotional Development, p. 35; Whole

	Group, Social and Emotional, <i>Dilly and Chuck Wood</i> , pp. 106–107. [Summary: Children interact with peers by helping and sharing and through discussion. They use compromise and discussion to resolve conflicts.]
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SUB-DOMAIN To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:

Social Relationships and Cooperation Focuses on the child’s awareness of responsibility to him/her self and others and his/her ability to get along with others

	The InvestiGator Club Teacher Guide (TG)
SE47 Develop trust in familiar adults and close peers	<p>Each Investigation provides children with opportunities to develop friendships with peers and trust with familiar adults. For example:</p> <ol style="list-style-type: none"> Finny, Feathery, Furry Friends, Small Group, Social and Emotional: Show You Care, p. 65; Whole Group, Social and Emotional, <i>Dilly and JT Gator</i>, pp. 106–107; Small Group, Social and Emotional: Overcoming Fears, p. 124. [Summary: Children learn to express their fears and what they might do to overcome them.] Weather Watchers, Whole Group, Literacy: Friends Like Rosalita, p. 109; Culminating Activity, Investigation Celebration, pp. 134–135. [Summary: Children solve problems through active exploration and interactions with peers and adults.]

Social Relationships and Cooperation Focuses on the child’s awareness of responsibility to him/her self and others and his/her ability to get along with others

	The InvestiGator Club Teacher Guide (TG)
SE48 Receive guidance, support and directions from a range of familiar adults	<p>Each Investigation provides children with numerous opportunities to develop supportive relationships with adults through Daily Routines, Learning Centers, and Small and Large Group activities. For example:</p> <ol style="list-style-type: none"> Let’s Investigate! Whole Group, Readiness: Left and Right, pp. 158–159; Family Investigation Night, Scavenger Hunt, pp. 234–235. [Summary: Children receive guidance and support from adults as they engage in activities.] Watch It Grow, Small Group, Social and Emotional: Thank-You Leaf Bouquet, p. 65. [Summary: Children are prompted to express appreciation to a familiar adult.] Watch It Grow, Family Investigation Night, Planting Party, pp. 136–137. [Summary: Children and their families have a planting party. They work together to plan and plant their planters.]

Social Relationships and Cooperation Focuses on the child’s awareness of responsibility to him/her self and others and his/her ability to get along with others

	The InvestiGator Club Teacher Guide (TG)
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<p>SE49 Develop and maintain friendships with peers</p>	<p>Each Investigation provides daily activities for children to interact with peers in Learning Centers and Small and Large Groups, prompting the development of friendships. For example:</p> <ol style="list-style-type: none"> 1. Weather Watchers, Whole Group, Literacy: Friends Like Rosalita, p. 109; Culminating Activity, Investigation Celebration, pp. 134–135. [Summary: Children develop an understanding of the meaning of friendship.] 2. Let’s Investigate! Opening Circle Time, Back to School: Getting to Know Each Other, p. 56; Closing Circle Time, Back to School: Mirror Me, p. 98. [Summary: Children interact with peers and develop friendships.]
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<p>Social Relationships and Cooperation Focuses on the child’s awareness of responsibility to him/her self and others and his/her ability to get along with others</p>	
<p>The InvestiGator Club Teacher Guide (TG)</p>	
<p>SE50 Develop awareness of other’s perspectives and to gain an understanding of how their actions impact those around them</p>	<p>Each Investigation provides numerous activities in Learning Centers and Small and Large Groups to help children understand how their actions affect others. For example:</p> <ol style="list-style-type: none"> 1. Let’s Investigate! Closing Circle Time, Back to School: Classroom Rules, p. 186. [Summary: Children understand how actions affect others and accept the consequences of their actions.] 2. Splash and Dig, Small Group, Social and Emotional: Puppet Play, p. 65; Whole Group, Social and Emotional, <i>Dilly and Great Auntie Lu</i>, pp. 106–107. [Summary: Children understand how actions affect others and accept the consequences of their actions.]

<p>Social Relationships and Cooperation Focuses on the child’s awareness of responsibility to him/her self and others and his/her ability to get along with others</p>	
<p>The InvestiGator Club Teacher Guide (TG)</p>	
<p>SE51 Develop and demonstrate positive social skills (Ex: please, thank you, helping a friend, sharing, etc.)</p>	<p>The InvestiGator Club provides children with daily opportunities to develop positive social skills. For example:</p> <ol style="list-style-type: none"> 1. Let’s Investigate! Daily Routines, Snacks: Establish Set-Up/Cleanup Routines; Establish Good Table Manners, p. 39. [Summary: With guidance and support, children follow the rules of hygiene, nutrition, and personal care.] 2. Weather Watchers, Culminating Activity, Investigation Celebration, pp. 134–135. [Summary: Children develop positive social skills while working in teams to play “Dress for the Season.”]

<p>Social Relationships and Cooperation Focuses on the child’s awareness of responsibility to him/her self and others and his/her ability to get along with others</p>	
<p>The InvestiGator Club Teacher Guide (TG)</p>	
<p>SE52 Develop ability to initiate and sustain play with peers</p>	<p>Each Investigation provides children with opportunities throughout the day for uninterrupted play with peers. For example:</p>

	<ol style="list-style-type: none"> 1. Let's Investigate! Learning Centers, Sand and Water: Exploring Sand, p. 49; Learning Centers, Blocks: Exploring Blocks, p. 50; Learning Centers, Dramatic Play: Props and Costumes; Puppets, p. 51. [Summary: Children freely explore the centers, building with blocks, playing with sand, and dressing up and pretending.] 2. Splash and Dig, Whole Group, Math: Seaworthy Shapes, p. 69. [Summary: Children put together and take apart shapes and puzzles; with guidance and support, they take turns and interact effectively.] 3. Under Construction, Whole Group, Social and Emotional, <i>Dilly and Chuck Wood</i>, pp. 106–107. [Summary: Children understand from stories that characters can play together, share, and help each other.] 4. Healthy You, Small Group, Math: Rubber Band Shapes, p. 105; Whole Group, Social and Emotional, <i>Dilly and Manny Salamander</i>, pp. 106–107. [Summary: Children take turns in activities and solve problems through interactions with peers.]
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Social Relationships and Cooperation Focuses on the child's awareness of responsibility to him/her self and others and his/her ability to get along with others	
SE53 Be a helpful member of a group or household through sharing tasks or chores	<p style="text-align: center;">The InvestiGator Club Teacher Guide (TG)</p> <p>The InvestiGator Club provides daily opportunities for children to work together in Small and Large Group activities. For example:</p> <ol style="list-style-type: none"> 1. Let's Investigate! Small Group, Social Studies, pp. 176–177. [Summary: Children work as a team to build a neighborhood using blocks, and then discuss the contributions they have made to the group's neighborhood.] 2. Weather Watchers, Culminating Activity, Investigation Celebration, pp. 134–135. [Summary: Children develop positive social skills while working in teams to play "Dress for the Season."]

Social Relationships and Cooperation Focuses on the child's awareness of responsibility to him/her self and others and his/her ability to get along with others	
SE54 Develop turn taking and negotiation skills	<p style="text-align: center;">The InvestiGator Club Teacher Guide (TG)</p> <p>Each Investigation provides children with opportunities to get along with others through turn taking and beginning negotiation skills. For example:</p> <ol style="list-style-type: none"> 1. Let's Investigate! Opening Circle Time: Oral Language, pp. 80–81. [Summary: Children take turns in activities and interact effectively with peers.] 2. Under Construction, Culminating Activity, Investigation Celebration, pp. 134–135. [Summary: Children take turns and cooperate

APPROACHES TO LEARNING

SUB-DOMAIN To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:

Initiative and Curiosity

AL31 Participate in a variety of tasks and activities using all five senses

The InvestiGator Club Teacher Guide (TG)

The InvestiGator Club provides children with opportunities to engage in a variety of investigative activities that use their senses. For example:

- 1. Healthy You**, Investigation, Investigation Launch, pp. 52–53. [**Summary:** Children make independent choices about caring for their teeth.]
- 2. Healthy You**, Investigation, Investigation Station, pp. 54–55. [**Summary:** Children use senses, tools, and measuring devices to gather information.]
- 3. Finny, Feathery, Furry Friends**, Daily Routines, Like an Animal, p. 38; Family Investigation Night, Feathery Feeders, pp. 136–137. [**Summary:** Children and families work together to plan and make bird feeders. They participate in the Investigation and think about and discuss how they might use their bird feeders.]

Initiative and Curiosity

AL32 Make independent choices during play and throughout the daily routine

The InvestiGator Club Teacher Guide (TG)

The InvestiGator Club provides children with opportunities to make their own choices throughout the day. For example:

- 1. Let’s Investigate!** Learning Centers, Science: Science Stuff, p. 45. [**Summary:** Children explore the objects freely and make discoveries on their own using the tools.]
- 2. Under Construction**, Closing Circle Time, Oral Language: Sharing Chair, p. 92; Oral Language: Sharing Chair, p. 132. [**Summary:** Children participate in activities and make independent choices.]

Initiative and Curiosity

AL33 Approach tasks and activities with flexibility, imagination, inventiveness, and confidence

The InvestiGator Club Teacher Guide (TG)

The InvestiGator Club guides children to use their creativity and imagination as they explore, ask questions, and experiment in each Investigation. For example:

- 1. Finny, Feathery, Furry Friends**, Learning Centers, Sand and Water: Animal Habitats, p. 47; Family Investigation Night, Feathery Feeders, pp. 136–137. [**Summary:** Children approach tasks and activities with flexibility,

	<p>imagination, and inventiveness.]</p> <p>2. Watch It Grow, Small Group, Social Studies: Plan a Town, p. 104; Whole Group, Music and Movement: Water Music, p. 108. [Summary: Children experiment with a variety of materials and use their imagination to create a town and make music.]</p> <p>3. Healthy You, Closing Circle Time, Shared Writing, pp. 110–111. [Summary: Children use their imagination to create a comic strip about taking turns.]</p>
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Initiative and Curiosity	
	The InvestiGator Club Teacher Guide (TG)
AL34 Show eagerness and curiosity to learn about and discuss a variety of topics, ideas, and tasks	<p>The InvestiGator Club provides experiences that stimulate young children to use their curiosity to explore new ideas throughout the day. For example:</p> <p>1. Let’s Investigate, Whole Group, Readiness: Colors, pp. 66–67; Opening Circle Time, Literacy: The Curiosity in You, p. 215. [Summary: Children talk about and demonstrate curiosity as they participate in an Investigation about colors.]</p> <p>2. Finny, Feathery, Furry Friends, Investigation, Investigation Station, pp. 54–55. [Summary: Children investigate worms in a class-made wormery, observing changes in size, color, and position.]</p>

SUB-DOMAIN To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:	
Engagement and Persistence	
	The InvestiGator Club Teacher Guide (TG)
AL35 Begin to develop the ability to focus and complete a variety of tasks, activities, projects, and experiences	<p>The InvestiGator Club helps children develop the ability to focus and complete projects by engaging them in activities that stimulate their curiosity and eagerness to learn. For example:</p> <p>1. Under Construction, Learning Centers, Science: Go! Go! Go! p. 43; Culminating Activity, Investigation Celebration, pp. 134–135. [Summary: Children demonstrate persistence as they engage in science and mathematics projects.]</p> <p>2. Watch It Grow, Whole Group, Literacy, <i>Growing Vegetable Soup</i>, pp. 66–67. [Summary: Children listen to the story and discuss how to grow vegetables and use them to make soup.]</p>

Engagement and Persistence	
	The InvestiGator Club Teacher Guide (TG)
AL36 Begin to develop and follow through with plan for play and other activities	<p>In each Investigation, children plan their play and follow through on plans in Learning Centers and in Small and Large Group activities. For example:</p> <p>1. Watch It Grow, Learning Centers, Dramatic</p>

	<p>Play: Produce Stand, p. 49. [Summary: Children set up a produce stand and act out the roles of storekeeper and customer.]</p> <p>2. Under Construction, Learning Centers, Sand and Water: Sand Construction, p. 47; Investigation, Investigation Station, pp. 54–55. [Summary: Children develop a plan to build a structure, and then build the structure like their plan.]</p>
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Engagement and Persistence	
	The InvestiGator Club Teacher Guide (TG)
<p>AL37 Begin to demonstrate the ability to follow a sequence of steps to create a finished project</p>	<p>The InvestiGator Club provides children with numerous opportunities to follow a sequence of steps to create a finished science or math project. For example:</p> <ol style="list-style-type: none"> 1. Splash and Dig, Small Group, Science, <i>Mud Pies</i>, pp. 122–123. [Summary: Children follow the sequence of steps to make mud pies after listening to the informational text.] 2. Watch It Grow, Learning Centers, Dramatic Play: Produce Stand, p. 49; Whole Group, Social and Emotional, <i>Dilly and Bruno Buzzbee</i>, pp. 106–107. [Summary: Children listen to the story and understand the sequence of steps you need to follow to grow from seed to plant.]

SUB-DOMAIN To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:	
Reasoning and Problem Solving	
	The InvestiGator Club Teacher Guide (TG)
<p>AL38 Develop the ability to recognize and solve problems through active exploration, including trial and error, interactions and discussions with peers and adults</p>	<p>In each Investigation, children engage in active exploration and problem solving as they work on their projects. For example:</p> <ol style="list-style-type: none"> 1. Splash and Dig, Culminating Activity, Investigation Celebration, pp. 134–135. [Summary: Children solve problems through active exploration and interaction with peers and adults as they take up the challenge of an ice cube melting race.] 2. Weather Watchers, Family Investigation Night, Kites, pp. 136–137. [Summary: Children and their families design and make kites, solving problems through active exploration.]

Reasoning and Problem Solving	
	The InvestiGator Club Teacher Guide (TG)
<p>AL39 Develop the ability to classify, compare, and contrast objects, events, and experiences</p>	<p>The InvestiGator Club provides children with many opportunities to compare and contrast and classify objects and materials they use in their Investigations. For example:</p> <ol style="list-style-type: none"> 1. Healthy You, Investigation Station, pp. 54–55. [Summary: Children compare and contrast the rate of their heart beat before and after exercising to draw conclusions

	<p>about exercise and having a healthy heart.]</p> <p>2. Weather Watchers, Culminating Activity, Investigation Celebration, pp. 134–135. [Summary: Children compare and contrast objects representing each season as they play “Dress for the Season.”]</p>
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Reasoning and Problem Solving	
	The InvestiGator Club Teacher Guide (TG)
AL40 Demonstrate the ability to sequence events	<p>The InvestiGator Club provides children with many opportunities to retell stories and events in the correct sequence. With guidance and support, children are prompted with questions, such as <i>What happened? What happened next?</i> For example:</p> <ol style="list-style-type: none"> 1. Let’s Investigate! Small Group, Literacy: Sequence of Events, p. 223. [Summary: Children sequence story events, and then retell the story.] 2. Healthy You, Small Group, Literacy: Act Out a Story, p. 105. [Summary: Children act out stories using puppets in dramatic play; with guidance and support, they practice what the characters say and recall the story events in the correct order.]

Reasoning and Problem Solving	
	The InvestiGator Club Teacher Guide (TG)
AL41 Begin to develop the ability to explain and demonstrate strategies to solve problems	<p>The InvestiGator Club engages children in many projects, and with guidance and support they solve problems as they work. For example:</p> <ol style="list-style-type: none"> 1. Let’s Investigate! Whole Group, Readiness: Alike and Different, pp. 202–203. [Summary: Children explain and demonstrate the strategies they used to sort objects into groups that represent the five senses.] 2. Healthy You, Whole Group, Literacy: Retell a Classic, p. 129. [Summary: Children listen to the classic tale “Stone Soup” and discuss how the soldiers solved the problem of having very little to eat.] 3. Under Construction, Investigation, Investigation Station, pp. 54–55. [Summary: With guidance and support, children draw up plans and then follow them to build structures. They problem solve along the way as they work on their structures.]

LANGUAGE AND LITERACY

SUB-DOMAIN To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:	
Receptive Communication	
	The InvestiGator Club Teacher Guide (TG)

<p>LL31 Respond to their names, requests for action, or information</p>	<p>The InvestiGator Club provides children with many opportunities to respond to their names and requests for action or information during Daily Routines and Group activities. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Closing Circle Time, Social and Emotional: <i>The Superhero in You</i>, p. 187. [Summary: Children listen for their own names and the names of friends during a discussion on how they help others.] Under Construction, Daily Routines, Attendance, p. 31. [Summary: Children listen for their own names and the names of friends.]
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<p>Receptive Communication</p>	
	<p>The InvestiGator Club Teacher Guide (TG)</p>
<p>LL32 Develop listening, watching, attention, and comprehension skills</p>	<p>The InvestiGator Club provides children with many opportunities to develop listening skills across all domains of learning. In addition, each week's Closing Circle Time includes opportunities for children to take turns sharing their ideas and listening to others' ideas in the Sharing Chair. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Opening Circle Time, Oral Language, <i>Dilly and the InvestiGator Club</i>, pp. 54–55. [Summary: Children share their ideas and take turns listening and speaking.] Let's Investigate! Small Group, Literacy, pp. 154–155. [Summary: With prompting and support, children listen to and discuss a story about following directions (listen carefully; talking slowly).] Healthy You, Opening Circle Time, Oral Language: <i>Nutritious Food</i>, p. 78. [Summary: Children share their ideas and take turns listening and speaking.]

<p>Receptive Communication</p>	
	<p>The InvestiGator Club Teacher Guide (TG)</p>
<p>LL33 Follow two- or three-step directions</p>	<p>The InvestiGator Club provides children with many activities in Learning Centers and Small and Large Groups where they follow directions. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Small Group, Literacy, pp. 154–155. [Summary: Children listen to JT give Dilly and her friends directions to follow.] Let's Investigate! Opening Circle Time, <i>Back to School: Fire Safety</i>, p. 170. [Summary: Children learn a song "Get Low and Go Slow" to focus attention on fire safety.] Watch It Grow, Whole Group, Social and Emotional, <i>Dilly and Bruno Buzzbee</i>, pp. 106–107. [Summary: Children understand and follow directions, sharing real-life experiences, such as making a sandwich. In addition, they listen to stories where characters follow directions on how to make seeds grow.]

Receptive Communication	
	The InvestiGator Club Teacher Guide (TG)
LL34 Identify particular sounds in the environment through different media	<p>The InvestiGator Club provides children with many opportunities to listen for different sounds in the environment—both at home and in school. For example:</p> <ol style="list-style-type: none"> Let’s Investigate! Everyday Literacy, Phonological Awareness, pp. 58–59. [Summary: Children identify sounds they might hear inside and outside their homes.] Under Construction, Closing Circle Time, Listening: Construction Sounds, p. 73. [Summary: Children identify environmental sounds and listen for sounds on a construction site.]

Receptive Communication	
	The InvestiGator Club Teacher Guide (TG)
LL35 Respond to questions	<p>In each Investigation, children ask and answer questions—<i>who, what, where, when, how, why</i>—while listening to stories, poems, songs, and finger plays. For example:</p> <ol style="list-style-type: none"> Weather Watchers, Opening Circle Time, Oral Language, pp. 116–117. [Summary: Children answer questions embedded in the poem on seasons. The teacher encourages them to ask questions and posts them on chart paper to be answered as they learn more about the seasons.] Finny, Feathery, Furry Friends, Whole Group, Storytelling Classics, “The Lion and the Mouse,” pp. 126–127. [Summary: Children ask and answer questions about the Aesop fable.]

Receptive Communication	
	The InvestiGator Club Teacher Guide (TG)
LL36 Increase vocabulary to include prepositions and basic concepts	<p>The InvestiGator Club is committed to developing young children’s vocabulary through a variety of experiences. It might be through a hands-on science Investigation, an Interactive Read Aloud, a Learning Center activity, or other activities that engage children in meaningful learning in each Investigation. For example:</p> <ol style="list-style-type: none"> Let’s Investigate! Opening Circle Time, Literacy: The Curiosity in You, p. 215; Whole Group, Readiness: Investigating Shapes, pp. 224–225. [Summary: Children access prior knowledge and experiences to learn the meanings of words.] Let’s Investigate! Small Group, Readiness: Opposites, p. 178. [Summary: Children use position words to talk about their experiences crawling through a tunnel.] Healthy You, Whole Group, Literacy, <i>Good Thing You’re Not an Octopus!</i> pp. 66–67.

[**Summary:** Children use illustrations to discuss word meanings encountered in a read aloud.]

SUB-DOMAIN To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:

Expressive Communication

	The InvestiGator Club Teacher Guide (TG)
LL37 Be aware that people communicate in a variety of ways (verbal and non-verbal)	<p>The InvestiGator Club provides children with many opportunities to communicate in a variety of ways (through conversations, drawings, dictation, sign language, gestures) and in more than one language (in a child’s home language and in English). For example:</p> <ol style="list-style-type: none"> 1. Watch It Grow, Closing Circle Time, Dramatic Play: Farm to Store Role Play, p. 132. [Summary: Children communicate both verbally and non-verbally to demonstrate how consumers get their food.] 2. Under Construction, Closing Circle Time, Oral Language: Say It with Signs, p. 133. [Summary: Children engage in non-verbal communication using sign language.] 3. Under Construction, Small Group, Early Writing, pp. 62–63. [Summary: Children represent stories and experiences through pictures and dictation and in play.]

Expressive Communication

	The InvestiGator Club Teacher Guide (TG)
LL38 Communicate so they will be understood by peers and adults	<p>The InvestiGator Club provides children with many opportunities to practice oral language skills through extended conversations with both peers and adults. For example:</p> <ol style="list-style-type: none"> 1. Under Construction, Whole Group, Social and Emotional, <i>Dilly and Chuck Wood</i>, pp. 106–107. [Summary: Children speak clearly when talking about their experiences with sharing.] 2. Weather Watchers, Opening Circle Time, Oral Language, pp. 96–97; Oral Language: Windy Words, p. 99. [Summary: Children use complete sentences to describe the wind. They speak clearly and with expression when reciting a poem and saying weather words.]

Expressive Communication

	The InvestiGator Club Teacher Guide (TG)
LL39 Play with language such as rhyming	<p>The InvestiGator Club provides children with many opportunities to engage in oral language play. For example:</p> <ol style="list-style-type: none"> 1. Let’s Investigate! Everyday Literacy, Phonological Awareness, pp. 128–129. [Summary: Children listen to and recite familiar poems and recognize rhymes.] 2. Splash and Dig, Everyday Literacy, Phonological Awareness: We Know a Word! p. 120. [Summary: The Rosalita Puppet leads

	children in playing a rhyming word game.] 3. Under Construction , Daily Routines, Phonological Awareness, p. 35. [Summary: Children play with language as part of their daily routines, identifying and creating rhymes.]
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Expressive Communication	
	The InvestiGator Club Teacher Guide (TG)
LL40 Use language to enter play situation	In each Investigation, children engage in play, and language is a significant part of the experience. They sing, recite poems, invent chants, make up silly rhymes, tell silly jokes, and experiment with volume and tone. For example: 1. Let's Investigate! Learning Centers, Dramatic Play: Puppets, p. 51. [Summary: Children role-play with the puppets, repeating stories or creating dialogue of their own.] 2. Finny, Feathery, Furry Friends , Learning Centers, Dramatic Play: At the Vet's, p. 49. [Summary: Children take on the roles of veterinarian and pet owner and dramatize what happens in the vet's office.]

Expressive Communication	
	The InvestiGator Club Teacher Guide (TG)
LL41 Participate in turn taking in conversations	Each Investigation includes opportunities for children to follow rules for discussions, such as listening to others and taking turns and speaking on topic. For example: 1. Finny, Feathery, Furry Friends , Family Investigation Night, Feathery Feeders, pp. 136–137. [Summary: Children and their families design and then build their bird feeders. Children share their experiences of building the feeders with peers.] 2. Splash and Dig , Small Group, Science: Gathering Water Data, p. 64. [Summary: Children observe, describe, record, and gather data about water. They discuss their findings with peers.]

Expressive Communication	
	The InvestiGator Club Teacher Guide (TG)
LL42 Dictate a story to an adult	Shared Writing and Early Writing activities in each Investigation encourage children to share their ideas and discuss how they will write them. For example: 1. Let's Investigate! Closing Circle Time, Shared Writing, pp. 184–185. [Summary: Children understand that writing is a way of communicating, and they can represent their stories and experiences through dictation.] 2. Watch It Grow , Small Group, Early Writing, pp. 62–63. [Summary: Children dictate a tip for keeping a cactus plant healthy; they also dictate a sentence about what <i>not</i> to do for a

Expressive Communication	
	The InvestiGator Club Teacher Guide (TG)
LL43 Communicate using multiple words/phrases including nouns, verbs, descriptive phrases, prepositions and/or ASL (American Sign Language) grammatical features	<p>The InvestiGator Club provides children with many opportunities to communicate using multiple words and phrases while engaged in conversations in Learning Centers, Groups, and Shared Writing. For example:</p> <ol style="list-style-type: none"> Splash and Dig, Opening Circle Time, Oral Language, pp. 76–77. [Summary: Children learn a cluster of nouns to identify plants and animals in a meadow.] Weather Watchers, Investigation, Investigation Station, pp. 54–55. [Summary: Children share their experiences as weather watchers and observations about weather. They draw real-world conclusions from their observations and data.]

Expressive Communication	
	The InvestiGator Club Teacher Guide (TG)
LL44 Use volume and tone or ASL facial grammar appropriate to the situation	<p>The InvestiGator Club provides children with many opportunities to develop oral language skills while reciting poems, songs, chants, and finger plays. For example:</p> <ol style="list-style-type: none"> Under Construction, Opening Circle Time, Oral Language: Steam Shovel, p. 58. [Summary: Children listen to, pantomime, and recite familiar chants, such as “Steam Shovel.”] Healthy You, Closing Circle Time, Oral Language: Sharing Chair, p. 92. [Summary: Children use language to share a specific song, project, artwork, or reflection, such as singing and acting out “Head, Shoulders, Knees, and Toes” and telling about their favorite healthy food.]

Expressive Communication	
	The InvestiGator Club Teacher Guide (TG)
LL45 Respond appropriately to messages in conversation	<p>The InvestiGator Club provides children with many opportunities to express their ideas, opinions, needs, and feelings in conversations. For example:</p> <ol style="list-style-type: none"> Splash and Dig, Opening Circle Time, Oral Language, pp. 56–57. [Summary: Children participate in a conversation about water, discussing where and how they use it.] Finny, Feathery, Furry Friends, Closing Circle Time, Shared Writing, pp. 110–111. [Summary: After listening to the story <i>Dilly and JT Gator</i>, children discuss things that frighten them and possible solutions, such as what you can do when a big dog comes toward you.]

Expressive Communication

The InvestiGator Club Teacher Guide (TG)	
LL46 Express emotions through language	<p>The InvestiGator Club provides children with many opportunities to understand how story characters feel and what they do. Children discuss how they would feel in the same situation and what they would say or do. For example:</p> <ol style="list-style-type: none"> 1. Finny, Feathery, Furry Friends, Whole Group, Social and Emotional, <i>Dilly and JT Gator</i>, pp. 106–107. [Summary: Children understand JT’s fears. They listen to the story again to find out what JT is scared about and how Dilly tries to help her brother. Children discuss how JT solved his problem.] 2. Weather Watchers, Whole Group, Social and Emotional, <i>Dilly and Rosalita Sausalita</i>, pp. 106–107. [Summary: Children understand the thoughts and feelings of Dilly and Rosalita Sausalita. They discuss what they can do to help someone who was embarrassed.]

Expressive Communication	
The InvestiGator Club Teacher Guide (TG)	
LL47 Use language appropriately during play situations	<p>In each Investigation, children participate in activities in the various Learning Centers, interacting with peers and using language appropriately during play situations. For example:</p> <ol style="list-style-type: none"> 1. Splash and Dig, Learning Centers, Dramatic Play: Beach Outing, p. 49. [Summary: Children assume the roles of lifeguard, fisherman, family members, and surfers and dramatize a day at the beach.] 2. Weather Watchers, Learning Centers, Dramatic Play: A Chance of Snow, p. 49. [Summary: Children role-play a weather forecaster on the evening news, reporting on the scene of a breaking news story.]

Expressive Communication	
The InvestiGator Club Teacher Guide (TG)	
LL48 Experiment with patterns in words	<p>The InvestiGator Club provides children with many opportunities to make connections between words and their use in everyday experiences. For example:</p> <ol style="list-style-type: none"> 1. Let’s Investigate! Small Group, Math, pp. 132–133; Whole Group, Math: Match a Snack, p. 139. [Summary: With guidance and support, children identify pairs of things, such as shoes, socks, mittens, and matching things.] 2. Splash and Dig Children listen to a variety of texts, both literary (<i>Commotion in the Ocean</i>, <i>One-Dog Canoe</i>) and informational (<i>Mud Pies</i>), and engage in various hands-on experiences. [Summary: There are numerous opportunities to develop oral language and vocabulary about lakes and shores, oceans and beaches, and rivers and wetlands.]

SUB-DOMAIN To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:	
Emergent Reading	
	The InvestiGator Club Teacher Guide (TG)
LL49 Show an interest in rhymes, songs, books, stories, writings, and other literacy or reading-related activities	<p>Each Investigation is launched with an Investigation Flapboard story (see TG pp. 52–53). Each week also contains an explicit lesson in which text is read aloud and discussed (see TG pp. 66–67, 82–83, 102–103, 126–127). For example:</p> <ol style="list-style-type: none"> Let’s Investigate! Opening Circle Time, Oral Language, <i>Dilly and Chuck Wood</i>, pp. 168–169. [Summary: Children listen to the <i>Dilly and Chuck Wood</i> lapbook and get to know two of the InvestiGator Club characters. These characters face a dilemma that young children may also face in their lives.] Splash and Dig, Whole Group, Literacy, <i>Commotion in the Ocean</i>, pp. 66–67. [Summary: Children listen to several poems about creatures in the sea.] Finny, Feathery, Furry Friends, Opening Circle Time, Oral Language, pp. 56–57. [Summary: Children revisit the story characters and identify what kind of animals they are. They recite and act out the rhyme “Animals.” Children use this activity as a springboard for what they would like to learn in this Investigation.]

Emergent Reading	
	The InvestiGator Club Teacher Guide (TG)
LL50 Show increasing awareness of print, familiar signs, labels, and symbols	<p>The InvestiGator Club provides children with many opportunities to develop an awareness of print through Daily Routines, Learning Centers, and Small and Large Group activities. For example:</p> <ol style="list-style-type: none"> Let’s Investigate! Daily Routines, Safety, p. 31; Daily Routines, Weather, p. 32; Learning Centers, Reading: Picture Dictionary, p. 42. [Summary: Children show increasing awareness of print in a variety of settings.] Let’s Investigate! Small Group, Literacy, pp. 62–63. [Summary: Children show awareness of symbols, signs, labels, and print in various contexts.] Healthy You, Daily Routines, Bee Mail, p. 30; Whole Group, Literacy: Make a Menu, p. 88. [Summary: Children begin to understand different functions of printed forms.]

Emergent Reading	
	The InvestiGator Club Teacher Guide (TG)
LL51 Identify and name letters of the alphabet	Each Investigation provides in-depth lessons on Alphabet Knowledge. In addition, the teacher routinely integrates letters into the day through

	<p>short, simple activities. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Everyday Literacy, Alphabet Knowledge, pp. 130–131; pp. 218–219. [Summary: Children recognize and learn the names of the letters of the alphabet.] Finny, Feathery, Furry Friends, Everyday Literacy, Alphabet Knowledge: Letters and Numbers, p. 61. [Summary: Children differentiate between pictures, numbers, letters, and words.] Under Construction, Everyday Literacy, Alphabet Knowledge: ABC Time; The Letter Ss, p. 101. [Summary: Children sing the alphabet song, stopping at the first letter in their name. They learn to recognize and name the letter Ss.]
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Emergent Reading	
	The InvestiGator Club Teacher Guide (TG)
<p>LL52 Recognize their first name in print written with the first letter in upper case followed by lower-case letters</p>	<p>The InvestiGator Club provides children with daily opportunities to recognize their names in print. For example:</p> <ol style="list-style-type: none"> Finny, Feathery, Furry Friends, Daily Routines, Attendance, p. 31. [Summary: Children recognize and read their name in isolation.] Watch It Grow, Daily Routines, Attendance, p. 31. [Summary: Children recognize and read their name in isolation.] Weather Watchers, Everyday Literacy, Alphabet Knowledge: Raindrop Letters, p. 61. [Summary: Children identify the letters in their first name.]

Emergent Reading	
	The InvestiGator Club Teacher Guide (TG)
<p>LL53 Recognize common letter sounds at the beginning, middle, and ends of words</p>	<p>The InvestiGator Club provides children with explicit lessons on recognizing and identifying letters and the sounds that stand for them through activities, in books, and in the environment. Each Investigation includes letter activities in Daily Routines, Quick Minutes (see TG p. 32), as well as Phonological Awareness and Alphabet Knowledge lessons (see TG p. 61). For example:</p> <ol style="list-style-type: none"> Let's Investigate! Everyday Literacy, Phonological Awareness, pp. 172–173; pp. 194–195. [Summary: Children engage in activities that address the alphabetic principle—words are composed of letters that represent sounds.] Healthy You, Everyday Literacy, Phonological Awareness: Make a Match; What's the Word? p. 120. [Summary: Children begin to show awareness of beginning and ending sounds.] Finny, Feathery, Furry Friends, Daily Routines, Phonological Awareness, p. 35;

	<p>Everyday Literacy, Phonological Awareness: Listen for the Beginning Sound, p. 100.</p> <p>[Summary: Children increase their phonological awareness with these activities that focus on categorizing words by initial or final sound.]</p>
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Emergent Reading	
	The InvestiGator Club Teacher Guide (TG)
<p>LL54 Know the difference between upper- and lower-case letters</p>	<p>The InvestiGator Club provides children with explicit lessons in uppercase and lowercase letters and the sounds they represent. For example:</p> <ol style="list-style-type: none"> 1. Weather Watchers, Everyday Literacy, Alphabet Knowledge: The Letter <i>Ww</i>, p. 61; Letter Time; The Letter <i>Uu</i>, p. 81; The Letter <i>Gg</i>, p. 101; The Letters <i>Kk</i> and <i>Xx</i>, p. 121. [Summary: Children begin to distinguish uppercase and lowercase letters.] 2. Finny, Feathery, Furry Friends, Everyday Literacy, Alphabet Knowledge: That's a Match!; The Letter <i>Yy</i>, p. 121. [Summary: Children begin to distinguish uppercase and lowercase letters; they match and sort letters.]

Emergent Reading	
	The InvestiGator Club Teacher Guide (TG)
<p>LL55 Show comprehension by answering questions related to an age-appropriate story that has been read or told</p>	<p>Each Investigation includes lessons in which children identify important ideas in literary texts and retell and act out familiar stories in sequence with props, puppets, and other materials. For example:</p> <ol style="list-style-type: none"> 1. Splash and Dig, Whole Group, Math, <i>One-Dog Canoe</i>, pp. 86–87. [Summary: Children listen to a literary text and, with guidance and support, ask and answer questions about the key details.] 2. Watch It Grow, Whole Group, Literacy, <i>Growing Vegetable Soup</i>, pp. 66–67; Literacy: Reread a Soup Story, p. 69. [Summary: After reading, children revisit a story and tell about events using sequence words.] 3. Finny, Feathery, Furry Friends, Whole Group, Literacy, <i>The Birthday Pet</i>, pp. 66–67. [Summary: Children reread a familiar story and, with guidance and support, answer questions about the details.]

Emergent Reading	
	The InvestiGator Club Teacher Guide (TG)
<p>LL56 Understand the parts of a book and how it is used</p>	<p>The InvestiGator Club provides children with many opportunities to develop book knowledge and print concepts. For example:</p> <ol style="list-style-type: none"> 1. Let's Investigate! Opening Circle Time, Oral Language, <i>Dilly and Rosalita Sausalita</i>, pp. 124–125. [Summary: Children understand book features, such as cover, title, author, and illustrator. They learn that every page has

	<p>words that tell the story.]</p> <p>2. Finny, Feathery, Furry Friends, Whole Group, Literacy, <i>The Birthday Pet</i>, pp. 66–67. [Summary: The teacher demonstrates proper handling of the book; children recognize the front and back covers and discuss the illustrations on each cover.]</p>
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Emergent Reading	
	The InvestiGator Club Teacher Guide (TG)
<p>LL57 Hold a book upright, turn the pages starting at the front of the book, and scan pages left to right and top to bottom</p>	<p>The InvestiGator Club provides children with many opportunities to develop book knowledge and concepts of print. For example:</p> <ol style="list-style-type: none"> 1. Let’s Investigate! Whole Group, Literacy: Teach Manny to Read, p. 161. [Summary: Teacher demonstrates orientation and book handling.] 2. Weather Watchers, Whole Group, Literacy, <i>The Snowy Day</i>, pp. 66–67. [Summary: Children understand book features, such as cover, title, author, illustrator. They recognize that words are separated by spaces.]

Emergent Reading	
	The InvestiGator Club Teacher Guide (TG)
<p>LL58 Explore different types of literature such as narrative (story) and informative (non-fiction)</p>	<p>The InvestiGator Club provides children with a variety of literacy experiences through Shared Reading and Writing, Interactive Read Alouds, and songs, rhymes, and finger plays. For example:</p> <ol style="list-style-type: none"> 1. The InvestiGator Club Backpack Books (online component): <i>Outside My Window, Water and Sand, Watch It Grow, Ready for Rain!, Healthy Me, Maggie Investigates, Matt’s Toolbox</i>. [Summary: Children read texts representing a variety of genres.] 2. Splash and Dig, Whole Group, Literacy, <i>Commotion in the Ocean</i> (a collection of poems about sea creatures), pp. 66–67; Whole Group, Math, <i>One-Dog Canoe</i> (literature—a patterned text in rhyme with onomatopoeic sound effects), pp. 86–87; Small Group, Science, <i>Mud Pies</i> (an informational text—how to make mud pies step-by-step), pp. 122–123; Whole Group, Storytelling Classics, <i>How the Fly Saved the River</i> (a legend from the Ojibwa), pp. 126–127. [Summary: Children listen to a collection of texts representing a variety of genre at varying levels of complexity.] 3. Finny, Feathery, Furry Friends, Small Group, Literacy, <i>The Fish Tank</i>, pp. 122-123. [Summary: Children follow along as this nonfiction book is read aloud. They discover features of informational text as they categorize the living and nonliving objects in Jill’s fish tank.] 4. Healthy You, Whole Group, Literacy, <i>Good</i>

	<i>Thing You're Not an Octopus!</i> pp. 66–67. [Summary: Children listen to the story and discuss why they'd rather be themselves.]
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Emergent Reading	
	The InvestiGator Club Teacher Guide (TG)
LL59 Demonstrate that print represents someone's thoughts and ideas	<p>The InvestiGator Club provides children with many opportunities in Whole Group and Small Group Literacy activities to understand that print conveys meaning and represents the thoughts and ideas of an author. For example:</p> <ol style="list-style-type: none"> 1. Healthy You, Whole Group, Literacy, <i>Good Thing You're Not an Octopus!</i> pp. 66–67. [Summary: Children understand that the author of the book writes the words; the author wants the reader to learn why it is good to be a person.] 2. Weather Watchers, Whole Group, Literacy, <i>The Snowy Day</i>, pp. 66–67. [Summary: Children understand that the author, Ezra Jack Keats, wrote a story about Peter and his adventures on a snowy winter day in the city.]

Emergent Reading	
	The InvestiGator Club Teacher Guide (TG)
LL60 Interpret pictures	<p>The InvestiGator Club provides children with a variety of experiences where children use illustrations to support understanding of the text. For example:</p> <ol style="list-style-type: none"> 1. Weather Watchers, Whole Group, Literacy, <i>The Snowy Day</i>, pp. 66–67. [Summary: Children use illustrations to support understanding of story events and details.] 2. Healthy You, Whole Group, Literacy, <i>Good Thing You're Not an Octopus!</i> pp. 66–67. [Summary: Children make predictions, use details in the illustrations to support understanding, and revisit the text for details.]

Emergent Reading	
	The InvestiGator Club Teacher Guide (TG)
LL61 Hear words in a sentence and syllables in words	<p>The InvestiGator Club provides children with many opportunities to discriminate and identify words and syllables in spoken language. For example:</p> <ol style="list-style-type: none"> 1. Let's Investigate! Everyday Literacy, Phonological Awareness, pp. 106–107. [Summary: Children understand that a word is a group of sounds; they identify the number of words in a spoken sentence.] 2. Let's Investigate! Everyday Literacy, Phonological Awareness, pp. 216–217. [Summary: Children hear and discriminate separate syllables in words.] 3. Under Construction, Everyday Literacy, Phonological Awareness: Listen and Clap, p.

	120. [Summary: Children identify individual words in spoken sentences.]
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Emergent Reading	
	The InvestiGator Club Teacher Guide (TG)
LL62 Know that print is read and pictures are not	<p>The InvestiGator Club provides children with many opportunities to recognize that spoken words can be written down. For example:</p> <ol style="list-style-type: none"> Let’s Investigate! Whole Group, Literacy: Tracking Print, p. 205. [Summary: Children understand that words can be written down and read.] Under Construction, Whole Group, Math, <i>The Shape of Things</i>, pp. 86–87. [Summary: As the teacher reads each rhyme aloud, children listen for the names of the shapes.]

SUB-DOMAIN To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:	
Emergent Writing	
	The InvestiGator Club Teacher Guide (TG)
LL63 Use scribbles, symbols, or drawings to share experiences	<p>The InvestiGator Club provides daily activities where children draw, write, or dictate their ideas and experiences through Shared Writing and Early Writing and in the Writing Learning Center. For example:</p> <ol style="list-style-type: none"> Finny, Feathery, Furry Friends, Small Group, Early Writing, pp. 62–63. [Summary: With modeling and support, children draw and decorate a picture of an animal they might want to be.] Healthy You, Closing Circle Time, Shared Writing, pp. 110–111. [Summary: Children draw a picture in each panel. They compose orally what the people in each panel say. Children use letters or symbols or dictation to express personal ideas.]

Emergent Writing	
	The InvestiGator Club Teacher Guide (TG)
LL64 Use a variety of writing tools and materials	<p>In each Investigation, Early Writing and Shared Writing activities encourage children to share their ideas and discuss how they will write them. For example:</p> <ol style="list-style-type: none"> Splash and Dig, Closing Circle Time, Shared Writing, pp. 70–71. [Summary: With guidance and support, children work together to write a book about water, using a variety of writing tools such as a computer.] Healthy You, Small Group, Early Writing, pp. 62–63. [Summary: After role-playing a dentist or a patient, children experiment with writing tools and materials as they write or draw about how they keep their teeth healthy.]

Emergent Writing	
	The InvestiGator Club Teacher Guide (TG)
LL65 Trace and copy shapes and letters	<p>In each Investigation children progress in their ability to write letters through daily practice in a variety of activities that include tracing and copying letters. For example:</p> <ol style="list-style-type: none"> 1. Watch It Grow, Closing Circle Time, Shared Writing, pp. 70–71. [Summary: Children copy the names of plants on garden stakes for their real or imaginary garden.] 2. Splash and Dig, Learning Centers, Writing: Fun with Water, p. 41; Small Group, Early Writing, pp. 62–63. [Summary: Children write or dictate captions; they trace and write several letters in the caption or sentence.]

Emergent Writing	
	The InvestiGator Club Teacher Guide (TG)
LL66 Begin to print the letters of their first name	<p>Children progress from scribbles and lines to letters and whole names with support for writing during learning centers, shared writing, and independent activities.</p> <ol style="list-style-type: none"> 1. Under Construction, Writing Learning Center: That’s My Name!, p. 41. [Summary: Children match letters in their name to those on a name card, then use magnetic letters to form and trace their names.] 2. Healthy You, Writing Learning Center: Look at Me!, p. 41. [Summary: Children draw self-portraits, writing their names on the artwork as best they can.] 3. Finny, Feathery, Furry Friends, Closing Circle Time, Shared Writing: Write an Experience Story, pp. 90-91. [Summary: In response to a farmyard display, children are supported as they write sentences that include their names and the animals they saw.]

Emergent Writing	
	The InvestiGator Club Teacher Guide (TG)
LL67 Express self through pretend writing	<p>The InvestiGator Club provides numerous opportunities for children to engage in pretend writing in the various Learning Centers. For example:</p> <ol style="list-style-type: none"> 1. Let’s Investigate! Learning Centers, Writing: Writing Role Play, p. 43. [Summary: Children understand that writing is a way of communicating; they engage in written exploration through role-playing real-life writing situations.] 2. Watch It Grow, Learning Centers, Writing: Greetings from the Garden, p. 41. [Summary: Children engage in pretend writing as they create greeting cards with a written message.]

Emergent Writing	
	The InvestiGator Club Teacher Guide (TG)
LL68 Write in a variety of formats	<p>The InvestiGator Club provides numerous opportunities for children to explore different forms of writing, whether through Shared Writing (“sharing the pen”) or through Early Writing activities in which they use a combination of drawing, dictating, and writing. In addition, children participate in Writing Learning Centers in which they explore early writing skills. For example:</p> <ol style="list-style-type: none"> Finny, Feathery, Furry Friends, Closing Circle Time, Shared Writing, pp. 130–131. [Summary: With guidance and support, children work together to write riddles about different animals.] Healthy You, Closing Circle Time, Shared Writing, pp. 90–91. [Summary: With guidance and support, children write a letter to Auntie Lu, sharing ideas for how to stay healthy.] Under Construction, Closing Circle Time, Shared Writing, pp. 70–71. [Summary: With guidance and support, children write a chart about their experiences with constructing something.]

Emergent Writing	
	The InvestiGator Club Teacher Guide (TG)
LL69 Practice writing left to right and top to bottom	<p>The InvestiGator Club provides numerous activities for children to practice their writing skills in a variety of formats. For example:</p> <ol style="list-style-type: none"> Watch It Grow, Small Group, Early Writing, pp. 62–63. [Summary: With guidance and support, children write tips for keeping a cactus healthy.] Watch It Grow, Closing Circle Time, Shared Writing, pp. 90–91. [Summary: Children share the pen by having them write letters or words they know. They recognize that writing starts on the left and moves to the right.] Splash and Dig, Closing Circle Time, Shared Writing, pp. 130–131. [Summary: With modeling and guidance, children write a thank-you note.]

Emergent Writing	
	The InvestiGator Club Teacher Guide (TG)
LL70 Use inventive spelling	<p>The InvestiGator Club provides children with many opportunities to engage in written exploration in all the centers throughout the room. For example:</p> <ol style="list-style-type: none"> Finny, Feathery, Furry Friends, Learning Centers, Writing: Animal Riddle Books; What Do Animals Need? p. 41. [Summary: With guidance and support, children engage in written exploration to create an animal riddle and an animal poster.] Healthy You, Learning Centers, Writing: Look

	at Me!; Me Books, p. 41. [Summary: Children write about themselves to create a portrait and a Me Book.]
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Emergent Writing	
	The InvestiGator Club Teacher Guide (TG)
LL71 Develop strength, dexterity, and control needed to use writing tools and materials	<p>The InvestiGator Club provides children with many opportunities to engage in written exploration to develop the strength, dexterity, and control needed for using writing tools. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Whole Group, Social Studies: We Know What We Need, p. 160. [Summary: Children develop strength, dexterity, and control using tools and materials.] Splash and Dig, Learning Centers, Science: Moving Water with a Sponge, p. 43. [Summary: Children develop strength, dexterity, and control using a variety of tools as part of an Investigation.]

Emergent Writing	
	The InvestiGator Club Teacher Guide (TG)
LL72 Develop hand-eye coordination required for written communication	<p>The InvestiGator Club provides children with many opportunities to engage in written exploration in all the Learning Centers including Writing, Art, Sand and Water, Science, Dramatic Play, and Blocks. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Learning Centers, Writing: Writing Practice; Writing Role Play, p. 43; Learning Centers, Art: Painting Pals; Initial Prints, p. 47. [Summary: Children develop hand-eye coordination in all the centers throughout the room.] Weather Watchers, Learning Centers, Writing: Weather Book, p. 41. [Summary: Children use a variety of writing materials in the center that develop hand-eye coordination.]

MATHEMATICS

SUB-DOMAIN To support children's preparation for kindergarten, families and programs will provide children the opportunity to:	
Numbers and Operations	
	The InvestiGator Club Teacher Guide (TG)
MA31 Develop an awareness of numbers and counting as a means for understanding quantity	<p>The InvestiGator Club provides children with daily math activities that develop an awareness of numbers and counting as a means for understanding quantity. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Daily Routines, Numbers, p. 35. [Summary: Children are provided with several activities to count in order.] Let's Investigate! Small Group, Math, pp. 220–221. [Summary: Children associate

	<p>number concepts, vocabulary, quantities, and written numerals.]</p> <p>3. Healthy You, Small Group, Math: The Number 3, p. 84; Math: The Number 4, p. 124; Closing Circle Time, Math: More or Less? p. 133. [Summary: Children associate number concepts, vocabulary, and quantities and written numerals.]</p>
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Numbers and Operations	
	The InvestiGator Club Teacher Guide (TG)
MA32 Recite numbers in sequence	<p>The InvestiGator Club provides children with opportunities to count in sequence to ten and beyond. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Small Group, Math, pp. 220–221. [Summary: Children count as high as they can during an experiment with a sand clock.] Splash and Dig, Small Group, Math, pp. 102–103. [Summary: With guidance, children use numbers and counting to solve problems and determine quantity.]

Numbers and Operations	
	The InvestiGator Club Teacher Guide (TG)
MA33 Recognize numbers	<p>The InvestiGator Club provides children with daily opportunities to recognize numerals and associate quantities and written numerals. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Whole Group, Math: Knock Again, p. 227. [Summary: Children associate number concepts, quantities, and written numerals.] Under Construction, Daily Routines, Snacks: Nuts and Bolts, p. 37; Small Group, Math: The Number 1, p. 64. [Summary: Children associate number concepts, vocabulary, and quantities and written numerals.]

Numbers and Operations	
	The InvestiGator Club Teacher Guide (TG)
MA34 Use one-to-one correspondence when counting	<p>The InvestiGator Club provides children with numerous math activities where they say number names in standard order when counting objects. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Learning Centers, Math: Math Match, p. 44. [Summary: Children use one-to-one correspondence in counting objects.] Under Construction, Whole Group, Math: One Truck, p. 69. [Summary: Children associate number concepts, vocabulary, and quantities and written numerals.] Finny, Feathery, Furry Friends, Small Group, Math: The Number 5, p. 64. [Summary: Children associate number concepts and quantities and keep track of objects that they

have counted.]

Numbers and Operations	
	The InvestiGator Club Teacher Guide (TG)
MA35 Use language to compare numbers of objects (Ex: more, less, same)	<p>The InvestiGator Club provides children with numerous opportunities to compare quantities of objects. For example:</p> <ol style="list-style-type: none">1. Let's Investigate! Whole Group, Math: A Living Graph, p. 161. [Summary: Children sort the class into different groups and count the quantities to determine which groups have more or less.]2. Finny, Feathery, Furry Friends, Whole Group, Math, <i>Little Quack</i>, pp. 86–87. [Summary: Children understand the abstract concepts of <i>some, all, none</i>.]3. Healthy You, Whole Group, Math: Hide and Seek, p. 69; Whole Group, Math, <i>More, Fewer, Less</i>, pp. 86–87. [Summary: Children compare number of objects using the words <i>more, fewer, and less</i>.]

Numbers and Operations	
	The InvestiGator Club Teacher Guide (TG)
MA36 Determine quantity or “how many”	<p>The InvestiGator Club provides children with numerous opportunities to count objects and answer the question <i>How many?</i> For example:</p> <ol style="list-style-type: none">1. Splash and Dig, Small Group, Math, pp. 102–103. [Summary: Children answer the question <i>How many?</i> after counting objects in a set.]2. Weather Watchers, Learning Centers, Math: How Much Do They Cost? p. 42; Small Group, Math, pp. 102–103; Whole Group, Math: 0 to 10 Floor Graph, p. 128. [Summary: Children combine, separate, and name “how many” objects.]

Numbers and Operations	
	The InvestiGator Club Teacher Guide (TG)
MA37 Understand numbers and number concepts as they relate to everyday life	<p>In each Investigation, children develop an understanding of numbers and number concepts as they engage in a variety of activities in Learning Centers and as part of their Daily Routines. For example:</p> <ol style="list-style-type: none">1. Let's Investigate! Daily Routines, Numbers, p. 35. [Summary: Children engage in a variety of number activities each day, such as counting out snacks, plates, utensils, and drinks at snack time.]2. Splash and Dig, Whole Group, Math, <i>One-Dog Canoe</i>, pp. 86–87. [Summary: Children count animals to find out “how many” while listening to a story.]3. Finny, Feathery, Furry Friends, Closing Circle Time, Math: Favorite Wild Animals, p. 112. [Summary: Children make a graph titled

	Our Favorite Wild Animals, and then read the graph to find out which animal most children picked as their favorite.]
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Numbers and Operations	
	The InvestiGator Club Teacher Guide (TG)
MA38 Use ordinal number words to describe the position of objects (Ex: “first,” “second,” “third,” etc.)	<p>The InvestiGator Club provides children with numerous opportunities to use ordinal words to describe the position of objects. For example:</p> <ol style="list-style-type: none"> Let’s Investigate! Everyday Literacy: Alphabet Knowledge, pp. 60–61; pp. 108–109. [Summary: Children recognize and identify the first and last letters in the alphabet.] Let’s Investigate! Whole Group, Readiness: Direction and Position, pp. 180–181. [Summary: Children understand order and position of objects and position words.]

Numbers and Operations	
	The InvestiGator Club Teacher Guide (TG)
MA39 Understand the concept of how numbers relate to quantity	<p>The InvestiGator Club provides children with numerous opportunities to learn how numbers relate to quantity. For example:</p> <ol style="list-style-type: none"> Weather Watchers, Small Group, Math: The Number 10, p. 64; Closing Circle Time, Shared Writing, pp. 90–91. [Summary: Children associate how numbers relate to quantity.] Watch It Grow, Learning Centers, Math: Counting Tulips, p. 42. [Summary: Children associate number quantities.]

SUB-DOMAIN To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:	
Geometry and Spatial Sense	
	The InvestiGator Club Teacher Guide (TG)
MA40 Begin to recognize, name, describe, build, and draw two and three dimensional shapes	<p>The InvestiGator Club provides children with numerous opportunities to identify, build, and draw two- and three-dimensional shapes. For example:</p> <ol style="list-style-type: none"> Let’s Investigate! Whole Group, Readiness: Investigating Shapes, pp. 224–225. [Summary: Children recognize, describe, and compare shapes.] Under Construction, Learning Centers, Math: Sorting, p. 42; Whole Group, Math, <i>The Shape of Things</i>, pp. 86–87; Whole Group, Art: Shapely Homes, p. 89. [Summary: Children recognize, describe, and compare shapes. They discuss the difference between a square and a rectangle.] Healthy You, Small Group, Math, pp. 102–103. [Summary: Children recognize, describe, and compare shapes.] Splash and Dig, Whole Group, Math: Seaworthy Shapes, p. 69; Whole Group, Math:

	Connecting Blocks, p. 108. [Summary: Children identify and name three-dimensional shapes; they put together and take apart shapes.]
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Geometry and Spatial Sense	
	The InvestiGator Club Teacher Guide (TG)
MA41 Put together and take apart increasingly more difficult puzzles	<p>The InvestiGator Club provides children with numerous opportunities to work with puzzles, putting them together and taking them apart. For example:</p> <ol style="list-style-type: none"> Splash and Dig, Learning Centers, Math: Puzzle Builders, p. 42. [Summary: Children put together puzzles.] Under Construction, Small Group, Math: The Number 1, p. 84. [Summary: Children put together and take apart a three-part puzzle for the number 1.] Finny, Feathery, Furry Friends, Learning Centers, Math: Part and Whole, p. 42; Whole Group, Math: Whole and Part, p. 108. [Summary: Children recognize part and whole as they work to identify what they need to draw to make it whole.]

Geometry and Spatial Sense	
	The InvestiGator Club Teacher Guide (TG)
MA42 Describe how shapes are the same or different (Ex: size, shape, color)	<p>The InvestiGator Club provides children with numerous opportunities to use size, shape, and color to compare and contrast shapes. For example:</p> <ol style="list-style-type: none"> Under Construction, Whole Group, Math, <i>The Shape of Things</i>, pp. 86–87. [Summary: Children name shapes and their parts and attributes; they describe and compare shapes.] Healthy You, Small Group, Math, pp. 102–103; Small Group, Math: Rubber Band Shapes, p. 105. [Summary: Children use size and shape to compare and contrast shapes.]

Geometry and Spatial Sense	
	The InvestiGator Club Teacher Guide (TG)
MA43 Demonstrate and describe positions of objects	<p>The InvestiGator Club provides children with numerous opportunities to understand order and position of objects and use directional and positional words. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Whole Group, Readiness: Direction and Position, pp. 180–181. [Summary: Children understand order and position of objects and directional and positional words, such as <i>under, around, over, through, inside.</i>] Let's Investigate! Closing Circle Time, Gross Motor Skills: Exercise Like Manny, p. 165; Small Group, Readiness: Opposites, p. 178. [Summary: Children understand directionality

and directional and position words; they use words to indicate relative location.]

SUB-DOMAIN To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:

Patterns

	The InvestiGator Club Teacher Guide (TG)
MA44 Recognize, copy, and extend simple patterns with a variety of materials	<p>The InvestiGator Club provides children with numerous opportunities to imitate pattern sounds and physical movements and to recognize patterns in the environment. For example:</p> <ol style="list-style-type: none"> Let’s Investigate! Small Group, Math: People Patterns, p. 113; Whole Group, Math: Clap, Pat, Clap, Pat, p. 117. [Summary: Children recognize and imitate patterns.] Under Construction, Small Group, Math, pp. 102–103; Small Group, Literacy: Reread “Laundry Day,” p. 105; Whole Group, Math: Make and Extend Patterns, p. 108. [Summary: Children recognize and describe patterns with colors, shapes, and lines. Children use manipulatives to create their own patterns.]

Patterns

	The InvestiGator Club Teacher Guide (TG)
MA45 Arrange objects in a series according to one attribute (Ex: shape, size, texture, or color)	<p>The InvestiGator Club provides children with numerous opportunities to align objects in a series according to one attribute. For example:</p> <ol style="list-style-type: none"> Let’s Investigate! Whole Group, Math: Long and Short Worms, p. 205. [Summary: Children compare long and short worms (constructed from play dough).] Watch It Grow, Whole Group, Math: Bigger than a Tree? p. 69. [Summary: Children measure the girth of trees to see which are widest and which are narrowest.]

Patterns

	The InvestiGator Club Teacher Guide (TG)
MA46 Develop an awareness of concepts of time as it relates to daily lives (Ex: snack, circle, bedtime)	<p>The InvestiGator Club provides children with numerous opportunities to develop an awareness of time and use time-associated language to categorize time intervals. For example:</p> <ol style="list-style-type: none"> Watch It Grow, Daily Routines, Days in Review, p. 28. [Summary: Children use the words <i>yesterday</i>, <i>today</i>, <i>tomorrow</i> to discuss growth and change.] Weather Watchers, Learning Centers, Science: Sequence Game, p. 43; Small Group, Social Studies: Morning, Afternoon, Evening, p. 84. [Summary: Children recognize concepts of time as it relates to their everyday lives.]

Patterns

	The InvestiGator Club Teacher Guide (TG)
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<p>MA47 Sort and match a variety of concrete objects according to attributes (Ex: color, size, shape)</p>	<p>The InvestiGator Club provides children with numerous opportunities to classify and sort objects according to attributes. For example:</p> <ol style="list-style-type: none"> 1. Let's Investigate! Small Group, Math: Color Sorting Sticks, p. 65. [Summary: Children sort different colored objects into three bags.] 2. Under Construction, Learning Centers, Math: Sorting, p. 42. [Summary: Children experiment with sorting different objects by various attributes, beginning with large and small objects for them to sort by size.] 3. Watch It Grow, Whole Group, Math, <i>Apple Farmer Annie</i>, pp. 86–87. [Summary: Children match, sort, regroup, and put objects in a series according to one or two attributes.] 4. Watch It Grow, Small Group, Science: Where Does It Go? p. 104. [Summary: Children sort objects from nature into two groups, living and nonliving things, and explain how the objects in each group are the same.]
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SUB-DOMAIN To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:	
Measurement	
	The InvestiGator Club Teacher Guide (TG)
<p>MA48 Use non-standard (feet, hands, shoes, blocks, yarn) and standard (ruler, yardstick, measuring tape) measures</p>	<p>The InvestiGator Club provides children with numerous opportunities to measure objects using non-standard and standard measures. For example:</p> <ol style="list-style-type: none"> 1. Let's Investigate! Whole Group, Math: Long and Short Worms, p. 205. [Summary: Children compare long and short worms (constructed from play dough).] 2. Watch It Grow, Investigation, Investigation Station, pp. 54–55. [Summary: Children compare the height of two plants to determine which is taller, shorter, or the same height.]

Measurement	
	The InvestiGator Club Teacher Guide (TG)
<p>MA49 Explore concepts of measurable attributes (Ex: weight, volume, length, time, and temperature)</p>	<p>The InvestiGator Club provides children with numerous opportunities to measure objects by height, length, and weight. For example:</p> <ol style="list-style-type: none"> 1. Under Construction, Culminating Activity, Investigation Celebration, pp. 134–135. [Summary: Children work in teams to see who can build the tallest tower. They measure the height of the tower to determine which one is the tallest.] 2. Watch It Grow, Whole Group, Math: Measuring Sunflowers, p. 108. [Summary: Children use non-standard measures for height.]

Measurement	
	The InvestiGator Club Teacher Guide (TG)

<p>MA50 Begin to compare and sort according to measurement attributes (length, size, weight)</p>	<p>The InvestiGator Club provides children with opportunities to compare two objects to see which object is more of or less of a measurable attribute. For example:</p> <ol style="list-style-type: none"> 1. Watch It Grow, Learning Centers, Dramatic Play: Produce Stand, p. 49. [Summary: Children compare the weight of fruits and vegetables using a scale to determine which is heavier or lighter.] 2. Watch It Grow, Whole Group, Math: Bigger than a Tree? p. 69. [Summary: Children measure the girth of trees to see which are widest and which are narrowest.]
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<p>SUB-DOMAIN To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:</p>	
<p>Data Analysis</p>	
<p>MA51 Begin to represent data using concrete objects, pictures, and simple graphs</p>	<p>The InvestiGator Club Teacher Guide (TG)</p> <p>The InvestiGator Club provides children with numerous opportunities to represent data using simple graphs. For example:</p> <ol style="list-style-type: none"> 1. Let’s Investigate! Whole Group, Readiness: Left and Right, pp. 158–159. [Summary: Children collect and record data on a chart. They compare tally marks to see which hand is used more.] 2. Finny, Feathery, Furry Friends, Closing Circle Time, Math: If You Were an Animal, p. 93. [Summary: Children gather and use information to ask and answer questions; they make a graph to record their responses and discuss what it shows.]

<p>Data Analysis</p>	
<p>MA52 Begin to compare and interpret data collected</p>	<p>The InvestiGator Club Teacher Guide (TG)</p> <p>The InvestiGator Club provides children with numerous opportunities to compare and interpret the data they have collected. For example:</p> <ol style="list-style-type: none"> 1. Let’s Investigate! Whole Group, Math: A Living Graph, p. 161. [Summary: Children create a real graph and make comparisons.] 2. Finny, Feathery, Furry Friends, Closing Circle Time, Math: Favorite Wild Animals, p. 112. [Summary: Children gather and use information to ask and answer questions; they compare the information they collected on favorite wild animals.]

SCIENCE

<p>SUB-DOMAIN To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:</p>	
<p>Sensory Awareness</p>	
	<p>The InvestiGator Club Teacher Guide (TG)</p>

<p>SC31 Use senses in purposeful ways to gather information and explore the environment</p>	<p>In The InvestiGator Club, effective science learning in the prekindergarten classroom involves physical involvement with the materials, time to investigate and manipulate the materials, and time to think about the results of the Investigation.</p> <p>Each unit-long Investigation begins with an Investigation Launch and is followed by the Investigation Station. It’s an ongoing project throughout the unit that allows children to explore, experiment, and apply knowledge. For example:</p> <ol style="list-style-type: none"> 1. Healthy You, Learning Centers, Science: Your Sense of Touch, p. 43. [Summary: Children use their senses to gather information about different textures.] 2. Healthy You, Small Group, Science, <i>My Five Senses</i>, pp. 122–123; Small Group, Literacy: Reread a Senses Story, p. 125. [Summary: With guidance and support, children use all five senses to examine fruits and to identify which body part each sense is associated with.] 3. Splash and Dig, Learning Centers, Sand and Water: Water Play, p. 47. [Summary: Children use senses, tools, and measuring devices to gather information about a melting ice cube.]
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Sensory Awareness	
The InvestiGator Club Teacher Guide (TG)	
<p>SC32 Begin to identify and recognize the differences among the senses, their functions, and the kinds of information they get from each sense</p>	<p>The InvestiGator Club provides children with numerous opportunities to use their senses to identify the kinds of information they get from each sense. For example:</p> <ol style="list-style-type: none"> 1. Let’s Investigate! Family Investigation Night, Scavenger Hunt, pp. 234–235. [Summary: Children use their senses to decipher clues on a scavenger hunt.] 2. Under Construction, Small Group, Science: Rocks Rock! p. 104. [Summary: Children examine rocks with a hand lens, and use their senses to discuss color, size, shape, and texture.]

Scientific Exploration	
The InvestiGator Club Teacher Guide (TG)	
<p>SC33 Express their curiosity and investigate questions of interest through play and exploration</p>	<p>The InvestiGator Club provides children with numerous opportunities to explore and experiment and investigate questions of interest to them. For example:</p> <ol style="list-style-type: none"> 1. Let’s Investigate! Whole Group, Readiness: Colors, pp. 66–67. [Summary: Children participate in an Investigation, using markers to color filters, and then dipping them in water. Children make predictions and discuss what happened.] 2. Let’s Investigate! Opening Circle Time, Literacy: The Curiosity in You, p. 215.

	<p>[Summary: Children discuss what they are curious about and tell why.]</p> <p>3. Finny, Feathery, Furry Friends, Small Group, Science: Gathering Pet Data, p. 64. [Summary: Children gather and record data about pets their families and friends have.]</p> <p>4. Watch It Grow, Small Group, Science: Seeds on the Move, p. 64. [Summary: Children take a walk in socks in the yard to see what seeds they collect. They investigate the seeds that stuck to their socks.]</p>
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Scientific Exploration	
	The InvestiGator Club Teacher Guide (TG)
SC34 Use materials and tools appropriate for problem solving and exploration	<p>The InvestiGator Club provides numerous opportunities for children to explore and problem solve using various tools and materials. For example:</p> <ol style="list-style-type: none"> 1. Splash and Dig, Learning Centers, Science: Float or Sink? p. 43; Investigation, Investigation Station, pp. 54–55. [Summary: Children predict, experiment, and then confirm which objects float and which objects sink. They build a boat using aluminum foil to answer the question <i>How can I build a boat that will hold at least 20 pennies?</i>] 2. Weather Watchers, Investigation, Investigation Station, pp. 54–55. [Summary: Children use a thermometer, a windsock, and a rain/snow gauge to collect, describe, and record information on weather every day of the Investigation.]

Scientific Inquiry	
	The InvestiGator Club Teacher Guide (TG)
SC35 Ask scientific questions	<p>The InvestiGator Club provides numerous opportunities for children to ask scientific questions and use their senses, tools, and measuring devices to gather information. For example:</p> <ol style="list-style-type: none"> 1. Under Construction, Investigation, Investigation Station, pp. 54–55. [Summary: Children plan and build a structure, solving problems as they work. They ask themselves questions, such as <i>What should I do if my structure falls? What should I do if one side is too heavy?</i>] 2. Healthy You, Investigation, Investigation Station, pp. 54–55. [Summary: Children use various pieces of equipment to experiment with exercise and heartbeat. They ask themselves the question <i>Which activities make my heart beat fast?</i>]

Scientific Inquiry	
	The InvestiGator Club Teacher Guide (TG)
SC36 Investigate and explore their questions	The InvestiGator Club provides children with

<p>using observations and previous experience to make predictions</p>	<p>numerous opportunities to ask questions and make predictions based on observations and prior experience. For example:</p> <ol style="list-style-type: none"> 1. Let’s Investigate! Investigation: Investigation Station, pp. 78–79. [Summary: Children investigate objects using their senses. They ask themselves the question <i>What am I finding out?</i>] 2. Watch It Grow, Investigation: Investigation Station, pp. 54–55. [Summary: Children investigate, using past experiences to predict, explain, and generalize in response to the question <i>What do plants need to grow?</i>]
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Scientific Inquiry	
	The InvestiGator Club Teacher Guide (TG)
<p>SC37 Provide their own explanations for “how” and “why” things happen</p>	<p>The InvestiGator Club provides children with numerous opportunities to share their explanations for how and why things happen. For example:</p> <ol style="list-style-type: none"> 1. Splash and Dig, Learning Centers, Sand and Water: Water Play, p. 47. [Summary: Children describe and explain the properties of water, including the absorbing abilities of different items.] 2. Splash and Dig, Learning Centers, Blocks: Water Maze, p. 48. [Summary: Children build a water maze and experiment with steepness by using different blocks to speed up or slow down water flow.]

Scientific Inquiry	
	The InvestiGator Club Teacher Guide (TG)
<p>SC38 Use data from an investigation or exploration to draw conclusions and communicate results</p>	<p>The InvestiGator Club provides numerous opportunities for children to use the information they have gathered from an Investigation to draw conclusions and share the results. For example:</p> <ol style="list-style-type: none"> 1. Weather Watchers, Small Group, Science: Sun and Shadows, p. 85. [Summary: Children make observations, draw conclusions, and discuss results of their experiment with sun and shadows.] 2. Finny, Feathery, Furry Friends, Small Group, Science: Gathering Pet Data, p. 64. [Summary: Children gather and record data about pets their families and friends have.]

Scientific Knowledge – Living Things	
	The InvestiGator Club Teacher Guide (TG)
<p>SC39 Observe, describe, and discuss the natural world of people, animals and plants</p>	<p>The InvestiGator Club provides children with numerous opportunities to explore the natural world of people, animals, and plants. For example:</p> <ol style="list-style-type: none"> 1. Finny, Feathery, Furry Friends, Investigation, Investigation Station, pp. 54–55. [Summary: Children collect, describe, and record information in response to the inquiry question <i>What can we learn about worms by observing</i>

	<p><i>them in a wormery?</i> Children discuss what they learned about worms.]</p> <p>2. Watch It Grow, Investigation, Investigation Station, pp. 54–55. [Summary: Children observe, describe, and discuss their Investigation in response to the question <i>What do plants need to grow?</i>]</p>
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Scientific Knowledge – Living Things	
	The InvestiGator Club Teacher Guide (TG)
<p>SC40 Recognize categories of people, plants, and animals and describe similarities and differences among them</p>	<p>The InvestiGator Club provides children with numerous opportunities to understand the needs of living things, and how people, plants, and animals have similar and different needs. For example:</p> <ol style="list-style-type: none"> 1. Healthy You, Small Group, Science: Animal Exercises, p. 85. [Summary: Children recognize that animals are living things and are similar to people—both are alive and can move.] 2. Watch It Grow, Small Group, Science: In Living Color, p. 85. [Summary: Children understand the needs of living things: plants get food and water from the soil. They investigate to find out how that happens.] 3. Watch It Grow, Closing Circle Time, Shared Writing, pp. 130–131. [Summary: Children write a class book about things that grow based on their unit Investigations.]

Scientific Knowledge – Living Things	
	The InvestiGator Club Teacher Guide (TG)
<p>SC41 Recognize people, plants and animals grow and change over time and need certain things to survive</p>	<p>The InvestiGator Club provides children with numerous opportunities to observe plants and animals and investigate what they need to survive. For example:</p> <ol style="list-style-type: none"> 1. Healthy You, Whole Group, Literacy, <i>Good Thing You're Not an Octopus!</i> pp. 66–67. [Summary: Children understand basic human needs for food, clothing, and shelter as they listen to and discuss a story.] 2. Watch It Grow, Investigation, Investigation Station, pp. 54–55. [Summary: With guidance and support, children investigate what plants and animals need to survive.] 3. Finny, Feathery, Furry Friends, Investigation, Investigation Station, pp. 54–55. [Summary: With guidance and support, children investigate what worms need to survive.]

Scientific Knowledge – Living Things	
	The InvestiGator Club Teacher Guide (TG)
<p>SC42 Demonstrate respect for living things</p>	<p>The InvestiGator Club provides children with numerous opportunities to explore how people, animals, and plants interact with each other in the environment. For example:</p> <ol style="list-style-type: none"> 1. Watch It Grow, Opening Circle Time, Oral

	<p>Language, pp. 76–77. [Summary: Children discuss what farmers and gardeners do to grow crops. They create a flowchart to show the steps for growing fruits and vegetables.]</p> <p>2. Finny, Feathery, Furry Friends, Learning Centers, Writing: What Do Animals Need? p. 41. [Summary: Children make posters to show the basic needs of a specific animal: food, water, and shelter.]</p> <p>3. Finny, Feathery, Furry Friends, Learning Centers, Sand and Water: Water or Land? p. 47. [Summary: Children compare and describe the physical features of water and land animals.]</p>
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Scientific Knowledge – Non-Living Things	
	The InvestiGator Club Teacher Guide (TG)
<p>SC43 Observe, describe, and discuss physical properties of non-living things, both natural and human-made</p>	<p>The InvestiGator Club provides children with numerous opportunities to discuss natural and human-made nonliving things. For example:</p> <p>1. Finny, Feathery, Furry Friends, Learning Centers, Science: Living and Nonliving, p. 43. [Summary: Children categorize a given thing as living or nonliving.]</p> <p>2. Finny, Feathery, Furry Friends, Small Group, Science, <i>The Fish Tank</i>, pp. 122–123. [Summary: Children identify and describe the physical properties of nonliving things based on the informational text <i>The Fish Tank</i>.]</p>

Scientific Knowledge – Non-Living Things	
	The InvestiGator Club Teacher Guide (TG)
<p>SC44 Recognize categories of non-living things and describe similarities and differences among them</p>	<p>The InvestiGator Club provides children with numerous opportunities to describe similarities and differences among nonliving things. For example:</p> <p>1. Finny, Feathery, Furry Friends, Small Group, Science: Reread a Story, p. 125. [Summary: Children identify and discuss how living things are alike and how nonliving things are alike.]</p> <p>2. Splash and Dig, Small Group, Science: Fresh or Salt? p. 104. [Summary: Children describe properties of water. They experiment to find out which things float better in fresh water and in salt water.]</p>

Scientific Knowledge – Non-Living Things	
	The InvestiGator Club Teacher Guide (TG)
<p>SC45 Explore objects, machines, technology and structures</p>	<p>The InvestiGator Club provides children with numerous opportunities to explore machines and technology. For example:</p> <p>1. Let’s Investigate! Learning Centers, Technology: Computer Parts, p. 48. [Summary: Children are introduced to computers and discuss the uses of the various computer parts. With guidance and support, they begin to start, use, and exit software</p>

	<p>programs.]</p> <ol style="list-style-type: none"> 2. Under Construction, Learning Centers, Technology: CD Corner, p. 46. [Summary: Children listen to interactive stories and explore the computer activities on the eFlapboards.] 3. Splash and Dig, Learning Centers, Blocks: Boat Builders, p. 48. [Summary: Children use blocks to build a boat for toy figures or use boxes to build a boat large enough for a few children to sit in.]
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Scientific Knowledge – Non-Living Things	
	The InvestiGator Club Teacher Guide (TG)
SC46 Experiment with effects of their own actions on objects	<p>The InvestiGator Club provides children with numerous opportunities to explore and experiment with the effects of their own actions on objects. For example:</p> <ol style="list-style-type: none"> 1. Let’s Investigate! Whole Group, Readiness: Time, pp. 136–137. [Summary: With guidance and support, children make sand clocks and experiment with materials to see how fast the sand pours through.] 2. Under Construction, Opening Circle Time, Oral Language: Push and Pull, p. 118. [Summary: Children solve a problem about how to move a box that is too heavy to lift and carry by themselves.] 3. Under Construction, Opening Circle Time, Oral Language: Wheels, p. 119. [Summary: Children solve problems through active exploration—pushing, lifting, or carrying. They conclude that wheels make things easier to move.]

Scientific Knowledge – Earth and Sky	
	The InvestiGator Club Teacher Guide (TG)
SC47 Observe, describe, and discuss changes in the seasons and the weather	<p>The InvestiGator Club provides children with numerous opportunities to observe local weather conditions and record data. For example:</p> <ol style="list-style-type: none"> 1. Weather Watchers, Learning Centers, Social Studies, Weather Watching, p. 44. [Summary: Children participate in an activity in which they record data about daily weather conditions and report the data to the class. At the end of the week, they compare their observations and predicted forecasts.] 2. Weather Watchers, Investigation, Investigation Station, pp. 54–55. [Summary: Children participate in an Investigation in which they observe, ask questions, and record data about daily weather conditions. At the end of the four-week Investigation, they compare their observations and discuss any patterns they see.]

Scientific Knowledge – Earth and Sky	
	The InvestiGator Club Teacher Guide (TG)
<p>SC48 Observe, describe, and discuss landforms, bodies of water, and the properties of earth’s materials (Ex: rocks, dirt, sand and water)</p>	<p>The InvestiGator Club provides children with numerous opportunities to discuss landforms and bodies of water and the properties of Earth’s materials. For example:</p> <ol style="list-style-type: none"> Splash and Dig, Opening Circle Time, Oral Language, pp. 96–97. [Summary: Children begin to understand the difference between a lake, a river, and an ocean. They discuss how to find water on a map and identify the five Great Lakes.] Splash and Dig, Small Group, Science, <i>Mud Pies</i>, pp. 122–123. [Summary: Children describe the properties of rocks, soil, and water and discuss what they could make using these materials. After listening to the informational text, they experiment using real mud pie supplies to make their own.]

Scientific Knowledge – Earth and Sky	
	The InvestiGator Club Teacher Guide (TG)
<p>SC49 Observe, describe, and discuss the characteristics of the sun, moon, stars, and sky</p>	<p>The InvestiGator Club provides children with numerous opportunities to observe and describe the characteristics of the sun and the sky. For example:</p> <ol style="list-style-type: none"> Weather Watchers, Opening Circle Time, Oral Language: Cloud Watching, p. 78; What Is the Sun? p. 79. [Summary: Children ask and answer questions about clouds as they lie on blankets observing the sky. They discuss the effects of the sun on Earth and living things.] Weather Watchers, Small Group, Science: Sun and Shadows, p. 85. [Summary: Children begin to understand the concept of sun, light, and shadow. They observe changes in shadows over time and experiment with their own shadows.]

Scientific Knowledge – Environment	
	The InvestiGator Club Teacher Guide (TG)
<p>SC50 Explore how the environment is affected by what people do</p>	<p>The InvestiGator Club provides children with numerous opportunities to explore how the environment is affected by what people do. For example:</p> <ol style="list-style-type: none"> Watch It Grow, Opening Circle Time, Oral Language: Dirt Detectives, p. 119. [Summary: With guidance and support, children investigate dirt and discuss materials that might keep plants from growing, such as trash.] Splash and Dig, Learning Centers, Social Studies: Let’s Recycle, p. 44. [Summary: Children learn about recycling as they sort different items to be recycled.]

Scientific Knowledge – Environment

	The InvestiGator Club Teacher Guide (TG)
SC51 Describe and engage in activities that preserve the environment	<p>The InvestiGator Club provides children with numerous opportunities to discuss the impact of humans on land, as well as ways to reduce that impact. For example:</p> <ol style="list-style-type: none"> Splash and Dig, Daily Routines, Science, p. 33. [Summary: Children discuss how to use less water.] Splash and Dig, Small Group, Science: Gathering Water Data, p. 64. [Summary: With guidance and support, children investigate their water usage and record it.]

MY FAMILY, MY COMMUNITY, MY WORLD

SUB-DOMAIN To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:	
My Family and My Community Culture	
	The InvestiGator Club Teacher Guide (TG)
MM31 Understand the concept of belonging to a family	<p>In The InvestiGator Club, teachers are provided with social studies content organized around a topic with many opportunities for Investigation.</p> <p>In each Investigation, children are provided with activities that develop an understanding of the concept of belonging to a family. For example:</p> <ol style="list-style-type: none"> Let’s Investigate! Opening Circle Time, Oral Language: I Belong, p. 57. [Summary: Children begin to understand the concept of belonging. They name groups to which they belong and talk about how each group is special.] Finny, Feathery, Furry Friends, Whole Group, Social and Emotional, <i>Dilly and JT Gator</i>, pp. 106–107. [Summary: Children understand that Dilly expresses empathy or caring for her brother JT and tries to help him when he is scared.] Under Construction, Small Group, Science, <i>Build a Doghouse!</i> pp. 122–123. [Summary: Children listen to the book and understand that Gabby and her father work together to build a doghouse for their dog Gus. They discuss the activities they do with their families.]

My Family and My Community Culture	
	The InvestiGator Club Teacher Guide (TG)
MM32 Begin to develop an awareness of their family’s culture	<p>The InvestiGator Club provides children with numerous opportunities to develop an awareness of their family’s culture. For example:</p> <ol style="list-style-type: none"> Let’s Investigate! Opening Circle Time, Oral Language, <i>Dilly and the InvestiGator Club</i>, pp. 54–55. [Summary: Children learn about Dilly: she lives with her family on a houseboat; she has a little brother JT; she started a club with

	<p>her friends—JT Gator, her Great Auntie Lu, Manny Salamander, Rosalita Sausalita, Chuck Wood, and Bruno Buzzbee.]</p> <p>2. Let’s Investigate! Family Investigation Night, Scavenger Hunt, pp. 234–235. [Summary: Families gather around the Investigation Station. The teacher explains that throughout Let’s Investigate! children have been exploring, solving problems, and learning about the world. She asks families to use their investigative skills on a scavenger hunt to find hidden “dinosaur eggs.”]</p> <p>3. Let’s Investigate! Small Group, Social Studies: Family Roles and Traditions, p. 65. [Summary: Children identify the names of family members; they discuss what their families do every day and the special days they celebrate.]</p> <p>4. Weather Watchers, Family Investigation Night, Kites, pp. 136–137. [Summary: Families think of a design, draw a plan, and work together to make a kite.]</p>
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My Family and My Community Culture	
	The InvestiGator Club Teacher Guide (TG)
<p>MM33 Begin to develop an awareness of the cultures of other children and adults in their group and community</p>	<p>The InvestiGator Club provides children with numerous opportunities to develop an awareness of other cultures in their community. For example:</p> <p>1. Let’s Investigate! Opening Circle Time, Oral Language, <i>Dilly and Rosalita Sausalita</i>, pp. 124–125. [Summary: Children learn about Rosalita: she lives in an apartment in the city; she likes computers; she dances in recitals; she likes ballet; she shares with her friends.]</p> <p>2. Let’s Investigate! Small Group, Social Studies, pp. 88–89. [Summary: Children develop an awareness of other cultures and languages in their group.]</p> <p>3. Let’s Investigate! Whole Group, Social Studies: Hello Around the World, p. 94. [Summary: Children sing “The More We Get Together” as a greeting song. As part of the activity, children greet one another with <i>hello</i> in a language other than English.]</p>

My Family and My Community Culture	
	The InvestiGator Club Teacher Guide (TG)
<p>MM34 Build an awareness and respect for differences in people (Ex: language, skin tone, race, abilities/disabilities, family structure, age, clothing)</p>	<p>The InvestiGator Club provides children with numerous opportunities to explore the similarities and differences in people to deepen their understanding of their social world. For example:</p> <p>1. Healthy You, Learning Centers, Social Studies: Same and Different Game, p. 44. [Summary: Children identify similarities and differences in personal characteristics.]</p> <p>2. Healthy You, Small Group, Social and</p>

	Emotional: Alike and Different, p. 65. [Summary: Children identify similarities and differences among people. They begin to understand that although all people are different, they are also alike in many ways.]
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My Family and My Community Culture	
	The InvestiGator Club Teacher Guide (TG)
MM35 Understand the concept of belonging to different groups (Ex: family, early childhood group, friends, community)	<p>The InvestiGator Club provides children with numerous opportunities to explore the concept of what it means to be a member of a group. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Opening Circle Time, Back to School: Classroom Jobs, p. 192. [Summary: With guidance and support, children create a classroom jobs chart with symbols and words. They discuss each job, why it's important, and what will happen if the job is not done.] Let's Investigate! Opening Circle Time, Back to School: A Community of Learners, p. 214. [Summary: Children discuss why it's important to be "A Community of Learners." They understand that it is important to follow rules and be polite to all their friends. The children listen to three stories and for each one they discuss how to solve the problem.]

SUB-DOMAIN To support children's preparation for kindergarten, families and programs will provide children the opportunity to:	
Past, Present and Future History	
	The InvestiGator Club Teacher Guide (TG)
MM36 Develop emerging concept of time through daily schedule and routines	<p>The InvestiGator Club provides children with numerous opportunities to develop the concept of time. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Daily Routines, Days in Review, p. 30. [Summary: Children use time-related language to discuss the day.] Under Construction, Daily Routines, Days in Review, p. 28; Bee Mail, p. 30. [Summary: Children connect past events to current events. They discuss the schedule for the day.]

Past, Present and Future History	
	The InvestiGator Club Teacher Guide (TG)
MM37 Share their personal history including people, places, and events that take place in the past and the present	<p>The InvestiGator Club provides children with numerous opportunities to share their personal history in the past and in the present. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Learning Centers, Social Studies: Families, p. 46. [Summary: Children draw pictures to show what they like to do with their families.] Healthy You, Learning Centers, Writing: Me Books, p. 41. [Summary: Children create Me Books that feature a different personal fact on each page.] Healthy You, Opening Circle Time, Oral

	Language, pp. 96–97. [Summary: Children identify things that they can do now that they couldn't do before, such as brushing their teeth. They discuss how they feel when they do things without help.]
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Past, Present and Future History	
	The InvestiGator Club Teacher Guide (TG)
MM38 Talk about events that may happen in the near future	<p>The InvestiGator Club provides children with numerous opportunities to talk about events that might happen in the future. For example:</p> <ol style="list-style-type: none"> 1. Let's Investigate! Daily Routines, Bee Mail, p. 32. [Summary: Children make predictions to launch an Investigation; they discuss upcoming special events.] 2. Weather Watchers, Learning Centers, Social Studies: Weather Watching, p. 44. [Summary: Children make a weather chart to record the day's weather and make predictions for the next day.] 3. Weather Watchers, Investigation, Investigation Station, pp. 54–55. [Summary: Children investigate how weather can change from day to day. They talk about what people should do as they get ready for each day.]

Past, Present and Future History	
	The InvestiGator Club Teacher Guide (TG)
MM39 Begin to understand that things, people, and places change over time	<p>The InvestiGator Club provides children with numerous opportunities to understand that things, people, and places change over time. For example:</p> <ol style="list-style-type: none"> 1. Let's Investigate! Whole Group, Social Studies: We Grow and Change, p. 138. [Summary: Children discuss the ways they have grown and changed over the years. They draw three pictures—a picture of themselves as a baby, a picture of themselves today, and a picture of what they might look like all grown up.] 2. Watch It Grow, Investigation, Investigation Station, pp. 54–55. [Summary: Children plant seeds at the Investigation Station. They record the growth of the plants in their observation logs.]

SUB-DOMAIN To support children's preparation for kindergarten, families and programs will provide children the opportunity to:	
Places and Spaces – Geography	
	The InvestiGator Club Teacher Guide (TG)
MM40 Be familiar with information about where they live, including their address	<p>The InvestiGator Club provides children with numerous opportunities to learn their own address. For example:</p> <ol style="list-style-type: none"> 1. Let's Investigate! Small Group, Readiness: Know Your Address, p. 112; Whole Group, Readiness: Names and Addresses, pp. 114–115. [Summary: Children learn that every

	<p>building has an address; they learn their own address.]</p> <p>2. Under Construction, Whole Group, Literacy: My Home Address, p. 88. [Summary: Children learn their own address. They create a paper bag house and attach their written address to it.]</p>
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Places and Spaces – Geography	
	The InvestiGator Club Teacher Guide (TG)
<p>MM41 Develop concepts and describe location, directionality, and spatial relationships (Ex: on top of/under, inside/outside, next to, beside, up/down, left/right)</p>	<p>The InvestiGator Club provides children with numerous opportunities to develop the concepts of location and directionality. For example:</p> <p>1. Let’s Investigate! Whole Group, Readiness: Names and Addresses, pp. 114–115. [Summary: Children take a walk around the neighborhood and notice addresses on signs and buildings. They understand that everyone’s home has its own address. They discuss why it is important to have an address.]</p> <p>2. Let’s Investigate! Whole Group, Readiness: Direction and Position, pp. 180–181. [Summary: Children set up an obstacle course in the classroom. They learn directional words to describe each action they do; for example: walk <i>around</i> the chair, jump <i>over</i> the rope, go <i>through</i> the tunnel, crawl <i>inside</i> the hula hoop.]</p>

Places and Spaces – Geography	
	The InvestiGator Club Teacher Guide (TG)
<p>MM42 Understand the world around them by using tools such as maps and globes, GPS (Global Positioning Satellite)</p>	<p>The InvestiGator Club provides children with numerous opportunities to use globes and maps to understand the world around them. For example:</p> <p>1. Let’s Investigate! Small Group, Social Studies, pp. 88–89; Small Group, Science: Investigators Look, p. 90. [Summary: Children use a globe to identify land masses and bodies of water. With guidance and support, they identify countries around the world.]</p> <p>2. Let’s Investigate! Whole Group, Social Studies: Hello Around the World, p. 94. [Summary: Children understand that people in different countries around the world speak a language other than English. In this game, children say <i>hello</i> in other languages.]</p>

Places and Spaces – Geography	
	The InvestiGator Club Teacher Guide (TG)
<p>MM43 Develop an awareness of the natural environment surrounding them outdoors</p>	<p>The InvestiGator Club provides children with numerous opportunities to learn about their natural environment through neighborhood walks and Investigations of topographical features, such as rivers, lakes, oceans, mountains, pastures, and roads. For example:</p> <p>1. Let’s Investigate! Small Group, Social Studies: City and Country Graph, p. 223.</p>

	<p>[Summary: Children describe the features of the city and country and create a pictorial graph to represent their ideas.]</p> <p>2. Splash and Dig, Opening Circle Time, Oral Language: Off to the Lake, p. 98; Oral Language: Lakes and Oceans, p. 99; Small Group, Science: Reread a Muddy Story, p. 125. [Summary: Children develop an awareness of their surroundings—the natural features in their environment.]</p>
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Places and Spaces – Geography	
	The InvestiGator Club Teacher Guide (TG)
<p>MM44 Begin to understand the relationship between humans and the natural environment</p>	<p>The InvestiGator Club provides numerous opportunities for children to understand the relationship between humans and the natural environment. For example:</p> <ol style="list-style-type: none"> 1. Splash and Dig, Small Group, Social Studies: Drinking Water, p. 104. [Summary: Children discuss the water they use and how lake and river water is cleaned at a water treatment plant. With guidance and support, they investigate water filtering.] 2. Finny, Feathery, Furry Friends, Small Group, Literacy: Bird Feeders, p. 105; Family Investigation Night, Feathery Feeders, pp. 136–137. [Summary: Children and their families make bird feeders for the wild birds that look for food near their school or home.]

SUB-DOMAIN To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:	
Working Together – Government and Communities	
	The InvestiGator Club Teacher Guide (TG)
<p>MM45 Develop awareness of community people, including the services and products they provide, and the skills needed to perform their jobs</p>	<p>The InvestiGator Club provides children with numerous opportunities to develop an understanding of community workers and the services they provide. For example:</p> <ol style="list-style-type: none"> 1. Under Construction, Whole Group, Literacy, <i>I Love Trucks!</i> pp. 66–67. [Summary: Children listen to the story and learn about the responsibilities and services of community workers, such as police officers, firefighters, and sanitation workers.] 2. Under Construction, Learning Centers, Social Studies: Who Uses What? p. 44. [Summary: Children identify and sort job-related items for both a painter and a carpenter. They use the items and other props to act out the roles of painter and carpenter.] 3. Under Construction, Small Group, Social Studies: Community Workers, p. 84. [Summary: Children understand the responsibilities and services of community workers.]

Working Together – Government and Communities	
	The InvestiGator Club Teacher Guide (TG)
MM46 With support begin to develop problem solving skills	<p>The InvestiGator Club provides children with numerous opportunities to learn how to solve problems with peers. For example:</p> <ol style="list-style-type: none"> 1. Under Construction, Small Group, Social and Emotional: Play a Sharing Game, p. 65; Closing Circle Time, Oral Language: Medallion Day, p. 112. [Summary: Children use compromise and discussion to resolve conflicts with peers.] 2. Under Construction, Whole Group, Literacy, <i>Dilly and Chuck Wood</i>, pp. 106–107. [Summary: After listening to the story, children understand Dilly solves the problem by building a sidecar so that she can share the car with Chuck Wood.] 3. Healthy You, Whole Group, Social and Emotional, <i>Dilly and Manny Salamander</i>, pp. 106–107. [Summary: After listening to the story, children discuss the troubles Dilly and Manny had taking turns. Children understand how Dilly and Manny solved their problem; they found something they could do together—play soccer.]

Working Together – Government and Communities	
	The InvestiGator Club Teacher Guide (TG)
MM47 Help to create rules	<p>In The InvestiGator Club, children participate in making group rules and rules for daily routines and transitions. For example:</p> <ol style="list-style-type: none"> 1. Under Construction, Daily Routines, Health: Stop Signs, p. 36. [Summary: Children make stop signs; they understand basic safety rules, such as using stop signs to regulate traffic so pedestrians can cross streets.] 2. Healthy You, Learning Centers, Art: Food Prints, p. 45; Dramatic Play: Grocery Store, p. 49. [Summary: Children understand that when they are finished in a center, they need to follow the rules for cleaning up.]

Working Together – Government and Communities	
	The InvestiGator Club Teacher Guide (TG)
MM48 Develop an awareness that people living in a family, early childhood group, or community have roles, responsibilities, and rules to help each other	<p>The InvestiGator Club provides children with numerous opportunities to develop an understanding that they have roles, responsibilities, and rules to follow in their group. For example:</p> <ol style="list-style-type: none"> 1. Let’s Investigate! Daily Routines, Snacks: Establish Set-Up/Cleanup Routines; Establish Good Table Manners, p. 39. [Summary: Children recognize that they have responsibilities at school.] 2. Let’s Investigate! Closing Circle Time, Back to School: Helper Chart, p. 142; Back to School: Classroom Rules, p. 186. [Summary: Children

	<p>develop an understanding that they have roles and responsibilities in their group. They come to understand that safety rules protect them from harm.]</p> <p>3. Healthy You, Opening Circle Time, Oral Language: Animal Safety, p. 119. [Summary: Children discuss safety tips about what to do when they meet a strange dog in their neighborhood.]</p>
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Working Together – Government and Communities	
	The InvestiGator Club Teacher Guide (TG)
MM49 Perform simple tasks within the home, early childhood group, or community	<p>The InvestiGator Club provides children with numerous opportunities to participate in activities to reinforce hygiene, personal care, safety, and nutrition practices. For example:</p> <ol style="list-style-type: none"> 1. Let’s Investigate! Daily Routines, Safety, p. 31; Attendance, p. 33; Snacks: Establish Set-up/Cleanup Routines, p. 39. [Summary: Children participate in activities that help them learn hygiene and safety practices.] 2. Finny, Feathery, Furry Friends, Daily Routines, Weather, p. 30; Attendance, p. 31; Health: Keen Senses for Crossing; Food Wash, p. 36. [Summary: Children participate in activities that help them learn hygiene, personal care, and safety practices.]

Working Together – Government and Communities	
	The InvestiGator Club Teacher Guide (TG)
MM50 Participate in group decision making	<p>The InvestiGator Club provides children with numerous opportunities to participate in activities that involve group decision-making. For example:</p> <ol style="list-style-type: none"> 1. Watch It Grow, Closing Circle Time, Science: Fruit Salad Survey, p. 93. [Summary: Children take a survey to find out their families’ favorite fruits. They record their data on a class tally chart. They use the data to prepare a fruit salad when families visit the classroom.] 2. Watch It Grow, Small Group, Science, <i>The Shopping List</i>, pp. 122–123. [Summary: Children pretend they are planning a class picnic and make a shopping list, like the one in the book, of food they would like to eat.]

SUB-DOMAIN To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:	
Money and Resources – Economics	
	The InvestiGator Club Teacher Guide (TG)
MM51 Explore the concept of money, including what it is and how it is used	<p>The InvestiGator Club provides activities in Learning Centers and Small and Large Groups for children to explore the concept of money and how it is used. For example:</p> <ol style="list-style-type: none"> 1. Watch It Grow, Learning Centers, Dramatic Play: Produce Stand, p. 49. [Summary: Children understand that fruits and vegetables

	<p>need to be weighed so the storekeeper knows how much money they cost.]</p> <p>2. Watch It Grow, Opening Circle Time, Oral Language, pp. 116–117. [Summary: Children understand the role of the consumer and discuss their experiences with shopping in grocery stores.]</p> <p>3. Watch It Grow, Closing Circle Time, Dramatic Play: Farm to Store Role Play, p. 132. [Summary: Children review how consumers get their food and dramatize the actions.]</p>
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Money and Resources – Economics	
	The InvestiGator Club Teacher Guide (TG)
<p>MM52 Develop an awareness that people work for money in order to provide for basic necessities, including the concept that people can trade and barter to get goods and services</p>	<p>The InvestiGator Club provides many activities to help children understand that people work for money in order to provide their families with basic needs, such as food and clothing. For example:</p> <ol style="list-style-type: none"> 1. Watch It Grow, Learning Centers, Dramatic Play: Produce Stand, p. 49. [Summary: Children understand that fruits and vegetables need to be weighed so the storekeeper knows how much money they cost.] 2. Under Construction, Learning Centers, Dramatic Play: Hardware Store, p. 49. [Summary: Children develop awareness that a hardware store is a business, and the storekeeper works for money to take care of his family.]

Money and Resources – Economics	
	The InvestiGator Club Teacher Guide (TG)
<p>MM53 Begin to understand how people make and consume goods and services</p>	<p>The InvestiGator Club provides children with numerous opportunities to understand how people make and consume goods and services. For example:</p> <ol style="list-style-type: none"> 1. Watch It Grow, Whole Group, Math, <i>Apple Farmer Annie</i>, pp. 86–87. [Summary: Children begin to understand how they get their food after listening to the story.] 2. Watch It Grow, Closing Circle Time, Shared Writing, pp. 90–91. [Summary: Based on their previous Investigations, children write a story about farmers who load a truck with fruits and vegetables to sell at the farmers’ market.] 3. Healthy You, Learning Centers, Blocks: Drive-Through Restaurant, p. 48; Dramatic Play: Grocery Store, p. 49. [Summary: Children develop a basic understanding of economic concepts within a community.]

Money and Resources – Economics	
	The InvestiGator Club Teacher Guide (TG)
<p>MM54 Begin to understand wants versus basic necessities</p>	<p>The InvestiGator Club provides children with numerous opportunities to develop an understanding of wants and needs. For example:</p>

	<ol style="list-style-type: none"> 1. Watch It Grow, Daily Routines, Health: Healthy Foods, p. 36. [Summary: Healthy foods are basic necessities or foods your body needs to stay healthy and grow; children begin to understand which foods are healthy.] 2. Watch It Grow, Small Group, Science, <i>The Shopping List</i>, pp. 122–123. [Summary: Children discuss what they will buy when they go to the grocery store in response to the questions: <i>How do you decide what to buy? How do you avoid buying things you don't need?</i> With guidance and support, they make a shopping list.]
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CREATIVE EXPRESSION

SUB-DOMAIN To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:	
Music	
	The InvestiGator Club Teacher Guide (TG)
CE31 Develop awareness of different musical instruments, tones patterns/rhythms and tempos	<p>The InvestiGator Club provides children with numerous opportunities to get to know a variety of musical instruments. For example:</p> <ol style="list-style-type: none"> 1. Splash and Dig, Daily Routines, Music, p. 32. [Summary: Children do stretching activities to music, act out the animals as everyone sings “Over in the Meadow,” and learn traditional songs about water, such as “There’s a Little White Duck.”] 2. Splash and Dig, Whole Group, Music and Movement: Instruments, p. 88. [Summary: Children distinguish the sounds of instruments.] 3. Weather Watchers, Whole Group, Music: “Bad Weather Blues,” p. 68. [Summary: Children experiment with music concepts, volume, tempo, and sound.] 4. More InvestiGator Club Songs, Chants, Rhymes, and Games (online)

Music	
	The InvestiGator Club Teacher Guide (TG)
CE32 Initiate and recall patterns, songs, rhythms, and rhymes	<p>The InvestiGator Club provides children with numerous opportunities to recall songs and rhymes. For example:</p> <ol style="list-style-type: none"> 1. Watch It Grow, Opening Circle Time, Oral Language, pp. 76–77. [Summary: Children sing and act out the song “Oats, Peas, Beans, and Barley Grow.”] 2. Healthy You, Opening Circle Time, Oral Language, pp. 76–77. [Summary: Children sing and act out the song “Head, Shoulders, Knees, and Toes,” moving faster and faster each time it is played. Children put their hand on their heart to see it is beating faster each time they sing the song.]

	<p>3. Finny, Feathery, Furry Friends, Opening Circle Time, Oral Language, pp. 76–77. [Summary: Children sing “Old MacDonald Had a Farm,” adding movements to imitate a chick. They learn the remaining verses and perform the actions and sounds of all the animals.]</p>
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Music	
	The InvestiGator Club Teacher Guide (TG)
CE33 Be exposed to music from other cultures	<p>The InvestiGator Club provides children with numerous opportunities to listen and respond to music from other cultures. For example:</p> <ol style="list-style-type: none"> Let’s Investigate! Closing Circle Time, Music: The Musician in You, p. 99. [Summary: Children appreciate different types of music, specifically the Blues. They play “Bad Weather Blues” and discuss how the music makes them feel. They listen and identify the instruments.] Let’s Investigate! Opening Circle Time, Music: Music Long Ago, p. 126. [Summary: Children appreciate classical music related to the ballet, such as “The Nutcracker Suite” or “Swan Lake.” They discuss what the music makes them think of, and move or dance to the way they think the music sounds.]

Music	
	The InvestiGator Club Teacher Guide (TG)
CE34 Sing a variety of simple songs in various keys	<p>The InvestiGator Club provides children with numerous opportunities to listen to music, sing songs, and perform finger plays. For example:</p> <ol style="list-style-type: none"> Let’s Investigate! Opening Circle Time, Back to School: Name Song, p. 82; Opening Circle Time, Music: “InvestiGator Club Theme Song,” p. 214. [Summary: Children sing songs and perform the accompanying actions.] Watch It Grow, Daily Routines, Music, p. 32. [Summary: Children participate in these daily music activities, such as singing “Watch It Grow Cha Cha.”]

SUB-DOMAIN To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:	
Movement and Dance	
	The InvestiGator Club Teacher Guide (TG)
CE35 Express through movement what is felt and heard in various rhythmic patterns	<p>The InvestiGator Club provides children with numerous opportunities to express themselves through movement and dance. For example:</p> <ol style="list-style-type: none"> Let’s Investigate! Opening Circle Time, Music: Clap and Step, p. 170. [Summary: Children move in time to beat and rhythm. They listen to two songs: “I’m Glad to Be a Bee” and “Gone Investigating.” Then children compare tempos—walking music vs. jogging music.] Dilly’s Music and Movement CD

Movement and Dance	
	The InvestiGator Club Teacher Guide (TG)
CE36 Demonstrate an awareness of different musical tempos, patterns, and beats through movement	<p>The InvestiGator Club provides children with numerous opportunities to demonstrate awareness of different types of music through movement. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Opening Circle Time, Music: All Kinds of Music, p. 192. [Summary: Children listen to several music genres such as classical, rock, jazz, and rap. They move freely to each type of music, and then discuss how they move to each type. Children react to the different genres by responding: <i>This music makes me feel ____.</i>] Splash and Dig, Whole Group, Music: Feel the Beat, p. 108. [Summary: Children sing “Row, Row, Row Your Boat” and move to the rhythm and beat—pat the beat on their knees; stamp the beat with their feet; march in place to the beat.]

Movement and Dance	
	The InvestiGator Club Teacher Guide (TG)
CE37 Gain awareness of different cultures through experiences with a variety of music and movement activities	<p>The InvestiGator Club provides children with numerous opportunities to develop awareness of different cultures through music and movement. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Closing Circle Time, Gross Motor Skills: The Dancer in You, p. 143. [Summary: Children dance like Rosalita to music—twisting, bending, turning, and reaching. Children learn the Spanish word for <i>dance, baile.</i>] Let's Investigate! Opening Circle Time, Music: All Kinds of Music, p. 192. [Summary: Children listen to several music genres such as jazz and rap. They move freely to each type of music, and then discuss how they move to each type.] Dilly's Music and Movement CD

Movement and Dance	
	The InvestiGator Club Teacher Guide (TG)
CE38 Experience and use movement to reinforce learning in other curricular areas	<p>The InvestiGator Club provides children with numerous opportunities to use movement to reinforce learning in each of the domains. For example:</p> <ol style="list-style-type: none"> Under Construction, Whole Group, Storytelling Classics, “The Three Little Pigs,” pp. 126–127. [Summary: Children dramatize the folktale from England and create voices for each of the characters.] Healthy You, Opening Circle Time, Oral Language, pp. 76–77. [Summary: Children review body parts and sing an action song, “Head, Shoulders, Knees, and Toes,” which

	provides a lot of exercise for the heart, arms, legs, and lungs.]
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SUB-DOMAIN To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:

Visual Arts	
	The InvestiGator Club Teacher Guide (TG)
CE39 Show interest using different art media and materials in a variety of ways for creative expression and representation	<p>The InvestiGator Club provides children with numerous opportunities to use different art media and materials for creative expression. For example:</p> <ol style="list-style-type: none"> Finny, Feathery, Furry Friends, Whole Group, Art: Feather Painting, p. 109. [Summary: Children use bird feathers instead of brushes to paint.] Watch It Grow, Whole Group, Art: Seed Picture Frames, p. 89. [Summary: Children choose a variety of seeds and sort them by size. They glue the seeds around their picture of a favorite fruit or vegetable to make a frame.]

Visual Arts	
	The InvestiGator Club Teacher Guide (TG)
CE40 Plan and create original drawings, paintings, models, and other art creations using a variety of media	<p>The InvestiGator Club provides numerous opportunities for children to create drawings, paintings and other creations using a variety of materials. For example:</p> <ol style="list-style-type: none"> Under Construction, Whole Group, Art: Shapely Homes, p. 89. [Summary: Children investigate shapes used in or on different types of homes. They create their own house (condo, houseboat, block house, mobile home) using paper shapes. With a square as the base, they can use circles, rectangles, and triangles to create roofs, windows, doors, and chimneys.] Finny, Feathery, Furry Friends, Whole Group, Art: Farm Animal Sculpture, p. 89. [Summary: Children plan and create whimsical animal sculptures out of a variety of materials.]

Visual Arts	
	The InvestiGator Club Teacher Guide (TG)
CE41 Share experiences, ideas, and thoughts about artistic creations	<p>The InvestiGator Club provides children with numerous opportunities to express their ideas and thoughts about the art creations of others. For example:</p> <ol style="list-style-type: none"> Let’s Investigate! Whole Group, Art: Art Clues, p. 68. [Summary: Children go on a neighborhood walk and look for art, such as jewelry, a picture on a T-shirt, and window decorations. They discuss each piece of art and share their ideas about whether they like it.] Under Construction, Whole Group, Art: We Are Illustrators, p. 129. [Summary: Children take on the role of illustrators and paint a picture that shows the houses built by the three

Visual Arts	
	The InvestiGator Club Teacher Guide (TG)
CE42 Use a variety of art materials and activities for sensory experiences	<p>The InvestiGator Club provides children with numerous opportunities to use a variety of art materials for sensory experiences. For example:</p> <ol style="list-style-type: none"> Let’s Investigate! Whole Group, Math: Long and Short Worms, p. 205. [Summary: Children work with clay or dough to make long and short worms. As children make worms, they describe length using the words <i>long</i>, <i>longer</i>, <i>short</i>, and <i>shorter</i>.] Weather Watchers, Whole Group, Art: Bubble Paintings, p. 109. [Summary: Children paint with something unusual—bubbles. They blow bubbles into a pie tin, place a sheet of paper on top, and then remove the paper to see their bubble creation.]

Visual Arts	
	The InvestiGator Club Teacher Guide (TG)
CE43 Express interest in and show respect for the creative work of others	<p>The InvestiGator Club provides children with numerous opportunities to express interest in and share opinions of the creative work of others. For example:</p> <ol style="list-style-type: none"> Weather Watchers, Daily Routines, Featured Artist, p. 29. [Summary: Children create and discuss their artworks. They offer opinions about their classmates’ creations.] Healthy You, Whole Group, Fine Art: <i>Optometrist</i>, p. 68. [Summary: Children view Norman Rockwell’s painting <i>Optometrist</i> and discuss whether they like it.]

Visual Arts	
	The InvestiGator Club Teacher Guide (TG)
CE44 Express experiences and feelings through a variety of artistic processes and creations	<p>The InvestiGator Club provides children with numerous opportunities to express themselves through a variety of artistic creations. For example:</p> <ol style="list-style-type: none"> Under Construction, Learning Centers, Blocks: Block Town, p. 48. [Summary: Children build a block town. They build their community with blocks, placing the “buildings” along the road on a teacher-made map.] Splash and Dig, Whole Group, Art: Sculpt a Story Scene, p. 129. [Summary: Children work as a group and sculpt the animals from “How the Fly Saved the River,” a legend from the Ojibwa. After children finish their animal sculptures, they paint a river on butcher paper with trees, bushes, and grass. Children recreate the story scene on a table with their sculpted animals.]

SUB-DOMAIN To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:	
Dramatic Play	
	The InvestiGator Club Teacher Guide (TG)
CE45 Represent fantasy and real-life experiences through pretend play	<p>The InvestiGator Club provides children with numerous opportunities to engage in pretend play in Learning Centers and Small Group activities. For example:</p> <ol style="list-style-type: none"> Let’s Investigate! Closing Circle Time, Dramatic Play: Rosalita’s Fancy Footwork, p. 143. [Summary: Children participate in an imaginary shoes activity led by Rosalita where they try on different shoes (e.g., tap shoes, jogging shoes, ballet shoes, heavy boots) and pretend how they would move in them.] Weather Watchers, Learning Centers, Dramatic Play: A Chance of Snow, p. 49. [Summary: Children role-play a weather forecaster on the evening news. The reporter is on the scene of a breaking news story involving severe weather, such as a snowstorm.]

Dramatic Play	
	The InvestiGator Club Teacher Guide (TG)
CE46 Show imagination and creativity in play	<p>The InvestiGator Club provides children with numerous opportunities to demonstrate creativity in play. For example:</p> <ol style="list-style-type: none"> Weather Watchers, Learning Centers, Dramatic Play: Airplane Ride, p. 49. [Summary: Children set up the classroom as an airplane and take pretend trips in it. They can line up chairs behind a cockpit and use props to pretend to be passengers, the pilot, and the flight attendant. They can draw on boxes to make instrument panels.] Healthy You, Closing Circle Time, Dramatic Play: All Kinds of Doctors, p. 113. [Summary: Children role-play three different kinds of doctors—a dentist, a medical doctor, and an eye doctor. Each doctor gets a white coat to wear and props, such as toothbrushes, a stethoscope, and an eye chart. Other children visit the doctors’ offices and ask and answer the doctors’ questions.]

Dramatic Play	
	The InvestiGator Club Teacher Guide (TG)
CE47 Participate in adult-guided dramatic activities	<p>The InvestiGator Club provides children with numerous opportunities to participate in adult-guided dramatic play activities. For example:</p> <ol style="list-style-type: none"> Let’s Investigate! Closing Circle Time, Dramatic Play: The Imagination in You, p. 73. [Summary: Children play “Let’s Pretend!” The teacher guides the actions and children participate in pantomiming the following: “We are walking in Circle Forest with Dilly and Great

	<p>Auntie Lu. Oops! Jump over that rock. Duck under that tree branch!” and so on.]</p> <p>2. Under Construction, Opening Circle Time, Oral Language, pp. 56–57. [Summary: Children take an imaginary ride on a school bus past a construction site. Children arrange their chairs as if they are on a bus. The teacher pretends she is the bus driver. The children take their seats and talk about what they see on the way to school. The teacher asks questions about the workers at the site and what they are building.]</p>
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Dramatic Play	
	The InvestiGator Club Teacher Guide (TG)
CE48 Engage in cooperative pretend play with another child	<p>The InvestiGator Club provides children with numerous opportunities to participate in cooperative pretend play. For example:</p> <p>1. Finny, Feathery, Furry Friends, Learning Centers, Dramatic Play: At the Vet’s, p. 49. [Summary: Children create a vet’s office with props and pretend to take a pet to the vet. Children role-play the vet, the pet owner, and the receptionist.]</p> <p>2. Under Construction, Learning Centers, Dramatic Play: Playground Builders, p. 49. [Summary: Small groups of children build a make-believe playground. They set out clothing and props for the young foreman and his or her crew as they plan and build the new playground.]</p>

PHYSICAL DEVELOPMENT AND HEALTH

SUB-DOMAIN To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:	
Fine Motor	
	The InvestiGator Club Teacher Guide (TG)
PD31 Develop strength, small-motor control, and coordination through daily activities	<p>The InvestiGator Club provides children with daily activities to develop small-motor control. For example:</p> <p>1. Finny, Feathery, Furry Friends, Opening Circle Time, Oral Language, pp. 116–117. [Summary: Children learn a finger play called “The Caterpillar” and discover how the caterpillar changes.]</p> <p>2. Weather Watchers, Whole Group, Art: Four Seasons Mobile, p. 129. [Summary: Children create a mobile. They make an item and attach it to the horizontal tree branch.]</p>

Fine Motor	
	The InvestiGator Club Teacher Guide (TG)
PD32 Develop and use eye-hand coordination to	The InvestiGator Club provides children with

perform a variety of tasks	<p>numerous opportunities to develop eye-hand coordination to perform a variety of tasks. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Whole Group, Math: Cut to Size, p. 183. [Summary: Children use scissors to cut yarn into three different pieces: long, medium, and short.] Splash and Dig, Learning Centers, Math: Puzzle Builders, p. 42. [Summary: Children choose a puzzle and put together the pieces.]
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Fine Motor	
The InvestiGator Club Teacher Guide (TG)	
PD33 Explore and experiment with a variety of tools	<p>The InvestiGator Club provides children with numerous opportunities to explore and experiment with a variety of tools. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Whole Group, Social Studies: We Know What We Need, p. 160. [Summary: Children make a "What I Need" collage. They cut pictures from magazines that show examples of food, water, shelters and glue them onto construction paper in the shape of a house.] Healthy You, Learning Centers, Writing: Look at Me! p. 41. [Summary: Children draw a self-portrait and write their names on their artwork.] Weather Watchers, Learning Centers, Art: Night Pictures, p. 45. [Summary: Children use white and pastel chalk to draw nighttime pictures on black construction paper.]

SUB-DOMAIN To support children's preparation for kindergarten, families and programs will provide children the opportunity to:	
Gross Motor	
The InvestiGator Club Teacher Guide (TG)	
PD34 Increase strength, balance, coordination, flexibility, stamina, and control in motor activities	<p>The InvestiGator Club provides children with numerous opportunities to develop strength, coordination, balance, and control. For example:</p> <ol style="list-style-type: none"> Let's Investigate! Daily Routines, Gross Motor Skills, p. 36. [Summary: Exercise, dance, and creative movement are incorporated throughout the day.] Healthy You, Learning Centers, Science: What Can My Muscles Do? p. 43. [Summary: Children move through task stations that require the use of large and small muscle groups. For example, children might do push-ups, transfer toothpicks with tweezers, cut around a shape with scissors, and roll a ball toward a target.]

Gross Motor	
The InvestiGator Club Teacher Guide (TG)	
PD35 Demonstrate body and space awareness, to move and stop with control over speed and direction	<p>The InvestiGator Club provides children with numerous opportunities to move and stop with control over speed and direction. For example:</p>

	<ol style="list-style-type: none"> 1. Under Construction, Daily Routines, Outdoor Play, p. 34. [Summary: Children participate in outdoor games such as “Red Light, Green Light”; they walk on a playground balance beam, a length of rope, or a simple chalk line; they pretend to be dump trucks on the way to a construction site.] 2. Healthy You, Closing Circle Time, Movement: Jump and Jive, p. 73. [Summary: Using a large space, children form a circle with one child in the middle. The teacher calls out movements, such as hop on one foot, and the child in the center leads the others in the activity. They continue the exercises, using movements such as march in place, dance, jumping jacks, hop, and bend and twist.]
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Gross Motor	
	The InvestiGator Club Teacher Guide (TG)
<p>PD36 Develop the ability to coordinate increasingly complex movements</p>	<p>The InvestiGator Club provides children with numerous opportunities to develop the ability to coordinate increasingly complex movements. For example:</p> <ol style="list-style-type: none"> 1. Let’s Investigate! Opening Circle Time, Gross Motor Skills: The Athlete in You, p. 149. [Summary: Children discuss the different ways to exercise. Volunteers lead the others in doing an exercise, such as bend right; bend left; kick high; bend low; lift knees; make windmill arms.] 2. Splash and Dig, Whole Group, Math: Bounce and Count, p. 128. [Summary: The teacher bounces the ball to a child. The child identifies the numeral on the ball and performs an action to demonstrate the number (jump, clap, nod head, etc.) as the others count aloud. The child bounces the ball to another child to continue the game.] 3. Weather Watchers, Daily Routines, Weather Walking, p. 39. [Summary: As children transition from one activity to another, the teacher asks them to move as if they are: walking against a strong wind, leaping over puddles, trudging through knee-deep snow, skiing down a hill, tiptoeing across hot sand.]

SUB-DOMAIN To support children’s preparation for kindergarten, families and programs will provide children the opportunity to:	
Health Awareness and Practice	
	The InvestiGator Club Teacher Guide (TG)
<p>PD37 Expand knowledge and respect for their bodies</p>	<p>The InvestiGator Club provides children with numerous opportunities to help children learn more about their bodies. For example:</p> <ol style="list-style-type: none"> 1. Healthy You, Investigation, Investigation Station, pp. 54–55. [Summary: Children experiment with exercise and heartbeat in response to the question <i>Which activities make</i>

	<p><i>your heart beat fast?</i> They listen to their heartbeat with a stethoscope after each activity, such as walking and running. They discuss why exercise is good for their heart.]</p> <p>2. Healthy You, Closing Circle Time, Shared Writing, pp. 90–91. [Summary: Children write a letter to Auntie Lu sharing ideas for how to stay healthy. They identify three healthy habits: drink water, eat healthy snacks, exercise.]</p>
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Health Awareness and Practice	
	The InvestiGator Club Teacher Guide (TG)
<p>PD38 Engage in daily physical activity, both indoors and outdoors</p>	<p>The InvestiGator Club provides children with numerous opportunities to engage in physical activities indoors and outdoors. For example:</p> <ol style="list-style-type: none"> 1. Let’s Investigate! Closing Circle Time, Gross Motor Skills: Exercise Like Manny, p. 165. [Summary: Children play an exercise game indoors. The teacher begins by spontaneously doing jumping jacks and explaining that Manny likes exercise. Children join in and do jumping jacks as well. The teacher suggests other exercises and the children continue to join in.] 2. Under Construction, Whole Group, Music and Movement: Rhythm, p. 88. [Summary: Children investigate rhythm instruments such as a triangle, sand blocks, drum, and tambourine. They stand in a circle and use one of the instruments to establish a beat. Other children move or dance around the circle in time to the beat. Children try different rhythms and tempos with other instruments.] 3. Let’s Investigate! Whole Group, Readiness: Direction and Position, pp. 180–181. [Summary: Children set up an obstacle course in the classroom. They learn directional words to describe each action they do; for example: walk <i>around</i> the chair, jump <i>over</i> the rope, go <i>through</i> the tunnel, crawl <i>inside</i> the hula hoop.] 4. Dilly’s Music and Movement CD

Health Awareness and Practice	
	The InvestiGator Club Teacher Guide (TG)
<p>PD39 Learn about and practice health and hygiene routines</p>	<p>Each Investigation contains a Health Daily Routine (TG p. 36) that provides ideas and activities for communicating healthy practices and helping children learn to follow rules of hygiene and personal care. For example:</p> <ol style="list-style-type: none"> 1. Let’s Investigate! Daily Routines, Health: Establish Toilet Routines; Establish Hand-Washing and Tooth Care Routines, p. 38. [Summary: Children discuss proper toilet and hand-washing routines.] 2. Healthy You, Opening Circle Time, Oral Language: Scrub and Rub, p. 99. [Summary: Children discuss how clean hands help them

	<p>stay healthy. The teacher models how to wash hands while reciting a chant that explains the steps in hand-washing. Children dramatize how to wash their hands using soap and towels as props.]</p>
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Health Awareness and Practice	
	The InvestiGator Club Teacher Guide (TG)
<p>PD40 Experience and learn about healthy lifestyle practices</p>	<p>The InvestiGator Club provides children with numerous opportunities to experience and learn about healthy lifestyle practices. For example:</p> <ol style="list-style-type: none"> 1. Healthy You, Family Investigation Night, Trail Mix, pp. 136–137. [Summary: Children and their families create their very own healthy, high-energy snack called Trail Mix. They write a recipe for Trail Mix and follow the recipe to make it. Families compare their finished snacks and discuss how each one tasted.] 2. Splash and Dig, Daily Routines, Health: Drink Your Water! p. 36. [Summary: Children learn that drinking water every day is important for their health. They make a tally chart to record each time they drink a cup of water.]

Health Awareness and Practice	
	The InvestiGator Club Teacher Guide (TG)
<p>PD41 Learn about and demonstrate safe behaviors and accident prevention</p>	<p>Each Investigation contains a Safety Daily Routine (TG p. 29) that provides ideas and activities for communicating safety rules, and helping children learn to follow safety rules. For example:</p> <ol style="list-style-type: none"> 1. Healthy You, Daily Routines, Safety, p. 29. [Summary: With guidance and support, children discuss safety tips related to good health, such as wearing a helmet when you ride your bike and washing your hands before you eat. They discuss the symbol for poison and learn that poison can make you very sick. Children draw pictures of safe behaviors to display on the safety poster.] 2. Healthy You, Opening Circle Time, Oral Language, pp. 116–117; Closing Circle Time, Health: Stop, Drop, Roll, p. 132. [Summary: Children discuss the potential dangers of fire and learn that only adults should use matches and a lighter. They learn a song to help them remember what to do in case of a fire, “Stop, Drop, and Roll.”] 3. Finny, Feathery, Furry Friends, Daily Routines, Safety, p. 29. [Summary: Children discuss safety tips related to animals, such as <i>do not tease dogs and cats, ask a pet’s owner before you touch it, never feed wild animals such as squirrels in the park.</i>]