

# The InvestiGator Club™

## Prekindergarten Learning System

### and

## High/Scope®



**T**eachers who are already using *High/Scope*® will find it easy to integrate *The InvestiGator Club*™ into their existing schedules and lesson plans because the basic philosophy of both programs is the same: to provide a high-quality, academically strong program based on developmentally appropriate practices and the latest scientific research in how children learn. Both programs endorse the philosophy that children are active learners, supported and challenged by the teacher. Children learn by exploring, asking and answering questions, solving problems, and interacting with classmates.

**Approach, Integrated Curriculum** The differences between the two programs might be summed up by describing *High/Scope*® as an approach to learning and *The InvestiGator Club*™ as a fully-integrated curriculum. At the heart of *High/Scope's*® approach is the plan-do-review sequence in which children make choices about what they will do, carry out their ideas, and then reflect on their activities with adults. In *The InvestiGator Club*™, a teacher will find that children are encouraged to make choices about materials and activities throughout the day, but skill development has been carefully planned to provide opportunities for guided instruction and scaffolding, to ensure that children are prepared for kindergarten. Prekindergarten classrooms are as unique and diverse as the teachers and children they hold. Classes can meet two, three, or five days a week. Some programs are full-day and others half-day. And each class has a diverse group of learners. *The InvestiGator Club*™ recognizes these differences. Flexibility and choices are built into the plan, allowing teachers to choose the lessons and activities that best fit their schedules and the learning styles and levels within their group.

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



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# Correlation

## The InvestiGator Club™ and High/Scope®

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

LI = Let's Investigate!

UC = Under Construction

HY = Healthy You

FF = Finny, Feathery, Furry Friends

SD = Splash and Dig

WG = Watch It Grow

WW = Weather Watchers

<b>The InvestiGator Club™</b>	
<b>Creative Representation</b>	
1. Using the five senses to recognize objects	UC 33; HY 29, 37, 43, 58, 60, 122–123; SD 73; WG 29; WW 46
2. Reproducing actions and sounds	LI 227; UC 41, 58, 73, 131; HY 59, 85; FF 49, 56–57, 73; SD 88; WG 59; WW 98, 99, 108, 128
3. Connecting models, pictures, and photographs to real places and the things they represent	LI 183, 223; UC 69; HY 30, 48, 79; FF 29; SD 30; WG 30; WW 30
4. Participating in dramatic play activities	LI 143, 215; UC 40, 49, 56–57; HY 44; FF 44; SD 48, 49, 119, 133; WG 44, 48, 49; WW 48, 49
5. Creating models with clay, blocks, and other materials	LI 138, 176–177; UC 44, 45, 48; HY 48; FF 45, 89; SD 48, 129; WG 48, 104; WW 47, 48
6. Using art media and materials to draw and paint	LI 160, 204; UC 45, 129; HY 45, 89; FF 109, 129; SD 89; WG 29, 45, 129; WW 45, 109
<b>Language and Literacy</b>	
7. Telling others about personal experiences	LI 138; UC 76–77; HY 41, 48, 68, 96–97; FF 35, 89, 106–107; SD 49; WG 107
8. Using language to describe objects, events, and relations	LI 121, 138, 176–177; UC 56–57, 59, 72, 78; HY 30, 44; FF 98; SD 70–71; WG 37, 58; WW 65
9. Listening and making up stories; enjoying language	LI 105, 148, 171; HY 126–127, 130–131; FF 39, 62–63
10. Using a variety of forms of writing	LI 96–97, 162–163, 228–229; UC 41, 62–63; HY 41, 62–63; FF 41, 62–63; SD 62–63, 70–71; WG 41, 63, 88; WW 41, 63
11. Showing interest in reading-related activities	LI 42, 57, 62–63, 69, 95, 112; UC 40, 52–53; HY 41, 82–83, 126–127, 129; SD 66–67; WG 40, 85, 105, 122–123, 125
12. Retelling and dictating stories	LI 184–185, 215, 223; UC 40, 78; HY 110–111, 129; SD 62–63, 87; WG 126, 129; WW 133

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**Initiative and Social Relations**

13. Making and expressing independent choices, plans, and decisions	LI 121; HY 35; FF 89, 124; SD 68; WW 104
14. Solving everyday problems	UC 35, 65, 118, 119; HY 106–107, 108; FF 124; SD 35, 65
15. Taking care of oneself	HY 35, 96–97, 113; SD 35, 124; WG 35, 72
16. Expressing feelings using language and gestures	LI 192; UC 62–63, 112; HY 98; WG 35; WW 35, 65, 69, 106–107, 124
17. Taking part in routine activities	LI 30, 33; UC 38; HY 28, 31; FF 28, 30, 31; SD 35; WG 31; WW 28
18. Being responsive to the needs, interests, and feelings of others	LI 209; UC 62–63, 106–107; HY 98; FF 65, 106–107, 124; SD 35, 65; WG 35; WW 104, 106–107
19. Developing relationships with peers; interacting with adults effectively	SD 106–107, 116–117, 118, 136–137; WG 28, 35, 65; WW 134–135
20. Interacting with peers through collaborative play	LI 176–177; UC 44, 49, 134–135; HY 44, 48, 134–135; SD 69, 133; WG 44, 47
21. Compromising and discussing to resolve conflicts with peers	LI 208; UC 65, 106–107; FF 106–107; SD 35, 65

**Movement**

22. Developing ability to reach, turn, twist, and bend	LI 36, 143; HY 32, 36, 59; WG 68; WW 34
23. Exploring moving in space	LI 126, 143; UC 34, 38, 39; HY 34, 39; FF 34; SD 128; WG 34; WW 34
24. Moving about with easy-to-use materials (balls, streamers, ribbons, hoops, and so on)	HY 34, 108; SD 62–63, 73; WG 34
25. Showing imagination in movement	LI 126, 143, 192; UC 34, 99; HY 73, 85; FF 34, 73; SD 62, 79; WG 32; WW 34, 39
26. Telling about movement experiences	LI 149; HY 85; FF 49, 73; SD 49
27. Listening to and following movement directions	LI 149, 156; UC 32, 99; HY 73, 108; SD 119
28. Being aware of and moving to a steady beat	LI 36, 170; UC 39, 88; FF 38; SD 39, 73, 108; WG 128; WW 32, 88
29. Performing movement sequences to a common beat	LI 56, 170; UC 68, 73, 96–97; FF 68

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**Music**

30. Moving and dancing to music	LI 36, 126, 143, 192; HY 32; UC 32, 73; FF 68; SD 68; WG 68; WW 32, 34, 68, 113
31. Listening and identifying sounds	UC 58, 73; FF 58, 73; SD 73, 88, 118; WG 59; WW 58, 68, 88, 118
32. Experimenting with the voice	UC 58, 73; HY 35; FF 56–57, 69, 76–77, 126–127
33. Exploring melody	UC 39; HY 73; FF 68, 108; SD 108, 128
34. Learning and singing songs	LI 148, 152–153, 164; UC 46, 96–97; HY 32, 76–77; FF 68; SD 39, 73, 128; WG 77, 79; WW 32
35. Experimenting with simple musical instruments	LI 104, 227; UC 88, 108; FF 68, 88, 128; SD 113; WG 46, 88, 108, 113; WW 88, 98, 108

**Classification**

36. Investigating and explaining the similarities, differences, and attributes of things	LI 178, 200; UC 42; FF 33, 69, 92; SD 62; WG 43, 45, 98
37. Recognizing, describing, and comparing shapes	LI 178, 222, 224–225; HY 42, 102–103, 109; UC 42, 86–87; FF 69; WW 69
38. Using attributes to sort and match objects	LI 65, 69, 133, 200; UC 42, 43; FF 33; WG 42, 43, 86–87, 89, 98, 103, 104; WW 35
39. Using and describing objects in different ways	UC 42; HY 37, 108; FF 48; SD 48; WG 48
40. Using two attributes to describe something	WG 42, 43, 86–87, 103, 104
41. Understanding abstract concepts of “some” and “all”	LI 161; FF 37, 47, 86–87; SD 86–87
42. Describing objects by telling what it does not have or what group it does not belong in	LI 65, 200; FF 47, 66–67, 69, 113; WG 98

**Seriation**

43. Using attributes for comparisons (taller/shorter, bigger/smaller)	LI 132–133, 176–177, 178, 183, 205; WG 69, 104
44. Putting objects in a series or pattern and describing the relationships (green/yellow/green/yellow, tall/taller/tallest)	LI 113, 178, 180–181, 183, 200; UC 42, 89, 99, 102–103, 105, 108; WG 86–87; WW 33
45. Fitting one ordered set of objects to another through trial and error (small cup–small saucer/medium cup–medium saucer/big cup–big saucer)	LI 39, 44; UC 37, 41, 45

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**Number**

46. Comparing the number of objects using appropriate terms

LI 156, 161; HY 33, 69, 86–87, 89, 133

47. Using one-to-one correspondence to match sets of objects

LI 44, 91, 95, 156, 161

48. Using numbers and counting to determine quantity

LI 227; UC 33, 47, 135; HY 33; FF 33; SD 42, 86–87, 89, 102–103, 105, 128; WG 42; WG 98; WW 37, 105

**Space**

49. Experiencing the act of filling and emptying containers

LI 49; UC 47; SD 42, 47, 89

50. Putting things together and taking them apart

LI 183; FF 42; SD 42, 69, 108

51. Altering the shape and arrangement of materials (molding, twisting, stretching, stacking, looping)

LI 49, 205; FF 101; SD 69, 108

52. Looking at people, places, and things from a variety of positions

UC 34; HY 32, 64; FF 98; WW 78

53. Understanding directionality, order, and position of objects

LI 44, 90, 158–159, 178, 180–181

54. Understanding spatial relations in pictorial materials

LI 80–81, 102–103; FF 119, 122–123; SD 68

**Time**

55. Beginning and ending an action on signal

LI 154–155, 234–235; UC 34; WG 93; WW 34

56. Experiencing and recounting different rates of movement

LI 170; HY 76–77; SD 48, 108; WW 128

57. Comparing time intervals

LI 135, 136–137; SD 28, 35; WW 84

58. Recalling and describing time intervals using time-associated language

LI 83, 134; UC 28; FF 105, 133; WG 28, 69; WW 28, 43